



# Parent Learner Handbook

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## 1 Purpose of this Document

This document contains various pieces of practical information and describes the principles and values that EduExcellence subscribes too. These values and principles guide the interaction of our Staff with Learners and Parents, in turn we expect Parents and Learners to use this as the guide for their interaction with EduExcellence and its Staff.

Further to this, it also describes our actions for specific circumstances. This document should be read in conjunction with the Enrolment Agreement and other published EduExcellence Policies.

## 2 Preamble:

The following pieces of Legislation applies:

1. The Constitution of the Republic of South Africa., Act 108 of 1996.
2. The South African Schools Act, Act 84 of 1996.
3. Department of Education, Language in Education Policy, 14 July 1997.
4. The Western Cape Provincial School Education Act, Act 12 of 1997.
5. The Revised National Curriculum Statement Grades R-9. Policy:
  - a. First Additional Language

In all of our policies:

Any contravention of the Constitution and the Law of the Republic of South Africa is a contravention of the EduExcellence Principles of Conduct.

Any reference to any one gender includes the other genders (where applicable). The reference to any word in the singular shall include a reference to the plural (where applicable); and a reference to the plural shall include a reference to the singular.

## 3 Principles

This document is based on, and reflective of EduExcellence's Values and Principles, and is intended:

- To create an atmosphere of mutual respect and tolerance.
- To assist Learners in building strength of character and a meaningful value system.
- To encourage independent thought, to make informed decisions and to accept responsibility for and the consequences of these decisions.
- To have a disciplinary approach that encourages self-discipline. The purpose of discipline is to change behaviour, appropriately and positively.
- To generate a happy and supportive environment that promotes the desire to be an integral part of EduExcellence.
- To encourage Learners to develop pride in themselves and in their school.



As a Christian school we do subscribe to the biblical worldview and guide for our interactions with each other. This is beautifully summarised in Matthew 5, often called the Beatitudes:

- Blessed are the poor in spirit: for theirs is the kingdom of Heaven. ([Matthew 5:3](#))
- Blessed are those who mourn: for they will be comforted. ([5:4](#))
- Blessed are the meek: for they will inherit the earth. ([5:5](#))
- Blessed are those who hunger and thirst for righteousness: for they will be filled. ([5:6](#))
- Blessed are the [merciful](#): for they will be shown mercy. ([5:7](#))
- Blessed are the pure in heart: for they will see God. ([5:8](#))
- Blessed are the peacemakers: for they will be called children of God. ([5:9](#))
- Blessed are those who are persecuted for righteousness sake: for theirs is the kingdom of heaven. ([5:10](#))

“ Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. — Philippians 2:3-4 (NIV) ”

## 4 Values

While specific agreements are listed in this handbook, EduExcellence is guided by our CORE VALUES. These values guide our behaviour where no specific agreements are in place.

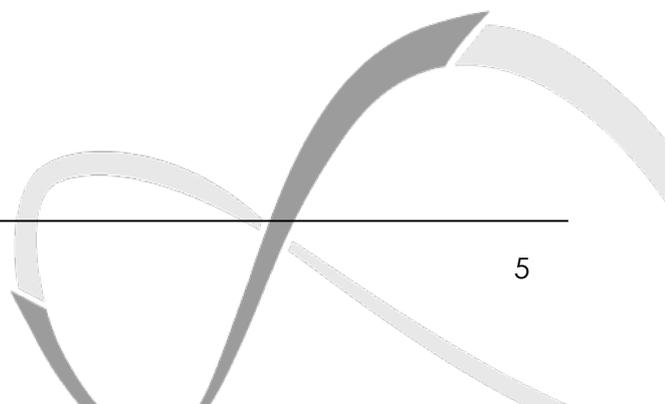
Our CORE VALUES are:

- ✓ I have faith
- ✓ I am ethical
- ✓ I have courage
- ✓ I have empathy
- ✓ I am conscious
- ✓ I am passionate
- ✓ I am professional
- ✓ I have a serving heart
- ✓ I am solutions orientated

Together then we believe that:

- ✓ We can do
- ✓ We care why
- ✓ We put character first
- ✓ We are fellowship

Make a difference.  
Be extra-ordinary.



## 5 Behaviour Goals:

- Regular school and class attendance
- Adherence to the uniform code
- Punctuality, tolerance, acceptance and goodwill
- Courtesy Respect for individuals and property
- Co-operation and participation
- Reasonable decision-making
- Constructive critical thinking
- Diligence in study
- Good sportsmanship
- The pursuit of excellence
- Trustworthiness and honesty
- Respect for the whole environment

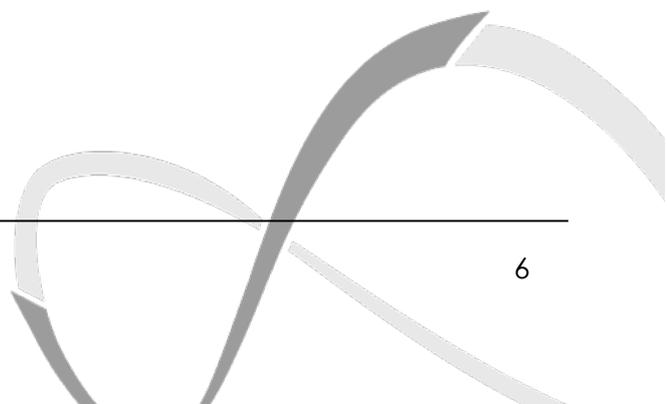
At all times EduExcellence Learners are expected to act and dress in a way that brings credit to themselves, the school and the wider community.

## 6 Unacceptable behaviours:

Learners are expected to exercise sound judgement about appropriate behaviour at all times. At no time may a Learner indulge in behaviour that is regarded as unacceptable at school, such as the following acts:

- Assault
- Drugging
- Consumption of Alcohol
- Sexual Activity
- Smoking
- Bullying
- Insolence
- Vandalism
- Theft
- Repeated misbehaviour
- Carrying of weapons
- Initiation
- Use of offensive language
- Gender, religious or other discrimination
- Dishonesty
- Malicious damage to property
- Transgression of the specific rules that apply in the laboratories, library and other specialist facilities and in the computer centre as referred to in the IT Computer Users Agreement.

These behaviours apply while at school and when it is possible to associate the Learner with the school.



## 7 Judgement about Behaviour:

Final judgement rests with the Principal, who may involve management, staff members and student representatives as consultants in reaching fair judgement in serious cases. The Principal may delegate responsibility for judgement, where appropriate, in certain matters, to Phase or Programme Leaders, class educators, other educators and/or Learner representatives.

## 8 Consequences:

No corporal punishment or other unjust punishments are allowed.

In less serious cases, the consequence for inappropriate behaviour, as ruled by the Educator must be appropriate to the offence.

Consequences could include detention, community service and repair of damage caused. Notification of a detention must be served with 24 hours' warning. Parents must accept that this may inconvenience them by having to fetch their children at a later time. Costs of repairs may be levied on the school accounts.

In line with the current practice in labour law, first warnings can be of a verbal nature, followed by first, second and third written warnings. The warning letters will be placed on the Learner's file, for a period commensurate with the nature of the offence. Parents may be asked to sign acknowledgement of these warning letters.

In serious cases, a final warning may be issued without any previous warnings having been given.

In more serious cases, the consequence of unacceptable behaviour will be that parents will be called in, and/or the suspension of the Learner from the school for a period, and/or the expulsion of the Learner from the school.

The Principal, or delegated staff will keep a record of serious offences and letters of warning will be sent to parents, if appropriate.

In very serious cases, the Principal may summarily expel a Learner without any warnings having been given. Parents of an expelled Learner have the right of appeal to the EduExcellence Directors.



## 9 Discipline Process: Individual

While EduExcellence will dispense justice within our Principles and Values we will also do so with compassion, integrity and respect.

This section outlines the procedures that will be followed by the school when taking disciplinary action.

### Minor Infringements

Infringements that are not considered serious, or do not require formal disciplinary action in the opinion of the relevant educator, will be dealt with directly by the educator. These informal disciplinary measures may be implemented by educators without reference to a Phase or Programme Leader or the Principal.

### Serious Infringements

When a more serious infringement occurs or is alleged, the educator concerned, and the Phase or Programme Leaders or Principal if appropriate, should investigate the complaint in order to determine the appropriate disciplinary procedure to be followed. At this stage, before the validity and details of the complaint have been established, the school will not necessarily advise the parents or guardian of a **Learner** that a complaint is being investigated. The parents or guardians will be informed if the matter is to proceed further.

The school shall, in exercising discipline over **Learners**, act according to the principles of natural justice particularly if expulsion is a possible sanction.

If the circumstances warrant it, the infringement will be noted on the **Learner's** record and / or the **Learner's** parents or guardian advised of the misconduct.

Where necessary, a written notification of a disciplinary hearing will be given to the **Learner** and to his / her parents or guardian. The school reserves the right to suspend the **Learner** pending the hearing in appropriate circumstances.

All suspensions will be preceded by an informal meeting involving the representatives of the school (not the person who is to preside over the disciplinary hearing) and the **Learner's** parent/s or guardian where reasonably possible, and at which representations, if any, on whether to suspend the **Learner**, will be heard.

The notification of a disciplinary hearing must:

- state when and where the hearing is to be held;
- state the name of the person chairing the hearing;
- state the nature and substance of the complaint or complaints against the Learner;

advise the **Learner** and his / her parents or guardian that they are expected to attend the hearing as their non- attendance may prejudice their case and result in the hearing being held in their absence;

Whenever possible the **Learner** and his /her parents or guardian should be notified of the hearing at least two school days before the scheduled date.

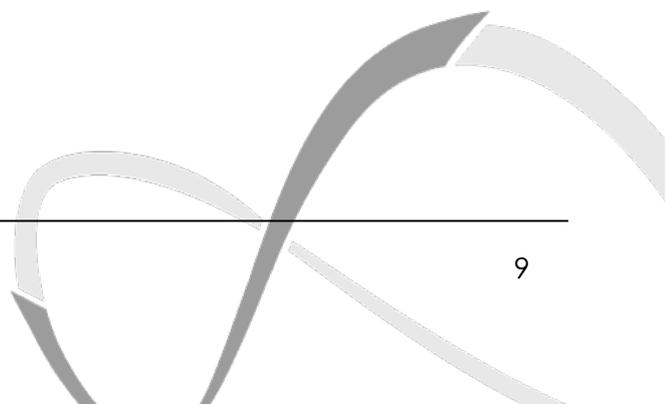
The principles of natural justice will apply to both parties at the hearing, including that all parties can lead evidence, by calling and cross-examining witnesses;

- Legal representation is not permitted at a disciplinary hearing as of right, although if any party wishes to be legally represented they may address a motivated written request to the chairperson prior to the hearing's commencement. The chairperson's ruling in this regard will be final.
- The disciplinary hearing should be chaired by a senior representative of the school. If the school deems it necessary, it may engage the services of a suitably qualified or experienced third party to conduct the inquiry.
- A disciplinary hearing is an informal inquiry in which the formal rules of evidence are not strictly applicable. The chairperson will have a broad discretion to determine the manner in which evidence is led and in which manner the proceedings are to be conducted.

These guidelines should be followed in order to ensure a fair hearing:

- the chairperson should act impartially, and as far as possible should not have been involved directly in the events which form the basis of the complaint(s) or have taken any part in the investigation;
- the chairperson's findings should be based only on evidence and argument presented at the hearing;
- the proceedings should be conducted with due regard to the rights to dignity and privacy of all concerned;
- the Learner and his/her parents or guardian must be placed in a position to properly understand the complaint(s) before the commencement of the hearing;
- the Learner and his / her parents or guardian must be presented with all the relevant facts and information relating to the complaint(s);
- the Learners and his / her parents or guardian must be allowed to challenge the evidence presented in support of the complaint(s), to present their own evidence in relation to the events and to explain and / or defend the Learner's actions. If they choose to do so, they may lead evidence or make arguments in support of the Learner's defense;
- at the conclusion of the evidence on the merits, the chairperson must determine whether the Learner is guilty of the misconduct alleged in the notification of the disciplinary hearing. No finding of misconduct should be made in respect of infringements for which prior notice was not given or where there was not a proper opportunity to challenge the allegations. In the case of such a secondary complaint(s) either a second hearing, conducted in the same informal manner and subject to the same principles as the first, should be held to determine the appropriate sanction for that complaint, or the secondary complaint/s must be added as a charge/s in the initial hearing and if necessary the parties afforded an opportunity to prepare in relation to such further charges.

If the chairperson returns a finding of guilty on any one or more charges, he shall announce this and then call for further submissions (or evidence) from the school and thereafter the **Learner** and/or his or her parents or guardian in relation to an appropriate sanction. The chairperson must then impose a sanction.



After the completion of the disciplinary hearing, the findings made and any sanction imposed should be communicated in writing to the **Learner's** parent/s or guardian by the chairperson. If the **Learner** is found guilty of any misconduct, the chairperson must briefly state the reasons for the finding and the sanction imposed. In the event that the sanction is expulsion, this notification must include a reminder that the **Learner** has the right to appeal to the Principal in writing within five school days of the hearing's outcome being communicated. An appeal will be conducted by a person or persons appointed by the Chairman of the Board.

The chairperson must ensure that a record or summary of the evidence led at the inquiry is kept. The school must keep copies of the record and all documentation used at the inquiry for at least six months after the conclusion of the hearing.

If the **Learner** has been suspended pending the conclusion of the hearing, he/she will remain suspended until the end of the disciplinary enquiry.

If the **Learner** has been suspended pending the completion of the hearing process, the submission of an appeal will not affect the suspension which will remain in place until the appeal has been concluded, unless the chairperson of the hearing rules otherwise at the time of imposing a sanction.

The appeal should as far as reasonably possible be conducted within a further seven school days of receipt of the appeal and accompanying motivation. The motivation must detail which portion/s of the finding and/or sanction are appealed and the reason/s therefore. This motivation will serve before the appeal chairperson and the school shall be permitted if it so chooses to deliver written representations in response thereto within a further two school days of receipt of the appeal motivation.

When a decision has been made by the appeal chairperson after giving due consideration to the matters raised in the appeal, the written finding must be provided to the parent/s or guardian of the **Learner** within a further five school days of the finding having been made.

The decision of the appeal chairperson is final and binding on the parties and is not subject to any further appeal or review.

In the event of their appeal being overturned, the parents/guardians may be held liable for any legal costs incurred in the appeal process.

## 10 Discipline Process: Group

### All Infringements

The above disciplinary procedure is principally designed to deal with instances of misconduct by individual Learners. Allegations of misconduct by a group or groups of Learners, or involving several alleged infringements of a similar nature, constitute collective misconduct.

Collective misconduct may be dealt with more effectively on a collective basis. A single investigation and disciplinary hearing may then be held, subject to the principles set out above, adapted where necessary for the context.

In a collective disciplinary hearing, individual Learners will be given the opportunity to state or testify that their circumstances differ from the rest of the group.

The school reserves the right to adopt either individual or collective procedures as it deems appropriate in the circumstances.

## 11 Anti-Bullying Policy

Children are made aware of their rights and responsibilities and will be empowered through assertiveness training to expose bullies.

All children have basic rights:

- To an education
- To feel safe in the school environment
- To human dignity
- To be respected by other learners and educators
- To be valued as individuals

All learners have basic responsibilities:

- To respect the rights of others
- To allow uninterrupted learning to take place

### Types of bullying

“Bullying involves an initial desire to hurt and this desire is expressed in action; someone is hurt; the action is directed by a more powerful person or group; it is without justification; it is typically repeated; and it is done with evident enjoyment”. – Ken Rigby (1998).

Physical:

- Inflicting physical pain of any form. Taking, using or damaging any article belonging to another without permission.
- Making/forcing another to do something against his/her will.
- Any other physical action which may diminish the dignity of another.

Verbal:

- Diminishing the dignity of another using verbal attacks which include: threats, teasing, mockery, racial slurs and hate-speech, foul language and name-calling.
- Writing hurtful, damaging things about another.

Psychological:

- Intimidation, rumour-mongering, ostracising, manipulation and domination.
- Any other action which psychologically diminishes the dignity of another.

Cyber bullying:

- If this bullying happens during school hours the school will follow the same procedure to protect the children from this kind of bullying.

### Procedures on dealing with bullying

Procedures may differ according to ages or the phases/programmes within the school.

- Bullying behaviour needs to be identified and addressed pro-actively.
- If a bullying incident is reported, all parties and witnesses will be interviewed and all incidents or
- allegations of bullying will be fully investigated and documented.
- Parents will be contacted if the educator feels it is necessary.
- An internal support process for both bullies and victims will be initiated.
- Observation of bully and victim/s for a period of 2 weeks.

- If behaviour occurs again, a follow-up report will be issued, a parental interview will be initiated and behaviour modification will be outlined. Professional counselling, regular report-back and a positive improvement in behaviour will be required if the child is to remain in the school.
- If the behaviour does not improve, suspension and possible dismissal from the school may occur.

## 12 Dispute Resolution Policy

### Purpose of the Policy

To provide a transparent process for the efficient resolution of issues which may arise from time to time between parents, staff and school management.

### Principles Governing the Policy

A conflict is an issue that should be addressed regardless if both parties involved agree that the dispute is valid.

However, most issues should be dealt with in a professional, mature manner using common sense between the parties that are affected.

Early intervention and open communication are key to effective and efficient resolution.

Ideally issues should be resolved through Informal Resolution.

### Scope of the Policy

This policy is subject to, and therefore has functional limits, the relevant South African Laws governing the acceptable legal behaviour of all parties. Should the nature of the dispute therefore be challenged under law, then naturally that course of action will follow.

This is an internal policy, which preclude the involvement of persons who are not parents or staff members of the school.

### Procedure to be followed

#### 1. Informal Resolution

Make an appointment to see the person or persons concerned about the issue, and attempt to resolve the matter informally. Either party may request that a facilitator be present at the meeting. The facilitator may only be another parent or staff member of the school.

#### 2. Formal Resolution

Should the issue not be resolved through an informal meeting, a dispute should be registered in writing within a week of the Informal Resolution meeting.

The details of the dispute should be emailed to the Campus Leader and MUST include the following information:

1. Name of the person initiating the dispute

2. Date of the alleged incident
3. Names of all parties against whom the dispute is alleged
4. Names of all parties who might be involved or act as witnesses
5. Detailed and final description of the dispute
6. Details with regard to the Informal Resolution meeting:
  - a. When did it happen
  - b. Who was involved
  - c. What was the outcome
7. What the desired resolution of the dispute is.

The Campus Leader will acknowledge receipt of the request for a Formal Resolution email by email.

In the receipt email he/she will indicate when the Formal Resolution meeting will be held. This should typically be within 7 working days but will depend on the nature of the dispute and the number of parties involved.

The Campus Leader will attempt to arbitrate a final resolution to the satisfaction of all parties.

The process and outcome of this meeting will be minuted and recorded in writing and/or by electronic means.

### 3. Final Arbitration

If one of the parties still does not believe that the issue has been resolved, all records (written and electronic) must be forwarded to the Company Directors.

The Company Directors may, at their discretion, either:

- i. Attempt to facilitate a final resolution to the satisfaction of all parties
- ii. Establish an ad hoc Dispute Resolution Committee. Such a Committee will consist of impartial members possibly not directly associated with the school.

The timeframe for this final meeting will be within 15 working days.

The findings of the Directors, either directly or by the Dispute Resolution Committee is final.

The findings will be made available in writing to all parties within 2 working days of the meeting.



## 13 Learner Language Policy

### EduExcellence Schools

All official languages enjoy equal status and respect and home language will not be used to refuse entry to EduExcellence; however, in the Schools stream

- The language medium of instruction for EduExcellence Schools is English
- The learner must be able to read and write in English to a level that is comparable to their peers for the level that the learner is at
- The learner must be able to both understand and express themselves clearly in English
- Naturally, language subjects will primarily be taught in that language with assistance provide in English

### EduSkills Centres

The EduSkills Centres supports dual medium instruction in English and Afrikaans. However, the availability of Afrikaans as a sole medium of instruction is entirely at the discretion of the Campus Principal and is driven by demand and availability of staff

## 14 Safety Policy

We believe that the safety of children in our care is central to our educational philosophy. We endeavour to make our schools a safe place for Learners, Parents, Staff and guests.

We aim to make children, parents and staff aware of safety issues and to minimise any potential hazards or risks to enable the children to thrive in a safe environment.

Please see our Safety Policy for more details.

## 15 Advertising Policy

### Purpose of the Policy

To provide a clear guideline to parents and interested parties that wish to market themselves to the broader EduExcellence Community.

### Principles Governing this Policy

The inclusion of advertisements is not a priority for EduExcellence as there is little benefit to be gained, financial or otherwise. All funds raised through advertising will be accrued to that campus's Fund Raising Account.

Advertisements may not conflict with the School's ethos and values: for example, alcohol or tobacco

related advertising will not be permitted.

Advertisements must be appropriate to the developmental stages within the School.

The decision to accept an advertising request is that of the Directors and/or Campus Leadership. Their decision is final and no decision or appeal will be considered.



## Advertising Policy

All advertisements must be submitted to the main campus email address for approval by the Campus Leadership Team Meeting on Tuesday of the following week.

All advertisements must be approved at the Campus Leadership Team meeting prior to publication.

Advertisements that have been approved will be published in the next newsletter.

Advertisements that have not been approved will receive a follow-up email from the Campus.

Current charges for advertisements is R400.00 per insert (applicable to external advertisers) and R100.00

for parents of EduExcellence.

The R100.00 advertising cost for parents pertains only to parents of the EduExcellence wishing to advertise their businesses.

Advertisements run for a period of one (1) week only.

Advertisements may not exceed 8cmx7.5cm in size (portrait or landscape).

Charitable events and causes (as approved by the Campus Leadership Team) are a nil charge.

Please note that all Charities must be registered with the South African Government Services as a non-profit organisation.

The charges will be reviewed annually.

No more than one charitable event or cause may be advertised in the newsletter every week.

Advertisements may not solicit donations directly.

Payments for advertisements must be made according to the following regulations:

- Payment must be made in advance and must reflect in the Campus account before being published.
- Proof of payment must be forwarded to the Campus.
- Name, surname and the word 'advert', must reflect on the bank statement.
- Payments must be made by electronic funds transfer (EF) through the Campus's bank account.
- No cash payments will be accepted.

Advertisements will be published in a separate section at the end of the newsletter, which will carry a

disclaimer stating that the School does not support endorse the products or services advertised.

## Advertisements on EduExcellence Facebook Page or Group

Only EduExcellence related activities, events and news will be advertised on Facebook and the School's website.

No other advertising of any kind is permitted or will be entered into.



## Advertisements on EduExcellence D6 School Communicator

Currently there is no advertisement option on the D6. This might be reviewed at a future date.

### Flyers – Electronic & Hard Copy

EduExcellence does not permit the distribution of flyers and notices, unless they are directly linked to the Campus's activities, interests, events and initiatives, e.g. Campus fundraising, School driven social responsibility and community projects, community notices and general school notices, which have all been approved beforehand by the Campus Leadership Team

### Billboards at the school

The cost will be R5000 per year paid in advance via EFT.

The Business must be local.

Business/Parent must supply the advertisement board and all associated costs including all municipal costs.

The billboard must, if applicable, adhere to all municipal by-laws. Any costs associated with obtaining municipal permission will be for the Business/Parent's account.

Business/Parent pay to install the advertisement on the designated spot.

The billboard may be no larger than 1.2m x 3 m.

Yearly renewal fee of R5000 or Parent / Business must remove board

The final decision to place a billboard or not lies with the Campus Principal.

## 16 Curriculum Policy: EduExcellence Schools

EduExcellence makes use of the international Cambridge Curriculum as administrated by Cambridge International Examinations – or CIE.

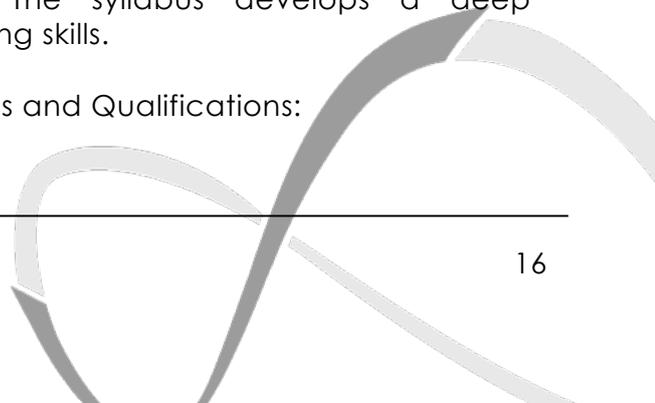
EduExcellence believes that the Cambridge Curriculum supports the EduExcellence educational philosophy by:

- Focusing on thinking skills and problem solving
- Not linking academic achievement directly to age
- A curriculum that takes a complete view of learning and builds on itself from one year to the next
- Allows for greater flexibility with respect to learner's preferences and learning styles
- Empower educators to teach and focus on application and not knowledge transfer
- International standardization
- Qualifications that are recognized both in South Africa and Internationally

Cambridge International Examinations (CIE) is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds.

Thousands of learners worldwide gain places at leading universities every year with Cambridge International AS and A Levels. The syllabus develops a deep understanding of subjects and independent thinking skills.

EduExcellence offers the following CIE Programmes and Qualifications:



## EduExcellence Primary School

- Cambridge Primary
  - Cambridge Primary Programme extended with subjects from the National Curriculum (CAPS)
  - Cambridge Checkpoint 1
- Cambridge Secondary 1
  - Cambridge Secondary 1 Programme extended with subjects from the National Curriculum (CAPS)
  - Cambridge Secondary Checkpoint

## EduExcellence Secondary School

- Cambridge Secondary 2
  - Cambridge Secondary 2 Programme, with:
    - Core subjects: Mathematics, English and a 2<sup>nd</sup> language
    - Elective subjects (minimum of two more subjects advised)
  - IGCSE Qualification
- Cambridge A Levels
  - Cambridge Advanced Level Programme that can either be completed over an extended period with A1 and A2 path or a direct path to A Level
  - AS Level Qualification
  - A Level Qualification

## Qualifications for Cambridge A Levels

Two year course Candidates must have a minimum of six IGCSE credits. Subjects being considered for A level must have 'A' or 'B' symbols in their IGCSE or equivalent examinations. A minimum of a 'C' is required in all other subjects written.

South African candidates who have completed their Grade 10 may apply with a minimum of 60% in the subjects being considered at A -level.

It is the student's responsibility to confirm eligibility for South African university exemption with Universities South Africa <http://www.universitiessa.ac.za/>

## Changing to Cambridge after completing Grade 10

If you are considering such a change, it is important to bear the following advantages and disadvantages in mind before making a final decision.

### Advantages

Should you know that your child will definitely be aiming for an overseas university, moving to the CIE examination system will streamline the process. A levels are recognised worldwide as the premier university entrance qualification and your child

would exit the South African school system with this international qualification in the same time as it would take to complete a matriculation qualification.

In the UK, CIE A levels are very highly regarded in comparison to local UK A levels and will ensure that students enter university on a more than equal footing with UK students.

In countries such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.

Over 450 US universities accept Cambridge International AS and A Levels, including all Ivy League and Ivy Plus universities. These universities include: Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, Massachusetts Institute of Technology (MIT), Princeton University, Stanford University, the University of Pennsylvania and Yale University.

South African Universities also recognise Cambridge Qualifications (IGCSE, AS and A Levels) for entry into the respective universities. See their website for more information: <http://www.universitiessa.ac.za>

The Matriculation Board is the department within Universities South Africa that provides the following services:

- ✓ Certifying applications for exemption;
- ✓ Benchmarking international and regional qualifications from South African Development Community (SADC); and
- ✓ Advisory services to schools, parents and higher education institutions regarding minimum admission requirements.

More information on the process of application, fees and other services can be found here: <http://he-enrol.ac.za/>

The Matriculation Board therefore allows learners with the correct subject choice and marks to obtain a National Senior Certificate equivalency.

### Disadvantages

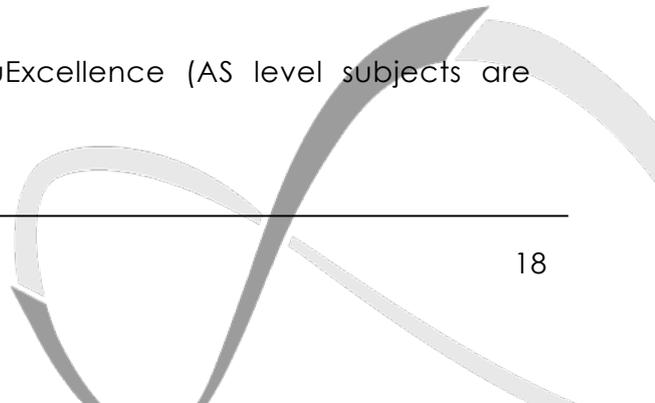
If a student wishes to keep the South African university option open, very careful consideration of subject choices is necessary to ensure matriculation exemption and adequate points. The Cambridge results are released later than the NSC results and this may make entry into university difficult in some cases.

The transition from Grade 10 to the Cambridge Programme is a challenging one in terms of academic standards and the levels of independence required. Some students miss the feeling of completion that finishing matriculation in their original school gives, with the possibility of prefect status and team sport representation.

### Subjects

Candidates must select five subjects in the first year (AS level) and at least three subjects in the second year (A-level).

The following subjects may be offered by EduExcellence (AS level subjects are



indicated). Please check with your specific Campus and our website for which subjects are offered in the current academic year at your Campus:

- English
- Afrikaans 1<sup>st</sup> Language (IGCSE)
- Mathematics
- Global Perspectives
- Science
- History
- Computer Science
- Art & Design
- Geography
- Business Economics
- Other languages are offered by special arrangement

### **Exam Fees**

EduExcellence will invoice and collect CIE examination fees from parents and ensure that these fees are paid to CIE.

### **Private Candidates**

Private candidates may enter to write the Cambridge Examinations at EduExcellence. The examination fees are available on our website.

For the subjects that have a coursework option, the “alternative to coursework” component must be chosen. Students that require subjects with coursework components, where no “alternative to coursework” component is available, may not be examined at an EduExcellence Campus in that specific subject.

### **17 Ten-day Roster**

EduExcellence campuses follow a 10-day roster. This structure allows for convenience in bringing in outside specialists and enrichment.

### **18 Induction Days**

All new Learners entering EduExcellence are to attend an Induction Day. Induction Days take place the day before school officially starts for each term.

The Induction Day will familiarize new Learners with our campus and facilities and prepare them for life at EduExcellence.



## 19 Communication Policy

We make every effort to keep parents well informed at all times. Record keeping and communication is key to having a well-run and functional school. We use a variety of methods to ensure that all information reaches parents in time. Team work is a team effort. We take responsibility for providing and publishing information you may need to assist your child's schooling. We expect parents to follow through on the information given via these methods. Likewise, we require parents to keep us updated with events at home that might impact your child emotionally, physically and academically.

### Supported Communication Channels to Parents

EduExcellence recognises the following communication channels:

1. D6 School Communicator – this is our primary means of communication
2. School Diary
3. Email sent from our Learner Management System
4. Facebook Page for each campus for general news and notices (this is a public page)
5. Facebook Group for news and notices (this is a closed group)
6. Telephone
7. EduExcellence Group also has a LinkedIn presence

Please note that WhatsApp groups or any other form of communication is not officially supported by EduExcellence.

EduExcellence will not take any responsibility for parents that are uninformed due to not installing the D6 School Communicator application or not informing us if they need hard copies of information.

### Supported Communication Channels to the Campus

EduExcellence recognises the following channels of communication for parents to contact the campus:

1. Telephone
2. Emergency SMS number
3. Diary
4. Email
  - a. There is a generic email address for each campus
  - b. There is a generic email address for account related enquires for each campus
  - c. Staff email address

(Please consult your Campus Diary or the D6 Communicator for the contact details of your campus.)

### Responsibility of EduExcellence in Communication

EduExcellence will make use of their official channels of communication. We will endeavour to ensure that communication is clear, unambiguous and relevant.



## Responsibility of Parents in Communication

Install the D6 School Communicator.

Read and respond to notices in the Diary.

Ensure that the school has your most recent email address and telephone numbers.

Ensure that EduExcellence emails are not in your SPAM folder.

## Meetings

Parents are encouraged to communicate with their class educators on a regular basis. Verbal communication to pass on information about your child should be done in the morning before normal school hours. Should you require longer than 5 minutes to talk to the educator please make an appointment after school.

Please e-mail your class educator if you have any questions or wish to pass on information. Educators check their mail every day and will respond.

Parents are also welcome to meet with the campus Educational Psychologist (Deputy Principal) or the Principal. However, we request that you make an appointment for such a meeting by contacting the campus.

All communication will be recorded in the Learner Management System (LMS). The LMS provides a record of the discussion and actions to address any issues.

## 20 Food Policy

Food, more specifically nutrition plays a vital part in the development of the brain. Incorrect nutrition will detrimentally affect your child's ability to perform academically and function effectively.

As such EduExcellence promotes a sugar-free environment, as well as a Low GI meal plan so that our learner's blood sugar levels can remain stable which allows them to maintain focus and concentration. We have compiled a list that provides helpful tips and ideas on how to incorporate a low GI diet into everyday lunch boxes.

### What is Low GI?

Low GI stands for Low Glycaemic Index. Low GI foods take longer to break down in the body and they release energy more slowly into the blood stream, helping to fill you up and stop you feeling hungry after eating. A low GI eating plan focuses on a variety of foods with good nutrients.

### What are the benefits of a Healthy Lunch Box?

Healthy lunch boxes help to maintain concentration and energy levels, which, in turn promote learning and favourable behaviour and energy levels during and after school hours. This will help your child to remain focused at school and at home whilst doing homework.



### Lunchbox Tips for Parents:

- You are your child's role model: model a healthy lifestyle and it will be easier for the rest of the family to follow,
- You need to plan ahead so that you buy the correct foods for making snacks and lunchboxes,
- Resist the "easy" option to buy cold drinks, crisps and chocolate bars – in the long run this is going to ruin your child's health
- Restrict your child's demands and manipulation for snacks, high in oil and fizzy cold drinks
- Remember that children are different from adults – they have a much smaller stomach capacity, so they need regular snacks and some children have a much higher energy level requirement because they are more active than adults
- Eating a variety of foods gives children and adults the best chance of obtaining a balanced diet
- Select foods from all the food groups every day.

### Some ideas for healthy snacks...

- include a healthy fat, either avocado, nuts, coconut oil snack
- protein
- natural, unflavoured yoghurts for those who can tolerate lactose
- health bars (sugar free)
- nuts, raisins, dried fruit
- sandwiches (low Gi) with cheese/meat and salad
- dinner left-overs (if you had a healthy dinner ☺ )

### Campus Tuck-shop

Each campus runs and manages their own Tuckshop within the philosophy and policies of EduExcellence.

Please check with your campus to determine:

- on which days the tuckshop is open
- items and pricing

## 21 Uniform Policy

The following items of clothing are part of the EduExcellence school uniform collection and are compulsory:

- ✓ Long sleeve golf shirt
- ✓ Short sleeve golf shirt
- ✓ Boys short or girls skort
- ✓ Tracksuit pants
- ✓ Tracksuit top
- ✓ Fleece

The following items are not official school uniform items but need to adhere to the guidelines given:

- ✓ The visible part of the socks must be navy blue or black

- ✓ Shoes must be predominantly (+80%) navy blue or black, or if you can find orange crocs! No patterns, logo's, illustrations.
- ✓ Hats, caps or beanies must be navy blue
- ✓ Scarves must be navy blue
- ✓ Gloves must be navy blue

If, for whatever reason, you cannot wear official school uniform items parents need to write a note to the school indicating such.

In such a situation we ask that parents please provide solid blue as a temporary replacement.

## 22 Hair & Jewellery Policy

Both boy's and girl's hair must be neat and not be a distraction to themselves or others.

Without being prescriptive, jewellery needs to be appropriate, tasteful and respectful. It remains the prerogative of the school to ask a learner to jewellery deemed offensive or inappropriate.

## 23 Civvies Day Policy

On days were the school has indicated a 'civvies day' learners may wear clothes other than their school uniform. This is typically on their birthday and on the birthday of their home class educator.

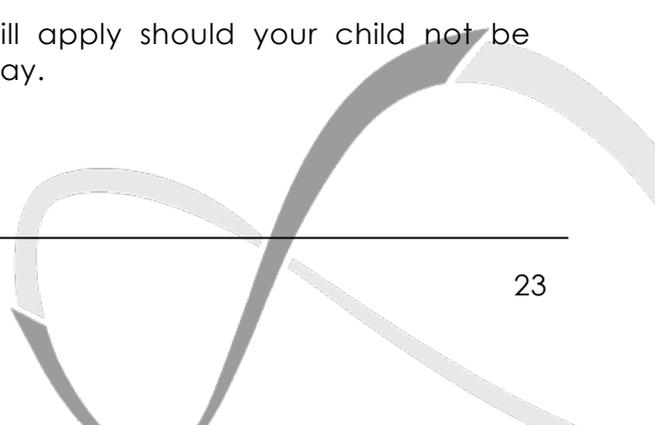
Without being prescriptive, civvies clothes need to be neat, tasteful and respectful. It remains the prerogative of the school to ask a learner to change clothing deemed offensive or inappropriate.

## 24 Late Arrivals, Late Collections and Absenteeism Policy

We serve as role models to our children every second they spend time with us. Punctuality and commitment to agreements are just another way of guiding our children to become responsible adults. Children need to be at school at the starting time. If you arrive after starting time and this becomes a pattern (we consider a pattern more than twice a week), then educators will engage with you. What works for us is that you share with us when you are late and/or call in advance to let us know that you will not be making it to school on time. In your sharing please ensure to check what the impact is and share with us how things will be different in the future and/or request support from us on ideas of how to be on time.

Should you know that you are either going to be late to drop off or late to collect your child please contact the school ASAP. This is a great help for educators and admin staff that are looking after the welfare of your child.

Please note that the Ad Hoc AfterCare Fee will apply should your child not be collected within 15min of the end of their school day.



If your child is going to be absent from school for illness or any other reason please inform the school that morning.

When your child returns to school, please include a signed note in this diary explaining his absence.

The school is required to keep detail attendance records for the Department of Education. Children with a high absentee rate are deemed by the DoE to be "At Risk". Their circumstance and the school might well be investigated.

## **25 Policy on Cell Phones and other Personal Technology Devices**

EduExcellence is not responsible for the safekeeping of children's cell phones or personal technology devices (including laptops, cameras, iPod, tablets and any other personal electronic devices).

Cell phones are not allowed to be used during school time and should be handed in at the Front Office. Phone calls to parents must be made through the office.

If laptops or any personal technology device is brought to school to be used by the children for class work, the school does not accept any responsibility for their safekeeping. No games may be played on the laptops or personal technology devices and parents are responsible for ensuring the correct safeguards and parental controls are in place.

In Primary, only an iPod or MP3 player may be used for listening to music whilst working and music will be loaded up by the class educator. Scientific research has shown that certain types of music have a positive effect on the brain whilst other types of music do not. In all cases, permission must be sought from the educator to listen to music whilst working. Only appropriate music that does not distract or disturb others may be played. Should the educator observe that the music is providing a distraction to either the child or others around them in any way, the child will be asked to put the device away. Consequences for not adhering to the Policy will include confiscation of the cell phone or personal technology device and possible banning.

Children found to be in possession of a cell phone or personal technology device during tests or exams faces disciplinary procedures.

## **26 Traffic and Parking**

EduExcellence takes the safety of your children very seriously. This means that children are under adult supervision at all times with educators on gate duty before school, during break and after school.

As part of our safety policy all children need to be dropped off at the designated "drop-off zones" on each campus. Please familiarize yourself with the traffic flow on each campus to avoid a bottle neck or traffic build up. Be on time and don't rust to and from school as we are a community conscious organization and we would like

our parents to respect our neighbours. Considerate and patient parents will have considerate and patient children.

Traffic is a SERIOUS matter and we request that all parents co-operate to help manage our traffic. This includes:

- ✓ Obeying the traffic laws outside the school – DO NOT SPEED
- ✓ SPEEDING KILLS OUR CHILDREN
- ✓ Please do NOT block other parents. It never takes 'a second' to get a 7-year-old with his bags into or out of the car!
- ✓ Please do NOT reverse into incoming traffic
- ✓ Please LOOK OUT for children at ALL times

## 27 Emergency Plans and Evacuation Procedures

Emergency plans will be adhered to in terms of the instructions posted in each classroom. These plans include fire emergency, hostage situations and explosives scares (bomb and gunshot).

All staff members are familiar with the school's fire drill procedure. These fire drills are held regularly to ensure that the children have a good understanding of the procedure.

## 28 School Account Details

Please consult your Campus Diary or the D6 Communicator for the banking details of your campus.

## 29 Document Classification

Document Details	PUBPOL001 Parent Learner Handbook.docx
	/Users/nealbresler/odrive/GDrive - EduExcellence/8. EduExcellence HR & Marketing Workspace/2017 Public Documents/PUBPOL001 Parent Learner Handbook.docx
Created by	Neal Bresler
Created date	25/09/2016 09:31:00
Last saved by	Neal Bresler
Document classification	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Confidential <input type="checkbox"/> Restricted
Document Owner	Group Operations Leader or as delegated
Document Version	07/10/2016 15:41:00

