



SAHETI

South African Hellenic Educational and Technical Institute

Detailed Reports Submitted for the SAHETI AGM – 2026-06-24

Reports - School

- SAHETI School Annual Report July 2025 – June 2026

Reports – Board Committees

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Reports - Associations

- SAHETI LADIES' COMMITTEE – ANNUAL REPORT 2026
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SAHETI School ~ Annual Report

July 2025 ~ June 2026



SAHETI School Report for AGM 2026

General Overview from June 2025 – June 2026

Compiled by M. Rees, Executive Head

The past year has been memorable, meaningful, and exciting, and we are exceptionally proud of the many accolades received and the successful initiatives implemented across all phases of the school.

Our academic programme remains cohesive and carefully structured, providing a seamless educational journey in which skills and knowledge are progressively developed from Playschool through to High School. Particular emphasis has been placed on literacy and numeracy, alongside the development of essential soft skills, emotional intelligence, and social awareness. Across all phases, pupils have benefited from increased opportunities for creative thinking, innovation, and problem-solving, ensuring that learning remains relevant and future-focused.

The appointment of highly qualified and carefully selected educators has further strengthened our academic offering across disciplines. Additional tutorials, excursions, workshops, and enrichment opportunities have enhanced pupils' experiences beyond the classroom, supporting and extending an already strong academic foundation.

We are especially grateful to the Panathanaiki Women's Association and the SAHETI Board for recognising the need for a purpose-built study centre. This valuable addition will provide our students with a warm, safe, and secure environment in which to study and collaborate on their own family campus.

Sports, Culture and Co-Curricular Development

Our Sports and Cultural teams have invested considerable time and expertise over the past year in refining and strengthening their strategic approaches. The A.C.E. (Arts, Core and Extension) and S.P.A.C.E. (Specialisation – Structure; Participation – Purpose; Achievement – Acknowledgement; Competition – Competencies; Enrichment – Extension) programmes provide carefully considered pathways that ensure every pupil can participate at a level best suited to their interests, talents, and aspirations.

The integration of Core Skills into the school day ensures that every pupil is exposed to essential competencies such as debating, public speaking, and lifesaving, regardless of whether they participate in these activities as part of their formal extramural programme.

These initiatives align closely with SAHETI's values, recognising every child both as an individual and as a valued member of a broader community. Pupils are encouraged to explore, experiment, engage, and develop confidence in their unique abilities while contributing meaningfully to those around them.

The addition of an outstanding new sports centre will elevate our co-curricular programme even further. We eagerly anticipate the completion and opening of this facility, which promises to enhance opportunities for participation, performance, and personal growth.

SAHETI Identity and Values

Throughout the year, considerable emphasis has been placed on what it means to be a SAHETIAN. Through assemblies, classroom discussions, leadership initiatives, and daily interactions, pupils have been consistently reminded of our

values, our identity, and the responsibility that comes with representing not only our school but also the wider Hellenic community.

It has been particularly encouraging to receive an increasing number of messages from members of the public commending our pupils for their respectful conduct, confidence, environmental awareness, and positive engagement with others.

Our new grounds and gardening partnership includes a strong environmental education component, and we look forward to further strengthening pupils' awareness of sustainability and stewardship. Initiatives ranging from compost generation and plant propagation to river preservation and the development of a sensory garden will provide meaningful opportunities for environmental learning and responsible citizenship.

Achievement Beyond the Classroom

SAHETI pupils and staff have participated enthusiastically in a wide range of external festivals, Olympiads, competitions, conferences, and enrichment opportunities. Their performances have been outstanding.

Our newsletters regularly celebrate remarkable achievements across diverse disciplines, including the Malcolm Gooding Speech Festival, Mathematics and Computer Olympiads, AI Hackathons, and numerous other high-level academic and cultural events. These opportunities expose our pupils to experiences that many learners may never encounter, and our students consistently distinguish themselves through their excellence, commitment, and enthusiasm.

Their achievements continue to bring pride to their families, their school, and the wider SAHETI community.

Community Partnerships

The school continues to benefit enormously from its close relationships with the Board, PTAs, Alumni Association, and Ladies Committee.

The parents and past students who serve these organisations remain deeply engaged and supportive, contributing significantly to numerous projects and initiatives across the campus. Their insight, commitment, and understanding of the SAHETI spirit and legacy are invaluable in preserving the ethos, traditions, and values that have shaped the school for generations.

The reports that follow provide an overview of key developments and initiatives undertaken during the period June 2025 to June 2026. Additional reports prepared by members of the management team offer more detailed insights into their respective areas of responsibility. The Finance Department report is submitted separately.

Enrolments

Our enrolment numbers and applications remain exceptionally encouraging, particularly as a growing number of applicants are children of SAHETI alumni. Several grades are approaching capacity and, in some cases, have established waiting lists.

The High School is currently the largest it has been in the history of the school, while Preschool enrolments continue to grow steadily. Facilities and classroom spaces within these phases are being upgraded and expanded to accommodate this increased demand.



The number of pupil departures remains the lowest on record, with the majority of families leaving due to emigration. Particularly encouraging is the stabilisation and gradual growth of Hellenic enrolments following several years of decline. We remain committed to strengthening this important aspect of our community and preserving the cultural heritage that contributes so meaningfully to our identity and success.

While we celebrate this growth, we remain equally committed to maintaining small class sizes, personalised attention, and the strong sense of community that distinguishes SAHETI.

Teaching and Learning at SAHETI

Our campus-wide literacy and numeracy initiatives, introduced several years ago, are now firmly embedded and continue to demonstrate measurable benefits across all phases of the school.

From pre-reading programmes in the Preschool to Reading Plus in the High School, pupils benefit from a structured and consistent approach to the development of these essential skills. Parent workshops focusing on structured literacy have further strengthened the partnership between home and school, enabling families to actively support their children's learning.

A number of additional programmes and events have complemented our focus on teaching and learning, including the Mathematics Conference, the AI Hackathon, and a range of multidisciplinary workshops and presentations.

Central to our approach is the development of a clear continuum of learning from Preschool through to High School. Teacher development remains a key priority, underpinning continual improvement in classroom practice and ultimately contributing to strong educational outcomes.

We are proud that SAHETI was recently recognised by SACE as one of the Top 10 schools in Gauteng for Continuous Professional Teacher Development (CPTD).

Staff Development

SAHETI continues to invest significantly in staff development and professional growth. Initiatives during the past year have included:

- The continuation of the Cognitive Enrichment Advantage (CEA) programme, which focuses on enhancing teaching relationships, learning environments, and educational approaches to build lifelong confidence and skills in pupils.
- Digital Skills Development through the Purple ZA platform, enabling staff to complete customised technology and IT courses aligned with their specific phases and subject areas.
- Expanded participation in Microsoft Elevate training, with an increasing number of staff achieving advanced certification levels.
- The extension of our structured mentorship programme to support professional growth, leadership development, collaboration, and conflict resolution.
- Ongoing safeguarding training delivered by both internal and external specialists, reinforcing our commitment to pupil wellbeing and safety.
- Continued support for staff pursuing further qualifications, including PGCEs and other tertiary studies.



- Participation in a wide range of conferences, courses, and professional development opportunities, including Reading Plus, Bellavista CEA, the Eduspace Conference, the Franschhoek Literacy Fair, Structured Literacy Training, and Wits/ISASA Educational Leadership programmes.

Greek Teaching and Learning

- The teaching and promotion of Greek language, heritage, and culture remain central to SAHETI's identity and mission.
- Through the dedication of our Greek educators and our partnership with the University of West Macedonia, significant revisions and enhancements have been made to our Greek curriculum and teaching materials. Our pupils now benefit from world-class educational resources, which continue to be reviewed and refined to ensure ongoing relevance and excellence.
- In the coming weeks, three professors from the University of West Macedonia, including an Early Childhood Development specialist, will visit SAHETI to work directly alongside our teaching teams.
- The revised curriculum is currently being developed and implemented within the Junior High School with ongoing support from the University.
- The appointment of our Head of Greek Heritage and Culture has strengthened cohesion, visibility, and focus across all phases of the school.
- The expansion of Ellinomatheia assessments across designated grades has increased access to these internationally recognised qualifications. Funded by the school for selected grades, this initiative has resulted in growing participation and success rates in the Certificate of Attainment in Greek, further strengthening pupils' connection to their heritage and language.

Our SAHETI Environment

- Significant investment has continued to be made in ensuring that our campus reflects the excellence, innovation, and care that define SAHETI.
- Almost all classrooms have undergone upgrades to lighting, finishes, furniture, ventilation, and audiovisual technology, creating modern and engaging learning environments that support 21st-century education.
- The installation of aluminium and glass doors has enhanced safeguarding measures while simultaneously creating a more open, contemporary learning environment.
- Safety signage has been comprehensively reviewed and upgraded across the campus, ensuring full compliance and improved visibility.
- Our new grounds and facilities management provider has already delivered noticeable improvements to the quality and presentation of our gardens and sports fields, which continue to attract positive comment from visitors and neighbouring schools. A new hygiene service provider has also been appointed to further enhance pupil wellbeing.
- We extend our sincere appreciation to the Board and PTA for their ongoing support of numerous improvement projects. The tuckshop renovation, in particular, has transformed an important communal space and has been warmly received by the school community.
- Upgrades have included classroom fittings, air-cooling systems, playground enhancements, teaching resources, state-of-the-art stage and hall lighting, water security infrastructure, security camera systems, computer laboratory upgrades, and a range of additional improvements that positively impact the daily experience of our pupils.

The reports which follow below are a positive and clear indication of the quality of education, level of commitment and distinctiveness of our SAHETI experience. Along with our various associations, parents, board and broader community we have every reason to celebrate our leaders, teachers and extended staff and what they do for our children every day.

AGM Report Pre Primary and Playschool (June 2025-June 2026)

Compiled by A. Barclay

This year has been marked by continued development, enthusiasm and a strong sense of purpose within the Pre-Primary School and Playschool. Across all grades, children were immersed in engaging learning experiences that encouraged exploration, creativity and active participation. Our staff remained committed to creating nurturing and stimulating environments while continuously reviewing and strengthening our educational approach to ensure it remained current, meaningful and responsive to the needs of our children. Central to all that we do is the preservation and celebration of our school's Hellenic ethos, values and traditions.

A number of special occasions enriched the school year and strengthened the partnership between home and school. Events such as Moms and Kids Morning, Dads and Doughnuts Morning, Grandparents' Day, Christmas Rings and the Grade R Nativity Concert provided opportunities for connection, celebration and shared memories within our community. We are encouraged by the continued growth in enrolments, which reflects the confidence families place in the Pre-Primary School and Playschool.

Key Developments and Achievements

- In 2026, a larger group than previous years progressed from the Playschool to the Pre-Primary School. To accommodate these children, together with new enrolments, a fifth Grade 000 class was opened. Growth is expected to continue, with five Grade 00 classes planned for next year and five Grade R classes anticipated in 2028.
- Improved timetables across Grade R, Grade 00 and Grade 000 have resulted in better daily flow and a more child-centred approach.
- The successful implementation of the Time2Read programme in the Pre-Primary School has effectively supported literacy development.
- The Think Equal programme continues to have a positive impact. In 2025, the final phase of the rollout was completed, with Grade 000 completing Level 1, Grade 00 Level 2 and Grade R Level 3.
- Grade R School Readiness Screening was moved to Term 2. This shift has proven beneficial, allowing parents time to implement strategies before final placement decisions are made.
- Curriculum planning has become more streamlined within and across grades, ensuring effective scaffolding of concepts and greater consistency in delivery. This has been managed effectively by both Vice-Principals.
- School tours, hosted bi-weekly by the Principal and Vice-Principal, continue to be one of our most effective marketing tools, allowing prospective parents to experience the school in action.
- The Greek Curriculum rollout continues, with the Playschool also implementing the programme in an age-appropriate manner.
- Additional Greek library books were added to our libraries through an annual PTA initiative, whereby parents travelling to Greece bring books back for the school, as well as through books sourced from a specialist Greek bookstore overseas.

- Coding continues to form part of our educational offering. At Grade 000 level, this involves hands-on movement activities, while Grade 00 and Grade R children are introduced to coding concepts and problem-solving activities. This adds significant value to our programme and serves as a strong marketing point.
- Jesse Haydock has facilitated small-group activities for Grade R children requiring additional support with skills development.
- The support provided by the Psychology Department, when called upon to assist, was invaluable.
- PTA initiatives funded wish-list items such as outdoor equipment, classroom resources and special events, including puppet shows, which greatly enriched the children's experience. The PTA has thrived under the leadership of Kassi Simoes.
- The ongoing refinement of policies and Standard Operating Procedures (SOPs) continues to contribute to clearer practices and improved governance.
- Stock-taking procedures are being improved to support better resource management and more accurate budgeting.
- Continued staff development, including tertiary studies and ongoing professional development opportunities, has strengthened our team's skill set. Team-building opportunities have also contributed positively to staff morale.
- The quick response times from the Security, Operations and IT teams have supported the smooth daily functioning of the school.
- The Pre-Primary School and Playschool achieved Bronze Status in the Department of Basic Education registration process. Our goal remains Gold Status, and we are awaiting feedback from the GDE regarding the next phase of the process.
- We have actively sought opportunities to strengthen connections with other phases and departments within the school. Grade R children's participation in special events and occasions, such as singing to the Matrics at their final assembly, has become a valued tradition.
- The Occupancy Certificate project remains ongoing, and there are currently no further updates.
- In the absence of a Greek Head of Department, Elena Pipperides has been working regularly with the Greek team to oversee curriculum implementation, assist with curriculum matters and support both the Playschool and Pre-Primary School Greek teams. Her support in academic matters has been invaluable.
- During April this year, the Pre-Primary School adopted a Loggerhead Turtle in Greece as part of a conservation programme. This initiative has been a valuable way of fostering environmental awareness and responsibility among the children, and the turtle has been named SAHETAKI.
- The Outreach Team has worked closely with the rest of the school to align projects and strengthen collaboration across phases and departments.
- The Playschool has a new gate, providing an additional safety barrier between the school and the road, and further enhancing the safety of our children.
- From the start of 2026, the Primary School's Music Department began providing music lessons to the Grade R children. This has been well received by both staff and children. In addition, the Grade 00 and Grade R children continue to have music lessons with Dimosthenis Archontoulis who has also willingly participated in events such as our Moms and Kids Morning.
- The Playschool and Pre-Primary School children continue to have regular visits to the church. These visits are managed by the class teachers and Greek teachers and provide meaningful opportunities for the children to engage with the traditions and spiritual life of the Greek Orthodox faith in an age-appropriate manner.
- Focus has continued to be placed on implementing the OISESA recommendations, and this remains an ongoing process.

Areas Requiring Attention

- The Pre-Primary School Greek Department currently has no Head of Department. This gap needs to be addressed in order to support growth, curriculum oversight and staff development.
- The new Greek Curriculum requires continued development and implementation. Momentum must be maintained and progress regularly evaluated.
- With the addition of an extra Pre-Primary School class, the timetable has had to be reviewed multiple times to determine a workable solution, as there are only four Greek teachers available. This scheduling arrangement has not been ideal, particularly as it has required splitting a class of Grade 000 children. In the past, all Grade 000 children attended their Greek lessons at the same time.
- Car park safety concerns have been raised by parents. Without a dedicated walkway, the safety of children walking between the Playschool and Pre-Primary School remains a concern. In addition, parents who speed on the school grounds pose a significant safety risk. The removal of a tree and the addition of parking bays have been beneficial initial steps in the Pre-Primary School parking lot.
- Two Grade R classrooms will be upgraded in the near future to better support the teaching and learning needs of the Grade R children. More broadly, the Pre-Primary School would benefit from ongoing upgrades and refurbishment to further enhance the learning environment. The school's Built Environment Committee has visited the Pre-Primary School on several occasions, and a constructive meeting was held at the beginning of the year with key staff members to discuss the school's current and future needs.
- The Pre-Primary School kitchen remains an area requiring attention to ensure it is appropriately equipped and designed for its current level of use, as approximately 350 meals and snacks are prepared daily.
- The school continues to experience a shortage of venues, particularly when examinations, events, parent-teacher meetings, Aftercare, and extra-mural activities occur simultaneously. This is further exacerbated on rainy days when indoor space is limited. In Aftercare, this is especially challenging, as additional classrooms are required to ensure that children of varying ages are separated for safety reasons.
- Previously, the Digital Literacy teacher had a dedicated venue for lessons. However, with the addition of another Pre-Primary School class, she is now required to move from class to class, resulting in the daily transport of equipment required for lessons. This arrangement is not ideal in terms of the efficient transportation of equipment and limits the time available for appropriate classroom set-up in preparation for lessons.
- There is an increasing need for specialist support within the Playschool and Pre-Primary School classrooms. In the absence of a dedicated psychologist within the Pre-Primary School and Playschool, we frequently rely on the guidance and support of psychologists from other phases. This is further highlighted by the growing number of children requiring additional support, with teachers needing ongoing guidance to effectively meet these needs in the classroom.

Aftercare and Holiday Care

- Aftercare is managed by Talia Vendeiro as part of her portfolio. Numbers have remained consistent throughout the year. Billing and the follow-up of outstanding fees are managed by Talia, with support from the school's Finance Team when required.
- Class assistants assist at Aftercare in the afternoons on a rotational basis.
- The Daily Connect App has now been in use for a year and has proven invaluable in providing a user-friendly system for billing and administration.
- Parents consistently express their appreciation for the Holiday Care programme. It offers a safe and familiar environment where children are well cared for and meaningfully engaged. Holiday Care is available for children from 14 months to 13 years and is outsourced to Belles Holiday Care. They continue to work well in partnership with SAHETI School, and we regularly receive positive feedback from families.

Conclusion

The Playschool and Pre-Primary School staff are to be commended for their dedication, professionalism and care throughout the year. Their commitment to the children and wider school community continues to play a significant role in fostering the positive and supportive culture of our school.

We reflect with gratitude on a year marked by meaningful growth, continued programme development and strong family support. The ongoing increase in enrolments, together with the many opportunities provided to our children across all areas of school life, affirms the strength of the foundation being laid during these important early years.

We extend our sincere appreciation to Mr Ttappous, Board Chairman, together with the Board members, for their continued support and guidance. Our thanks are also extended to Ms Rees, Executive Head, for her leadership and encouragement, as well as to the Pre-Primary School and Playschool Management Team for their dedication and teamwork throughout the year.

We would also like to acknowledge the valuable contribution of our auxiliary staff and Kitchen Manager, whose care and behind-the-scenes efforts help ensure the smooth running of the school and the well-being of our children each day.

AGM Report Primary School (June 2025-June 2026)

Mrs Sophia Zachariou: Principal Primary School

It is with immense pride and gratitude that I present this Annual Report on the continued growth, unity, and progress of our Primary School. Rooted firmly in the values and ethos of SAHETI, our focus this year has remained on purposeful teaching, learner engagement, accountability, and the holistic development of every child entrusted to our care.

Through mindful, progressive, and innovative pedagogical practices, our teachers continue to create dynamic learning environments that inspire curiosity, critical thinking, resilience, collaboration, and meaningful participation. Alongside our strong academic programme, our A.C.E and S.P.A.C.E. Programme, leadership, and wellbeing initiatives ensure that every SAHETIAN feels valued, connected, empowered, and inspired to discover both their voice and their potential within a deeply nurturing school.

Our journey of excellence is a shared one, strengthened through the unwavering dedication of our staff, the trust and partnership of our Board and parents, and the spirit and enthusiasm of our pupils. Together, as one united SAHETI family, we continue to nurture compassionate, confident, capable, and future-ready young SAHETIANS who lead with integrity, embrace opportunity with courage and joy, and remain guided always by the enduring wisdom of ΓΝΩΘΙ ΣΑΥΤΟΝ.

Primary School Student Affairs

Compiled by E. Coconas

- To maintain our professionalism, it is important for me to remind staff that they must keep firm boundaries with parents, given the fact that our school is largely community based.
- We have been encouraging all staff, pupils and parents to continue having a sound understanding of the school's corrective and restorative process. Furthermore, staff need to understand that discipline needs to be consistent, and it must coincide with the school's Code of Conduct, to yield the correct and necessary outcomes. I always need to be mindful that Student Affairs is about supporting the overall well-being of our pupils and creating a positive and caring school environment.

- From my side, I feel it is critical that all disciplinary concerns be resolved and closure be obtained by the end of every term. I have appealed to staff to remain particularly vigilant at the end of a school term as many disciplinary concerns tend to habitually rise during that period.
- Staff are also reminded to be consistent in ensuring that pupils meet uniform requirements and maintain classroom expectations.
- The Grade 7 Leadership Camp in the first term was a successful initiative that gave learners opportunities to develop their leadership skills and to strengthen their relationships. I am also extremely proud of our pupils' conduct and behaviour during the Maths Conference, which received praise from educators from the visiting schools.
- Empowering staff members, particularly Grade Controllers is also an important focus. The same support is also useful for the Grade 7 monitors, as it encourages them to take on greater responsibilities. It also aims to strengthen the monitors in their roles as leaders and also helps them grow in confidence.

Primary School A.C.E. Programme

Compiled by D. Kolatsis

Roll-out of the A.C.E. Programme

The roll-out of the A.C.E. Programme in the Primary School commenced in Term 3 of 2025 with an introductory presentation to staff outlining the programme's framework, vision, and objectives. At the start of the 2026 academic year, a further staff presentation provided greater detail regarding implementation processes and expectations.

The programme was formally introduced to Grade 1–7 parents and pupils in Grades 4–7 on Welcome Day 2026 during a presentation held in the Bylos Hall. Supported by a PowerPoint presentation, the session outlined the programme's structure, purpose, and opportunities for pupil participation.

Introduction of Tavli

Tavli was introduced as part of the extracurricular programme and has received an overwhelmingly positive response. Due to the high level of participation, additional Tavli boards were purchased. The activity is facilitated by Kyrio Dimosthenis and Kyrio Antonios.

Debating and MUN

On 15 January, staff members teaching Grades 3–7, together with the Greek Department, attended a debating workshop facilitated by a coach from the National Debating League (NDL). The workshop focused on equipping staff with foundational debating skills for integration across the curriculum. Staff received sample lesson plans and suggested debate topics, while Academic Heads of Department and Subject Leaders will continue to support and monitor implementation.

Debating and Model United Nations (MUN) were also introduced as part of the extracurricular programme, with SAHETI joining the National Debating League. Weekly coaching sessions are currently conducted by an NDL coach to prepare pupils for league participation. SAHETI proudly hosted its first National Debating League fixture on 17 February.

Public Speaking

Public Speaking, successfully integrated into the curriculum in the previous year, continues to form part of the Intermediate Phase programme. All pupils in Grades 5–7 are taught speechwriting and presentation skills and are eligible for consideration for the Malcolm Gooding Public Speaking Competition.

The school will continue participating in the Chatterbox Competition, including the isiZulu and Afrikaans categories. In addition, an extra team was entered into the Speech and Drama College Public Speaking Competition, while qualifying

individual speakers and Grade 7 teams have, for the first time, been entered into the Johannesburg Festival of Arts Competition.

Intermediate Phase Production

The Intermediate Phase production, *The Art of Φιλία*, has provided pupils with an opportunity to audition and showcase their talents in both Drama and Music. A total of 42 pupils auditioned for leading roles. Over 300 pupils from Grades 4–7 are participating in the production, and every Gr 4 to Gr 7 teacher is involved. A live band and professional sound engineer have been incorporated to enhance the overall production quality.

Music

Music continues to integrate the A.C.E. core values into the curriculum. From Grades 1–7, pupils are exposed to a wide range of instruments during academic lessons, encouraging participation in extracurricular and individual music programmes.

Chess

As in previous years, all Grade 1 pupils will be introduced to chess during the third term. SAHETI continues to host the SAHETI Chess League and participates competitively across both the Grayston and SAHETI leagues.

Conclusion

We are encouraged by the significant progress made in establishing the A.C.E. Programme within the Primary School. At present, twenty-three A.C.E. activities are offered as part of the extracurricular timetable.

Primary School S.P.A.C.E. Programme Compiled by W Metzer

Summer Festival – 2026

This year marked the 4th anniversary of the SAHETI Summer Festival which is comprised of U13 Boys and Girls Basketball and Water polo played as a competitive tournament over two days (13-14 February). The water polo event has grown to incorporate ten schools with St Davids and Rivonia Raptors being the new additions. The basketball event had fifteen school participating. Our U13A basketball boys won a silver medal, and our U13A water polo girls won a bronze medal.

Winter Festival 2026

This year we will commemorate the 20th annual SAHETI Winter Sports Festival on the 6 June. The event comprises of U9-11 Netball and Soccer on a festival basis, and the U12-13 event is a competitive based tournament. We are the defending soccer champions and look forward to defending our title at this year's event.

Highlights since January:

U13A boys' basketball finished second in the overall standings on the St Johns Basketball Festival. Additionally, they won the JPSBL league play-offs and attained a silver medal at the SAHETI Summer Festival.

Our U13A boys' soccer team won a silver medal at the Inaugural Hurlyvale Soccer tournament held on the 9 May, with Alekos Antoniadou and Michalis Stavrinos being selected to the All-tournament team.

Panayiotis Morfou, Michalis Stavrinos and Pandelis Morfou were selected to represent the U13 East district at the JPSFA Discovery Football Festival held on 13-15 May at University of Johannesburg. Michalis Stavrinos progressed to be selected for the Southern provincial team which will compete at the Bill Stewart Invitational at the University of the Free State in July.

Hlelowenkosi Dubazana was selected to represent the D6 Netball district and participate in the GSS provincial trials.

Primary School Greek Department (June 2025-June 2026)

Compiled by K. Mitiloudis

Completion of the Grade 1–7 Teaching Material

The completion of the teaching material for Grades 1 to 7 in 2025, aligned with the New Greek Curriculum, marks a significant milestone and an outstanding achievement for the Primary School. This accomplishment reflects the dedication and collaborative effort of the Greek Department in ensuring a structured, modern, and comprehensive Greek language Programme for all learners.

Revision of the Greek Teaching Material for Intermediate and Ordinary Levels

The educators of the Greek Department formed specialized working groups to review and refine the existing Greek teaching material for the Intermediate and Ordinary Levels. The Department aims to complete this process by the end of Term 2, 2026, ensuring that the material remains relevant, engaging, and aligned with current curriculum expectations.

Participation in the International Fair Play Passport (IFPP) Programme

The Primary School has joined the International Fair Play Passport (IFPP) Programme, an initiative designed to promote Olympic values and ethical principles in sport and everyday life. Throughout 2026, Grade 6 and 7 learners will participate in a range of projects and activities centred on values such as respect, teamwork, inclusion, integrity, and fair play.

Religious Education

Since Term 2 of 2025, the educators of the Greek Department have undertaken the responsibility for Religious Education, a role that continues into 2026. Lessons are conducted every second week and are based on material originally provided by Father Petros, which teachers began adapting and developing further during late 2025. The Department aims to complete the Religious Education teaching material by the end of Term 2, 2026. In addition, several lessons are conducted in the church to familiarize learners with the space, its symbolism, and its significance within the Greek Orthodox faith. During Term 2 of 2026, learners will also visit the church with their teachers, where the Vice Principal of Student Affairs, Mr. Coconas, will address them on key aspects of the Greek Orthodox tradition and faith.

Greek Events and Celebrations

The Greek Department of the Primary School actively participated in and or organized presentations for a wide range of school events and commemorations throughout the year, including:

- Cyprus Independence Day (October 2025)
- Celebration of the 28th of October (October 2025)
- Participation in the 18th Annual International Children's Drawing Contest hosted by ANT1 TV International (November 2025)
- Commemoration of the Polytechnio Uprising (November 2025 – classroom presentations)
- Panigyri (February 2026)
- Carnival Assembly and Clean Monday celebrations (February 2026)
- Greek Independence Day celebrations (March 2026)
- Maths Conference Activities during Greek lessons (April 2026)
- Commemoration Assembly for the Pontian Genocide (May 2026)
- Intermediate Phase Production: *The Art of Φιλία* (May 2026)
- Special Persons' Assembly (June 2026)



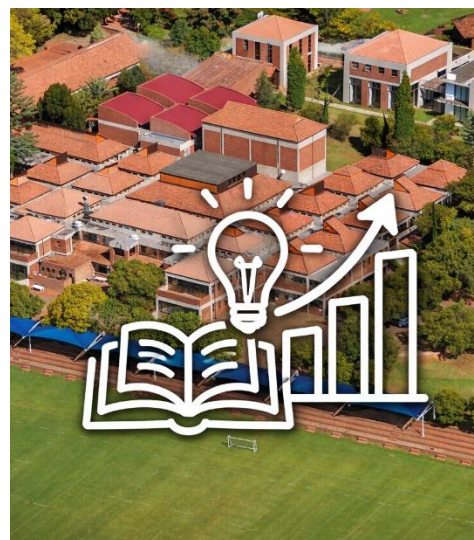
Several of these celebrations and events also received media coverage and were broadcast on Greek television channels, highlighting the school's active contribution to the promotion of Greek language, culture, and heritage within the wider community.

These included:

- The 28th of October Celebration on ANT1 TV
- The Greek Independence Day Celebration on Ionian TV and ANT1 TV
- The Pontian Genocide Commemoration on ERT.
- Greek Proficiency Exams (Ellinomatheia)

The results of the 2025 Greek Proficiency Examinations were excellent.

Grade/Staff	No. of Candidates	Passed	Failed	%
Grade 4	1	1	0	100
Grade 5	3	3	0	100
Grade 7	38	30	8	79
Grade 8	7	6	1	86
Grade 9	24	24	0	100
Grade 10	2	2	0	100
Grade 11	1	1	0	100
Grade 12	21	20	1	95
Staff	1	1	0	100
Total	98	88	10	90



The Greek Proficiency Examinations for 2026 took place on 19, 20, and 21 May 2026. A total of 114 candidates participated, including Grade 7 Advanced and Intermediate Level learners, Grade 9 Advanced Level learners, and Grade 12 Hellenic Studies learners. Of these candidates, 104 were SAHETI learners, 2 were staff members, and 8 were external candidates. We remain hopeful that this year's results will be as successful as those achieved in previous years.

Staffing

In 2026, five educators joined the Department: three seconded educators from Greece — Katerina Vardakastani, Antonis Andreanidis, and Demosthenes Kyritsis, as well as two locally appointed educators, Christina Christopoulos and Maria Nicolaou. While the Department values the contribution and expertise that new staff members bring, the continuous rotation and change of educators present ongoing challenges, particularly in ensuring continuity and securing the most suitable fit for the specific needs and culture of the school.

Primary School Coordinator of Daily Operational Systems

(June 2025-June 2026) (compiled by B Seland)

Planning for the 2026 timetable commenced in July 2025 to allow sufficient time for thorough review. A significant enhancement to the timetable was the introduction of Grade 4 Core, Stretch and Reinforce for Mathematics and English, ensuring support and extension opportunities for all pupils.

The staff and parent calendars are compiled and carefully checked one month before the conclusion of each term. This proactive approach ensures that all relevant information is communicated well in advance and assists parents with effective planning for the upcoming term.

The digital signage television, located outside the library, remains dedicated exclusively to the Primary School. It is updated daily with important and relevant information, including upcoming events, timetable changes and reminders.

Primary School Computer Literacy, Staff Development & Innovation (compiled by E Stevens)

This portfolio has had a positive year, with several key highlights. The annual AI Hackathon in May saw Grade 7 learners collaborate with the high school to develop creative AI-based solutions to real-world problems. PurpleZA has had mixed uptake, but many staff members who engaged with the platform found the courses valuable and relevant for professional development. Significant strides have also been made towards regaining Microsoft School status, with improved staff engagement and certification progress, placing the school in a strong position to submit an application by the end of July.

Primary School Academics (Compiled by S Pitt-Fotakis and A Tyranes)

During the first term, significant focus was placed on preparations for the SAHETI National Mathematics Conference, ensuring the continued promotion of mathematical excellence while sustaining the academic programme through strategic planning, collaboration, and innovative teaching practices. At the same time, the ongoing development of Subject Leaders and Focus Drivers across Grades 1–7 was enhanced through regular departmental meetings aimed at supporting curriculum delivery, strengthening leadership capacity, and promoting professional growth.

Continued emphasis was placed on maintaining consistent academic leadership across all subjects while effectively managing increasing academic demands through parent-teacher feedback, handover meetings, and targeted support initiatives.

Furthermore, key academic policies across the Primary School were reviewed and refined to promote greater clarity, consistency, and alignment in assessment practices, reporting procedures, and academic standards throughout both the Foundation and Intermediate Phases.

The Structured Literacy Framework, inclusive of the Time2Read Programme, has continued to strengthen literacy development across the Foundation Phase and Grade Four of the Intermediate Phase and remains an integral component of the school's Whole School Literacy Approach. During the first term, all Foundation Phase learners were screened using the DIBELS Assessment, providing educators with accurate benchmark scores to assess each learner's foundational reading and literacy skills. This process enabled teachers to identify areas requiring support more effectively and to implement timely intervention strategies within the classroom environment. Learners that required additional support were placed within the Cognitive and Remediation Programme.

The ongoing professional development of staff has remained a priority. Following previous training, Foundation Phase educators participated in a further intensive three-day Structured Literacy workshop aimed at strengthening their understanding, implementation, and application of the Structured Literacy Framework within daily teaching practices. This continued training further supports a systematic, explicit, scaffolded, and diagnostic approach to literacy instruction across the Foundation Phase. The Time2Read Programme has continued to be implemented within classrooms and has contributed positively towards learner engagement and literacy development.

In addition, Structured Literacy Parent Workshops were conducted to explain, explore, and discuss the school's literacy framework and instructional approach with parents. These workshops were met with overwhelmingly positive feedback and further strengthened the collaborative partnership between home and school in supporting learner literacy development.

Within the Intermediate Phase, the Structured Literacy Programme has continued successfully into Grade 4, further supporting the development of reading, spelling, comprehension, and written language skills at this critical stage of learning. This continued implementation allows for stronger consolidation of foundational literacy skills as learners transition into the increased academic demands of the Intermediate Phase.

In addition, the implementation of the Reading Plus Programme within Grades 6 and 7 has provided valuable support to the English Department through targeted reading intervention, comprehension development, vocabulary enrichment, and reading fluency practice. The positive impact of Reading Plus extends beyond English, as strengthened literacy skills contribute meaningfully to learner performance and engagement across all academic subjects within the Intermediate Phase.

The Foundation Phase also finalised the appointment of a Grade 3 Educator following a teacher's early retirement on medical grounds. The successful candidate commenced the permanent full-time position on 18 May 2026.

High School AGM Report (June 2024-June 2025)

High School Academics (June 2025-June 2026)

Compiled by D. Angelou

I have been welcomed back warmly and I am excited to work at maintaining SAHETI's excellence in academics. The following are initiatives and successes that we have highlighted since the beginning of the year:

Staffing

We had 3 new staff begin with us this year – S. Cilliers (CAT); R. Greyvenstein (EGD) and P. Masetlwa – All 3 have been great appointments and they seem to be settling and growing in their new positions. I check in with them consistently.

Assimilation of my position

I have introduced myself to the parents both on the welcome day and the termly touch base meetings. I also met throughout the term with students and their parents which raise academic concern. At the beginning of the term, I met with teachers in their departments so that I could get to know them and see what areas of improvement can be identified.

Academic support

I have instituted weekly meetings with each of the grade controllers (grades 8-11) along with the Director of Student Affairs (Mr Kruger) and the school psychologists (Dr Schouwink) where we discuss each student holistically.

Meetings were held with students and their parents that were flagged due to academic concern after the first term reports.

Reading plus - we have integrated this programme into the timetable for grades 8-10. We have seen the benefits of programme. It has provided both the school and the parents with detailed reports and highlights areas of concern that need to be worked on per student.

We have continued with the future focus classes in English and Mathematics this has provided additional support to students who need it and has proved highly beneficial.

Staff technology personal development

All staff completed the requirement on the Microsoft Educators Elevate Profile to be elevated from Member to Explorer status. The staff is now primed for the next level of Expert to be completed by July. The staff is also busy completing the requirements set out on the PurpleZA platform, which focuses on self-driven and teachers can choose the learning pathway they wish to develop.

Bursaries exams

We had 121 students sit the bursary exams for grade 8. We are very pleased of the calibre of students that made the final cut and that we will be welcoming into our school through our bursary programme in grade 8 in 2027.

IEB User group conferences

All staff attended the IEB User Group Conferences at the beginning of the year where the examiners provided valuable feedback from last year's exams and sections that were poorly answered were discussed and workshopped.

Olympiads and competitions

We have registered for several Olympiads and competitions namely: the Eskom Science Expo, Talent Olympiad (Problem Solving), Applications Olympiad (CAT), Programming Olympiad (IT), the WITS maths competition, SAMO Maths Olympiad and the IEB AI Hackathon. We have already had 26 students qualify for the 2nd round of the SAMO Maths Olympiad. At the AI hackathon the students from grade 7 -11 produced working prototypes that were relevant and solution-oriented apps that could be used today's world.

12 May Tour Day

Grades 8-11 went on an academic tour day. Each grade went to a different venue – grade 8 went to the Museum of Africa and Sci-bono; grade 9 went to The Holocaust and Genocide museum; grade 10 went to the cradle of mankind – Maropeng; grade 11 went to the WITS university where they visited the Origins Museum, Digital Dome and did a walking tour with the student liaison of the campus. These outings proved highly beneficial and the learning done "out of the classroom" has shown that it is invaluable. Assessments in some of the subjects were allocated to each of the grades and these will contribute to the students' term marks.

Academic plans for 2027

We are already currently looking at plans for academics for 2027 so as to ensure that we are at the cutting edge of curriculum development and incorporating 21st century skills in our pedagogy.

Teaching venues

A challenge that we are facing (which in fact is a good one to have) due to the growth of our school we are shortage of venues – sharing classrooms or using non-teaching venues has become more common and while the staff have embraced the current situation – we are looking forward to the new builds that the board are looking into.

Dean of Matrics

(Compiled by Dr D Pitt)

Owing to the new post of Dean of Matrics from January 2026, the report covers academics from June – December 2025 and Matric matters from January – June 2026

SAHETI continues to strive to position itself as a premium academic school in a competitive scholastic environment. To fulfil the dream of our Founders, SAHETI's academics need to continually aspire to be in the forefront of consistent excellence as it builds on our legacy. .

1. NSC RESULTS 2025

- a) Our cohort of 71 SAHETIANS achieved yet again an unbroken record of 100% pass rate with 68 students achieving a Degree Pass with two of our pupils being ranked as IEB Outstanding Achievers and IEB Commendable Achievers.
- b) There were 233 distinctions clocked by the group (3.3. distinctions p/candidate) with 16 Top 1% nationally in the respective subjects.
- c) There were **6 Full House Distinction passes, and 10 Six Distinction passes which equates to 22,5% of the group**. A total of 61 of the 233 distinctions were A+ (90-100%). With 21 students achieving a distinction average. Chrisovalandis Coundouris and Maria Lazanakis achieved 91% and 90% respectively.
- d) The structure of our academic programme is to build on Prelim results and target areas requiring further teaching and support to assist pupils in maximising results in the Final Exam. Prelim results yielded 2,3 distinctions per candidate with Finals 3.3 per candidate. This is a positive benchmark to evaluate our academic programme.
- e) Academic support (accommodations) has grown at SAHETI, the purpose which is to equal the opportunities for all pupils. The 2025 cohort had 21 students qualifying for IEB accommodations, based on their learning barriers. Notable mention goes to one candidate who required an enlarged script and extra time with severe visual impairment. She was ranked in the TOP 1% Nationally for Further Studies English, a subject that has high demand on reading and writing.
- f) Annually, our aim is to secure students on IEB TOP Achievers' List as well as TOP 1% Nationally per subject. **Maria Lazanakis** was recognized as **IEB Outstanding Achiever** being ranked within the top 5% in 6 or more subjects and achieving a rating level of 7 in Life Orientation. She achieved 9 distinctions, 7 of which were 90% or higher. She was further ranked **Top 1% Nationally for English** out of 15 188 candidates Her average was 90%. **Chrisovalandis Coundouris** was awarded **IEB Commendable Achiever** being ranked within the top 5% in 5 Subjects and achieving a rating level of 7 in Life Orientation. He proudly holds 9 distinctions, 8 of which are 90% and above. Ranked within the **Top 1% in LO**, he too, like Maria, was ranked **Top 1% Nationally for English** out of 15 188 candidates. He achieved an impressive 92% average.

- g) Praiseworthy full house performances were also achieved by **Anthea Boutselis** with 9 distinctions, Top 1% Nationally for English and a distinction average of 87%. **Eleni Kruger** obtained 8 distinctions with a distinction average of 89%. **Daniel Tsoukalas** obtained a full house of 7 distinctions, **Top 1% Nationally for LO** and an average of 87%. **Katerina Malamas** obtained a full house of 7 distinctions with an average of 80%. These candidates' results are commendable with many distinctions in the 90% band.
- h) Consistent academic rigour resulted in 92% of the group achieving at least one distinction. Additionally, 30% of the group achieved a distinction average, with some achieving an average of 90% or higher. 11 candidates obtained 6 distinctions each.
- i) 46% of the group sat for Modern Greek examination, as an eighth subject.
- j) Further Studies is a high order set of examinations for those who aim for an academic stretch in Mathematics and English. There were 2 Further Studies English distinctions, an increase from 2024 with Angel Nnadi ranked in the Top 1% Nationally. Further Studies Mathematics Elective clocked 3 distinctions; FS Mathematics Standard had two distinctions with **92% of the cohort** achieving one or more distinctions. While these results are not as high as 2023 and 2024, we celebrate the group as they have brought in marks that demonstrate their growth and development skills that extend well beyond the examination room.
- k) The Marketing Department is pivotal in ensuring that results are communicated not only to our parent body, but also to the public. The long hours and meticulous work they do, has not gone unnoticed. We were represented on numerous platforms with excellent media exposure.
- l) The investment of our teachers to extend beyond expectations is appreciated. The SAHETI Board is to be thanked for the continued support offered.

2. TIMETABLE:

- (a) The Academic timetable reverted to a five-day timetable from January to create a consistent learning environment. It is rewarding to see that our assessment programme at Matric Block tests (March) and Prelims (July) is a model that many three-term schools are now adopting. It builds momentum and 'examination fitness' for 3-hour papers and further, it affords sufficient time to eliminate gremlins and build on examination strengths. Additionally, matric finals, Oral Moderations, PAT submissions, Art Drawing Examination and Portfolio submissions all now take place in September, which we need to keep open so that due diligence and fairness continue to secure good standards.

3. STRENGTHENING COMMUNICATION AND SUPPORT:

In conjunction with Dr Fred Schouwink, the Academic Team worked on developing and strengthening academic support even further ensuring that problem areas are unpacked and supported early. This has proven to be successful and valuable. Termly Touch-base meetings, individual feedback and hybrid Parent Meetings with follow-up are being reinforced even further.

4. PUPIL NUMBERS:

Pupil numbers in the High School are burgeoning with substantial interest shown in Grades 8-9. Our robust entrance assessment process is an essential process to secure that our academic offering remains unaffected. The current matric group is the largest since the mid-1980s while the current Grade 8 group is also at high numbers. The need for facility expansion remains a strong focus.

5. NATIONAL BENCHMARK TESTS:

NBTs are a prerequisite for acceptance at many universities. They are based on normed qualitative and quantitative ranking. These are set and run by the **Centre for Educational Testing for Access and Placement (CETAP)** at the University of Cape Town. SAHETI extended the National Benchmark Training Session for our matriculants. Workshops are held by Mr Mhuka and Mrs Eleftheriades to practise questions on Qualitative and Quantitative Assessments. SAHETI once again became an examination venue in 2025 and 2026 for our matriculants.

6. GRADE 11 IeBT

Annually, our Grade Elevens write the IEB Grade 11 IeBT multiple choice test in Mathematics. Pupils do not need to prepare for this test, but it allows teachers to gain greater insight on Mathematical knowledge and ability. The 2025 results (Matrics 2026) indicated that Mathematics needs consistent revision, which the Mathematics Department have undertaken. Yu Qing Pen and Christopher Yen were ranked in the TOP 1% of learners in the Gr 11 IeBT Mathematics.

7. STAFFING:

Three teachers joined the SAHETI staff: Mrs Phumzile Mtetwa (Consumer Studies), Rayno Greyventstein (EGD) and Sue-Mari Celliers (CAT). Justin Cum became full time but resigned mid-2026 to teach in UAE. Mr Tommie Kirton has been replaced as Grade Controller by Ms Bianca Braithwaite.

Mr Dino Angelou was appointed as Academic Director. Dr Daniela Pitt moved to a new position as Dean of Matrics.

8. QUALIFICATIONS:

Nicholas Moschides has successfully been awarded his Masters: *Cum Laude* from the University of Stellenbosch.

9. PROFESSIONAL DEVELOPMENT

All High School staff attended IEB User Group Meetings. These are mandatory meetings for all staff with curriculum and pedagogy update in subject specific areas. Three of our teachers (Mrs Sindi Zwane, Mr Dom Lund and Ms Bianca Branthwaite) attended the St John's Language Conference. Matric teachers participated in the NSC and ISC marking and remarking which is an essential way of keeping updated in marking strategies.

10. APPOINTMENT EXAMINERS, INTERNAL MODERATORS

It always gives us a great sense of pride when our teachers are appointed as examiners or internal moderators for the NSC and ISC examinations. It positions SAHETI and its teachers as efficient, well-trained and with professional integrity. The following have been appointed for the new cycle of examiners/Internal Moderators:

- Cindy Orchison Hans Peukert Elena Piperides Amalia Charalampopoulos Francois Vermaak
- Jaco Kruger Dino Angelou Daniela Pitt

11. UNIVERSITY OF THE WITWATERSRAND CERTIFICATE OF EXCELLENCE:

SAHETI was awarded by the University a Certificate of Excellence as Top Feeder School. Statistics indicate that Wits had 135 enrolled SAHETI alumni in 811 courses with 89% pass rate with 79% with First Class promotion and 11 awarded Dean Merit or were on Dean's List. This is a testament to our sound academics at SAHETI.

12. SCIENCE EXPO

Richard Zhang Grade 10 attended District qualifier for Science Expo in April holidays and made it through to Regionals which are in August.

13. Mathematics Olympiad 2025 and 2026 and MATHS COMPETITION:

The Olympiads are voluntary and showcase top performers in Mathes and Programming. In 2025, 13 out of 21 SAHETIANS qualified for the second round of the Mathematics Olympiad. Richard Zhang (Juniors) and Jiain Han (Seniors) qualified for the final round. Richard was ranked 10th position. There was an energetic response to write the Maths Olympiad in 2026 with 75 learners who registered for Maths Olympiad I in High School from grade 8 to 12. Some of the learners who were registered didn't manage to write due to sport commitments and Grade 12 Block Test which happened to be on the same dates. 28 learners managed to write the Olympiad First Round and 26 progressed to second round. We are still waiting for second results.

The **Wits Mathematics Competition (WMC)** is a major annual mathematics tournament hosted by the University of the Witwatersrand (Wits) in Johannesburg. Its primary goal is to nurture mathematical talent, challenge students

with non-routine problem-solving, and promote STEM fields across South Africa and the rest of Africa. The tournament is designed to identify, encourage, and reward mathematical excellence at various academic levels. We entered 13 Juniors and 15 Seniors First Round in 2026 and we are still waiting for the results.

14. PROGRAMMING OLYMPIAD 2025:

Four learners participated in the first round, with Jiyan Han who successfully progressed to the second of three rounds, which is an excellent achievement.

15. INTERNATIONAL PHYSICS OLYMPIAD

Jiyan Han will be participating in the 56th International Physics Olympiad finalists in Bucaramanga, Columbia in July 2026. The competition is conducted in a friendly atmosphere designed to promote future collaborations and to encourage the formation of friendship in the scientific community. We look forward sharing her experiences with us.

High School Greek Department Report

Compiled by E. Piperidis

ACHIEVEMENTS

Our report starts with the academic achievements of our students, since this remains a central aspect of school life:

Matrics 2025: 33 Matrics wrote Modern Greek and we had 13 distinctions which is a very good result. What is also important is that 24 of those students, achieved a higher mark in Modern Greek than another subject, which means that they can use the Modern Greek mark for university entrance. It should also be noted that 3 of the students who wrote Modern Greek are not of Greek origin.

Ellinomatheia 2025: 20 Matric students sat for the Ellinomatheia examinations in 2025, with 19 achieving excellent results and successfully passing the examinations. At the same time, 24 Grade 9 students wrote and passed the Ellinomatheia examinations at various levels, according to their individual abilities. We extend our sincere thanks to the Board for affording these students this valuable opportunity, as the school covered the full cost of their participation in the examinations.

HOW DO WE GET THERE

The above achievements of our students are the result of continuous effort, dedication and genuine care for our students' progress and well-being. Through ongoing assessment, targeted support and the adaptation of our teaching methods to meet the varying needs of our pupils, the Greek Department strives to create a positive learning environment while maintaining high academic standards. The consistently strong results achieved by our students reflect the commitment, professionalism and collaborative spirit of the members of the Department.

ACADEMICS

We continually reflect on and refine our teaching approaches in order to meet the evolving needs of our pupils. Teaching material is adapted and enriched, while new educational resources and books are continuously sourced from Greece to enhance the learning experience.

Recognising that students, their interests and learning needs are constantly changing, the Department remains committed to providing engaging, supportive and meaningful learning opportunities while maintaining high academic standards. At the same time, certain concerns regarding the transition from Primary to High School level have been identified, particularly in relation to language proficiency and foundational skills. It is hoped that, through ongoing dialogue, collaboration and curriculum support, these areas can be addressed constructively in the best interests of our pupils.

In addition, we are in the process of reviewing the content and level of difficulty of our Mythology (Grades 8–9) and Literature (Grades 10–12) curricula. In line with our interdisciplinary approach, History is taught through Literature, allowing students to engage with key historical events in a meaningful and contextualised way. This year, for example, in the Grade 12 class, we have introduced themes relating to the Second World War, including the mass execution of men and boys in the village of Kalavryta, which can also be linked to the events in Kaisariani in 1944.

EVENTS

SAHETI annual events organized by us, most of them with the collaboration & participation of the entire school:

- Cyprus Independence Day – October 2025 (It was amazing to see both flags rising at the same time)
- Flag Bearers' Assembly – October 2025
- 28 October celebration – 28 October 2025
- Polytechnio – Memorial in church – High School only - November 2025
- School Blessing – January 2026
- Vasilopita – January 2026
- Panigyri – School's participation – February 2026
- International Greek Language Day – February 2026
- Tsiknopempti – Grade 12 students only – March 2026
- Carnival Assembly – March 2026
- Clean Monday – March 2026
- Greek Independence Day Federation Celebration – School's Participation – March 2026
- Greek Independence Day – School Celebration – March 2026

Other events that took place at SAHETI organized by us:

- Visit by the Mayor of the Elliniko/Argyroupoli municipality, Mr Ioannis Konstantatos – March 2026
- Visit by representatives of the Greek Ministry of Education, Mr Ioannis Vlassis, & Mr Panayiotis Passas – March 2026
- Visits by the Greek Singer Anastasia – May 2026

COLLABORATIONS / PRESENTATIONS / PARTICIPATIONS / TWINNINGS WITH SCHOOLS / ORGANISATIONS IN SOUTH AFRICA, GREECE AND CYPRUS:

- **Deree College** – Presentation to our Grade 12 students by the American College of Greece. – June 2025
- **Visit by St. Catherine's British School of Athens** – A brief visit of 2 educators (one of them an alumna of SAHETI) and 13 students. Such visits strengthen bonds between schools and promote intercultural understanding.
- **Youth Parliament of Greece 2025** – Year long activities of many students but only one student becomes a Greek MP for a week! - September 2025
- **Study in Greece** – Presentation to our Grade 11 students by Dr C. Michalakelis – September 2025
- **Friends of PAOK** – Donation of Greek Books and Collaboration with the Friends of our famous soccer team PAOK – September 2025
- **Visit by Costa Ayiotis**, a South African Greek author, former lawyer, UN diplomat and restaurateur. Our prefects had the opportunity to meet and hear about his journey in life and his experiences. – September 2025
- **"Vima" Greek newspaper** – We became editors and journalists, and we created our own newspaper: The "Vima of Johannesburg", in this collaboration with one of the leading newspapers in Greece "To Vima" – October 2025 / currently
- **M. Lascarides Foundation Literary Competition** – We won the third prize in this International Competition!! – October / November 2025
- **International Fair Play Passport - The International Fair Play Passport** is an international initiative that promotes Olympic values such as respect, integrity, inclusion and fair play both in sport and in everyday life. It was created

through the collaboration of the Italian Olympic Academy and the Hellenic Olympic Academy, under the auspices of international fair play and Olympic organizations. - October 2025 / currently

- **International Greek Language Day** - Video recordings of Grade 12 students on the theme *“My favourite Greek phrase/word is...”*, created as part of the International Greek Language Day celebrations, were sent to the Ministry of Education in Greece. – February 2026
- **International Greek Language Day** - Two of our students (One from the High School and one from the Primary School) prepared a recording with phrases of famous poets, sent to us by the Ministry of Foreign Affairs of Greece. – February 2026
- **Twinning with Kosteas-Geitonas Schools**, the Greek school in Munich, Kasos High School, and Grade 9 students of our school, celebrating World Greek Language Day and emphasizing the cultural bridges of the Greek language. – February 2026
- **“Agora” Greek Business Exhibition** – This event was organized at the premises of the Hellenic Community of Germiston and our Senior Greek Dancers and Bouzouki band participated. – February 2026
- **“The Language Cube”** – 24 of our Grade 10 students participated in this international language competition, which was organized by the Atsoglou School of Corinth. – February 2026.
- **Crete TV** – showcased SAHETI’s contributions to the Greek diaspora, highlighting the school’s academic and cultural work. – March 2026
- **High School March 25th presentation** was recorded and sent to Ionian TV and Greek State Channel ERT.
- **Youth Parliament of Greece 2026** - Our students this year are working on the topic: “Artificial Intelligence: A Threat or an Opportunity for Education?” – March 2026 / currently
- **10th International Student Literature Conference** – This conference took place at the Zographeion Lyceum in Constantinople. 400 participants from 34 schools from Greece, Cyprus, USA, Africa and Turkey, on the topic: “Dido Soteriou, the Asia Minor Greek” Unfortunately our participation was online, however it was highly praised. – March 2026
- **Petros Isaakidis / Lyceum Club of Greek Women, Johannesburg** – Grade 11 and Grade 10 students participated in the presentation of Mr Isaakidis’ poetry book and posed thoughtful and insightful questions. – March 2026
- **“Mesolonghi 1826 – The Exodus: A National and European Event” / Panhellenic Student Digital Creativity Competition** – Our participation was an online board game on the theme of the heroic Exodus, based on the characters of the real heroes. We are waiting for the results of the competition. – March 2026
- **“A work for you ... a work from you” / Panhellenic Competition organized by the Institute of Greek Language Studies** – the students were invited to write an original theatrical play based on the characters of the textbook *Ellinika gia sas* (“Greek for You”). The Grade 8 class that is taught by Mrs Gregoriou participated in this competition. – May 2026

These partnerships, collaborations and twinning programmes make a meaningful contribution to the cultural development and identity formation of our pupils, while strengthening their connection with the Greek language, history and heritage. At the same time, they encourage greater academic interest and active engagement in Greek studies, thereby enriching the overall educational experience of our learners.

ELLINOMATHEIA FOR OUR GRADE 9 AND GRADE 12 STUDENTS: This year we have registered 13 Grade 9 students (levels A1-B2) and 24 Grade 12 students (Level A1) for the Ellinomatheia exams. Preparations for Level A1 were integrated into the regular lessons of the students, and we are hopeful that they will all achieve outstanding results.



High School Co-curricular

Compiled by E. Lion-Cachet

1. Overview

The co-curricular programme at SAHETI continued to foster a vibrant and diverse cultural environment, providing students with meaningful opportunities for growth, expression, and leadership beyond the classroom. The programme remained aligned with the school's holistic vision, encouraging participation across performance, academic enrichment, and service activities.

2. Co-Curricular Structure

2.1 Performance and Creative Arts

- Bouzouki
- Choir
- Classical Greek Dancing
- Greek Dancing (Junior and Senior)
- High School Band
- Marimbas
- Interhouse Play festival and Productions
- Tech Club (Sound and Lighting)

2.2 Oratory and Academic Enrichment

- Debating
- Public Speaking
- Model United Nations (MUN)
- Chess (Team and Non-Team)
- Investment Club
- Life Sciences Club / Eco Club
- Multimedia Club
- Science Club

2.3 Service and Enrichment

- First Aid
- SEP (Outreach Programme)
-

3. Strategic Development: Introduction of ACE

The Arts, Culture, and Enrichment (ACE) Strategy was introduced to embed co-curricular engagement into the academic day. This initiative ensures:

- Equitable access for all students
- Alignment with SAHETI's Hellenic identity and Vision 2028
- A balanced school experience that reduces after-hours pressure
- The development of future-ready skills such as creativity, communication, and leadership

ACE – Public Speaking Integration

Public speaking has been successfully embedded into the curriculum, enhancing students' confidence, critical thinking, and communication skills.

Workshops focused on foundational competencies, including speech structure, delivery techniques, voice projection, and audience engagement. Learners were encouraged to think critically, express their ideas clearly, and present with confidence.

These workshops also served as preparation for formal platforms such as the Malcolm Gooding Public Speaking Competition.

ACE – Lifesaving Programme

A significant new initiative was introduced for Grade 10 students:

- An eight-week Beginner Lifesaving Course

- A focus on water safety, rescue techniques, teamwork, and decision-making
- Culmination in a Simulated Emergency Response Challenge (SERC)

4. Key Events and Cultural Engagement

4.1 Public Speaking and Arts Platforms

- Introduction of the Malcolm Gooding Public Speaking Competition
- Participation in the Johannesburg Festival of the Arts, where SAHETI students excelled in the programme's inaugural year

These initiatives have added significant value to both the oratory and creative arts programmes.

Public Speaking Achievements

- Strong performances in inter-school competitions (Grades 8 and 9), with multiple A and A+ results- Our public speaking students achieved exceptional results this term. Students spoke with confidence, poise, and clarity, making the school extremely proud. With the exception of the Grade 11 group earlier in the term, all other groups achieved A or A+ results, reflecting both the students' commitment and the significant additional effort invested by coaches and learners alike. Notably, the Grade 11 group demonstrated admirable resilience and growth, rising to achieve an A+ later in the term. This progression is a clear testament to their dedication, perseverance, and hard work.
- Viveka Paima: Master of Ceremonies Award

4.2 Model United Nations (JoMUN XXII & XXIII)

Students participated in the Johannesburg Model United Nations conferences hosted by the American International School of Johannesburg.

- Gabriel Protopapas (Grade 10) and Ean Odaga (Grade 8) received Honourable Mention Awards among over 230 delegates
- Sabella Araya (Grade 8) was selected to address the General Assembly

5. Major Achievements

5.1 Johannesburg Festival of the Arts

SAHETI achieved exceptional success:

- Pano Couloubis: Item Winner and Trophy Winner (Individual Instrumental), recognised as the top musician among approximately 1,600 participants, with a gala performance
- Maria Christofides: Item Winner (Impromptu Speaking)

5.3 Debating

Participation in the Gauteng Debating League ensured greater alignment and collaboration across the primary and high school. The debating programme is now managed by the National Debating League, with a highly experienced coaching team delivering consistent, high-quality instruction and supporting learner development. This change has proven beneficial for the school, with students excelling in the league.

Key Achievements

- Hosted the first National Debating League fixture (20 schools, 28 teams)
- All SAHETI teams progressed to league quarterfinals
- Senior and one junior team qualified for the National Championships

Top Rankings (Junior League)

- 1st: Ean Odaga
- 2nd: Alex Kandalepas-Sardhina
- 3rd: Simangesihle Masiteng
- 4th: Faith Weldearegay
- 6th: Arianna Nagar

5.4 Chess Achievements

- SAHETI A Team achieved 3rd place (Bronze Medal) at the Pinnacle College Rynfield Tournament
- Alexandra Papanicolaou achieved a Silver Medal at the Inter-Provincial Youth Championship and was awarded Provincial Colours

5.5 Eco Club (New in 2026)

The Eco Club had a term filled with hands-on activities that blended scientific learning with creativity. Learners explored sustainability through making seed bombs, cultivating succulents, and creating recycled paper flowers and Dorodangos. They also investigated the school's microbiomes by growing bacterial colonies from collected samples. A joint visit to Starke Ayres further enriched their understanding of plant cultivation and the agricultural production process.

6. Cultural Identity and Assemblies

6.1 Youth Day Assembly

A powerful commemoration linking the 1976 Soweto Uprising and the 1973 Athens Polytechnic protests, reinforcing themes of courage, identity, and youth leadership.

6.2 Heritage Day Celebration

A whole-school celebration highlighting diversity through music, dance, cultural attire, and student-led presentations, reinforcing unity and cultural pride.

7. Inter-House Play Festival and Major Production

The Inter-House Play Festival provided students with the opportunity to showcase talent in drama and stage production, fostering creativity and teamwork.

House Play Winners

- Best Poster: Mikayla Kieser and Marilena Crabbia
- Best Set & Crew: Apollo
- Best Sound and Lighting: Juliano Lazera and Ethan Engelbrecht
- Most Promising Actress: Priyal Nagar
- Most Promising Actor: Kieran Iyer
- Best Ensemble: Apollo
- Best Supporting Actress: Raphaela Georgoulakis
- Best Supporting Actor: Ean Odaga
- Best Actress: Ambra D'Onofrio
- Best Actor: Ethan Arokiam
- Best Original Script: Hermes
- Best Directors: Apollo
- Best Production: Apollo
- Runner-up: Hermes
- G+G Adjudicators Award: Layla Basadien and Sizingce Mabindisa

This formed part of broader cultural engagement, including the major production, *Little Shop of Horrors*, which exemplified the creativity and dedication of both students and staff in 2025.

In 2026, audiences can look forward to *The Play That Goes Wrong*, a highly engaging and entertaining theatrical experience that combines precise comedic timing with controlled chaos. This technically demanding production challenges performers to execute complex physical comedy and intricate staging, showcasing exceptional skill and teamwork. The result is a fast-paced, humorous performance that highlights both the talent of our students and the sophistication of the production.

8. President's Award

Bronze:

Tatiana van der Merwe
Shayna Modi
Maria Christofides

Silver:

Georgia Angelos
Isabella Forsyth-De Roque

Gold:

Christianna Dairopoulos
Gabriela Christelis
Achilleas Joannides

9. Outreach Programme 2025–2026

SAHETI's outreach programme embodied the value of *philotimo* through impactful initiatives:

- Slipper Day: Raised R57,801 (top fundraising school nationally), plus R25,000 sponsorship
- Clothes to Good / Trees Initiative: Donation of 51 Spekboom trees in 2025; in 2026, the high school will be involved in toy donations
- Mandela Day: Partnership with Eden Angels
- Care-Kit Drive: Support for the Wits Physician Society
- Pillars of Giving: Support for Epworth Children's Home and the Greek Old Age Home
- Animal Welfare Initiatives: SPCA Drive and Pekingese Haven outreach

These initiatives cultivated empathy, responsibility, and community engagement.

Conclusion

The co-curricular programme continues to thrive as a cornerstone of SAHETI's holistic educational approach. Through ACE, strong leadership structures, and diverse opportunities, students are empowered to develop into confident, compassionate, and capable individuals prepared for a rapidly evolving global environment.

High School Sport June 2025 – June 2026)

Compiled by E. Lion-Cachet and K Haggard

Sports Achievements

Jack Masekweng Awarded the Sport Leadership Award

Girls' Soccer Achievements

St Peter's Tournament
JVW Provincial Tournament

Bowl Champions - 2025
Bronze Medallists - 2025

Boys' Soccer Achievements

U15	Discovery Cup	Champions - 2025
	Opens St Peter's Tournament	Semi-Finalists - 2025
U15	Pinnacle Cup	Bronze winners - 2026

Girls' Basketball Achievements

U19 Girls	Kings Basketball Tournament	Champions - 2025
U15 Girls	Redhill 3x3 Basketball Tournament	Champions - 2025
U16 Girls	ISSA Basketball Tournament	Semi-finalists - 2025

Tennis Achievements

Girls Gauteng South Tennis League	Champions – 2026
Camdyn Mika Farah – Junior Full Colours - 2026	
HaoXIn (Michael) Yang – Junior Full Colours - 2026	
Girls & Boys St Peter's Tournament	Plate Winners – 2025

Boys' Basketball Achievements

U19 Boys	St Peter's Tournament	Plate Winners - 2025
U16 Boys	ISSA Basketball Tournament	Semi-finalists - 2025
U14 Boys	AISJ Tournament	Champions - 2025
U14 Boys	St Benedict's Tournament	Champions - 2025
U14 Boys	SAHETI Junior Slam Tournament	Champions - 2025
U15 Boys	St John's Basketball Tournament	Champions - 2026

Netball Achievements

U15A	St Mary's Festival	Bronze winners - 2026
U16	SAHETI Sevens	Bronze winners - 2026
U14A	Pinnacle Cup	Champions - 2026
U15A	Pinnacle Cup	Bronze winners - 2026
OPEN B	Pinnacle Cup	Silver Medallists – 2026

Rugby Achievements

Luka Papantoniou awarded Full-Colours – 2025

Johnny Abrosie and Stavros Stavrides awarded the Sboros Scholarship - 2025

U16 SAHETI Sevens Bronze winners - 2026

U18 SAHETI Sevens Bronze winners - 2026

South/East Trials Rhino Week team selection: Connor Kleiner, Grigorios Sboros and Lika Papantoniou – 2026

15's rugby matches arranged vs St Peter's College, Jeppe High School for Boys and King David Linksfield – 2026

Midmar Mile Achievements

28 students completed the Midmar Miile – 2026

Swimming Achievements

Connor Kleiner Qualified for Prestige Gala – 2026

Water-polo Achievements

Costa Ghenes and Chloe Katakuzinos achieved Full-Colours – 2026

Cross-Country Achievements

Tatiana Van der Merwe qualified for Individual districts at Pretoria Boys High School 2026

High School Student Affairs

Compiled by J. Kruger

**Values-driven
discipline**

**Restorative
accountability**

Digital citizenship

Leadership pipeline

**Home-school
partnership**

1. Executive Position

- Student Affairs remains positioned as a strategic enabling function: safeguarding school culture, supporting learner wellbeing, and ensuring that conduct management is consistent, fair and developmentally appropriate.
- The reporting period reflects meaningful progress from reactive discipline towards a proactive, evidence-informed framework built around prevention, early intervention, restorative correction and clear escalation thresholds.
- The prevailing tone in the High School remains positive: pupils have generally responded well to clearer expectations, and the department continues to reinforce a calm, respectful and accountable learning environment.

2. Governance, Policy and Systems Development

- The 2026 Student Affairs Handbook has been consolidated as the authoritative operational reference for conduct, attendance, uniform, technology use, bullying/harassment, trips, wellbeing and parent-school communication.
- The discipline architecture has been strengthened through clearer role definition: classroom-level correction by teachers, grade-level monitoring by Grade Controllers, and formal escalation through Student Affairs and Senior Management.
- The Campus Responsibility model continues to replace traditional detention with restorative service, enabling pupils to repair, reflect and contribute constructively to the school environment.
- The demerit framework has been refined into a progressive corrective-action model with parent notification, reflection, monitoring, counselling and formal review where required.

3. Student Development and Leadership

- Leadership development has moved further away from popularity-based selection towards a more balanced evaluation of service, conduct, maturity, contribution and readiness for responsibility.
- The prefect process now includes clearer qualification expectations and a broader leadership pipeline, giving pupils more transparent pathways towards meaningful service leadership.
- Grade-based development initiatives, mentoring, transition activities and learner responsibility programmes continue to support a coherent journey from Grade 8 integration to Grade 12 leadership and exit readiness.

- The Euro Tour was a significant highlight, with positive feedback on pupil conduct, engagement and representation of the school; this strengthens confidence in the school’s preparation and supervisory systems.
- 4. Culture, Conduct and Digital Citizenship**
- The key cultural focus remains expectation coherence: punctuality, uniform, manners, classroom readiness, respectful communication and visible pride in the SAHETI standard.
 - Digital conduct remains an important risk area. The 2026 cellphone and technology framework supports better academic focus, fewer distractions, improved safeguarding and more responsible online behaviour.
 - Bullying, exclusion, disrespectful digital conduct and vaping remain active monitoring areas; the response is educational, firm and aligned to the school’s duty of care.
 - Parent communication has become increasingly important as a stabilising mechanism, particularly where behavioural concerns require consistency between home and school.

5. 2026 Strategic Focus

- Embed the revised Student Affairs Handbook through staff alignment, pupil communication and parent-facing clarity.
- Strengthen data-led conduct reporting so that trends, pressure points and recurring behaviours can be identified earlier.
- Maintain focus on restorative discipline while preserving firm, defensible responses to serious misconduct.
- Continue to develop leadership, mentoring and transition structures that reinforce belonging, responsibility and institutional pride.

Health and Safety Report
Compiled by J. Kruger

Compliance assurance	Risk mitigation	Emergency readiness	Infrastructure safety	Continuous improvement
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1. Executive Position

- Health and Safety remains a core institutional risk-management function, directly linked to learner safety, staff welfare, operational resilience, regulatory compliance and reputational protection.
- The period reflects steady and credible progress in building a more structured, auditable and proactive health and safety environment across the school.
- The overall trajectory is positive: stronger documentation, clearer responsibilities, improved emergency readiness and more visible safety controls have strengthened institutional assurance.

2. Compliance, Documentation and Governance Controls

- External specialist support has added value by assisting with compliance alignment, documentation discipline, audit readiness, safety signage, risk identification and practical implementation priorities.
- Filing systems and record-keeping have improved, supporting better retrieval of compliance evidence, training records, incident data and follow-up actions.
- The school has continued to formalise rules and expectations for external users, contractors and third-party facility users, strengthening accountability and reducing uncontrolled operational exposure.
- Staff vetting and police-clearance tracking remain important safeguarding controls, particularly for staff, coaches and independent service providers working with pupils.

3. Emergency Preparedness and Training

- Evacuation and lockdown procedures have been clarified, with assembly-point planning, class-register accountability, building-sweep responsibilities and staff communication channels receiving focused attention.
- Fire-safety arrangements have been advanced through appointed wardens, designated emergency roles and scheduled external training to strengthen certification and operational readiness.
- First-aid capacity remains a significant strength, with staff certification and renewal processes supporting a safer school environment and improved incident-response capability.
- The use of section representatives and designated 16.1 / 16.2 responsibilities supports a more distributed and accountable safety structure.

4. Infrastructure, Environment and Operational Risk

- Significant attention has been given to campus safety infrastructure, including signage, fire exits, assembly points, hazard awareness, water-security responses and remedial work in identified areas.
- Lightning safety remains a high-priority risk area. Existing alarms, procedures and signage provide a foundation, but safe waiting areas, certification evidence and practical shelter solutions require continued progression.
- Covered walkways and weather-protection planning are important medium-term priorities because of pupil volume during rain and lightning events.
- Visitor management, contractor compliance, equipment storage and after-hours supervision remain operational controls requiring consistent enforcement across departments.

5. 2026 Strategic Focus

- Embed a comprehensive risk register with clear ownership, deadlines, mitigation actions and review cycles.
- Strengthen contractor and visitor compliance through controlled access, sign-in systems, documentation checks and clear accountability protocols.

- Advance lightning-safety and weather-protection planning as a priority infrastructure and duty-of-care item.
- Continue staff training, safety awareness, incident reporting discipline and department-level ownership to sustain a mature safety culture.

Music Department – Primary and High (June 2025-June 2026)

Compiled by E. Ladas

Grade R Curriculum Integration

The academic integration of Grade R has been a resounding success. Enthusiastically received by pupils and teachers alike, this initiative has successfully bridged the gap between phases, making the transition into "big school" smooth and welcoming for our youngest learners.

Staffing

Our individual music programme has achieved stability with three new appointments: Ms. Eunice Shewring (Violin), Mr. Jahn Beukes (Piano), and Mrs. Julia Patrascoiu (Piano/Singing). This expansion successfully accommodates the growing campus-wide demand for private tuition. We offer lessons in the following instruments: piano, bouzouki, violin, guitar, bass, cello, saxophone, clarinet and drum kit.

Visibility & Collaboration

Since June 2025, our choirs, bouzoukia, bands, marimba groups, soloists, alongside the staff in the music department have maintained a vibrant presence, performing at every major Primary and High School event and assembly.

- **Heritage Day Highlight:** A defining moment of school-wide collaboration occurred at the 2025 Heritage Day Assembly. Our stage was proudly shared by our marimba ensembles and a choir formed by our wonderful support and cleaning staff, performing together for the entire school community.

Curriculum & Programme Expansion

- **Foundation Phase Enrichment:** To maximize hands-on classroom playing, we introduced practical instruments (clave sticks, boomwhackers, buckets, drumsticks) to the younger grades. This builds the fundamental skills required for the Intermediate Phase, where students progress to guitar, bouzouki, and drum kit.
- **Advanced Bouzouki Programme:** With our campus-wide bouzouki programme now thriving at nearly 100 students, establishing an elite tier became essential to cater to our most accomplished musicians. In partnership with Kirio Spiros Stasinopoulos (*Mousiki Dromoi*), we launched the rigorous Further Studies Bouzouki Programme for advanced high school musicians. Following strict performance and written examination judged by three adjudicators, four of the seven candidates successfully gained entry. A second round of exams is slated for later in 2026.

Event Management & Key Highlights

- **Inaugural High School Soirée:** In Term 3 of 2025, we established a dedicated High School Music Soirée to give older students an exclusive platform among their peers. Due to its immense success, this will now become a permanent fixture in Terms 2 and 3, alongside a separate concert dedicated to high school ensembles.
- **Looking Ahead to *Chordés*:** Strong departmental teamwork has paved the way for our most ambitious project yet: *Chordés*. Scheduled for September 2026, this workshop and concert series features an original composition by alumna Dr. Angelique Mouyis. Our students are already working hard at work in preparation. Kirio Spiros Stasinopoulos will travel to South Africa to facilitate the workshops, culminating in a landmark performance at the Wits Seabrooke Concert Hall.
- **Future Plans:** As the department looks to the future, our core focus remains on reintroducing and expanding a robust music offering within the High School. To support this vision and accommodate our rapid campus-wide growth, we

are incredibly pleased to have initiated early strategic discussions with the Board regarding a future Performing Arts Centre. While we fully understand that a project of this magnitude is not imminent, we deeply appreciate the Board's recognition of our evolving facility needs and their understanding that this remains a vital long-term priority for the arts at SAHETI.

IT Department Report

Compiled by J. Harper

1. EXECUTIVE SUMMARY

The ICT Department has delivered a year of significant progress across infrastructure modernisation, cloud transformation, device rollout, and operational stability, while continuing to support the academic and operational needs of the school.

Over the reporting period, the department successfully completed key strategic initiatives, including the migration to Microsoft 365 email security, the implementation of cloud-based telephony through VOX, and the expansion of classroom technology to enhance teaching and learning environments.

In addition, improvements in cybersecurity, governance, and operational processes have strengthened the overall resilience of ICT systems, ensuring high availability and reliability across campus.

While strong progress has been made, the department continues to manage risks related to ageing infrastructure, increasing demand for services, and capacity constraints, which remain key focus areas going forward.

2. ACHIEVEMENTS

Infrastructure & Technology

The ICT Department successfully expanded classroom technology by deploying smart panels, digital displays, and improved classroom devices, which have enhanced both the teaching experience and student engagement while also supporting hybrid and digital learning needs.

The department also refreshed and optimised computer lab environments by redeploying upgraded laptops across Primary School labs, ensuring improved performance and better utilisation of existing resources.

Cloud & Systems Transformation

A major achievement during this period was the successful migration from Mimecast to Microsoft 365 email protection, which streamlined security, reduced system complexity, and consolidated licensing into a more efficient and integrated Microsoft environment.

In parallel, the school completed the transition to cloud-based telephony through VOX, eliminating reliance on outdated on-premise systems and significantly improving communication flexibility and long-term sustainability.

The department also made progress in optimising Office 365 licensing by moving towards higher-tier licensing structures to improve security, compliance, and functionality.



Device Strategy & Deployment

The ICT Department continued to implement its structured device strategy through the rollout of staff and student laptops, ensuring that both teaching staff and students have access to modern, reliable hardware that supports digital learning and operational requirements.

In addition, a formalised device lifecycle management process was implemented, including the decommissioning and redistribution of devices, which has improved asset tracking, cost control, and long-term sustainability.

Security & Compliance

Security remained a key focus, with the department strengthening infrastructure through the rollout of BitLocker encryption, firewall policy improvements, and system hardening initiatives to reduce risk exposure and improve data protection.

The implementation of password lifecycle management processes, currently in pilot phase, has further improved security practices and user awareness across the organisation.

All systems and processes continue to align with POPIA requirements, ensuring that personal and sensitive data is managed securely and in accordance with legislative requirements.

Operations & Service Delivery

The ICT environment remained stable throughout the year, with network availability maintained at high levels and no major systemic failures recorded, demonstrating strong operational control and effective support structures.

Improvements in helpdesk reporting and analytics have provided better visibility into demand patterns, allowing for more effective resource allocation and improved response times across the school.

In addition, the ICT Department has initiated an investigation into the implementation of a **centralised in-house helpdesk system** to support the **ICT, Operations, and Health and Safety departments**, with the objective of improving service delivery, standardising request management, and enhancing reporting and accountability across all non-academic support functions.

Innovation & Internal Development

The department developed internal solutions, including a custom digital display system, which reduced reliance on external vendors and lowered implementation costs while increasing flexibility in content management.

In addition, SharePoint and Power Automate solutions were implemented to streamline internal workflows, demonstrating a growing focus on automation and efficiency within the ICT function.

3. PROJECTS (KEY INITIATIVES)

The ICT Department continued to drive several key projects aimed at improving infrastructure, enhancing digital systems, and supporting long-term strategic goals.

Major infrastructure projects included the planning and procurement of the next-generation firewall upgrade, the expansion and stabilisation of CCTV systems, and ongoing Wi-Fi optimisation to improve network performance and coverage across the campus.

From a digital transformation perspective, the full transition to the Microsoft 365 ecosystem and the implementation of cloud-based telephony were completed, while the broader cloud migration strategy continues to reduce reliance on on-premise systems and improve scalability.

In terms of teaching and learning technology, the rollout of smart panels and digital displays continued, alongside planning for the phased replacement of legacy classroom devices to ensure long-term sustainability.

Automation and systems development also progressed, with the implementation of SharePoint-based workflows and password management systems designed to improve operational efficiency and user experience.

4. RISKS & MITIGATION

The ICT Department continues to manage several key risks, particularly in relation to infrastructure, operational demand, and security.

Ageing classroom technology and limited availability of replacement parts present a risk to teaching continuity; however, this is being addressed through a phased replacement strategy and planned CAPEX allocation.

Legacy server infrastructure remains a concern due to its age and support limitations, and this is being mitigated through a long-term cloud migration strategy aimed at reducing dependency on on-premise systems.

Operationally, the increase in ICT demand driven by device rollouts has placed pressure on support capacity, and this is being addressed through improved processes, automation, and better utilisation of support resources.

From a security perspective, risks associated with CCTV reliability and power surges have been mitigated through targeted hardware upgrades and the deployment of additional protection measures such as UPS systems.

At a strategic level, delays in CAPEX approvals continue to impact project timelines, and this is being addressed through improved financial planning and earlier engagement with decision-making processes.

A further operational risk identified is the fragmentation of support processes across different departments, which is currently being addressed through the evaluation and planned implementation of a unified helpdesk platform to centralise service requests and improve efficiency and visibility.

5. FINANCIAL OVERVIEW

The ICT budget remains focused on supporting infrastructure upgrades, licensing requirements, and device rollout programmes, which collectively form the foundation of the school's digital environment.

Key cost areas include software licensing, network and security infrastructure, and ongoing device procurement, all of which are essential to maintaining operational efficiency and supporting teaching and learning.

Cost optimisation initiatives have been implemented, including the review of printing strategies, consolidation of software licensing, and increased development of internal solutions to reduce reliance on external vendors and improve cost control.

6. HR & STAFFING (NEW SECTION)

The ICT Department continues to operate with a lean team structure, which has been effective in maintaining operational stability but presents challenges in terms of capacity, sustainability, and long-term succession planning.

During the year, the department experienced a combination of staff transitions and onboarding, which required structured training and mentoring to ensure continuity of service delivery and maintain operational standards.

A key risk identified is the reliance on a limited number of experienced technical staff, which increases exposure in the event of staff turnover or extended absence, particularly at senior technical and leadership levels.

To address this, it is recommended that the school **employ a senior technician or technical lead role**, whose primary responsibility would be to support the ICT Manager, strengthen technical capability within the team, and provide continuity in operational oversight.

This role will form part of a **formal succession plan**, ensuring that critical knowledge, systems, and leadership responsibilities are documented, transferred, and sustained over time, thereby reducing operational risk and supporting long-term stability within the ICT function.

In addition, the department will continue to prioritize **skills development, cross-training, and knowledge sharing** across the team, ensuring that capacity is built internally and that no single point of failure exists within key operational areas.

7. PRIORITIES (2026 – 2027)

Looking ahead, the ICT Department will focus on completing key infrastructure upgrades, including the firewall refresh and improvements to network resilience, while also addressing ageing classroom technology through phased replacement programmes.

Digital transformation will continue through expanded use of Microsoft 365 tools, increased automation of workflows, and the implementation of a unified helpdesk system to support ICT, operations, and health and safety functions.

Security and compliance will remain a priority, with ongoing enhancements to cybersecurity frameworks, CCTV infrastructure, and governance processes to ensure alignment with best practices and regulatory requirements.

Operational efficiency will be improved through better reporting, automation, and service delivery models, while continued investment in staff training and technology adoption will ensure that both teachers and students are fully supported in a digital learning environment.

Final Statement

The ICT Department continues to play a critical role in enabling teaching, learning, and school operations, and with continued strategic investment and careful management of risks, it is well positioned to support SAHETI's future growth and digital transformation objectives.

Psychology Department Report (June 2025 – June 2026)

Compiled by Dr F. Schouwink

PRIMARY SCHOOL FOUNDATION PHASE (GR 1-3)

- Ongoing learner consultations, parent guidance and therapeutic support continued across the reporting period, with recurring themes including social integration, friendship dynamics, conflict resolution, separation anxiety, early academic concerns and self-regulation development.
- Primary School Foundation Phase (Grades 1–3): 166 consultations. This comprises 115 consultations recorded in 2025 and 51 consultations recorded in 2026. Across the reporting period, the main focus areas included early emotional adjustment, friendship and peer dynamics, separation anxiety, self-regulation, parent guidance, early academic

concerns, school-readiness matters and support planning for learners requiring additional intervention. Grade 3 remained a notable area of support, with ongoing parent meetings, academic feedback discussions, class-change concerns, accommodation planning and referral guidance reflected across the reports.

- School-readiness and admissions-related work remained a major focus, including streamlined Grade 0/Grade R readiness screening, prospective-student assessments for 2026 and 2027 intake decisions, and detailed feedback to parents and admissions teams.
- Structured literacy development was strengthened through Time2Read, DIBELS/beginning-of-year literacy screening, Bellavista structured-literacy training, Grade R phonics foundations, and parent-facing literacy support such as the Structured Literacy and Paired Reading workshops.
- The multidisciplinary intervention model was strengthened through regular MDT meetings, parent-teacher-support team meetings, new or reviewed IEPs, and collaboration with learning support for early intervention planning.
- Parent engagement and psychoeducation included the Anxious Generation/Anxious Nation workshops, attachment-focused and assertive-discipline inputs, the Fostering Resilience in Children parent talk, and practical guidance around anxiety, emotional regulation and resilience-building.
- Personal safety and safeguarding education remained visible through age-appropriate safety lessons and broader safeguarding/online-safety initiatives, while the department also provided sensitive external crisis-debrief support when requested.
- Foundation Phase support remained focused on early identification, emotional containment, parent partnership, literacy foundations and proactive intervention before concerns become entrenched.

PRIMARY SCHOOL INTERMEDIATE PHASE (GR 4-7)

- Learner support across Grades 4-7 addressed increasing academic pressure, friendship challenges, classroom disputes, student-teacher relationships, social complexity, emotional regulation and accommodation-related needs.
- Primary School Intermediate Phase (Grades 4–7): 125 consultations. This comprises 81 consultations recorded in 2025 and 44 consultations recorded in 2026. Consultation focus areas included academic support, study skills, learner confidence, peer relationships, classroom adjustment, emotional regulation, parent feedback, accommodation support and collaboration with teachers around individual learner needs.
- Academic scaffolding was strengthened through refreshed Study Skills Workshops for Grades 4-7, a Grade 6 Study Skills Workshop, targeted screening of incoming learners and follow-up learner-support plans.
- Social-emotional and developmental programming included Grade 5 team-building and friendship work, Grade 6 puberty/health education, Grade 6 human-trafficking awareness, Grade 7 respectful-relationships and digital-responsibility input, and kindness/resilience-based interventions.
- The Fostering Resilience in Children parent workshop offered practical strategies around emotional strength, self-regulation, adaptability, routines, relationships and modelling calm coping at home.
- Accommodation and concession work increased, with new learners added to the primary-school accommodations list following assessment and screening, and ongoing monitoring with teachers and parents to ensure appropriate implementation.
- Teacher capacity-building continued through input on burnout, classroom management, inclusive practices and CEA-related staff development.
- Intermediate Phase work remained centred on academic confidence, relational maturity, self-regulation, transition readiness and coordinated support between learners, parents, staff and external professionals.

HIGH SCHOOL (GR 8-12)

- High School support focused on academic pressure, study functioning, executive-functioning challenges, time management, anxiety and stress management, family-related stressors, friendship dynamics, identity development, self-esteem, adjustment and post-school planning.
- High School (Grades 8–12): 220 consultations. This comprises 141 consultations recorded in 2025 and 79 consultations recorded in 2026. Consultation focus areas included academic pressure, study functioning, time management, executive functioning, emotional wellbeing, family related issues, subject choice, career guidance, university planning, accommodation support and parent-student feedback meetings.
- Common academic concerns included overuse of devices, limited reading, reduced academic stamina, weaker focus, and the need for more consistent study routines and accountability.
- Study-skills and exam-readiness support included a Grade 8 Masterclass, Grade 8/9 workshops, weekly Grade 9 study-skills sessions, mid-year exam preparation, and targeted Grade 10 and 11 study-skills and time-management support before final examinations.
- Subject-choice and career-guidance work remained a flagship area, including Grade 9 interviews, Grade 10 selections, the Subject Choice Fair, the Careers Expo, career and “new world of work” talks, and university engagement with institutions including UCT, Wits, UP, Eduvos, Stellenbosch and Emeris.
- Grade 9 subject choices were finalised, with strong interest in business-related subjects such as Accounting, Business Studies and Economics, alongside a noticeable decline in arts and humanities selections.
- Assessment accommodations and concessions continued to increase across Grades 8-12, requiring detailed documentation review, consultation, venue planning and parent/student feedback; growing separate-venue needs suggest the need for continued operational planning and grouped venues where appropriate.
- Assistive technology implementation progressed through engagement with V-Soft for electronic reader software in Grades 8-11, teacher demonstrations and planned student training to support consistent reader accommodations in class tests and examinations.
- Reading and baseline support included Grade 8 literacy and mathematics benchmarks, Reading Plus rollout for Grades 8-9, and broader literacy/comprehension intervention planning.
- Safeguarding, online safety and digital wellbeing remained central, including staff training and parent input facilitated by Robyn Wolfson Vorster, continued discussion around phone-free schooling up to Grade 9, and professional reading of The Anxious Generation.
- The Kevin Love Mental Health Programme was implemented at Grade 8 level, with strong student engagement around emotional wellbeing, resilience and help-seeking, and consideration being given to wider rollout.
- CEA integration continued through high-school teacher mini-workshops, goal-setting inputs, additional CEA tools and a more intentional curriculum-integration drive led in collaboration with school leadership and Heads of Department.
- High School parent and student orientation meetings supported Term 3 academic focus, early identification of concerns and constructive home-school partnership.

Operations (June 2025-June 2026)

Compiled by C. Sutherland

Achievements, classroom, bathroom upgrades

- Overseeing all maintenance requirements example electrical/plumbing throughout the school.

- Overseeing all set ups e.g. assemblies/sport functions/exams/meetings.
- Overseeing the cleanliness of the campus.
- New vinyl floors were installed in offices at the admissions building including numerous classrooms at high/primary schools.
- All music room carpets were replaced with commercial vinyl flooring.
- New lockers for bags Grade R installed
- New waterproof torch on sheets was done at high school maths block
- All hollow and damaged wooden doors at the Hellenic Centre were replaced with aluminium doors. This has made a huge difference to the aesthetics of the school.
- I would suggest continuing with this project throughout the school.
- All damaged wooden doors were replaced with aluminium doors at maths classrooms and offices in the high school.
- All paving areas were pressure washed at Pre Primary, Big Avli, Tuckshop, Church, outside Auditorium and Finance building.
- New refurbished counter tops with Formica finishes and new legs were installed in both high school computer rooms. These new tops have made a significant aesthetic improvement to the teaching environment and have also helped to brighten the classrooms considerably.
- All air conditioners were serviced during the April holidays.
- An additional air conditioner was installed in the EGD classroom to assist with the heat generated by the 3D printer.
- The high school science classroom and the two high school computer rooms air conditioners were replaced with a new unit due to the previous unit being damaged. We cannot get any spares due to the age of the unit.
- The Hellenic Centre passages were painted after the installation of the new aluminium doors.
- All primary school Greek classrooms received new desks, including all Foundation Phase classrooms.
- New chairs were purchased for high school and primary school(completed)
- Blinds were installed for teachers according to the approved budget.
- Renovation of boy's girls' bathrooms in the small avli with new vanities, mirrors, taps
- Renovation of all foundation phase bathrooms with new sensor taps, tiles, basins, toilets
- New doors/locks were installed at sports boys/Bylos boys/tuckshop boys toilets
- Numerous classrooms were painted across the schools
- All foundation phase ceilings outside were painted and wood trusses were treated with carbolineum.
- New LED lights were installed in six classrooms in the primary school; there are a few classrooms remaining to be completed for 2027
- Visible rusted gutters were replaced; however, there are still several additional gutters that need to be replaced.
- The old smoking room in the staffroom was upgraded with new aluminum doors, and this room will now be used as a staff meeting room.

Grounds and fields

- Grounds and gardens are clean and tidy and it is evident they are being well maintained. Sports fields remain in excellent condition for regular use.
- Overseeing the maintenance of the pool/koi pond.
- Regular clean ups outside the school along Linksfield/Civin roads
- Overseeing pool pump/heat pumps make sure they are all in working order. Service is due in August.

- We started cleaning up the compost heaps and managed to use a large amount of good compost in the flower beds. This area is now in good working order. During the process we found a large amount of glass, plastic, and big rocks mixed in between and the cleanup is still in progress.
- GSG is in the process of getting our greenhouse functioning again with new seedlings that we can utilise in our gardens. We are currently trenching for irrigation. We also started chipping small branches through a chipper and all the wood chips are being used in the flower beds to help keep the soil moist.
- Four new yellow wood trees were planted on the grass area close to the borehole tanks.
- The fields were repaired and levelled after the Federation event.
- After GSC took over the contract I must admit that my working relationship with them has improved tremendously regarding all requirements.
- All fields will undergo spring treatment including fertilizing and scarifying during the August holidays.
- The borehole was serviced in April with new filters and chlorine cartridges installed. It is due for another service in August.
- Managed all sport set ups, including field marking.
- Tree roots were removed where the walkways had become uneven behind Bylos Hall and between the Foundation Phase classrooms.
- Waste management, handled by Bekabee works well ensuring we are recycling and the waste is removed from the property.
- A retaining wall with culverts was built to catch rainwater running down towards the fields. This water is now fed directly into the pipeline running down to the river. After the heavy rains we experienced, the system has proven to be working effectively.
- The small putt-putt course was removed to create more grass playing area for the children at the play school.
- Damaged shade nets at the swimming pool complex were replaced.
- A retaining wall with integrated drainage was successfully constructed at the mini basketball court. The wall has made a significant difference in channeling rainwater away from buildings
- Overseeing of generators servicing to make sure is in good running condition
- Most of the floodlights around the parking area were replaced due to loss of brightness.
- Eight extra parking bays were created for primary and play school
- I appointed CSG Hygiene as the new supplier for all consumables, including toilet paper, paper towels, and monthly pest control services. They also replaced all sanitary bins, soap dispensers, and automatic air fresheners. In addition, they clean all urinals and toilets once a month. I am very happy with the service they deliver.

Security/Health Safety

- All security alarms were serviced and programmed during the April holidays
- Fire hydrants/extinguishers service due in August
- All compliance health certifications up for renewal end of May
- New evacuation plans for high school will be in place in the following week currently in for printing

- Lightning alarms and lightning mast certification have been obtained, and the lightning alarm system is in good working order.
- Public Health permit was obtained from Ekurhuleni health department
- Certificate of compliance for all electrical distribution boards at the Pre-Primary & playschool, have been obtained
- A pedestrian crosswalk was installed outside the Bylos music centre parking area which helps parents and students' cross safety.
- Staff are also assisting students and parents to cross safely and helping to control vehicles approaching the pedestrian crossing.
- Overseeing the servicing/licensing of vehicles-make sure is in a good running condition
- Evacuation plans are displayed in every classroom, showing clearly marked exit routes, assembly

Plans/Projects

- The revamp of the Bylos kitchen cupboards is currently in very poor condition.
- New aluminum door to be installed at Ste Fotakis' office.
- new ceilings and LED light panels to be installed at all Greek classes (in budget).
- All jungle gyms are to be treated with Polywax and all cracks are to be repaired.
- All parking bays have to be repainted during August holiday also repairing potholes.
- Continuing to level areas around the school where tree roots are lifting surfaces, mainly in the main parking area.
- Projects are currently on budget, including the installation of aluminum doors at all offices and sports areas.
- The latest project is Sophie Zac's office not in budget, where a section of wall is planned to be removed and replaced with an aluminum window and doors. This will improve visibility of who is standing outside her office. This project is planned for approval during the August holidays.
- Play school to be painted outside including the main reception area
- The auditorium walls need to be painted. My idea is to Gamazine the walls for durability and improved sound aesthetics. Any advice or suggestions from the Building Committee would be appreciated.
- To appoint an electrician to conduct a survey on all DB boards from the primary school to the high school to ensure that all breakers and earth leakages are in good working order.
- The project should also include labelling plug points and light switches, indicating from which DB board they are supplied.
- New paving to be laid at the grass area next to the sports offices, opposite the primary school science classroom, where no grass is currently growing. This will also improve the aesthetic appearance of the area and provide a space for students to sit during their breaks. The project is planned to take place during the August holidays.
- The main entrance walls will be painted, as the current appearance does not create a good impression when entering the school. This project will commence soon.

Marketing and Admissions Report (June 2025 – June 2026)

Compiled by N. Palma

During the period June 2025 to May 2026, the Marketing and Admissions function delivered measurable progress, contributing to sustained enrolment growth and enhanced brand visibility. This was achieved through focus on key entry points, increased digital content, and community engagement, whilst navigating a challenging economic and competitive environment.

Evanthia Apollonatos was appointed from 1 March 2026 as the Admissions and Marketing Administrator a role that will oversee the Admissions process and assist the Marketing department on key projects.

Admissions and Enrolment Growth

SAHETI School has maintained consistent enrolment growth over the past year, with 1 328 pupils currently enrolled. Growth has been particularly notable in the Pre-Primary school and the High school which has reached the highest numbers of students in the school's history.

Marketing Initiatives

The increasing number of school functions, events, and community engagements has resulted in growing demands on the Marketing Department for event support, branding, design, communication, and promotional activities. As the school continues to expand its offerings and host a wider range of initiatives, the scope and volume of marketing-related responsibilities have increased. The department continues to provide comprehensive support across these areas, ensuring that all events and communications reflect the professionalism, identity, and values of the SAHETI brand while contributing to the successful execution and visibility of school activities.

Key activities are presented by term:

Term 3 2025

- Perimeter billboards at SAHETI School were refreshed with updated brand visuals.



- Outdoor digital media: Advertising was placed on the digital billboard directly opposite the school since July 2025. The space has been used to promote the Grade 1 Open Morning, matric results, the Open days and 2027 admissions.
- Grade 1 Open Morning (19 July 2025, Dr Seuss theme): The morning aimed to promote our Grade 1 programme, with a particular focus on driving enrolments and retaining current Grade R parents.
- SAHETI Roll of Merit / Greek Prizegiving (27 July 2025): Marketing provided support for the event and new logistical improvements implemented successfully.
- ISMA National Conference (Cape Town, June 2025): Provided the department valuable competitor school information, networking, and best-practice insights on independent school marketing.
- Pre-Primary and Playschool Play & Discover Morning: Held on 20 September 2025, was strategically aimed at showcasing the Pre-Primary School and Play School offering as key entry points, with a particular focus on driving enrolment growth. The morning provided prospective families and those families moving up from the Playschool a meaningful opportunity to explore our early childhood curriculum and experience the nurturing and stimulating learning environment that defines SAHETI School. Positive feedback confirmed the value of immersive, informal visitor formats.

- Individual school tours: Maintained throughout the years. Visitors consistently cited academic results, community values, and SAHETI's ethos as primary reasons for considering SAHETI School.
- Other Events: Marketing collateral was provided for, but not limited to, the Grade 8 Welcome Evening, Kalanda, Grade 1 Orientation, and Pre-Primary information evening.
- School Magazine (The Sahetian, 2025 edition): Co-ordination and editing of content, photography, layout, design liaison, and print production managed by the Marketing Department.

Term 1 2026 — May 2026

- January 2026: The Matric results announcement was celebrated with the class of 2025.
- Welcome Day: Well attended with positive feedback.
- Open Day (18 February 2026): 94+ families attended. The most interest was shown for Grade 8 in 2027, followed by Grade R, Toddlers, and Babies, indicating strong demand at the key entry points.
- Personalised tours: Continue in parallel with Open Days, reflecting interested families preference for individual experiences over traditional open days.
- Primary School Summer Festival (13–14 February 2026): Marketing support included invitations, programmes, signage, social media, and press advertising. Article published in Bedfordview & Edenvale News.
- SAHETI Sevens Tournament (27–28 February 2026): Marketing support encompassed invitations, programmes, signage, social media, and press advertising, including an article featured in Bedfordview & Edenvale News.
- Primary School Maths Conference: Marketing co-ordinated invitations, event promotion, branded signage, and delegate gifts.
- Big Fat Greek Festival, Montecasino: The SAHETI School stand and Bouzouki Group performance reinforced Hellenic identity and generated engagement with families, alumni, and the broader Greek community.
- 2027 Bursary Programme: Examinations and selection completed. This programme continues to function effectively and efficiently and remains aligned with the goal of attracting students with academic potential. The programme attracted 92 external candidates and 34 internal candidates. Following a rigorous and well-managed selection process, 8 external bursaries, 1 subsidy and 10 internal bursaries were awarded. The programme received positive feedback, with commendation for the transparency, efficiency and integrity of the overall process.

Media and Public Relations

Ongoing publication of student achievements published in the local media and social media is continuously maintained with positive community engagement.

Increased Brand Visibility - Marketing played a central role in raising the profile of SAHETI School through extensive promotion and coverage of the key events. The 2025 matric results media campaign generated a marked increase in reach and advertising value. R3.5 million in advertising value was achieved and 61 million people reached — a marked improvement on the prior year.

Community and cultural engagement – Continued emphasis was placed on SAHETI's Hellenic identity and cultural programmes, strengthening connections with the Greek community. Participation in events such as the Big Fat Greek Festival and Agora together with advertising in several Greek publications reinforces the school's cultural positioning and visibility.

Digital Marketing

Digital platforms continue to be a key focus area for existing families and new admissions.

Social Media Growth and Engagement - Strong growth across platforms, with significant increases in Instagram and Facebook audiences and continued monthly growth in followers. Content performance highlights high engagement driven by school events, cultural content, and community activities. Whilst Hellenic-themed content is consistently among top-performing posts.

Website and Paid Media - Website traffic increased by approximately 70% year-on-year with paid media campaigns reaching over 2.1 million users and generating approximately 56 000 website visits.

HR Report (June 2025-June 2026)

Compiled by D. Thela

Staff Development

We have continued to streamline and refine our staff development initiatives in order to ensure a more strategic approach to training, succession planning and performance management, while also ensuring a measurable return on investment on staff development expenditure and alignment with WSP requirements.

As part of this process, the HR Department identified four key pillars under which all staff training and development initiatives will be categorised. These pillars were identified in order to create a more focused and structured approach to staff development across the campus. The four pillars are:

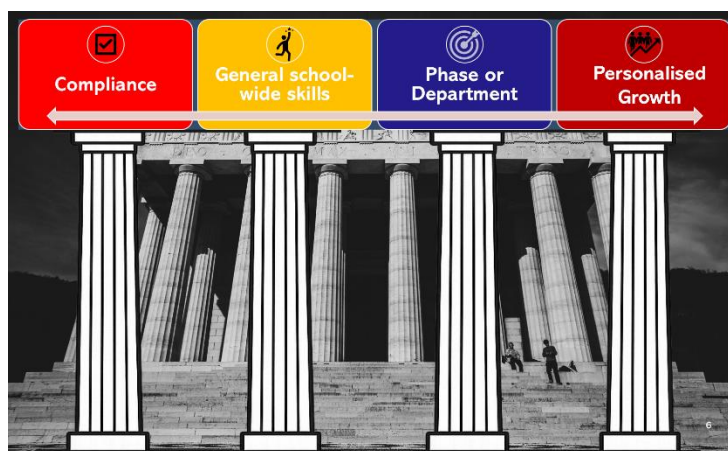
- Compliance
- General School Wide Skills
- Phase or department/subject specific
- Personalised growth and succession

The purpose of this structure is to ensure that training initiatives are aligned with organisational priorities, individual staff growth, succession planning and departmental needs.

In an effort to strengthen internal promotion opportunities and succession planning, staff members were requested to complete a “Talent Management” form. This initiative aims to identify:

- staff development and training needs;
- leadership potential and career aspirations;
- succession planning opportunities; and
- areas requiring additional support and performance development.

The information gathered will assist the school in aligning staff development initiatives with succession planning and performance management processes, while also supporting staff retention and internal growth opportunities.



Feedback received from staff indicated that many staff members experience challenges attending training sessions due to time constraints and competing work responsibilities. In addition, a number of staff members expressed a preference not to attend staff development sessions scheduled over weekends or Saturdays.

In response to this feedback, we identified an online teacher training provider (PurpleZA) that offers professional development courses on a wide variety of educational and teaching-related topics. One of the key advantages of this platform is that staff members can complete training at their own pace and at times that are convenient to them.

This initiative was rolled out in January 2026 as part of our ongoing efforts to make staff development more accessible, flexible and sustainable, while still encouraging continuous professional growth.

Since implementation, the platform has seen encouraging participation from staff members across the campus. HR has highlighted the top training topics completed by staff members, as well as the training leaderboard, in order to recognise staff engagement and encourage a culture of continuous learning and professional development.

2026 Training Aligned to the Four Staff Development Pillars

As part of the revised staff development structure, training initiatives attended during 2026 were aligned to the four identified staff development pillars in order to ensure a more focused and strategic approach to professional development.

Compliance

- Basic Labour Law Training
- First Aid Training (Level 1 and 2), including students, ISP coaches and staff members
- Safeguarding Training with Luke Lamprecht (new staff induction)
- Confidentiality in Counselling
- Salary Survey Training (ISASA)

General School-Wide Skills

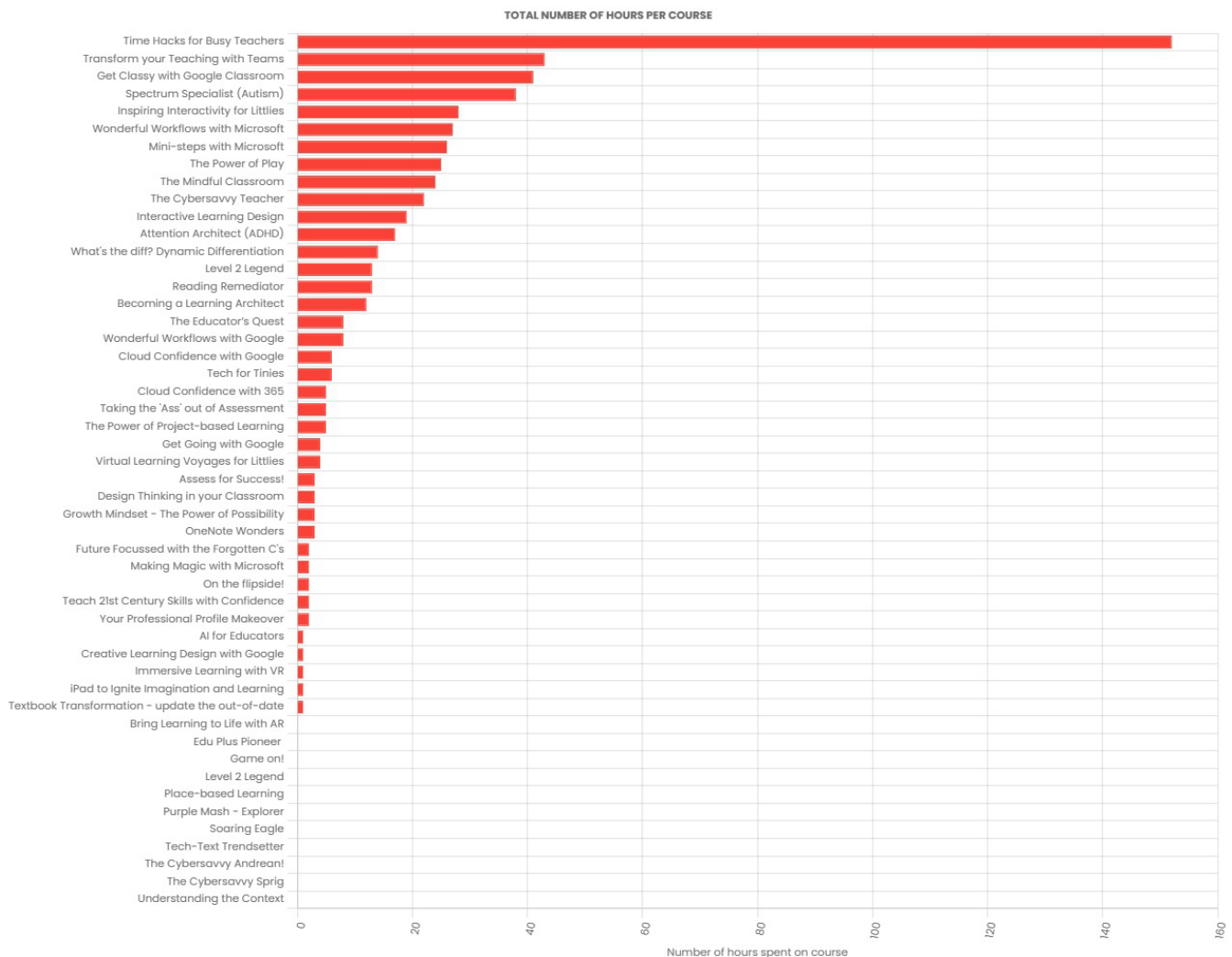
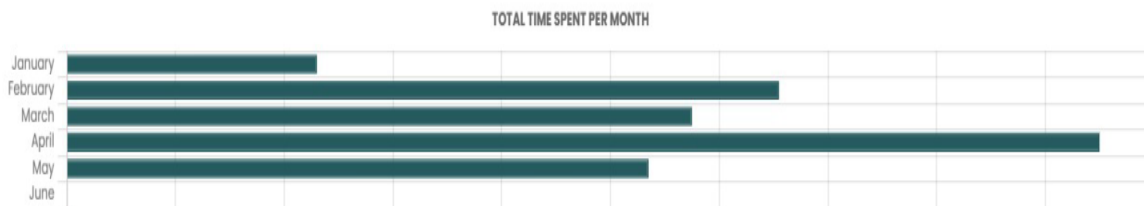
- Cognitive Enrichment Advantage
- Soft Skills Training and Mentorship by Malcolm Montgomery
- Introduction to Debating
- Bellavista Training
- Microsoft training
- PurpleZA

Salary Survey Training (ISASA)

Phase or Department Specific Development

- IsiZulu Workshop (Primary School)
- Maths Symposium (Pre-Primary)

- Language Conference (3 Pre-Primary staff members)
- ECD Conference
- Structured Literacy Training (Foundation Phase teachers)
- Anxious Generation Book workshops
- Team Collaboration Mentoring for Greek Teachers (Pre-Primary)
- Greek Proficiency Examinations
- 21st Century Skills Training (All High School teachers)



Personalised Growth and Formal Qualifications

- B.Ed – North-West University (NWU)
- B.Ed – Stadio (3 staff members in the Pre-Primary)
- ECD Level 4 Certificate (Edu-P Earl)
- Leadership Development Programme (ISASA)
- Bouzouki Training and Mentorship by Spiro
- Microsoft Power BI: Data Analysis Practitioner

This categorisation process has assisted the HR Department in identifying trends in staff development, aligning training with organisational and departmental needs, and ensuring that professional development initiatives support succession planning, performance management and continuous staff growth.

Mentorship Programme

Following the mentorship pilot programme initiated previously, the mentorship programme was further reviewed and adjusted during 2026 to align more closely with succession planning and performance improvement objectives.

The revised mentorship programme aims to:

- support leadership development and internal growth opportunities;
- provide targeted support to staff requiring performance improvement interventions;
- strengthen institutional knowledge transfer; and
- ensure improved return on investment on staff development expenditure.

The mentorship programme continues to form part of SAHETI's broader strategy to strengthen staff retention, professional growth and organisational sustainability.

Policies Reviewed/Under review

In order to ensure that SAHETI's policies and procedures remain current, relevant and aligned with best practice and legislative requirements, the Human Resources Department reviewed and/or amended a number of policies and procedures during 2026.

The review process is aimed at ensuring consistency and fairness in the implementation and application of policies across the campus, while also ensuring that policies continue to support the strategic and operational needs of the school.

The following policies were reviewed or are currently under review:

- Leave Policy

Due to recent changes and developments relating to maternity and paternity leave provisions, the HR Department is currently finalising amendments to the Leave Policy in order to incorporate the relevant updates and legislative amendments. Once finalised, the amended Leave Policy and the relevant changes will be formally approved and then communicated to staff members. In addition, due to numerous staff queries relating to discretionary Family Responsibility Leave and Long Leave, the HR Department drafted Standard Operating Procedures (SOPs) for these categories of leave.

The purpose of these SOPs is to provide staff members with greater clarity on:

- how the leave categories function;
- the application and approval processes; and
- the supporting requirements and procedures relating to these forms of leave.

Post-Retirement Fixed Term Contracts and Succession Planning

During 2026, the HR Department continued to formalise and strengthen the process relating to staff members who have reached normal retirement age and who may be considered for continued engagement on a Post-Retirement Fixed Term Contract basis. The focus of this process was to ensure fairness, consistency, transparency, and improved succession planning across the school.

Formal communication was sent to all affected staff members outlining the retirement process, the applicable Retirement Policy and SOP, as well as the requirements for consideration for continued engagement. Staff members were requested to submit motivations confirming their interest in continued employment and their ability to continue fulfilling the requirements of their roles.

A significant focus area during this process has been succession planning, particularly in relation to leadership and management roles. In line with the SOP: Post-Retirement Fixed Term Contracts, staff members on post-retirement contracts should not ordinarily remain in leadership positions, including Subject Coordinator roles. The reasoning behind this approach is to ensure that the school actively develops and prepares successors internally where possible, while also allowing opportunities for leadership growth within departments.

At the same time, the school has recognised the operational realities within certain departments and has therefore applied a practical and balanced approach where necessary. In instances where no suitable successor has yet been identified, departments have been encouraged to use transitional arrangements responsibly, including structured handover processes and the development of potential successors over a defined period.

The HR Department has committed to supporting Heads of Department throughout this process by providing guidance on the application of the Retirement Policy and SOP, assisting with succession planning discussions, and working collaboratively with departments to ensure that transitions and handover processes are managed in a practical, fair, and respectful manner.

The HR Department also worked closely with Heads of Department and School Management throughout the process to ensure that conversations with staff members were handled sensitively and respectfully, while still remaining aligned to policy, operational requirements, and the school's longer-term staffing strategy.

Overall, this process has contributed positively towards more proactive workforce planning, clearer policy alignment, and improved succession management within the school.

Sports Staff and Coaching Processes

We currently have 75 sports coaches across both the Primary and High School sports departments.

During 2025, the two Sports Departments identified six sports coaches whom they wished to place on fixed term contracts for a trial period. The purpose of this pilot initiative was to determine whether employing a smaller core group of fixed term coaches would reduce the reliance on the large number of ad hoc coaches utilised annually, which at the time consisted of approximately 57 coaches.

The 11-month fixed term contracts concluded in November 2025. Following a review of the pilot process, it was found that the initiative did not achieve the outcomes initially envisaged, as the appointment of fixed term coaches did not significantly reduce the number of ad hoc coaches required to support the sports programme. As a result, the decision was taken to discontinue this pilot process.

In addition, HR and the Sports Departments are currently in the process of implementing an electronic coaching staff timesheet system. The aim of this initiative is to streamline the payment process for Independent Service Provider (ISP) coaches, as the current process is largely manual and relies heavily on human interaction and administrative processing.

It is anticipated that an automated electronic system will:

- improve efficiency in processing coach payments;
- reduce administrative burden;
- minimise the risk of human error; and
- improve transparency and consistency with regards to payment processing and allocation of coaching hours.

Staff Vetting and SACE Monitoring

As part of strengthening recruitment, onboarding and compliance procedures, Human Resources has implemented additional staff vetting processes in certain instances prior to commencement of employment. This process ensures that staff members meet the necessary compliance and legislative requirements before appointment and commencement.

The vetting process includes verification of:

- valid police clearance and/or screening documentation where applicable;
- current and valid SACE registration for educators; and
- supporting compliance documentation required for employment.

In October 2025, the Human Resources Department undertook a comprehensive review and renewal process of staff clearance certificates. As clearance certificates are generally regarded as valid for a period of two years, it was necessary to review all current staff clearance documentation to ensure continued compliance with safeguarding and child protection requirements.

This process formed part of SAHETI's ongoing commitment to maintaining a safe educational environment and strengthening compliance measures within recruitment, onboarding and existing staff monitoring processes. HR worked closely with staff members to ensure that updated and valid clearance documentation was obtained and recorded where required.

In addition, the school has strengthened its SACE compliance procedures in line with legislative requirements. SAHETI does not appoint any teaching staff member to a permanent position without valid and current SACE registration. This process forms part of the school's commitment to maintaining professional teaching standards and ensuring legislative compliance within the education sector.

HR continues to conduct annual audits of SACE membership for all current teaching staff to ensure that registrations remain current and valid.

SAHETI AGM 2026
REPORT OF THE GOVERNANCE COMMITTEE

The governance committee has taken up a very important role as it is the committee that needs to ensure that SAHETI is run in terms of various legislation, the Kings recommendations, ISASA rulings and good and solid governmental principals.

We have a clear mandate on what needs to be done in the coming year and have prepared the necessary groundwork for implementation. The committee is required to ensure that the SAHETI board, school and its people follow the principles of

- Good Ethics
- Fairness
- Equality
- Respect
- Good governance
- Improvement in processes.

The members of the committee will be called upon to investigate and make recommendations on all aspects of governance at all levels of the institute and school.

We look forward to ensuring that we play a positive role in the advancement and ethics of SAHETI.

Thank you

John Philippou – Kyriacos Ttappous – Angelique Couloubis – Ivor Crabbia – Neville Marle and Spiros Georgopoulos

Built Environment and Projects Committee

Report – SAHETI AGM 2026

The Built Environment and Projects Committee has been active with a number of important projects in 2025 and in the first 6 months of 2026. This is a report on some noteworthy projects that have been completed and those that are currently underway through the committee.

Completed Projects and Initiatives

High School Tuckshop

The BEPC supported the SAHETI PTA with their upgrade project of the Tuckshop Area in the High School and assisted in addressing quality issues with the supplier

Foundation Phase Bathroom renovation

The BEPC managed the renovation of the bathrooms in the Foundation Phase (Grade 1 - Grade 3) to set a new standard. Particular mention and thanks is given to Mrs Janet Phillips on the committee who applied her professional skills and leveraged her network of contacts for the project.

CCTV Upgrade

The Board approved additional CCTV cameras and storage to ensure the Safety and Security objectives and ensure privacy is respected. This included a clear decision on the use of audio capability include in some of the new cameras installed.

Water usage

The BEPC led a project for the installation and commissioning of an integrated potable water filtration plant the process municipal and borehole water was completed. This covers all school areas other than the Playschool which has a separate municipal supply. The water quality is frequently tested to ensure quality water is available, even during water outages on the municipal system. A number of water leak detection programs have been undertaken to address a number of subsurface leaks and above surface leaks of taps and toilets. This has seen a positive improvement in the water usage profile. The CoE has eventually replaced the water meter in June 2026 after numerous calls that were logged to have it repaired. After the successful implementation of automatic taps in the foundation phase bathroom renovation, and some initial issues that were resolved, the Board decided that all subsequent renovations are to have auto taps to reduce overall water consumption.

Preserving recognition signage during renovations

In August 2025 the BEPC determined a standard to be used for when there is an approved need by the Board to replace doors and more generally alter any aesthetic of the buildings that are core to the SAHETI experience. The standard ensures that ventilation and safeguarding requirements are achieved whilst ensuring that existing signage recognising past contributions to SAHETI are retained and enhanced.

Air cooling (4 primary School 1st floor and Grade 7, High School isiZulu, 2 computer labs)

The BEPC was involved in determining suitable solutions cooling solutions for the requirements in 8 verified venues. This was achieved with mix of both new and relocation of existing equipment. The energy consumption

considerations were critically considered in solution choice and where possible 3 phase system were installed to balance electrical load and minimise overall peak load and associated costs

Energy Performance Certificate

The BEPC worked with a long-standing vendor, Energy Resource Optimisers, to complete the registration of the contiguous building of the High School and Primary school. The building achieved a level C rating of 41,17 kWh/(m2.a). The previous investments by the Board in 2022 in electrical metering in both substations proved critical in enabling this compliance requirement

Bizos Hall lighting replacement and upgrade for the productions

The BEPC assisted in the correct selection and provisioning of upgraded lighting in the Bizo's hall that is used during productions and events. The replaced decades old equipment that had served the school well by was obsolete and replacements of critical components no longer possible.

New Site Development Plan approved by CoE

A new Site Development plan for the SAHETI Senderwood property was submitted and approved for the development of the Indoor Sport Centre. A key part of this was to remedy incorrect information provided previously. This required an extensive research of past title deeds and surveyor general diagrams related to the property as far back as 1922. The complete document pack details the full property and the various servitudes. The Board as approved, in principle, to engage the services of a land surveyor to consolidate the information into a single new diagram to be filed with the Surveyor General of South Africa to avoid any future uncertainty and ensure all pegs are present and identified.

Internet Firewall replacement

The BEPC evaluated a number of proposed upgrade options from Mr Justin Harper, SAHETI School ICT Manager, to replace the end-of-life equipment. The Board approved this key part of SAHETI's cyber security architecture based on the work done and the recommendation made.

Tree relocations from court area to other parts of the school

The BEPC engaged Mrs Amalia Christellis and her team to relocate a number of trees that were in the way of the Indoor Sport Centre. The relocation of the olive trees in just two days was possible with the assistance of Mr John Pavlakis and Mr Chris Sutherland and his operations team.

Current Projects

SAHETI Indoor Sport Centre

The BEPC has done extensive work with the professional team in designing an Indoor Sport Centre that addresses the needs to have a facility to allow sport to be played during rain and lightning. The project has required extensive investigations into the sub surface ground conditions and technical solutions require to make it suitable to support the building and the rebuilt courts to avoid the frequent court surface stability issues. The project continues to progress rapidly since the soil turning and dedication on the 8th of June 2026.

GSC court Upgrades

The Board approved this investment, proposed by the BEPC, to upgrade 3 existing courts and build one new multi-purpose court on the portion of the property used by the Greek Sporting Club. The proposal determined that the costs of transporting pupils to 3rd party facilities during the build of the Indoor Sport Centre would cost more and would minimise the risks to the pupils. This investment provides a long term benefit to the community by upgrading the facilities.

Pre-Primary and Playschool Plans

The BEPC continues follow-up with the appointed architect who is addressing the issues with the CoE. Resubmission of documents has unfortunately been necessary; this has delayed conclusion of the project.

Anna Synodinos Pananthinaiki Study Centre

The PANATHINAIKI WOMENS ASSOCIATION OF SOUTH AFRICA has generously donated the funds for the building of the Anna Synodinos Pananthinaiki Study Centre on the northern side of the High School. Three design concepts were delivered by three different architecture firms to meet the requirements of the design brief determined from inputs the included key school stakeholders. The selected concept is currently being developed into a detailed design by the architects with the plan to begin construction later in 2026

River Embankment

The BEPC has engaged with the CoE on the riverbank collapse that has been occurring on the southeastern edge of the property. Mr John Pavlakis has been leading this engagement for the committee. Budget constraints at the CoE as a key limitation to finding a resolution.

Rand Water servitude

Rand Water was finally successful in getting an electrical supply from the CoE for their infrastructure in 2026. Tasks are underway to complete the registration of the servitude.

Erf 96 Senderwood Ext 1 rezoning objection and appeal

SAHETI Objected to the proposed rezoning of Erf 96 Senderwood Extension 1 at the Planning Tribunal in November 2025. SAHETI has lodged an appeal to the decision taken by the tribunal to approve the rezoning application and is awaiting feedback.

Pre-Primary School traffic flow and additional parking

An initial phase of improvements was implemented during the April 2026 break to improve traffic flow and parking in the area of the Pre-Primary School. The initial improvements removed some trees, posts and chains to allow recirculation without having to exit the school. Eight new car parks were added. Additional work will be done once the Indoor Sport centre is completed as they are in use to gain access to the construction site.

Pre-Primary extensions to two classrooms

Architect has been given a design brief and is currently working on designing extensions to two Grade R classrooms. These extensions are being planned for later in 2026 with CoE approval

Site Master Plan

Work is underway to consider a master plan for the entire property that considers current and future needs to ensure that development of facilities is done with a holistic view. This project will continue until early 2027 after additional workshops and options are considered

High School Academic facilities

The need to add additional High School Academic Facilities has been identified and a number of meetings and discussions have taken place to compile and develop a design brief. This has included visiting a number of schools to understand their facilities and lessons they learned. This initiative will be evaluating how to enhance SAHETI School's offering in Science, Technology, Engineering, Arts and Mathematics subjects. Current use of existing venues is being critically considered on information recently provided and considering SAHETI's future academic plans for ensure pupils continue to receive the top education in a world that is rapidly changing.



29 May 2026

CHAIRMAN – SAHETI BOARD
Att: Mr Gary Ttappous

Dear Gary

RE: SAHETI LADIES' COMMITTEE – ANNUAL REPORT 2026

Following your request to provide the SLC 2025 figures for the SAHETI Annual Report please find the details as set out below.

The SAHETI Debutantes Fundraiser of 2025 emerged as the most successful fundraising campaign to date having the privilege of producing;

1. **Highest Group Record at R4,774 823.00**
(Four Million Seven Hundred and Seventy Four Thousand, Eight Hundred and Twenty Three Rand)
2. **Highest Individual Debutante Record at R1,217 879.00** held by the 2025 winner, **Irini Koltzidellis**.
(One Million Two Hundred and Seventeen Thousand, Eight Hundred and Seventy Nine Rand)

The 2025 fundraiser had **thirty-one** (31) participating Debutantes, all from the SAHETI school base of students, with the gross amount of R4,774,823.00 being raised.

Based on the ranking – the years listed below have yielded the top amounts raised;

1 st	2025:	R4,774,823.00
2 nd	2023:	R4,178,614.05
3 rd	2024:	R3,651,261.63
4 th	2018:	R3,516,089.00

Amounts raised pertaining to other years on record;

2017:	R2,040,435.00
2019:	R3,024,892.00
2020:	R1,196,307.21
2021:	R1,139,572.60
2022	R2,302,338.83

In further discussing the 2025 fundraiser – the following income and expenditure figures are presented;

Income 2025	R 4 306 223,00	Expenses	
Event Tickets	R 468 600,00	R -	
Photo Subsidy	R 15 500,00	R -	
SLC Expenses	R -	R 298 453,17	
Launch	R -	R 23 243,00	
Magazine	R -	R 488 924,70	
Printing & Design	R -	R 35 293,36	
Raffle	R -	R 10 000,00	
Honour Dinner	R -	R 894 923,27	
SLC Total	R 4 790 323,00	R 1 750 837,50	Balance: R3,039,485.50

2025 SAHETI Ladies Committee Distributions	
SAHETI Board	R 2 300 000,00
SAHETI Institute Fund	R 500 000,00
HOLA	R 120 000,00
EPIC Foundation	R -
Nomikeios Home for the Aged	R 80 000,00
Teddy Bear Foundation	R 80 000,00
Total	R 3 080 000,00

In 2025, the proportion of distribution of fundraising proceeds amounted to approximately 64% of the gross amount raised.

When considering the most recent figures (2025) it is particularly interesting to note how these compare to the expenditure of 2015 which coincided with the last ball held at the Sandton Convention Centre.

Income 2015 SCC	R 3 061 580,00	Expenses	
Event Tickets	R 404 800,00	R -	
Photo Subsidy	R -	R -	
SLC Expenses	R -	Unknown Extra	
Launch	R -	R 2 561,00	
Magazine	R -	R 486 935,00	
Printing & Design	R -	R 5 493,00	
Gifts-in-Kind	R -	R 215 638,00	
Honour Dinner	R -	R 932 763,00	
SLC Total	R 3 061 580,00	R 1 643 390,00	Balance: R1,418,190

Firstly it is apt to note that the amount of R3,061,580 included the 'gifts-in-kind' amount that was a standard practice at that time.

Our committee did away with this practice as there was no real fundraising value associated with these amounts and only managed to inflate final figures raised with no monetary backing.

More importantly – we would like to draw attention to the expenditure figures and how ten years later our committee's expenditure has remained almost identical, and in some cases less than what was being spent in 2015 and with greater return on amounts donated to the SAHETI Board, the SAHETI Institute Fund and the Charity contribution at 10% of the nett amount raised.

The introduction of the Debutantes charity component from 2018 and has drawn much positive publicity and created a greater willingness to contribute from the donor base, community and beyond.

We thank you for the positive association between the SAHETI Ladies Committee, SAHETI School and the SAHETI Board and we look forward to greater achievements in the future.

Yours sincerely

Mrs E Eleftheriadis
CHAIRLADY – SAHETI LADIES COMMITTEE 2026

SAHETI Parent Teachers Association REPORT JUNE 2026

Serving as Chair of the PTA this year has been a true honour and a privilege. In a school so deeply rooted in Hellenic values, the spirit of *filotimo*, community, and giving back is something we see come to life again and again. I would like to extend my sincere thanks to our parents, teachers, and staff for your unwavering support and dedication. Your willingness to contribute your time, energy, and hearts is what makes this community so special. The PTA is more than just a support structure — it is a reflection of who we are. It brings together family, tradition, and a shared commitment to our children and their future. This past year has been both busy and fulfilling, and through collaboration and a strong sense of community, we have continued to build, support and grow.

A detailed financial report will be presented by our Treasurer, Amalia Christelis, but I would like to highlight some of our key fundraising and initiatives since our last AGM in April 2025:

Shortly after the AGM, we hosted our Winter Festival in June, the Foundation Phase production in May and our Summer Festival in February this year. These events were enhanced by a wonderful variety of food vendors and, of course, our ever-popular PTA popcorn stand. These festivals remain extremely significant to the PTA, as it is through the generous support and contributions of our vendors that we are able to assist the sports department and teachers with specific requests for much-needed items across various areas of the school. We extend our sincere thanks to the primary school teachers and the sports department for their continued support and excellent organisation of these events.

Among the vendors who supported us are Fahrenheit, Kaldista Coffee, Chip n Dip, Sumting Fresh, Steers, Mini Donuts, Yiayia's Kitchen, Andiccio Pizza, Biltong and Beyond, to name a few. The PTA always strives to support parents and alumni who own businesses within our community first. This approach has proven highly successful, and it is wonderful to see the SAHETI family continually supporting one another.

We assisted with the **Grade 1 orientation**, showcasing historical photos of our school from its earliest days, a meaningful way to connect new families to our heritage.

Teacher's Day was a special celebration of those who care for and educate our children. We assisted with the décor and food.

Our **Kalanda Christmas goodies sale** was, as always, a great success. From festive wear to giant candy canes and Christmas squishies, the excitement had children returning multiple times! We also treated our VIP guests to Christmas biscuits on the evening.

Preparations for **Panigyri** began as early as October 2025 to ensure everything was in place for the February event. Term one is always extremely busy, so careful planning is essential. Every year brings with it a fair amount of panic, stress, and anxiety as we watch weather forecasts, juggle logistics, and try to ensure every detail falls into place. Yet somehow, this incredible, caring, and dedicated team always pulls together to create one of the biggest and

most memorable events of the year. Our beloved School Chapel Name Day, remains a true highlight of the PTA, with a distinct Greek village vibe, it is a vibrant hub of activity involving parents, students, teachers, and staff. Loukoumades, ice-cream, coffee and food, from décor to music, every detail came together beautifully. Our market grew to over 26 this year, with many parents and alumni showcasing their businesses. Performances by the staff music band, our talented bouzouki players, NAYHSOSA as the DJ, the Greek dancing department and the Kiria Mary Vasililiou group, it makes it a true community event. The ever-popular “Dad’s braai area” once again drew much attention, they cooked an impressive 2000 pieces of lamb and chicken. It was also great to watch our non-Greek teachers learn the art of a Greek braai. As I sit in bed that evening, exhausted, with my feet pounding from the 50 million steps taken throughout the day, I am always filled with immense happiness and pride knowing that, once again, we pulled it off. We are not professional event coordinators, we are simply a group of parents who pour our hearts into everything we do for this school and its community.

Our **Marti bracelets** continue to grow in popularity, with record sales of over 1,300 bracelets this year. The Marti tea morning is a special event where moms come together to handcraft each bracelet — a true labour of love. The bracelets were hung on the trees donated at the end of March, honouring an almost 3000-year Greek tradition.

The **Primary School Maths Conference** was a great success, with the PTA contributing maths-themed décor and wall graffiti to enhance the event.

Our **Greek National Day** cake and coffee stand was once again well supported. We rely on our generous parent community to donate cakes, including traditional Greek fasting treats.

Donations and Projects

This year, the PTA contributed to several meaningful initiatives:

- Two wheelchairs donated to the Greek Old Age Home
- A bridge added to the new Foundation Phase gardens
- Lavender trees for Marti bracelets
- Christmas biscuits for Kalanda
- Cupcakes for Teacher’s Day
- Food and cakes from Panigyri and Greek National Day donated to the Greek Old Age Home
- A stationery collection initiative
- Donations to ground staff and security guards initiative

And finally, our proudest and most special project to date — the **tuckshop revamp**.

What began as a simple idea with a blue-and-white theme evolved over several months into something truly spectacular. Most importantly, the students were involved from the very beginning. Through meetings, mood boards, and discussions, they shared and voted on their ideas and preferences. The final design reflects a blend of modern, functional, and slightly playful elements, all rooted in a strong Greek aesthetic. From funky wallpaper, neon lighting, more seating and tables, cushions, tiling and Greek vases, it really is truly unique to SAHETI. The result is a vibrant space where students can relax, socialise, study — and, of course, eat. And we did not forget the essentials... cellphone charging stations! Most importantly, this project would not have been possible without the incredible support and generosity of our parent community. It is through the donations and contributions received from all our PTA events throughout the year that we were able to bring this vision to life. For that, we are sincerely grateful.

In closing, I would like to thank each and every member of our SAHETI community for your continued support, generosity, and belief in what we do. It is through this shared spirit that we are able to create meaningful experiences for our children and strengthen the bonds within our school. As we look ahead, may we continue to be guided by the values that define us—*filotimo*, unity, and pride in our heritage. Together, we ensure that the SAHETI spirit not only endures, but continues to flourish.



05 June 2026

SAHETI Pre-Primary & Playschool PTA

Chairperson's Annual Report

May 2025 – May 2026

Presented by: Kassi Simoes

Chairperson: SAHETI Pre-Primary & Playschool PTA

Introduction

It is my pleasure to present the SAHETI Pre-Primary and Playschool PTA Annual Report for the period May 2025 to May 2026.

This year has been one of significant growth, community engagement, and meaningful contribution. Through the dedication of our PTA committee, the support of our parents, staff, sponsors, and the broader SAHETI community, we have successfully strengthened relationships, enhanced learner experiences, and provided substantial support to the school through fundraising and sponsorship initiatives.

Our focus has remained on creating opportunities for connection, supporting educational and cultural development, and enriching the daily experiences of our children and staff.

PTA Governance and Meetings

Throughout the year, the PTA remained actively engaged through regular Executive Committee and General Meetings.

Key Meetings Held

- Executive Committee Meeting – 15 May 2025
- General Termly Meeting – 12 June 2025
- Executive Committee Meeting – 18 September 2025
- General Termly Meeting – 16 October 2025
- Annual General Meeting – 28 January 2026
- Executive Committee Meeting – 10 February 2026
- Executive Committee Meeting – 12 May 2026

2026 PTA Committee

The following committee was elected at the AGM held on 28 January 2026:

Chairperson: Kassi Simoes

Vice Chairperson: Nicole Providas Scholtz

Secretary: Cheyne Butler

Treasurer: Chris Van Den Heever

Executive Members:

- Aimee Capuzzimati
- Andrea Stratis
- Andrew Cox
- Ashley Providas
- Caitlin De Cecco
- Chris Christofou
- Katerina Gamaletsos
- Kathleen Allan
- Lubnaa Merriman
- Maria Chrysostomou
- Michael Dowden
- Natasha De Cecco
- Natasha Panayi
- Nicola Eleftheriades
- Nonti Bujela

Financial Overview

The PTA experienced some administrative challenges at the beginning of the reporting period due to a temporary freeze on the PTA bank account while access was being transferred to the newly elected Treasurer.

Despite these challenges, PTA operations continued uninterrupted, with interim payments being facilitated until banking matters were resolved.

The year was characterised by strong fundraising performance, allowing the PTA to make significant contributions toward school initiatives, learner enrichment programmes, and community projects.

Fundraising and Community Events

Valentine's Cake Sale

The Valentine's Cake Sale was our first fundraising initiative of the year and provided valuable early-year funding for PTA activities and projects.

Greek Easter Lambada Sales

The annual Lambada Sales once again proved to be one of the PTA's most successful fundraising initiatives.

Highlights:

- More than 270 handmade Lambades sold
- Most of our stock sold out rapidly
- Generated approximately R50 000 profit

Beyond fundraising, the initiative continues to celebrate and promote the cultural traditions of our Greek community.

Winter Wonderland Mini Walk & Family Fun Day

Held in July 2025, the Winter Wonderland Mini Walk and Family Fun Day was the PTA's largest fundraising event of the year.

The event featured:

- Inflatables
- Bubble houses
- Pony rides
- Bumper cars
- Arts and crafts
- Tumbling Tigers
- Soccer Stars activities
- Food vendors
- Retail stalls
- Sponsored raffle prizes

The event was exceptionally well attended and demonstrated strong community participation.

Financial Outcome

- Vendor rental income: approximately R9 000
- Total event profit: more than R150 000

The success of this event was made possible through the support of numerous sponsors who donated prizes, services, and resources.

Parent Social Evening

In October 2025, the PTA hosted its first-ever parents-only social event with a "Back to the 90s and 2000s" theme.

The event was created in response to parent feedback requesting opportunities to connect socially outside of children's events.

The evening received overwhelmingly positive feedback, enjoyed strong attendance, and generated significant interest in becoming an annual tradition within the school community.

Educational and Learner Enrichment Initiatives

Throughout the year, the PTA continued to support educational and developmental opportunities for learners.

Sponsored Programmes and Activities

- Farm Stall Visit for Playschool learners
- On Cue Theatre Puppet Show
- Hooked on Books literacy programme
- Grade R Pencil Bag initiative to support transition to Grade 1
- Annual Christmas Party including educational gifts and a special visit from Father Christmas

These initiatives were designed to enhance learning experiences while creating memorable opportunities for our children.

Literacy and Community Outreach

Khula Book Collection

One of the most meaningful projects undertaken during the year was the Khula Book Collection.

The PTA initially set a target of collecting 300 second-hand books for children in need. Through the incredible generosity of the SAHETI community, we far exceeded this goal.

Results

- Target: 300 books
- Books collected: 1,859

Special recognition goes to Teacher Tina's Grade 00 class, who collected an outstanding 356 books and were named the winning class.

The books were donated on World Book Day, 23 April 2026, to learners at:

- Emfundisweni Primary School
- Carter Primary School

This initiative reflected the values of compassion, literacy, and community service that remain central to the PTA's mission.

Support for Staff

The PTA continued to recognise and celebrate the dedication of our teaching staff.

Teachers' Day

Teachers were acknowledged with coffee and cupcakes as a small token of appreciation for their continued commitment to our learners and school community.

School Contributions and Sponsorships

A significant portion of PTA funds raised during the year was reinvested into projects that directly benefit learners and staff.

School Wishlist Fulfilment

The PTA contributed approximately **R90 000** towards fulfilling the school's wishlist, including:

- Wendy House
- Six Montessori bookshelves
- Mud kitchen
- Twenty-five book corner cushions
- Five sets of jumbo bricks
- Five sets of magnetic tiles
- Six toddler push/pull wagons
- Locomotive jungle gym
- Playground swings

Additional Educational and Learner Support

Approximately **R60 000** was invested in:

- Christmas Party
- Grade R pencil bags
- Teachers' Day celebrations
- Farm Stall Visit
- Hooked on Books programme

Religious and Cultural Contributions

The PTA donated approximately **R18 000** towards the installation of two icons of the Virgin Mary of Kykkos, which were placed in the reception areas of the Pre-Primary and Playschool.

These contributions support both the educational environment and the cultural identity of our school.

Parent Engagement and Feedback

Throughout the year, the PTA continued to act as a liaison between parents and the school.

Key concerns raised by parents included:

Parking and Access

- Insufficient parking availability for Pre-Primary and Playschool families.
- Need for clearer demarcation of parking bays, particularly wheelchair-accessible parking.
- Requirement for a safer and covered pedestrian pathway between the Playschool and Pre-Primary facilities.

Grade R Classroom Facilities

- Concerns regarding the size and layout of some Grade R classrooms.
- Requests for improvements to create a more equitable learning environment across all classrooms.

School Uniform

- Feedback regarding the quality and durability of uniform items.
- Parent surveys were conducted.
- Multiple engagements were held with suppliers, the school, and the Alumni Association to address concerns and identify solutions.

The PTA remains committed to constructive collaboration with all stakeholders to ensure these matters continue to receive attention.

Sponsor Support

The PTA benefited greatly from the support of sponsors throughout the year.

Sponsors contributed through:

- Financial assistance
- Products and services
- Event resources
- Raffle prizes

Their involvement played a significant role in the success of our fundraising events and community initiatives.

Looking Ahead

As we move forward, the PTA remains committed to building on the momentum established during the past year.

Planned initiatives include:

- 2026 Mini Walk and Family Fun Day
- Parent Social Events
- Teachers' Day Celebrations
- Christmas Party
- Additional Grade R enrichment initiatives
- Ongoing support of school educational and cultural programmes

Our goal remains to create meaningful opportunities for connection, support, and enrichment for every child and family within our community.

Closing Remarks

The achievements of the past year are a testament to the strength of the SAHETI community. Through the collective efforts of parents, staff, sponsors, and volunteers, we have been able to make a meaningful impact that extends far beyond fundraising alone.

I would like to thank every committee member, parent volunteer, sponsor, teacher, and member of staff who contributed their time, expertise, and support throughout the year.

Together, we continue to build a vibrant, connected, and supportive community for our children.

Kassi Simoes

Chairperson

SAHETI Pre-Primary & Playschool PTA