



Dear Parents

Parents, how well do you know your child's teachers? Teachers, how well do you know your students' parents? How does the relationship between your child's teachers affect their learning—or does it at all? Could this relationship have an effect on reading ability? How much does the involvement of a “family” in school activities play into a child's success in school? What exactly does an involved parent/caregiver look like? How would a teacher know if you were an involved parent? How would parents know if they were involved enough? How would a parent know if you were an effective teacher? How do you know if you're an effective teacher? What are some ways both teacher and parent can ensure that together they are doing what's best for their students'/ child's academic success?

I don't have all of the answers to these questions, but I do have a unique perspective on this topic.

Why are parent-teacher relationships important?

I am a parent, and I have also previously been a classroom teacher. I know that the struggle to have a good working relationship as parents and teachers is real. I also know that having a good working relationship between teachers and parents is an extremely important part of a student's academic success and reading ability.

There have been times in my own relationship with my children's teachers that I have not been involved. They have had teachers whom I knew well, and there were teachers whom I wouldn't recognize if I saw them at the grocery store. If I switched roles and put on my teacher hat, I could say the same thing about those relationships. There have been parents I've known well, and there were parents I wouldn't have recognized if I ran into them at the grocery store. I could try to put the blame on parents or on teachers, but I would rather make a few observations and suggestions as to how to make the parent-teacher relationship better. I want to focus on three main things: expectations, communication, and realizations.

Expectations

First, when it comes to expectations, both parents and teachers have them for each other. They expect certain things to happen. Parents expect teachers to instruct their students and to guide their learning so they can have success. Teachers expect parents to support the instruction and learning that happens in school, at home. They also each have expectations for the child/student they share in common. They have expectations for their student's academic performance, attendance, and behaviour both in school and out of school. If these expectations are the same and they are communicated, a synergy will happen, and their relationship can have a powerful effect on the student's reading ability and learning outcomes. The operative word in all this is *communicated*. When expectations are clearly communicated, both parents and teachers will have a better understanding of their roles in the parent-teacher relationship. They will then know how best to be a supportive part of that relationship.

Both parents and teachers have an important role to play; their roles do not replace but rather complement and reinforce the other's role, thus providing the student with a consistent message about reading and learning. Thinking of parents and teachers as “partners” refers to this mutual effort toward a shared goal. It also implies shared responsibility of parents and teachers for supporting students as learners (Christenson & Sheridan, 2001).

So, how well are you communicating and working as a partner, either as a parent or as a teacher, in your child's education?

Communication

Have you ever heard that communication is a two-way street? What does communication have to do with the success of your child's reading? How often would you like feedback about your child? What kind of feedback do you wish you would get from your child's teacher? school? Whose job is it to see that information is given? Are you, as the parent, waiting for your child's teacher to initiate communication? Are you, as the teacher, waiting for the parent to initiate communication? Why wait? *You* be the one to make the first step. Aren't you both trying to achieve the same thing? Have you heard that actions speak louder than words? In the case of your child's education, some actions are perceived by teachers as “involved.” For example, if parents attend students' performances, school and class activities, parent-teacher conferences, and meetings and volunteer their time in the classroom, those parents are seen as involved. When a child comes to school and they are well groomed and well rested and their homework is completed, a teacher presumes that the parent/caregiver was involved in the process of helping that child be successful and prepared. So, if parents don't do all of those things, are they not involved in their child's learning? Do they not care about their child's education? It may appear so. Here's where communication plays a huge role. Are you unable to attend meetings because of conflicting work schedules, illness, or other family struggles? Are you unable to volunteer because of language barriers, lack of transportation, childcare needs, or other issues? Do you understand the school culture? Does the teacher understand your culture and your feelings about how you can give support? If you haven't communicated these concerns or challenges to your child's teacher, how would she know? If you are the teacher, how would you know if you hadn't asked the questions? Communication is a two-way street. Have you crossed that street?

Realizations

I've made some realizations from my experiences in the classroom and as a parent. I've realized that we're all on the same team and, as such, we need to be supportive of each other. We need to have mutual respect for one another. We should all have one common focus and goal, and that is the success of each child. All parents have a genuine desire for their children to be successful at whatever they're doing. Teachers have that same desire. I've learned that assumptions are dangerous and that perceptions are often inaccurate. Seeking to understand one another by communicating expectations is key in having a powerful synergistic relationship. When both a child and a parent feel supported by the teacher and vice versa, students will have a greater advantage in their ability to be successful. It's a win-win for everyone!

Schools and teachers alone seldom help students achieve their full academic potential. This is not an indictment of schools and teachers. Rather, this is a fact of child development. Students' personal investment in and interest for learning, for example, are influenced by parental messages (Bempechat, 1998; Coleman, 1987). Therefore, the approach for interacting with families is characterized by focusing on the importance of the relationship and establishing meaningful co-roles for the partners. Working as partners is a way of thinking about how to create constructive connections between parents and teachers. Forming connections means developing an intentional and ongoing relationship between teachers and parents that is designed to enhance children's reading and learning, and to address the obstacles that impede it. It requires delivery of the right message: “that mutual respect and interdependence of home, school, and the community are essential to children's development” (McAfee, 1993, p.21).

So, set your expectations. Parents, let your child and your child's teacher know your expectations. Teachers, let your students and your students' parents know your expectations. Then, communicate those expectations to each other often and in respectful ways. Finally, remember to keep your assumptions and perceptions out of the relationship, and realize the common concerns, desires, and outcomes both parties share are the same. Success for all students is the goal, and positive parent-teacher relationships are the key to that success.



Geagte Ouers

Ouers, hoe goed ken u u kind se onderwysers? Onderwysers, hoe goed ken u u leerlinge se ouers? Hoe beïnvloed die verhouding tussen u kind se onderwysers en ouers sy/haar leervermoë – of doen dit nie? Kan hierdie verhouding die kind se leesvermoë beïnvloed? Watter rol speel die betrokkenheid van 'n "familie" by skoolaktiwiteite in 'n kind se sukses op skool? Hoe presies lyk 'n betrokke ouer/versorger? Hoe sal 'n onderwyser weet of u 'n betrokke ouer is? Hoe sal ouers weet of hulle betrokke genoeg is? Hoe sal 'n ouer weet of u 'n bekwame onderwyser is. Hoe weet u of u 'n bekwame onderwyser is? Hoe kan ouers en onderwysers verseker dat hulle saam die beste doen om die kind se akademiese sukses te verseker?

Ek het nie al die antwoorde op hierdie vrae nie, maar ek het wel 'n unieke perspektief op die saak.

Waarom is ouer-onderwyserverhoudings belangrik?

Ek is 'n ouer en ek het ook voorheen voor 'n klas gestaan. Ek weet dat dit 'n stryd is om 'n goeie werksverhouding tussen ouers en onderwysers te handhaaf. Ek weet ook dat 'n goeie werksverhouding tussen ouers en onderwysers 'n uiters belangrike rol by 'n leerling se akademiese sukses en leervermoë speel.

Daar was tye toe ek onbetrokke was in my eie verhouding met my kinders se onderwysers. Hulle het onderwysers gehad wat ek goed geken het en daar was ook onderwysers wat ek nie op straat sou herken het nie. Indien ek rolle sou omruil en my onderwyserhoedjie opsit, kan ek dieselfde van daardie verhoudings sê. Daar was ouers wat ek goed geken het en ouers wat ek nie op straat sou herken het nie. Ek kan probeer om ouers of onderwysers te blameer, maar ek sal eerder 'n paar opmerkings en voorstelle maak om die ouer-onderwyserverhouding te verbeter. Ek wil op drie hoofpunte fokus: verwagtinge, kommunikasie en insig.

Verwagtinge

Ouers en onderwysers koester verwagtinge van mekaar. Hulle verwag dat sekere dinge sal gebeur. Ouers verwag dat onderwysers hul kinders moet onderrig en lei sodat hulle sukses kan behaal. Onderwysers verwag dat ouers die onderrig wat by die skool plaasvind, tuis ondersteun. Hulle koester ook verwagtinge van die leerling wat in hulle albei se sorg is. Hulle koester verwagtinge van hul leerling se akademiese prestasie, bywoning en gedrag, by die skool sowel as weg van die skool. Indien hierdie verwagtinge dieselfde is en met mekaar gedeel word, vind 'n sinergie plaas en hul verhouding kan 'n drastiese uitwerking op die leerling se leervermoë en leeruitkomste hê. Kommunikasie is van die uiterste belang. Wanneer verwagtinge duidelik oorgedra word, het beide ouers en onderwysers 'n beter begrip van hul onderskeie rolle in die ouer-onderwyserverhouding. Hulle sal dan 'n beter begrip hê van hoe om 'n ondersteunende rol in daardie verhouding te beklee.

Beide ouers en onderwysers het 'n belangrike rol om te speel; die een rol kan nie die ander vervang nie, maar eerder aanvul en verstewig en in die proses die leerling van 'n blywende boodskap oor lees en onderrig voorsien. Om ouers en onderwysers as "vennote" te beskou, beteken daar is 'n wedersydse strewe na 'n gemeenskaplike doelwit. Dit behels ook 'n gedeelde verantwoordelikheid van ouers en onderwysers om leerlinge te ondersteun (Christenson & Sheridan, 2001).

So hoe goed is u kommunikasievaardighede en samewerking as 'n vennoot, hetsy as ouer of as onderwyser, m.b.t. u kind se opvoeding?

Kommunikasie

Het u al ooit gehoor dat kommunikasie 'n wedersydse aangeleentheid is? Wat het kommunikasie met u kind se leessukses te doen? Hoe dikwels verlang u terugvoer oor u kind? Watter tipe terugvoer verlang u van u kind se onderwyser/skool? Wie se werk is dit om te verseker dat inligting oorgedra word? Wag u as ouer vir u kind se onderwyser om kommunikasie aan te voor? Waarom wag? Waarom neem u nie die eerste stap nie? Strewe u nie albei dieselfde doelwit na nie? Het u al die gesegde gehoor dat woorde wek maar voorbeelde trek? Wat u kind se opvoeding betref, beskou onderwysers sekere optrede as "betrokkenheid". Byvoorbeeld, indien ouers leerlinge tydens uitvoerings en skool- en klasaktiwiteite ondersteun, ouer-onderwyservergaderings bywoon en vrywillig hul tyd aanbied, word die ouers as betrokke beskou. Wanneer 'n kind skool toe kom en hy/sy is goed versorg, uitgerus en huiswerk is gedoen, aanvaar die onderwyser dat die ouer/versorger by die proses betrokke was om te verseker dat die kind suksesvol en deeglik voorberei is. Indien ouers dan nie al hierdie dinge doen nie, beteken dit dat hulle nie by hul kind se opvoeding betrokke is nie? Gee hulle nie vir hul kind se opvoeding om nie? Dit wil so voorkom. Hier is kommunikasie van kardinale belang. Is u nie in staat om 'n vergadering by te woon as gevolg van botsende werkroosters, siekte of familieprobleme nie? Kan u nie u dienste aanbied as gevolg van taalkwessies, vervoerprobleme, kindersorgbehoefte of ander kwellings nie? Verstaan u die skool se kultuur? Verstaan die onderwyser u kultuur en u opvatting oor hoe u ondersteuning kan verskaf? As u nie hierdie probleme of uitdagings met u kind se onderwyser bespreek het nie, hoe moet hy weet? Indien u die onderwyser is, hoe sal u weet indien u nog nie die vrae gevra het nie? Kommunikasie werk wedersyds. Het u al u hand uitgereik?

Insig

Uit my ondervinding in die klaskamer en as ouer het ek tot sekere insigte gekom. Ek besef dat ons almal vir dieselfde span speel en dat ons mekaar dus moet ondersteun. Ons moet wedersydse respek vir mekaar koester. Ons moet almal dieselfde doelwit nastreef en op dieselfde aspekte fokus en dit stel die kind in staat om suksesvol te wees. Alle ouers het 'n opregte begeerte vir hul kinders om in alles suksesvol te wees. Onderwysers het dieselfde begeerte. Ek het geleer dat veronderstellings gevaarlik is en dat waarnemings dikwels nie akkuraat is nie. Die sleutel tot 'n kragtige sinergistiese verhouding is die strewe daarna om mekaar te verstaan deur verwagtinge met mekaar te kommunikeer. Wanneer beide die kind en die ouer voel dat die onderwyser hulle ondersteun, en andersom, het leerlinge 'n groter kans op sukses. Dit is 'n wen-wen situasie!

Skole en onderwysers alleen is selde in staat om leerlinge in staat te stel om hul volle akademiese potensiaal te bereik. Dit is nie 'n aanklag teen skole en onderwysers nie, maar 'n feit van 'n kind se ontwikkeling. Leerlinge se persoonlike toewyding tot en belangstelling in die leerproses word byvoorbeeld deur ouerboodskappe gekleur. (Bempechat, 1998; Coleman, 1987). Daarom word die benadering tot interaksie met families gekenmerk deur op die belangrikheid van die verhouding en vestiging van samewerkingsrolle vir die vennote te fokus. Om as vennote saam te werk, is 'n manier om te besin oor hoe om positiewe bande tussen ouers en onderwysers te smee wat daarop gemik is om die kind se lees- en leervermoë op te skerp en om die struikelblokke aan te spreek. Dit vereis dat die regte boodskap oorgedra word: "...dat wedersydse respek en onderlinge afhanklikheid van huis, skool en gemeenskap noodsaaklik is vir die kind se ontwikkeling." (McAfee, 1993, p.21).

Koester dus u verwagtinge. Ouers, stel u kind en u kind se onderwyser van u verwagtinge in kennis. Onderwysers, stel u leerlinge en hul ouers van u verwagtinge in kennis. Kommunikeer u verwagtinge dikwels en met respek met mekaar. Les bes, onthou om u veronderstellings en waarnemings buite die verhouding te hou en hou in gedagte dat albei partye dieselfde bekommernisse, wense en uitkomste deel. Sukses vir alle leerlinge is die doelwit en positiewe ouer-onderwyserverhoudings hou die sleutel tot daardie sukses.

LEARNER ACHIEVEMENTS / LEERDERPRESTASIES

*If not a school event, official results must be emailed to wendy@sunridge.co.za within one week of the event.
Indien nie 'n skoolaktiwiteit nie, moet uitslae binne een week na wendy@sunridge.co.za gestuur word.*

LASER RUN: Charl Posthumus (3rd) represented Nelson Mandela Bay Metro at the EC Laser Run Championships.

INDOOR CRICKET: Dandré Henwick played in the EP u/10 Warriors Team.

NETBALL: Giselle Pfeiffer (u/13) and Amber Lister (u/12) have been selected for the EC Netball team.

RHYTHMIC GYMNASTICS: The following girls competed in the district trials - Amalia van der Westhuizen (bronze Level 1 u/8), Ziminathi Manyika (bronze Level 2 u/7), Catherine Grebe (silver Level 3 u/8), Lea Nieuwoudt (gold Level 3 u/10) and Amoré van Onselen (bronze Level 3 u/11).

Kraggakamma Gemeente hou Kermis op Woensdag 1 Mei



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Die inhoud van die advertensies wat in die nuusbrief verskyn, weerspieël nie noodwendig die siening en goedkeuring van die skool nie.*

TALENT AFRICA: The following learners represented the Eastern Cape at the Talent Africa competition.

DANCE	
Alexa Coetzee	Taylor Wilson
Hannah du Plooy	Milla Delpont
Karlie Janse van Rensburg	Ludlow Moolman
Leanie Bouwer	Silke Collison
Silver Collison	Hayley McHugh
Lua Posthumus	Caitlyn Landman
Rylee Hendricks	Mieke Koen
Rebecca Richardson	Logan Welman
Erin Stears	Rachel Woods
Danielle Meyer	Marushka Poovan
Rayah Dorfling	Amy Buhagiar
Lise-Mari Kemp	Carli Maritz
Hayley Doyle	Megan Human
Michah Bush	Ashleigh Ah Chong
Megan Steenekamp	Emily Hamilton
Paige Kleynhans	Haylee Wightman
Inge Glaum	Hannah Richardson
Erin Jacobs	Talitha Dorfling
Taylor Woods	Dylan Barwood
Riley Jacobs	Jean-Louis Greeff
Laiken Moolman	Liam Clark
Nikita Doyle	Divan Koen
Erin Cornforth	Evan Claassen
Arin Coetzer	Xander Mulder
Gabriella Hugo	Colin Goedde
Leila Searle	Taylah Nortje
Quiné Zeelie	Shimei Nortje
Inge van Eyk	Shakayla Franklin
Elri van Rensburg	Bea-né Schoeman
Annica Botha	Marie-Louise Strydom
Sarah Steenekamp	Talia Fourie
Jaycee Diedericks	Melandie Kruger



DRAMA
Jorja Nitzschke
Jean-Louis Greeff

VOCAL
Talitha Dorfling

MODELING
Mia Bosch



PHOTO GALLERY / FOTOGALERY



SPORT RESULTS / UITSLAE

RUGBY				
LEAGUE / DERBY DAYS	TEAM	OPPONENT	RESULT	PLAYER OF THE MATCH
	U/13A	GREY	12 - 52	DANIEL VENTER
	U/13B	GREY	5 - 17	JOHN ELS
	U/13C	GREY	3 - 51	ETHAN GORGONZOLA
	U/13C	SUMMERWOOD B	36 - 0	DIVAN LE GRANGE
	U/13D	GREY	10 - 22	LOURENS DU PLESSIS
	U/11A	GREY	10 - 7	JEAN CAPES
	U/11B	GREY	3 - 12	EBEN PEENS
	U/11B	CHARLO	50 - 5	RUHAN BOSCH
	U/11C	GREY	5 - 5	BLAYNE BAGSHAW
	U/11C	HANDHAAF	22 - 15	KHWEZI LANDELLA
	U/11D	GREY	0 - 15	AIDAN JANSE VAN RENSBURG
	U/11D	ROWALLAN PARK B	5 - 5	CUAN WIGHTMAN
	U/9A	GREY	21 - 0	NKOSIVILE NGXOZA
	U/9B	GREY	14 - 46	HLUMA VEZILE
	U/9C	GREY	10 - 15	CHRISTOFF JORDAAN
	U/9A			
	U/9B	CURRO WESTBROOK	22 - 0	DANDRÉ HENWICK

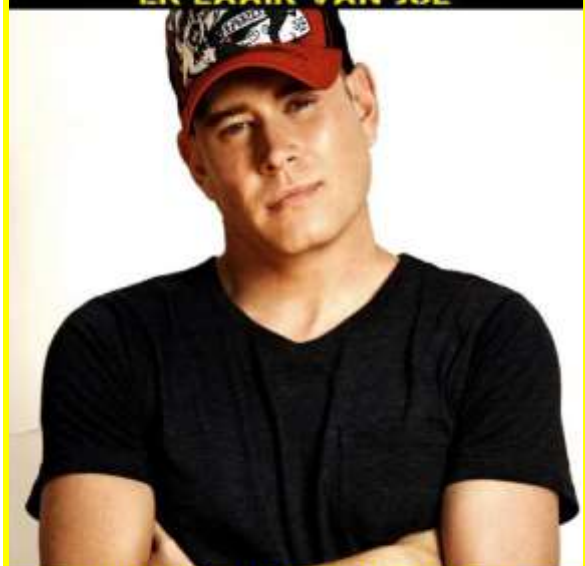
NETBALL			
TEAM	OPPONENT	RESULT	PLAYER OF THE MATCH
U/13A	VERKENNER	9 - 5	QUINÉ ZEELIE
U/13A	KABEGA	12 - 0	ANNICA BOTHA
U/13A	MT PLEASANT	10 - 3	INGE VAN EYK
U/13A	STULTING	8 - 4	ASA XOLI
U/13A	GAMTOOSVALLEI	10 - 2	GISELLE PHEIFFER
U/13A	JOUBERTINA	8 - 5	CURÉ BARRINGTON
U/13A	STULTING	5 - 6	GISELLE PHEIFFER
U/13A	ALTONA	RAIN	
U/13B	ALTONA	RAIN	
U/12A	ALTONA	RAIN	
U/12B	ALTONA	RAIN	
U/11A			
U/11B			
U/10A			
U/10B			
U/9A			
U/9B			

SPORT RESULTS / UITSLAE

BOYS HOCKEY - GREY FESTIVAL			
TEAM	OPPONENT	RESULT	PLAYER OF THE MATCH
U/13A	GREY 12A	0 - 9	LUKE VAN RENSBURG
U/13B			
U/11A	GREY	0 - 4	LIAM SCHOLTZ
U/11B			
U/9A			
U/9B			

GIRLS HOCKEY			
TEAM	OPPONENT	RESULT	PLAYER OF THE MATCH
U/13A	UNION	3 - 1	ZANIKE COETZER
U/13B	UNION	0 - 1	LIANÉ GOUWS
U/13C	UNION	0 - 2	LARA WALAS
U/11A	UNION	6 - 0	LOGAN DU PLESSIS
U/10A	UNION	4 - 0	KAYLA DU PREEZ
U/10B	UNION	4 - 0	JENNA LE ROUX
U/10C			
U/9A	UNION	0 - 2	TAYLOR WOODS
U/9B	UNION	3 - 4	LUA POSTHUMUS
U/9C			

SNOTKUP
EK LAAIK VAN JOL



SUNRIDGE PRIMêRE SKOOL
MAANDAG, 6 MEI 2019 OM 19:00
KAARTJIES TEEN R120 PER PERSOON BESKIKBAAR
VANAF 11 MAART 2019 BY SUNRIDGE PRIMêRE SKOOL



SPORT FIXTURES / WEDSTRYDDATUMS
DATE/DATUM: 23 - 27 APRIL 2019

MAANDAG	NETBAL: o/8A & B - o/12A & B - o/13A & B -
TUESDAY	TENNIS: 1st MIXED - HANDHAAF A (HOME) 2ND MIXED - HERBERT HURD A (HOME)
WOENSDAG	RUGBY: o/9A - TJAART V D WALT (TUIS) o/9B - HERBERT HURD B (WEG) o/9C - CLARENDON B (WEG) o/11A - TJAART V D WALT (TUIS) o/11B - SUMMERWOOD (WEG) o/11C - HERBERT HURD B (WEG) o/11D - HANDHAAF C (TUIS) o/13A - TJAART V D WALT (TUIS) o/13B - ROWALLAN PARK B (TUIS) o/13C - CHARLO B (WEG) o/13D - SUMMERWOOD B (AWAY)
THURSDAY	NETBAL: o/9A & B - KABEGA (HOME) o/10A & B - KABEGA (AWAY) o/11A & B - KABEGA (HOME)
VRYPDAG	
SATURDAY	





JUNE 2019 EXAMINATION TIME TABLE

Date	Grade 4	Grade 5	Grade 6	Grade 7
Tuesday - 14 May	Afrikaans Stelwerk	Afrikaans Stelwerk	Afrikaans Stelwerk	Afrikaans Stelwerk
Wednesday - 15 May	English Written Work	English Written Work	English Written Work	English Written Work
Tuesday - 21 May	Mathematics	Mathematics	Mathematics	Mathematics
Wednesday - 22 May	Afrikaans Taal	Afrikaans Taal	Afrikaans Taal	Afrikaans Taal Afrikaans Begrip
Thursday - 23 May	PSW	PSW	PSW	EMS
Friday - 24 May	English Language	English Language	English Language	English Language English Comprehension
Monday - 27 May	SS Geography	SS Geography	SS Geography	SS Geography
Tuesday - 28 May	SS History	SS History	SS History	SS History
Wednesday - 29 May	Afrikaans Begrip	Afrikaans Begrip	Afrikaans Begrip	LO Technology
Thursday - 30 May	NS/Technology	NS/Technology	NS/Technology	Natural Sciences
Friday - 31 May	English Comprehension	English Comprehension	English Comprehension	Creative Arts



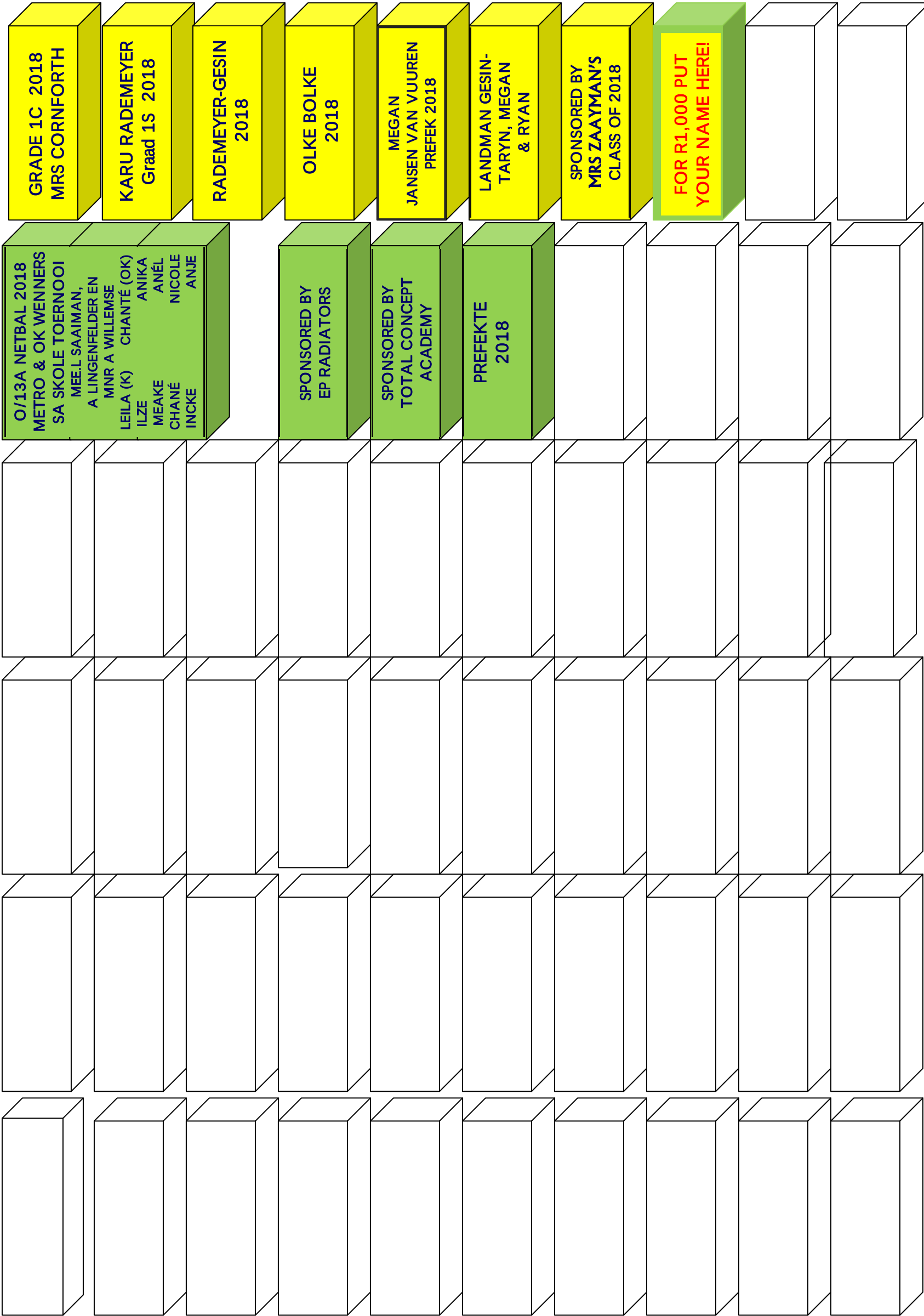
JUNIE 2019 EKSAMENROOSTER

Datum	Graad 4	Graad 5	Graad 6	Graad 7
Dinsdag - 14 Mei	Afrikaans Stelwerk	Afrikaans Stelwerk	Afrikaans Stelwerk	Afrikaans Stelwerk
Woensdag - 15 Mei	English Written Work	English Written Work	English Written Work	English Written Work
Dinsdag - 21 Mei	Wiskunde	Wiskunde	Wiskunde	Wiskunde
Woensdag - 22 Mei	Afrikaans Taal	Afrikaans Taal	Afrikaans Taal	Afrikaans Taal Afrikaans Bgrip
Donderdag - 23 Mei	PSW	PSW	PSW	EBW
Vrydag - 24 Mei	English Language	English Language	English Language	English Language
Maandag - 27 Mei	SW Aardrykskunde	SW Aardrykskunde	SW Aardrykskunde	SW Aardrykskunde
Dinsdag - 28 Mei	SW Geskiedenis	SW Geskiedenis	SW Geskiedenis	SW Geskiedenis
Woensdag - 29 Mei	Afrikaans Begrip	Afrikaans Begrip	Afrikaans Begrip	LO Tegnologie
Donderdag - 30 Mei	NW/Tegnologie	NW/Tegnologie	NW/Tegnologie	Natuurwetenskappe
Vrydag - 31 Mei	English Comprehension	English Comprehension	English Comprehension	Kreatiewe kunste

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ANTONIOU FAMILY JHON-NICLAS	SMAILES FAMILY CHRISTOPHER & STEVEN	VORSTER FAMILY FRANCOIS & HEINRICH	SLABBERT FAMILY CORN� & TWAN�
ANTONIOU FAMILY JHON-NICLAS	BUYS FAMILY EMILY	VAN DER WATT FAMILY HANRI	ALLOWAY FAMILY MONIQUE
ANTONIOU FAMILY JHON-NICLAS	NEL FAMILY CHRISTIAAN & HANRI	JANSE VAN RENSBURG TARA AND RONIN	VERSTER FAMILY MINYONNE & ZEYTKA
ANTONIOU FAMILY JHON-NICLAS	HANBIDGE FAMILY RYAN	KRUGER FAMILY CARUS & MIEKE	EVERTSE FAMILY JEVANKA
ANTONIOU FAMILY JHON-NICLAS	DIELMANN FAMILY KARL	CORNELIUS FAMILY NICOLE	OPPERMAN FAMILY LANCE & DYLAN
ANTONIOU FAMILY JHON-NICLAS	BEEFORTH FAMILY ALEX, AMBER & JASMINE	IBHAYI WINDSCREEN SERVICES	WESELS FAMILY LEANDRI
ANTONIOU FAMILY JHON-NICLAS	PARKER FAMILY MAXINE	MINNIE FAMILY LYDIA	EICHBAUER FAMILY JADE
ANTONIOU FAMILY JHON-NICLAS	GWM EVERTSE FAMILY	VAN JAARSVELD FAMILY RUAN & STEPHAN	CLARK FAMILY REECE
ANTONIOU FAMILY JHON-NICLAS	FERRARIS FAMILY NATALIE	WEYERS FAMILY MARJA & ANYA	ALEX JAMNECK SUN� DU PREEZ
STRYDOM FAMILY DE-LEON & EVAN			
IN MEMORY OF FREEK V D MESCHT			
IN MEMORY OF BABA V D MESCHT			
IN MEMORY OF NATIE RAUTENBACH			
IN MEMORY OF SENDERA RAUTENBACH			

PER PILLAR ~ R1,000.00 ~ PER PILAAR

Our aim : 200 pillars!

Ons doelwit : 200 pilare!

GRADE 1 CORNFORTH 2017	HEUGH FAMILY ANDREW & JASON	HOLLY & CLAIRE SUTTON	JOSHUA CHOWLES SHAUN FORD	NELL FAMILIE DéAN & LEAH	SMAILES FAMILY CHRISTOPHER & STEVEN
GRADE 3 VD MESCHT CLASS OF 2017	GRADE 3 HUGO CLASS OF 2016	ALCOCK FAMILY LAUREN & JAIME	JUFFROU SAAYMAN SE GRAAD 1 KLAS 2014	GR 7 2012 PETERS, SNYMAN, GROVES, POTGIETER, FRIEND, WILLIAMS & FERREIRA	GR 6 2012: ANTONIOTTI, NEETHLING, LANGENHOVEN, VOSLOO & POTGIETER
GRADE 7 BRADSHAW CLASS OF 2017	THE ELLIOTT FAMILY KEEGAN AND ANDI	LIZE-Mé OTTO HOOFDOGTER 2015	DIVAN & IZAAN LAMPRECHT	TAIT GESIN STEPHEN & MEGAN	U/11A RUGBY 2012 COACHES N SNYMAN & C DE BEER
GRADE 4 SMITH CLASS OF 2017	HARRIS FAMILY DAVID & JUDY	OTTO GESIN LIZE-Mé, MILLA & THERESE	KLAAS FAMILY HLUMELO DEPUTY HEADBOY 2014	STRYDOM FAMILY MEGAN & MINKE	STOCK FAMILY CANDICE & NICOLA
JUDE ERASMUS HEAD BOY 2017 SUNRIDGE 50TH	HARRIS FAMILY CHELSEA	INCKE VAN DER WATT	GREYLING FAMILIE JEAN-PIERRE & SHANELL	SLABBERT FAMILY JORDYN-LEE GR 7 2012	IN MEMORY OF MR R CLOTZ GR 7 2012
COETZER FAMILIE MILA & ZANIKE	HARRIS FAMILY LEXI	STAPELBERG FAMILY	LUKE WILSON GRADE 7 - 2014	SLABBERT FAMILY GABRIEL GR 3 2014	WARD FAMILY MATTHEW
Karlle Janse van Rensburg Graad 1 2017	HARRIS FAMILY AYVA	STAPELBERG FAMILY	THE TALBOT FAMILY THABISO - GR 5R	GELDENHUYS GESIN LIANCA & CHANTé	VAN HUYSTEEN FAMILY TYLA & KEEGAN
MRS HUGO CLASS OF 2017	GRAAD 7 HATTINGH 2016	STAPELBERG FAMILY	TER HERINNERING AAN SARIE MARAIS	RETIEF GESIN ANé & LIZE	MEGHAN WILLIAMS
SIMON GREYLING HOOFSEUN 2018	HEATHER GESIN LIZE	STAPELBERG FAMILY	TER HERINNERING AAN HENRY VAN HEERDEN	KLEINHANS GESIN LARA	HOFFMANN FAMILY KAYLA
CHLOé CRITCHLOW HEAD GIRL 2018	COETZER FAMILY LUKE AND JESSICA	STAPELBERG FAMILY	MRS RICHARDSON GR 2 CLASS OF 2015	ROYLE FAMILY JORDAN, DAMON & ASHTON	IBHAYI WINDSCREEN SERVICES