

10 February 2017

Dear Cedar House families

2017 has begun strongly at Cedar House and we are so valuing the impact of our new teachers and students. Thank you for making our parents' welcome function such a warm one.

Talent Show preparations are well underway, the new student leaders are establishing their social action initiatives with mature strength and a number of Grade camps have happened and have been characterised by respect and a commitment to peer bonding between our students.

I need to thank, very sincerely, our Staff who have not only been attending regional and national IEB subject conferences, in Johannesburg, but also to note the hard work that has gone into organizing and speaking at these conferences. Cedar House staff are a force!

The Staff has been involved in a range of weekly workshops around curriculum innovation, the notion of privilege, the power of body language and various opportunities for thinking about what makes for effective teaching and learning in our current national and international contexts. In the last workshop, a group of students participated and it was inspirational to note how wisely and thoughtfully they engaged with our teachers' reflections.

The Advanced Maths and English programmes have drawn a great deal of support and are being led in impactful ways by our Staff in the afternoons. It is so encouraging to observe how aspirant and considered our attending students are and how much our teachers are committed to effecting deep thinking and deep learning.

There have also been some remarkable assemblies (and more are being planned); I will never forget Sam's statement, for example, that we have a duty of care that is sharply relevant because it is mean out there.

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GRADE CAMPS REPORTS

GRADE 8 CAMP

This year, our grade 8 camp to Water's Edge was boisterous yet effortless. By now, students know the routine and they were quick to choose their bunks, change into their costumes and head to the beach. For some, the water is too cold to swim but it seemed as if the blood of our grade 8's was running at higher than usual temperatures. Even the penguins looked on in disbelief. The Simon's Town camp often serves as the beginning to the grade talent show act. It is where the first choreographed dance moves are displayed and where some order and form insert themselves into the chaos of 60 teenagers trying to dance. This year, we learned more what not to do in our act, which was just as valuable. Of course, as always the food was splendid and bountiful. Students unanimously chose The Simpsons Movie as the evening flick (a decision which gave me great joy) as they sipped hot chocolate. It never easy to get everyone to sleep but after a few door knocks and some stern warnings, students gave into slumber. The Simon's Town camp is always a lovely way to start the year and an important opportunity for students to get to know one another and feel comfortable in their own skin. This year was no different. Ben Gulla

GRADE 9 CAMP

A glorious swim **in the lukewarm waters** of Simonstown was how the grade 9 camp started and ended. Rock jumping and sea urchin dodging or simply chilling on the sand were the order of day. I discovered that the best way to remove sea urchin spines was to soak in very hot water for as long as possible.

In the middle we danced, and danced and danced. Holly provided some stunning choreography to Lady Gaga and the Black eyed peas. Two the songs of which the neighbours probably know off by heart now. I must commend the grade 9's for their enthusiasm and willingness to try new moves and co-operate with joy and spirit. Everybody participated and gave of their best. We danced with a small supper break until well after 10 after which a few intrepid souls braved the gale to try and catch some squid at the jetty.

Sleep that night was a bit haphazard and everyone was a bit more subdued the following day. It was a privilege and a pleasure to be part of such a energetic group full of crazy characters and endless bounce. This is a great place to be. Mike Thiem

GRADE 12 CAMP

The Grade 12 Camp at Water's Edge this year was a focused and energetic day and a half in which the Talent show act was presented, voted to be a wonderful proposal and practised intensely. After driving through rain on the way to Simonstown, the skies cleared and students had opportunity for swimming and relaxation. The time was tinged with a clear sense that this is the last camp together after many shared and perhaps the first realisation that this is the year that they will be doing a lot for the last time together. When they weren't dancing, the Grade 12's made the most of their time to talk and connect. It was clear that the group needed no outside entertainment, they made it for themselves. A few of the grade have known each other since Grade 6 so connections run deep and the students have seen their growth reflected in their peers. Tamsyn and I enjoyed seeing the strong bonds between these remarkable young people and look forward to their Talent Show act in March. Christine Peckham

DRAMA CAMP

The Grade 10, 11 and 12 Drama students have just returned from another jam-packed Drama Camp. The annual overnight camp is a valuable opportunity for students in the drama department to make connections across grades, and to work together through exploration of workshop exercises. The

camp builds department spirit, and acts as a focused space in which to explore ensemble and group work, spontaneous performance, and exposure to teaching practices and methods from external workshop coordinators. This year we were lucky to have Tim Redpath back again, as well as celebrated playwright and director, Tara Notcutt.

I thank the students for their rigour, focus and hard work for the full duration of two three-hour workshops, and enormous thanks to Grade 12 students from 2016, Dom de Villiers and Neo Mbabama for their assistance on camp. Tamsyn Lancaster

DRAMA OUTING TO MAYNARDVILLE

On Tuesday 31 January, 44 Drama students attended a performance of Twelfth Night at the open-air theatre at Maynardville. After a disappointing few years of Maynardville productions, this year's production was a breath of fresh air, and was thoroughly enjoyed by the school-going audience. Director Geoffrey Hyland brought a postmodern approach to this much-loved Shakespearean comedy, with an unspecified setting that featured a range of South African references, a good dose of camp comedy, and a spectacular performance from Mark Elderkin as Malvolio. A highlight for the Cedar House audience was watching Damon Munn (Grade 12 Drama student of 2015) perform as part of the ensemble.

It was a thoroughly enjoyable evening, and I would highly recommend this production. The run ends on 24 February. Tamsyn Lancaster

GRADE 10 – 12 DRAMA PERFORMANCE EVENING

On Thursday 19 January the Grade 11 and 12 students presented practical performance pieces to a very supportive and enthusiastic audience of parents and new Grade 10 Drama students. A wide variety of pieces entertained and moved the audience, and there was a few stand-out performances. Mention must be made of the following students: James Vaughn and Daniel Remoundos-Green for their scene "Dealer's Choice" by Patrick Marber; Liam Ker-Fox and Emily Boolsen for their brilliantly comedic adaptation of "Wedding Duet" by Lauren Wilson; Rebekah Moolman and Jasper Megan in the hysterical farce "Chocolate" by Frederick Stoppel; Phoebe Redman and Ruby McGowan in David Mamet's "Boston Marriage"; Jasmine Walters' moving performance of Neil Labute's "Love at Twenty"; and Christopher Worthington-Smith, Bryony Clarke and Amir Methvin's laugh-out-loud interpretation of Christopher Durang's "Canker Sores and Other Distractions". I congratulate all the students on their hard work, and the way they were able to pull off such a successful evening so early in the term, that really kicked our year off with a bang. Tamsyn Lancaster

IEB CONFERENCE REPORTS

Liz: AP English

We were privileged to be able to attend the bi-annual Advanced Programme English Conference last weekend, which once again proved to be enriching and stimulating. The feedback from the Examiner, Frank Rumboll, was most informative and helpful. It included a marking session in which we were given exemplars and were able to standardise our approach to this very valuable subject and course.

The Highlights of the conference included presentations and lectures by Lara Foot, Phillippa Neethling and Elizabeth Leaver.

Lara Foot, an acclaimed playwright, addressed us on her play, Fishers of Hope, which is an AP English text. Her presentation was sensitive, gentle, intellectual and meaningful. It inspired us to include her texts across the FET phase.

Phillippa Neethling delivered a most insightful inspiring paper on Brideshead Revisited. What was so invaluable about her presentation is that she linked it to The Great Gatsby, which is a text taught in the Grade 11 English Core syllabus.

Elizabeth Leaver, a most inspiring teacher, addressed us on Poetry. She provided us with practical ideas and suggestions on how to approach the Poetry syllabus. Her enthusiasm and passion beams out of her and we could not help but be affected by this.

It was so heartening to hear our subject advisor, Peter Ruddock, address us on decolonising education and the need for a culturally inclusive approach.

We would like to thank the school for affording us the opportunity to benefit from this enriching experience.

JPIR: Maths conferences

I am very grateful to have been given the opportunity to attend both the national conferences on the 3rd and 4th of February in Johannesburg. The national conference provides the opportunity to engage with colleagues at IEB School around the country. The recent conferences were the best IEB conferences which I've experienced over the last 10 years.

AP Maths Conference (Friday 3 February):

The most valuable aspect of the conference was to critically engage with the exciting restructuring of the syllabus which will take effect in Grade 10 in 2018.

The table below is a summary of the syllabus restructuring:

The examiners' and moderator's feedback were so valuable. The examining panel gave the delegates time to ask questions regarding the syllabus changes and other developments in AP Maths.

Mathematics Conference (Saturday 4 February):

We received valuable feedback from the examiners and assessment specialist, discussed the portfolio requirements for 2016 and focused on the way forward for assessing mathematics.

The IEB have permission from Umalusi to continue with the Maths/Maths lit Project, which means that Grade 12 Mathematics students can write both the Mathematics and Mathematical Literacy papers at the end of the year. This project is to encourage students not to change from Mathematics to Mathematical Literacy.

I was once again blown-away by the quality of the IEB's examiners and subject specialist. The conference was very insightful and inspiring. It was valuable to get the examiner's perspective on applying informal assessment to benefit teaching, and to rethink how we formally teach and assess. Thank you so much to the school for allowing Ian Watkins and myself to attend the conference.

JP le Roux

Jacques: Science conference

The IEB national conference for Physical Sciences was held at the Birchwood Conference centre in Boksburg on Saturday 4 February.

The plenary speaker was Professor Andrew Forbes from the University of the Witwatersrand. He shared some of his department's active research in photonics and postulated that during this century the focus will shift away from electrons to photons in applied technologies. He

demonstrated how light can be used to play “molecular golf”. His department managed to trap 4-nanometer sized glass beads using light. They then manipulated the light to physically move the glass beads.

Their research also further investigated how it is not necessary for light to travel from an object in order to be imaged. They studied the quantum phenomena of ghost imaging, holography and other seemingly sci-fi topics that will become our technological reality in the very near future.

They share some of their work at www.structuredlight.org

The feedback received from the national examiners for the grade 12 NSC examination was very useful and will aid in better preparing our students for the finals. These sessions were supported by additional concept reinforcement talks by the internal moderators for the papers.

Other valuable talks included insights on project based learning, where the speaker stressed the importance of “failing forward”. The best learning opportunities arise when learners learn from their mistakes. The speaker claims that “content is slippery, but skills are sticky”. This proves to be a valuable statement that the science department aims to embrace in the senior stage through the variety of modules we offer.

One of the highlights of the conference was listening to Kiara Nirghin, a 16 year old South African student who won the Google Science Fair competition last year. She found a cheaper and more sustainable way to assist drought stricken areas in South Africa by introducing Super Absorbent Polymers made from orange peels to the soil of agricultural land. Her inspirational work won her a \$50 000 scholarship.

I thoroughly enjoyed the conference and look forward to the academic year ahead.

Johann: CAT conference

The 2017 National Computer Applications Technology conference was both interesting and inspiring.

We were briefed by both the Practical - and Theory Paper examiners who outlined the expectations for the 2017 exams and discussed problem areas and performance in the past years papers. It was good to note the growth in the subject and also in which areas we as teachers need to focus to improve the results overall.

What was particularly interesting, was a Google Classroom session during which the Google App was demonstrated and discussed in detail. It was great to see how many teachers already are using this well thought out interactive tool in the classroom and how it inspired others to adopt it. We also had the privilege of listening to a Microsoft representative outlining what the company was rolling out in Education through their Microsoft Education programme. I was nominated as the NSF (National Subject Forum) Representative for CAT in the Western Cape, and am looking forward to have a say and effect positive change in the subject.

I am certainly inspired and looking forward to working with my 2017 students. Johann Roos

Corrine: Design

The IEB Design User Group Conference in Johannesburg last week was both informative and motivating.

We were given feedback on the 2016 school-based portfolios, research tasks, and practical and

theory exams. Suggestions were made as to how we could improve our management of these tasks, which will positively contribute to a higher standard of work.

The new Grade 12 theme, Ontological Design was presented. We discussed the ways in which students will be able to present their skills based on this theme.

Guest speakers, husband-and-wife team, Adriaan Hugo and Katy Taplin from the company Dokter and Misses, spoke about their work and the opportunities for South African designers. It was fascinating to hear about how they combine their industrial design and graphic design skills in developing furniture and other interior products.

It was beneficial meeting Design teachers from other schools, and arrangements were made to share ideas and resources, and to digitally moderate each other's work.

I gained a great deal from participating in the conference and I feel well equipped to prepare our Matric Designers for their assessments this year.

Dries: Afrikaans

The IEB Conference for Afrikaans FAL at Birchwood in Johannesburg was attended by three of our Afrikaans teachers. Two of them are brand new to the IEB system and we all felt that it was an excellent learning opportunity, as well as great professional development. Some of the most informative and most enjoyed sessions included: Prof. Thys Human from NWU's insightful, 'outside-the-box' presentation and interpretation of the newly prescribed poetry. Author and teacher Carin Krahtz (Elton amper famous en juf. Brom) delivered a most inspiring talk titled 'Die ware koste van die groen gazebo', about how totally essential reading and the continuous developing and nurturing of the reading skill is, regardless of the hectic-tempo-era that we live in and how bombarded we are with technology. The feedback from our examiners regarding the marking of exams, the format of the future exams and the current expectations regarding portfolio's and Cass-work were hands on, wonderfully relevant and provided us with loads of valuable information.

Tamsyn: Dramatic Arts

Decolonisation was a theme of this year's conference, with our Keynote speaker (celebrated South African playwright Mike Van Graan) addressing the inherent divisions across racial, cultural and language lines that still occurs in the theatre sector. Van Graan spoke about his latest project, "When Swallows Cry", a multi-national project (involving theatre makers and performers from China, Italy, Norway and South Africa) where the story is told through a range of languages and performance styles, and where the use of surtitles opens up the potential impact for audience members. He stressed that this kind of technology should be more freely used in a country with eleven official languages, so that stories may be accessible to a wider audience, and theatre can be more successfully used to provoke discussion across these invisible and visible lines.

This theme continues with the announcement of a syllabus shift from 2018 where our study of Fugard will be opened to exploring his workshop plays created in collaboration with John Kani and Winston Ntshona, and a focus on the democratic creation and presentation of South African stories during Apartheid.

As always, the conference presented valuable opportunities for connections and networking amongst Dramatic Arts teachers from across the country, and was extremely inspirational.

DIVERSITY DISCOURSE REPORT

In the current term, we have invited speakers from various institutions Phephelaphi Dube, from FW de Klerk's Centre for Constitutional Rights addressed our assembly. She spoke to us about her journey and about Education as a Human Rights issue. Students and teachers asked her questions after her presentation.

In relation to intentional and unintentional harmful usage of social media, we invited two speakers, Denise Hunt and Sam Wilson-Sp ath. Denise spoke to us about her journey in dealing with racism from white and non-white people. Sam spoke to us about the danger and the permanent nature of our posts even after we have "deleted" them from our social media accounts. She presented a guidance on what to post on social media and how to avoid harmful posts.

We have invited other guest speakers too, and more information will be sent via D6 Communicator.

Within the school we have been discussing Mental Illnesses. The objective is to raise awareness and removing the stigma attached to Mental Illness. We have invited a guest speaker to address us on the matter. The assembly address will be on 15 February 2017 at 10:00.

We have also started a teachers diversity discourse forum. It is a voluntary forum. The intent is to engage with teachers on meaningful discussions about diversity in teaching and its implications.

Parents are encouraged to attend our assemblies and to suggest guest speakers. You can send your suggestions to khalifah.makgotlho@cedarhouse.co.za

PREP SCHOOL REPORT

What an incredibly busy start to the 2017 school year! We commenced our year with Kick Off week, where our students were involved in a number of fun activities. They collaborated; created and engineered a lovely 3-D paper mobile, played team-building games, designed Zen tangled personal initials and spent some time relaxing at the Wynberg Swimming Pools. This all culminated into a welcome tea with our Parents.

This is what a few of our students had to say about the start to their year:

I like it because I've only been here for 5 days and it's feeling like I'm at home. The teachers here are so much better than my old teachers because they are a bit more relaxed and know how to have fun!
.....**Isabella McMurdo**

My decision of moving to Cedar House was probably the best decision of my life. I love it here. Thank you so much. **Pari Ratheb**

I am feeling less stressed than I was in JS1..... **Sasha Chadburn**

I'm really enjoying it here because I have made new friends and I am having lots of fun in class. I like the energy here because everyone treats each other equally. **Gem Meiring**

I think Cedar is amazing! ...**Annabel Meinesz**

The year has been great, so far. Camp was definitely the highlight. I'm enjoying the new modules and teachers. My core subjects have also been going well and I am happy- which is good! **Aedan Williams**

Everything is amazing! I love being back at school. There are a lot of really nice, new people. **Haley Coetzee**

I'm finding it SUPER FUN and easier than I thought. I'm having a great time! **Sydney Prior**

My first week first week at school has been very interesting, especially getting used to all the new ways of learning. **Charlotte van Duinen**

My first week in JS2 was very good. I like how things have changed from last year, and having to be organized, was a fun challenge too. **Leo Koeller**

I have made LOTS of friends and I LOVE the building and environment of Cedar House. I enjoyed camp and meeting new people. I like the setup with mentors and feel very cared for. I can't believe there is still a whole year for me here! PS: I really like MMC, English and sport/PE. **Jane Baker**

The first week has been amazing. I have made a lot of new friends and I find Cedar House very exciting and fun. All of the mentors are so very helpful and cool. The lessons are so interesting. Cedar House is amazing. **Leah van Rooyen**

My first week of school was good. I made new friends and I'm having lots of fun. I enjoyed camp a lot. I really liked swimming in the sea and buying ice creams. I enjoy the lessons and I'm having fun with my friends at break.

Ajualuna Russell-Daniels

I loved the camp. We got to go to the beach and jump off rocks into freezing water. I've made new friends and enjoyed the food! At school I like English and PE. **Jaun Bronkhorst**

So far school has been wonderful. I've gotten to make new friends and bond with my old ones. I'm enjoying the classes I have as well as the teachers. The camp was really fun, too. I think I feel more comfortable this year than I did last, although I think that's because I was new to Cedar House last year. Thank you for a wonderful start to the new year. **Kemi Olaleye**

I have been enjoying the lessons in class. The new subjects have already proven to be lots of fun. The beginning of the year has been going brilliantly and I look forward to actively participating in class for the rest of 2017. **James Cawood**

I'm feeling happy and relaxed and I'm really enjoying the tasks I've done these past few days. **Bothale Zwakala**

I love this school. It is my third year here and it's amazing. I'm just a bit overwhelmed by the number of new kids. **Samuel Settler**

This school is the coolest possible school. I love how you don't get homework. The teachers are really fun and I'm really engaged in lessons. Another thing is I love the way assemblies are done outside. I love our school. **Milly Bajpai**

I'm having lots of fun this year. I have made lots of friends and I'm having lots of fun in my lessons. **Ethan Botha**

I'm very excited about school – just very nervous about some of the subjects, but I will get used to it. Everyone is very nice and welcoming and makes me feel happy to come to school. In my old school all the kids were disrespectful to teachers so I'm happy about how strongly the school feels about respect.

Indygo Winship

I enjoyed the way we were eased into the start of work. I like how we work and how we communicate about our subjects. The other children are friendly and welcoming. So are the teachers.

Jake Rabie

I'm really enjoying English because we're reading Hana's Suitcase. I never really liked Maths, but I really do like it now. (I'm not just saying that because I wrote this in Maths). **Tallulah Xenopoulos**

The first week of school was great. I really enjoyed seeing new faces and getting to know everyone. I love all my classes and my teachers. Everyone is so nice.

Camp was really nice. The first night I wasn't feeling too good and I felt a little homesick, but I got over it. I'm really glad I went and I can't wait to spend the rest of the year with this school. **Sarah Couves**

My first seven days have been really fun and exciting. All of my core lessons are with my friends and all my lessons are awesome. **Linus Lykkegaard Selander**

I think it's a cool school so far and I have a couple of new friends. I'm starting to get to grips with Cedar House. Camp was the best camp I've ever been to and it was chill and laid back, so I really enjoyed it. **Aren-Louis Renney**

Everything is going very well. I have most of my friends in my core class and that is making it very fun. I love all the teachers – they are great.

Daniel Lankester-Barnard

I am enjoying it here very much so far. All my classes are fun. The camp was fun. I was here last year as well. **Matthew Rauscher**

I have been having lots of fun. The camp was a lot of fun, better than my old school's camp. This one was more relaxed. The teachers are soooooo nice and they make the work fun. I'm soooooo happy at this school. I love it.

Zoë Marmarellis

This is the first time but not the last time I will say this school is amazing. Camp is so cool at this school and I have a lot of friends. **Sam Xenopoulos**

I am really enjoying Cedar House. It is an amazing school. I am having a wonderful time. **Jamie Stewart**

I am having lots of fun. I'm very happy at this school. **Annaline Rauscher**

I am feeling excited to be at school. **Leo Faclier**

I really enjoy being here and meeting new friends and teachers. **Sofia Lund**

I'm happy with the school and nothing is to my distaste. **Jake Le Roux**

Hi everything is going very well! I have most of my friends in my core classes and that is making it fun, and I love all the teachers. **Daniel Lankester-Barnard**

My first week at school was very interesting. I enjoyed meeting the new students and teachers. I think the decision to give the grade 7's a separate camp was a good one. **Georgiana Froud**

School is amazing, so far. I love school. **Demi-Lee Botha**

I'm really enjoying Cedar House. My favourite thing is Maths because I love numbers. **Geneva Cohen**

I love Cedar House. Everyone is so kind. **Kathryn Meinesz**

It's been a blast, so far and I am very happy. **Niamh Kearney**

I feel really good about school because I have friends and I feel welcomed.
Eyala Wainwright

My favourite part was meeting so many new people and not getting homework. **Gidon Xenopoulos**

It's been cool! I like my teachers. **Jan**

So far, Cedar House is amazing. Camp was cool. I feel like I was here for...ever. The teachers are kind. **Jozua**

It has been great so far. I love all the classes. I feel a little nervous getting to know new people, but I think it will work out fine. I found the camp relaxing, so I enjoyed it. **Chelsea**

This year Cedar House has been good. I've been helping and bonding with new students. I think this is going to be the best year! **Haidar**

This year, so far has been chilled and calm. I enjoyed the camp and the food there. I am enjoying my classes. **Caleb**

I love this school and I don't feel stressed about the work. The school is a lot of fun and I appreciate the support from my teachers and students. **Hannah Fritz**

Dear Frank, my 3rd year is amazing and I am very happy. I love the new students and making new friends. **Senna-Mia**

Priscilla Rhoda

SOCIAL ACTION

This year we are thrilled to have Ashton Botha, Connor Rhoda and Adam Henry as our Prep School Student Leaders! They will be mentoring our students, helping organise our School functions and will head up our Social Action initiatives.

We have some exciting and valuable Social Action plans in place for the term ahead! These include a Cake Sale, supporting the student Leader's Valentine's Day drive, participating in a Social Action afternoon of meal making for the Night Haven Shelter, an Easter Egg and toiletries drive for the retired folk of Valhalla Park and a 'Step up for a Student' sponsorship initiative.

We launched our 'Step up for a Student' sponsorship drive on 30 January. The Thomas Wilschutt Primary School was vandalized over the festive season. Their catering equipment was taken and their school resources damaged. This drive

will ensure that the school can continue to provide the desperately needed meals their students' rely on and will replace, or repair, crucial resources. We are thrilled with the support our Cedar House community has already shown in this regard, we have raised over R3000 to date. Thank you for your incredible generosity!

Jess Fritz

JSI AND GRADE 6 CAMP AT WATER'S EDGE IN SIMONSTOWN

From the 18th until the 20th of January 2017 the Junior Stage 1 students as well as the Grade 6 class went on a bonding camp to Simonstown.

Amongst the activities the students were involved in, were swimming at Seaforth beach, eating yummy food, as well as just socialising with each other.

On the second day, the students went exploring the Simonstown Naval Base as well as being treated to a visit to Scratch Patch. We were also privileged to interact with the NGO, AfriOcean/Shark Warriors, who is based at Seaforth beach. They did an informative presentation about sharks and the misconceptions surrounding this amazing creature. The students showed so much interest on this topic and were totally involved and interested in the discussions.

Overall we had a successful camp with loads of memories and new friendships formed.

Shanaaz Abrahams



Terry of Shark Warriors



JS1's at Scratch Patch
Grade 7 Camp

On Monday, the 17th of January, 40 Grade 7 students left for a 2-night camp at Waters Edge, Simons Town. There was a lot of excitement and a few nerves, as students made their way to the campsite. It was a wonderful opportunity for our “old” students to integrate with our “new” students and all had much fun. Students played a few ice-breaker games to get to know each other better – Human Bingo, The Rascals game and a hotly contested Balloon-Popping game.

Students had an awesome time spent down on the beautiful Water’s Edge beach, catching small waves, swimming in the icy water and building sandcastles. Many iced-coffees, ice creams and slap chips were enjoyed in between the delicious meals that were provided. The staff was suitably impressed with the Grade 7s group and their impeccable manners and cleanliness.

On Wednesday, the 19th of January we returned 40 exhausted Grade 7’s back to their parents. It was certainly an unforgettable experience and it was lovely to observe new friendships being formed. We hope that our Grade 7’s made some lifelong memories and friends.

Keri-Lee Verster



MENTAL MANIA

Mental Mania is a brand new module, developed for the prep students at Cedar House School. It is an exciting, stimulating and exhilarating subject. The main focus is to develop skills through movement and play. Mental Mania tackles different types of challenges that a student may face: such as fine motor skills, gross motor skills, concentration, focus, organizational skills and structure. This subject also incorporates aspects of relaxation techniques to assist with stress and anxiety. Furthermore, it focuses on developing the strengths of each student, motivation and uplifting self-esteem. It aims to make kids smile while developing their abilities.

Kim Harley

TALENT SHOW

The Prep School preparations for this year's talent show are well under way!! Our students are amped up and showing us that they are 'IN IT TO WIN IT' with no shortage of talent, or enthusiasm!

This year we will be wowing our Cedar House community with our signature 'whip nea nea' and 'moon walk' moves as we get down to a California Girls/ Tik Tok mash up!

Jess Fritz

JUST OUTING

The JS 1 class has been exploring Ancient China in their Humanities classes. In light of this, we took a visit down to the Waterfront to experience the Terracotta Army Exhibition. The students had a fantastic and enlightening outing!

Here is what they had to say about their experience:

I liked the clay sculptures going in order of the process of making them...Niamh Kearney

I really liked learning about the Terracotta Army through the statue exhibition. Sofia Lund

There was a lot of interesting stuff. My favourite was the bow and arrow. It was the most used tool in war. Sinovuyo

I learnt that the army took 37 years to build, and it took 7000 men to build them. It was made in 17BC and discovered 1000 years later by 2 farmers. Naia

I learnt about some of the weapons that they used as a spear or a dagger. It was fun looking around and listening to the information about the terracotta army. Geneva

The Terracotta Army was a big Chinese army. They built hundreds of statues of soldiers and chariots. We found out a lot about them. Ben

What I liked was seeing all the statues. I remember that they each had a position to stand in. People without armour stand in front and the people with armour stand behind them. Annaline

Sam Burger

GRADE 11 LIFE SCIENCES OUTING TO ELECTRON MICROSCOPE UNIT AT UCT

Microorganisms are living creatures that can only be viewed using a microscope. As Cedar House's Grade 11 Life Scientists are currently learning about these fascinating beings, it seemed appropriate to visit the most powerful type of microscope there is – the Electron Microscope. The Centre for Imaging and Analysis, that housed the Electron Microscope Unit (EMU), provides a central microscopy services to all departments of the University of Cape Town. We were shown two types of microscopes: a scanning electron microscope (SEM) and a transmission electron microscope (TEM) and learners got to appreciate how these machines work, and how they are useful in imaging biological specimens.

We also had the opportunity to be shown around the Centre for Bioprocessing Engineering Research (CEBER) by Dr. Rob Huddy, a investigator at the centre. He told us about the research conducted there and the applications that it has for our daily lives. Some



of the topics included the use of bacteria in mining (Biomining), in waste management (Bioremediation), as well as in the production of energy (Biofuels). It was also a great opportunity for learners to understand what a degree in chemical engineering involves, what careers the degree leads to, and what you need to do at school to get into the degree. Bruna Galvao

GRADE 10 HISTORY OUTING IN MARCH

Most of us plan exotic trips to far-flung places, but how often do we choose to be tourists in our own town? The Grade 10 Historians will learn, through first-hand experience, that History is not merely relegated to dusty textbooks and stuffy museums. History can be found in the cracks of pavements, in the way light falls across the columns of buildings and in the scents of the city. Their task will be to become Cape Town "tour guides" for a day and, as we embark on a walking tour

through the Mother City, each student will be given an opportunity to inform, enlighten and entertain the rest of the group about a variety of sites. From the spicy Bo-Kaap and the topiaries of the Company Gardens, to the stones of the Castle and the flagpoles at Parliament, the young Historians will not only have a good day out, but also develop a new-found appreciation for this corner of the planet that we call home. Cathy Marshall

SUSTAINABILITY INITIATIVES and THOUGHTS

Last year, students and staff participated with a sustainability survey which people reflected on the positive benefits of becoming more aware of both actions that damage the environment as well as learning many actions that support a healthier environment.

This year, Cedar House will build on this knowledge to upgrade both our environmental awareness and action. Since water, electricity and land fills are currently being used at unsustainable levels, it is imperative that we act now to do our part as a progressive school to help prevent a catastrophe in the future.

First, we plan to revise our recycling program. We plan on adopting a zero waste plan and hope to reduce, reuse and recycle as much as possible. For reduction and reusing, we will continue to support digital classroom spaces with staff to minimize paper usage. For recycling, we will encourage better sorting of waste into recycling through lunch time education support as well as appropriate bins/labels and social reward incentives. We are blessed to have an inspiring young teacher in Jordan Calder who can help train us to eco brick which can turn all the non recyclable plastic into reusable bricks for creative outdoor art and furniture.

Second we plan to conduct a water audit, create goals of minimizing water usage as well as use money from recycling to purchase water regulators for toilets and other fixtures.

Third, we plan to conduct an electricity audit as well as create better signs and research cost saving devices and measures for electricity savings. We plan to purchase more solar panels for the Rumboll Centre roof.

Lastly, Tom and Jordan plan to start an environmental ecology club at the Prep School. This club will go on environmental outings for wildlife conservation and sustainability practices as well as be champions for the environment by leading environmental programs at school and in the community such as to distribute sustainability pledges which will require community members to enact and maintain water, waste and electric saving measures at home.

These proposals will start in the next two weeks after we gain staff, student leader and community support. The environment affects not just all of us yet especially under privileged populations. It is mainly poor, disenfranchised people who are mostly affected by black outs, water shortages, pollution. So, aiding the environment is a social justice action which builds stronger communities. We appreciate that there is no single action will fix all issues with environmental action. So, we encourage all positive brainstormed ideas of actions, programs and materials to improve our current environmental awareness and action plan. Please send comments and suggestions to Tom Nowak (tom.nowak@cedarhouse.co.za) and thank you for thinking of the future while acting now.

SENIOR STAGE INTEGRATED STUDIES OUTING

The SS Integrated Studies class “Re-imagining a sustainable, resilient future” seeks to understand issues of global environmental change have and how these have – and will – impact the way we live our lives and create our livelihoods. Our efforts to achieve a sustainable, resilient future must challenge our traditional ways of thinking and presents new opportunities for innovative and creative approaches to the way we live our lives and earn our livelihoods. The class outing will visit

three organisations working to find new ways of doing things. The outing will visit AgriProtein – an organisation focused on the mass production of animal feed and soil conditioners using insect protein provided by fly larvae; Waste to Food – an organisation that collects and processes food waste into high quality compost using earthworms; and SEED - an NGO providing environmental education and green economy skills whilst promoting food freedom in residential communities on the Cape Flats using the principles of permaculture. Students will get to see a demonstration sustainable homestead and the principles of permaculture in action. The outing will hopefully spark ideas for students to identify issues to highlight in their production of an awareness raising video and to inform their social action projects in the second term. Tamzin Ractliffe

RUBIK'S CUBE CLUB

SS Maths – Rubik's Cube Enrichment Module

Semester 1, 2017

Facilitated by Dr. Alex Welte

We are very excited to expose our Senior Stage students to the Rubik's cube enrichment Module. This module is aimed at students who do not currently know how to solve a Rubik's cube, but would be interested in an intuitive, exploratory, confidence-building approach to this timeless puzzle and the many lessons it can spin off. The approximate duration of the module will be 10 lessons and will take place during Mathematics lessons.

Some intended features of the module are:

- Extensive hands on play, primarily with the classic 3X3X3 cube, possibly also exploring some of the more accessible variants.
- Dynamic development of approaches based on the growing insights arising within the group. The expectation is that all participants will learn to solve the cube, using intuitively clear methods based on a combination of their own insights and those of their peers, with just enough customised help to avoid unnecessary frustration.
- The use of pictorial, linguistic, and abstract-symbol based communication devised by the participants.
- Diversions into general issues of problem solving or non-essential details of cubing which not all participants need to focus on.
- Laying the foundation for more 'advanced' methods and cube types for those who want to pursue the topic further.

The use of external learning aids like youtube tutorials is strongly discouraged, as this can short circuit organic discovery and intuitive learning.

About the facilitator: *In his misspent youth, long before the days of online help and geek-hobby support groups, he struggled slowly and inefficiently to learn about the cube, which left a lasting impression and built considerable love and stamina for almost futile analytical pastimes. After school, he managed to avoid getting a real job for many years by dragging out his studies in physics until there were no more legitimate full time student gigs left available. Physics no longer being much of an employment opportunity, Alex has worked as an IT manager for a large population/health research outfit, a lecturer in applied mathematics, and group leader of a 'Centre of Excellence' in 'Epidemiological Modelling and Analysis', all without ever outgrowing the basic desire to play all day. In dealing with students at many levels, he prefers to support incremental deep learning through discovery rather than run superficial tours over vast terrain. JP le Roux*

SUPERGROUP FOCUS FOR THIS YEAR

SEEING THE UNSEEN

A spotlight on the Bill of Rights and the Constitution

“South Africa belongs to all who live in it, united in our diversity”

“Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights”

PREAMBLE TO THE CONSTITUTION

We, the people of South Africa,

Recognise the injustices of our past;

Honour those who suffered for justice and freedom in our land;

Respect those who have worked to build and develop our country; and

Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso. God seën Suid-Afrika. God bless South Africa. Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

WHAT DO WE NEED TO DO?

AWARENESS

The rights of the ‘unseen’ are entrenched in the Bill of Rights and the Constitution, and SOCIAL JUSTICE is our duty.

EMPATHY

What challenges and difficulties do the ‘unseen’ experience?

ACTION

What can WE do to alleviate these difficulties?

SEEING THE UNSEEN

A spotlight on the Bill of Rights and the Constitution

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“Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights”

SUPERGROUPS’ FOCUS AREAS:

Starting Points:

1. Minority groups: Khoisan, Swati (Swazi), Tsonga, Ndebele
 - A focus on these groups and their identities
 - What makes them unique? (language, dress, foods, beliefs etc.)
 - How can we embrace and respect their cultures?
 - What do they need from us, as South Africans, to be more recognised and noted?

ROYSTON

2. Minority groups: South Sotho, North Sotho, Tswana, Venda
 - A focus on these groups and their identities
 - What makes them unique? (language, dress, foods, beliefs etc.)
 - How can we embrace and respect their cultures?
 - What do they need from us, as South Africans, to be more recognised and noted?

JESS

3. Language
 - What are the official languages of South Africa?
 - Why are there 11 official languages?
 - Why is there such a strong focus on English?
 - To what extent is linguistic arrogance a problem?
 - Why is there a resistance to learning other languages?
 - How can we be inclusive in the face of a multilingual country?
 - How can we embrace this dilemma and find solutions?

LIZ

4. Ableism – People living with disabilities
 - Why is it wrong to use the definition ‘disabled people’?
 - What challenges to people living with disabilities in this country face?
 - How can WE embrace this and work at solutions?
 - How can we create a more inclusive society?

CATHY

5. Poverty and the poor – including unemployment, the homeless and the plight of the elderly
 - What can be defined as ‘poor’ or impoverished?
 - How widespread is this problem in our country?
 - What are the demographics around this: age, gender, race etc?
 - How causes homelessness?
 - How does classism feed into this problem?
 - How can WE actively become involved in being a solution to this problem?
 - What is the plight of the elderly in this country?

- How does this impact of the mentally ill?
- Solutions...

TOM

6. Xenophobia and refugees

- What is xenophobia?
- What is a 'refugee'?
- How does it differ from racism?
- What is at the root of xenophobia?
- How is it expressed on a day-to-day basis?
- What role do WE have to play in becoming a solution?
- What is the plight of the refugees in our country?
- How can WE make an impact?

DRIES

7. Children's Rights

- Why do children need a specific set of rights, in addition to those entrenched in the Bill of Rights?
- What protection does the Constitution offer children?
- What ARE South Africa's Children's Rights?
- What recourse do children have if these rights have been violated?
- What can WE do to help?

TANYA

I wish our students a happy and enriching few weeks ahead and assure our families that your children are in for a powerful time.

Yours sincerely

FRANK RUMBOLL
Principal