

# CHAPTER 1

## GERT MARITZ PRIMARY SCHOOL MISSION AND VISION OF THE SCHOOL

### VISION

Gert Maritz Primary School aim to provide quality primary school education within a safe and secure schooling environment with a Christian ethos to learners whose choose to have their tuition in either Afrikaans or English.

Our mission is to provide a happy creative and stimulating schooling environment aimed at developing each child to his or her fullest potential both academically, physically, mentally, emotionally and spiritually.

#### 1. EDUCATIONAL OBJECTIVES

- 1.1 To establish in each child a pride based on Christian values and norms.
- 1.2 With the emphasis on general Christian practices, values and standards to place educational aims, such as a sense of duty, self discipline and responsibility and obtaining a positive self image.
- 1.3 To guide a child through quality education, fair discipline and to allow a learner to grow to his full potential.
- 1.4 By establishing a partnership between the parent, the community and the educator which is to the advantage of a learner.
- 1.5 To tutor a child with the focus on problem solving rather than mechanical memorising of facts.
- 1.6 That in the upbringing process, the person and their needs will always take precedence.

## **CHAPTER 2**

### **APPENDIX B**

# **LANGUAGE POLICY OF PRIMARY SCHOOL GERT MARITZ**

SEEING AS Primary School Gert Maritz is a public school according to article 52 of the South African Schools Act, 1996 (Act 84 of 1996), as amended ("the SASA"), and article 64 of the KwaZulu-Natal School Education Act, 1996 (Act 3 of 1996);

AND SEEING AS the Governing Body of the School is entitled, according to the regulations of article 6(1) of the SASA and article 17(1) of the KZNEA, to determine the language policy of the School subject to the Constitution of the RSA, the SASA and the KZNEA;

AND SEEING AS the Minister of Education, in terms of article 6(1) of SASA norms and standards for language policy in Public Schools, determined, as published in the Government Gazette (Notice no. 1701 of 19 December 1997 published in Government Gazette no. 18546 of 19 December 1997);

The Governing Body of the school has THEREFORE determined that the language policy of the School shall be as set out below:

#### **1. THE SCHOOL AND THE GOVERNING BODY'S PRINCIPLES AND CONVICTIONS CONCERNING LANGUAGE IN EDUCATION**

- 1.1 Good communication is essential for successful and meaningful teaching. There can be no proper communication if the educator is not proficient and learner at least reasonably proficient in the language of instruction of the School.
- 1.2 It is not in the best interests of the learner to choose a language of instruction in which his/her proficiency is so poor that he/she cannot perform according to his/her abilities.
- 1.3 The progress of learners, who have an adequate proficiency in the language of instruction, should not be delayed by the applying of special language proficiency programmes or the allocation of extra time given to learners who are not adequately proficient in the language of instruction. Learners may not be disadvantaged by a group of learners' choice of an unusual or strange language of instruction.
- 1.4 The prerequisite of practical implementation that is linked to a learner's right to choose his/her language of instruction (as included in the above mentioned norms and standards) is not only linked to the School's resources, but also to the extent to which the learner will probably be disadvantaged if instruction is given to the learner in his/her language of choice.

- 1.5 Based on the present human and material resources of the School, the School is best equipped to meet the educational needs of learners who have Afrikaans or English as their mother tongue. Therefore the needs of such learners will receive preference wherever it may be necessary to determine needs of learners.

## 2. PROHIBITION – REGULATIONS

- 2.1 There may be no unfair discrimination direct or indirect, against a learner based on his/her language.
- 2.2 No language test may be written as a prerequisite for admission to the School; with the understanding that the principal is entitled to deny admission to a learner if the principal believes, in good faith and on reasonable grounds, that it would not be in the best interest of the applicant learner as well as other learners as a result of the applicant learner's poor proficiency in the language of instruction at the school.
- 2.3 It is, however, a requirement that a student, applying for admission, must have had any one of the two languages of instruction in previous schools. This will prevent that the inability to communicate at the required level will influence them and other students seriously.

## 3. LANGUAGE OF INSTRUCTION

- 3.1 The languages of instruction at the School are Afrikaans and English.
- 3.2 Every learner or prospective learner has the constitutional right to receive instruction in the official language of his/her choice in a public school, with the understanding that such language use can be practically implemented.
- 3.3 The parent of the learner exercises the right to choose the language of instruction on behalf of the learner. This choice must be made when an application for admission to the School is made.
- 3.4 Where the language of instruction that the applicant has chosen is the same as the language of instruction of the School and if there is a place for that learner in the applicable grade, the learner must be admitted to the school subject to any possible legal reason why such an application may be denied.
- 3.5 The principal must keep a record of all requests for a language of instruction other than Afrikaans or English.

## 4. PROMOTION OF MULTILINGUALISM

- 4.1 The Governing Body commits itself and the School to offering English as first additional language for Afrikaans learners and Afrikaans as first additional language for English learners as a fully recognized school subject at the school.

- 4.2 No other language but the two official languages used for teaching and learning will be offered by the school.
- 4.3 Subject to the necessary funds the school will purchase suitable Afrikaans and or English books and learning material for use by the learners and educators of the school with the aim of improving their proficiency in the above mentioned subjects.

## 5. **COMMUNICATION WITH PARENTS**

Since the parents of the school are Afrikaans or English speaking, the Governing Body undertakes, where practically possible, to communicate with parents in their home language with reference to circulars and the academic reports of the learners.

## 6. **LANGUAGE AS SUBJECTS**

- 6.1 The allocation of time and resources must be divided in equivalent proportion to all language subjects offered by the School.

## 7. **GENERAL**

The Educational processes at the School must be aimed at developing a culture of respect for the country's diverse language groups.

## 8. **REVISION**

The policy must be revised on a continuous basis for further development and growth.

# **ADMISSION POLICY**

## **POLICY OF PRIMARY SCHOOL GERT MARITZ REGARDING THE ADMISSION OF LEARNERS TO THE SCHOOL OR GRADES AT THE SCHOOL**

Whereas Primary School Gert Maritz (hereinafter referred to as “the School”) is a public school, having juristic legal by virtue of the provisions of Sections 15 of the South African Schools Act, No. 84 of 1996 (as amended) (hereinafter referred to as “SASA”), the governance of which is entrusted to its School Governing Body (hereinafter referred to as “the SGB”), referred to in Section 16 of SASA;

And whereas the SGB is empowered in terms of Section 5 of SASA to determine the School’s policy regarding the admission of learners to the School and grades at the School, subject to the provisions of SASA and any applicable Provincial Law;

And whereas the SGB is mindful of the following legislations (hereinafter referred to as “the legislations”) relating to the question of the admission of learners to the School or different grades at the School, namely:

- The Constitution of the Republic of South Africa contained in Act No. 108 of 1996 (hereinafter referred to as “the Constitution”);
- Section 3(3)(4)(l) and 5 of the National Education Policy Act, No. 27 of 1996 (“NEPA”);
- The Admission Policy for Ordinary Public Schools, published by the Minister of Education in Government Gazette No. 19377 dated 19 October 1998 (Notice No. 2432/98) (hereinafter referred to as the “Ministerial Policy”); and
- the Education Laws Amendment Act, No. 50 of 2002;

And whereas the School and its SGB refer to the relevant provisions of the legislations to the extent that they may be valid and binding upon them and take precedence over the power of the SGB to determine the admission policy of the School, whilst being determined to ensure the full implementation of the School’s admission policy within the parameters of the legislations and any other applicable legislations from time to time;

Now therefore the SGB, on behalf of the School, declares the School’s Policy for Admission of Learners to the School, or different grades at the School, to be as follows:

### **1 APPLICATIONS FOR ADMISSION TO THE SCHOOL**

1.1 It is acknowledged that –

- (a) the Head of Department (Education) (hereinafter referred to as “the HOD”) and/or officials of the KwaZulu Natal Department of Education (KZNDEC) delegated by the HOD (hereinafter referred to as “the HOD delegate(s)”) is/are responsible for the administration of the admission of learners to the School; and
  - (b) The HOD/the HOD delegate(s) must determine a process of registration for admission to public schools in order to enable the admission of learners to take place in a timely and efficient manner.
- 1.2 It is emphasised that the HOD/the HOD delegate(s)/the School Principal must (and will be required to) take this policy into account demonstrably, fairly and in accordance within the law at all times whilst acting in accordance with paragraph 1.1 above, or whilst engaged in the process of deciding upon applications for admissions. The School and its SGB will also require the HOD/the HOD delegate(s)/the School Principal to allow the SGB full access to and copies of any registers or files kept as part of the admission process.
- 1.3 The School and the SGB expect from the HOD/the HOD delegate(s) the School Principal to attach the annexure pages to the prescribed application form, for Governing Body purposes and to enable completion by the Applicant.
- 1.4 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to ensure that Applicants are informed of and in writing acknowledge having read and understood:
- (a) the SGB Constitution;
  - (b) the School’s Language Policy;
  - (c) the Code of Conduct for Learners; and
  - (d) this Admission Policy.
- 1.5 The School and the SGB subscribe to the view that according to law, and in the absence of a Court Order directing otherwise, the legal guardian(s) of a minor learner has/have the exclusive right to decide upon the school where their child/ward is to be enrolled. Consequently, the School and SGB do not recognise an application as being valid, unless made by the guardian(s) or person(s) by order of Court entrusted with the custody of the minor learner, or a person or persons thereto authorised by them in writing.
- The School and the SGB also regard adherence to this approach as being essential in that it ensures that valid permission may be given for the treatment of the learner in loco parentis, for the learner to embark on excursions, and so forth. Consequently, the HOD/the HOD delegate(s)/the School Principal are expected to ensure that this approach is strictly adhered to.
- 1.6 The SGB undertakes to support the HOD/the HOD delegate(s)/the School Principal in encouraging the persons referred to in paragraph 1.5 to apply for the admission of their children/wards before the end of the year preceding the next school year.
- 1.7 Subject to this Policy, the SGB requires the HOD/the HOD delegate(s)/the School Principal to co-ordinate the admission of learners to public schools, including the

School, in consultation with it and undertakes to give constructive support in ensuring that all eligible learners are suitably accommodated.

- 1.8 According to the schools act 5(4) or SASA, a child may be accepted in Grade 1 at a public school in the year that the child turns 7. The child may also be accepted at the age of 6, given that the child turns 6 before the 30<sup>th</sup> of June.

**Any deviation from the above set guidelines must be approved by the Department of Education**

- 1.9 The School and the SGB require strict observance by the HOD/the HOD delegate(s)/the School Principal of the following provision of the Constitution as a prerequisite to any decision to be taken regarding the admission of a learner to the School –

*“28 (2) – A child’s best interests are of paramount importance in every matter concerning the child.”*

## 2. THE SCHOOL’S CODE OF CONDUCT FOR LEARNERS (INCLUDING DRESS CODE)

The Applicant is to note that whilst his/her refusal to subscribe to the School’s Code of Conduct for Learners (including dress code) cannot be an obstacle to the admission of the learner to the School, the Code is nevertheless binding on the learner. Section 8(4) of SASA provides as follows:

*“Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.”*

The Applicant is encouraged to support the School in familiarising him/herself with the School’s Code of Conduct for Learners and seeing to the observance thereof by the learner.

## 3. SCHOOL FEES

- 3.1 The Applicant is to note that the failure or refusal or inability of parents (as defined in Section 1 of SASA) to pay school fees cannot be an obstacle to the admission of the learner to the School.

- 3.2 In terms of Sections 38-41 of SASA, an Annual General Meeting (“AGM”) of parents of learners enrolled at the School must be held thirty (30) days’ written notice must be given to parents. At the AGM the majority of parents present decide whether or not to accept the budget prepared by the SGB for the next financial year. At the same meeting the majority of parents present and voting may decide that the payment of school fees is to be compulsory, what the amount of school fees per learner per year will be, and what criteria will be used to grant total or partial exemption to parents who are unable to pay the compulsory fees or the full compulsory fees. Parents who are unable to pay any of the fees or the full amount of the fees are entitled to apply to the SGB on the prescribed forms for total or partial exemption from the payment of school fees. Such applications must be dealt with in confidence by the SGB, which must act fairly and apply the abovementioned criteria and the provisions of the applicable Ministerial

Regulations, a copy of which will be furnished to parent(s) on request. Parents applying for relief may request an educator at the School or any other person to assist him/her/them with the application. A parent/parents who feel aggrieved at the decision of the SGB may appeal to the HOD, following the procedure set out in the said Regulations.

- 3.3 It is important, however, for Applicant(s) for exemption to note that the combined annual income of parents is taken into account in the decision as to whether or not the parent(s) qualify for exemption. "Combined annual gross income of parents" is defined in Regulation 1 of the aforesaid Regulations as –

*"the gross income of all the parents of a learner as defined in the Act, calculated together ..."*.

- 3.4 "Parent" is defined in SASA to mean –
- (a) the parent or guardian of the learner;
  - (b) the parent legally entitled to the custody of the learner; or
  - (c) a person who undertakes to fulfil the obligations of the persons referred to in (a) and (b) towards the learner's education at the school.

So, for example, if the learner has a father and mother, but lives with his/her aunt, who is a person such as the one referred to in (c) above, the combined gross income (before tax or deductions) of all three, the mother, father and aunt, will be taken into account in deciding whether there may be a total or partial exemption from the payment of school fees.

- 3.5 It is for this reason that the details of **all persons** who fall within the definition of "parent" must be furnished to the School in the application for admission.

- 3.6 The Applicant's attention is drawn to the following provision of SASA –

*(Section 41) – "The governing body of a public school may by process of law enforce the payment of school fees by parents who are liable to pay ..."*

- 3.7 Parents of learners are encouraged to support the high standard of education and the sound school facilities and environment by paying school fees and, where they are exempted totally or partially from the payment of compulsory school fees, to offer their services to the SGB for the benefit of the School.

#### 4. SCHOOL PROPERTY

The Applicant's attention is drawn to the following:

- 4.1 Every learner of this public school shall take good care of the property of the School which is placed at his/her disposal, and shall return it to the school on or before a date specified by any educator employed at the school.
- 4.2 The parents of a learner at a public school shall be liable for any damage to or loss of school property in respect of which the learner concerned is liable to the School.



- 4.3 It is the duty of every parent to assist the State and the governing body of the school to promote a culture of respect for school property.

## 5. RISK OF DAMAGE OR LOSS

The Applicant is notified that the School accepts no liability for the damage to, or destruction or loss of any property brought onto the School premises by the learner or his/her parent(s). It matters not who causes such damage, destruction or loss, how it is caused, whether it is caused by someone's act or failure to act, or whether it is caused by someone's intention or negligence. The School accepts no liability.

Learners are encouraged to safeguard property brought onto the School premises, and applicants and parents of learners are encouraged to take out their own insurance against such damage, destruction or loss.

## 6. LANGUAGE OF TEACHING AND LEARNING

6.1 The School is currently a Parallel-medium institution equipped with human resources to cater primarily for those learners whose mother tongue is Afrikaans or English. Therefore the language of tuition is through the medium of Afrikaans and English.

6.2 Because of financial and human resource constraints no other official language will be offered by the school.

## 7. CURRICULUM, ASSESMENT AND OFFERING OF SUBJECTS

The curriculum is based on the regulations according to the Department of Education.

## 8. ORDER OF PREFERENCE REGARDING APPLICATIONS FOR ADMISSION

8.1 Unless and until the HOD, after consultation with the SGB, decides otherwise, the natural feeder area of the School is Pietermaritzburg (Central).

8.2 Whilst the School and SGB know that they may not unfairly discriminate against a learner on whose behalf an application is made for admission, and have no intention thus to discriminate, and whilst they are desirous of playing their part in the education of learners in partnership with the State, they appreciate that the School cannot accommodate all learners and that some process of (fair) discrimination regarding admission of learners is inevitable. Therefore, and in view of the foregoing, it is the School's policy that the following preference is afforded to applications –

- (a) Firstly, those in respect of learners *bona fide* (genuinely) residing with their parents (as defined in SASA) within the natural feeder area of the School, and whose mother tongue/ chosen medium of tuition (the choice being

exercised by the parent(s) in the application for admission) is the medium of tuition of the School.

- (b) Secondly, those in respect of learners whose parent or parents is/are genuinely employed at an address within the natural feeder area of the School, and whose mother tongue/ chosen medium of tuition (the choice being exercised by the parent(s) in the application for admission) is the medium of tuition of the School.
- (c) Thirdly, learners residing outside the natural feeder area of the School, whose mother tongue is the medium of tuition of the School/ whose chosen medium of tuition (the choice being exercised by the parent(s) in the application) is the medium of tuition of the School, and who wish to study a subject or subjects offered by the School and no other school closer to the learner's place of residence.
- (d) Admissions is primarily based on merit by taking the following aspects into consideration:

#### **Admission to Grade 1 :**

- Learner is recommended by a recognized and registered pre-primary school.
- Grade R learner has completed 12 months at a recognized and registered crèche.
- Full history with regard to vaccinations against polio, measles is available.

#### **Admission to Grade 2-3 :**

Level 4 - achievement in Afrikaans English/(Language of Instruction)

Level 3 - performance in First Additional Language (English/Afrikaans)

Level 3 - achievement in Mathematics

#### **Admission to Grade 4-6:**

Level 4 - adequate performance in Afrikaans/English/(Language of Instruction)

Level 3 - moderate performance in English/Afrikaans First Additional Language and Mathematics

Level 2 - moderate performance in any two of the following subjects:  
Science, Technology and Social Sciences

#### **Admission to Grade 7 :**

Level 4 - adequate performance in Afrikaans/English/Language of Instruction

Level 3 - moderate performance in English/Afrikaans First Additional Language and Mathematics

Level 2 - moderate performance in any 3 of the following subjects: Science, Technology, Life and Social Sciences

## **Pass Requirements:**

### **7 Point Scale Grades 1 - 3**

7	Outstanding Achievement	7
6	Meritorious Achievement	6
5	Substantial Achievement	5
4	Adequate Achievement	4
3	Moderate Achievement	3
2	Elementary Achievement	2
1	Not Achieved	1

### **7 Point Scale Grades 4 - 6**

7	Outstanding Achievement	80-100%
6	Meritorious Achievement	70-79%
5	Substantial Achievement	60-69%
4	Adequate Achievement	50-59%
3	Moderate Achievement	40-49%
2	Elementary Achievement	30-39%
1	Not Achieved	0-29%

### **7 Point Scale Grade 7**

7	Outstanding Achievement	80-100%
6	Meritorious Achievement	70-79%
5	Substantial Achievement	60-69%
4	Adequate Achievement	50-59%
3	Moderate Achievement	40-49%
2	Elementary Achievement	30-39%
1	Not Achieved	0-29%

- (e) An Admissions Committee's obligated duty is to create a rank order list of applications in the light of the above criteria. Depending on the number of places available (as determined by the Governing Body) those learners in the top section of the list would be offered places.
- (f) The following criteria's will apply for the admission of learners to Primary School Gert Maritz:

- Maximum of 32 learners (one class) with a ratio of 1:32 will be allowed in grade 1
  - Maximum of 32 learners (one class) with a ratio of 1:32 will be allowed in grade 4 for the English band of teaching. Under no circumstances should a 1:35 ratio be exceeded.
  - Learners in the grade 4 Afrikaans band of teaching will also be in classes with a maximum ratio of 1:32. The difference is being a primarily Afrikaans-medium Primary School, no limit is placed on the number of classes if it falls within the overall capacity of the school and if it does not have a negative impact on the quality of education and/or accommodation of neither the Afrikaans nor English speaking learners.
- (g) Notwithstanding the foregoing, the SGB reserves them the right to afford overriding preference to siblings of learners already enrolled at the School. Should they meet the minimum academic criteria)
- (h) Siblings enrolled at any of the others school on the same campus (Siembamba Pre Primary and Voortrekker High School) does not lead to automatic enrolment, the normal application process must be followed.

## 9. REQUIREMENTS

Save where the provisions thereof will not serve the best interest of a learner or other learners, the SGB and the School will refer to the Ministerial Policy.

## 10. ADMISSION OF NON-CITIZENS

As per Departmental regulation, copy is available in the Administration office.

## 11. RELIGION

Primary School Gert Maritz's ethos is based on Christian values under rules issued by the Governing body, in accordance with (SASA Section 7)

The Applicant is to note that whilst his/her refusal to subscribe to the School's Christian values it cannot and will not be an obstacle to the admission of the learner to the School. These values are nevertheless binding on the learner.

The Applicant is encouraged to support the School in familiarising him/herself with the School's Christian values.

### **RELIGION POLICY**

This document is the religious policy of Gert Maritz Primary School, as approved by the Governing Body on May 9, 2011. The religious policy recognizes the fundamental values enshrined in the Constitution of the Republic of South Africa, Act 108 of 1996; the applicable provisions of the South African Schools Act, Act 84 of 1996, and other relevant provincial legislation contained.

Section 15 (1) of the Constitution provides that every person has the right to freedom of conscience, religion, thought, belief and opinion.

Section 15 (2) further provides that religious observances at state or state-aided institutions provided that:

- (d) such observances follow rules made by the appropriate public authority;
- (e) made on an equitable basis; and
- (f) attendance of these activities is free and voluntary.

Gert Maritz Primary School recognizes that these rights are not absolute, and by section 36 of the Constitution can be limited.

Section 7 of the South African Schools Act gives the governing body the power to make the rules to determine by which way worship should be done. This power is subject to the Constitution and any other applicable provincial legislation. Worship must be on an equal basis, and teachers and pupils' attendance should be voluntary.

Based on the above, the governing body of Gert Maritz Primary School compiled this religious policy, taking into account the religious composition of the school and implementing the mission of the school.

#### **Definitions:**

'Religion' - referring to the comprehensive and fundamental orientations in the world, with particular reference to sacred, spiritual beliefs and non-secular; requires commitment; include forms of organized religion and certain world views in, and is also used collectively to refer to organizations that instituted in order to protect these beliefs and promote.

'Religious Education' - referring to a curriculum based program with clear and age appropriate educational goals for the teaching and learning of religion, religions and religious diversity in South Africa and the world as prescribed by the Department of Education. The study of religion should aim to recognizable educational objectives that are consistent with the goals and outcomes of other learning areas and programs in Religious Education, like other subjects in the curriculum, the development of basic observations, listening reading, writing and contributing to thinking skills.

'Religious Education' - refers to a program with information about a particular religion that aims at promoting the emulation of those specific religions. The governing body regarded the family as a community of faith and to be the main teaching ground of religion. The school is an educational institution and therefore religious education does not form part of the formal school program. The school will provide the facilities where such programs will be available, provided that religious instruction will not interfere in the formal educational goals of the school.

'Worship' - indicates those activities or actions that express the values of a particular religion or belief, and include prayer meetings, bible reading, clothing and diets. In terms of the South African Schools Act, worship must take place in the following ways:

- Voluntary, public events where the school's facilities are used for the purpose of worship
- Volunteer opportunities (during school hours) by the school community (students and educators)
- Volunteer opportunities in ordinary or other breaks in the school

#### **School's mission:**

Implementing the school's vision and mission, Gert Maritz Primary School's religious policy is founded on a single religion, namely Christianity. Because Gert Maritz Primary School recognizes and respects the values noted in the Bill of Rights, the governing body will ensure that the practice of other religions would be respected and taken into consideration.

**Premise:** Gert Maritz Primary School serves a community with a predominantly Christian faith perspective. Therefore, the policy is built on Christian principles.

- We consider the religious development of students as an important facet of their general education and development;
- assume that this is primarily the responsibility of the parents or guardians and the community of faith in which learners grow up, in order to guide them in their spiritual growth;
- recognize the importance of the school as part of the life of learners, where they can live out faith in a climate where there is respect for their faith and where individual growth is allowed;
- to create school events on the school grounds for teachers and learners, without discrimination, to live out and grow in their religion. (Assemblies, SCA, coffee shop ...)
- to teach learners values that is in harmony with the beliefs of the community from which they come.

Teachers and students will attend worship at their free will. The school teachers or learners will under no obligation to participate in any religious event against which they have an objection based on their religion/faith. Alternative arrangements will be made to care for the learners who do not attend the worship sessions in the school. Learners should provide the school with a letter in which the objections are confirmed by the parents.

#### **Religious Education:**

Religious Education will be presented as prescribed by the new National Curriculum - this will be the responsibility of the teacher in the learning area of Life Orientation, from Gr. 1 to Gr. 7.

The teaching of religion should lead to a better understanding, respect and knowledge of our country's religions and not be indoctrination of a particular faith.

No teacher will be required to teach religion if he / she have a conscientious objection to the content of the curriculum at all. Such objection must be provided in writing to the principal. The governing body may consider appointing a person / persons who have no objection in teaching the prescribed religious program.

Gert Maritz Primary School will make its facilities available for worship by any religious group representative in the secondary school. Such practice may only occur outside school hours, may not interfere in the formal educational goals of the school and are subject to terms set by the governing body.

#### **Assemblies and other religions activities:**

Staff, students and parents as Christians will open the assembly with scripture and prayer. Voluntary meetings will be held, where everyone has the choice to attend it or not. eg. SCA and coffee evenings.

Pupils are not allowed to wear any religious-symbols or religious-jewellery.

Primary School Gert Maritz will as far as possible develop and promote an understanding and respect for religious diversity.

## 12. THE SGB AND THE LEARNERS OF THE SCHOOL

12.1 The SGB considers itself to be in duty bound to protect the educators, learners, parents and non-educators of the School from physical or mental violence to the full extent of its power to do so and further, to foster the physical, mental and moral welfare of learners.

For this purpose, the SGB -

- (a) reserves the right to scrutinise the disciplinary and behavioural record of any prospective learner of the School, and to take all steps within its power to prevent the admission of a learner whose conduct or behaviour may endanger the very interest the SGB considers itself to be in duty bound to protect;
- (b) may request the DH to assist the SGB pertaining to any issues regarding the admitting of a learner to any grade in the School when the learner will be severely prejudiced by reason of the learner's inability to communicate or be communicated with at the level required for proper tuition to take place in that grade;
- (c) may take whatever steps within reasonable practicality, given the resources and circumstances of the School, to accommodate a disabled prospective learner into the School; and
- (d) requires a member of staff or a learner or any learner's parent(s) to report to them any matter relating to the abuse of the rights or invasion of the interests which it seeks to protect.

## 13. THE PARENTS AND THE SCHOOL/SGB

13.1 The parents(s)/guardian(s) of learners are requested to complete the consent form, annexed hereto, to enable the School staff to act in the best interest of the learner in cases of emergency or to relieve the learner's pain or discomfort until the "parent(s)" can intervene.

13.2 Parents of learners at the School have, apart from their duties, several rights. In this regard they are referred to the Code of Rights and Duties of Stakeholders of the School. *Inter alia*, they have the right to be consulted regarding the formulation of the School's language and religious policies and code of conduct, or any amendments thereto. They are also invited to submit recommendations and proposals to the SGB regarding the supplementation or amendment of existing policies or the existing Code of Conduct for consideration by the SGB.

13.3 Parents are encouraged to become involved in all the activities of the School, to offer to serve in the governance structures and support groups serving the interests of the School community, and to support the education process by interacting constructively with educators and ensuring that set work and homework is done by the learner conscientiously and punctually. Parents are also required to ensure that their children are properly equipped to participate fully in the tuition process and that they attend school punctually and regularly.

## SCHEDULE

Information required by the SGB in addition to that required to be furnished in terms of Ministerial Policy or Provincial Policy or Law:

1. The name, residential address, work address and all telephonic, telefax or e-mail contact details of each person falling under the definition of "Parent" in SASA
2. A certified copy of any Court Order confirming guardianship or custody or any similar right of the person ("Parent") claiming such right
3. An affidavit, employer's certificate, electricity or other account or any other proof reasonably required by the SGB to verify the place of residence of a learner and his/her "parents" or the fact and place of employment of the "parents" of the learner
4. A copy of the identity or other document confirming the identity of each person falling within the definition of "parent" in SASA to the reasonable satisfaction of the SGB
5. Written authority of the parent(s)/guardian(s)/person(s) referred to in paragraph 2, to any person to represent him/her/them in applying for the admission of the learner to the School or in any other matter affecting the learner
6. The language of tuition chosen on behalf of the prospective learner
7. Details of any notifiable disease from which the learner is or may be suffering
8. Details of any serious misconduct of which the learner may have been found guilty by a Court of Law or an SGB at any school where the learner may previously have been enrolled
9. A Certificate of Conduct completed by the school where the learner is presently enrolled
10. Details of any condition in the learner which may endanger the physical welfare of any of the other learners or staff members of the School
11. Details of any specific needs the learner may have and which may require attention to maximise the learner's school experience or promote his/her best interests
12. Details of any condition or circumstances of which the School should be aware of in order to protect the best interests of the learner and/or any other learners of the School
13. **This Policy may be amended, supplemented, modified or altered from time to time by the SGB.**

**RATIFIED BY THE GOVERNING BODY ON THE 06 NOVEMBER 2014**



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MR. A.G. OPPERMAN  
CHAIRMAN OF THE GOVERNING BODY

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MRS. C.A.J. VAN TONDER  
PRINCIPAL