

TOP ACHIEVERS

Mail & Guardian
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Commitment required from all concerned

South African education system needs a huge shake-up

Siya Miti

Basic education, or at least a large portion of it, is a right enshrined in the Constitution for every South African child. However, when examining the contrast between the outcomes of public school education systems and those of private schools, it's clear that quality education is a privilege that automatically excludes the poor, no matter how gifted they may be.

While schools that wrote under the Independent Examination Board (IEB) achieved an average pass rate of over 90%, in the public sector the pass rate was just over 75% last year.

This 75.1% matric pass rate both reveals and conceals much of what can go wrong in the education of a nation. Firstly, the recent Progress in International Reading Literacy Study (Pirls) rated South Africa last out of 50 countries in terms of reading and comprehension skills of grade four learners.

In addition, statistics show that more than one million learners entered grade one in 2006, but 12 years later, only over 534 000 sat for their exams. We cannot say with certainty what the reasons are for the high dropout rate during school years, but the unemployment rate is disheartening enough for many. Nearly 40% of South Africa's youth do not have jobs according to the expanded definition, which includes those who have given up



Statistics show that more than one million learners entered grade one in 2006, but 12 years later, only over 534 000 sat for their exams. Photo: Delwyn Verasamy

actively looking for work.

Many of those who do pass matric may not obtain good enough marks to proceed to university and even if they do complete tertiary studies, they step into a job market that is not able to create enough work for at everyone who wants a job, while most do not possess the technical skills necessary to create employment for themselves.

What also adds insult to injury is the fact that despite the competitive globalised economy we operate in, the bar is set very low for learners in South Africa: the expectation is to get 40% in three subjects

and 30% in three others to pass matric. These are clear indications that many have fallen through the cracks from day one of their schooling career.

This is a sad reality, one that needs all concerned to come up with the formula to overcome these failures; so far the government has been missing the mark. Considering that South Africa allocated over 17% of its national budget – which translates to over R240-billion of the national fiscus – towards basic education in the current financial year, one would expect much better outcomes.

Provinces go on to spend an even larger portion of their budget allocations on basic education. For example, the Eastern Cape spends 40% to 45% of its budget on education, but has consistently come out as one of the worst performing provinces in the country, occasionally alternating with Limpopo for this dubious distinction.

Though the 75.1% matric pass rate is hailed as an improvement and even a good achievement, the reality is that it is mediocre in a myriad of ways. The improvement is marginal from the previous year, which had a matric pass rate of 72.5% for

2016 and 70.7% for 2015. The latest matric pass rate is still below the level of 78% achieved in 2013. It is disheartening to see that it has failed to climb an upward trajectory from that level.

There are some low hanging fruit that the stakeholders in education can go for, but these require teachers, students, parents, district directors, labour unions and communities to be on board. What has been clear from the results of the Eastern Cape is that commitment and discipline can produce results. In schools like St John's in Mthatha and St James in Cofimvaba, what they lack in resources they make up for in dedication.

Our learners and parents must get past the idea of giving away too much of our power to the government, which allows them to blame said government for failures while not hesitating to take personal credit for successes.

The value of hard work can be demonstrated by the fact that the top achieving learners such as Reamohetse Mofitiso, the top learner in the Eastern Cape, comes from Lehana Senior Secondary School, a so-called Quintile One school. Quintile One schools are in the least developed areas in terms of the Human Development Index.

There were many schools in the Eastern Cape that achieved an over 80% pass rate, but that means there were also many schools that achieved in the region of 40% pass rate and below, pulling the average down to an unimpressive 65%.

Mofitiso is clearly gifted, but he advocates hard work and discipline to achieve success, and so do his peers who were right up there with him as top achievers for matric 2017.

Discovery Life's Global Education Protector does exactly that.

If anything happens to you, your children's education from crèche right through to graduation is protected. Even overseas. And if you don't claim and live well, their tertiary education could cost you nothing.

See pages 4 and 5 for more details.

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Top Achievers

Kingsmead College: where education is service

In 2017 the matrics achieved a 100% bachelor pass

Sfiso Atomza Buthelezi

Just off the ever-busy Oxford Road, Kingsmead College is partially hidden behind the sea of hi-rise buildings mushrooming in Rosebank. Founded in 1933 by Doris Vera Thompson, its doors opened to 136 girls in 1934. Today the school has about 900 learners, all girls.

Over the years several properties adjacent to the original were purchased, providing space for the steadily increasing enrolment. It is clear from the many plaques around the school that many alumnae have maintained contact and provided support. Fully-equipped music rooms, and pristine gardens. There's an almost divine calm about the environment, but this was still in the school holidays, and headmistress Lisa Kaplan says this changes to an exciting buzz as the learners return.



In 2017 Kingsmead College learners garnered 232 distinctions and the matrics achieved a 100% bachelor pass. Photo: Supplied

Matric NSC Results 2017

Congratulations to our Grade 12 Students of 2017 who achieved superb results in the IEB NSC matric exams.



Annabelle Kinghorn
9 Distinctions



Humnaaz Jhavary
8 Distinctions



Husnaa Jhavary
8 Distinctions



Nasiha Minty
8 Distinctions



Maddie Carter
8 Distinctions



Gina Clarke
8 Distinctions



Lucy Stewart
8 Distinctions



Jessica Winn
8 Distinctions



Olivia Chalwin-Milton
7 Distinctions



Bianca Kendall
7 Distinctions



Peta Myburgh
7 Distinctions



Zeenat Saloojee
7 Distinctions



Anya Shah
7 Distinctions



Raeesah Wadee
7 Distinctions

OPEN DAY

Senior School:

6 February, 3pm - 5pm

Junior School:

13 February, 8:15am - 10am



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For further information visit, www.kingsmead.co.za

100% PASS RATE AND BD
(Entrance to University Degree Course)

TOTAL 232 DISTINCTIONS
(70 CANDIDATES) Average of 3.3
distinctions per student

Kingsmead has accumulated prestige and honours as one of the top-achieving schools in the country. In 2017 it managed to achieve 232 distinctions through the hard work of both the learners and teachers, and the matrics achieved a 100% bachelor pass. Kaplan, who has been at the helm for a decade, acknowledges that not all girls wish to attend university, but a bachelor pass does offer increased opportunities in life.

She adds that Kingsmead is one of the few institutions that do not have a senior entrance exam that prospective learners need to write. Rather, a personal interview is conducted, where strengths and weaknesses are discussed. Over the years there has been increased emphasis on the entrepreneurial programme to help the girls acquire experience in running their own businesses and attaining independence.

In past years the matriculants were inclined towards the health sciences, but increasingly accounting, actuarial sciences and various forms of engineering are becoming as popular. Kingsmead has a cutting-edge curriculum, where robotics and coding are offered in the "Geek Girls" Club.

The college recently introduced an intensive research skills programme in grade eight. "This research programme encourages the critical thought process, and make it habit not only to ask, but to ask the relevant questions," says Kaplan. In grade nine, the philosophy for children course is added to cultivate what the headmistress

calls the "growth mind-set". This philosophy proposes that a different understanding of phenomena may yield different results, an excellent foundation for creating the critical thinking that the world now requires.

Even as a school steeped in the Christian, Anglican tradition, there are certain universal values adopted by the multi-faith community of Kingsmead. Service, courage, possibility, happiness, purpose and responsibility are the glues that bind the girls to becoming successful individuals, but with a much-needed consideration for others. There is also a strong focus on maintaining balance between modernity and tradition.

Kingsmead is aligned with SSP (student sponsorship programme) and educates four learners a year through this programme. As part of community engagement, the school has a service programme, where learners are involved with various charities around the city. "Fight with Insight" is a boxing club in Hillbrow that has a symbiotic relationship with the school; the girls are able to attend self-defence classes in exchange for doing their bit.

The school alumnae are busy in a multitude of fields and carry on with the tradition of contributing positively to one's environment. Topaz Page-Green is a model and the founder and president of the non-profit corporation The Lunchbox Fund. Founded in 2005, the fund provides one meal each day to 22 000 underprivileged high school students, totalling more than 2.6 million meals a year.

Kaplan says it is an incredible honour to be part of creating top-achieving learners, but the true success stories are the "most improved learners": those who show little aptitude initially, but go on to improve vastly and then to excel.

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Top Achievers

CrawfordSchools preparing learners for the Fourth Industrial Revolution

New developments will transform the way we live and work; learners' global competencies must therefore be carefully nurtured

Traci Salter

We are becoming more and more aware that our students will be moving into a world of work that will be defined by jobs that don't currently exist, using technologies that haven't been invented, to solve problems we don't even know are problems yet.

Five years from now, over one-third of skills (35%) that are considered important in today's workforce will have changed.

According to the World Economic Forum, by 2020 the Fourth Industrial Revolution will have brought us advanced, automated robotic processes and autonomous transport, as well as advances in artificial intelli-

gence and machine learning, and use of advanced materials, biotechnology and genomics.

These developments will transform the way we live, and the way we work.

As stated by Harvard University: "Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their global competencies."

After extensive research, conversations and exploration of global educational approaches to these evolving workplace requirements, CrawfordSchools™ defined the global competencies they would develop in their learners, from preschool through to matric.

They identified five key focus areas in this core skill continuum, namely:

Thinking skills (critical, creative and reflective thinking)

Research skills (inquiry learning and media literacy)

Communication skills (participating in discussions/sharing of understandings)

Social Skills (collaborating with others/learning how to interact with others)

Self-management skills (reflection, growth mindset and self-regulation).

Together with the global competen-

cies, CrawfordSchools™ introduced their GoLab programme into all their colleges from 2018. "This programme will advance our curriculum and offers a solution that exposes our learners to cutting-edge technologies that develop Steam (science, technology, engineering, arts and maths) related skills to better prepare learners for their futures," says Joao Luis, head of academics at the ADvTECH schools division.

The GoLab programme offers Crawford learners an interactive, practical-based learning environment and Steam-integrated curriculum that promotes the development of higher order thinking skills such as collaboration, research, communication and technological skills, as well as design, critical and creative thinking, self-evaluation, self-management, curiosity, and innovativeness.

As CrawfordSchools™ continue to explore and expand their approaches to teaching and learning, the core skills as global competencies continue to be a fundamental curriculum component included in all their schools, across all disciplines, for all learners of all ages.

All Crawford staff are engaged in regular training and conversations



Crawford is introducing the GoLab programme into its schools this year to help learners thrive in our rapidly changing world. Photo: Supplied

that support them in making authentic connections within their subjects, to develop these skills in a variety of contexts.

Continual communication and discussions around the development of these global skills and competencies continually take place between the academics department at ADvTECH, leadership teams and

staff at all CrawfordSchools™, as well as with the parent communities of each school.

For more information, please contact 0860 (SCHOOLS) or visit www.crawfordschools.co.za

Traci Salter, strategic development advisor for the ADvTECH schools division.

CrawfordSchools™

Congratulations to the Matrics of 2017

We applaud all our matrics and staff on their remarkable performance



Agnes Gosnell
11 IEB Distinctions
La Lucia
Top 5% Outstanding Achievement



Claire Berzen
9 IEB Distinctions
Sandton
Top 5% Commendable Achievement



Zidan Cassim
9 IEB Distinctions
Sandton



Stuart Davis
9 IEB Distinctions
La Lucia



Chad Himlok
9 IEB Distinctions
Sandton
Top 5% Outstanding Achievement



Erin Liebenberg
9 IEB Distinctions
Sandton
Top 5% Commendable Achievement



Sachin Naidoo
9 IEB Distinctions
North Coast
Top 5% Outstanding Achievement



Saneshan Narainsamy
9 IEB Distinctions
North Coast
Top 5% Outstanding Achievement



Keyana Padayachee
9 IEB Distinctions
North Coast
Top 5% Commendable Achievement



Amy Van Druen
9 IEB Distinctions
Sandton



Sabine Angove
8 IEB Distinctions
Lonehill
Top 5% Commendable Achievement



Bobby Arek-Bawa
8 IEB Distinctions
La Lucia
Top 5% Commendable Achievement



Stephanie Askew
8 IEB Distinctions
Sandton



Maseeha Bhorat
8 IEB Distinctions
La Lucia
Top 5% Commendable Achievement



Maya Bortz
8 IEB Distinctions
Sandton



Catherine Brink
8 IEB Distinctions
Pretoria
Top 5% Commendable Achievement



Grace Cockburn
8 IEB Distinctions
Lonehill
Top 5% Outstanding Achievement



Lara Du Plessis
8 IEB Distinctions
La Lucia



Shanay Gungudoo
8 IEB Distinctions
Pretoria



Annette Hendriksz
8 IEB Distinctions
Pretoria



Sonam Maharaj
8 IEB Distinctions
La Lucia



Husna Moosa
8 IEB Distinctions
Pretoria



Nika Parvin
8 IEB Distinctions
Lonehill



Temima Rachbuch
8 IEB Distinctions
Sandton



Mayuri Ramnarain
8 IEB Distinctions
Pretoria
Top 5% Commendable Achievement



Alka Rampersad
8 IEB Distinctions
La Lucia



Daniella Seberini-Binikos
8 IEB Distinctions
Sandton



Laerika Subramoney
8 IEB Distinctions
La Lucia

7 IEB Distinctions: Arul Agrawal (Lonehill), Savannah Coetsee (Lonehill), Lushmika Delomoney (North Coast), Jaymee Gobetz (Sandton), Niyam Harribhai (Sandton), Jade Honey (Lonehill), Brittany King (Lonehill), Kiera Lander (La Lucia), Bijal Larknath (La Lucia), Jishi Li (Pretoria), Sarah McCarley (La Lucia), Cheryl Moyo (Sandton), Kalin Naidoo (North Coast), Siphesihle Ntuli (North Coast), Neeraj Pema (Pretoria), Cameron Reid (La Lucia), Angeliqe Rodrigues (Pretoria), Tong Shen (Sandton) (Top 5 Commendable Achievement), Kerys Trathen (Pretoria), Arielle Traub (Sandton)

OPEN DAY

Gauteng: 21 & 24 FEB

KwaZulu-Natal: 27 FEB

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CrawfordSchools™ Lonehill (Grade 0000 - 12) | CrawfordSchools™ Pretoria (Grade 000 - 12) Boarding available from Grade 8 - 12
CrawfordSchools™ Sandton (Grade 000 - 12) | CrawfordSchools™ Village (Grade 000 - 0)
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Top Achievers



Today children begin school at a younger age than before; in total 21 years of education must be paid for by parents, at a cost that runs into millions. Photos: Weekend Images Inc, PeopleImages and Portra

Discovery Life's Global Education Protector increases access to tertiary education

While the right to education is indisputable, many challenges persist that prevent access to quality education, particularly at tertiary level. The reality is that it can cost more than R2.2-million to educate a child from crèche through to the end of their tertiary education. With the average South African family having 2.29 children, this means they would need to spend approximately R5 million to educate their children at a private school. These statistics are contextualised by the fact that one in every four children will experience the life-changing event of a parent passing away, or becoming ill or disabled, during their schooling years.

Discovery Life has introduced an innovative insurance product with these growing challenges in saving for education in mind. It not only comprehensively protects a child's education to the conclusion of tertiary education, but also uses the parent's health and wellness management to fund up to 100% of their child's tertiary education, even when they don't claim from their life insurance.

Using health and wellness to help fund tertiary education
Discovery Life's business model works to address certain societal issues – such as lifestyle-related health conditions – by motivating positive behaviour change and rewarding the improved health of their policyholders. This is achieved through its shared-value insurance model, whereby all parties involved benefit from the positive behaviour of its policy-

holders. By encouraging clients to manage their health and wellness through the Vitality programme, Discovery Life experiences lower claims, fewer withdrawals and an overall healthier insurance book. This results in significant risk savings that provide value, which is then returned to clients. Clients enjoy better value through lower premiums, enhanced benefits and improved health.

This shared-value model resonates globally, as seen with the Discovery-owned UK companies VitalityLife and VitalityHealth, their partnership with Ping An Health in China, and their partnership with AIA in Australia and southeast Asia, to name a few. Globally, Vitality now has more than seven million members, and is growing by over 150 000 members per month. All of these companies have seen the value of using Vitality to improve the health of their clients and pass on the value generated by this back to them.

The aforementioned shared-value model has shown impressive results for Discovery Life; their clients with Gold and Diamond Vitality status now have a life expectancy of 87 – on par with some of the highest life expectancies in the world. One of the ways in which Discovery Life has returned the value generated is through the PayBack benefit, through which they return up to 50% of their clients' life insurance premiums, based on how well they managed their health and wellness. To date, Discovery Life has paid out over R2.9-billion in premium paybacks.

With the success of their shared-value model, and given the challenges currently facing protecting

and funding for education, particularly tertiary education, Discovery Life researchers turned their attention to tailoring a unique shared-value insurance model to help overcome these challenges.

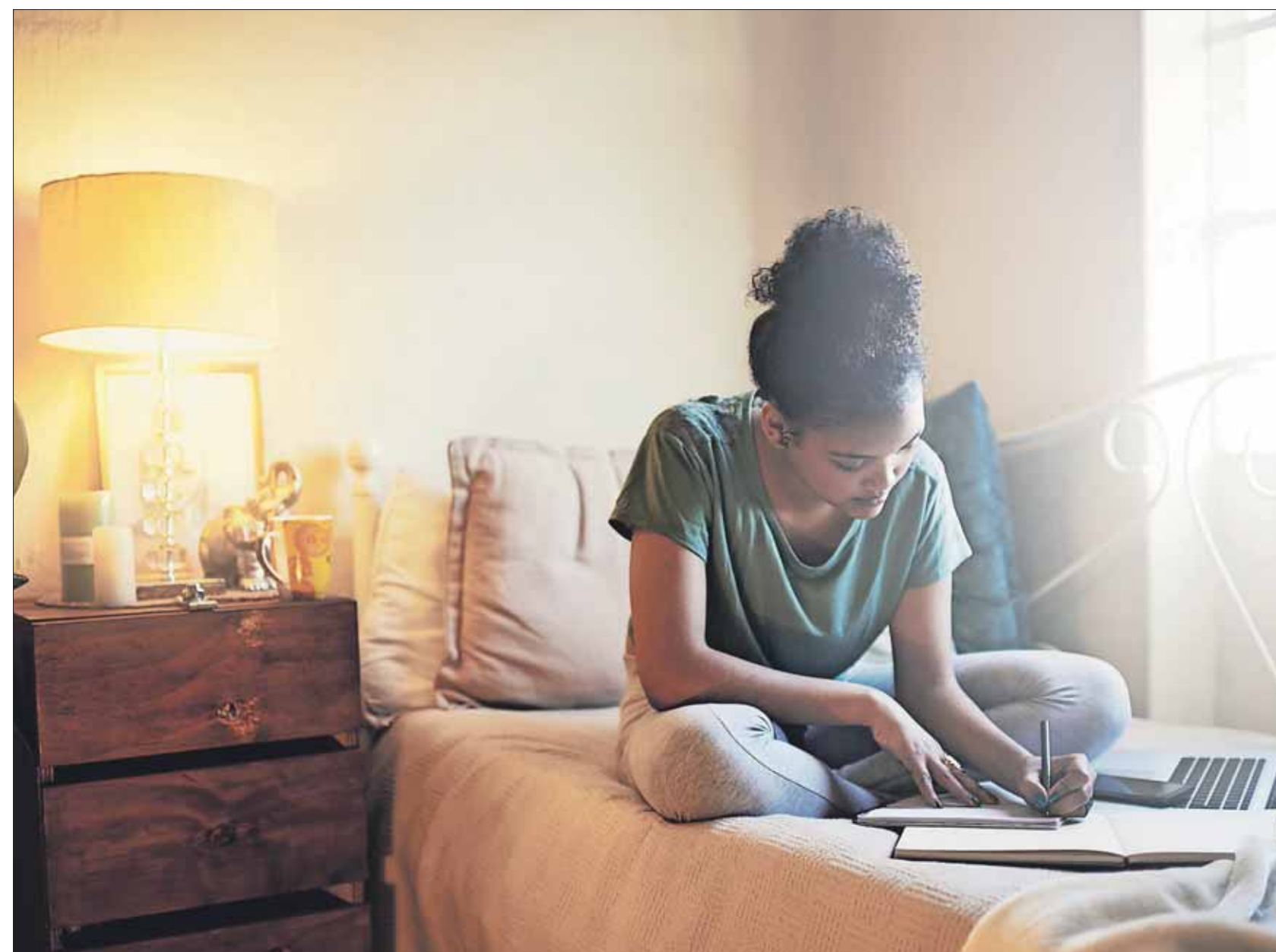
By optimising the shared-value insurance model through long-term rewards tailored to the needs of the individual, Discovery Life has been able to take education protection to the next level. By providing appropriately aligned, long-term rewards that are aligned with parents' intrinsic motivations to provide for their children's education, these parents are not just improving their health and wellness behaviour over the short term, but also forming healthy habits over the long term. This creates substantially more risk savings for Discovery Life, over a much longer period of time. The resultant long-term risk savings derived through this optimised shared-value model can then be channelled into a benefit mechanism that not only protects children's full education against life-changing events, but channels their parents' improved health and wellness into funding their children's tertiary tuition fees.

Saving for and protecting education

The importance of both saving for and protecting education is evident, given the current trends in education.

Children are starting school at younger ages

For the average child, parents have to save R5 722 every month from birth to fund the education journey from primary school level. The average child now starts their edu-



Discovery Life's innovative Global Education Protector allows for policyholders to get up to 100% of their children's tertiary education funded. Photo: PeopleImages

cation journey at crèche level, at the age of 18 months. This means that parents have less time to build up sufficient long-term savings before the commencement of their child's education journey, resulting in them having to save over 20% extra per month. This is a trend witnessed globally: children start school on average one year earlier than a decade ago.

The costs of supplementary education expenses are rising

The above statistics don't take into account the fact that the cost of supplementary education expenses are increasing. To compete equally in today's knowledge-based economy, children require resources such as laptops, iPads, tutoring, and sports equipment. An iPad alone can cost R10 000. These additional expenses can increase the total cost of education by more than 50%.

Tuition fee increases are outpacing salary inflation

These rising costs of education need to be viewed in the context that tuition fees are rising faster than salary inflation. According to Statistics South Africa, education inflation has exceeded salary inflation by around 2-4% each year in recent years. This means that, assuming a family is spending around 18% of their income on education-related expenses now, in 18 years' time they will be spending around 72% of their income on education – a fourfold increase.

Couples are having children at older ages

Another clear trend is that, with the rapid pace of technologi-

cal advancements, many couples are choosing to have children for the first time at older ages. At Discovery Health Medical Scheme, the average age of first-time mothers is now 30. In the US, the average age of a woman giving birth for the first time was 24 years old, 15 years ago. Today this age has increased by 10% and now sits at over 26. While having children at an older age may allow for a couple to build up more savings before the child is born, it also means that they are likely to have a financially dependent child by the time they reach retirement age. This could result in many individuals having to work longer into retirement or to use their retirement savings to pay for their children's tertiary education.

Education creates value for all

Despite these costs and the difficulties in funding education, the need to facilitate access to the best possible education is clear. For each additional year of education, a person's income increases by 10%. A tertiary education can lower a person's mortality risk by up to 22%, and each additional year of education on average boosts a country's GDP by a vast 18%.

Yet, with all these benefits, up to 56% of South African households do not have financial protection plans or savings for their children's education in place. What makes this lack of protection or savings more concerning is that one in every four children will experience the life-changing event of a parent passing away, or becoming ill or disabled, during their schooling years. From Discovery Health Medical Scheme data, as an exam-

ple, there are on average 30 deaths of a parent within a month after a baby is born.

Alternative sources of education funding are necessary to help overcome challenges

With these statistics in mind, it is clear that parents need to save for and protect their children's education. While the necessity is there, both saving for and protecting education can become costly for the average family. Moreover, given the rapidly rising costs, the move towards starting education at an earlier age, and the increase in competition requiring a more advanced and costly education, the challenge shifts towards coming up with alternative forms of education financing that draw funding from other, previously unused sources.

From as little as R90 per month, Discovery Life's innovative Global Education Protector is designed to meet all these challenges by not only protecting policyholders' children at every stage of their education journey, but also allowing them to get up to 100% of their children's tertiary education funded, even if they don't claim, by simply leading a healthier lifestyle. Through this benefit, Discovery Life is already funding the education of more than 4 000 children, ensuring that they can access the education they deserve.

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- The only globally ranked university in Johannesburg, the economic heartland of the continent
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JOHANNESBURG



Top Achievers



Wits University helps students address the challenges that societies face today, but also equips graduates with the skills to tackle problems that may arise in the future. Photo: Supplied

Wits graduates voted most employable in SA

Directors and recruiters rate Wits favourably

The Global Employability Survey and Ranking 2017, which measures the employability of graduates and employer satisfaction with graduates, has found that directors and talent management specialists are highly satisfied with Wits University graduates.

Polling the views of respondents from 22 countries, the survey focuses on the practical skills of “ready-for-work” graduates developed by universities. The respondents were asked which of their local universities produce the best graduates.

Ranked at 150, Wits is the only university in South Africa and in Africa to make it to the top 150, the cut-off line by the rankings.

The seventh annual ranking was published in *Times Higher Education*, and commissioned by French HR consultancy Emerging, with the assistance of Trendence.

Wits deputy vice chancellor: academic, Professor Andrew Crouch welcomed the news: “The employability of our graduates and their preparedness for the workplace are the true measure of the quality of our institution.

“As a university, we pride ourselves on equipping our students with a range of skills that make them valuable players in the workplace from day one.

“We will continue to develop ‘graduate-ness’ attributes in our students by providing them with the right balance between academics, curricula studies, and cutting-edge programmes that are in line with the demands of the changing world.”

Research output at Wits has catapulted by over 45% in the last four years, with over 85% of Wits academics publishing in quality, international journals.

“This is the very core of why universities matter – we create new knowledge and the high level skills

required to address the challenges that societies face today, but also equip graduates with the skills to tackle problems that may arise in the future,” concludes Crouch.

This ranking complements other major global rankings focusing on the research and stature of the university:

Centre for World University Rankings

Wits University is ranked #number1 on the continent and placed in the top 0.7% of leading universities in the world. The CWUR measures the quality of education, alumni employment, quality of academics, publications, and the number of international patents, among other indicators.

Academic Ranking of World Universities (“Shanghai ranking”)

Wits University retained top spot in Africa in the latest Shanghai ranking. The university had three subjects ranked in the top 100 subject list and nine others in the top 500 list.

Times Higher Education

This ranking evaluates universities across their core missions, including teaching, research, knowledge transfer and international outlook. Wits placed in the top 300.

QS World University Rankings

These rankings compare and rank the world’s top 800 tertiary institutions. Wits is placed in the top 400.



“The one way to succeed is to create synergies with diverse groups of students ...It’s about your own goals, your own dreams, about being grounded.”

– *Zolani Buba on earning his PhD from the Faculty of Law.*

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UNIVERSITY OF THE WITWATERSRAND,
JOHANNESBURG

Top Achievers

Roedean School (SA) produces original thinkers

The school focuses on creating social as well as emotional awareness

Leigh Wils

Roedean School (SA) in Parktown, Johannesburg is thoroughly committed to inspiring lives of significance, an ethos its two founding suffragettes Theresa Lawrence and Katherine Margaret Earle set out to realise in 1903. At a critical juncture in South Africa's history, their social consciences and courageous temperaments, saw fit to establish a standard for girls' education that this school, and others too, look at, with tremendous admiration.

"Inspired by the example of these highly accomplished women, successive Heads of Roedean have charted their course with a deep appreciation for the founding values of the school" notes Roedean's executive head Murray Thomas. "An inscription on a stone mantelpiece in the Founder's hall states: "Their Work Continueth". Our passion is to identify new and relevant ways to provide all who love this school, with a range of plans that will sustain, and surpass, the templates of excellence that have inspired many generations of Roedean girls to

lead lives of significance."

The outstanding results and the number of distinctions per candidate confirms the strength of Roedean's academic curriculum. The learners develop into independent, highly competent young women, who maintain a life-long love of learning as intelligent and critical thinkers. These traits were reflected in the 100% pass rate for 2017 for the 84 candidates, who received 309 distinctions at an average of 3.7 distinctions per candidate.

"The results were very strong, and speaks to the strengths of Roedean's stimulating and rigorous curriculum, which has been set up to provide coherence, balance and breadth. Critical and creative thinking are integral to our girls' learning, and we actively encourage our girls' confidence in Mathematics and the Sciences, among other areas," says Thomas. "There were also some girls in the Class of 2017 who peaked at the right moment: pacing a 12- or 13-year school journey is key. To play your best hand when it really matters takes maturity and tremendous self-discipline."

The global shift in opportunities and aspirations for women and a growing awareness among educators about the significance of positive psychology, sees the school focus on social and emotional awareness as much as the cognitive growth of the learn-

ers. "From day one our teachers are trained to foster the joy of learning. We infuse an appetite for research and discovery, both for the girls and their teachers. Our learners flourish in a creative and care-rich environment. And we deliberately foster a school-wide growth mind-set, where resilience and grit are prioritized, and set-backs are never the final word. Our interactions within the school are relationally rich and will include a range of significant memories," says Thomas.

For busy girls and families on the go, Roedean's appeal as a weekly boarding school provides an excellent opportunity in Johannesburg. Blending modern eco-architectural systems with the original Sir Herbert Baker style, contemporary boarding facilities and expert adult supervision ensure that the school is vibrant 24 hours a day. Boarders are at the heart of the school and flourish as responsible and independent pupils.

Developing the full package is vital. Social responsibility programmes and cultural and sporting activities have many crossover benefits for the learners. Outstanding facilities and a strong coaching base enable girls of all ages to develop healthy exercise routines. Alongside this broad wellness philosophy, girls participate in specific areas of competitive excellence, aligned to Roedean's high-performance Sports



Roedean engages its learners in a level of problem-solving that's bigger than the curriculum and exam outcomes. Photo: Supplied

culture. This high performance commitment links with a broad cross section of co-curricular interests, as learners are taught to embrace the aesthetic side of life too. Girls are encouraged to partake in activities that are meaningful to them.

In a very deliberate way, the school also runs various projects and group-based learning opportunities to engage the girls in a level of problem-solving that's bigger than the curriculum and exam outcomes. "In a fragmented world, we encourage our pupils to expand their inter-cultural awareness and to participate in a range of social responsibility initiatives. As a wonderfully diverse community we remain determined to be an influence for good," adds Thomas.

Roedean continues to implement a wide range of self-evaluation and training courses for all staff as part of their cognitive and growth mind-set education programmes. Continuous professional development is critical, says Thomas. "We are a well-resourced school where, apart from the required IEB subject-specific

workshops and collaborations, we encourage staff to lead their own learning. An annual cohort of staff participate in a Harvard Graduate School of Education thinking skills course. Many of our teachers are also involved in imparting skills to other schools, where they run workshops in their areas of expertise to extend their reach and impact."

Being principled, effective, and using their strengths in a way that matters to them is high on the priority list for the school, as it helps learners to discover their areas of interest and passions.

"We have innovative and creative individuals who are hungry to do things at Roedean. When I look back over 115 years, the freshness of the Founder's vision and their ideals for girls' education in Africa remains our core strength. This environment is not for the faint-hearted," notes Thomas. "Roedean creates strong women who are equipped to go into the world and follow their passions. We create as many opportunities as possible for the girls so that they flourish as adults."

CONGRATULATIONS TO ALL THE MATRICS OF 2017

100% Matriculation pass rate | 100% Bachelor Degree - BD (University Entrance) pass | 309 Distinctions from 84 girls
An average of 3.7 distinctions per candidate



12 Roedean girls were ranked within the top 1% of IEB learners in one or more of the following subjects:

Advanced Programme Mathematics | Afrikaans First Additional Language | English Home Language | Geography | Gujarati Second Additional Language | History | Life Orientation | Life Sciences | Mathematical Literacy | Mathematics | Physical Sciences | Visual Arts



ROEDEAN SCHOOL (SA)
INSPIRING A LIFE OF SIGNIFICANCE



Anya Fries
9 Distinctions

Ranked in the top 5% of IEB learners in 6 or more subjects (Outstanding List)



Sarah Martinson
9 Distinctions

Ranked in the top 5% of IEB learners in 5 or more subjects (Commendable List)



Jacqueline Duvenage
8 Distinctions

Ranked in the top 5% of IEB learners in 5 or more subjects (Commendable List)



Zoë Coleman
8 Distinctions



Amy Moses
8 Distinctions



Stella Newell
8 Distinctions



Gemma Sutherland
8 Distinctions



Gabriella Heurlin
7 Distinctions



Aaliya Suliman
7 Distinctions



Yashna Bhutt
7 Distinctions



Sarah Jackson
7 Distinctions



Rachel Ince
6 Distinctions



Chiara Mzizi
6 Distinctions



Sylvia Dixon
6 Distinctions



Layla Omar
6 Distinctions



Radiyya Mahomed
6 Distinctions



Nina Jacobson
6 Distinctions



Thandokuhle Msimang
6 Distinctions



Hannah Freed
6 Distinctions



Ella Feldner-Busztin
6 Distinctions



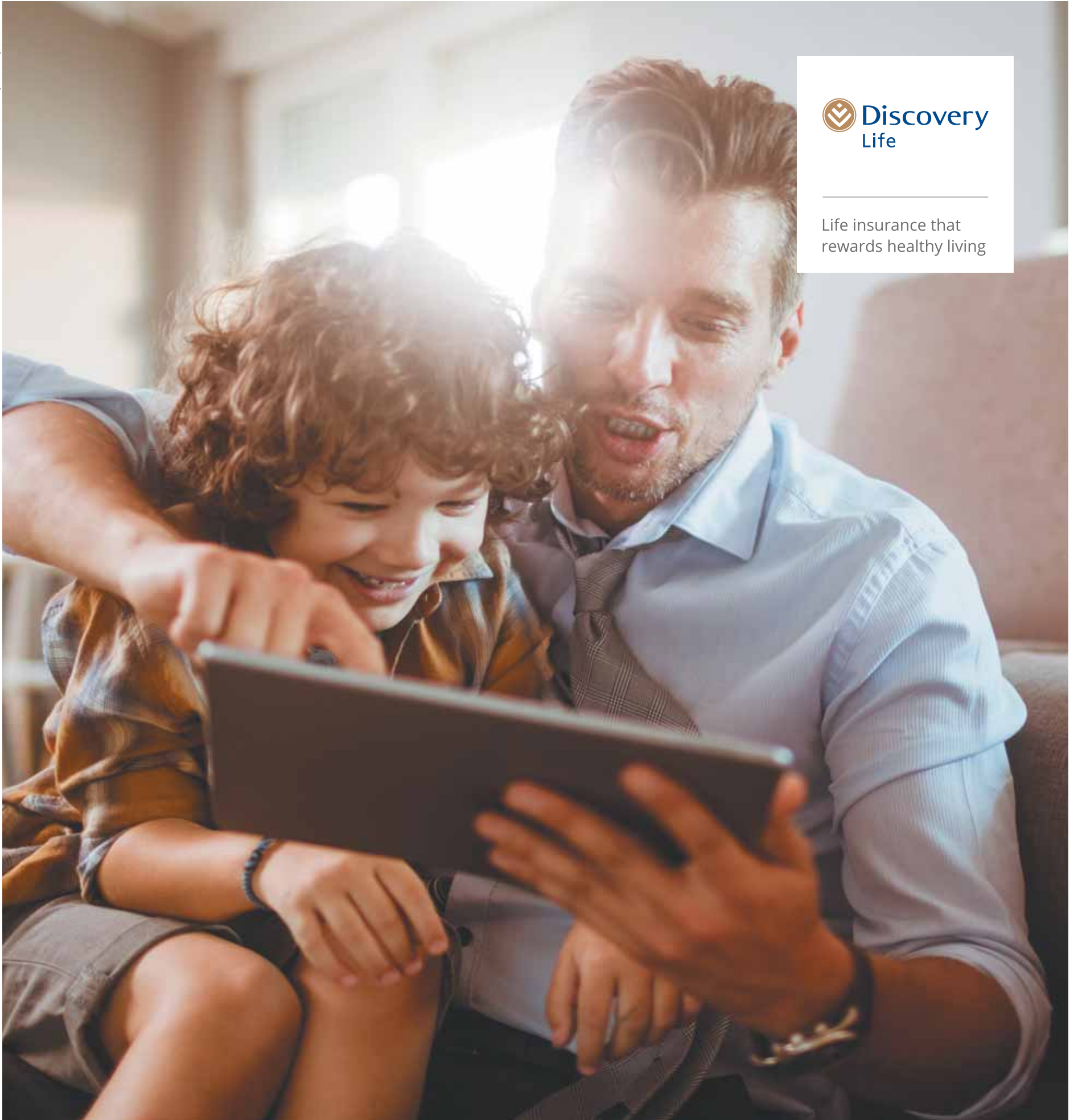
Tiffany Sonola
6 Distinctions



Karabo Mogashoa
6 Distinctions



Claire Gafner
6 Distinctions



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