



ST PETER'S GIRLS PREP SCHOOL

FROM THE RECTOR

TRAFFIC CONGESTION

It will be of scant comfort to you to hear that this is a gripe on many school campuses. We are aware of the frustrations that parents are experiencing and the problem has enjoyed a great deal of attention, even at Board level. You may have noticed the changes we have made over the last few years in an attempt to alleviate this.

A second traffic flow study on the campus has now been commissioned and we await the results, having plotted two additional new roadways in the hope that at least one of these may provide a partial solution.

The real problem is, of course, the high traffic levels on Witkoppen Road, which strangle the traffic flow in and out of the campus. This is something over which we have no control other than to provide pointsmen. This is not a cheap solution, costing R28 000 per month.

Our hope is that the K60, a new road running from the intersection of Witkoppen and Main through the infamous Club (Domain, Cats Whiskers, Cheerleaders) and ending at the Kingfisher Lane, Pick n Pay Shopping Centre will be constructed. We understand that the Province has approved this project and we are doing what we can to accelerate commencement.

In the meantime, please try to either arrive earlier or accept the circumstance as a fact of life. Don't abandon civility or consideration of others.

Some tips (which you have all heard before):

- please don't pause in a lane to freshen your make-up;
- please occupy a parking space at drop-off time as briefly as possible – your children should be encouraged to take themselves to school with their bags. You will look strange carrying their briefcases when they run their own companies;
- if you wish to avoid being summoned to the Head's study to discuss your child's language, restrain yourself while they are with you in the car. Parents are a child's most influential role models and they will quickly adopt your profanity, misogyny or racist views;
- we don't punish children who arrive late as it is almost never their fault. We do try to teach them how to cope in such situations. In my second year at St Peter's, I stopped a small boy who was strolling down the road towards the Junior Prep at 08:30. "Aren't you late?" I enquired. "No", he said, "my school is open all day."

Greg Royce
(Rector)

FROM THE HEADMASTER

At this time of Student-Led Conferences in the Senior Prep, it is important to remember that the entire process is based on Carol Dweck's Growth Mindset. In this regard, both parents and teachers are reminded to praise effort rather than intelligence. It is equally important that our girls realise they are accountable for their own learning process. Parents are invited, as always, to give us constructive feedback as to whether or not you found the process valuable, or any ideas or suggestions that may add value to this process.

I have recently finished Reading "The Pursuit of Perfect" by Tal Ben-Shahar. He too, talks about Carol Dweck's Growth Mindset, and shares her most well-known research task. I hope to share further extracts from this book, early next term.

"Dweck distinguishes between a fixed mind-set and a growth mind-set." A fixed mind-set is the belief that our abilities-our intelligence, physical competence, personality, and interpersonal skills-are essentially set in stone and cannot really change. We are either gifted or talented, in which case we'll succeed in school, at work, in sports, and in our relationships, or we are permanently deficient and consequently doomed to failure. In contrast, a growth mind-set is the belief that our abilities are malleable-that they can, and do, change throughout our lives; we are born with certain abilities, but these provide a mere starting point, and to succeed we have to apply ourselves, dedicate time, invest a great deal of effort.

For a person with a fixed mind-set, hard work is threatening, as it indicates that her abilities are limited and that by extension, she is too. After all, if she were gifted and talented, then she wouldn't need to work. Not wanting to appear deficient, and given her belief that nothing can be done to remedy a deficiency, she constantly feels the pressure to prove to herself and to others how smart, competent, and perfect she already is.

The experience of a person with a growth mind-set is radically different. For her, hard work is not only necessary, it is also fun and exciting; she enjoys the journey because, rather than trying to prove herself constantly, her primary focus is learning, developing, and realizing her potential. In addition to being happier, a person with a growth mind-set is more persistent in her efforts and is therefore more likely to succeed. There are, of course, people with a fixed mind-set who work hard, but they are usually driven by the need to prove to themselves and to others how smart they are. It is a heavy burden to carry.

Thankfully, the fixed mind-set itself is not fixed! In a seminal study, Dweck and her colleagues randomly assigned fifth-grade students to two groups. In the first round of the study, students in both groups were given ten fairly difficult questions; they generally did well on the test and answered most of the questions correctly. After completing the task, participants in both groups were praised but in different ways. In the first group, the fixed mind-set was induced by praising participants for their intelligence (along the lines of "you must be smart at this"), while the growth mind-set was induced in the second group by praising participants for their efforts (along the lines of "you must have worked really hard").

In the second round of the study, participants had to choose between taking a new test that was difficult and from which they would learn and taking one that was easy and quite similar to the one they had just taken. Ninety percent of the students in the group in which the growth mind-set was induced, who had been praised for their efforts, chose the difficult test that offered them an opportunity to learn. By contrast, most of the students in the fixed mind-set group, who had been praised for their intelligence, opted for the familiar over the challenging and chose to take the easier test.

In the third round of the study, students from both groups were given a test that was too hard for them to solve. Those previously praised for their intelligence were miserable as they struggled, while those praised for their effort

actually enjoyed themselves - the struggling and the learning. As Dweck explains, "Emphasizing effort gives a child a variable that they can control. They come to see themselves as in control of their success. Emphasizing natural intelligence takes it out of the child's control, and it provides no good recipe for responding to a failure."

Interestingly, when Dweck then gave both groups one final test with the same difficulty level as the very first test they took, the "smart" students performed about 20 percent worse than they had in the first round of the study. By contrast, the "hardworking" students performed 30 percent better than they had before.

As this study demonstrates, the growth mind-set leads to taking on new challenges, to greater enjoyment when facing challenges, and, finally, to better performance overall.

Dweck was able to induce fixed or growth mind-sets with a single sentence, by praising either the students' intelligence or their effort. Her findings are both disturbing (because they show how much impact ordinary words that we utter can have on our children) and encouraging (because we know how we can easily make a significant and positive impact). We need to praise children for their efforts, for that which is under their control, rather than for their intelligence, which is not."

Have a good weekend!
Nibe nempelasonto emnandi!

Darrel Webb
(Headmaster)

Fixed Mindset v's Growth Mindset Carol Dweck

Fixed Mindset (intelligence is static)	Growth Mindset (intelligence can be developed)
<p>leads to a desire to look smart and therefore a tendency to -</p> <ul style="list-style-type: none"> * avoid challenges * gets defensive or give up easily * sees effort as fruitless or worse * ignores useful negative feedback * feels threatened by the success of others. <p>As a result, they may plateau early and achieve less than their full potential.</p>	<p>leads to a desire to learn and therefore a tendency to -</p> <ul style="list-style-type: none"> * embrace challenges * persists in the face of setbacks * sees effort as the path to mastery * learns from criticism * finds lessons and inspiration in the success of others. <p>As a result, they reach even higher levels of achievement.</p>

Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York, USA: Ballantine Books.
www.habitsforwellbeing.com

FROM THE JP HEAD

PARENT CONSULTATIONS

This is an important time for you to meet with teachers and discuss your daughter's strengths and goal setting for the year ahead. We aim to make every occasion on which we meet, a celebration of your child successes.

WHICH CAME FIRST?

We have had great excitement at school this week as we have watched, in anticipation, as the incubators have come alive with little balls of fluff - amongst much cheeping and commotion. The hatching chicks brought much excitement and tangible and visible learning.

EASTER HATS ON TUESDAY

In keeping with the theme of Easter, girls are invited to wear any special hat, which they love, to school on Tuesday morning to celebrate Easter. They can decorate their hats with flowers, eggs and other Easter detail. We will have a hat parade and I believe the Easter Bunny is also going to visit!

SUPERPOWERS

This week Judy Kirkwood talked about Nursing as a profession and dressed in her scrubs to demonstrate her role. We welcome moms who are willing to share their 'Superpower' with our girls - they are enthralled by these talks. Thank you, Judy for modelling another role that women play.

**MY STORY**

Hearing a story is always fascinating. At the 'My Story' evenings, we have heard many personal accounts of people's journeys through life and it has built a great deal of empathy and understanding amongst us. At the JP, colleagues have begun to share their stories. It is the highlight of our staff meeting on Wednesdays, to hear these personal life experiences.

CAMP OUT

We are excited to host our Camp Out on Saturday. Parents can start setting-up in the late afternoon and I know there will be great fun and excitement. Refreshments, torches and other items will be on sale.

SEFIKENG RECYCLING REQUEST

We need stencil-like objects please - any jar lids that can be traced around, cookie cutters that you no longer use . . .

"We (the Sefikeng Grade 0 programme) have a fabulous use for them. We particularly in need shapes; circles, squares and triangles, but other shapes would be brilliant too!"

WINTER SCHOOL UNIFORM CHECK FOR THE NEW TERM

We wear our uniform with pride. In winter, as it is cold and we come in many layers. Here are a few reminders:

- Grade 0 girls wear the same uniform all year round.
- In Grade 1 and 2, girls can wear sports uniforms on the day they have Sport. This saves undressing in cold weather and valuable teaching and learning time.
- All girls must co-ordinate shoes and socks with their uniforms.



- All clothing items must be marked (we have no lost property).
- We still need hats for outdoor play.

Keep up the efforts to stay warm and stay proud!

GRADE 2 MUSIC DEMONSTRATIONS AND LITTLE MOZARTS

Today the Grade 2 girls gave demonstrations, of their music programme, to the parents. These included percussion, dance and movement and violin. The parents were impressed by the girls' opportunity and learning. There will be two more of these demonstrations later in the year if you were unable to attend today. We are looking forward to our Little Mozart's Concert on Wednesday, 12 at 07:45 in the Royce Hall. The girls are permitted to go home after this.

REMINDER: school closes at 10:30 on Wednesday, 12 April. There is no Afterschool Programme on that day.

To live a creative life, we must lose our fear of being wrong. Joseph Chilton Pearce

Have a super weekend!

Heather Kissack
(JP Head)

LIBRARY BOOKS

Thank you to each and every pupil who donated a book to the library this year. Our stock is growing in leaps and bounds.

A reminder that all library books must be returned before the end of the term. Overdue notices will go out next week as reminders.

Zanele Mbatha

SCHOOL SHOP

Shop hours for next week:

Monday 10th and Tuesday 11th 6:30 till 9am
Wednesday 12th 6:30 till 2pm

Shop hours before 2nd Term starts:

We will be open the day before school starts on Tuesday 2nd May from 8am till 3pm.

THANK YOU

I would like to thank all the parents, staff and spouses involved in making this year's Staff Variety Show (SVS) so successful. It was a huge team effort, which resulted in a show that everyone seemed to enjoy. Further, special thanks to the following people:

- Sharon and her kitchen team for the amazing food, cold drinks, working the late hours and always being there to accommodate everyone.
- Isaac and his team for their presence over both weekends. The hall and surroundings were always spotless and ready for the next show.
- All the people who volunteered as waiters/waitresses, bar staff and those who helped set up the hall. We couldn't have done it without you guys giving up your time.
- Finally the St Peter's staff. For the endless hours of practising, many late nights away from families and all that you guys did to make the show a success.

I find that the SVS really shows the true essence of what the St Peter's Prep Schools' community is all about. It is a community, which comes together, always ready for a good time and ready to support one another.

Thanks again and have a wonderful restful weekend.

Scott Hauptfleisch

(Director of IT & Producer of the Staff Variety Show)



GETTING TO KNOW EACH OTHER

JOSEPH MALANGA

Joseph Malanga joined Fidelity in June 2001 and was assigned as a patrol guard at Lonehill Shopping Centre where his hard work and willingness to help won the hearts of many tenants.

Fidelity management noticed his performance and passion for the job and in 2002 he was promoted to the position of armed guard at a complex. In 2004, he was transferred to St Peter's Prep Schools as a Junior Guard, where he progressed to the position of senior guard.

Joseph's willingness towards his team members, sunny nature, passion and vigilance in what he does is outstanding and we are fortunate to have him at our school.

It is reassuring to have such vigilant guards looking after our children (and he seems to know every child by name!)

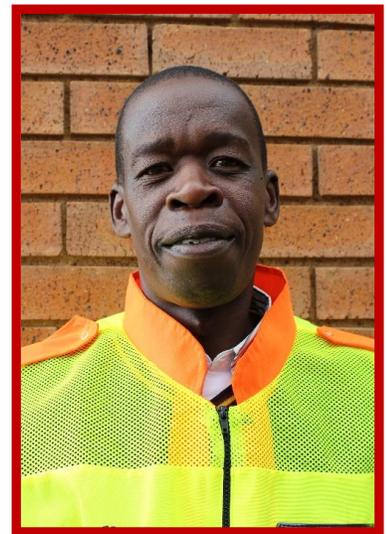


NTSEKILELO MATANGA

Ntsekilelo Matanga joined Fidelity in 2001 and worked as an Access Control Guard in various complexes in Lonehill.

Having established the good manner in which Ntsekilelo dealt with people, Fidelity promoted him to the role of Junior Guard at St Peter's Prep Schools in 2003. In 2006, he was promoted to Relieving Senior Guard at the Prep Schools and St Peter's College.

Ntsekilelo plays a vital role regarding communication between the Prep Schools and the College and keeps Fidelity informed concerning school events. He is a good team member and the schools are fortunate to have his services and appreciate his vigilance at the entrances to the schools.



KIKUYU GRASS AT ST PETER'S

The school is about to start construction of the multipurpose surface on Brecknock Field and all the grass is available. If you would like to collect some, please sms **Mugocho** on **083 381 0809**. Please send details – name, quantity and time of collection. It will be available on Monday and Tuesday next week (10 and 11 April).

We would appreciate a donation which will go towards our *Isematholeni* Intern Programme.

Banking details:

St Peter's Foundation
Standard Bank
Branch: Rivonia: 001 255
Acno: 422 057 533

THE WEEK AHEAD

Monday	10/04/2017	14:00:00	17:00:00	Parents Consultation	Girls JP Classrooms
Tuesday	11/04/2017	08:00:00	08:30:00	Palm Sunday Service	Chapel
Tuesday	11/04/2017	14:00:00	19:00:00	Parents Consultation	Girls JP Classrooms
Wednesday	12/04/2014	07:45:00	08:30:00	Little Mozart	Royce Hall
Wednesday	12/04/2014	10:30:00	10:30:00	End of Term	

JP APRIL HOLIDAY CLUB GRADE 0, 1 AND 2 GIRLS



The JP Teachers are running a holiday club for both weeks of the April Holidays. Week 1 will run from Tuesday April 18-Friday 21. Week 2 from Monday 24 April – Friday 28 April (Thursday 27-Public holiday the club will not run).

Week 1 will be run by Mrs Buck and Mrs Steyn and will include activities such as baking, crafts, treasure hunt and a bike day.

Week 2 will be run by Mrs Montague and Mrs Glass and will include baking, cooking and picnics.

Girls may sign up for all days or selected days on the sign-up sheets on the Holiday Club board at the JP. All information can be found on this board. Payments for week 1 by EFT to Mrs Buck by the end of term and payments for week 2 by EFT to Mrs Montague by the end of term.

