



St Mary's School
Waverley
Founded 1888



Congratulations to our head girls elect for 2021: Ande Dhlomo (deputy head girl), Siphosethu Mnguni (head girl), Samantha Pringle (deputy head girl)

FROM THE JUNIOR SCHOOL HEAD'S DESK

Just look at the photograph of our new head girls. Before you give into the impulse to feel sad about their wearing of masks, look closer, and you will discern the broad smiles hidden, but not erased, by their protective equipment. The joy that is apparent in this image was felt at St Mary's the last two weeks as the girls, and the campus, got busy – those spring blossoms! That Trumpet tree! – and our school hummed, thrummed (both of which are allowed under WHO regulations) with their energy.

I watched the girls in the Senior Primary playing traditional games, dancing, drumming, drawing, designing and declaiming for Heritage Day, and it is their rhetorical gifts – the rhetorical gifts that were on show in the annual Best Speaker competitions in the Senior School too – that I wish I could harness right now: their use of poise and pause, sibilance and silence, rhythm and riot and restraint – to say, to sing or, as Norinco Govender instructs us, to dance the story of the last few weeks. My thanks to the teachers for their design and delivery of activities; and to the girls for taking what was offered and making it better, alive-r (a word I attribute to the Grade 0s), more wonderful through their inventiveness and open-hearted participation.

The simple happiness the girls enjoyed through our activities is complicated, not damaged, by questions about what Heritage Day means to different people and what we all choose to make of it.

Among other things, Heritage Day is an occasion that South Africans like to discuss and debate almost every year: should we dress up, are we celebrating our unity or our difference, can we do both, can we be curious about each other's cultures, whose past are we trying, should we be trying to preserve?

Heritage Day seems, in part, to be about remembering, and taking action. One example, among many, is the attention the yearly celebration draws to endangered South African languages, like the ancient N/uu language, with only four speakers left. This year, the Puku Children's Literature Foundation declared acclaimed language activist, 87-year-old Katrina Esau our "heritage hero", to highlight the urgency of her quest to ensure the survival of her mother tongue into the next generation. No small task when research shows that, on average, across the world, a language disappears every two weeks, when its last remaining speaker dies.

People we need to remember last month for the changes they made in our world include poet, novelist, activist, and co-founder of the Congress of South African Writers, Achmat Dangor who died on 6 September; also, anti-apartheid campaigner and human rights lawyer, George Bizos who represented Nelson Mandela and Walter Sisulu at the Rivonia Trial and died on 9 September at the age of 92. And, even though she is not South African, Ruth Bader-Ginsberg, the US Supreme

Court Justice and champion of women's rights and gender equality who died on 18 September, at the age of 87.

Heritage Day cannot, thankfully, be about one idea or approach for the rest of time. Its value lies in the tension it maintains, like any historical occasion preoccupied with remembering, between the demands of the past and the present and the future. Themes and questions and challenges emerge at different historical moments and are experienced and understood differently by us all as we grow up and mature. What endures is our respect and our love for one another, which is expressed in the Christian identity and ethos of St Mary's, and the emphasis we place on loving God, and one's neighbour.

There is much to celebrate in South Africa at this time; there is also much to lament. The virus has caused widespread loss of income and suffering, not least of all among children, many of whom have gone hungry with the closing of schools. There is a great deal for which we can feel grateful – the high boundless gratitude of Psalm 139 – not least the community we have built, and continue to build at St Mary's and our commitment to change, what Bader-Ginsberg calls "real change, enduring change [which] happens one step at a time."

The praise poetry activity that the girls in the Senior Primary engaged with last week took me back to a time in my life when poetry gave me an opportunity to work with a group of fourteen other writers from Southern Africa, and mentors from the UK, writing and performing together at the offices of the British Council in Braamfontein. One Soweto poet, storyteller and playwright, in particular, taught me about the power of words addressed to girls and women by someone who knew what faced them from her own experience of making her way in a world that rarely made way for her. Napo Masheane tells us, told me, all those years ago:

We are merely travellers

Carrying our names

With the beat on our feet

We chant and chant Freedom

SARAH WARNER
JUNIOR SCHOOL HEADMISTRESS

FROM THE CHAPLAIN

Psalm 139 is one upon which we should all meditate, and speak the words of the Psalmist in our own prayers, to our Beloved Lord. I have used verses 1-18 of Nan Merrill's translation, below, from her volume, *Psalms for Praying: An Invitation to Wholeness (2007)*. Merrill dedicates her book as follows: "Dedicated to the indwelling Divine Guest whose Voice is heard in the Silence." As such, having dwelt in the Psalm, I leave you to listen to our Beloved's voice, in the Silence.

O my Beloved, You have searched me
and known me!
You know when I sit down and
when I rise up;
You discern my innermost thoughts.
You find me on the journey and
guide my steps;
You know my strengths and
my weaknesses.
Even before words rise up in prayer,
Lo, You have already heard
my heart call.
You encompass me with love where'er
I go,
and your strength is my shield.
Such sensitivity is too wonderful
for me;
It is high; boundless gratitude
is my soul's response.
Where could I go from your Spirit?
or how could I flee from
your Presence?
If I ascend into heaven, You are there!
If I make my bed in darkness,
You are there!
If I soar on the wings of the morning

or dwell in the deepest parts
of the sea,
even there your Hand will lead me,
and your Love will embrace me.
If I say, "Let only darkness cover me,
and the light about me be night,"
even the darkness is not dark to You,
the night dazzles as with the sun;
the darkness is as light with You.

For You formed my inward being,
You knit me together in my
mother's womb.
I praise You, for You are to be
reverenced and adored.
Your mysteries fill me with wonder!
More than I know myself do You know me;
my essence was not hidden from You,
when I was being formed in secret,
intricately fashioned from the
elements of the earth.
Your eyes beheld my unformed substance;
in your records were written
every one of them,
The days that were numbered for me,
when as yet there was none of them.
How precious to me are your creations,
O Blessed One!
How vast is the sum of them!
Who could count your innumerable
gifts and blessings?
At all times, You are with me.

CLAUDIA COUSTAS
CHAPLAIN

HERITAGE DAY

Heritage Day was celebrated with much enthusiasm at Little Saints. The children were given the opportunity of dressing up in an outfit reflecting their cultural heritage, and asked to prepare an informal talk about their dress. Many children arrived proudly displaying their cultural colours and it was encouraging to see class members learning about different customs and cultures from one another during 'show and tell'. The children participated in making Ndebele-inspired crowns, beadwork, gumboot dancing, and a collaborative South African flag project. During outdoor play, the children learned how to play a traditional isiZulu game, and also learned an isiZulu song. At story time, the teacher assistants told stories they had heard as children. These were thoroughly enjoyed by all.

On Monday 21 September, the Junior Primary girls explored and celebrated their diverse cultures and heritage. They shared some facts about their cultural backgrounds and brought an interesting artefact or artwork that related to their heritage. They sang and danced to traditional isiZulu, Sesotho and Afrikaans songs. They learned a gumboot dance and ended the day with a fun art activity.

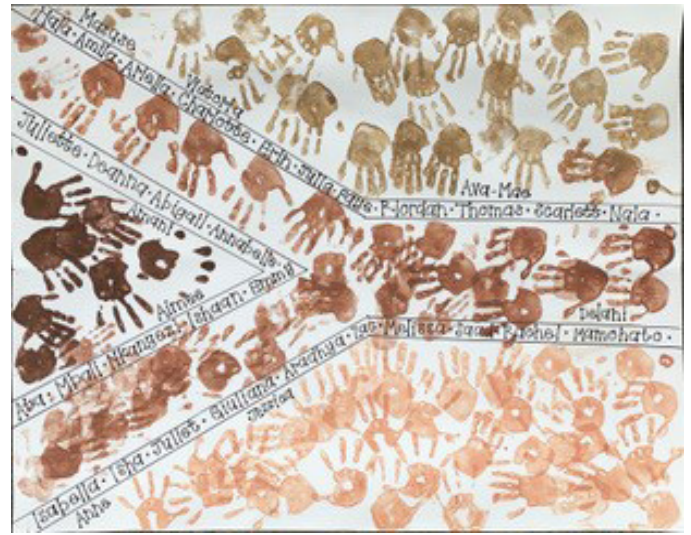
In the Senior Primary, the girls celebrated Heritage Day on Tuesday 22 and Wednesday 23 September. They dedicated two days of activities to providing enriching experiences for all the grades. The teachers designed engaging activities which investigated our rich, diverse cultural heritage. The different learning stations created opportunities for the girls to celebrate their unique heritage in a meaningful manner.

In the Senior School, the girls watched a Heritage Day assembly in their mentor groups and enjoyed the day dressed in cultural attire.

As part of St Mary's Sharing stories, celebrating literacy and heritage month and leading up to Heritage Day, we launched a names awareness project which helped to promote further understanding and cohesion within our diverse St Mary's community.



HERITAGE DAY (CONTINUED)



Something very important to me about my culture is dancing, which my whole family does. I love to dance and putting something I love into something traditional, is a beautiful way for me to keep in touch with my heritage. This type of dancing is a dance that, rather than free dancing, each move symbolises or tells a story and the songs guide us through knowing exactly what we are saying in the dance. This type of dance is where I truly feel that it tells and speaks a story and is like a whole other language.

Another important thing to me is my style in my culture. My style when I would go out to the mall is something completely different to what I would wear to a cultural function. It is important to me that I need to know the cultural sense of style and the jewellery and dresses you would wear and this is important to me because I love dressing up with my cousins.

The weddings are very unique in India and in my culture because they are very different from other weddings and have a lot of rituals and parties. I can't say much about weddings because I have only been to one and from that one time I remember that there were about three before-parties and then the wedding. I remember sitting outside seeing my cousin in her beautiful red sari and her hair in a plait. She had a mendi night where only the girls came into her house and all got mendi (a tattoo that is washable) and I was not surprised that she was dressed up beautifully on every occasion. I remember a dance that me and my cousins did for my cousin at one of his celebration nights and he sat on the stage while all of us did the dance and it is a memory I can never forget. But like I said, I have only been to one wedding and therefore I don't know much about it.

Our hair is very important to us. Long hair is known as the strength of our body and fountains an enormous amount of power and it is always so beautiful. I recently cut my hair but I remember playing and plaiting my cousin's hair which was admired for she always was beautiful in it.

My culture is important to me because it is who I am and it somehow makes me feel closer and more connected to my family.

NORINCO GOVENDER
GRADE 6

HERITAGE DAY (CONTINUED)

Telling Tales: a reflection on the power of stories and how they inform our identity.

“When I was ten, I read fairy tales in secret and would have been ashamed if I had been found doing so. Now that I am fifty, I read them openly. When I became a man I put away childish things, including the fear of childishness and the desire to be very grown up.”

C.S Lewis - The Lion, the Witch and the Wardrobe

We find ourselves, as a Junior School, reinvestigating the importance of stories and storytelling in a deeper manner. It is easy to forget that stories are history. Stories are ancient and they have been, since time immemorial, a uniquely human way to entertain, to educate and share values with the younger members of our community. However, it is easy to forget that stories are not only for children – they benefit everyone. In a time where social distance has exposed how fractured many communities have become – stories also hold the potential to heal, unify and bring people together.

The month of September, being literacy month, saw many important initiatives undertaken by the school and parent bodies to emphasise the importance of stories. Whether it be the meaning of a name or the manner in which stories change depending on the language in which they are told, we made it our goal to explore how narrative informs identity.



In the Senior Primary, teachers collaborated across subjects to provide active learning experiences for the girls in which they were encouraged to celebrate and share aspects of their heritage – while also learning about South African history. Along with team-building inter-house challenges, we designed four stations. A different type of “storytelling” was explored in each one:

In traditional games, the girls discovered how we learn about culture and language through play. They practised Sesotho and isiZulu songs while mastering new skipping games. They learnt about inventing with empty cans and shoe-polish tins. Sekotjhe – which is similar to hopscotch – was by far their favourite and proved so popular that the girls have requested it become a permanent feature in the Junior School Close.

In Heritage fashion, the girls came to realise how stories can be woven into fabric and textiles. From the history of Shweshwe to the quirky designs of Vlisco, the girls explored how colour, symbol and pattern communicate.

In Izibongo, the girls created their own improvised praise poem. They worked in groups and experimented with adding phrases from Afrikaans, isiZulu, Sesotho and English: they performed these in the amphitheatre to the delight of their peers.

In music, the girls were immersed in a multitude of African music traditions and storytelling. They investigated the Talking Drum tradition and the existence of non-verbal communication in traditional African music. They used this knowledge to synthesise a music landscape with the use of hand drums, bells, marimbas and various non-melodic instruments. They also learnt about Foley and how the soundtracks to films are produced.

A wonderful time was had by all and, in the process, rich conversations took place about culture, heritage and language.

LAUREN HOWDEN
JUNIOR SCHOOL DEPUTY HEAD: ACADEMICS



MATHEMATICS OLYMPIAD

Joanne Futselaar, Form II, is the first blind pupil to participate in the SA Maths Olympiad.

Please click here to read the article about this fantastic achievement:

<https://www.iol.co.za/the-star/news/joburg-teen-becomes-first-blind-pupil-to-participate-in-sa-maths-olympiad-07969bf4-8419-45cd-8e5a-e861295cb107>

Joanne was also interviewed on 5FM, please click here to listen to her interview:

<http://www.5fm.co.za/sabc/home/5fm/catch-ups/details?id=44422a30-de5d-40aa-9f9d-55385f3beb17&title=The%20Roger%20Goode%20Show>



Joanne Futselaar

ACCOUNTING OLYMPIAD



Proverto 2020 National High School Olympiad

Accounting/Business Studies/Economics - Gr.10-12

On Wednesday 13 May all the Forms III, IV and V Accounting girls wrote the first round of the National Accounting Olympiad. This year the format was an online examination owing to Covid-19.

Our congratulations are extended to the following girls who have been invited to participate in Round 2 of the National

Accounting Olympiad which will take place on Wednesday 7 October:

Form V

Jade Bryan
Caitlin Ferraris
Hannah Henry
Roxanne MacRobert
Emma van der Merwe
Angela Varghese

Form IV

Kelly Beaver
Aaliyyah Hassim
Annika Gertenbach
Ashley Murning
Kutloano Shuenyane

Form III

Tinotenda Chirimuta
Lara du Toit
Zamantungwa Khumalo
Zahraa Koor
Kristy Leonard
Alexa Papperitz
Xenia Theorides
Melissa Welch

We wish them all the best for Round 2 on 7 October.

WENDY IEVERS
HOD ACCOUNTING AND EMS

MUSIC NEWS

Our congratulations are extended to the following girls who passed their ABRSM Music theory examinations in March:

SENIOR SCHOOL

Christine Craven	Grade 5
Giana Govender	Grade 3
Ramadimetja Montjane	Grade 1

JUNIOR SCHOOL

Leah Govender	Grade 2
Kimaya Shah-Naidoo	Grade 2
Victoria Tandy	Grade 1

To become an all-round musician, students need a range of skills in performance, technique, notation, listening, musical perception, musical and contextual knowledge, understanding and creativity.

To find out more about the various music examination boards which the Music department uses to further students' skills, please go to:

Associated Board of the Royal Schools of Music (ABRSM)
<https://us.abrsm.org/en/our-exams/what-is-a-graded-music-exam/>

Trinity College London

<https://www.trinitycollege.com/local-trinity/south-africa>

Trinity Rock and Pop

<https://www.trinityrock.com/>

Rock School

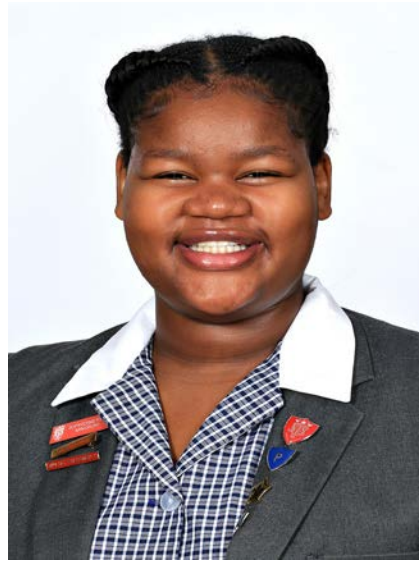
<https://www.rslawards.com/rockschool/>

DUDLEY TROLLOPE
DIRECTOR OF MUSIC

PUBLIC SPEAKING

The annual Senior and Junior Best Speaker Competitions were held on 14 and 16 September, respectively. The Form III and IV girls prepared a four-minute speech inspired by a seriously funny oxymoron. The audience was entertained by topics as far ranging as civil war, old news, and deafening silence. Aimee Rosmarin (Form III) placed third, Ghita Economakis (Form IV) placed second and Siphosethu Mnguni (Form IV) won the event.

The Junior Best Speaker Competition was a splendid showcase of talent. The speakers presented speeches inspired by a line of African poetry. The evening was filled with a variety of thought-provoking topics as well as much hand sanitising. Congratulations are extended to the evening's best speakers, namely: Tessa Dagut (Form II) in first place with Dalila Spinazze (Form II) and Agape Mhlanga (Form II) as runners-up.



Siphosethu Mnguni



Tessa Dagut

NICOLE SAUNGWEME (FORM II) AND OLIVIA SWEIDAN (FORM III)
PUBLIC SPEAKING CHAIRS OF THE EVENINGS

GRADE 5

The girls researched a character of their choice, drew a bedroom plan, constructed a mood board, and then built their bedroom in a box. They had to construct the furniture, include curtains that move and meet the tastes and needs of their chosen character.

TEENA LOWNDES
SENIOR PRIMARY TEACHER



VEGETABLE PATCH

Our summer veggie garden is developing nicely. We have lettuce, green beans, and a gooseberry bush beginning to flourish.

ROBYN RICHMOND
SENIOR PRIMARY TEACHER



GRADE 3

The Grade 3 girls have been learning about multiplication. They explored how multiplication and repeated addition means the same by grouping blocks.

KERRY GIBBONS
GRADE 3 MATHEMATICS TEACHER



GRADE 4

The Grade 4 girls are investigating amphibians – specifically amphibians found in the Savanna Biome. South Africa has only one of the three orders of amphibians: Anura (frogs and toads). We have 132 species of this order in our country.

One of the girls brought in a Raucous toad (*Sclerophrys capensis*). Besides having a close-up look at the body parts, the girls did some practical measurement work in Mathematics.

ANGIE JENNETT
SENIOR PRIMARY TEACHER



GRADE 6

The Grade 6 girls were introduced to how writers create effective settings in novels and the girls then tried their hands at describing different places.

A City with No Existence – by Tshiamo Khoele
A city with no existence, a suburb with no meaning. The broken lampposts switching on and off every now and then. The bright lights of the skyscraper towering over the compacted houses, lighting up the perplexing city. The mist hovering over the raw, damp streets where the cars used to drive. The blaring noise of the people wiped out of existence just as fast as it came. The sun dispersed, leaving nothing but the soundless night and the light drops of rain.

The Abandoned House – by Pascal Durand
As I stare at this mutant of a house, I begin to get more intrigued by it. I cautiously step forward onto the rotting wooden planks of the front porch. I take one more step forward and the brittle planks creeeeeeek. I stretch my

hand out to the rusty bronze doorknob, but before I can even touch it, the door flings open with a squeak. But no-one is to be seen. I am greeted by cobwebs and dust – the dust looks slightly disturbed – and walk out of the sticky mess to see a grand staircase with an old red shaggy carpet. The boarded-up windows are draped with once-white curtains. I look up to see large chandeliers. As I look back down, I see a huge human-like creature tower over me. I try to scream but my voice is gone.

The Little Wooden House – by Ella McCormack
The wood was silent, but still teeming with life. The leaves whisper to each other from the tops of the trees that tower over the lush green grass. A lone house sits in the forest, buried in moss and Spring flowers. A single white rocking chair sits on the porch, creaking from years of neglect and rain. Sometimes the person who lives here will come out of her little house and rock back and forth. The wood seems to sense a presence and puts on a show. Animals run across the cobbled stones

that leads to the house. Trees dance with their branches and give her gifts of leaves and flowers. The wind begs her not to go, not to go back into her little wooden house.

City of Light – by Yuxi Zhang
The city grounds stretched into the far reaches of a dying horizon, emitting a steady, dull glow. From it, sprouted crystalline structures that pierced the ashen sky. And though there was no apparent source, there was a burning light, a light that wove through the buildings, a light that breathed life into the otherwise hollow carcasses, a light that was pouring, a light that was overflowing, a light that was infinite. Or so it seemed. For somewhere hidden deep beneath the façade of utopian fantasy, a darkness lurked, a darkness that threatened to overwhelm the beautiful illusion. A darkness that did not want to stay in the shadows any longer.

CHRISTI LAWLESS
SENIOR PRIMARY TEACHER

Congratulations to Lilitha Ndungane, Form II, who placed fifth in the U18 singles at the Gauteng North Mini series event. This was Lilitha's first tournament since lockdown and she achieved excellent results. Well done and keep working hard, Lilitha.

RENE PLANT
HEAD OF TENNIS



Lilitha Ndungane

NEW RMB BILLBOARD CAMPAIGN



RMB has launched its new billboard campaign, which contributes directly towards developing rowing among young people across society.

The theme of the campaign, #CourageCounts, follows on from RMB's recent rowing documentary, *A Story of Courage* – a beautiful testament to South African rowers overcoming challenges to rank among the best in the world.

The billboard campaign features a number of personalities from the rowing community, including:

- Virginia Mabaso: Head of the RowSA development rowing programme
- Lawrence Brittain: 2016 Rio Olympics silver medallist
- Sandra Khumalo: South African Paralympic rower
- Sizwe Ndlovu: 2012 London Olympics gold medallist
- Kirsten McCann: RMB National Squad lightweight double rower, 2017 World Rowing Champion, and fifth-placed at the 2016 Rio Olympics

The boards have been erected at a number of schools in and around Johannesburg, including here at St Mary's in our stop-and-drop.

The fees that RMB pays the schools are used to develop partnerships and grow talent within the schools, while a portion goes towards Rowing South Africa's (RowSA's) development rowing programme. RowSA is committed to transforming the sport across race, gender, disability and geographical spread.

"Part of our commitment to rowing in South Africa is a desire to see young talent being identified, nurtured and grown, which will ultimately strengthen South Africa's rowing talent pipeline," says RMB's chief marketing officer, Alison Badenhorst. "The RMB National Rowing Squad relies on schools to put youngsters forward who excel at the sport, thereby ensuring that the squad is sustainable well into the future."

Development rowing has grown significantly since RMB started providing its support in 2017. "Helping to develop the sport and increase South Africa's chance of winning medals on the international stage is key to the bank's partnership with rowing," says Badenhorst. The bank also sponsors four major South African regattas, which further contribute to Rowing South Africa's development programme. At a national level the bank's focus is on the RMB National Squad, which comprises all rowers who represent South Africa in the sport.

"Rowing is a great example of what the perfect balance of individual talent and teamwork can produce," says former national rower Shaun Keeling, who won a silver medal in the sport at the 2016 Rio Olympics. "Rowing is a great sport for youngsters to get involved in as it helps to develop both physical and mental stamina. It is about focusing on the elements you have control over and blocking out any distractions."

OLIVES & PLATES

O&P is open again to parents in the normal spot in the cottage next to Little Saints.
We are looking forward to serving you delicious coffee and snacks.

UNIVERSITY OF CHICAGO OUTSTANDING EDUCATOR AWARD

St Mary's HoD: Information Technology, Lilian Southey, receives a University of Chicago Outstanding Educator Award.

An Outstanding Educator shapes young minds in meaningful ways - thoughtfully approaching instruction, sharing an infectious love for learning, and caring for students both inside and outside of the classroom.

Each year, newly admitted UChicago students have the opportunity to reflect on their time in school and nominate an educator who played a significant role in their education, made a positive impact in their lives, and whose influence has brought them to where they are today.

The University of Chicago is honoured to recognise excellence in teaching and sincerely congratulates this year's Outstanding Educator Award winners, who are exceptional in their field and role models for all students. The university deeply appreciates the lively minds who thirst for knowledge that these educators have nurtured and inspired. We thank them for going above and beyond the call of duty every day and leaving an impression that will be carried over a lifetime.

All award winners receive a commemorative award, certificate, and letter that includes details from the student who nominated them.

Additional information regarding the University of Chicago Outstanding Educator can be found on their website at the following link: <https://collegeadmissions.uchicago.edu/counselorseducators/outstanding-educator-awards>.

Information taken from the University of Chicago's press release

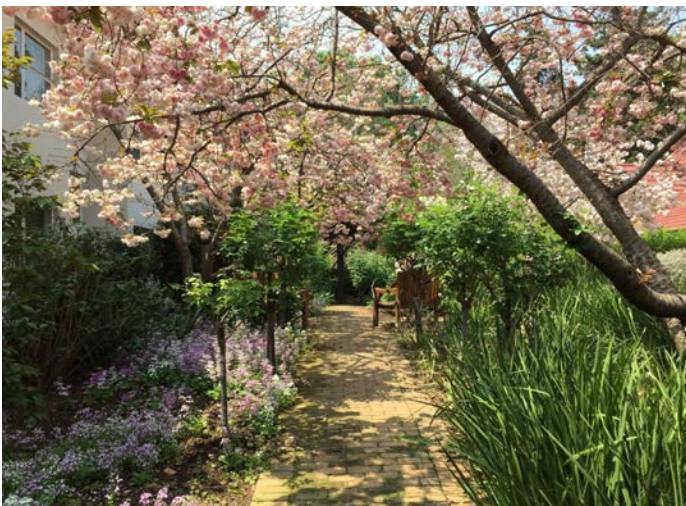
Lilian's response upon hearing that she has won this award: "I appreciate what the University of Chicago is doing for the upliftment and recognition of teachers in general. I am also incredibly grateful to be in a profession that



does allow for relational impact. This job is deeply emotional and personal."

Congratulations Lilian, we are very proud of you.

NATURE ON CAMPUS



Blossoms in our beautiful chapel gardens (photo: Quix)



The girls and teachers in the Junior School have been enjoying this beautiful tree outside the Grade 7 classrooms. It is a golden trumpet tree (*Handroanthus chrysotrichus*)



St Mary's School
Waverley
Founded 1888

ACADEMIC CALENDAR 2021

This calendar is subject to change owing to the uncertainty of the 2021 state school calendar. For this reason, half-term in Term II may be moved to a week later.

EASTER TERM - TERM I
Wednesday 13 January to Wednesday 31 March

Half-Term
School closes on Thursday 25 February and re-opens on Tuesday 2 March

Public holidays
Sunday 21 March (Human Rights' Day)
Monday 22 March (Public Holiday)
Friday 2 April (Good Friday)
Monday 5 April (Family Day)

TRINITY TERM - TERM II
Wednesday 28 April to Friday 6 August

Half-Term
School closes on Friday 11 June and re-opens on Monday 21 June

Public holidays
Saturday 1 May (Worker's Day)
Wednesday 16 June (Youth Day)

MICHAELMAS TERM - TERM III
Tuesday 7 September to Friday 3 December

Half-Term
School closes on Thursday 21 October and re-opens on Tuesday 26 October

Public holidays
Friday 24 September (Heritage Day)

At the end of each term and half-term:
Senior School closes at 12h30
Junior School closes at 11h00
Little Saints closes at 10h30

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LOST PROPERTY - SENIOR SCHOOL

Any items of lost property will be placed in the containers outside the Sports office for two weeks. After the items have been in the container for two weeks, whatever has not been claimed will be transferred to a container near the Clothes Cupboard for a further two weeks. At the end of this period, whatever has not been claimed will be sent to the Clothes Cupboard for selling, given to a charity or disposed of. The onus is on the girls who have mislaid items to look for their property. Please note that socks, hair ties, underwear and water bottles will not be moved to the containers outside the Clothes Cupboard.