

# Glen Austin High School

## Newsletter: September 2017



**38 Hampton Road  
Glen Austin  
Midrand  
1685**

**Tel: 011 023 7340/1/2**

**Fax: 086 610 4313**

**E-mail: [admin@glenaustrinhigh.co.za](mailto:admin@glenaustrinhigh.co.za)**

**Website: [www.glenaustrinhigh.co.za](http://www.glenaustrinhigh.co.za)**

### Upcoming Events

Event	Date
Grade 8 Market Day Spring Day Spring Dance	1 September 2017
Parents' Day	2 September 2017
Boys' Soccer Finals Grade 12 Preliminary Exams Begin	4 September 2017
SMF Spring Day	9 September 2017
Grade 8-11 Cycle Tests Begin	12 September 2017
Heritage Day Grade 12 Preliminary Exams End	22 September 2017
Public Holiday: Heritage Day	25 September 2017
European Tour Begins	28 September 2017
Matric Farewell Term 3 Ends	29 September 2017

## From the Principal's Desk

Dear Parents,

At the moment the main focus of the school is preparing the Grade 12 learners for their Preliminary Exams, which start on Friday, August 25. A lot of effort went into ensuring that our Matric learners are prepared for this milestone in their lives.



**Mr H.A. Abbott**

The School Board has ensured that the necessary interventions have been put into place through the formation of the Results Intervention Strategic Committee. Every learner's individual performance was analysed, and educators have designed intervention programmes to accommodate learners who require them. Extra lessons were compulsory for Matric learners, as were Saturday classes; now it is time for them to shine!

Please note that the Grade 8-11 Cycle Tests begin on 12 September 2017. These tests count towards final term marks, and learners are reminded to remain organised and develop a study timetable. Parents can assist their children tremendously in this regard.

It has been proven consistently that a parent's involvement in his/her child's education correlates to the child's academic performance. Children who have parental support often achieve higher levels of academic excellence than those whose parents are less involved. Therefore we encourage parents to be more involved in their children's education.

A first for the school will be the Spring Day picnic hosted by the School Monitoring Forum. The purpose of the day is for all stakeholders to become acquainted. Parents, educators, and learners will participate in exciting activities, followed by a barbeque. Parents are invited to volunteer to participate in the parent-learner soccer game that will take place on the day. Our hope is that this will prove an unforgettable day. All parents are asked to support the event. Further details will be provided closer to the time.

Yours sincerely,

*H.A. Abbott*

**Principal: Glen Austin High School**



# Update Centre



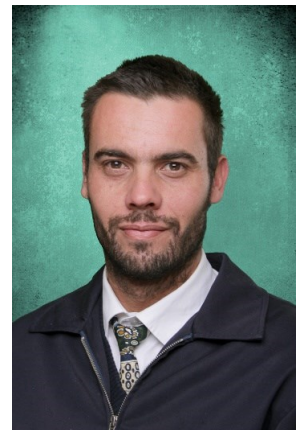
## Academic Matters: Mr. van Niekerk

Last week saw our Matric parents corresponding with their children’s subject teachers in order to discuss progress and possible interventions, in order to ensure that our first group of Grade 12 learners excel in both their Preliminary Examinations, but also their Finals.

Preliminary Examinations will begin on Friday 25 August, and will end 21 September. The Grade 12s are reminded to adequately prepare for this important milestone in their school careers, and though this will undoubtedly be a trying time, we have faith in your ability to excel.

Grade 8-11 learners are urged to submit School Based Assessments (SBAs) during Term 3, as there are no examinations this term. Term 3 brings the opportunity to lift year marks that can assist in promotion come end of the year.

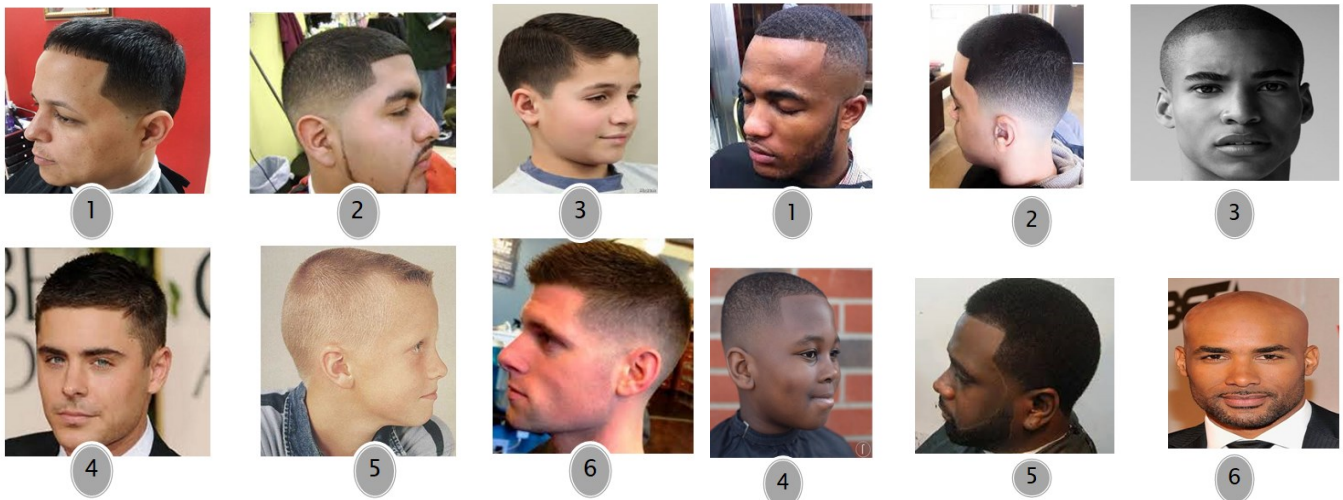
Please note that there will be a compulsory Parents’ Day on Saturday, 2 September.



## Learner Conduct Column: Mr. Moyo

As Term 3 inches to a close, we are unfortunately still dealing with cases of inappropriate hairstyles, particularly when it comes to the boys. It is essential, as parents, that you ensure that your child is properly groomed and adheres to the school rules regarding hairstyles (please refer to the images below).

Should your child come to school with ungroomed hair, he or she will be sent home to rectify the situation, and will be expected to return to school once the hair is acceptable.



# Subject Head Corner



## Science: Mr. Sibanda

### STUDY TIPS FOR MATHEMATICS AND SCIENCE

#### Step 1: What Motivates You?

Do you want to attend a prestigious university, or do you thrive in competitive situations? Think about the factors that motivate you to perform at an academically high level, and set realistic goals that are challenging but attainable. Rewarding yourself is a great way to stay motivated. Rewards can include buying something for yourself or even going out to dinner with friends. You might even involve your parents as accountability partners who reward you for academic success.

Despite the challenges you may encounter, such as difficult assignments or a low quiz grade, remember to stay committed.

#### Step 2: Stay Organized

You can manage your time efficiently by getting a physical or digital calendar. Set timelines for short- and long-term goals and due dates for school work. Make sure to leave space for extracurricular activities and socializing. Keeping your study space neat can help you concentrate and make it easier to find important textbooks and notes. This also applies to your notebooks and binders: Organize your notes by class and date in a system that you find intuitive and efficient.

#### Step 3: Develop Good Study Habits

Not only will the study habits you develop now [improve your high school grades](#), they will carry you into college and beyond. Follow these basic tips and watch your work improve:

- Attend class regularly and arrive on time
- Review assigned readings and notes before each class
- Complete assignments in advance - don't procrastinate!
- Tackle larger projects in manageable increments
- Allow ample study time to avoid cramming the night before a big exam

## Art: Mr. Moyo

### Retro Exhibition sees Grade 12 Art Students exhibiting their Projects

17 August saw the Matric Art students putting their exceptional talent on display for their Final Exhibition, which contributes towards a significant portion of their final Visual Art mark.

The event was moderated by three representatives of the Gauteng Department of Education.

Congratulations to all of our promising artists who have worked tirelessly to perfect their presentations. We are all very proud of your accomplishment.



# Subject Head Corner



## New Subject Heads

### Afrikaans: Mrs Sieberhagen

As a subject head, I will aim to enhance and build on my knowledge, skills and values to empower me to undertake my role within my subject team, including:

- planning for subject-based teaching and learning in the classroom,
- monitoring and supporting personnel/ team members,
- undertaking extra and co-curricular activities in my subject area,
- communicating with staff, learners and their parents, as well as
- subject administration:



In my role as change agent in the school, all my evidence will have to be based on theories of learning, and the use of Appreciative Inquiry as a model for the support. Appreciative Inquiry involves:

- Appreciating and valuing: What do I appreciate from a teacher, and what is his/her value in Afrikaans?
- Imagining: What encouraging might be in the best interest of a teacher?
- Dialoguing: What should the outcome of good communication be?
- Creating: What will be the result of more creativity in the classroom?
- Motivation: Lead by example.

As this is a new approach to the Afrikaans Language Department, I will emphasize the following, if it's not already applicable and phased in.

- Files: All Afrikaans teachers will be required to have complete Afrikaans files, compiled according to policy.
- Lesson Plans: Lesson plans should reflect the two week cycle, where the teacher can indicate what will be done in each period.
- Learner book and portfolio: The subject policy should be strictly implemented.
- Class visits and Moderation Schedule: A schedule for the above mentioned will be given at the beginning of each term or as being notified by the subject head. Feedback to the Headmaster will be on a regular basis.
- Problems: Discuss any problems about Afrikaans immediately with the subject head. If he/ she is not available, send an urgent email. The matter will be attended to as soon as possible.

**In short:**

**A new language is a new life!**

**To have another language is to possess a second soul.**

**A different language is a different vision of life.**

# Subject Head Corner



## New Subject Heads

### English & Life Orientation: Mrs Joubert



As the newly appointed Head of English and Life Orientation, I pledge my dedication to Excellence in Education. The position entails the monitoring of class work and the files used in these subjects, as well as the moderation of the assessment tasks and any intervention that may be needed for the students to get the highest grades and the best education possible.

However, that is not what the job of educator should revolve around. A teacher is much more than the sum of his/her duties. The teacher is a role model of motivated labour, of dedication to his/her students, of honesty and respect towards the school community, and of total fairness to all students. The integrity of the teacher should never be questioned and the trust of the learners should never be broken by the

behaviour of a teacher.

In this modern era we are living in, teachers are confronted by adversity every day. The problems of our society are constantly challenging the education system and new solutions to old problems will have to be found. The educator can never negate his/her total involvement with the students and their problems. We are the ones who will have to come up with the solutions, and we will have to show emotional intelligence in order to assist the students as well as our colleagues. We as educators have to be the leaders escorting our students into their futures, assisting them in their life choices and supporting them in the times when the burden may be a little heavy.

*"Knowledge emerges only through . . . the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other."*

### isiZulu: Mrs Ngaleka

My duties as the new isiZulu Subject Head include:

- Monitoring teaching and learning;
- Monitoring isiZulu portfolio files and learners' work.
- Class visits: one per class per term
- Sharing subject meetings

The isiZulu department has done well thus far. The contributions of both learners and teachers to ensure that effective teaching and learning takes place is highly appreciated.

Grade 12 isiZulu is represented by six learners, who excelled during their recent oral moderation.

Preparations for Preliminary Examinations through teaching and revision are currently taking place.





## Subject Spotlight



### The Virtues of Taking Computer Applications Technology: Mr. de Kock

Our school offers learners the opportunity to study Computer Applications Technology (CAT).

The topics covered in CAT include Microsoft Word, Excel, PowerPoint, Access, as well as web page design, aspects of modern communications, systems technologies and the important aspect of applying your skills to create innovative business solutions.

By the time you complete your Grade 12 CAT Theory and Practical examinations, you will be highly computer-literate specialists offering highly sought-after skills in the modern corporate environment. You will also have a broad spectrum of IT related knowledge that will benefit you greatly in the modern world of smart phones, tablets, PCs, wireless communications, as well as awareness about viruses, and so on.

Glen Austin High School has two well-equipped laboratories, networks, servers, software and expert educators to ensure the success of our CAT learners.

If learners or parents have any queries about CAT, they are welcome to contact the school in this regard

## Extra-Curricular Corner

### Land Service: Miss Iyer

The Land Service team together with the school collected 259 sanitary packs in partnership with the Acts of Love "Keep Our Girls in School" campaign.

Due to the school's generous sponsorship, we have already been able to help learners in Rabie Ridge stay in school. The hand-over was done by the Land Service team last week. Thank you to all the parents for your kind hearts and for helping us make a difference.



be motivated  
st we possibly  
ower our stu-  
the leaders of

# A Dose of Inspiration

## Blended Families – Making it Work

Written by Nicoleen Davies

With divorce rates being so high, second blended marriages and families are becoming the new norm. Chances are you are a step-parent or your spouse is one, or maybe even one of your own parents is a step-parent. Successfully blending two families is no simple task and the complexities should not be underestimated. There is a lot that needs to be considered and well thought through, requiring much discussion within the family.

### The Challenges

Statistics worldwide show that failure rates on marriages are high, around 50% for first marriages and 75% of second marriages, with very few of these second marriages surviving the first 5 years. Parenting within blended families is also more difficult with issues like authority, affection, challenges and role ambiguity manifesting. Parents potentially face animosity from their step-children, feelings of resentment, with children feeling that they need to compete for their parent's attention – all potentially causing conflict between the children and the adults in the home. Many of these marriages fail because these important discussions are not had up-front, where decisions can be made to help drive the day-to-day running of a blended home.

Remember also that divorce creates a sense of abandonment and therefore everyone has a heightened need for safety and security. This could result in rushed or ill-thought-through decisions to enter into a second marriage, for perhaps the wrong reasons, so be very aware of this.

This process entails massive changes – maybe a new home in a new neighbourhood with new schools, in the daily home life routine, there are others to now consider or consult, the stress of adapting, less time with your parent...the list goes on. Everyone will need time to adjust.

### So Consider the Following

No two blended families are the same and each one is shaped by their unique shared experiences and level of involvement by family members but, the following could be useful to consider.

- **Conversations:** There are three sets of important conversations that need to take place – one within your existing family, the other with your new spouse and finally a third, with your spouse's children. The best way to address uncertainty, fear and any other negative emotion will be to talk about it, preferably before the marriage even takes place. Ongoing, open and honest discussions throughout will also help avoid conflict.
- **Listen:** The children must feel heard so allow them an opportunity to talk and express themselves. Listen with empathy and try to not discount what they are feeling. Perspective through the eyes of a child will always be different, but to them, it is very real and unsettling. Children who feel heard will feel safer.
- **Your relationship:** Remember this is the core reason the family came together in the first place so focussing on your relationship is critical. Try to do things together as a couple and have some alone time.



## Blended Families – Making it Work: Continued

- **Parenting Approach:** In the conversation with your new spouse, discuss things like discipline, decision-making, your individual parenting styles, how to share special occasions, boundaries – all the potential hot topics which can lead to arguments and unhappiness. Create a new way of doing things within your new family.
- **Discipline:** All the experts agree, the step-parent should never be the primary disciplinarian – especially initially. This should always be the biological parent but with consistent and fair support from the new spouse. This is a tough one! But, failing to consider this approach could result in resentment building between the parent and step-child, leading to endless rounds of conflict. What often happens then is that the biological parent starts over compensating to make up/cover up for the “harsh” step-parents which results in further negativity, now amongst the parents. By supporting the biological parent in disciplining, the relationship with the step-child will form faster.
- **Alone time:** It is so important for each child to feel valued and important. It will be so easy for them to “get lost” within the new family dynamics. One-on-one time or a special activity with each of your children and with your step-children will go a long way to make them feel special and secure. Support individual relationships with each child.
- **Family meetings:** Consider Life Talk’s Table Tuesday initiative, which could work perfectly for this. Pick a day when everyone is home regularly and together and make this your new family’s meeting day. It creates opportunity to bond and be together but also to have the opportunity to express opinions and talk about things – both positive and negative. Creating new family traditions are also useful – something which will be unique to this family.
- **Be fair:** Especially towards your step-children and take an interest in them. It might be tricky to start with but once you get to know and understand them better, it will undoubtedly have a positive impact on your relationship.
- **Accept each other.** Look for the good in each person and don’t focus on the not-so-good parts.

### There are also some Don’ts

Lessons learnt by others are invaluable and can save you much heartache.

- **Don’t push relationships** – rather let them develop naturally. These relationships will be more authentic and this will lay solid long-term foundations.
- **Don’t resent one-on-one time or compete for attention.** Individual family members feeling happy, safe and secure should be a priority.
- **Don’t under or over-discipline** – a common mistake. And be consistent in your disciplining.
- **Don’t lose your temper** – or at least try not to! It won’t help the situation and will foster more negativity and resentment.
- **Try to act lovingly towards your step-child even if you don’t love him/her.** In time these feelings may well become genuine.

Younger children seem to adapt and adjust better to the new blended family so if you have teens in the home, be aware that this may not be an easily accepted transition for them and they may need professional help to cope. In fact, children from blended homes are three times more likely to need counselling or other professional care.

Finding the right balance takes time. Chances of being happy a second time around may seem slim but with some effort, love and patience there is no reason why your blended family can’t be a success.







**AFTER SCHOOL PROGRAMME: TERM 3/ 2017**

Day	Sports	Extra Classes	Invigilation
Monday	<b>Junior and Senior boys soccer matches</b> (Ndabaningi, Botsanzira)	<b>Gr12 – English</b> (Gill)	NCUBE SATUKU POTGIETER NGALEKA
Tuesday	<b>Girls soccer practice</b> (Iyer, Chipu)	<b>Gr 9- English</b> (Joubert) <b>Gr10 – Math/Math Lit</b> (Mazula, Katsande) <b>Gr12 – Eco, Life Sci, CAT</b> (Botsanzira, Potgieter, De Kock)	SIBANDA MUKHABELE MUTADZA VAN DEN BERG CHIPU
Wednesday	<b>Girls soccer matches</b> (Iyer, Chipu) <b>Dance</b> (Van Den Berg) <b>Chess</b> (De Kock)	<b>Gr 8- Mathematics</b> (Mutadza) <b>Gr 9 – Afr/ Zul</b> (Van Den Berg, Ncube) <b>Gr12- Maths/Math Lit</b> (Mazula, Katsande)	JOUBERT SIEBERHAGEN POTGIETER SATUKU KATSANDE
Thursday	<b>Junior and Senior boys soccer practice</b> (Ndabaningi, Botsanzira) <b>Art Club Snr</b> (Moyo) <b>Land Service</b> (Van Den Berg)	<b>Gr 8 – English</b> (Brock) <b>Gr 9 – Mathematics</b> (Mazula, Katsande, Mutadza) <b>Gr10 – Phys</b> (Sibanda) <b>Gr 11- Mathematics</b> (Mazula) <b>Gr12 – Afrik/Zulu</b>	DE KOCK NCUBE BROCK NGALEKA
Friday			
Saturday	<b>Matric classes</b>		

## School Bus Information

The school buses leave the school at 4pm everyday. The D6 Communicator is used to keep in touch with parents and advise of any departure time changes. During exams or if there are no afternoon activities parents may be advised that the bus will leave earlier. Transport changes are communicated by means of the D6.

If there is an away sports game, parents are required to pick up their children from GAHS at the indicated time. This notification is included with the required indemnity letters.

Sports cell phone number: 074 851 4655

Drivers' Supervisor: Sam 062 961 0021



COMMUNICATION AND SOCIAL MEDIA

## D6 Communicator

All-important information regarding the school, such as important dates and homework will be uploaded onto the D6 Communicator.

Follow the link and keep in touch with us:

<http://www.school-communicator.com/download.php>. Ensure to set the application to allow notifications and alerts to pop up on your pc or mobile device.



## Facebook:

[www.facebook.com/Glen Austin High School/ Midrand](http://www.facebook.com/Glen-Austin-High-School-Midrand)

