





WELCOME FROM **THE HEADMASTER**



'Hope springs eternal in the human breast.' - Alexander Pope

Never have Pope's words been more important for us than in this year when we have had to hope constantly: hope that we would manage to teach fully digitally for the first time, hope that our boys would respond adequately at home, hope that parents would let their boys return to physical school after lockdown and hope that boys would manage within the Covid-19 protocols.

The first term was its normal busy self with everyone settling into their new grades, a number of athletics meetings, galas, plenty of cricket, water polo and tennis, the announcement of Heads and Deputy Heads of House, Founders Day and Carnival on a very large scale. Other than starting to advise boys to wash hands regularly and placing hand sanitiser in classrooms, which was seen as important to contain the potential spread of the Covid-19 virus, school life was 'normal'. Nothing prepared us for the sudden, early closing of schools announced by the President and then, a week later, a national lockdown.

And so we became a remote school; teachers were trained online to provide remote learning and on 14 April we opened school again, entirely digitally, for the second term. Other than academic lessons, there were sports skills, challenges of many kinds, inspirational messages from our youth pastor, House meetings, and everything else that was possible online.

A very notable feature of lockdown was the outpouring of care from our community for those who already had so little and who very quickly became the hardest hit by our economy slowing to a near halt. Our Bramley kitchen became a depot for delivering soup for our Vusa Rugby and Learning Academy to feed children in Langa, and our Parents' Association continued to assist Athwood Primary's feeding scheme through the

generous donations made by our parents. Perhaps the best illustration of this caring was the Grade 7s' Leavers Gift to the school, completely different to anything given before. They presented it as follows:

'After a very different and unusual year, our Grade 7 class gift is actually nothing concrete for the school. Instead we have each paid R100 to do a Table Mountain Hike, donating the money to the Vusa Rugby Academy, a total of R8200 from the class. Vusa fed 500 children a day in Langa from the start of lockdown, meeting a desperate need when schools were closed and children had no access to the school feeding scheme and a daily meal. So our gift is a contribution to a Bishops organisation that has done an amazing job in very difficult times this year, generously supported by the Bishops community throughout. Our contribution to Vusa is the 2020 Leavers' Gift.'

We all lived against the background of statistics recording rising infection and death rates across the world. And in our own communities, families lost loved ones, suffered emotionally and waited anxiously for elderly relatives to recover, not able to visit or comfort them. Returning to physical school required enormous effort, not only in terms of Covid-19 compliance but also the emotional stepping out, conquering of fears in the hope that it could work and that schools would not be super-spreaders which, thankfully, we discovered they were not, and that more aspects of school life could resume. Supported by staff, parents and boys, we were bold and tried to push ahead to give a physical school experience that was as robust as possible – morning temperature taking and recording, compulsory mask wearing, sanitising with every classroom move, a comprehensive cleaning regimen and no ball games for a while notwithstanding.

The boys were our inspiration: as soon as they settled back in again, they were determined to have fun, laugh, play, joke, work hard, beg us for more interactive sport and even hot lunches, and basically make the very best of a difficult and somewhat surreal set of circumstances. I had a number of firsts, particularly when interviewing prospective families online via Zoom. Four- and five-year-olds sometimes appeared in pyjamas or their 'onesies', often clutching a favourite toy to show me. Others hid under the dining room table while some were much more confident and engaging than they might have been in person in my study. I met a number of dogs and one young chap even fetched a chicken to show me.

As difficult as this year of Covid-19 has been, there have been many positive lessons learnt: living with so much uncertainty but still moving forward; adapting constantly; collaboration; and, I think, most importantly, the value of human connection. As I write this, I hear the happy sounds of about 30 boys enjoying the holiday art club upstairs. A far cry from campus during lockdown in the second term, when it was eerily silent, completely deserted except for the security guard – everything a school isn't and shouldn't be.

So back to the beginning. Schools are purveyors of hope and this hope has had to sustain and drive us more than ever this year. Barack Obama, delivering the keynote address at the 2004 Democratic National Convention, spoke about 'the audacity of hope'. Despite so many concerns and the unknown, we had to remain audaciously hopeful. And I thank staff, parents, and boys for doing just that.

Pro Fide et Patria.

Greg Brown

STAFF FAREWELLS

Tessa Ferrandi

Today is a sad day for us as we have to say goodbye to our wonderful friend, Tessa. She has worked with us for a long time and has been a part of the Bishops family for many, many years – starting off as a parent and then joining the staff!

Tessa has a brilliant mind and always challenged the boys in her care to be their very best. She is patient and incredibly kind. A heart of gold. I know that it has not been easy working with us in the Grade 3 department, as we made regular changes to the way we wanted to work the reading programme. I will always be grateful to you for your openness to change and your positive attitude to everything. We have loved watching you interact with the boys, listening to them read, chatting about the books, sharing a laugh – they have absolutely loved being taught by you.

I have to mention the time when our boys used to go to Tessa's office for reading. We sent them in small groups

where they would read together. Some of the boys loved being there so much that they really took ages to return to class. One particular boy, Peter Martinez, clearly preferred to be there than in my classroom. There was many a time when he would spend the entire hour and a half up there. He would fall asleep on the bean bag and Tessa did not have the heart to wake him up and send him back to class. I am sure that he will remember this for many years to come.

One thing I will cherish about Tessa is that she always took the time to ask how we were and would listen to us and offer advice. Her faith was always at the forefront of this. Tessa also has a wicked sense of humour – often sharing a good giggle with us.

I would normally give you a word using each letter of her name to describe Tessa, but it seems more fitting to use the word READING instead.

R – Remarkable – it is remarkable how patient you are with the boys (and us)

E – Empathetic – a heart of gold, helpful and kind

A – Adorable – just so sweet!

D – Doting – always has time for the boys she teaches

I – Imaginative – watching Tessa becoming caught up in the stories with the boys as they read with her is wonderful

N – Nice – I know that this is not a good English word but you know what, it describes Tessa perfectly – one of the nicest people I know!

G – Now here is a problem – so many words starting with a ‘g’ describe Tessa – genuine, gentle, gracious, generous, to name a few.

Of course, I could not finish without sharing a book quote; this one from David Walliams’s *Demon Dentist* made me think of you, Tessa:

‘But children nowadays don’t believe in magic. They are forever watching TV and playing computer games. They never look to the skies anymore.’ You always made

sure that the boys looked to the skies and used their imaginations.

And another from David Walliams’s *Billionaire Boy* – I know you would have had a good giggle with the boys reading this: “‘My name is Mr Bread.” He began writing his name neatly on the board. “But you can call me Peter.” Suddenly there was quiet, as thirty little brains whirled. “Pita Bread!” proclaimed a ginger-haired boy from the back.”

You will be missed Tessa. I am so lucky to have had the opportunity to work with you but more importantly to be able to call you a friend. Thank you for being exactly who you are.

Penny Granney





GRADE 7

LEAVERS' CAMP

Our Grade 7 boys were fortunate to spend four days towards the end of the year at the beautiful Idiom wine farm, owned by the Bottega family, on the slopes of the Sir Lowry's Pass mountains. We found space for ourselves on the grounds near their magnificent restaurant and erected our tents. Their chefs even treated us to the most delicious meals – steak and chips, burgers and chips, pizza, pasta, scrambled eggs, muffins, fruit salad... We ate and ate the whole time!

We got to burn off calories with a challenging hike on the Old Wagon Trail over the Gantouw Pass, and even got to 'fire' the signal cannon at the top. The boys also cycled a few of the technical mountain bike routes on the farm, and took part in a duathlon over a steep and fast course – a few took corners too quickly on the cycle leg and became acquainted with the earth, though luckily none of the wipe-outs was serious! Many soccer games were played on the farm's soccer pitch, with the 'Arsenal' team proving too strong for the others. Corridor cricket played on the stoep of the restaurant also proved to be popular. A night hike up to the granite outcrop above the farm to see the full moon was exciting, especially since we knew that sightings of Cape mountain leopards had been caught on camera traps

recently. This reminded us that 'the leopard can see you, but you can't see the leopard'. We also enjoyed a visit to the water slides at the Strand where more eating of fast foods was done by many boys than actual water sliding.

When we visited the neighbouring farm, Vergelegen, we were treated to a guided tour of their beautiful historic buildings and gardens, with the highlight being a game drive to see the farm's eland. The male bull put on a spectacular mating show for the boys who were mesmerised and cheered him on!

In the early hours of the final morning the wind suddenly gusted through our tent village and the 'city slicker village' tents ended up tumbling down the mountain with sleepy boys frantically scrambling after them, much to the entertainment of the 'nature boys' who had wisely secured their tents properly!

Many thanks to Roberto Bottega for bravely handing over his farm and restaurant to us for four of the most enjoyable days of the year for the Grade 7s.

Bruce Mitchell



LEAVERS' SERVICE:

HEADMASTER'S

ADDRESS

Mr and Mrs Reeler, parents, staff and boys.

Every year an *Oxford Languages Report* is issued that includes the Oxford Word of the Year, a word or expression that is deemed, through the extent of its usage, to best reflect the mood and focus of the year. Not surprisingly, this year the language of Covid-19 has dominated, but they could not choose one word but rather a list of the many that defined our year. For example, the usage of the word 'pandemic' increased by 57 000%. And who spoke about 'lockdowns' or used the term 'social distancing' before 2020?

These expressions reflect a year like no other in the last century, completely unanticipated and for which we – and the world – were unprepared: a year where a virus curtailed everything we did from March onwards. Around the world and in our own Bishops community, people lost loved ones or had to live with life-threatening illnesses. Some people were extremely

ill and the medical professionals were on the frontline, confronting the risk of Covid-19 infection every day. And in South Africa we went into one of the most extreme lockdowns in the world.

So, by 14 April, we were a fully remote-learning school, and boys amazed us with their capacity to adapt. Everything went online and it worked. Mr Mitchell demanded that his learners begin their first day of remote school by dressing in Number Ones and appearing at attention next to their neatly made beds... and those who had not yet grasped his sense of humour actually did so, much to the hilarity of the others.

Luckily, we were able to return on 1 June – we had pushed hard to get you back –and I remember the day vividly. The school was set up like a military operation and then you arrived: tentative, many of you really nervous, hair shockingly long, in civvies(!), wearing masks, sanitising from the gate onwards, and then sitting

down quietly in venues that were not your classrooms. But everyone slowly thawed out and became noisier and laughed more and ran around and even played catch! And it was fantastic! After two months of being a ghost town, the Prep was alive again, and your exuberance, humour and enthusiasm for life were a total inspiration.

But a lot was lost: no rugby, hockey, squash, cross country, choir or other ensembles, House camps and events, the Grade 7 tour and cricket tour, other festivals and, above all, many of the chances to lead as the seniors of the Prep.

However, there were also some unanticipated lessons, even gains and some new approaches and events:

- There was an outpouring of care for those who already had very little and who suddenly lost jobs or daily meals at school. Bishops families made soup and gave other donations to the Vusa Rugby and Learning Academy, which launched a major feeding scheme in Langa; parents ensured that the children of Athwood Primary who benefitted from our weekly sandwich drive still received food during lockdown, and there were many other individual outreach projects that boys and their families supported. Our Matrics looked inward, acknowledging that Bishops needed to ensure that it was always a welcoming place for all boys, staff and families, and presented a memorandum asking that more be done to end racism and discrimination of any kind at the school.
- Boys spent much more time in their Form classes and with their Form teachers, and special bonds were made.
- 'Coffee-and-muffin mornings with Mr Brown' gave me a chance to hear about new ideas for the 13-year party (some suggested it happen online) as well

as ideas on what we could do to build the school programme and still stay safe.

- Bishops boys are a competitive group, but suddenly there were no first or second prizes, so the boys' main competition was with themselves and how well they could do under the circumstances.
- Everyone realised just how important human connection is – with schoolmates and families – and, dare I say it, how wonderful physical school actually is? Never have I seen boys so happy to be back at school.
- We learnt how to live with some disappointments.
- We also learnt to live with uncertainty – not knowing what was coming next but hoping for the best.
- We were taught resilience: you had to push yourselves at home, come to school with much that you enjoyed missing, miss out on so many social activities previously taken for granted, and just carry on. And you did, and I congratulate you for that.
- And finally, three events or happenings that were different or novel: a Leavers' Dinner in civvies and ties with only teachers present, an amazing camp made possible through the generosity of the Bottega family and, tonight, a Farewell Service in the Chapel – a first for Grade 7s.

I want to commend the Students' Council under Jack Gomes' leadership and carefully kept in line by secretary, Liam Chester. They had two priorities: to see what they could do for the whole school in terms of what they were missing, and how to still make the Grade 7 year special. We had endless discussions about the fate of hot lunches; whether we could play sport and actually throw, kick or catch the ball; if we could still produce Bishops Got Talent or hold a Leavers' Dinner; and how we could somehow replace the Grade 7 Tour? Those discussions were invaluable. So, we had take-away

lunches for a term (boys even expressed concern about the loss of business for our caterers); more sport (and cricket matches being allowed again was wonderful); a pre-filmed Bishops Got Talent watched via a link in classrooms; and, as mentioned, a Leavers' Dinner, and a camp.

We have to thank our staff who have had to make the school work. Remote teaching is not easy or ideal for a teacher, neither is screening at 7.30 on a freezing-cold winter's morning, nor teaching boys at home and at school at the same time. But above all, they were totally committed to keeping you safe, to giving you as many of the activities and experiences as possible under the circumstances, to lifting you up emotionally when you were down or really disappointed and, of course, to ensuring that you could leave the Prep in December ready for the next stage of your lives. They have done all this, and I thank them.

I want to challenge every boy to do the following, going forward:

- I mentioned the Matrics' Memorandum. You have a chance now to live out those requests and to make sure that you are part of a new generation that is vehemently anti any form of discrimination, whether based on gender, race, sexual orientation or religion, background, economic status or culture, leaving the College or any other school that you attend a better place after your five years there.
- Use everything that you have learnt this year; knowing that you are resilient, you can deal with disappointment and uncertainty and still succeed.
- Be the 'light of the world' in your own way: use your talents; take every opportunity a privileged education offers; become the very best, most

courageous, respectful and caring man you can be.

- As Dr Seuss says:

You have brains in your head.

You have feet in your shoes.

You can steer yourself any direction you choose.

You are a great group of boys and we have thoroughly enjoyed teaching, coaching, conducting, and leading you. This year your exuberance, humour, love of life and energy has sustained and inspired us and given us hope when the next step seemed too difficult. We will miss you.

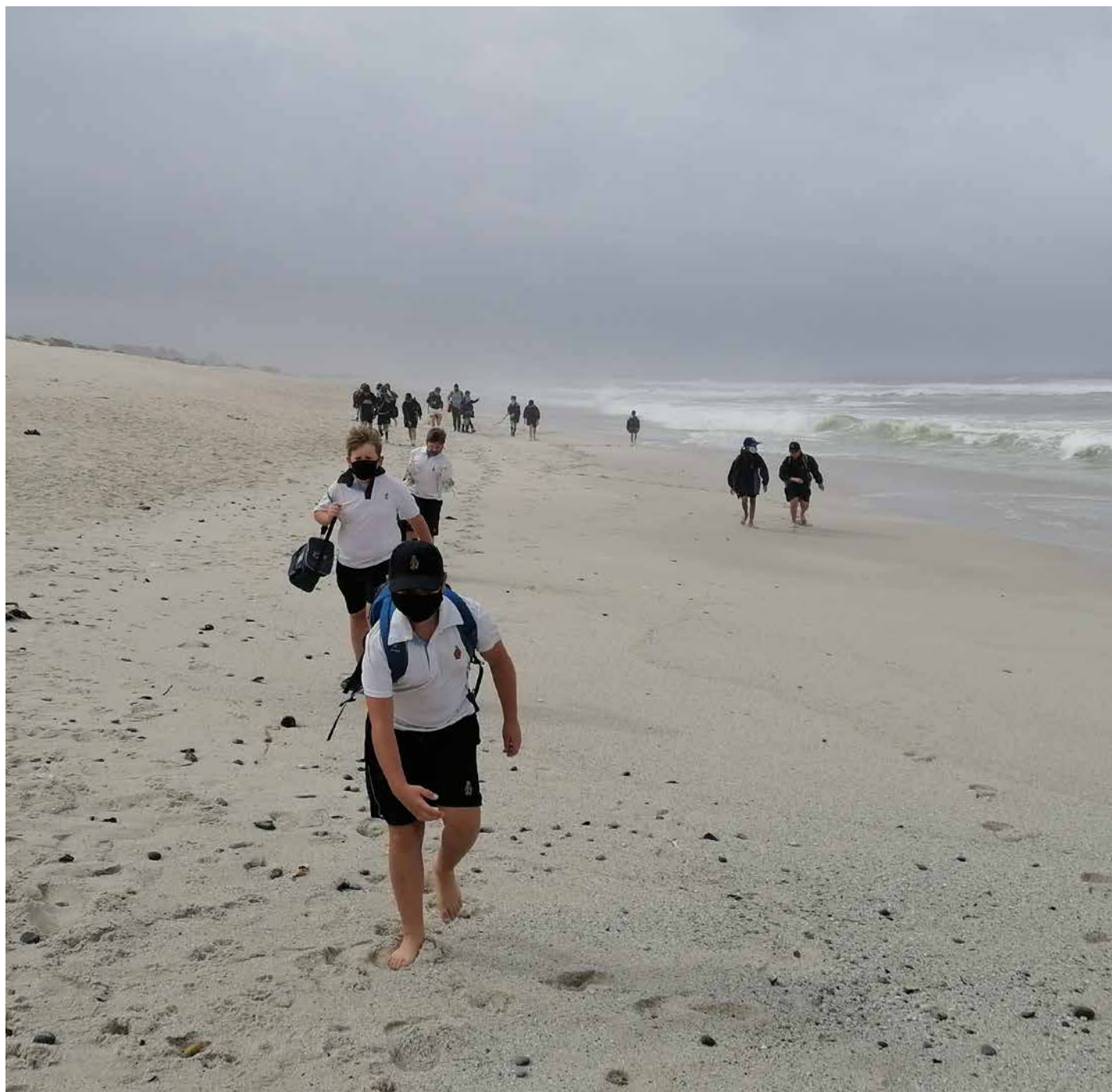
Thank you, parents, for entrusting your sons to our care and for your support over the years.

Boys, as you leave for College and other high schools, you go with all our hopes to be the best that you can be.

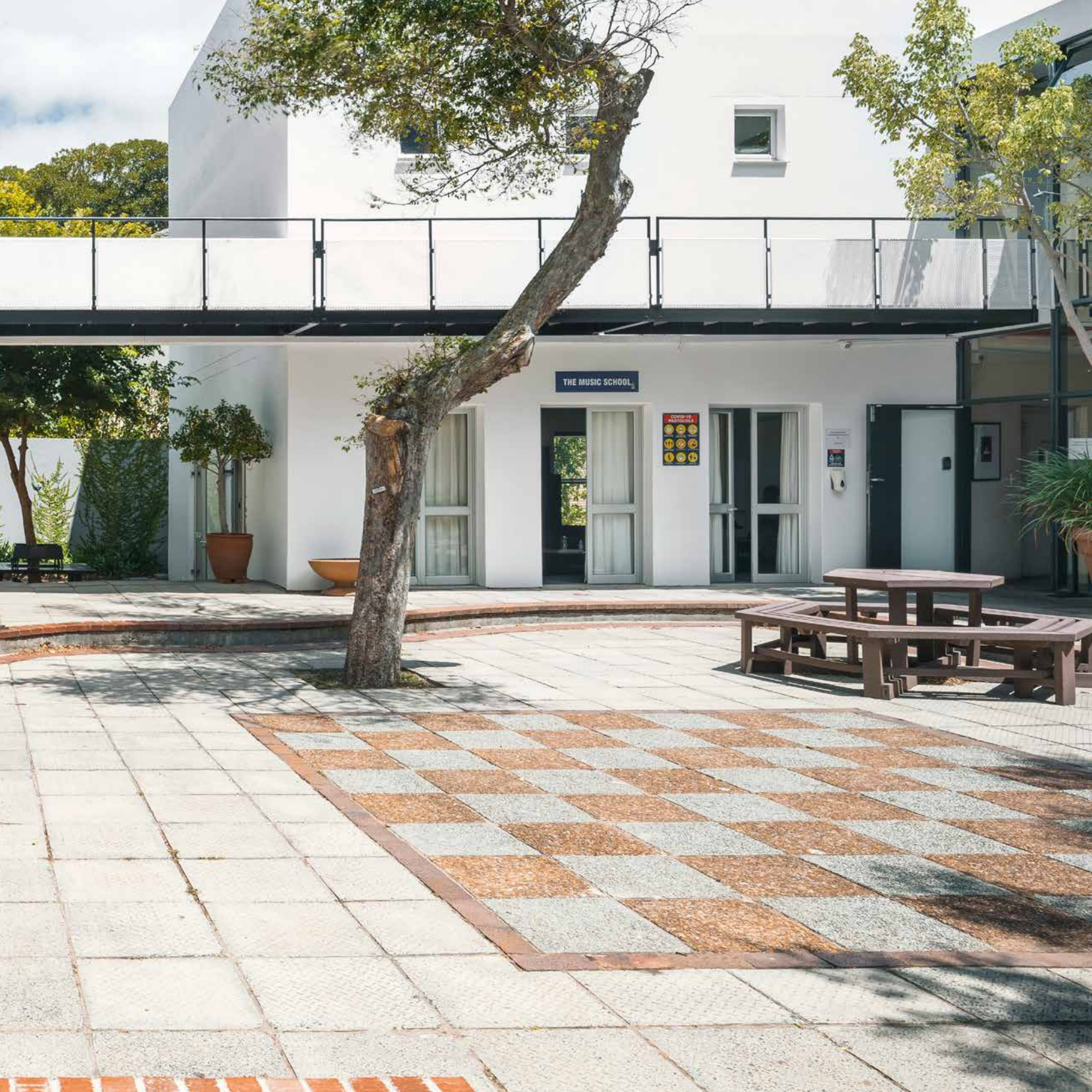
God bless you all.

Pro Fide et Patria.

Greg Brown







REPORT FROM THE **DEPUTY HEAD ACADEMICS**

Remote learning during lockdown and beyond

'Making great practice common practice.' - Dr Kate Chhatwal

After much hard work, collaboration and creative planning by all staff, and especially the IT Department, we designed an exciting online remote-learning programme in early April of Covid 2020.

The initial online teaching week was set across four days and the teaching day was divided into four 45-minute sessions, which began at 9am and finished at 1pm. Core academic subjects (Maths, English, etc) and non-academic subjects such as Art were offered in a newly devised timetable.

The highly effective MS Teams platform was used to facilitate the online teaching process. This platform was invaluable as it allowed for each class subject meeting to

be live and for the boys to have 'contact' with teachers and their fellow classmates. Much self-taught IT training happened daily – from sharing screens and making teaching videos to staff bedrooms becoming the new flexible-seating classroom.

Remote learning soon created opportunities for teaching and learning to focus on new skills, where content and key concepts were carefully reviewed, and quality over quantity was vital.

Separate parents' and boys' surveys were conducted during lockdown. The feedback was very positive, and the comments very useful. There was a real synergy between the parents' and boys' observations and suggestions regarding what we, as staff, were working on to take learning to the next stage – preparation for the 'next normal'.

After much careful thought, review and planning, some changes were made to the remote-learning

programme and a five-day week was adopted to include more academic and non-academic subjects as well as enrichment activities into the timetable. We wanted to ensure that we provided a holistic education where boys were encouraged to explore new, fun and creative activities and challenges, such as the Plank Challenge and the Philly Cheese Steak Burger Challenge, among others. Even the staff came on board with a Scream Challenge.

Connecting in a time of social loss was key and thus we introduced weekly online grade House meetings to increase valuable contact time with the boys.

Support to parents, boys and staff with regard to managing the remote-learning process was given weekly by our school counsellor as she wrote articles on relevant life-skills topics for parents and staff, and uploaded thought-provoking life-orientation videos and lessons for the boys.

With the focus being on teaching and learning, we chose to do 'less testing and more feedback'. We decided not to do any formal tests with marks but instead, through assigning different tasks, we placed our emphasis on:

- the mastery of skills/concepts and individual progress
- providing ongoing reporting and feedback to the boys and parents
- creating the opportunity for the resubmission of tasks if not properly done, or where there was room for significant improvement
- setting extension tasks for boys who wished to go further.

Instead of a half-yearly report with a summative, composite total for each subject with marks and written comments, we adopted live 10-minute Teams meetings with the teacher, parents and the boy present in the meeting. The purpose of the teacher-parent-pupil meeting was for constructive feedback to be given on where each boy was in his learning process, academically and emotionally.

A self-reflection online form, covering various attitudes, values and skills, was also completed by each boy.

The next stage of the journey was planning for the return of the Grade 7 boys on 1 June. We wanted to provide a purposeful, stimulating and engaging environment where teaching and learning would take place for both the boys at school and for those who remained at home. A sport-skills and PE programme was included in the day, as we believe physical activity is an important part of a boy's learning process.

Excitement was building for the return of all grades at the beginning of Term 3. Staff and boys could not wait for the laughter and sounds of learning to return to the passages and classrooms.

After the staggered return of all grades to school, effective orientation could take place. Boys in Grades 4 to 7 returned as full classes, as big venues over the two 'campuses' were allocated as classrooms. The boarding house, dining hall and aftercare facility were transformed into learning spaces.

Term 3 saw the running of the official school timetable from Term 1, with the full range of subjects being offered again. Sport skills were also incorporated into the timetable each day for each grade.

All staff also offered academic support in the afternoons to assist boys in catching up on work and to consolidate certain key concepts and skills.

Every subject teacher continued to upload their detailed weekly planning onto the remote-learning site so the boys at home had easy access to the academic programme. Boys at home were still able to join every lesson via Teams. A blended approach of online and classroom teaching was the 'new normal'.

The Form period was soon used for various small gatherings of boys, such as grade House meetings and grade assemblies. Before long, the life and soul of the school returned.

Many meetings have followed for staff as we continue to extract 'the valuable lessons learnt' from online teaching during lockdown.

Although it has been a challenging year, it has also been an exciting one as it has created many opportunities for us all to reflect and review what we as educators do. It was time to re-evaluate how we do it, and what we really want and need to offer our boys so that they may be happy and confident and develop a love for learning. I would like to extend my heartfelt thanks to all the staff who worked tirelessly to implement a highly effective and holistic remote-learning programme that always had the boys' best interests at heart during these uncertain and unprecedented times.

'They have treasure in their hands and that treasure, when used wisely, can transform lives.' - B Carpenter

Karen Dallas







K. KAWAI



ART

The challenges facing all teachers this year have been unique – none more so than in art.

As a subject, art demands logical understanding of concepts and creative expression of ideas. Students are given projects that require them to understand a set of ideas and they must then try to convert the conceptual into practical representations in the form of drawing, painting, clay modelling and many other media. This is the real gift of art education in contributing to the formation of young creative minds.

Lockdown, with its many months of home learning, made art teaching challenging. While it was not difficult to engage the students on a conceptual level online, ie demonstrating and explaining various concepts, the challenge was to find practical projects the boys could do with limited materials at home. My goal was to ensure that the boys in each grade could effectively engage with the principles and skills taught, and then apply the learning to a relevant, yet materially limited, environment. As their art teacher, I feel positive that we were able to largely achieve this. I relied on the fact that they could draw using pencils and pens and

incorporated the use of the iPads to take photographs and create collages with found objects.

In fact, on reflection, Covid-19 has been a double-edged sword. During lockdown, art was limited to online photographs of completed projects but once the students returned to school, the art room could provide an exciting array of different media to use and there was a huge appreciation for what art teaching could offer. The enthusiasm of the students on their return to school, and specifically the art room, was a delight to behold! The boys were keen to get their hands on the materials to express themselves. Little or no encouragement was required, and they engaged with great vigour and eagerness. From a teaching and learning point of view, Covid-19 provided a unique and ready-made subject matter for most grades.

In Grade 7, we worked on a mixed-media project that the boys could do on their iPads, where they were required to use images (a combination of 'found' images and 'hand-drawn' images) to express how Covid-19 and lockdown had affected their final year at the Prep school. The killing of George Floyd during lockdown

and the Black Lives Matter movement sparked an interest in Protest Art and the boys researched some well-known protest artworks. The Grade 7s also did a hand-printing project using linoleum. The carving skills required to make a 'stamp' or printing block are challenging and can result in cuts, so there were many plasters on standby!

The Grade 6s focused on what it felt like to wear a face mask all day and drew self-portraits of themselves wearing face masks. They used lettering in the background to express their feelings about lockdown and its impact on their daily lives.

We have all had enough of Covid-19 and the Grade 5s were challenged to channel their frustrations into designing a weapon or invention that could destroy this invisible threat by making a cardboard construction using boxes, toilet rolls and egg boxes.

Baking had become a popular activity during lockdown and the Grade 4s drew themselves as bakers or chefs in the kitchen. Part of the inspiration for this figure-drawing project was to make crumpets in class and eat them while drawing!

The Grade 3s were the only grade that did not work on Covid-related topics. Instead, they learnt about the Vikings and all their art lessons were inspired by the history of the Vikings.

One of the side-effects of this pandemic has been to stimulate change. The impact of Covid-19 has forced deviations from set routines and traditional ways of doing things and this has resulted in novel ideas and innovative thinking.

Sue Johns



James Venn's owl (Grade 3)



Cuan Sides' go-kart (Grade 5)



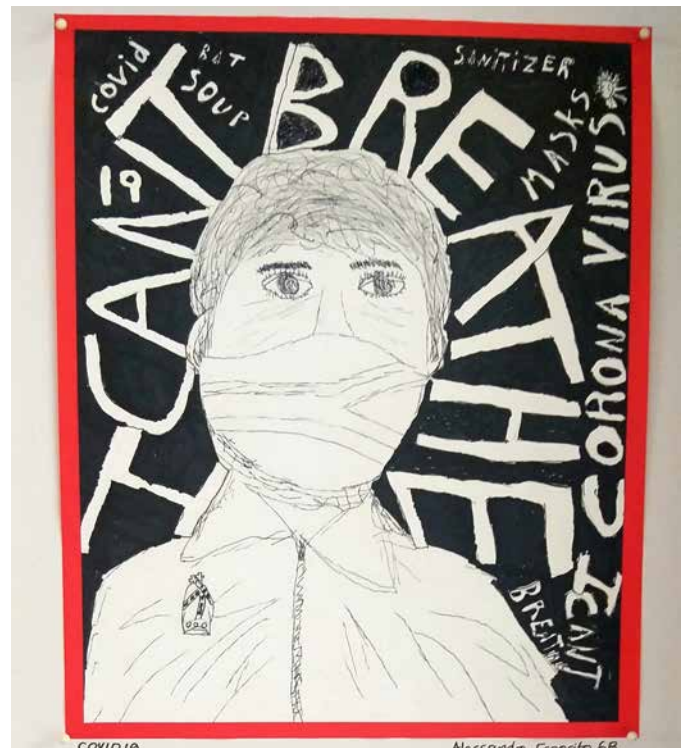
Alexander Horrell: 'Remote Learning' (Grade 5)



By James de Waal (Grade 6)



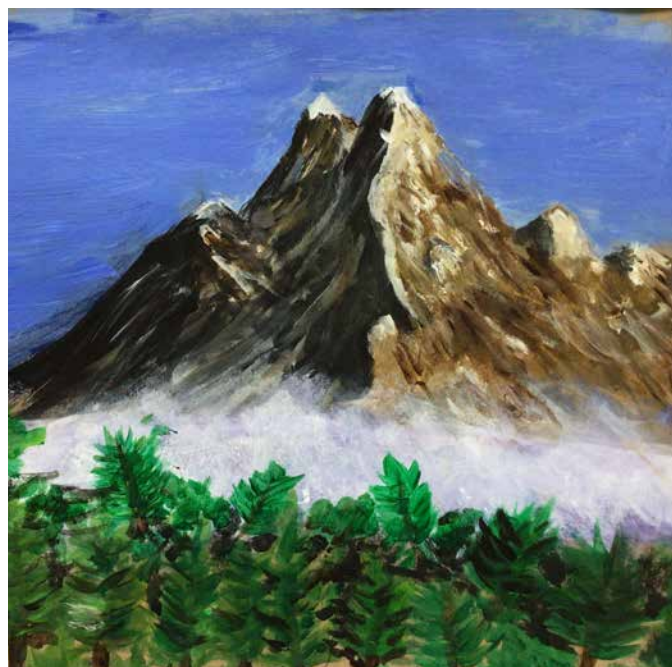
John Nolte: 'Raining in Langa' (Grade 4)



By Alessandro Esposito (Grade 6)



By Leo Cowan (Grade 6)



Gavin Martin: 'Mountain Study' (Grade 7)



Gabriel Comitès: 'Insect' (Grade 7)



Lino print by Luke Sara (Grade 7)



BISHOPS GOT TALENT

For more than a decade, the Prep Students' Council (a group of up to 10 Grade 7s) has run Bishops Got Talent, inviting boys from any grade to audition to compete in a live show in front of all the Prep boys. As soon as school was up and running again in the third term, the Students' Council was elected by their peers, and one of their first tasks was to consider whether it would be possible to hold Bishops Got Talent under the Covid-19 protocols. The boys were keen to keep it a live event. Rossall Pavilion verandah was considered as a stage – with a very good sound system and with the school socially distanced across the field. But how would the boys on the other side of the field see the contestants, and how could a magician and his tricks be videoed in the open air during the day? Reluctantly, the boys had to move to option two, filming the finals with announcers, and sending it via a link to each form class to air at a certain time, but fortunately it worked well. Boys were auditioned by the Students' Council members in Bruce

Mitchell's classroom, and a week before the screening, all finalists were filmed in the Jagger Hall, courtesy of Russell Drury. The result was kept a secret until the day of the screening, and Hunter Girling in Grade 4 was the winner, with two amazing magic tricks.

Technology saved the day again. Viewing it on a screen in the classroom was not quite as exciting as a live event, but our seniors still had a chance to produce a 2020 Bishops Got Talent and our talented performers had a chance to put themselves forward. This is always a boy-led event and, other than assistance with the filming, it remained so. Similarly, performers prepared without any help from staff.

As they say, the show must go [went] on!

Greg Brown

CLUBS

BOOK AND FILM

During the third term, boys were given the option of joining a club, with the Book and Film Club being one of them. The club proved popular with Grade 5s in particular. Much time was spent exploring the myriad genres of books and films. Boys read extracts from their favourite books, showed clips from memorable movies, and spent much time discussing both. Silent movies (like those of Charlie Chaplin), in general, and *Wallace and Gromit*, in particular, were studied from a technique perspective. By the end of the term, boys had acquired new insights into both the literary and cinematographic worlds.

Sue Kieswetter and Caroline Duck

CODING

Coding looked a little different this year due to Covid-19. Nevertheless, we managed to enjoy a few weeks online. We kicked off during lockdown and introduced the basics of coding through our Remote Learning programme. Every Friday, the Grade 4s were given a specific animation to code. The basics of block coding were introduced, and the boys thoroughly enjoyed this experience. Once we were back at school, every Thursday afternoon, an eager group of coders sat in the computer lab and practised their skills. Each week I gave the boys a task to code. At first, we mastered

the basics of character creation, backgrounds and simple movements. But soon enough the boys were coding shooting games and cat-and-mouse situations, *and* doing all this with timers, scores, and live! It was amazing to see how quickly the boys picked up coding skills and I am so proud of how far they progressed.

Mandy Gloak

DRAMA

The Drama Club had a great deal of fun exploring different genres in film and relating them back to drama. We began with an exploration of the western genre and worked on a saloon gunfight script that had the added element of social distancing and masks. We then moved on to the silent movie era and focused on the art of mime, watching vintage *Laurel and Hardy* and *Charlie Chaplin* clips. The troupe had much fun putting together their own mimes in small groups, often with uproarious results. The club then ended off the term by looking at an abridged scene from Shakespeare's *A Midsummer Night's Dream*, which they acted out in costume. Many of the boys enjoyed running about wearing wigs and, as the acts took place out of doors, passersby must have wondered what was going on. They then watched a recording of the entire production to round off the experience.

Russell Drury

DESIGN AND TECHNOLOGY

A positive result of the Covid-19 virus was having to accelerate the acquisition of the new robotic kits we required. We purchased 26 kits, and this facilitated a brilliant series of robotic challenges for the boys. Each session involved adding aspects to their Base Bots and learning how to code the robot accordingly. This new series of robots can be coded from the boys' iPads and have more input and output devices than the previous Lego series. Challenges included colour recognition, distance and timed responses, sound and touch response and, most challenging, using the tilt sensor to create an artificial intelligence response. Here the boys tried to drive their bots over uneven terrain and have the tilt sensor alert the bot to steep drops.

The Grade 6 boys had an opportunity to extend their coding skills on the Sphero Robots. Here the boys had to learn to code, using their iPads, to achieve a series of planned challenges. They had to be meticulous in measuring distance to achieve the accuracy demanded. Extension challenges included games that used the robots Randomisation capability, its Gyroscope to determine movement and to calculate acceleration, and voice commands and responses. Our boys also completed a micro-electronics kit that taught them

soldering skills and to understand the function of certain electronic components while assembling an electronic alarm circuit.

The Grade 5s really enjoyed their challenges, learning coding of the Sphero Robotic ball. The classroom was altered to accommodate several tracks laid out on the floor and the boys developed their skills in driving accuracy. The coding challenges demanded measured responses to distance, obstacles, time constraints and the use of sounds. The boys also learnt how to manipulate the built-in LED lighting.

The Grade 4 boys had a fabulous opportunity to use the Lego WeDo robotics kits. They explored the various models and coding steps that maximise those robots. Their iPads are used to code the robots once they have been made. Also undertaken this year was an extension to their Natural Science work, in which they explored the strength of materials. There was great delight when we used the big hydraulic press to test their bridges to destruction while using a scale to determine the bridges' strengths.

Mark Erlangsen

MUSIC

The year started in the usual manner, with our staff enrolling new pupils and confirming existing pupils. Choir and marimba auditions began, and the Music School buzzed with energy. Just as everything was on track, Covid-19 hit South Africa. As full lockdown loomed, Mark Mitchell, Joc Wensch and I met with Tatiana Thaele, an expert in online teaching, and arranged for the music staff to have a crash course in online teaching using Zoom – new skills had to be learned and mastered quickly. New equipment, updated programmes and upgraded optical fibre connections were also needed. We created a WhatsApp group that became a good source of help, encouragement and laughs as we negotiated our newfound skills. Our boys adapted well to this new challenge, learning much faster than the adults, often leaving us having to ask them, ‘How do you do this?’ There were highs and lows with the online teaching, but the determination and resilience shown by the music staff and boys never wavered. I am so proud of all of them.

During lockdown, we developed a cultural programme that could be delivered online, as well as teaching platforms that could help the boys at home. Mark Mitchell and Joc Wensch, with the help of Linda Dinan, put together an ABRSM Music Theory online

platform, covering all the theory grades required. It is an incredible resource, one we can expand and use for years to come.

With inspiration, guidance and energy from Mark Mitchell, the staff and boys of the Pre-Prep, Prep and College Music Schools joined forces to produce several streamed online concerts. These took an immense number of hours, dedication and hard work. The staff concerts, pupil concerts, the Bishops Carol Service and the *Culture Unlocked* events are available for viewing on the Bishops YouTube site.

Due to the Covid-19 restrictions, our Ensemble programme had to be put on hold but, as staff and pupils returned to school at the beginning of Term 3, we reassessed the situation. Number limitations and space were a problem, so the Choir, Wind, Brass and String Ensembles still had to be suspended. A string quartet was formed comprising senior boys and, towards the end of the term, we restarted the Grade 7 Marimba Ensemble, which was divided into two groups of nine players. Tina Sheard, with help from Sue Kieswetter, set out the marimbas in an area that took social distancing into account, and the boys and staff always wore masks. It was wonderful to hear the sound of marimbas

permeating throughout the school and to know that live music was, at last, being performed again.

Our Grade 7s missed the chance to tour KwaZulu-Natal, which meant, sadly, that I wasn't able to put together a Grade 7 Tour Ensemble out of an exceptionally talented group of boys. However, we organised a Grade 7 Leavers' Concert on 18 November and, thanks to the size of the Memorial Chapel, parents were able to attend. The concert featured a 14-piece mixed-instrument ensemble, under the tutelage of Sandy Clapperton, a string ensemble organised by Lucia Scott and Cheryl De Havilland, the two Grade 7 Marimba Bands and the other Ensembles. The evening, which showcased more than 30 soloists, was a great success.

Because of Covid-19, the ABRSM was unable to send examiners to South Africa for both the June and September practical sittings, though we were able to have more than 30 boys write the ABRSM theory exams on 7 October. Being unable to have practical exams was upsetting, as this is one of the annual milestones in the department. In the end, we took matters into our own hands – a marathon task as we had 99 boys who needed to play pieces over four days. We asked Albert Combrink, a well-known and experienced musician

and educator in South Africa, to be the examiner. We felt that it was important for our boys to experience an achievement at the end of such a difficult year, and to give them a rite of passage to move onto the next level. The exams were very successful, and Albert was impressed with the standard of our boys and the teaching.

All in all, this was a very different and challenging year for the Music Department, one that will be remembered for many years to come.

Stuart Scott





BRAMLEY HOUSE

What a year 2020 has been! There has been much uncertainty and many challenges for all. The Bramley boys were amazingly positive and continued to be their enthusiastic selves.

Our families enjoyed a magnificent evening on Clifton Beach at the start of the year. It was a great opportunity to catch up with one another, as well as welcome our new families to the House. The houses that the Grade 3 boys were going into were announced at the end of 2019, which allowed us to welcome these boys into our close-knit group earlier than usual. The mentorship programme continued to be an important one, and our Grade 7s and Grade 4s connected. We formed our first 'Family Groups', which are small groups within the House that consist of boys from Grades 3, 4, 5, 6 and 7. These groups will remain in place for the duration of the boys' time at the Prep School. Each year new boys and Grade 3s will be added, and the Grade 7s will lead

each of the 'Families' in the year. Unfortunately, we were unable to continue with the work in this portfolio because of lockdown. However, we will endeavour to focus on this in 2021.

Once again, the Grade 7s identified portfolios in which they would like to be involved for the year. Even though the boys were enthusiastic and excited to get going, many of these portfolios were unable to get off the ground. Ben Koenig was elected as the Head of House, with Gabriel Comitris and Matthew Walker as the Deputy Heads of House for 2020. Lockdown hit us at the end of the first term and we were all faced with a new kind of school. Being taught online, submitting work via Teams, attending small House meetings and staying at home were the order of the day. Many of us learnt many new skills over this time. It was wonderful to see everyone's faces (even though they were behind masks) in the third term again. It was obvious that the boys enjoyed being

back at school and being able to socialise with their friends again.

Our Charity Portfolio was able to make a sizeable contribution to a wonderful initiative during lockdown. We identified The Woodstock Brewery as our charity, as it converted its facilities into a soup kitchen, providing much-needed meals in many needy areas. The Bramley parents were incredibly generous and their contributions were very much appreciated. Many of our families became involved in the soup kitchen by volunteering their time as well.

There were very few Inter-House activities this year. We enjoyed Sports Day in the first term, where we fared very well. We were excited to be able to play cricket and tennis again, and we swam in the gala during the fourth term. The Bramley boys competed enthusiastically and enjoyed every moment. The tennis players dug deep

and managed a good win. Swimming looks promising for the future for us, as our juniors excelled in many events. There were some notable scores in the cricket. Special mention must be made of Ben Koenig, Luc Dicey and Shaun Norris, all of whom batted very well for us.

I would like to thank the Bramley parents for their commitment, enthusiasm and support through this very tough year. We welcomed Gareth Jordan to Bramley as our Assistant House Master in the first term. I would like to thank him for his calm and thorough contribution through the year and I look forward to him becoming even more involved next year

Penny Graney





BROOKE HOUSE

The first term kicked off with the arrival of an enthusiastic new bunch of Grade 3 boys. The older boys did a marvellous job in making them feel welcome and ensuring that the tradition of brotherhood among the boys in the House remains. Our first event was the Mentorship Day, with each Grade 7 boy taking responsibility for a Grade 4 boy's wellbeing. This mentoring relationship is carefully monitored throughout the year and forms an integral part of our leadership philosophy. During the leadership evening we prepared the Grade 7 boys for their various leadership and mentorship roles and we worked closely with them to provide the necessary guidance. After the mentorship event, the traditional Brooke Braai took place, and it was pleasing to see that so many friendships were formed across the grades.

At the end of Term 1 we went into lockdown and the boys craved to be back at school and to interact with their peers. When remote learning commenced, we had weekly House meetings online, where boys could

share their experiences during this difficult time. What struck me was how many boys chose to embark on new adventures within the boundaries of their properties – it was pleasing to see the gardening, kite building, baking, furniture making and many other creative activities that the boys did in their free time.

After we came back from lockdown, we were tentative at first, but settled into the new normal with minimal fuss. Sport was limited to practice sessions and internal matches, much to the frustration of the boys who enjoy fixtures against their traditional rivals on a regular basis. At the end of the term, we managed to fit in our Championship Gala, and Brooke House once again came away victorious. Throughout these difficult times the boys remained positive and the way the Grade 7 boys led from the front must be commended. We finished the year with the Grade 7 Farewell Brunch, and it was a fitting way to bid farewell to the Class of 2020.

Willem Low



CHARLTON HOUSE

Our Charlton boys started the year off with a bang, winning the Athletics Trophy at Sports Day. This is a special trophy as it involves the whole House and how each boy fared in all the athletics events, and so is a truly all-round House effort. We enjoyed a family picnic at Clifton 4th Beach. Our Grade 4 boys and their families were entertained by their Grade 7 mentors at Kirstenbosch. Then lockdown was announced and everything changed. We had remote House meetings online just to check up on one another and help all of us cope during this strange time. Our boys showed amazing resilience and were always positive about whatever they were getting up to at home, sharing stories of running around their houses and swimming while tied to ropes in our pools.

After we had returned a little nervously to school in the third term, we managed to hold a few Inter-House sports events, and won the Inter-House Cricket competition. I was particularly proud of the boys who helped us out when we were short of players, despite not being cricketers themselves. It is this type of attitude that we celebrate in our house. Our senior boys also won the Inter-House Debating. Our Grade 7 boys celebrated the year with a farewell dinner at the V&A Waterfront

Our boys did us proud in the classroom, as we came second in the Academic Trophy and the Merit Cup for good work and behaviour. It has been a crazy, weird, yet most enjoyable year for the Charlton boys.

Bruce Mitchell



VAN DER BIJL HOUSE

2020 started off with our usual House Braai around the pool to meet all the families, including ones starting at the Prep for the first time. In Term 1 we only had two Inter-House events – cricket matches and Sports Day. Then the world was rocked with the Covid-19 pandemic, which forced schools and the rest of the country into lockdown.

What would soon follow was House meetings being conducted remotely via Microsoft Teams. As much as we missed the interaction with the boys, it was great to connect with them on an individual basis and to see what they were getting up to at home.

Rowan Piorkowski was elected as the Head of House with Rynard Gordon and Christopher du Toit as the Deputy Heads of House for 2020. Unfortunately, due to the year's restrictions, they were not able to show off their leadership skills and affect change within the House. However, they were always there supporting us and checking up on other boys in other grades.

During Term 4, we were able to have Inter-House Tennis and Cricket competitions and the Championship Gala. Our boys did very well, coming a close second place in all three sports events.

We were able to end off the year with a van der Bijl Grade 7 get-together to bid the class of 2020 farewell. What a fun day it was – we played an intense game of soccer that was highly entertaining!



All the boys need to be commended for their perseverance this year. They were required to face a year filled with many challenges and uncertainties. To their credit, they came out the other side more resilient. There is no doubt they will be stronger individuals, well equipped to deal with anything thrown at them in the new year.

Khwezi Mqomboti and Thamsanqa Siko



van der Bijl boys



van der Bijl boys

DULWICH EXCHANGE

Due to the Covid-19 outbreak, we could only experience the hosting section of this year's exchange. Twelve very excited English boys arrived in Cape Town, accompanied by two teachers from Dulwich. Hosted in pairs, the boys left with their respective families for a first night of rest. Upon arrival at Prep the next morning, it was evident that the boys from both schools had formed strong bonds. During their first afternoon here, many of the boys opted to go surfing, swimming or hiking.

The purpose of the trip was to give the English boys a taste of life in another country, to take part in everyday activities and to immerse themselves in our culture. The Dulwich students spent every alternate day at school, experiencing school life and lessons, such as Afrikaans and Xhosa. Bruce Mitchell gave them a lesson on the brief history of South Africa. They also enjoyed a lesson with Sue Johns, making cards of African masks using a lino printing process, which involved designing and carving into linoleum. They experienced some exciting

adventures, such as trampolining, zip lining, crocodile diving, tobogganing and Scootours. The group enjoyed much of the wildlife that South Africa has to offer at Cheetah Outreach, Giraffe House, Boulders Beach and Eagle Encounters. They also visited Langa and helped local students with their Maths. When watching the Stormers rugby team train, they were lucky enough to meet the players, including Siya Kolisi and Herschel Jantjies. After 15 incredible days in Cape Town, the boys reluctantly returned to London and their day-to-day normality.

Boys involved in the exchange were Hayden Smith, Matthew Haller, Murray Finch, Leo Cowan, Noah Souter, Reza Levy, Michael Mafunda, Daniel Bursey, Jack Stewart, Max Peterson, Luke Hofmeyr and John van den Heever.

Willem Louw and Nazli Meredith





SPORT DURING COVID-19

The last time competitive sport was held at the Prep was at the end of Term 1. This was extremely difficult for our boys and they missed this side of school life tremendously. During lockdown, we tried to keep the boys busy at home. Every week we uploaded a cardio workout onto the remote-learning site, but it was difficult to monitor whether it was being done or not. Individual sport skills were also provided for our boys. According to the feedback received from our survey on remote learning, these activities were only done occasionally.

When the boys returned to school in June, we extended our Physical Education time and introduced a sport-skills session for each grade. During Physical Education lessons, the boys followed a Physical Literacy programme designed by the Sports Science Institute that aims to prepare our boys for long-term athletic development. We extended the day for each grade on

a specific afternoon and introduced individual rugby, hockey and soccer skills, where each boy used his own stick, ball, etc, to adhere to Covid-19 protocols. Every third week, exercises and skills were selected, and boys completed these as fast and as accurately as possible. Data was collected and from this we were able to reward the top athletes, as well as boys who had progressed substantially.

The boys arrived back at school at the start of Term 4 excited that the Prep was forging ahead with the summer extramural programme. Covid-19 protocols still had to be followed, however, and this meant no fixtures against our neighbouring schools. It was obvious that our boys still wanted competition and to be involved in games against one another. To accommodate this, our heads of sport adjusted how we normally do things. One of the practices during the week would be primarily to work on the basic skills of the sport, so that

our boys would be effective in their chosen sport once inter-school matches began. The second practice was a game.

Cricket introduced a variety of different game formats. The U9s were divided into eight small teams and participated in a Big Bash tournament on Woodlands. The other age groups mixed their teams and played a format of cricket that ensured all players had a chance to bat and bowl in every match. Our U13As had a match against the College U14s under lights, and matches against the Black Batts, Central Hub, fathers and staff kept them interested until the end of the season.

Water polo continued to be one of the fastest growing sports but, because of the nature of the game, practices had to be adjusted to ensure that social distancing was adhered to. The coaches concentrated heavily on skills

and managed to play some games where boys were not allowed to make contact with one another.

Social tennis proved to be very popular in the fourth term. Large numbers made it difficult, but our head of tennis really went the extra mile to ensure that the boys enjoyed their time on the courts during the week.

We also used our wellness programme to good effect with this group to accommodate the large numbers. To get the boys out on the field as much as possible, three Super Saturday events were played in Term 4 that included hockey, touch rugby and soccer.

Our Championship Gala was a great event in the last week of the school term. After an action-packed morning, the champion House was Brooke.

Chris Groom

ATHLETICS

Teacher-in-charge: Laurelle Fry

Captain: Ben Koenig

Vice-captain: Noah Edmunds

Term 1 saw us hosting our Sports Day and the Bishops Quadrangular. Our boys also participated in the Boys' Schools Athletics Pentangular hosted by SACS. Unfortunately, Covid-19 meant the end of Athletics for 2020 and no further events were held in Term 4. We did, however, hold our Inter-House trials in preparation for 2021.

Summary of our results for 2020 events

Sports Day Trophies 2020

INDIVIDUAL CUP WINNERS	
U6 Cup	Isma-Eel Domingo
U7 Cup	Oli Naylor
U8 Cup	Luke Eedes
U9 Cup	Henk Cursi
U10 Cup	Julian Edwards
U11 Cup	James Lesbirel
U12 Cup	Luc Dicey
U13 Cup	Ben Koenig
UNDER-13 INDIVIDUAL CUP WINNERS	
U13 100m	Ben Koenig
U13 200m	Ben Koenig
U13 400m	Ben Koenig
U13 800m	Conor Day

U13 Long jump	Noah Edmunds
U13 High jump	Jaden Bosch
U13 Shot put	Connor Fletcher
RELAY BATON WINNERS	
U10	Charlton
U11	Bramley
U12	Bramley
U13	Charlton
TRIALS TROPHY WINNER 2019 for 2020	
Bramley	
SPORTS DAY SPIRIT CUP WINNER	
van der Bijl	
SPORTS DAY TROPHY WINNER	
1st	Charlton
2nd	Bramley
3rd	Brooke
4th	van der Bijl

Quadrangular Athletics meeting

On 19 February Bishops hosted the 53rd Bishops Quadrangular athletics meeting between Bishops Prep, Rhenish Primary School, Western Province Prep School and Wynberg Boys' Junior School.

Point system

1st x3; 2nd x2; 3rd x1

SCHOOL	POINTS	POINTS	POINTS	TOTAL
Bishops	21	18	5	45
SACS	36	30	15	81
WPPS	15	12	2	29
WBJS	24	12	7	43
RBJS	30	6	10	46

Commendable performances by Bishops athletes (1st & 2nd places only)

Under-14

Thami Siko 1st – 100m

Under-13

Ben Koenig 1st – 100m
1st – 200m
1st – long jump
Connor Day 2nd – 800m

Connor Fletcher
Muhammad Zayd-Bhorey

2nd – shot put
2nd – 200m

Under-12

Noah Souter 2nd – shot put
Luc Dicey 2nd – long Jump
Nic Dorrington 2nd – 100m
2nd – 200m
Noah Coleman 2nd – 1200m

Under-11

James Lesbirel 2nd – long jump

Under-10

Daniel Brink 2nd – 1200m

Relays

2nd – U8 4x100m
1st – U13 4x100m

Laurelle Fry





CRICKET

Under-13

Under-13A

The first term started as usual with trials, and the nucleus of a strong team was evident. Ben Koenig and James Robb-Quinlan were chosen as captain and vice-captain respectively. After some tough opening fixtures, the boys found their feet against The Dragon School that was touring from the UK. Excellent batting, bowling and fielding led us to a resounding win. A hard-fought draw against Wynberg was supported by good wins against other schools, before we managed an excellent T20 15-run victory over Rondebosch in our only day-night fixture of the year. Sadly, the boys would not experience a Saturday match against Rondebosch in 2020. Highlights of the term included two outstanding six-wicket hauls by Thaafer Japtha, as well as 50s by James Robb-Quinlan (2), Adnaan Lagadien and Ben Koenig. A number of times batsmen were out in the 30s and 40s. We were looking for one of the upper order to kick on closer to a three-figure score. The term finished with a superb 56-run win over the Gary Kirsten Academy and the promise of an exciting fourth term lay ahead. However, two days after this match, schools closed and the year changed completely. With all cricket suspended for the fourth term, we had to come up with some innovative ideas. The school decided to go ahead with an internal league and Inter-House fixtures. We were also very fortunate to play the Black Batts, three fixtures versus a strong and talented Central Hub XI and then the final test versus the formidable Stags XI staff team. Lagadien and Japtha continued their good form from the first term, with two 50s each.

Played 16, won 7, drew 1, Lost 8

Team: B Koenig (captain), J Robb-Quinlan (vice-captain), M Walker, T Japtha, A Lagadien (wicket keeper), L Dicey, R Piorkowski, G Martin, J Bolus, A Schierenberg, J Gomes, A Augoustatos, D van den Heever

Murray Anderson and Richard Goedhals

Under-13B

The team got off to a flying start in the first term, definitively beating WPPS twice, and Wynberg and SACS once. From the outset, emphasis was placed on a tight and varied fielding structure and a strong bowling attack, utilising our two spinners, Rohan Rossouw and Akshay Thakersee, to good effect. The first term rounded off with a nail-biting draw against Wellesley House (a touring team from the UK), with each team scoring 183 runs; the highlight being a stunning 72 off 59 balls by Jaden Bosch, and 4 for 25 from Andoni Augoustatos. The team, captained by our reliable wicketkeeper, Noah Macnab, was all set to have a great fourth term and continue to dominate, but Covid-19 had other ideas. This did not stop a series of internal matches that were thoroughly enjoyed by all the boys.

Played 7, lost 2, won 4, drew 1

Team: N Macnab (captain), A Thakersee, J Bosch, F Wagener, A Levett, D Martin, M Fair, L Sara, T Geyer, D van den Heever, R Rossouw, A Augoustatos, M Owen

Under-13C

The team was varied with wide-ranging skills, but members gelled well together. They played six games, of which they narrowly lost five by between five to eight runs, and won one by 26 runs. They also played under lights on the College 1st XI field, the Frank Reid, against Wynberg Boys' Junior School – a first for the

C team. It was a pity they lost the game by a slim five runs; nevertheless, everyone enjoyed the experience. In Term 4 they returned to non-interschool cricket due to Covid-19 restrictions. During this term, they played mixed-ability matches with the U13B team, although they lost five players to tennis. In another first, the U13C team played Saturday morning cricket for the first time. This was in a mixed-ability team with the U12A team, and ended in an exciting final-over win.

Played 6, won 1, lost 5

Team Term 1: C Mushonga, M Hunt, L Davidge, U Ngcwangu, K Setai, M Bhorey, R Kader, T Oliphant, D Diedericks, L Reynolds, A Dawood

Team Term 4: M Hunt, L Davidge, K Setai, D Diedericks, L Reynolds, A Dawood, N Leith, C Day

Clayton Turner

Under-12

Under-12A

The team lost most of its matches in the first term, although the players made meaningful contributions to the team. Unfortunately, we only managed to play one match in the fourth term, yet the boys enjoyed getting back onto the field of play and earning a victory in their last match against Central Hub in a T20.

Played 14, won 4, lost 10

Team: M Hofmeyr, O French, M Ramsay (captain), J Lanning, M Edwards, M Mafunda, C Cedras, K Rinquest, R Levy, C Sara, N Souter, T Forsyth, M Finch

X Mathyeke

Under-12B/C

The boys played some good cricket at times, although, if truth be told, they were a little inconsistent. The highlight of the season was undoubtedly our team swim at Fish Hoek Beach after our match against Sun Valley, followed by ice creams.

Played 7, won 2, lost 5

Team: M Haller, R Levy, N Souter, R Tuscher, T Forsyth, L Hacking, M Whitelaw, O Aspinall, A Beach, L Moyo, K Govan, S Khan, H Smith, S Thomas, D Coetzee, A Tyer

Bruce Mitchell

Under-11

Under-11A

In our 12 matches during Term 1, there were six 50s with the bat, 32 catches (with our keeper taking eight catches behind the stumps), five boys took 10 or more wickets and the team produced nine direct-hit run-outs. We had some great wins and some very close losses – three of which, with a little luck and the correct bounce of the cricket ball, we should have won. The match we drew was a superb performance, with great cricket played against a very strong SACS side that did just enough to ensure a draw. Unfortunately, one of our games was a mismatch as we played a team with several U12 players who dominated the game.

Played 12, won 5, drew 1, lost 6

Team: D Perold, T Williams, S Joseph, C Anderson, M Schultz, J Horton, T Tanfield, J Viljoen, G Seymour, J Townshend, M Davies, J Osler

Rob Riches

Under-11B

The U11B team enjoyed a reasonable first term of cricket, the highlight being a win against our archrival, Rondebosch. Despite Covid-19 disrupting the rest of the sporting year, the boys were fortunate enough to enjoy three weeks of internal matches where they displayed a bit of the competitive spirit they had been missing. Each week, all boys were awarded opportunities to both bat and bowl.

Played 6, won 2, lost 4

Team: T Brunton, J Lesbriel, A Pironi, K Chiwawa, M Warner, P Pfaff, M Arnold, K Lind, B Spaun, C Le Roux, J Osler, H Badroodien, D Rinquest

N Tyali

Under-11C

With the team philosophy that everyone should bat and bowl in every game, there were plenty of opportunities for the players to show their skills. The first term ran according to the usual plan, with weekly matches against old foes. A difficult start cost us three losses in a row. Then the boys found their form and recorded three wins on the trot. With improved bowling lines and lengths and some remarkable run-outs, the team grew in confidence. The fourth term offered no matches against other schools; however, the boys enjoyed a few net sessions followed by three weeks of T20-style games. The highlight for the boys was a short series of Action Cricket games in an adapted part of the MPRF.

Played 6, won 3, lost 3.

Team: O Banyard, N Constant, J Mills, C Brinkman, S Ramjee, H Dutton, C Sides, D Cable, H Vermaak,

A Patel, I Salie Mark, T Turner, W MacNaughton, D Trail, C Jonker, T Biko

Mark Erlangsen

Under-10

Under-10A

During the first term, the team lost only one game, and consistency was the order of the day. On the bowling front, the boys realised the importance of bowling line and length, and setting good fields. Our fielding was a bit rusty, but the improvement was evident when the catches started to stick during the latter half of the term. Running between the wickets and some basic concepts, such as backing up at the non-striker's end, needed work, but it was pleasing to see that we became very good at running singles and rotating the strike during the last few weeks of the term. We had a positive scenario, batting down to number 11, and every player in the team got a chance to bowl. We implemented a rotational strategy and ensured that every boy had the opportunity to showcase his skills. In the fourth term, it was evident that the boys had spent a lot of their time during lockdown playing ball sports in the garden. Their hand-eye coordination had improved, which made for progress in all aspects of the game.

Played 11, won 7, drew 2, lost 2

Team: R Andersson, J Arkcoll, R Farinha, J Gray, J Hewat, U Johaar, W Lord, S Norris, N Ramsay, A Walker, N Whiffler

Willem Low



Under-10B

We started off slowly, but that is always the case progressing from soft- to hardball cricket. We were beaten only once (by our fierce rivals) during the entire season, which is a great achievement. Our skills improved a lot during the season, encompassing all three disciplines of batting, bowling and fielding. Some of the players deservedly trained with the A team.

Played 7, won 6, lost 1

Team: A Tanfield, J Edwards, R Sherman, K van der Vyver, L Wakeford, J Mafunda, J Stam, D Kotze, T Webb, Z Tywabi, D Brink, C Kirkpatrick

Cassa Cassiem

Under-10C

The team showed steady performances against competitive sides in Term 1. The players showed their all-round capabilities, boasting best bowling figures and crucially building valuable contributions with their batting and fielding awareness. After the first two matches, some of the players were given opportunities to show their cricketing prowess in the U10B side, in so doing opening promotions from the U10D side. In Term 4, with Covid-19-related restrictions on inter-schools games, the boys continued internally to build on their skills.

Played 7, won 6, lost 1

Team: R Boltman, J Myhill, I Darsot, Q Orrie, D Planting, J Katz, J Magrath, Z Tywabi, J Nelson, D Prestage, B Klerck, S Khalfey, A Maharaj, B Kombo, MJ Madubela, J de Villiers, D Williams, F Ferguson

Thamsanqa LG Siko

Under-10D

The team worked on gaining the confidence to face, stop and catch a cricket hardball in the first term. The players got off to a rocky start, losing the first two games of the season against schools that have used a hardball since their U9 games. However, the spirit at the practices stayed positive, with the bowling improving neatly and the boys learning the technicalities of rotating the strike in their batting. This resulted in games being won and some of the players being promoted to the C team. The promotions yielded positive and negative results, as the D team suffered two defeats towards the end of the term, while the promoted players added a positive impact in the C team winning streak. The boys developed their all-round skills in the Term 4 practices.

Played 6, won 2, lost 4

Team: S Khalfey, A Maharaj, N Young, D Williams, M Steven, E Burns, J McCarthy, S Burns, J Garlick, S Watson, MJ Madubela, A Osborne, K Crookes, K Nayar, R Turnley-Jones, C Hirst, W Warwick, W van Zyl, I Darsot

Thamsanqa LG Siko

Under-9

At the start of 2020, we played inter-school matches against our neighbouring schools and our teams fared well. Covid-19 unfortunately put an end to inter-school matches in Term 4. This resulted in us arranging our own 'Big Bash' to keep this competitive bunch of cricketers excited about the game. The Warriors and Strikers won their respective sections. The season ended with the traditional Inter-House matches. All boys tried hard for their houses and many of the matches were closely contested. Charlton won the U9 Inter-House Trophy.

Participants

Jack Gibbon, Alex Botton, Callum Kleye, Drummond Mackenzie, Ethan du Preez, Jack Stanfield, Matthew Fox, Noah Walford, Bonnar Richards, Evan West, Liam Khan, Macen Lesbirel, Maxime Menage, Thomas Townshend, William Verhage, Zayaan Saloojee, Zayd Badroodien, Pheonix Monolas, Adam Hendrickse, Charles Townshend, Daniel Grever, Dylan Latham, Henk Cursi, Sam Huntingford, Rhys Lategan, Michael Whiffler, Cameron Ranger, Charles Traill, Gianluca Papa, Marc MacLeod, Robert Symons, Nicholas Turck, Tyson van Dijk, Umar Saloojee, Micah King, Adam Snyman, Harry Luck, Joshua Allen, Liam Middleton, Matthew Allen, Qiran Toll, Nua Bouwer, Thomas McCollum, William Newborn, Storm Silander, Ethan Roberts, James Davidge, James Venn, Konstantin Gräwe, Likhanye Mpikashé, Liam Gibson, Luke Weingartz, Kaleb van Schalkwyk, Carter Mason, Michael Pentz, Troy Vomacka, Henry Boddy, Matthew Thomashoff, Luke Gorgens-Haupt, Luke Hoeks, Sebastian Horrell

Chris Groom

CROSS-COUNTRY

Our Cross Country season was unfortunately not to be this year. We arranged fixtures and events for Cross Country 2020 but, in our final meeting, we started to realise that we'd have to put our plans on hold due to Covid-19. We went into lockdown and were confined to our homes. It was wonderful to see how some boys adapted, running around the garden, challenging family members to run with them. The minute some restrictions were lifted, and we could leave our homes for exercise, the streets were buzzing with people running and walking around their neighbourhoods. Despite not

having a Cross Country season, I know the boys have enjoyed their running and walking during and after the lockdown.

Leanne Hamman

HOCKEY

In March, we were all looking forward to the prospect of a new and exciting hockey season. This unfortunately didn't materialise and the hopes and dreams of each boy and their coaches were dashed.

We resorted to uploading some online skills sessions that the boys could do during lockdown. Many of our boys practised these skills, hoping that we would possibly get to play some matches during the third term. This, however, didn't happen, but we were able to host some Super Saturday and Fun Friday matches, which the boys enjoyed immensely. These internal matches proved to be hard-fought and competitive affairs. We used a round-robin format with pre-selected teams playing mini tournaments and competing for top honours.

Hopefully, we will soon be able to enjoy a full season of hockey that will once again include festivals, exchanges, visiting touring teams, tours, tournaments and weekly matches.

Murray Anderson

RUGBY

2020 promised to be another exciting year of rugby for our players and coaches at Bishops Prep, with a

full round of fixtures anticipated, as well as hosting the Independent Primary Schools Rugby Festival – a first for the Prep. Sadly, this was all called off due to the pandemic. After the lockdown announcement, how often did our boys ask, ‘Sir, do you think we will play rugby this year?’, ‘Sir, surely in the third term we will be playing?’, or, ‘Sir, surely we will be able to play in the fourth term?’ Each time we answered with a gut-wrenching, ‘We’re not sure’, until we finally got the official notification from SARU that all schools rugby was cancelled for 2020!

What did we learn and miss about rugby in 2020? We learnt that our Prep boys love rugby, they love playing and running with the ball, they love the camaraderie that goes with the game and how it provides a safe place for them to experiment with newfound strength, confidence and release of energy! Coaches have missed getting to know boys on the rugby field, which is usually where we get to see boys at their best and worst, in moments of triumph and disappointment. There is a bond created between boys and coaches with this game, a special bond that lasts a lifetime. Parents have missed the Saturday morning gatherings, the chat over a cup of coffee and the obligatory egg and bacon roll, and the sheer joy of watching children play and expressing themselves.

The touch rugby we played during our Super Saturday mornings showcased the boys’ skills. The speed of the U13 games on the Piley Rees, the competition in the U12 game, the scintillating ‘feet’ in the U11 game, and the noise and commotion in the U10 team – all a reminder of what a great coaching tool touch rugby is and the enjoyment it brings to all boys. I wonder if the Covid-19 pandemic might just have introduced a ‘new sport’ to the Prep.

The documentary *Chasing the Sun* made for riveting viewing, showing us the power of the game and its ability to shape people’s lives. Many people have commented on the emotions that welled up while watching each of the five episodes. Francois Louw was at the Prep playing in the 1998 U13A rugby team; Oliver Kebble, recently capped for Scotland, was a lanky U12B wing! It didn’t take long before genetics took over and he moved to U13A loose head prop. I am sure at the Prep we have young boys who have dreams much like Francois and Oliver did, and it is our job to instil a love of the game in our charges. Whether it be as player, rugby official, coach, technical support or passionate supporter, there is a place for all!

While it was a disappointing year with no rugby, it allowed us all to take stock of the game and realise how much we missed not being allowed to play, coach and spectate. It means that when we return to play, we need to do so with a renewed love of the game and a desire to do our best at all times.

Brendan Fogerty

SWIMMING

We have had a very successful year in the swimming pool. Every Monday and Wednesday, bright and early, the boys braved the morning chill and jumped into the water. Their dedication and commitment certainly improved their fitness and stroke technique.

We kicked off the season at SACS and for the first time since the inception of the A league gala, we brought home the winning trophy. As it was a relay gala, a considerable team effort was required from the boys, with more than 40 Prep boys (and U8s from Pre-Prep)

all contributing to making the gala a success. The Quadrangular, hosted by Rondebosch; the B league gala, hosted by Bishops; and the C league gala, hosted by Wynberg, were all very competitive but also a lot of fun. Galas are always exciting and many races were neck to neck. The Bishops team swimmers show true sportsmanship by congratulating the boys swimming on either side of their lane, showing humility and character by celebrating another person's victory over their own loss. It is vital that our boys become competitive swimmers who not only enjoy their time in the water but, at the same time, also grow in character.

Our Inter-House Relay Gala was a great success. Five records were broken on the day and the boys really gave it their all! Bramley took home the cup, with Charlton and Brooke following closely behind, in second and third place respectively.

Fourth-term swimming looked a little different than usual with Covid-19 restrictions in place, but we made the most of it and were still able to enjoy time in the water. We opened up the pool to each grade and allowed swimmers of all strengths to enjoy the sessions. We not only swam laps, but also played water games, making up new strokes and doing the ever-popular 'lung buster' to see who can swim the most laps without taking a breath. It was very encouraging to see so many boys enjoying swimming, regardless of their ability.

Fortunately, we still managed to have our Championship Gala, although we had to split it into two sessions during the day to minimise the number of boys at the pool. This meant we could race an A and a B heat, so more boys got to take part in the event. Four records were broken on the day, which shows that not even lockdown can keep us from achieving! Charlton won the junior

session, but it was Brooke that won the senior session and the overall gala.

Mandy Gloak





TENNIS

The season started off with the boys excelling in the local league. The tournament team was selected, and we trained hard for the tennis festival hosted by Bishops this year, in which we played to the best of our abilities. After three hard days of tennis, we secured a closely contested third place. After the festival, Covid-19 restrictions were put in place, and we could no longer play tennis. After we returned to school, we started to get back into tennis slowly but surely, but couldn't play matches against other schools because of the continued restrictions.

Under-13A and tournament team: N Leith, J Breslin, A Patel, J Samassa, J Bolus, L Dicey, R Kader

Tennis team squad: A Augoustatos, G Comitis, N Dorrington, J Robb-Quinlan, L Antoni, F Moran, M Fair, R Piorkowski, J Stewart, S von Bormann

Under-11 squad: D Brink, J Stam, T Brunton, G Moran, F Moran

Grant de Sousa



WATER POLO

Under-13

The first term of water polo saw an exciting round of fixtures with all four teams playing well. The A team played in the Slabber Cup Final and did very well at the Grey Junior Water Polo Tournament. The B team grew in confidence and played some very good water polo. The players' defence was their standout feature, with all working hard for one another – the hallmark of a good team! The C and D teams had some powerful shooters and a few fine goals were scored.

U13A

Daniel van den Heever (captain), Chris du Toit (vice-captain), Jayden Bosch, Michael Bailes, Noah Edmunds, Connor Fletcher, Ben Koenig, Alex Laspatzis, William Prestage, Ryan Webb

U13B

Jack Breslin, Dominic Buswell, Connor Day, William Heath, Jordan Childs, Cayden Mashonga, Matthew Owen, Owen Cross, Jaan Rinquest, James Samassa, Michael Ressel, James Thunstrom

U13C

Luke Davidge, Ross Jenman, Luka Lehmann, Keegan Logie, Dylan Martin, Uzoma Ngcwangu, Benito Pironi, Thami Siko, John van der Watt, Sebastian von Borman, Jace van Niekerk

U13D

Jamie Archibald, Luca Bottega, Luke Carter, Liam Chester, Viggo du Plessis, Cameron Joubert, Gabriel Lind, Tristan Swanich, Michael Viljoen, Grant Weich

Brendan Fogarty

Under-12

The U12 age group had a much-improved season in the first term. The boys learnt that in order to score goals and challenge teams, it was important to be fit, to get into good positions, have good leg work to control the possession, attack facing forwards and defend as a unit.

U12A

Michael Mafunda, Sam Bey, Noah Coleman, Leo Cowan, Matthew Edwards, Vanchesco Freddy, Joshua Huntingford, Anthony Lampe, Joe Lanning, Noah Souter, John van den Heever, James Gordon

U12B

Murray Finch, Luke Hofmeyr, Oliver Howie, Rhys Jack, Naethan Mol, Finn Moran, Ryan Whiffler, Tristan Thirion, Matthew Haller, Kai Bacher

U12C

Dan Coetzee, Daniel Bursey, Alessandro Esposito, Maximilian Gräwe, Henry Hughes, Max Petersen, Kaan Numanoglu, Harry Ridl, Dylan Vorwerk, Odin Aspinall, Sebastian Cudmore

U12D

Cullen Creedon, Sebastian Robbertse, Jack Stewart, James de Waal, Oliver Briggs, Matthias Scheder-Bieschin, Zak Ndindwa, Athi Nqayi, Tristan Pugnalin, Leo Cobbledick, Josh Moolman, Connor Craig, Oliver French, Clive Ddamulira

Under-11

The U11 teams were up against stiff competition from our neighbouring schools. We suffered some big defeats, but from no lack of effort on the part

of our boys. As Term 1 progressed, the boys grew in confidence and started to produce results. It is unfortunate they were unable to play in Term 4, as I am sure they would have produced some good water polo.

U11A

Luc Bestel, Alex De Fondaumiere, Aidan Edwards, Thomas Jenman, Andrea Mynhardt, Luke Skillicorn, Tommy Tanfield, Jack Townshend, Keanin Lind, James Lesbirel, Attilio Pironi

U11B

Samuel Gibbs, Sean Bailes, Jock Estcourt, Josh Velosa, Christo le Roux, Nicholas Dalling, Harry Dutton, Thomas Lascaris, Jude Khoury, Rhys Haupt, George Seymour, Matthew Schultz

U11C

Oscar Banyard, Joshua Mills, Travis Turner, Campbell Graaff, Cole Hewetson, Roman Waltman, Luke Traut, Ben Doel, Xavier Sanders, Jonty Osler, Nicholas Henry, Freddie Pfaff, Alexandros Ratheb

U11D

David Traill, Stirling Maltz, Oliver Boddy, Tristan Joubert, Julian Scholtz, Harry Vermaak, Zaydaan Shaboodien, Nathan Constant, Luthando Biko, Ben Spaun

Under-10

The boys showed great enthusiasm and were always keen to learn new skills and to improve their fitness. They worked hard at playing as a team and displayed good sportsmanship, which was evident in their great matches in the first term. Well done to the A team for being unbeaten in Term 1. It was great to see many more boys joining water polo in the fourth term. Even

though there were no matches, the boys continued to display a positive attitude and an eagerness to improve their water polo and swimming skills.

U10A

James Arkcoll, Daniel Brink, Rafael Farinha, Finlay Ferguson, Joshua Mafunda, Daniel Prestage, Adam Tanfield, Alexander Walker, Troy Webb

U10B

River Boltman, Jonah de Villiers, Luca Grunewald, Josh Katz, Dominic Kotze, Ryan Reeves, James Ridl, Jack Stam, Kai Van Der Vyver, Nicholas Young

U10C and D

Deen Abrahams, Nicholas Brits, Ethan Burns, Max Craig, David Douglas, Hunter Girling, Z'idan Hendrickse, Connor Kirkpatrick, Benjamin Klerck, Matteo Lanfranchi, William Lord, MJ Madubela, Jasper Magrath, John Nolte, Alex Osborne, Michael Penz, Maximillian Stevens, Keyaan Tyer, Zingce Tywabi, Max Venter, Nathan Whiffler, Dylan Williams

Khwezi Mqomboti

SALVETE VALETE

SALVETE

Grade N

Anderson, T
Barritt, L
Bartmann, D
Bechis, L
Bester, A
Bohm, M
Bowen, L
Brown, N
Burns, J
Collins, J
Darné, C
De Vries, R
De Wet, P
Dearman, G
Dickinson, J
Elliott, B
Eshwar, K
Farah, A
Floor, J
Fourie, D
Fraser, S
Geary, T
Goudvis, W
Griffiths, J
Hargey, H
Harnekar, Y
Hassan, Z
Hatton-jones, G

Hendrickse, S
Huchon, J
Johnson, J
Josephs, E
Joubert, J
Kew, Q
Lind, C
Lukhna, Z
Mackenzie, R
Maharaj, A
Martin, O
Mitchell, W
Moore, J
Naidoo, Y
Orrie, Z
Raja, H
Rose, J
Scott, L
September, C
Shaboodien, N
Smith, L
Smith, S
Smolders, T
Stehlik, L
Stokes, B
Stulinski, M
Surve, I
Swart, T
Taylor, O
Thornley, J

Tian, K
Traill, A
Traill, O
Turnley-jones, S
Van Dijk, R
Van Zyl, H
Williams, A

Grade R

Anderson, A
Boychev, F
Budden, E
Felix, H
Garratt, T
Kettlewell, H
Magozore, C
Marsal, A
Mills, E
Modise, T
Pedlar, G
Sorvaag, J
Van wyk, D

Grade 1-7

Barnhoorn, F
Bonadei, H
Bonadei, M
Bousfield, JG

Brinkman, C
Brown, C
Coffee, G
Coffee, JH
Corbett, L
Cullis, F
Davenhill, M
Dornonville De La
Cour, E
Evans, S
Greig, J
Kettlewell, S
Mccann, K
Neethling, S
Port-hellmann, L
Ringwood, MJ
Smith, C
Soofie, Z
Strijp, T
Taliep, I
Tyer, A (returning)
Van Wyk, A
Veerasamy, S
Waltman, R
Wickins, J
Wensch, JJ
Wyatt, A

VALETE

Grade N

Barenblatt, H
Burrow, A
Burrow, N
Chetty, T
Davids, J
Freddy, V
Haupt, L
King, M
Kombo, B
Mafanya, M
Masterson, J
Mcculloch, S
Nelson, A
Schluter, L
Van Dijk, T
Viljoen, M
Warner, M