



CLASS OF 2025: 100% PASS RATE!

Westville Girls' High School proudly celebrates the exceptional achievements of our Matric Class of 2025. These outstanding results are a true reflection of the perseverance of our learners, the dedication of our teachers, and the unwavering support of families, who have walked this journey alongside them.

As the final results approached, the Class of 2025 gathered in small groups, their conversations a blend of hope and nervous excitement. Each learner carried a unique story—one shaped by hard work, late-night study sessions, and dreams for the future. Over the past five years, they created unforgettable memories, built lasting friendships and supported each other through every challenge that high school could bring.

When the statements were finally collected, the parking lot erupted with laughter, joy and happiness. It was a moment of celebration and relief, as months of preparation and years of commitment came together in a single unforgettable day.

After five years of determination, the Class of 2025 stood tall, ready to face the future with confidence. They conquered the challenges of high school and emerged victorious, with achievements that speak volumes about their resilience and drive.

We are proud to announce an overall pass rate of 100%. Of the 211 learners, 199 achieved Bachelor's passes (93,84%) and 13 achieved Diploma passes (6,16%). The cohort produced outstanding aggregate results, with 44 learners (22,75%) achieving A-aggregates, 87 learners (38,39%) achieving B-aggregates, and 192 learners (91%) achieving C-aggregates and above.

Distinction results were equally impressive, with one learner achieving 8 As, twelve learners achieving 7 As, and eight learners achieving 6 As. In total, the Class of 2025 achieved 507 subject distinctions, averaging 2,41 distinctions per learner. Notably, 25,12% of the cohort achieved four or more distinctions, highlighting the depth of excellence across the group.

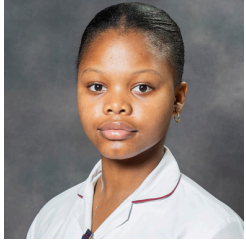


As they prepare for new adventures and exciting opportunities, the Class of 2025 can proudly say they have dropped the mic, leaving behind a legacy of excellence and inspiration for those who follow. Congratulations to our remarkable learners, dedicated teachers and supportive families. Your hard work and commitment continue to raise the bar.



TERM 1 AWARDS

1st Team Scrolls



Nomali Mkhize
Indoor Hockey



Tayla Jenkins
Indoor Hockey



Asimbonge Mkhize
Indoor Hockey



Mwanakombo Mwajuzuu
Indoor Hockey



Nicole Nzeru
Indoor Hockey



Ngiphiwe Mkhwanazi
Indoor Hockey



Mikayla Erfort
Indoor Hockey



Naledi Gabanakgosi
Indoor Hockey



Aphiwe Mtolo
Indoor Hockey



Kelsey Nunn
Indoor Hockey



Erinn Callan
Swimming



Jamie Crompton
Swimming



Milly Powell
Swimming



Caelyn Polia
Swimming



Asmaa Paruk
Tennis



Parina Nathoo
Tennis



Kiyanah Deonarain
Tennis



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SPOTLIGHT

LEADERSHIP OF 2026: A NEW GENERATION OF PURPOSE AND PASSION

By Michaela Kwashirayi



As Westville Girls' High School steps confidently into 2026, the school's leadership continues to shine through the dedication and vision of its learner leaders. This year's directors and chairpersons are driven not only by ambition, but also by a deep desire to uplift the learner experience and strengthen unity within the WGHS community.

Two key leaders at the forefront of this journey are Ahistha Gowthum-Seebadri, the Learner Management Team (LMT) Director, and Lauren Carr, the Chairperson of the Transformation and Diversity (T&D) Committee.

Their leadership reflects a strong commitment to building excitement, inclusivity and belonging within the school.

When Ahistha Gowthum-Seebadri heard her name announced as the LMT Director of 2026, her emotions were overwhelming. She describes the moment as one filled with shock and disbelief, unsure whether she should laugh or cry. In that instant, she thought back to her younger self – Grade 8 Ahistha – who would have never imagined such an achievement.

More than anything, Ahistha felt immense gratitude toward her team and excitement for what lies ahead. Her journey into leadership is not only a personal accomplishment, but a reflection of growth, resilience, and confidence developed throughout her high school years.

Ahistha believes that effective leadership requires patience and inclusivity. She emphasises the importance of hearing every voice and being open to all ideas, especially since the LMT's purpose is to bring joy and excitement to the learner body. To support this, she has also made discipline and organisation a personal priority, ensuring that the team's initiatives are not only fun, but also well-executed and meaningful.

The LMT's vision for 2026 is clear: to create a school environment where learners look forward to coming to school. Ahistha and her team aim to build a culture of excitement, connection and sisterhood, encouraging learners to participate in initiatives that foster lasting memories and stronger bonds.

While the team is keeping many of their plans confidential, Ahistha did share one exciting development: this year, the LMT has introduced five subcommittees, each focused on a specific grade. This strategy ensures that no learner feels left out, as each grade will now receive its own unique and special initiative designed specifically for them.

SPOTLIGHT

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For Lauren Carr, being elected as Chairperson of the Transformation and Diversity Committee (T&D) was both exciting and deeply meaningful. Having served on the committee in Grade 11, she discovered a strong passion for organising initiatives, spreading awareness, and strengthening the sense of community within the school.

Lauren stepped into her leadership role eager to build on the committee's foundation and guide her team toward making a greater impact. She describes the opportunity to lead as incredible, and she is determined to help T&D grow into a more visible and influential part of the WGHS culture.

Balancing academics, sport, music and leadership responsibilities is no small task especially in matric. However, Lauren has a grounded approach. She believes in prioritising what truly matters and has learned the importance of cutting out activities that no longer serve her goals. This mindset allows her to focus on her key commitments: schoolwork, T&D, cross country and music.

Her strategy is simple but powerful: do your best, but don't take life too seriously. Lauren views mistakes as learning opportunities and believes that staying calm and relaxed is essential to managing pressure and achieving success.

Lauren and her executive team are determined to keep learners engaged throughout the year by planning initiatives that resonate with the diverse interests and identities of learners. They also plan a presentation for an assembly at the start of Term 2 to introduce the committee's purpose, and energise the school community about what T&D has planned.

The main goal for T&D in 2026 is to instil a stronger sense of belonging at WGHS. Lauren hopes to remind learners that, although everyone is different, unity is possible – and beautiful. She acknowledges that the purpose of T&D is not always well understood, and the committee is determined to change that by showing learners what they stand for and how they contribute to the school's identity.

The leadership of 2026 reflects a powerful combination of passion, structure, and purpose. With leaders like Ahistha and Lauren driving learner experiences and strengthening community values, WGHS is set to enjoy a year full of exciting initiatives, meaningful connection, and stronger inclusivity.

As the year unfolds, one thing is certain: 2026 is a year where learners will be seen, celebrated, and inspired.



SPOTLIGHT

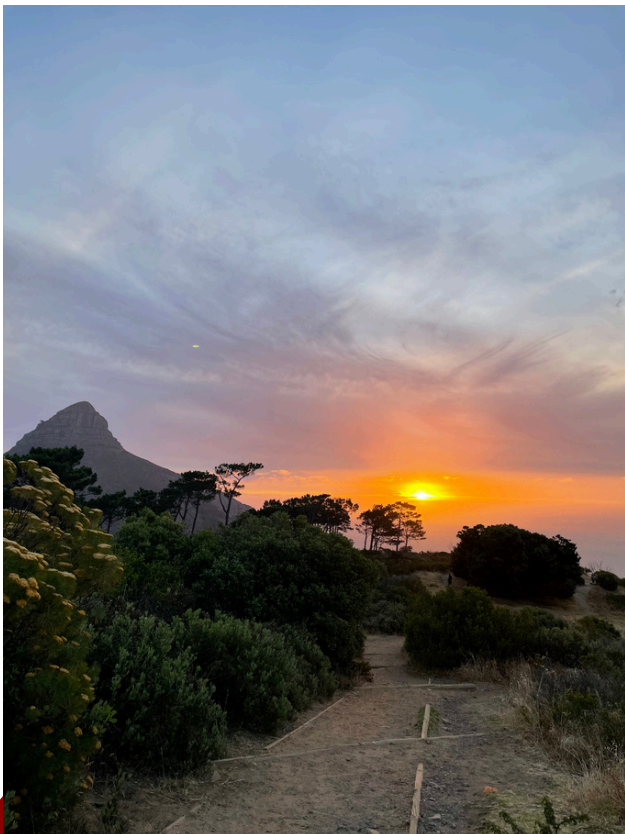
A FRENCH PERSPECTIVE AT WGHS: WELCOMING APOLLINE FEBREAU

By Thembaletu Mngadi

In Term 1, Westville Girls' High School was delighted to welcome Apolline Febreau, an exchange student from France, who has already become a wonderful part of our school community. With her enthusiasm and curiosity, Apolline has embraced life in South Africa and shared some inspiring reflections on her experience so far.

Her favourite memory is visiting Cape Town during the December holidays, where she explored places such as Table Mountain, the V&A Waterfront, Bo-Kaap, and Boulders Beach. She described the trip as unforgettable and loved seeing another side of South Africa.

One of her biggest culture shocks was the way people drive, especially the fast-paced roads and taxi culture. She also noted that pedestrians need to be cautious, as cars do not always stop at crossings. Another surprise for her was seeing monkeys in the trees, something she believes many people in France would find unusual.



Apolline has enjoyed trying South African food, including chakalaka, biltong, and her favourite dessert, malva pudding. She also shared her love for the South African braai, appreciating how social and welcoming it is. She has found school life in South Africa very different from France, where there are no uniforms, school days are longer, and sport is usually done through clubs rather than school teams. She has especially enjoyed the strong school spirit and war cries, and attending an all-girls school for the first time has been a unique experience.

Although making close friends has taken time due to cultural and language differences, Apolline says it has been rewarding. She has also learned local slang such as “lekker,” “howzit,” and “robot,” though phrases like “now now” and “just now” still confuse her.

Apolline encourages others to take part in exchange programmes, saying it is a life-changing experience. When she leaves South Africa, she says she will miss the friendliness of the people, her host family, and the warm weather most of all.

SPOTLIGHT

BATTLE OF THE GRIFFINS

By Thembaletu Mngadi

The 2nd Annual Battle of the Griffins between Westville Girls' High School (WGHS) and Westville Boys' High School (WBHS) delivered an exciting and unforgettable sporting experience, bringing the two schools together in a celebration of rivalry, unity and school pride.

Held on 12 March 2026, this year's event took a unique and entertaining twist as the WBHS First Team basketball players stepped out of their comfort zone to face the WGHS First Team netball players, not on the basketball court, but in a competitive netball match.

From the first whistle, the atmosphere was electric. Spectators filled the venue with cheering, laughter and high energy as both teams battled it out in a fast-paced and entertaining contest. It was clear that this was more than just a match, but a showcase of Westville spirit and friendly competition.

Although netball was not their usual sport, the WBHS players impressed with their athleticism, speed, and determination. They approached the game with confidence and enthusiasm, quickly adapting to the different rules and style of play. However, the WGHS netball team demonstrated experience, structure, and composure throughout the match. Their strong teamwork and strategic play allowed them to maintain control, ultimately securing victory for Westville Girls' High School.



WGHS Netball Captain, Silindile Msibi, shared her thoughts on the match:

"It was a really fun experience and something different for us. We prepared like we normally would, but we knew it wouldn't be a typical game. Playing against the boys was interesting because they play differently, but we focused on our teamwork and stuck to what we know."

WBHS Basketball Captain, Luseko Sikhulume, reflected on the challenge of switching sports:

"Playing netball instead of basketball was definitely challenging, especially with the different rules. But it was a good experience, and we enjoyed being part of it. We came in confident and just tried our best."

Overall, the Battle of the Griffins was a great success. More than just a sporting fixture, it celebrated sportsmanship, teamwork, and school spirit, while strengthening the bond between the two schools. The event reminded everyone that sport is not only about winning, but also about connection, enjoyment, and creating lasting memories.

With such strong support and excitement from both sides, the Battle of the Griffins has firmly established itself as a highlight on the school calendar, and one that many will eagerly anticipate in the years to come.





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SPOTLIGHT

A MONTH OF FAITH, REFLECTION AND COMMUNITY: UNDERSTANDING RAMADAN

By Isabel Pillay

Each year, Muslims around the world observe the holy month of Ramadan, a period known for fasting, prayer, spiritual growth, and generosity. While many people associate Ramadan only with abstaining from food and water, the month holds far deeper meaning for those who observe it. Members of the Muslim Students' Association (MSA) shared insight into the purpose of Ramadan and what it represents to the Muslim community.

Ramadan is observed as an act of worship and devotion to God. It is one of the Five Pillars of Islam, making it a core part of Muslim belief and practice. According to the MSA, fasting during this month is not only about physical restraint, but also about strengthening faith and building self-discipline.



“We fast during Ramadan as an act of worship and obedience to God,” they explained. “Fasting helps Muslims develop self-discipline, strengthen our faith and become more mindful of those who are less fortunate.”

During Ramadan, Muslims fast daily from dawn until sunset. The fast begins just before the Fajr prayer, and ends at sunset at the time of the Maghrib prayer. Before dawn, Muslims eat a meal called suhoor, and later break their fast with iftaar, traditionally beginning with dates and water. “This year, Ramadan occurred between 18 February and 20 March,” the MSA shared, highlighting the annual shift of Ramadan dates due to the Islamic lunar calendar.

While fasting is central to Ramadan, the month is also about moral discipline and self-improvement. Muslims are encouraged to avoid negative behaviour and focus on strengthening their relationship with God.

“It is also important to focus on avoiding negative behaviours such as gossiping, arguing or losing one’s temper while fasting,” they said. “The overall goal during Ramadan is to grow and improve both spiritually and morally.”

Ramadan is also marked by increased prayer, Qur’an recitation, charity, and acts of kindness. Many Muslims attend special evening prayers called Taraweeh, which are performed after the night prayer (Isha) and are unique to Ramadan.

For many Muslims, Ramadan becomes a time to set personal goals and reflect on their lives. These goals often include becoming more consistent in prayer, improving character, breaking bad habits, and increasing charity. “The goal for all Muslims is to come out of Ramadan as a better and more mindful person,” the MSA explained. They also noted that many Muslims aim to complete the recitation of the entire Holy Qur’an, as Ramadan is the month in which the Qur’an was first revealed.

The end of Ramadan is celebrated with the joyful occasion of Eid al-Fitr, a day of gratitude and community. Eid begins with a special congregational prayer and continues with family gatherings, gifts, charity, and festive meals. “Eid al-Fitr is celebrated at the end of Ramadan with great joy,” Asmaa said. “People often wear their best clothes, exchange gifts, give charity, and enjoy festive meals together.”

When asked what makes Ramadan so meaningful, the MSA highlighted the strong sense of peace and unity the month brings. Communities come together daily to break their fast, and mosques are filled with worshippers at night. “Our favourite part about Ramadan is the deep sense of peace and community it brings,” Asmaa shared. “It is a special time when we feel more spiritually connected and focused, allowing us to grow closer to God.”

Despite the importance of Ramadan, misconceptions still exist in society. One of the most common misunderstandings is that Muslims do not eat at all for the entire month, when in reality they eat before dawn and after sunset each day. Another misconception is that fasting is only about food, when it also involves controlling behaviour and improving character.

Some also assume that all Muslims must fast, without recognising the exemptions allowed in Islam. “People who are sick, travelling, pregnant, elderly, or menstruating are exempt from fasting,” the MSA explained, adding that missed fasts can be made up later or replaced through charitable acts.

“Although fasting can be challenging, it is not viewed as suffering or deprivation,” they said. “Instead, it is a meaningful act of worship which we choose to do sincerely for the sake of God, which gives it a strong sense of purpose.”

Through fasting, prayer, and reflection, Ramadan becomes a powerful reminder of gratitude, compassion and faith. It is a month that encourages Muslims to grow spiritually and morally, while strengthening the bonds of community and the values of kindness and discipline.



SPOTLIGHT

A CELEBRATION OF CULTURE, FAITH AND EXCELLENCE AT OUR SCHOOL

The Hindu Student Association commemorated Maha Shivaratri, a spiritual occasion that brought learners together in reflection, devotion, and cultural appreciation.

Maha Shivaratri, meaning “The Great Night of Shiva,” is one of the most sacred festivals in the Hindu calendar and is dedicated to Lord Shiva, revered as a symbol of transformation, destruction of negativity, and spiritual awakening. The festival is observed annually on the 14th night of the dark fortnight, and it holds deep significance for devotees around the world. Many believe this holy night represents the divine union of Lord Shiva and Goddess Parvati, a powerful reminder of balance, harmony, and the merging of masculine and feminine energies in life and relationships.

The celebration served as an important opportunity for learners to deepen their understanding of faith and spirituality, while also honouring cultural identity within the school environment. Maha Shivaratri is traditionally a time of prayer, meditation, and discipline, and the Hindu Students Association have ensured that the meaning of the festival was respectfully upheld.

On this meaningful day, devotees observed fasting as an act of devotion and self-discipline, reminding participants of the importance of sacrifice and spiritual focus. Traditional offerings of milk, honey, and water were presented to the Shiva Lingam, symbolising purity, gratitude and reverence. These sacred rituals are central to the observance of Maha Shivaratri and serve as a reflection of faith, humility, and the desire for spiritual growth.

The celebration encouraged learners to reflect on the values of inner peace, resilience, and higher consciousness. The significance of Maha Shivaratri lies not only in its religious practices, but also in the powerful message it carries: that true strength comes from faith, discipline, and surrendering to a higher purpose. The event created a calm and respectful atmosphere for learners of all faiths and interests, allowing both participants and observers to appreciate the spiritual depth of the occasion.

The school extends heartfelt gratitude to the Hindu Students Association for their dedication in commemorating this important festival. Their efforts continue to enrich school life by fostering inclusivity, cultural awareness, and mutual respect. Events such as these play a vital role in building a school environment where traditions are celebrated and every learner feels seen and valued and it gives an opportunity for others to learn about different faiths.



Alumni Corner

From WGHS to the World: Old Girl Glynnis Belchers's Literary Journey

By Mariam Khan

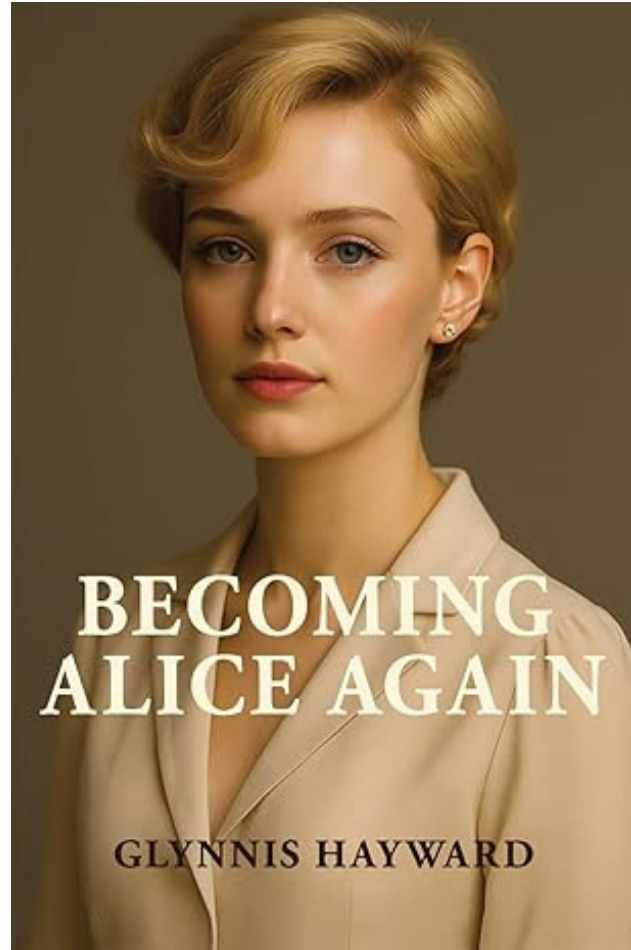
Westville Girls' High School has long been a place where young women are encouraged to dream boldly, think critically, and grow into their potential. One inspiring example of this legacy is Glynnis Belcher, a proud WGHS old girl who matriculated in 1965, she is now an accomplished author living in the San Francisco Bay Area.

Looking back on her years at WGHS, Glynnis reflects on her schooling as a positive and formative experience that played a significant role in shaping the person and writer she would later become. Her memories of the school are filled with gratitude, particularly for the teachers who ignited her passion for literature.

"I was fortunate to have inspiring teachers, especially in English," she recalls, naming it as her favourite subject and the one that planted the seeds of her future writing career.

Glynnis credits the strong educational foundation she received at WGHS, both during its early years and at the former co-educational school, as instrumental in developing her love for language and storytelling. Although her life has taken her far from South Africa, her connection to her roots remains deeply woven into her work.

Despite living abroad, she explains that her identity continues to influence her writing because, as she says, "You write about what you know." As a result, South Africa and Durban in particular remain central landscapes in many of her novels.



Glynnis' latest book. Available on Amazon

Her first novel, "A Telling Time", was written in the 1970s and set in Durban during apartheid. However, it remained unpublished for decades because the story felt too heavy to release at the time. It was only later published once she was able to rewrite the ending with a more meaningful emotional conclusion, one that left readers with "hope, rather than despair."

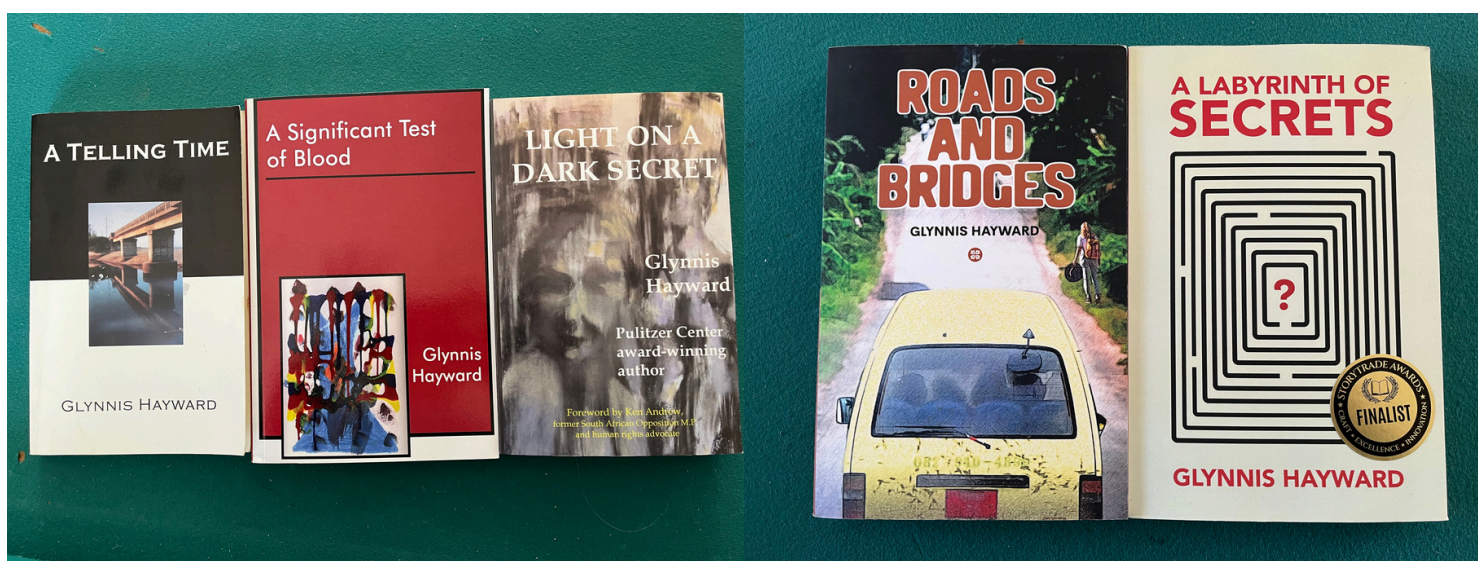
Hope, in fact, is a recurring thread in Glynnis's work. Alongside themes of secrets, personal growth, and second chances, her stories explore the weight of decision-making and the realities that follow. "Life is about choices and their consequences," she explains, believing that literature must reflect this truth in order to carry depth and substance. For her, stories should not only mirror life's struggles, but also offer something enduring that people can hold onto.

Her latest novel, *Becoming Alice Again*, is a departure from much of her earlier work. Unlike her previous books that draw heavily on South African settings, this novel is mostly based in Silicon Valley and Hawaii, with only a brief connection to Africa. The story was inspired by her observations of narcissistic behaviour, but evolved into something far more layered. Though it began with a narcissistic character, the heart of the story became Alice, a woman who "suffered and grew" until she found the strength to stand up for herself and begin again.

While her writing journey has been rewarding, it has not been without difficulty. Glynnis shares that one of her greatest challenges was the vulnerability that comes with publishing and allowing others to read deeply personal work. Yet, she considers it one of her proudest achievements that she continued writing despite these fears, describing writing as something that brings her genuine joy. Her message to current WGHS learners is both practical and uplifting.

“Continue your education first and foremost, and practise your craft,” she advises. She reminds aspiring writers and creatives that their work will always be shaped by life experience, encouraging young people to “live, learn, read, follow their passions, and not to give up.”

Glynnis Belchers’s story is a powerful reminder that the lessons learned at WGHS can echo far beyond the classroom. From Durban to the San Francisco Bay Area, her journey reflects the enduring influence of education, passion, and perseverance, and proves that with courage and hope, a dream can grow into a legacy.



Books written by Glynnis Belchers
Class of 1965



Glynnis Belchers and Family

Alumni Corner

Sinothando Manala shares her reflections on her experience at WGHS.

By Mariam Khan



*Sinothando Manala Founder of Help1SA.
Class of 2011*

At Westville Girls' High School, learners are continually encouraged to pursue excellence and lead with purpose. In an interview, alumna Sinothando Manala reflected on her journey from school to building Helping1Another, an initiative aimed at making higher education information more accessible and easier to navigate.

Reflecting on her time at Westville Girls', Manala explained that her subject choices did not directly determine her career path. Instead, she attributes her development to the school's culture of excellence and leadership. She described an environment where discipline, accountability, and ambition were actively nurtured. These are qualities that continue to guide her today. It was only during her studies at the University of KwaZulu-Natal, where she pursued Economics and Political Science, that she became more intentional about exploring her interests and aligning them with her future direction.

A defining moment in her journey came at the age of eleven, following exposure to life in Hambanathi township. There, she became aware of inequalities in access and opportunity that she could not yet fully articulate. These early observations sparked a long-standing curiosity about systemic inequality and ultimately laid the foundation for her commitment to change. It was during this period that the initial idea for Helping1Another began to take shape.

During the interview, Manala highlighted the challenges learners face when accessing information about universities and study programmes. While information is available, it is often dispersed across multiple platforms and presented in inconsistent formats, making it difficult to compare options or fully understand programme requirements. This fragmentation, she explained, often leaves learners overwhelmed at a critical decision-making stage.

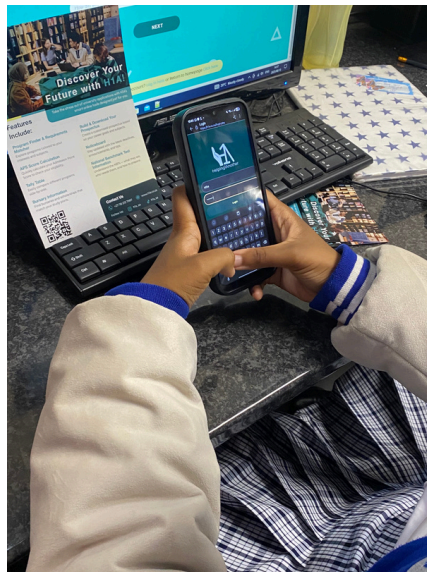
This challenge became the driving force behind Helping1Another. The concept was further developed in 2020 during the COVID-19 lockdown, when Manala conducted research into how learners engage with digital career guidance systems. Her findings revealed a significant gap in the sector, namely the absence of a centralised and standardised platform for higher education information. Helping1Another was created to address this need by organising information in a clear and consistent format.

Alumni Corner

The platform consolidates information from universities and colleges into a single structured system. Admission requirements, programme details, National Benchmark Test requirements, and application processes are standardised across institutions, enabling easier comparison. Learners can also access the platform via the Helping1Another app and website at www.h1a.co.za, where they can search for institutions, explore programmes, and generate customised prospectuses that compile relevant information into one document. Comparison tools further support decision-making by allowing users to evaluate programmes side by side. Updates and guidance are also shared via social media platforms under @h1a_sa, with additional support available at support@h1a.co.za.

Manala emphasised that the goal of Helping1Another is to empower learners to make informed and confident decisions about their futures. She believes higher education should be approached with intention, with learners having a clear understanding of their options and how these align with long-term goals. Her vision extends beyond access to information, with future plans to support learners as they transition into the world of work.

This interview highlights how lived experience can be transformed into meaningful impact. For many matric learners, choosing a post-school pathway can be overwhelming, particularly when information is fragmented. Manala's journey demonstrates how such challenges can be reimagined into solutions that foster clarity, confidence, and direction.





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