

WEEKLY NEWSLETTER Friday 22 May 2020

Message from the Deputy Headmaster

Quote:

"All we have to decide is what to do with the time that is given to us." - JRR Tolkien

I was privileged enough to attend a few of the Powerade Performance Academy lectures, and in 2016 came across a young speaker named Tom Lawson Squibb, who has worked with many professional groups, both in the commercial and sporting spheres. Of course, everything these days seems to be linked to our lockdown status, and this article directly refers to the downtime available during this period. So the message this week for our community to possibly tackle is the idea of 'winning the downtime'. Everybody has been stretched emotionally during this lockdown period and I hope we all come out the other end emotionally stronger, being more aware of who we are and have clarity of what we want and need in life to be successful. I hope you enjoy it:

WINNING THE DOWNTIME - Confessions from a coach

'I don't enjoy holidays. Lack of 'progress' in this period usually results in a sense of stagnation and anxiety about what lies ahead... But right now – not only do I need to get used to downtime, but find a way to maximise it.

Rick Charlesworth – famous Australian hockey coach, spoke about the need for sportspeople, if they are to be truly successful, to 'win the downtime'. Essentially downtime is when the ball is not in play. Take Rugby – an 80 minute game

during which the ball is in play for approximately 35mins. So 'downtime' is the 45 minutes where your teammates are planning what to do in the 35. Charlesworth wants you to win that time.

By extension if you take the 35 minutes of ball-in-play time as a fraction of the 10,080 mins that make up a week, it means ball-in-play is 0.35% of your week. So for a professional sportsperson, that's a lot of downtime to 'win' if you are to make a success of that small percentage of your week – the time that brings in the money for you. So how do you 'win' the downtime?

Personally I've not reached the point of finding opportunities or staring at silver linings in this tragic time. Like many, I'm between shock, sadness and sense-making, even knowing things will eventually change. Tough call to 'win' this particular bit of global downtime.

Heading up a campaign for a rugby team these last 6 months has given my work-life a previously unexperienced intensity. So to have slowed down to a halved load and drastically reduced 'purpose' has been a wake-up. For sure I'm not alone – how many of us are wondering what the future looks like?

So, is this downtime winnable? And can it be maximised?

Usual questions around 3-year vision, goal-setting and what might be holding you back from success feel a bit hollow right now. And we have no idea of what the new 'Post-Corona' normal will look like. So my suggestion is to approach this downtime, and how best to win it, knowing that you want to emerge from it in the best possible way, but not aiming to find perfect.

Here are some action options:

- Feedback: Tear apart your personal hypothesis on how to coach and ask for feedback – tough when you're usually focused on the next task in the malaise of competition
- Right reading list: it is tempting to read a whole bunch of titles in the name of 'learning' but without right intention, chances are you'll retain little. Rather read deeply into one area. Ask yourself 'what for me is the question I need this book to answer?' before you even start.
- Re-connect: In the past week I've phoned more friends than I have in months. Use this time to reach out to people that matter, people who may help you become a better coach/professional. Have a specific question for them that allows you to learn something you need to learn. Talk about KPR's (Key Performance Relationships). Equally listen and see how you may be able to help them. Learning is a two-way business.
- Get fit: As I transitioned from flipchart to field (mental coach to coach) I realised the need to get sufficiently fit myself to experience some of the physical toil my players go through – and thus be more empathetic. I cannot recommend it enough.
- Become a self-specialist: Write, journal, record voice notes, do whatever it takes to understand your own feelings, thoughts and belief systems. This can positively impact your effectiveness as a coach and as a person.

Finally in this uncertain, unsettling time, no one knows what's best to do. And I'm no expert either. Just going through some tricky times and wanting to share thoughts on ways of 'winning this enforced downtime'

It is an interesting article, which highlights one of the little things that we often overlook. It is something that can help us in our professional and personal lives. I trust you can find your own clarity in the downtime.

G van Molendorff.

Opening of School

The Minister of Basic Education has given dates on the resumption of school and as expected it will be a phased in process starting with Grade 7 and Grade 12 starting on Monday 1 June. Senior management, Staff and the Governing Body have been planning for the resumption of school for weeks now. The school is currently addressing the following challenges and has plans to address them.

- Protection - social distancing in classes (compulsory/mandatory)
- Sanitization and Screening
- Timetabling and Venues
- Curriculum Recovery Strategies
- Grant House learners

Protection - social distancing in classes (compulsory/mandatory):

- Graeme College will provide each staff member and learner with two cloth face masks.
- Teaching staff will be provided with face shields, which will make teaching easier.
- Only large venues, i.e. the School Hall, Graemian Centre and music facility will be used for teaching initially.
- This will allow for social distancing.
- The primary school grades will be split into four classes, which will also allow social distancing.
- Transport pickup points will be strictly monitored, with rules explained carefully to learners.
- Social gathering is strictly prohibited, and learners will not be permitted to use the gym, or gather on the fields, or have social meetings.
- Entry by visitors, parents, and vendors is prohibited unless it is essential.
- All visitors, except government officials, are to make an appointment and state the nature of their visit.

Sanitization and Screening

Screening procedure Questionnaire

Question Yes or No

- Do you have a high temperature?
- Do you have a cough?
- Do you have a sore throat?
- Do you have difficulty breathing (shortness of breath)?
- Do you feel weak and tired today?
- Can you taste food and drinks normally?
- Can you smell normally?

HIGH RISK QUESTIONS

In the past 14 days have you:

- Travelled outside of South Africa to a country with lots of coronavirus, or worked somewhere where there are a lot of international travellers?
- Travelled within South Africa to an area with local transmissions: Gauteng, Western Cape, KwaZulu Natal or the Free State?
- Had close contact with someone who is suspected to have COVID-19 or has been diagnosed positively with COVID-19?
- Attended/Visited/Worked at a healthcare facility that has treated patients with COVID-19?

Action to be taken when a child/learner may have been exposed to a confirmed case of COVID-19

- All close contacts of a confirmed COVID-19 case are required to be quarantined in their homes for 14 days while being monitored for symptoms. They may not attend school.
- Learners who are not contacts of a confirmed case should attend school. Family and friends who have not had close contact with the confirmed case do not need to take any precautions or make any changes to their own activities such as reporting to school or work, unless they begin to develop symptoms.
- Learners who have interacted with a healthy contact of a confirmed case, specifically, should not be excluded from school.
- A person who comes into contact with the healthy contact of a confirmed case, is unlikely to result in transmission.
- All case contacts who become symptomatic will be immediately tested by health authorities for COVID-19 and if they test positive for COVID-19, active contact tracing and self-quarantine of all contacts will be implemented.

GENERAL

- Sanitizing liquid has been sourced by the school.
- All staff and learners will be screened daily (temperature) and questionnaire.
- Parents and the Education Department will be informed should irregularities occur.
- We are hopeful that the Department will be providing sanitizing liquid and thermometers to schools.
- The Department has further undertaken to provide an individual from the Department of Health to assist with the screening.
- All classrooms used by the learners will be cleaned and sanitised /disinfected on a daily basis.
- Approved sanitizing liquid will be available in each class, and learners will be instructed to use this at regular intervals, and especially when entering or leaving a venue.

Timetabling and Venues

- A tentative timetable and venue allocations have been drawn up.
- Entrances to venues will be strictly controlled.
- The different grades will enter through different entrances. The school day and times will differ for the different grades.

Curriculum Recovery Strategies

- Miss Kenyon, as Head of Academics, is working on a plan to ensure that no learner or grade is left behind. (We will also be guided by the Department).

Grant House learners

- Mr Pretorius along with the matrons and Hostel Committee are devising strategies as to how to manage the return of boarders. (We will similarly be guided by the Department announcement as to which grades are to return).
- As per normal Covid-19 guidelines, if any staff member and/or learner shows any symptoms, we strongly recommend that they put themselves in self-quarantine for the mandatory period of 14 days.

Tuckshop

- The tuckshop will have strict measures in place regarding hygiene and sanitation.
- It will, however, not be open at break times.
- Option of learners being able to order food will be investigated.
- No hot food will be sold as per regulations.

Timetables- Grade 7 & 12

Grade 7 Timetable

MONDAY				
	7 OX (A)	7 OX (B)	7 AS (A)	7 AS (B)
1	Tech JVM	Tech	English	English
2	isiXhosa OX	isiXhosa	Afrikaans	Afrikaans
3	English	English	Maths	Maths
4	Maths	Maths	EMS	EMS
5	NS	NS	History	History
6	LO	LO	Tech	Tech

TUESDAY				
	7 OX (A)	7 OX (B)	7 AS (A)	7 AS (B)
1	English	English	Tech	Tech
2	isiXhosa OX	isiXhosa	Afrikaans	Afrikaans
3	Maths	Maths	English	English
4	NS	NS	Maths	Maths
5	Art	Music	Phys Ed	Phys Ed
6	Home Work	Home Work	Home Work	Home Work

WEDNESDAY				
	7 OX (A)	7 OX (B)	7 AS (A)	7 AS (B)
1	Tech	Tech	English	English
2	isiXhosa OX	isiXhosa	Afrikaans	Afrikaans
3	EMS	EMS	Maths	Maths
4	Maths	Maths	Music	Art
5	History	History	LO	LO
6	Geography	Geography	NS	NS

THURSDAY				
	7 OX (A)	7 OX (B)	7 AS (A)	7 AS (B)
1	English	English	Geography	Geography
2	Reading	Reading	Reading	Reading
3	EMS	EMS	Maths	Maths
4	Maths	Maths	EMS	EMS
5	History	History	NS	NS
6	Phys Ed	Phys Ed	Art	Music

FRIDAY				
	7 OX (A)	7 OX (B)	7 AS (A)	7 AS (B)
1	Study Session	Study Session	Study Session	Study Session
2	Test Period	Test Period	Test Period	Test Period
3	Geography	Geography	English	English
4	Maths	Maths	Geography	Geography
5	English	English	History	History
6	Music	Art	Maths	Maths

Grade 7 (6 lessons per day)

07h30	Learners arrive, and follow sanitation rules
08h00 - 08h40	Lesson 1
08h40 - 09h20	Lesson 2
09h20 - 10h10	Lesson 3
Break	10h10-10h30
10h30 - 11h10	Lesson 4
11h10 - 11h50	Lesson 5
11h50 - 12h30	Lesson 6
12h30	End of Day

Grade 12 Times

07h30	Learners arrive, and follow sanitation rules
07h45 - 08h35	Lesson 1
08h35 - 09h25	Lesson 2
09h25 - 10h15	Lesson 3
Break	10h15 - 10h35
10h35 - 11h25	Lesson 4
11h25 - 12h15	Lesson 5
12h15 - 13h05	Lesson 6
13h05	End of Day

Grade 12 Timetable

Graeme College is fortunate to have 3 large venues. These venues will enable the school to adhere to the 1.5m social distancing parameters. Learner numbers in each subject will determine in which venue the learners will be taught.

Period	Subject	Venue	Teachers
Monday			
1	English	Hall	TK / LN
2	Maths/Maths Lit	Maths (Hall) /Maths Lit (Centre)	MW / LF
3	Afrikaans/isiXhosa	Afrikaans (Centre) / isiXhosa (Hall)	IS / HVDM / VT / BD
4	Phys Sci/LS/Business	Phys Science (Hall) / Business (Auditorium)	KW / CK
5	LO	Hall	SR /NVDM
6	Hist/LS/Art/Des/Mus	History (Centre) / LS (Hall) / Music (Music Centre)/Art (Carinus)	AS/BM/DP/SA
Afternoon	ART	Art (Carinus)	CARINUS
Tuesday			
1	Afrikaans/isiXhosa	Afrikaans (Centre) / isiXhosa (Hall)	IS / HVDM / VT / BD
2	Phys Sci/LS/Business	Phys Science (Hall) / Business (Auditorium)	KW / CN / CK
3	Acc/Geo/Art/Des/Mus	Acc (Room 33) /Geo (Hall) /ART&Des (Art Room)/Mus (Music Centre)	MP / BM / GVM / SA
4	English	Hall	TK / LN
5	Maths/Maths Lit	Maths (Hall) /Maths Lit (Centre)	MW / LF
6	Hist/LS/Art/Des/Mus	History (Centre) / LS (Hall) / Music (Music Centre)/Art (Carinus)	AS/BM/DP/SA
Wednesday			
1	Phys Sci/LS/Business	Phys Science (Hall) / Business (Auditorium)	KW / CN / CK
2	English	Hall	TK / LN
3	LO	Hall	SR /NVDM
4	Maths/Maths Lit	Maths (Hall) /Maths Lit (Centre)	MW / LF

5	Hist/LS/Art/Des/Mus	History (Centre) / LS (Hall) / Music (Music Centre)/Art (Carinus)	AS/BM/DP/SA
6	Acc/Geo/Art/Des/Mus	Acc (Room 33) /Geo (Hall) /ART&Des (Carinus) /Mus (Music Centre)	MP / BM / GVM / SA
Thursday			
1	Maths/Maths Lit	Maths (Hall) /Maths Lit (Centre)	MW / LF
2	English	Hall	TK / LN
3	Hist/LS/Art/Des/Mus	History (Centre) / LS (Hall) / Music (Music Centre)/Art (Carinus)	AS/BM/DP/SA
4	Phys Sci/LS/Business	Phys Science (Hall) / Business (Auditorium)	KW / CK
5	Afrikaans/isiXhosa	Afrikaans (Centre) / isiXhosa (Hall)	IS / HVDM / VT / BD
6	Acc/Geo/Art/Des/Mus	Acc (Room 33) /Geo (Hall) /ART&Des (Carinus) /Mus (Music Centre)	MP / BM / GVM / SA
Afternoon	ART	Art (Carinus)	CARINUS
Friday			
1	Phys Sci/LS/Business	Phys Science (Hall) / Business (Auditorium)	KW / CN / CK
2	Afrikaans/isiXhosa	Afrikaans (Centre) / isiXhosa (Hall)	IS / HVDM / VT / BD
3	Acc/Geo/Art/Des/Mus	Acc (Room 33) /Geo (Hall) /ART&Des (Art Room)/Mus (Music Centre)	MP / BM / GVM / SA
4	Maths/Maths Lit	Maths (Hall) /Maths Lit (Centre)	MW / LF
5	English	Hall	TK / LN
6	Hist/LS/Art/Des/Mus	History (Centre) / LS (Hall) / Music (Music Centre)/Art (Carinus)	AS/BM/DP/SA

Morgan White



- Why did you become a teacher?

After matriculating I took a “gap year”. The plan was always to go to university to study. I had a particular passion for wanting to study B.Com Accounting. While on this gap year, I was contacted by the principal of the school that I had matriculated from. He offered me a sports coaching post for the remainder of the year. I had been a keen sportswoman at school and had participated in many different sporting codes. I grabbed the opportunity with both hands. While coaching sport I found myself agreeing to all sorts of things: school outings, lesson cover and even hostel duty in the evenings!

One morning the principal called me to his office to offer me a full bursary to study teaching. I enrolled at UNISA to study a Bachelor of Education specialising in teaching Accounting and Geography. As a side, I decided to do a year of Mathematics. That turned into my teaching career eventually, as I continued my Mathematics studies. I was enrolled into what was then called “The Level Six Learnership Programme”. Basically this was a programme aimed at getting young people into teaching through bursaries. I taught two lessons a day and studied part-time until eventually I became a qualified teacher. One could say I fell “accidentally” into teaching. I like to think that I was always meant to be a teacher. I think I have always loved school. Education is an incredibly dynamic profession. No two days are ever the same.

- What is your teaching philosophy?

My teaching philosophy is that everyone has something meaningful to offer. Under the right conditions, all learners can thrive. I really do believe that each person on this planet wants to contribute meaningfully to society. This passion is either honed or destroyed at school. My experiences as a young inexperienced teacher shaped me for life. I was fortunate to be mentored by some of the top teachers in the profession. They taught me that teaching is about far more than a textbook. Teaching is about human relationships at the end of the day. How we interact with young people in our care will shape them for the future. Therefore try to be a good role model! When we think back on our own days at school we do not think about academic matters that were taught to us. We think about memories of how we felt in a particular class. How that teacher made us feel. Our favourite teachers were people that nurtured and loved us. I can say that I have tried very hard to remember that lesson. The cornerstone of my teaching philosophy is love and respect for my students. I think they are beyond special.

- My best teaching memory?

There are so many favourite memories! My favourite memory is from my last year of teaching at Queenstown Girls’ High School. It is a memory that spans over a few months. I had been asked to coach the 1st hockey team. I had never coached at that level before. I was nervous but excited. I had by all accounts, a deadly average team. No one stood out. All they wanted to do was practice while their boyfriends watched them from the side of the astro turf. In small towns the only entertainment on weekends is school sport. There is a lot of pressure to perform! We had spent the first half of the season performing as expected: not wonderful! Each year we played the top girls hockey side in the province twice a season. Generally you would close your eyes, cross your fingers behind your back and hope for the best demolition of your side. I remember being so frustrated that this team simply could not score off a penalty corner no matter how many we were awarded. This particular match we waited for the 1st Queens College boys to walk off the astro before we could walk on. Their coach was a girl I had been at school with. Queens had just beat Selborne! She looked at me and said, “The boys have done it. The girls can too!”. Clarendon had the best hockey players in the province in their team that year. The performance of my team that day blew my mind. They

never allowed the other team to dominate them once. Half time the score was 0-0. In the second half we were awarded a penalty short corner. And we finally scored! I don't ever recall leading against Clarendon. I looked at the clock and there were 7 minutes left in the match. The longest 7 minutes of my life. We beat Clarendon that day. Later in the season we had to play them again. Playing Clarendon had always been a psychological game as we knew they were much better than us on any given day. There were many people who believed our victory against Clarendon earlier in the season was pure luck. That victory had given the girls confidence in themselves and a belief that they were fit to wear the GHS 1st's kit. In short we beat Clarendon again. 2-0 this time around. My favourite part about this was not the winning against an enemy that is so much stronger than you. It's not about the fact that every underdog gets their day. For me, the most special part of that season, was how the team grew from hopeless players to standing up with the giants of the game, though pure determination and willpower.



Sheryl Luden

- Why did you become a teacher?

My mom was a teacher and actually taught Remedial at Graeme College many years ago. I am the eldest of 4 girls and at the age of 10 , I decided that I wanted to be a teacher ! So when it came to High School, there was no discussion as to what I was planning to do after school. So off to Training College I went and I have never ever questioned my decision. I still look forward to each day and love my job. I have three passions in my life : family, teaching children and tennis.

- What is your teaching philosophy?

- * Mentor my learners
- * Influence children's lives
- * Take a personal interest in each of my learners
- * Work hard to achieve goals

- My best teaching memory?

I have many, many memories and have loved experiencing life with my learners.

On the sports front, the winning of the Bailie Cup (Inter school tennis) many years in a row gives me a very warm feeling. Then also tennis, the inclusion of Graeme in the Grey Tennis Festival in 2012, was a highlight for me and then last year, we managed to come second to Grey - that was an awesome achievement by my boys.



Alwyn Riddin

- Why did you become a teacher?

Probably the easiest of the three questions to answer. I spent ten years as a scholar at Graeme. All ten of those years were as a boarder. The school was at that stage located in the present VGHS building whilst the Art Centre served as Grant House. I was cared for and encouraged to become involved and although never brilliant, I could not wait for whatever was on offer at school. Soon after leaving, I realized that I could put back in some measure what I had received. In short - I loved being at school. Not any school, this school.

In looking around the staffroom, many have followed the same path and that gives one a good feeling.

- What is your teaching philosophy?

I have always striven not to have favourites among the pupils. In reaching that goal, I attempted to get to know the boy behind the one we see. This I achieved by encouraging students to participate across a wide spectrum of activities. You will never know what you are good at, unless you make an effort. You must however see something through. We have two ears and one mouth and must listen twice as much as we speak. It gives me a great sense of achievement when I look out and see the Oak Trees around the Marais Field. These were planted from acorns collected and nurtured by Graeme boys that I taught.

- My best teaching memory?

I have numerous within the classroom and beyond. One that stands out though, is when I was dealing with fractions in grade six. A young chap who had arrived at Graeme from a nearby school was battling and all the concrete examples wouldn't do the trick. I went down to the shop and bought a few pineapples and presented a farming scenario. This did the trick! Common fractions, decimals and percentages all fell into place. On the sports field, our continued dominance in the Junior Triangular Athletics as well as the unbeaten u11 rugby team of 2019 stands out. Finally, the look of satisfaction on the faces of the Grade seven boys during Outdoor Education, when all 60 were seated around the beacon on top of the tallest Hog at Hogsback. Forty years on the trot, and still loving it!

Lawrence Ferreira



- Why did you become a teacher?

I initially did a year of B.Com at Wits after my national service, but it was very expensive especially in res. I also did not enjoy the course much. The Transvaal education Department were giving full bursaries for those wanting to do teaching, with a condition that you worked back the 4 years for them. So I thought that I could use that as a stepping stone towards getting a degree. After 4 years of study, I found that I really enjoyed working with youngsters and so decided to continue with teaching as a career.

- What is your teaching philosophy?

I have a philosophy in the classroom that my job as a teacher is to teach more than just a syllabus, it's to teach children about the real world, and for them to be aware of what is happening in the world around them all the time and how what they are being taught is relevant to them and enabling them to make informed decisions about how and where they want to see themselves once they leave school. Every learner has his/her own unique personality, and I try to enable them to express themselves in their own way, within the confines of what is generally accepted by society, so that they are able to make a valuable contribution to their family, community and country, thus becoming responsible citizens.

- My best teaching memory?

After having taught at a co-ed primary school, a co-ed high school, an all- girls school and an all- boys school as well as doing supply teaching in London, I have a huge number of great memories. I really enjoy meeting up with old boys or old girls that I have taught, whether it is in the street or at Founders. My one favourite memory though is of a trip that I took with my Grade 12 Geography learners on the "Diamond" route from Cullinan mine just outside Pretoria, to Kimberley "Big Hole" to Augrabies Falls, across the Namibian border to Ais Ais in the Fish River Canyon then to Alexander Bay and across the border into Namibia again to the diamond mining area of Oranjemund, where we entered the "Sperrgebiet" with deserted Ghost mining towns on the West Coast of Namibia. The Richtersveld and sand dunes were spectacular. What a memory.

Academic Hard-Copy packs

We have been absolutely thrilled with the support of our idea to create a drive-through pick up point each day, with different grades being catered to on different days. The percentage of packs collected was incredibly encouraging. The junior school had a 93% + pick up ratio with the Foundation Phase, virtually reaching 100% of parents. The senior school started incredibly with both the Grade 12 and Grade 11 groups having reached more than 90% of learners/ parents. That ratio dropped significantly, with regards to Grade 10, which we found curious. One of the highlights was a Grade 4 mom who burst into tears, as she saw the staff, and had clearly just missed everybody, and just missed being on campus. Surely that is what makes this school so special.

We will continue this process next week for Senior School Grades, as we alternate subjects with regards to the content in the packs. Collection will be between 13h00 and 14h00 on the dates advertised as follows:

- Monday 25 May:
Grade 12 - English, Maths/ Maths Lit, Life Orientation, Art, Design, Business Studies, Music, Afrikaans, isiXhosa, Life Sciences.

- Tuesday 26 May:
Grade 11 - English, Maths/ Maths Lit, Life Orientation, Art, Design, Business Studies, Music, Afrikaans, isiXhosa, Life Sciences, CAT.

- Wednesday 27 May:
Grade 10 - English, Maths/ Maths Lit, Life Orientation, Art, Design, Business Studies, Music, Afrikaans, isiXhosa, Life Sciences, CAT.

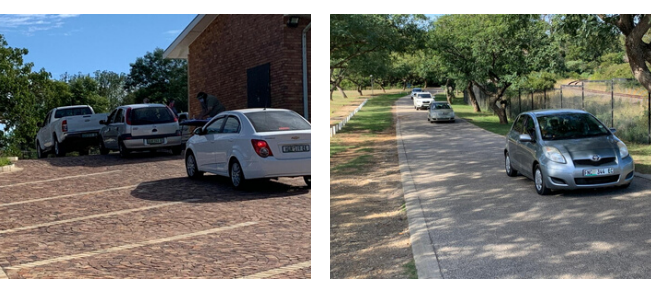
- Thursday 28 May:
Grade 9 - English, Maths, Technology, Life Orientation, Afrikaans, isiXhosa, Creative Art, History, Computers.

- Friday 29 May:
Grade 8 - English, Maths, Technology, Life Orientation, Afrikaans, isiXhosa, Creative Art, History, Computers.

- All vehicles will enter at the Selborne Road gate, drive up to their pick-up point, idle, collect and drive on to exit at the pool gate (Withypool Road).
- No vehicles will be allowed to enter the premises unless all occupants wear masks.
- Pick-up Point ONE : The Junior School packs will be distributed from the small paved off-road right hand side parking lot next to the Graemian Centre garages.
- Pick-up Point TWO : High School packs will be handed out at the back traffic circle, behind the Music Block. Can you please clearly display an A4 size paper with your son's name, class list number and grade.
- PLEASE DO NOT GET OUT OF YOUR VEHICLE.
- Please note that whilst the time allocation might not be at the most convenient time to you personally, we have tried to accommodate most parents by setting this over the lunch hour. Please try your utmost to abide by this.
- Gates will be locked at 14h00. Please note that unfortunately no alternative plan to collect these packs can be made.
- We trust that this will make life much easier in terms of managing daily school work.
- THANK YOU FOR YOUR CO-OPERATION IN THIS MATTER.

Academic

Thank you to all the parents and the teachers who have made the pick up collection so easy and successful.



Leopard Certificates- Grade 5 SL

Well done boys to the boys listed below. It is a huge achievement to receive a Leopard certificate!

The boys receive a Leopard certificate for excellent Behaviour, Manners and Academics.

- Kyle Pearson
- Sizo Klaas
- Ahlumile Sideba
- Keyaan Goliath
- Ibenam Butana



Website update & academic progress

We are attaching a breakdown from teachers in specific areas to this newsletter email. Kindly refer to that document re: academic work that needs to be covered.

As mentioned last week, we have launched our new website and are currently getting it up to date.

The school has applied for our website to be zero rated allowing our boys to access information.

Follow the link below for e-learning and online resources:

<https://www.graemecollege.co.za/online-resources/>

Mr Wille has also created a Youtube channel solely devoted to Graeme College training Videos. This will allow him and others to upload videos for our students.

Finance

FEES AND OTHER CHARGES FOR 2020:

Full settlement of annual school fees on or before the first day of the school year, or entrance into school.

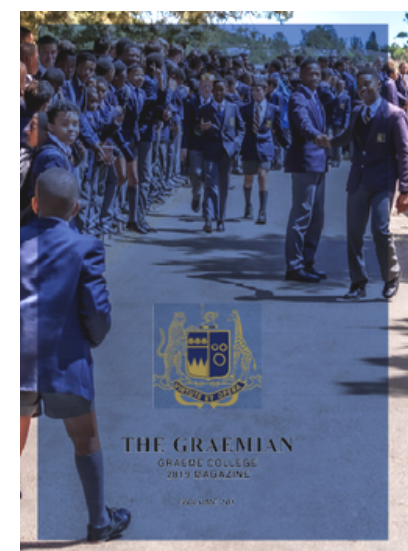
- Monthly payments per written request in January (of each year) to the School Bursar [R2 000 on first day of first term and balance in 10 [ten] equal monthly instalments at the start of each month [01 February – 01 November].
- Defaulters: Both biological parents / legal guardians are responsible for fees, irrespective of marital status. Non-payment of accounts will be dealt with as per School policy.

BANK DEPOSITS:

Please use your sons name and surname as the reference. Unfortunately, we are unable to credit your account if there is no reference to your son. We receive far too many references as “Graeme College, GJG, School Fees, etc”.

Kindly remember, there are 650 learners in the school and without the correct reference, it's impossible to allocate the fees to the correct account.

A big thank you to those who understand the financial implications of the current lockdown restrictions and who continue to pay their school fees monthly.



2019 School Magazine:

The school magazine is available to buy. School magazines fill an important niche in any school's culture. They are a window on the School's activities throughout the year and provide the most accessible historical record for the refreshing of memories.

This issue of The Graemian will find its way into the Grahamstown community, the surrounding areas and wherever Old Graemians have taken root, both in South Africa and overseas.

The purchase price of the 2019 Magazine is R150. For now, parents can pay via EFT using the learners name as the reference: Learners initial, surname and magazine. It will be ready for collection when school re-opens.

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The Grade 00 boys got very creative and made their own bumble bees at home.

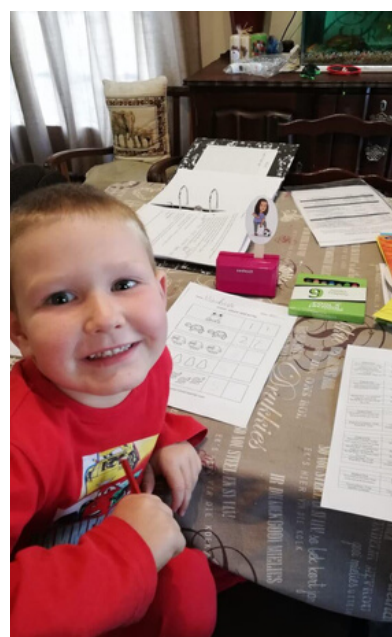
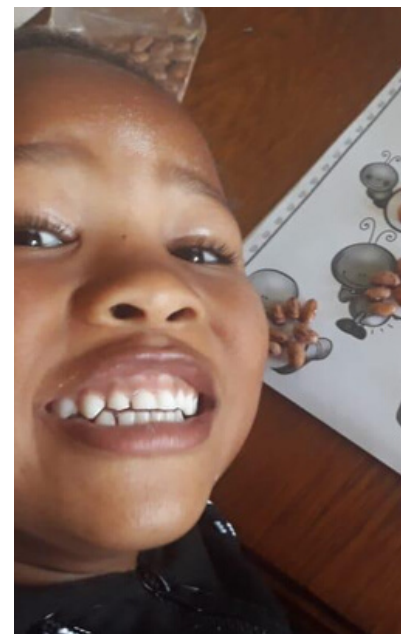
Look at the bees we made this week

Grade 00



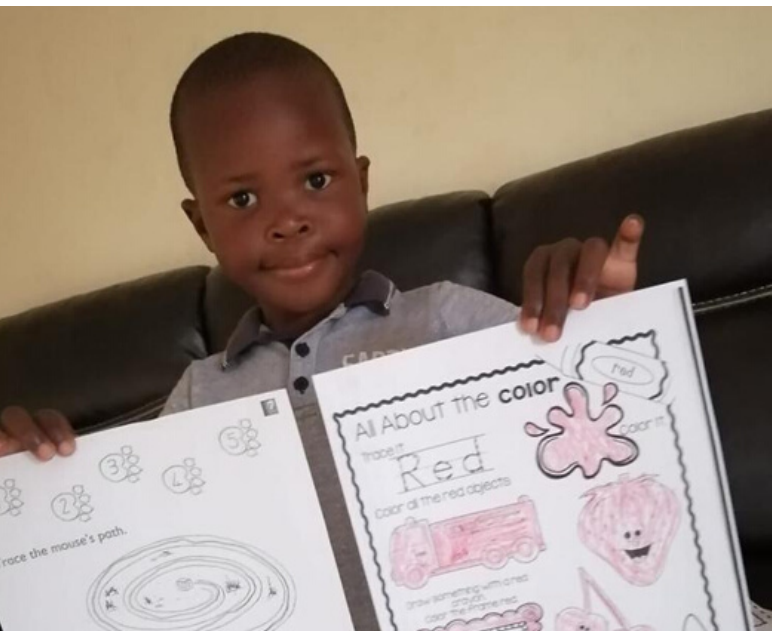
Grade 00s

The Grade 00 boys have been working from their activity packs and loving it!



Grade Rs

These are some pictures of what the Grade R boys have been accomplishing at home. Well done boys!



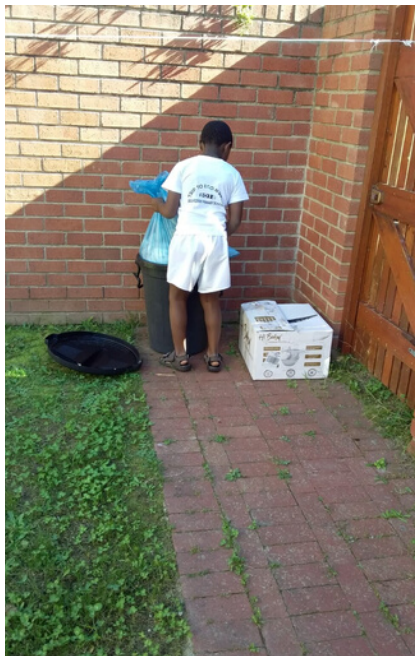
Grade 1s

These are some pictures of the Grade 1 boys doing chores around their homes!

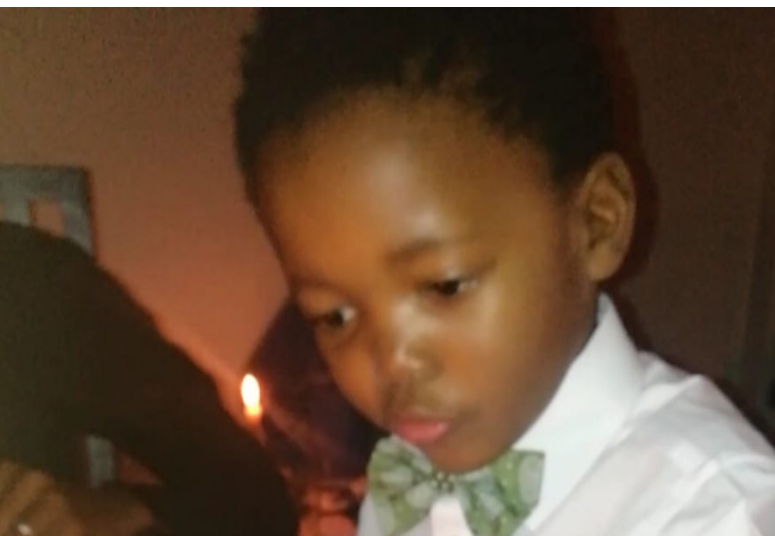


Grade 1s

These are some pictures of the Grade 1 boys doing chores around their homes!

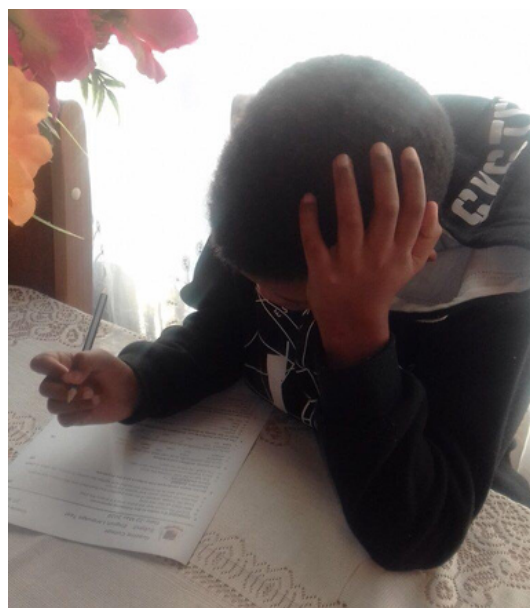
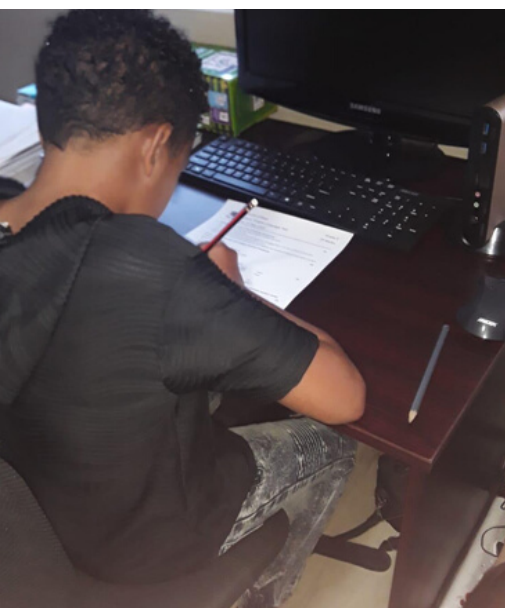
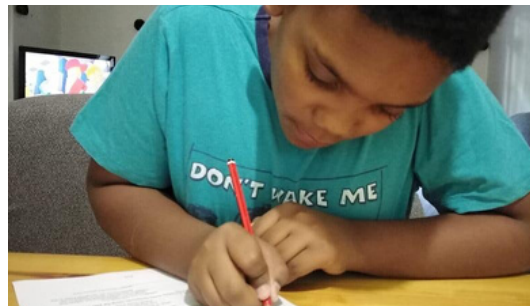
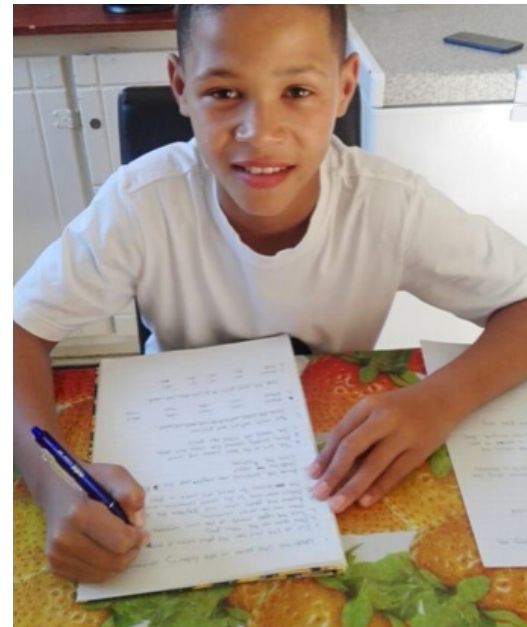


These two boys had their birthday this week. Happy birthday (left) Morena Tantsi and (right) Michael van Der Berg.



Grade 6s

The Grade 6 boys keeping at it. They have been working extremely hard during lock down. They have just completed their first round of English Language lockdown tests. Keep up the hard work.



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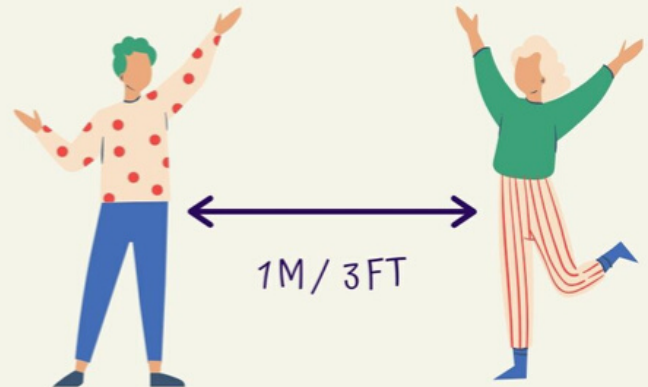
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STOP THE SPREAD



WASH YOUR HANDS FREQUENTLY

Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water.



MAINTAIN PHYSICAL DISTANCING

Maintain at least 1 metre (3 feet) distance between yourself and anyone who is coughing or sneezing.



AVOID TOUCHING EYES, NOSE AND MOUTH

Hands touch many surfaces and can pick up viruses. Once contaminated, hands can transfer the virus to your eyes, nose or mouth.



IF YOU HAVE A FEVER, COUGH AND DIFFICULTY BREATHING, SEEK MEDICAL CARE EARLY

Stay home if you feel unwell. If you have a fever, cough and difficulty breathing, seek medical attention and call in advance.

Source: World Health Organization