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ST PETER'S GIRLS PREP SCHOOL

Weekly Newsletter of the Girls JP

FROM THE RECTOR

We have been considering the establishment of a Pre-Prep for some time now. The intention was to open it in January 2019 in the After School Programme house. It is unlikely that it will now open next year.

We are currently awaiting a final design by the architect and thereafter, a costing to check affordability. We also do not want to add significantly to the amount of traffic on campus. As such, we are investigating further measures to ensure that this does not happen.

We cannot determine the placement of the facility until the traffic challenges have been met.

In the meantime, we have informed our feeder Pre-Preps of our intentions, as a courtesy.

I would be happy to answer any questions, which you may have around this topic.

PLEASE HELP! TRACTOR LOADER BACKHOE (TLB) NEEDED

The school requires a TLB in order to landscape the area below the After-School programme facility. We would be most grateful to any parents who could recommend a provider who could offer the service at a competitive rate . . or even better! Please contact Cecilia Neto in this regard (cneto@stpeters.co.za).



Tractor Loader Backhoe! (TBL)

Questions for the Rector:

If anyone wishes any further information on any topic, please feel free to contact me at school or at groyce@stpeters.co.za or dradloff@stpeters.co.za.

Greg Royce
(Rector)

FROM THE HEADMASTER

Following last week's newsletter, this week, I have included an article on Personalised Learning by our very own Mr Blackhurst. The article clearly explains why 'one size (of education) *doesn't* fit all'. It is important to note that this process won't happen overnight, but I am already delighted with numerous initiatives that teachers have established in both our JP and SP in an effort to work towards this critical need:

A SUMMARY OF THE IMPORTANT RATIONALE FOR MORE PERSONALISED LEARNING

In the worst-case scenario, pupils grouped in age-based classes are given the same amount of material to learn/master in the same amount of time, often in the same way. Accountability is based on seat-time and, sometimes, a formal test or two. Despite vast differences in individual pupil experience and prior learning, the gaps that open do not always close because little time is allocated to going back and catching up. Pupils are also constantly compared to each other, in the establishment of averages, and the like, rather than measured against their own progress, learning and other outcomes. School becomes a competitive sorting exercise.

PERSONALISED LEARNING

Personalised learning is a route to actively engage, motivate and inspire all pupils to embrace difference, overcome challenges and demonstrate mastery.

The goal of a more personalised teacher and pupil-generated programme is for each pupil to MASTER content and skills to help guarantee their success in university and their careers.

Factors that necessitate such a goal are growing classroom diversity, particularly in terms of the differing growth rates of pupils; learning science research; increasing technological sophistication; and 21st century job requirements – which include the ability to solve complex problems, think creatively and critically, co-ordinate with others and manage people. We want our pupils to become productive and fulfilled citizens of the world.

The Essentials of Personalised Learning and Changed Expectations

Personalisation must be built on embracing all pupils, with varying abilities, equally and providing paths for success for each one, with and without technology. The greater the range of abilities in a class, the more such a strategy is necessary.

Plans to promote social, emotional and cognitive competencies must be effectively implemented and developed, throughout a person's life, to allow for success in school, the workplace and the wider community.

The pupil must be at the centre of the learning being organised. So, within reason, learning objectives, approaches, content, pace and tools must be organised and optimised for each pupil.

Pupils should assume more responsibility for their learning through exercising some choice in what, how, when and where they learn. (This should include decisions on assessment-orientated choices that promote, and assist, the learning process.)

Pupils should have regular opportunities to engage in higher order thinking. They also need to transfer their learning. Feedback and reflection must be routinely incorporated into the learning experience. There should be a system of varied supports and extensions to help all pupils succeed.

There should be some common standards, that apply to all pupils – values and socio-emotional goals should be included in the academic considerations, as suggested above.

Teachers must have high expectations, in line with growth theory, for each pupil. That will help to advance equity.

A Change of Focus, in line with Growth Theory

Teachers and pupils should focus on growth and improvement, rather than average grade level proficiency.

Teachers and administrators should keep track of multiple assessment measures and data tracking across grades; and less reliance on end-of-year assessments. A pupil should not be locked into a particular (streamed) group or time period for the achievement of mastery. No one should unnecessarily practise what is already known or mastered. Fresh inspiration must be used to apply some past knowledge in new ways while new learning is experienced. Curricula should be flexibly designed. Pupils are moved onto new work once the previous work has been demonstratively mastered, not because anyone else has moved on.

Management and teachers must take advantage of new opportunities to build capacity for next-generation educators.

Mastery of the 3R's should be viewed now just as a starting point and no longer the end goal of any work.

Teaching to the middle is no longer acceptable today and probably never was. We should teach each pupil today, rather than a class of pupils. Pupils' personal interests are, increasingly, being taken into account and aspects of learning opportunities customised.

Pupils must be given the space and freedom to fail without negative connotations.

Master teachers (masterful teachers) need to try to develop an awareness in each pupil as to how she or he best learns and the tools each needs for success.

Thinking about the Necessary Preparatory Discussions

This 'increased personalisation' need must be accepted – by teachers, management, pupils and parents. (Pupils do not usually object to personalised assistance and options.)

Schools must develop sufficient resources for learning really effectively and assessment, as the two are inextricably linked. So teachers need fellow 'resource generators'; management support/co-ordination in the data generation and 'reporting for planning' sphere; and training.

Monitoring, accountability and support systems need to be regularly reconsidered. Feedback from adaptive assessments is vital. Mastery should be gauged in clear, measurable and rigorous learning objectives. The shift from time to mastery as the basic learning measure is crucial. Meaningful, high quality assessments must allow pupils to demonstrate their mastery of skills and concepts when they have mastered them, rather than at a set time in the year. Pilot programmes must be fully supported.

Active communication with parents is desirable. The report system should promote a new focus on personal strengths and development in important 21st century spheres, rather than age group comparisons across a narrow syllabus over a specific time period.

HAPPY MOTHER'S DAY

Wishing our Moms a very Happy Mother's Day for Sunday! Have a spectacular day - I trust that your family will spoil you!

Darrel Webb (*Headmaster*)

FROM THE JP HEAD**ST PETER'S VALUES A 'GROWTH MINDSET'**

This week several teachers and I attended a Conference on *Developing a Growth Mindset at school*. It was hugely beneficial to those who attended and highlighted many of the strengths at St Peter's, as well as areas in which we need to improve in. I have included this Blog, for your information, as I am sure your interest will have been peaked.

A Growth Mindset tells you 'I CAN Grow'. It doesn't tell you HOW to grow!

by James Anderson

As teachers, many of us are interested in developing a growth mindset in our students because we want to help to improve their results. The problem is that a growth mindset doesn't do that – on its own.

Let me explain . . .

Carol Dweck has repeatedly demonstrated that students with a growth mindset tend to improve more than those with a fixed mindset. Similarly, students who change their mindset, to become more growth oriented, tend to improve their grades. So how can I say that a growth mindset doesn't improve student results?

A growth mindset is the understanding that even your most basic abilities are capable of growth. It is an invitation to grow. But it's not the growth itself. In order to grow we must still engage in the deliberate practice and hard work that leads to improvement and growth.

In each of the experiments mentioned above, students were not only taught (or had the prior understanding) that they could grow, but they were also taught how to grow – they were taught study skills or offered other learning opportunities. Students with a Fixed Mindset tended not to effectively enter into this process - by turning down learning opportunities, or giving up easily, or by ignoring feedback etc. that would have helped them grow.

Recognising that developing a Growth Mindset is only half the job, is a key to seeing real results with this work. If all we do is help students develop a more Growth Oriented Mindset and then fail to show them how to achieve that growth, then we will have failed them.

To improve student-learning outcomes, this work has to be coupled with pedagogies that improve students' ability to learn. We must develop students Habits of Mind, teach them thinking skills and focus not only on improving their grades, but also on improving their own learning processes. We must teach them not only that they can become more intelligent, but also how to behave more intelligently.

A growth mindset is not growth. It's just an invitation to grow.

Originally posted at: <http://mindfulbydesign.com/an-invitation-to-grow/>

MOMS AND DAUGHTERS CRAFT MORNING

I look forward to this special event, where we celebrate our Moms and participate in a wonderful morning of fun! Thank you in advance, to our CC and parents who work hard to make this a fun-filled and memorable occasion.

PARENTS COFFEE MORNING –THURSDAY, 17 MAY: PHYSICAL EDUCATION

Next week we will host our first Coffee Morning of the term. All parents from Grade 0 - 2 are invited to discuss the School's policy and philosophy around the teaching of Physical Education in the JP and the transition to the SP. Please join us at 07:30 in the Girls JP Hall.

MY STORY

On Thursday, 17 we will also host a *My Story* evening. I would like to encourage all parents to join us at least once a year to participate in this transformative conversation and learning opportunity to grow our community.

HAPPY MOTHER'S DAY TO ALL OUR SPECIAL MOMS!

Heather Kissack
(Junior Prep Head)

BIRTHDAY CHAPEL

On **Tuesday, 15 May** the following Birthday girl/s will receive a birthday card and a blessing in Chapel at 8:00. We hope to see the parents there.

C Romanis

INDIVIDUAL MUSIC LESSONS

Individual music lessons are still open for enrollment. The online application form can be accessed through the following link: <https://goo.gl/forms/jlP2qREK5dYOaUz32>. Lesson in Cello, Voice, Flute, Violin, Piano, Guitar, Ukulele, Drum Kit, Percussion, Clarinet, Trumpet and Saxophone are available. Pupils receive one lesson per week, of thirty minutes duration at R185 per thirty minute lesson.

Lara Rishworth
(Music Administrator)

SPACES FOR GRADE 0, 2019

Please note that there are a limited number of spaces, in the Girls Prep School, available for Grade 0 in 2019. Please bear this in mind when speaking to people who are looking at Grade 0 schooling, for their daughter, in 2019.

HOT DOG DAY AND EMPTY CARTRIDGE COLLECTION

A reminder that Friday, 11 May is Hot Dog Day and cartridge collection at St Peter's Prep!

Our Vienna sausage suppliers are trustworthy and they have guaranteed that their Vienna sausages are completely safe. We boil the Viennas (which serves as an added safeguard). If girls do not wish to have a Vienna sausage on their Hot Dog – they can rather choose to have cheese or just a roll with sauce on it.

The cost of Hot Dog Day is R25.

Thank you to those who have volunteered to help serve. Please meet us at Keys Pavilion at 08:30 (for Grade 0 – 2) and 09:30 (for Grade 3 – 7).

Please remember to bring in empty printer cartridges. They are collected and recycled. There are collection points at each school.

Belinda, Ellen and Tami
(Hot Dog Day Co-ordinators)

OPERATIONS DEPARTMENT NEWS

Kitchen:

The School's kitchen is audited termly by Food Consulting Services and once again in the last audit, April 2018, achieved an excellent overall score.

Below is a summary of the areas that were audited and a comparison from audit to audit:

Audit Date	Surface Swabs	Hand Swabs	Food Samples	Water Samples	Overall Micro Index	Symbol	Visual Cleanliness	Cleaning Procedures	Food Safety	Documentation	Symbol	Facilities	Symbol
06/4/2017	100%	100%	100%	100%	100%	A+	85%	69%	76%	41%	B	77%	B
5/10/2017	89%	100%	100%	100%	94%	A+	82%	93%	84%	85%	A	81%	A
11/4/2018	100%	100%	100%	100%	100%	A+	92%	100%	90%	86%	A+	83%	A

Sincere congratulation to Sharon Rabibal and her team on such fantastic results.

Drivers:

Daniel Selekisho and Tyson Banda attended a **Defensive Driving and Hijacking Course** in the April holidays. The men achieved excellent results. They complete this course every two years.

Our drivers also underwent their six monthly medicals and have both been declared fit for employment.

Cecilia Neto (Operations Manager)

MY STORY

It was wonderful to see growing interest in our 'My Story' series at last term's event. This is a St Peter's 'safe space', where parents and staff listen to each other and learn from each other - through the voluntary sharing of personal stories, experiences and journeys.

We believe that this helps us break down the barriers that stand between us and helps us build a stronger, more cohesive and inclusive St Peter's community. Please join us on this exciting journey!

Date: Thursday, 17 May
 Time: 18:30 – 20:00
 Venue: Girls Junior Prep Hall

FORTHCOMING WEEK

Thursday	17/05/2018	18:30:00	20:00:00	My Story	JP Girls Hall
Friday	18/05/2018	09:00:00	12:00:00	Grade 2 Summerfield Retirement Home	Douglasdale
Saturday	19/05/2018	09:00:00	13:00:00	Grade 0, 2019 Assessment Morning	Girls JP Classrooms and Hall

Grade 7 Girls Flower Fundraiser

R250 per Bunch

Please support by ordering your bunch of beautiful flowers by Tuesday afternoon via email nicky@ntce.co.za.

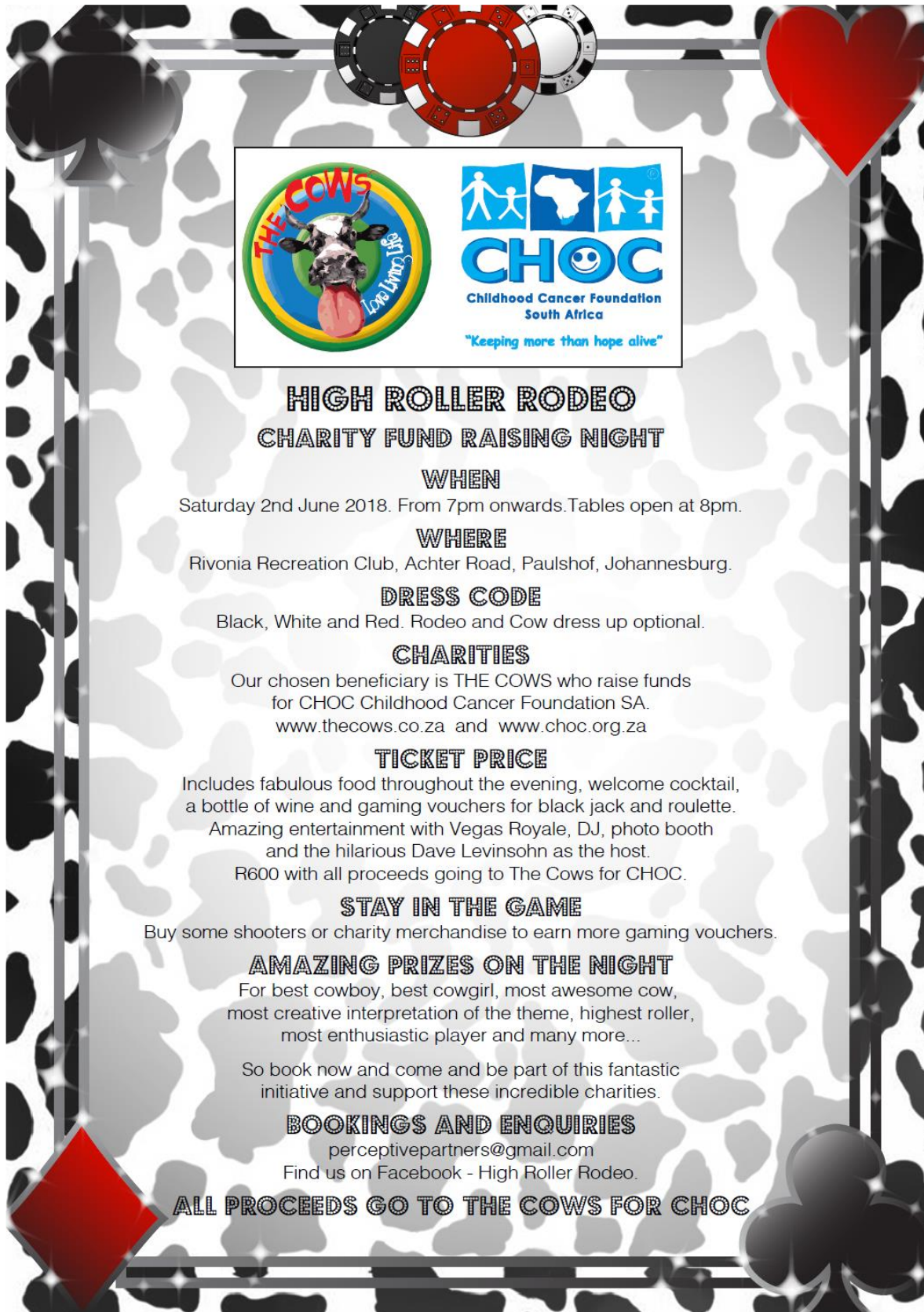
Collection of flowers on Friday from 12:00 at

ALL Receptions where relevant, i.e. Girls SP and JP, Boys SP and JP.

**Many thanks
Grade 7 Girls Fundraising Committee**



CHARITY EVENT



**HIGH ROLLER RODEO
CHARITY FUND RAISING NIGHT**

WHEN
Saturday 2nd June 2018. From 7pm onwards. Tables open at 8pm.

WHERE
Rivonia Recreation Club, Achter Road, Paulshof, Johannesburg.

DRESS CODE
Black, White and Red. Rodeo and Cow dress up optional.

CHARITIES
Our chosen beneficiary is THE COWS who raise funds for CHOC Childhood Cancer Foundation SA.
www.thecows.co.za and www.choc.org.za

TICKET PRICE
Includes fabulous food throughout the evening, welcome cocktail, a bottle of wine and gaming vouchers for black jack and roulette. Amazing entertainment with Vegas Royale, DJ, photo booth and the hilarious Dave Levinsohn as the host.
R600 with all proceeds going to The Cows for CHOC.

STAY IN THE GAME
Buy some shooters or charity merchandise to earn more gaming vouchers.

AMAZING PRIZES ON THE NIGHT
For best cowboy, best cowgirl, most awesome cow, most creative interpretation of the theme, highest roller, most enthusiastic player and many more...

So book now and come and be part of this fantastic initiative and support these incredible charities.

BOOKINGS AND ENQUIRIES
perceptivepartners@gmail.com
Find us on Facebook - High Roller Rodeo.

ALL PROCEEDS GO TO THE COWS FOR CHOC