



**BLOUBERG**  
INTERNATIONAL SCHOOL  
**SOUTH AFRICA**

“A South African School with an International Perspective”

## INFORMATION BOOKLET 2013



This information booklet has been prepared in order to assist students and parents of children in Years Pre-Reception to 11 to become familiar with school routine and general requirements.

Please do not hesitate to contact the school if there are any matters about which you are unsure or if we can assist you in any way.

## VISION

A South African school with an international perspective.

## MISSION STATEMENT

**Blouberg International School** aims to empower all its students to become educated, lifelong learners, by teaching the British national curriculum together with Cambridge International Education in a caring, dynamic, creative, encouraging and nurturing environment.

## IES MISSION STATEMENT

IES's mission is to provide excellence in education provision within an international perspective. The International Education Systems group (IES) promotes the development of young people who will have the capacity to contribute proactively to the ongoing work towards a better world. Through dynamic programmes, IES will strive to develop leaders for the future who are collaborative, communicative, enquiring, respectful and creative individuals with a passion for lifelong learning. IES students will be encouraged to integrate effectively in the local, national and international communities through the diverse opportunities afforded to them.

## IES MOTTO

Our motto is the Latin:

“Sapientia Quod Faciendum Facium”

WE DO EVERYTHING WITH WISDOM



The nautilus, a living fossil, is a symbolic representation of the IES approach to education, of continual growing and learning. .

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## **BACKGROUND**

The Blouberg International School is a member of the International Education Systems Group and is one of the most prestigious international co-educational schools on the West Coast. Currently situated in the suburb of Parklands, we are flanked by the vast Atlantic Ocean with the vivid backdrop of the majestic Table Mountain. In offering the British National Curriculum with international benchmarks from Cambridge University, we ensure a stable curriculum coupled with international standards of excellence. We prepare our students for further education in Colleges and Universities all over the world, but equally important, we prepare our students for life.

## **A HOLISTIC APPROACH**

We believe in the promotion of traditional values coupled with progressive thinking. Our small class sizes help us to recognise and realise each student's potential. We encourage all students to grow into balanced, confident and responsible citizens of the world. Our objective is, to the best of our ability to provide students with the stimulus, environment, guidance and the opportunity to blossom.

In striving to lay the foundation of lifelong learning we are enabling your child to:

- Develop responsibility and care for humanity and the environment
- Foster a commitment to strong principles and values
- Provide diverse learning experiences
- Nurture the skills and confidence needed for effective service and leadership
- Develop a global perspective on society and the environment
- Promote pluralism and celebrate diversity

At the Blouberg International School we see the entire programme of a school – the curriculum, daily routines, discipline, social life and extra-curricular activities – as merely a vehicle through which our young students can be trained to take charge of their lives, raise their sights and grasp the central principles of life.

## **A GROWING SCHOOL**

Currently the school offers classes from Pre-Reception (the year your child turns 4 before the 30<sup>th</sup> June of that year) to Year 11.

As our Year 11 pupil's progress through the school so will we introduce further classes. In 2013 we will be opening our first Year 11 class. In this way the school will grow in a controlled and managed environment. Our aim will be eventually to offer a Foundation Stage, Key Stage I (Junior Primary), Key Stage II (Senior Primary) and Key Stage III and IV (Senior School) which will lead to the internationally recognised qualifications, IGCSE (the old "O" Level), A-S and A- levels (an optional Year 13).

## ORGANISATION

- **COMMUNICATION**

Open communication between parents and staff facilitates positive home/school relationships based on trust and positive co-operation.

At Key Stage 1 and 2 levels, student homework books are used for daily communication between home and the class teacher. Parents are encouraged to use the homework book for this purpose or speak with their child's teacher about their child's progress or any concerns they may have. When wishing to discuss your child's work or welfare, it is necessary that you make an appointment with your child's class teacher. Members of staff may not be interrupted whilst teaching. Teachers are unable to confer with one parent while other students in the class are neglected.

A parent information evening is held early in Term 1 to give parents and class teachers the opportunity to discuss the course work and matters of the classroom, and school procedure. Verbal reports are also given at the end of Terms 1 and 3. Formal reports are given to parents at the end of Terms 2 and 4.

It is important that any concerns regarding your child are discussed firstly with the teacher, and if necessary, with the Head of Department or Head of Studies and if still not satisfied make an appointment to see the Principal.

Newsletters are published every Friday during the term to keep parents in touch with what is happening in the school. These are sent electronically via email and published on our internet website, [www.blouberginternational.co.za](http://www.blouberginternational.co.za). The newsletter contains important information so please read it carefully.

- **TIMES**

Until the start of the formal school day, students will be supervised on the playground/in the classrooms in case of wet weather.

<b>School Times:</b>	Pre-Reception	08:00 for 08:30 start until 12:30
	Reception	08:00 for 08:30 start until 12:30
	Year 1 and 2	07:30 for 07:50 start until 13:30
	Year 3 to 11	07:30 for 07:45 start until 14:30

**NB\***

- For safety and security reasons, **before 7:30am, no student may enter the school premises unaccompanied by an adult.**
- **Early Care starts at 07:00 and charges apply to all students from KS1 upwards, who arrive prior to 7:30.**
- **All early arrivals must report to Early Care when they arrive as there is no supervision on the playground until 7:30.**
- The main school building is open to Key Stage 1, 2, 3 and 4 students at 7:30 am. All teachers of the Pre-Reception and Reception classes are available from 08:00, and Year 1 – 11 teachers from 07:45.

**After Care** starts at 12:30 until 18:00. Students have to be enrolled separately for this service. Please contact the school in this regard. Students have to be enrolled at After Care if they have to remain at

school after the official closing time, **for any period of time**. The After Care charge for this is R25 per hour or part thereof. An after hour fee of R80 per hour or part thereof will be levied for students collected after 18:00.

**Holiday Care:** The after care facility is available throughout the year, but the school, as well as holiday care, is closed on public holidays, and holiday care closes over the Christmas period. Holiday programmes and rates will be published closer to the time and will be invoiced separately.

**Holiday care will commence on Monday, 7<sup>th</sup> January 2013.**

- **ARRIVAL AND DEPARTURE**

It is required that students be brought to the school and collected by a responsible adult or minor of at least 18 years of age. Students will not be allowed to leave with any unknown person unless arrangements have been made prior to arrival. All students must enter through the main school building unless your child is in early care, after care or holiday care.

On the first day, and even the first week, **Foundation Stage parents (only Pre-Reception and Reception classes) are encouraged to stay for a short time to help their child adjust to the school.** We realise it can be just as difficult for some parents to leave their children as it is for the children to say goodbye, however, please remember that we are professionals and this is an annual occurrence. There may be tears for a while, as it is hard to say goodbye, but generally they do not continue for long and your child has a happy and active day. Some children may have no need of a parent staying whereas some may, so please be guided by the teacher's suggestions. If you are concerned once home or at the office, please phone. We advise you to do this invariably until your child is over his/her tears and is having an enjoyable time.

Once you have said goodbye, please **do leave**, as it is more upsetting and confusing for your child if your words and actions are inconsistent. By staying after you have said goodbye your child will learn that he/she can prolong the departure by becoming distressed.

**Stop and Drop Rules:**

1. **Unless arriving before 7:30 am, Year 1 to Year 11 students may be dropped off at the 'stop n drop' zone** where they will go to their classrooms independently.
2. **Unless, in aftercare/ attending an extra mural,** students must be collected at the drop off zone.
3. **If your child is not ready for collection** at the drop off zone, you will be asked to **park in a bay** or **proceed to the exit and enter once more.**
4. Students in Years 1 to 6 will be waiting with their class teacher/ supervising teacher.
5. He/ She will not be allowed to leave with someone else, other than yourself or a regular caregiver. If our staff have not been informed of a change in plans, your child will not be allowed to leave the premises.
6. **After the 20 minutes, the stop and drop grace period has ended, parents will be billed casual aftercare rates.**

- **WHAT TO BRING ... AND WHAT NOT TO BRING**

1. A navy school bag to contain all belongings.
2. A BIS hat and sun block with highest factor available – **ALL YEAR ROUND**. Students will not be allowed to play outside without a hat or sun block. **NO HAT = NO PLAY** for primary school students. High School Students must wear sunscreen. A hat is optional for high school students.

3. A healthy mid-morning snack.
4. Lunch, if your child is staying for aftercare or extra-murals.

#### **Lunches:**

The school upholds the concept of wholesome nutrition based on the five food groups. Parents are advised against sending any food containing sugar to school. Sweets, cakes, lollies, chocolates, chips and fizzy drinks are not allowed in the school, as apart from having questionable nutritional value, they create unnecessary competition amongst the children. We try to encourage healthy eating habits.

#### **Toys:**

Students are not allowed to bring toys from home to school as they can be lost or broken, disrupt the programme and upset other children whose parents abide by the guidelines. Please settle any problems regarding this with your child before coming to school.

#### **Mobile Phones:**

- Cell phones are not permitted at school for students younger than Key Stage 2.
- **For Key Stage 2 and older students, they are permitted on the premises at student's own risk; however, they are to be handed to the class teacher in the mornings and locked away until the end of the school day, when they may be collected again.**
- They may not be played with or used during school and extra-mural hours.
- When at aftercare, students must hand phones in to the supervisor until home time.
- **NB\* Students found using mobile phones during school and school events without authorisation, will have them confiscated until the end of term.**

#### **Stationery:**

A stationery list for the following year's stationery will be given to parents at the end of the current year. Teachers will control the use of the stationery.

- **ILLNESSES AND ABSENCES**

In the event of illness these rules apply:

1. If a student is not well at the beginning of the day, he/she should not be sent to school.
2. **If your child is absent because of illness, you are asked to telephone the School Secretary on the first day, before 09:00am.** It would be appreciated if an indication of any likely extended absence could be given as soon as possible. Students with infectious (contagious) conditions will not be admitted to the school for the duration of the illness, in their own interest and those of the other students and staff. In addition to this, non-immunized students will also need to be withdrawn from the school for the duration of the infection for which the student has not been immunized. This policy is rigidly adhered to, for your child's health.
3. For students Pre-Reception to Year 6, all absences from school must be noted in the homework diary signed by a parent or guardian.
4. **If your child is absent for 2 or more days, a doctor's certificate is required.**
5. In the event of a student becoming ill at school, the parents will be contacted to come and fetch the student. It is therefore imperative that parents ensure that current telephone numbers are given to the class teacher or the school secretary.
6. In the event of parents or a contact not being available, the Principal or the person-in-charge will take whatever steps are considered to be necessary to ensure the student's well-being.

7. Students arriving late for school will receive a “late slip” from the class teacher, which has to be signed by either a parent or guardian and be returned to school the next day. Repeated receipt of “late slips” will lead to detention.
8. If a student needs to leave school during school hours, prior arrangement must be made with the Principal and class teacher. An early release slip must be signed before your child leaves the premises.
9. If you wish your child to have leave during term, the school principal and class teacher must be informed in writing.

- **HYGIENE, MEDICATION AND SAFETY**

- Please ensure that all important medical information, e.g. asthma, allergies, etc. is entered on your Form of Agreement, and please bring this information to the attention of your child’s class teacher as well as the school secretary.
- Due to legislation, medication may not be administered by non-medically qualified professionals.
- Members of staff are First Aid trained and may only attend to minor injuries.
- Please ensure that you supply band- aids/plasters for your child’s use at school. Please notify the school of all allergies prior to commencement at the school.
- Parents of an injured student will be contacted promptly. An ‘incident’ register is kept up to date at the school to comply with Workplace Health and Safety Regulations.
- Strict health and hygiene practices that have regard to, but are above requirements of current community standards, are held. Strict supervision, maintenance of equipment and various safety precautions ensure the safety of students.
- The Procedure for Emergency Evacuation (in the case of fire or a bomb) is displayed throughout the school, and emergency evacuation is implemented termly.
- The school requires that students and staff wear sunhats and use a high factor sunscreen whilst outdoors. Each student must have his/her own BIS hat clearly marked. If parents choose to use a particular hyper allergenic sunscreen, written notification must be given that the staff may only apply the particular lotion supplied.

- **CHANGE OF ADDRESS/TELEPHONE NUMBERS/INFORMATION**

Please notify the School Secretary if you change your address and/or home, business telephone number or cell phone number, or if you are going away and leaving your child in the care of someone else. **It is the parents’ responsibility to notify the school regarding changes in information recorded about the child.**

- **NOTICE OF WITHDRAWAL**

The school requires **one full school term’s notification in writing, addressed to the Principal**, of the intended withdrawal of a student from the school, otherwise fees for the following term will be charged. This means that withdrawal notification has to be given before the end of the term prior to the last term of the student’s attendance at school.



**The absence of a student for more than two weeks without notification will result in the student being considered as having been withdrawn** from the school and the vacancy thus created will be filled immediately from the waiting list. Formal notification of the termination of the student's enrolment, as well as any outstanding fees, will be issued on the first working day after completion of the 2 calendar weeks.

## **UNIFORM POLICY – JUNIOR and SENIOR PRIMARY SCHOOLS**

### **WHAT WE BELIEVE**

At BIS we believe that a student's appearance has an impact on his/her attitudes and behaviours. School pride, respect for the school community, the education process, and the students themselves, are in part, shown by the student's attire and grooming. The uniform policy also helps maintain a sense of modesty and equality while educating students about what is appropriate dress for the time and place.

### **AIMS AND OBJECTIVES**

*It is our school policy that all children wear a school uniform when attending school and school related activities where appropriate.*

- Our policy on school uniforms is based on the notion that the school uniform:
  - promotes a sense of pride in the school and creates a sense of community/ belonging towards the school and the IES group of schools
  - is practical and smart;
  - identifies the children with the school;
  - prevents further distractions in class
  - makes children feel equal to their peers in terms of appearance;
  - is designed with health and safety in mind.

### **WHO IS REQUIRED TO WEAR UNIFORM**

All students entering are required to wear BIS-approved uniform pieces.

### **UNIFORM UPKEEP**

*As part of our respect for the school and its image, students are required to wear well-maintained uniforms. Should an article of uniform clothing become tattered, torn, discoloured, ill fitting, buttons lost etc., the student/family is required to mend or replace the article. School shoes must be polished daily and takkies/sports shoes must be kept white. Tights may not be laddered. Uniform must always be clean.*

### **ACCOUNTABILITY**

The Uniform Policy reflects the entire BIS and IES community and thus it will be the responsibility of the student, the parents, the teachers, and the administration to uphold. All stakeholders must familiarise themselves with the uniform and hair regulations as ignorance of these is no excuse for failure to comply with the regulations.

- It is the student's responsibility to choose the appropriate clothing to wear to school.
- It is the parent's responsibility to scrutinize the uniform before the student leaves for school.
- It is the teacher's responsibility to monitor and ensure the Uniform Policy is adhered to during the school day and at school related activities.

### **UNIFORM SIZING AND CLEANING INFORMATION**

*All clothing must be appropriately sized.*

- No bare midribs are allowed.
- Skirts and shorts may be no shorter than 5cm above the knee
- Boys trouser length must be worn on the ankle, but not longer than the heel of the shoe
- Please follow the wash/care instructions in the label and ensure whites are washed separately to prevent discolouration

## DEVIATIONS

In exceptional cases, students may need to deviate from the rule for a short period. (These may include, a foot injury, burglary etc). In these cases the deviation form will need to be filled out (see back of document).

- The letter will need to be filled out by the parent of the student
- The letter will need to be handed to the teacher
- Supporting documentation will need to be included e.g. doctor's note

## GENERAL UNIFORM RULES

**Full uniform:** Students must wear full uniform at all times whether at school, school functions or in public. Socks and shoes must be worn at times, unless permitted for special reasons e.g. Special games, break time activities etc. All shirt buttons must be done up.

### **Formal and Informal Days:**

*The formal uniform is compulsory on assembly days, outings, prize giving and school functions, unless otherwise specified.*

- Assembly days:  
*Key Stage 1 and Foundation Stage: Tuesdays 8:30am*
- *Key Stage 2: Thursdays 8am*

**Civvies Days:** Students may only wear clothing suitable to the educational environment.

- No offensive/ distasteful slogans, graphics and images may be worn or displayed on clothing and jewellery -these may include but are not limited to: cigarettes, alcohol, drugs, substance abuse, violence, sex, offensive language and swearing.
- No headgear may be worn (hats, beanies etc).
- Shorts may only be worn no more than five (of student's own) fingers above the knee.
- Miniskirts are permitted with long opaque knee/calf/ankle length leggings only.
- No visible underwear
- No visible cleavage, bare midriffs, off the shoulder styles and revealing low rise trousers may be worn (i.e. thereby exposing skin on the derriere)
- Wearing civvies is a privilege, which if abused can be withdrawn.

**School Bags:** School bags must be navy. Please note that tog bags with **slogans and logos printed** on them are **NOT permitted**.

**Raincoats:** Plain navy rain jackets/ raincoats may be worn. (No slogans, images, graphics or embellishments including fur and decorative elements are permitted.)

**Scarves and gloves:** Plain navy scarves and gloves may be worn.

**Belts:** Plain black leather belts may be worn with small plain buckles.

**Sports Shoes:** Plain navy/white shoes may be worn. Or a combination of these two colours.

**Badges:** Only school issued badges may be worn, e.g. SRC, Prefects, House/Class Captains, Society heads etc.

**Make-up:** No makeup whatsoever is allowed. Students are only permitted to wear moisturizer and sunblock over natural skin.

**Nails:** No nail polish is allowed. This includes both nail extensions and gel/acrylic or other overlays including nail diamantes and décor. Nails may not be longer than the tips of the fingers.

**Tattoos and body art:** Tattoos (permanent or non-permanent) and body art is not permitted.

**Hats:** Compulsory in the primary school for all outdoor activities – **NO HAT NO PLAY.**

**Grooming:** Students hygiene and grooming is paramount. Students should bath and brush teeth daily. Hair should be brushed daily and washed regularly. Deodorant should be worn when developmentally appropriate. Grooming items (brushes, combs, deodorant sticks etc) and hats may not be shared.

## GUIDELINES FOR GIRLS

**Underwear:** Underwear, vests and spencers, should be white or natural skin tone especially when worn under white garments. Navy or black underwear may be worn under darker garments only. No underwear may be visible. Vests may not be longer than shirt cuff.

**Hair:** Hair of shoulder length must be tied back.  
Hair is to be tied neatly with only **black, navy or white** elastic or hair band and finished off, if preferred with a **black, navy or white ribbon or alic band**.  
Hair clasps are to be only brown, black or blue standard sized bobby pins and clips.  
Hair must remain **its natural colour**.  
No Mohawks, punk, patterned hair styles permitted.  
Hair may not be shorter than as per boys hair specifications.

**Jewellery:**

**Earrings:** If ears are pierced, **only a single pair** of small sleepers or studs may be worn (gold or silver only). Earrings are to be worn in the lowest hole on the lobe.

**Watches:** Wristlet watches are to be of a conservative style.

**Chains and necklaces:** Only chains may only be worn under shirts if they offer special medical information or are of religious significance. **No additional jewellery is allowed. Jewellery is not permitted when playing sport.**

**Shoes (KS1 upwards):** Black school shoes (lace up, crossbar, T-bar). No boots, ballet flats, slip-ins etc. No suede or fabric shoes – if you cannot polish them, do not buy them.

**Socks:** White ankle turn down socks only – turned down once; no more than 5 fingers above the top of the shoe - may not be worn calf high: no secret socks or anklets – sock must be visible.

## GUIDELINES FOR BOYS

**Underwear & vests:** No underwear and vests may be visible. **White** vests (summer/ thermal, long/ short sleeve are permitted when worn under white shirts - dark vests are permitted under dark shirts. Vests may not be longer than shirt cuff.

**Hair:** Boys' hair must be cut in a conservative college cut. This means that the hair does not have an undercut, Is not shorter than a number 3 clipper.  
Hair must remain **its natural colour**.  
The fringe should not be longer than the eyebrows and hair at the back should not be over the collar.  
No Mohawks, punk styles, patterned hair styles permitted.  
Hair may not be shorter than as per boys' hair specifications.  
Gel is not permitted.

**Jewellery:**

**Earrings:** Earrings and stretchers are not to be worn.

**Watches:** Wristlet watches are to be of a conservative style.

**Chains and necklaces:** Wristlet watches are to be of a conservative style. Chains may only be worn under shirts if they offer special medical information or are of religious significance. **Jewellery is not permitted when playing sport.**

**Shoes (KS1 upwards):** Black school shoes (lace up only). No boots or slip-ins etc. No suede or fabric shoes – if you cannot polish them, do not buy them.

**Belt:** Plain leather black belt

**Socks:** **Option 1:** Black ankle turn down socks - turned down once; no more than 5 fingers above the top of the shoe or  
**Option 2:** Black knee high socks – worn below the knee  
- no secret socks or anklets may be worn – sock must be visible.  
- Socks may not be worn over trousers

## LOST PROPERTY

***All items of clothing and personal items must be marked clearly, with both the student's name and surname.***

A cabinet is provided for lost property. Do not worry if individual items are temporarily misplaced when you pick up your child. They usually turn up the next day and will be placed in the lost property cabinet, so it is advisable to look there the next day. To assist in identifying lost items please ensure that every item of your child's property is clearly marked. **The school will not be held liable for any lost items.** The Lost Property cabinet is in the courtyard outside the Pre-Reception classroom at the Junior Campus. The key can be acquired from the Junior Campus office. In the Senior Campus Building there is also a lost property cupboard. Similarly a key can be acquired from the Senior Campus Secretary.

## UNIFORM SHOP

**ITEMS NOT Stocked:**

All items below ***must be purchased from the uniform shop*** except:

- School socks & hosiery (excluding soccer socks)
- Plain navy cardigans and V-necks
- Plain black belts
- Black school shoes
- White sports shoes/takkies
- White cricket pants
- Tog bags and school bags
- Plain navy rain jackets and raincoat
- Hair accessories

***The Uniform is outlined in three stages:***

1. Foundation Stage            Pre-Reception & Reception
2. Key Stage 1                 Year 1 & Year 2
3. Key Stage 2                 Year 3 to Year 6

## FOUNDATION STAGE: PRE-RECEPTION - RECEPTION

<i>Summer Uniform (Term 1 and Term 4)</i>	<i>Winter Uniform (Term 2 and Term 3)</i>
<b>Boys &amp; Girls</b>	<b>Boys &amp; Girls</b>
School PE shorts White or navy short sleeve golf shirt Long sleeve navy V-neck jersey or tracksuit top White or navy turndown socks Navy school hat or cap Plain Sport shoes (mainly white)	School tracksuit White or navy long sleeve golf shirt Long sleeve navy V-neck jersey White or navy ankle turndown socks Plain Navy rain jacket (optional) Plain Sport shoes (white) Polar fleece top (optional)

## KEY STAGE ONE: YEAR 1 – YEAR 2 SUMMER UNIFORM: TERM 1 AND TERM 4

*The formal uniform is compulsory on assembly days, outings, prize giving and school functions.*

<b>Girls : Formal</b>	<b>Boys : Formal</b>
School skirt/skort (tartan) Fitted white short sleeve shirt Long sleeve navy V-neck jersey or cardigan  Black school shoes (lace up, crossbar, T-bar) White only turndown socks (not anklets)  Navy school hat or cap	Stone colour shorts Black belt Formal white short sleeved shirt Long sleeve/sleeveless navy V-neck  Black school shoes (lace up) Black turndown socks (not anklets)  Navy school hat or cap
<b>INFORMAL UNIFORM FOR GIRLS AND BOYS</b>  As above but instead of formal shirt, white or navy golf shirt. Instead of jersey, polar fleece top may also be worn.	
<b>SUMMER SPORTS UNIFORM</b> <i>Sports uniform to be worn at sports events and selected outings and PE days only.</i>  School PE shorts or school tracksuit White or navy short sleeve golf shirt Sport shoes (white) Plain white turn down socks (not anklets) Navy school hat or cap	

## KEY STAGE ONE: YEAR 1 – YEAR 2

### WINTER UNIFORM: TERM 2 AND TERM 3

*The formal uniform to be worn on assembly days, outings, prize giving and school functions.*

<b>Girls : Formal</b>	<b>Boys : Formal</b>
<p>School skirt/skort (tartan)                      Formal white long sleeve shirt                      Long sleeve navy V-neck jersey or cardigan</p> <p>Black school shoes (lace up, crossbar, T-bar)                      Black tights (plain ribbed/opaque ; no knee highs)</p> <p>Navy school hat or cap</p>	<p>Stone colour trousers                      Black Belt                      Formal white long sleeved shirt                      Long sleeve navy V-neck jersey</p> <p>Black school shoes (lace up)                      Black turndown or knee-high socks</p> <p>Navy school hat or cap</p>
<p><b>INFORMAL WINTER UNIFORM FOR GIRLS AND BOYS</b></p> <p>As above but instead of formal shirt, white or navy long sleeved golf shirt                      Polar fleece top                      Navy rain jacket (optional)</p>	
<p><b>WINTER SPORTS UNIFORM</b>  <i>Sports uniform to be worn at sports events and selected outings and PE days only.</i></p> <p>School PE shorts or school tracksuit                      White or navy short sleeve golf shirt                      Sport shoes (white/navy)                      Plain white ankle socks (not anklets)                      Navy school hat or cap</p>	
<p><b>NETBALL</b>                      Blouberg International School Netball top, Blouberg International School Netball skirt, Navy cycling shorts to be worn under the skirts</p>	
<p><b>SOCCER</b>                      Blouberg International School Soccer top and Blouberg International School PE Shorts</p>	

## KEY STAGE TWO: YEAR 3 – YEAR 6

### SUMMER UNIFORM: TERM 1 AND TERM 4

*The formal uniform is compulsory on assembly days, outings, prize giving and school functions.*

<b>Girls : Formal</b>	<b>Boys : Formal</b>
<p style="text-align: center;">School skirt/skort (tartan) Fitted white short sleeve shirt Long sleeve navy V-neck jersey or cardigan Navy blazer</p> <p style="text-align: center;">White only turndown socks Black school shoes (lace up, crossbar, T-bar)</p> <p style="text-align: center;">Navy school hat or cap</p>	<p style="text-align: center;">Stone colour shorts / trousers (school supplier only) Black belt (compulsory) Formal white short sleeved shirt Long sleeve navy V-neck jersey Navy blazer (Year 3 upwards)</p> <p style="text-align: center;">Black turndown socks only Black school shoes (lace up)</p> <p style="text-align: center;">Navy school hat or cap</p>
<b>INFORMAL UNIFORM FOR GIRLS AND BOYS</b>	
As above but instead of formal shirt, white or navy golf shirt. Instead of jersey, polar fleece top may also be worn.	
<b>SUMMER SPORTS UNIFORM</b>	
<i>Sports uniform to be worn at sports events and selected outings and PE days only.</i>	
School PE shorts or school tracksuit White or navy short sleeve golf shirt Sport shoes (white/navy) Plain white ankle socks (not anklets) Navy school hat or cap	
<b>ATHLETICS AND CROSS COUNTRY</b>	
Blouberg International School Running Vest	
<b>CRICKET</b>	
White trousers and white Blouberg International School Golf Shirt	
<b>TENNIS</b>	
Blouberg International School PE shorts & Blouberg International School Tennis top	



## KEY STAGE TWO: YEAR 3 - YEAR 6

### WINTER UNIFORM: TERM 2 AND TERM 3

*The formal uniform to be worn on assembly days, outings, prize giving and school functions*

<b>Girls : Formal</b>	<b>Boys : Formal</b>
School skirt/skort (tartan) Formal white long sleeve shirt Long sleeve navy V-neck jersey or cardigan Navy blazer  Black tights (plain ribbed/opaque ; no knee highs) Black school shoes (lace up, crossbar, T-bar)  Navy school hat or cap	Stone colour trousers (school supplier) Black Belt Formal white long sleeved shirt Long sleeve navy V-neck jersey Navy blazer  Black only turndown socks Black school shoes (lace up)  Navy school hat or cap
<b>INFORMAL WINTER UNIFORM FOR GIRLS AND BOYS</b>	
As above but instead of formal shirt, white or navy long sleeved golf shirt Polar fleece top Navy rain jacket (optional)	
<b>WINTER SPORTS UNIFORM</b>	
<p><b><i>Sports uniform to be worn at sports events and selected outings and PE days only.</i></b></p> School PE shorts or school tracksuit White or navy short sleeve golf shirt Sport shoes (white/navy) Plain white ankle socks (not anklets) Navy school hat or cap	
<b>CROSS COUNTRY</b>	
Blouberg International School Running Vest and Blouberg International School PE Shorts	
<b>NETBALL</b>	
Blouberg International School Netball top, Blouberg International School Netball skirt, Navy cycling shorts to be worn under the skirts	
<b>SOCCER</b>	
Blouberg International School Soccer top and Blouberg International School PE Shorts	

In terms of the disciplinary code for students, poor grooming, unhygienic personal habits, hair and dress not in accordance with School standards, dependent on the severity, will bear the following consequences:

***Consequences Foundation Stage:***

- Parent contact
- Final Warning
- Suspension/ Expulsion

***Consequences Key Stage 1 & Year 3:***

- Parent contact and incident/warning
- Final Warning/ Parent contact
- Suspension/ Expulsion

***Consequences Key Stage 2 Year 4, 5 and 6 only:***

- Counselling and reprimand
- Warning or Demerit
- Final Warning/ Parent contact
- Suspension/Hearing/ Expulsion

## **UNIFORM POLICY – HIGH SCHOOL**

### **WHAT WE BELIEVE**

At BIS we believe that a student's appearance has an impact on his/her attitudes and behaviours. School pride, respect for the school community, the education process, and the students themselves, are in part, shown by the student's attire and grooming. The uniform policy also helps maintain a sense of modesty and equality while educating students about what is appropriate dress for the time and place.

### **AIMS AND OBJECTIVES**

- It is our school policy that all children wear a school uniform when attending school and school related activities where appropriate.
- Our policy on school uniforms is based on the notion that the school uniform:
  - promotes a sense of pride in the school and creates a sense of community/ belonging towards the school and the IES group of schools;
  - is practical and smart;
  - identifies the children with the school;
  - prevents further distractions in class;
  - makes children feel equal to their peers in terms of appearance;
  - is designed with health and safety in mind.

### **UNIFORM UPKEEP**

As part of our respect for the school and its image, students are required to wear well-maintained uniforms. Should an article of uniform clothing become tattered, torn, discoloured, ill fitting, buttons lost etc., the student/family is required to mend or replace the article. School shoes must be polished daily and takkies/sports shoes must be kept white. Tights may not be laddered. Uniform must always be clean.

### **ACCOUNTABILITY**

The Uniform Policy reflects the entire BIS and IES community and thus it will be the responsibility of the student, the parents, the teachers, and the administration to uphold. All stakeholders must familiarise themselves with the uniform and hair regulations as ignorance of these is no excuse for failure to comply with the regulations.

- It is the student's responsibility to choose the appropriate clothing to wear to school.
- It is the parent's responsibility to scrutinize the uniform before the student leaves for school.
- It is the teachers' responsibility to monitor and ensure the Uniform Policy is adhered to during the school day and at school related activities.
- It is the student leadership's responsibility to assist the school in monitoring this policy.
- The tutor will be the primary communicator in following up with students.

### **UNIFORM SIZING AND CLEANING INFORMATION**

- All clothing must be appropriately sized.
  - No bare midriffs are allowed.
  - Skirts and shorts may be no shorter than 5cm above the knee.
  - Boys' trouser length must be worn on the ankle, but not longer than the heel of the shoe.
- Please follow the wash/care instructions in the label and ensure whites are washed separately to prevent discolouration.

## DEVIATIONS

In exceptional cases, students may need to deviate from the rule for a short period. (These may include, a foot injury, burglary etc.). In these cases the deviation form will need to be filled out (see back of document).

- The letter will need to be filled out by the parent of the student
- The letter will need to be handed to the teacher/tutor
- Supporting documentation will need to be included e.g. doctor's note

## GENERAL UNIFORM RULES

**Full uniform:** Students must wear full uniform at all times whether at school, school functions or in public. Socks and shoes must be worn at times, unless permitted for special reasons e.g. Special games, break time activities etc. All shirt buttons must be done up.

**School Bags:** *School* bags must be navy. Please note that tog bags with **slogans and logos printed** on them are **NOT permitted**.

**Raincoats:** Plain navy rain jackets/ raincoats may be worn. (No slogans, images, graphics or embellishments including fur and decorative elements are permitted.)

**Scarves and gloves:** Plain navy scarves and gloves may be worn.

**Belts:** Plain black leather belts may be worn with small plain buckles.

**Sports Shoes:** Mainly white shoes may be worn.

**Badges:** Only school issued badges may be worn, e.g. SRC, Prefects, House/Class Captains, Society Heads etc.

**Make-up:** No makeup whatsoever is allowed with school uniform. Students are only permitted to wear moisturizer and sunblock over natural skin.

**Nails:** No nail polish is allowed. This includes both nail extensions and gel/acrylic or other overlays including nail diamantes and décor. Nails may not be longer than the tips of the fingers.

**Tattoos and body art:** Tattoos (permanent or non-permanent) and body art is not permitted.

**Hats:** High School may wear hat or sunscreen at break. **Hats are compulsory for all students in outdoor education activities.**

**Grooming:** Students hygiene and grooming is paramount. Students should bath and brush teeth daily. Hair should be brushed daily and washed regularly. Deodorant should be worn when developmentally appropriate. Only roll on/ non aerosol deodorants are permitted on campus. Grooming items (brushes, combs, deodorant sticks etc.) and hats may not be shared.

## SPECIFIC OCCASIONS

1. **Formal and Informal Days:** *The formal uniform is compulsory on assembly days, outings, prize giving and school functions, as well as during exams, unless otherwise specified.*

*Formal and Informal uniform may not mixed, or worn at the same time, including mixing PE uniform and sports uniforms with formal and informal uniform attire*

- Assembly days: Mondays 8am

2. **Civvies Days:** Students may only wear clothing suitable to the educational environment.
  - No offensive/ distasteful slogans, graphics and images may be worn or displayed on clothing and jewellery -these may include but are not limited to: cigarettes, alcohol, drugs, substance abuse, violence, sex, offensive language and swearing.
  - No headgear may be worn inside the building (hats, beanies etc).
  - Shorts may only be worn no more than five (of student's own) fingers above the knee.
  - Miniskirts are permitted with long opaque knee/calf/ankle length leggings only.
  - No visible underwear.
  - No visible cleavage, bare midriiffs, off the shoulder styles and revealing low rise trousers may be worn (i.e. thereby exposing skin on the derriere).
  - Wearing civvies is a privilege, which if abused can be withdrawn.
  - Minimal make-up may be worn by girls on civvies days only.
  - Long Hair may be worn loose, but must be kept out of the eyes.

## GUIDELINES FOR GIRLS

**Underwear:** Underwear, vests and spencers, should be white or natural skin tone especially when worn under white garments. Navy or black underwear may be worn under darker garments only. No underwear may be visible. Vests may not be longer than shirt cuff.

**Hair:** Hair of shoulder length must be tied back.  
Hair is to be tied neatly with only **black, navy or white** elastic or hair band and finished off, if preferred with a **black, navy or white ribbon or alic band**.  
Hair clasps are to be only brown or black bobby pins or clips.  
Hair must be a **consistent natural colour**. No streaks, highlights, lowlights or multiple tone colours are permitted.  
No Mohawks, punk, patterned hair styles permitted. Girls will be sent home to rectify these styles immediately.  
Hair may not be shorter than as per boys hair specifications

### Jewellery:

**Earrings:** If ears are pierced, **only a single pair** of small sleepers or studs may be worn (gold or silver only). Earrings are to be worn only in a hole on the lobe. No ear stretchers are permitted.

**Watches:** Wristlet watches are to be of a conservative style.

**Chains and necklaces:** Only chains may only be worn under shirts if they offer special medical information or are of religious significance. **No additional jewellery is allowed. Jewellery is not permitted when playing sport.**

**Shoes:** Black school shoes (lace up, crossbar, T-bar). No boots, ballet flats, slip-ins etc. No suede or fabric shoes – if you cannot polish them, do not buy them.

**Socks:** White ankle turn down socks only – turned down once; no more than 5 fingers above the top of the shoe- may not be worn calf high: no secret socks or anklets – sock must be visible.

## GUIDELINES FOR BOYS

**Underwear & vests:** No underwear and vests may be visible. *White* vests (summer/ thermal, long/ short sleeve are permitted when worn under white shirts - dark vests are permitted under dark shirts. Vests may not be longer than shirt cuff.

**Hair:** Boys' hair must be cut in a conservative college cut. This means that the hair does not have an undercut, is not shorter than a number 3 clipper.  
Hair must remain a **consistent natural colour**. No streaks, highlights, lowlights or multiple tones are permitted.  
The fringe should not be longer than the eyebrows and hair at the back should not be over the collar or over the ears.  
No Mohawks, punk styles, patterned hair styles permitted. Boys will be sent home to rectify these styles immediately.  
Gel is only permitted in small amounts to keep hair neat.  
Facial hair is not permitted. Boys are expected to shave when appropriate.

### **Jewellery:**

**Earrings:** Earrings and stretchers are not to be worn.

**Watches:** Wristlet watches are to be of a conservative style.

**Chains and necklaces:** Wristlet watches are to be of a conservative style. Chains may only be worn under shirts if they offer special medical information or are of religious significance. ***Jewellery is not permitted when playing sport.***

**Shoes:** Black school shoes (lace up only). No boots or slip-ins etc. No suede or fabric shoes – if you cannot polish them, do not buy them.

**Socks:** **Option 1 -worn with pants:** Black ankle turn down socks - turned down once; no more than 5 fingers above the top of the shoe

**Option 2 worn with shorts :** Knee high plain black socks – worn below the knee  
- no secret socks or anklets may be worn – sock must be visible.  
- Socks may not be worn over trousers

## LOST PROPERTY

***All items of clothing and personal items must be marked clearly, with both the student's name and surname.***

A cabinet is provided for lost property. Lost items usually turn up the next day and will be placed in the lost property cabinet, so it is advisable to look there the next day. To assist in identifying lost items please ensure that every item of your child's property is clearly marked. The Lost Property cabinet is located in the passage of the Senior Campus Building. The key can be acquired from the Senior Campus Secretary.

## UNIFORM SHOP

### ITEMS NOT Stocked:

All items below **must be purchased from the uniform shop** except:

- School socks & hosiery (excluding soccer socks)
- Plain navy cardigans and V-necks
- Plain black belts
- Black school shoes
- White sports shoes/takkies
- White cricket pants
- Tog bags and school bags
- Plain navy rain jackets and raincoat
- Hair accessories

### CONSEQUENCES

Students may be sent home to correct their attire, hair/ uniform infringement. In terms of the disciplinary code for students, poor grooming, unhygienic personal habits, hair and dress not in accordance with school standards, dependent on the severity, will bear the following consequences:

- **Counselling and reprimand**

In addition:

- Students will be expected to repair the infraction by removing make-up or nail polish using (aqueous cream and nail polish remover provided at school)
- Male students may be requested to shave using disposable blades provided
- Nails will need to be cut before a match
- Incorrect items will be confiscated, stored in a lockable safe and parents will be contacted to collect items personally from the school

- **Warning or Demerit**
- **Final Warning/ Parent contact**
- **Suspension/Hearing/ Expulsion**

## HIGH SCHOOL SUMMER UNIFORM: TERM 1 AND TERM 4

*The formal uniform is compulsory on assembly days, outings, prize giving and school functions.*

Girls : Formal	Boys : Formal
<p style="text-align: center;">School skirt (tartan) Fitted white short sleeve shirt Long sleeve navy V-neck jersey or cardigan Navy blazer</p> <p style="text-align: center;">White only turndown socks Black school shoes (lace up, crossbar, T-bar)</p> <p style="text-align: center;">Navy school hat or cap</p>	<p style="text-align: center;">Stone colour shorts / trousers (school supplier only) Black belt (compulsory) Formal white short sleeved shirt Long sleeve navy V-neck jersey Navy blazer (Year 3 upwards)</p> <p style="text-align: center;">Black turndown socks only Black school shoes (lace up)</p> <p style="text-align: center;">Navy school hat or cap</p>
<p><b>INFORMAL UNIFORM FOR GIRLS AND BOYS:</b></p> <p>As above but instead of formal shirt, white or navy golf shirt. Instead of jersey, polar fleece top may also be worn.</p>	
<p><b>SUMMER SPORTS UNIFORM:</b> <i>Sports uniform to be worn at sports events and selected outings and PE days only.</i></p> <p style="text-align: center;">School PE shorts or school tracksuit White or navy short sleeve golf shirt Sport shoes (mainly white) Plain white ankle socks (not anklets) Navy school hat or cap</p>	
<p><b>ATHLETICS AND CROSS COUNTRY</b></p> <p style="text-align: center;">Blouberg International School Running Vest and Blouberg International School PE Shorts</p> <p style="text-align: center;"><b>CRICKET</b></p> <p style="text-align: center;">White trousers and white Blouberg International School Golf Shirt</p> <p style="text-align: center;"><b>TENNIS</b></p> <p style="text-align: center;">Blouberg International School PE shorts &amp; Blouberg International School Tennis top</p>	



## HIGH SCHOOL WINTER UNIFORM: TERM 2 AND TERM 3

*The formal uniform to be worn on assembly days, outings, prize giving and school functions.*

<b>Girls : Formal</b>	<b>Boys : Formal</b>
<p style="text-align: center;">School skirt (tartan)                      Formal white long sleeve shirt                      Long sleeve navy V-neck jersey or cardigan                      Navy blazer</p> <p style="text-align: center;">Black tights (plain ribbed/opaque ; no knee highs)                      Black school shoes (lace up, crossbar, T-bar)</p>	<p style="text-align: center;">Stone colour trousers (school supplier only)                      Black Belt                      Formal white long sleeved shirt                      Long sleeve navy V-neck jersey                      Navy blazer</p> <p style="text-align: center;">Black only turndown socks                      Black school shoes (lace up)</p>
<p><b>INFORMAL WINTER UNIFORM FOR GIRLS AND BOYS:</b>                      As above but instead of formal shirt, white or navy long sleeved golf shirt                      Polar fleece top                      Navy rain jacket (optional)</p> <p><i>*Girls Navy Pants are available as an informal option for High School only</i></p>	
<p><b>WINTER SPORTS UNIFORM:</b>  <i>Sports uniform to be worn at sports events and selected outings and PE days only.</i>                      Navy school hat or cap                      School PE shorts or school tracksuit                      White or navy short sleeve golf shirt                      Sport shoes (mainly white)                      Plain white ankle socks (not anklets)                      Navy school hat or cap</p>	
<p><b>CROSS COUNTRY</b>                      Blouberg International School Running Vest</p> <p><b>NETBALL</b>                      Blouberg International School Netball top, Blouberg International School Netball skirt, Navy cycling shorts to be worn under the skirts</p> <p><b>SOCCER</b>                      Blouberg International School Soccer top and Blouberg International School PE Shorts</p>	

## ACADEMIC, CULTURAL AND EXTRA MURAL PROGRAMME

Blouberg International School aims to educate the whole person. Intellectual, physical, social, cultural and moral development is all important if the child is to achieve his or her full potential as a person. The curriculum is based upon the best theory and practice of the UK national curriculum and aims towards enabling all young people to become:

- **Successful students who enjoy learning, make progress and achieve.**
- **Confident individuals who are able to live safe, healthy and fulfilling lives.**
- **Responsible citizens who make a positive contribution to society.**

And we meet the requirements of the South African curriculum.

Each class will have a teacher responsible for your child's learning in all curriculum areas and students will interact with specialist teachers. Class size does not exceed 22. The school will request an entry level assessment to be done by the school before any student is accepted into a class/year group. The entry level assessments are done from the Reception Year upwards.

We believe that students do better when parents understand more about the learning and teaching that takes place at school and are better able to support learning in the home. It is important to have an understanding of the curriculum your child will follow and the types of assessments and tests they will be expected to take. We therefore include some information on the British curriculum and what it offers.

### THE NATIONAL CURRICULUM KEY STAGE

The National Curriculum is organised into blocks of years called 'Key Stages'. We currently offer all 4 Key Stages as well as a 'Foundation Stage' which is also known as the 'Early Years Foundation Stage', and covers education for students before they reach 5 years of age.

Blouberg International offers 2 years of schooling before a student enters Year 1, (Pre-Reception and Reception, also known as our Foundation Stage) whereas South African Schools offering the South African Curriculum have 3 years of schooling before they enter Year 1.

### AGE REQUIREMENTS FOR ADMISSION TO BLOUBERG INTERNATIONAL

*(As per South African Legislation, the admission age policy compels students entering the equivalent of Grade 1/ to turn 6 by the 30<sup>th</sup> of June of that year. Therefore at BIS in accordance with South African legislation:*

- A student age 3 must turn 4 by 30 June in the year of admission to Pre-Reception.
- A student age 4 must turn 5 by 30 June in the year of admission to Reception (BIS Grade R equivalent)
- A student age 5 must turn 6 by 30 June to be admitted to Year 1. Students from the SA system entering BIS Year one will also be admitted to Year 1 in the year they turn 7.

Students entering Reception Year and higher will be required to supply their recent school report and will be invited to complete an Academic Entry Assessment.

BIS Curriculum	BIS Age	South African Equivalent	BIS Stage	BIS "Year"	South African "Grade"	Assessment
Early Years Education	3½-4 years	4½-5 years	Foundation	Pre-Reception	0	Ongoing/progressive assessment
	4½-5 years	5½-6 years	Foundation	Reception	R	Ongoing/progressive assessment
Primary Curriculum	5½-6 years	6½-7 years	Key Stage 1	1	1	Ongoing/progressive assessment
	6½-7 years	7½-8 years	Key Stage 1	2	2	SATS-English and Maths
	7½-8 years	8½-9 years	Key Stage 2	3	3	Optional Tests(Cambridge University)
	8½-9 years	9½-10 years	Key Stage 2	4	4	Optional Tests(Cambridge University)
	9½-10 years	10½-11 years	Key Stage 2	5	5	Optional Tests(Cambridge University)
	10½-11 years	11½-12 years	Key Stage 2	6	6	SATS - English, Maths, Science
Secondary Curriculum 1	11½-12 years	12½-13 years	Key Stage 3	7	7	Optional Tests(Cambridge University) Ongoing/progressive assessment
	12½-13 years	13½-14 years	Key Stage 3	8	8	Optional Tests(Cambridge University) Ongoing/progressive assessment
	13½-14 years	14½-15 years	Key Stage 3	9	9	Optional Tests(Cambridge University) Ongoing/progressive assessment
Secondary Curriculum 2:	14½-15 years	15½ –16 years	Key Stage 4 IGCSE	10	10	Year One of IGCSE'S
Combined IGCSE & AS = Matric/ Bachelors Pass/Matric Exemption	15½ – 16 years	16½ – 17 years	Key Stage 4 IGCSE/AS	11	11	IGCSE'S Jan until June AS Levels July to Dec
	16½ – 17 years	17½ – 18 years	Key Stage 4 AS	12	12	AS Levels Jan to Dec
Post Matric	16½ – 17 years	18½ – 19 years	A Levels	13	Not offered	

The British National Curriculum clearly stipulates what subjects must be studied in the Primary Years and Secondary Curriculum.

<b>Primary Curriculum - Primary School</b>
Key Stage 1 and 2 / Years 1 - 6
<b>Core Subjects</b>
English, Mathematics and Science
<b>Foundation Subjects</b>
Geography
History
Personal Health, Social, Emotional (PHSE)
Music
Physical Education (PE)
Information and Communication Technology
Design and Technology
Art and Design
Afrikaans
Spanish and German
Religious Education (broad spectrum approach)

<b>Secondary Curriculum - High School</b>			
<b>Key Stage 3, IGCSE and AS</b>			
<b>Year 7 – Compulsory Subjects</b>	<b>Year 8 &amp; 9 – Compulsory Subjects</b>	<b>Year 10</b>	
English	English	English Language (0500)	
Afrikaans	Afrikaans	English Literature (0486)	
Art	Science	These are separate IGCSE's	
Business & Technology	Biology	Mathematics (0580)	
Science	Mathematics	Afrikaans 2 <sup>nd</sup> Language (0548)	
Biology	Geography	Written at the end of Year 10	
Mathematics	History	<b>Choices</b>	
Geography	Culture (Music and Drama)	Biology (0610)	Business Studies (0450) (to ensure compliance with ME rules, you must pass Maths with a C, if you take this option)
History	Life Skills	Physical Science (0652)	Art and Design (0400)
Culture (Music and Drama)	Physical Education	German (3 <sup>rd</sup> Language) (0525)	Spanish (3 <sup>rd</sup> Language) (0530)
Life Skills	Outdoor Education	Geography (0460)	History (0470)
Physical Education	<b>Choices</b>		
Outdoor Education	German or Spanish		
<b>Choices</b>	Art or Business Studies		
German or Spanish	Portfolio requirement for entry into Art		

## YEAR 10

Blouberg International School students are required/encouraged to take a minimum of 7 IGCSE's, bearing in mind that English Language and Literature would need to be written as separate papers, but will be considered as one subject.

All students attend Tutors/Home Room, which includes President's Award, Life Skills and Sports; which includes Fitness, Sports Component of President's Award and Sport.

- **THE FOUNDATION STAGE**

The Foundation Stage is the first stage of the British National Curriculum that focuses on the distinct needs of students aged three until the end of the Reception Year at the age of 5. It is a broad, balanced and purposeful curriculum, delivered through planned play activities to help ensure all students have the opportunity to reach their full potential, experience the best possible start to their education and builds on their individual needs and interests.

**The Foundation Stage Profile** is used to assess students in the final year of the foundation stage. Each student will have a Year 1 entry assessment towards the end of their Reception year. The learning areas your child will be assessed in are:

- **Personal, social and emotional development;**
- **Communication, language and literacy;**
- **Mathematical development;**
- **Knowledge and understanding of the world;**
- **Physical development; and**
- **Creative development.**

Each learning area has Early Learning Goals. These set out the skills, understanding, knowledge and attitudes we encourage students to reach or exceed by the end of the Foundation Stage. The goals also aim to make learning a fun and challenging experience, and specifically recognise the value of play.

Students will be at different stages of progress towards these goals depending on their age and stage of development. Staff understand this and takes it into account when planning activities and will create differentiated and individual learning programmes where necessary.

All Reception students will get a report based on the Foundation Stage Profile. This will give you a clear indication of where your child is and what he/she still has to achieve. Verbal reports are given in March and September and formal written reports in June and December.

- **KEY STAGE 1**

Primary school is where the foundations built in the Early Years Education (Foundation Stage) are extended and re-enforced. Key Stage 1 comprises of Years 1 and 2. SATS (Standardised Assessment Tests) are written at the end of Year 2.

Schools are required to provide a broad balanced curriculum and to teach the programmes of study in each national curriculum subject. English and Mathematics are a priority at Key Stages 1 and 2, as students need to become secure and confident students in these subjects if they are to make good progress in their education. At the same time, rich and varied activities and experiences in the rest of the curriculum are also crucial to students' motivation and progress.

We go beyond the statutory requirements and add to the curriculum in order to ensure compliance to the South African curriculum.

We provide:

- Opportunity to explore South African History and Geography
- Additional opportunities and experiences that enhance learning in national curriculum subjects, for example excursions and camps;
- Additional African languages such as Afrikaans;
- Extra-Curricular Activities which are aimed at all ages and ability groups

## • **KEY STAGE 2**

In Key Stage 2 your child will be entering a world of interesting challenges, excitement and discovery. Key Stage 2 covers the British National Curriculum from Years 3 to 6. The foundation subjects for this stage are the same as those for the Primary Curriculum from Years 1 to 2.

At the end of Key Stage 2, each national curriculum subject has a target - your child should have reached the skills, knowledge and understanding at a particular level. Optional Tests are written towards the end of the year in Years 3 to 5. SATS are once again written at the end of Year 6.

## • **KEY STAGE 3**

In Key Stage 3 your child will be entering the Secondary Curriculum. Key Stage 3 covers the British National Curriculum from Years 7 to 9.

A very important aim of the Secondary Curriculum is to create more successful learners who:

- Have the essential learning skills of literacy, numeracy and information and communication technology.
- Are creative, resourceful and able to identify and solve problems.
- Have enquiring minds and think for themselves to process information, reason, and question and evaluate.
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future.

Please visit the following websites if you require more information:

***[parentscentre.gov.uk](http://parentscentre.gov.uk) [surestart.gov.uk](http://surestart.gov.uk); [dfes.gov.uk](http://dfes.gov.uk)***

## • **KEY STAGE 4**

All students in this Key Stage must follow a programme of education in the following areas:

- English
- Afrikaans (Southern African students)
- Mathematics
- Science
- Information and Communication Technology

- Physical Education
- PHSE (Citizenship education, sex education and career guidance)

In addition, there is a statutory duty on schools to provide an optional programme of education for students in this Key Stage in each of the following areas:

- The Arts
- Business Studies
- The Humanities
- Modern Foreign Languages – German and Spanish

At the end of this stage, students in Year 11 (usually ages 16) are normally entered for a range of external examinations. These are IGCSE (International General Certificate of Secondary Education) exams.

- **WHY HAVE TARGETS AND TESTS?**

Schools use them to see where students need to improve, so that they can tailor their teaching. Students get a sense of achievement from a milestone and going beyond it.

The target's aim is to set a **level** that most students should have reached by a certain age. There will always be some students below and others beyond the target. If your child finds their work easy, talk to their teacher about what level they should be aiming for - they may require extension work. However, if your child is experiencing difficulties in any learning areas, they may require support work. All areas of your child's progress and development will be closely and continuously monitored and parents will immediately be made aware of any areas of concern and suggest the appropriate intervention methods needed to assist the child.

The level descriptions provide the basis for making judgements about student's performance at the end of key stages 1, 2 and 3.

The majority of students are expected to work at:

- Levels 1-3 in Key Stage 1 and attain level 2 at the end of the key stage
- Levels 2-5 in Key Stage 2 and attain level 4 at the end of the key stage
- Levels 3-7 in Key Stage 3 and attain level 6 at the end of the key stage.
- Key Stage 4 ends upon successful completion of the IGCSE and required AS-levels.

- **EXTRA CURRICULAR ACTIVITIES**

Soccer, cricket, netball and athletics/beginner sport skills are coached at school and at external venues including Tableview Tennis Club, Blouberg Beach and the Parklands Sports Complex. Other extra-curricular activities currently offered as part of the school programme include Drama, Chess. Additional extra murals are available to students at a fee determined by the service provider. These include Tennis, Music, Ballet, Modern Dancing and Hip-Hop, Playball, Mosaicing, Click-a-Mouse, Manners for Minors, Cooking, Arts and Crafts, Karate, Monkeynastix, Drumming and voice training.

## AFTER CARE FACILITY

After care, early care and holiday care facilities are available on the premises and is offered from Pre-Reception to Year 6. These prices include:

AFTERCARE FEES SCHEDULE 2013				
	Per Annum (5% discount included) 1 <sup>st</sup> January	Per Term (5% discount included) (1 <sup>st</sup> Jan, 1 <sup>st</sup> Apr, 1 <sup>st</sup> Jul & 1 <sup>st</sup> Oct)	Per Month (1 <sup>st</sup> January to 1 <sup>st</sup> December)	Per Invoice (On receipt)
Early and after care 07h00 – 18h00	R 7980.00	R 1995.00	R 700.00	
Early and after care 7h00 – 14h30	R 5244.00	R 1311.00	R 460.00	
Early care only 7h00 – 8h00	R 3078.00	R 769.50	R 270	
Late penalty (per hour invoiced)				R80.00
Casual care Till 14h30				R30.00 per day
Casual care Till 16h00				R50.00 per day
Casual care Till 18h00				R70.00 per day
Holiday care (07h00 – 13h00) Currently in aftercare (Morning) 13h00 – 18h00				R 45.00 per day No additional cost
Holiday care (07h00 – 13h00) On a casual basis (Morning)				R 65.00 per morning
Holiday care (13h00 – 18h00) On a casual basis (Afternoon)				R 25.00 per hour

- Early care (07:00 - 08:00) Junior Campus
- Early care (07:00 – 07:30) Senior Campus
- Aftercare (12:30 – 14:30 or 18:00 respectively)
- Afternoon snack and fruit juice
- Supervised homework for Year 1 – Year 6

- **HOLIDAY CARE FACILITY FOR STUDENTS IN PRE-RECEPTION TO YEAR 6**

Holiday programmes and rates will be published closer to the time and will be invoiced separately. (Changes are made every holiday at management's discretion). The after care facility requires **one month's written notification**, addressed to the school, of the intended withdrawal of a student or students from after care, failing which fees for that month will be charged.



## **CODE OF CONDUCT - SCHOOL**

1. Blouberg International School exists as a place where a complete education may be undertaken in a warm, caring atmosphere that allows each individual to develop to his or her full potential. It is important therefore that all associated with the school regard themselves and other persons with dignity and respect, and learn the importance of co-operating in a school community with diverse interests but with a common concern for the well-being of all its members.
2. It is expected that each student will co-operate to the fullest in taking responsibility for his or her own progress by diligent and careful preparation for and participation in classes of which he or she is a member. It is important that no student, either through neglect or lack of concern, interferes with the rights of others to pursue their learning. Therefore, irresponsible behaviour in school or class or the defiance of a teacher's authority cannot be tolerated.
3. A student's appearance whilst at school and in public is of great importance and should be a source of pride. It is a requirement of the school that the school uniform be worn to all school functions and sporting fixtures unless students are otherwise directed. All items of the uniform must be clean and kept in good repair. Blouberg International School students must exhibit the best possible appearance at all times in order to bring credit to self, parents and the school.
4. It is essential that students develop a respect for themselves as persons and as members of the school community and therefore they must conduct themselves at all times in a manner which will not detract from their reputation or reduce that of other members of the school. Students must respect each other's property and mistreatment of such will not be tolerated.
5. All students must take part in as many courses, cultural activities and sporting pursuits as possible and encourage the involvement of their peers. Students must attend all major annual events of school life, such as Concerts, Open Days, Winter and Summer Sport's Days, Cultural Days, etc. School sport is compulsory for all students Year 1 to Year 12.
6. When a student accepts membership of a school team, group or society he or she accepts all the commitments involved in that membership, for not to do so is a mark of little respect towards the other members of the group concerned.
7. In matters which are not specifically covered by the above codes or any other School Handbook, Brochure or Regulation, members of the school community will observe the principles outlined above concerning the dignity of each person, respect for others and their property and of mutual co-operation within the school and community.

## **CODE OF CONDUCT – STUDENTS (PRE-RECEPTION TO YEAR 3)**

In order to ensure the safety and welfare of all the students at Blouberg International School, standards of behaviour have been compiled. The responsibility for ensuring that the standards are adhered to, lies with all of us: staff, parents and students. We have listed these standards below so that you may assist us in making sure that they become guidelines for life at school.

1. Students are polite and conduct themselves in such a way as to be proud of themselves, their school and their families.

2. No students are allowed in the classrooms before school, during breaks and after school unless accompanied by a teacher. In case of bad weather conditions, learners are allowed to be in the classrooms before school and during breaks, making sure that they adhere to classroom rules.
3. Movement in and around the school must be quiet and orderly at all times. No running along passages will be allowed. Students must not litter and keep the school clean and tidy at all times.
4. Students may not play in the bathrooms at any time. Bathrooms are to be kept clean and tidy.
5. No student may leave the school premises during school hours without permission.
6. Students are required to sit and eat a healthy snack/lunch each day.
7. Climbing of fences and/or walls is not allowed.
8. No physical contact, aggressive or violent activities or games may be played at school, before school, during break times or after school.
9. Play equipment must be used correctly. No jumping off monkey bars, jungle gyms and standing on swings will be allowed.
10. Students must wear the correct school uniform at all times. No jewellery or make-up is allowed. Hats are compulsory during the summer terms during breaks and when playing sport.
11. Students must be on time for school. Late arrivals will be noted.
12. Students may not phone home unless permission is given by the class teacher.
13. Cell phones may not be played with or used during school hours. They are permitted for Year 3 students and older, at the student's own risk: They are to be handed to your child's teacher in the mornings and locked away until the end of the school day, when they may be collected again. Students found with mobile phones during the school day will have them confiscated until the end of term.
14. Students may not use unacceptable language or swear.

**CODE OF CONDUCT – STUDENTS  
(APPLICABLE TO ALL STUDENTS YEAR 4 TO YEAR 11)**

- **SECTION I: DISCIPLINARY PROCEDURE FOR STUDENTS**

1. **Introduction and Principles**

The School fully supports the principles of fair discipline and the consistent and justified application of appropriate disciplinary measures where necessary. This procedure and code for students indicates the broad standards of behaviour that are expected of all students at the School, and encourages a responsible and self-disciplined approach by students themselves.

- 1.1 Should expected norms of conduct not be met by any learner, corrective action will be initiated by School Management. Corrective action may or may not include the application of formal disciplinary measures; steps applied to prevent further occurrences of unacceptable behaviour, and to restore the School / learner relationship.

- 1.2 This procedure and code are considered an important element of the School's Code of Conduct and is applicable to all students. This document may also have a bearing on the students' behaviour outside of normal school hours, should the students' conduct impact negatively on the School / student relationship, or the reputation and integrity of the School.
- 1.3 The maintenance of discipline and ensuring orderly classroom behaviour is an integral part of every educator's job. The onus therefore lies with the School's educators and its management to apply this procedure in an effective and equitable manner, in the interests of the wellbeing of the School, preserving and promoting educational excellence, and protecting the rights of all school stakeholders including the student.
- 1.4 The School's procedure is to be made readily available to every School employee, all students and parents upon or before enrolment, and upon request.

## **2. School Code of Conduct**

In the School context, administrators, educators, parents and students all have responsibilities. To sustain a positive, orderly and disciplined learning environment, it is important that these parties to the education relationship acknowledge their responsibilities.

### **2.1 Educators**

Educators at the School subscribe to the SACE Code of Professional Ethics and the School's own Code of Conduct for Staff. *Inter alia*, the School's educators undertake to:

- Be punctual, well prepared and professional in their approach to education
- Manage learner performance effectively and motivate students to achieve realistic and meaningful personal and educational goals
- Be sensitive to the needs of their students and address learning difficulties in a positive manner
- Praise, encourage, recognise and reward students who strive to achieve
- Create a classroom climate which is based on a learning partnership which makes education both relevant and stimulating
- Set a positive example for their students to follow
- Administer discipline correctively and with dignity when necessary.

Our school prides itself on having good relations with the School's community, its students and their parents. While parents must expect the School and its educators to provide the best education possible with the resources available to the School, parents must also accept responsibility to help the School achieve this goal.

### **2.2 Parents**

Parents enrol their children at the School, subject to their acceptance of all the School's rules and other conditions of enrolment. Parents also have the responsibility to:

- Actively support the efforts of the School and its educators to teach their children
- Involve themselves to the fullest possible extent in School activities
- Make positive suggestions and contributions to improve the School's education process and the learning environment
- Support the disciplinary structures and procedures of the School, and the reasonable efforts by the School to apply discipline effectively and fairly
- Encourage their children to participate fully in School and extra-mural activities and compulsory sports programme
- Participate in the learning process and assist their children with homework, provide encouragement, check results and communicate freely with the School
- Not expect the School to meet their child's every need

- Ensure that the student is in attendance of all compulsory attendance functions and activities, and that the School's conduct and timekeeping requirements are observed.

### **2.3 Students**

In terms of the Constitution, every student does have the right to education. The School does strive to provide the educational opportunities that its students and the community deserve. Students themselves however must also recognise that they have responsibilities to their parents, the School, their educators, their fellow students and themselves.

Students therefore must accept and comply with the School's rules and its conditions of enrolment. In more general terms, students must also:

- Comply with instructions from School officials, and with the general rules of the School
- Behave responsibly and not endanger the safety, welfare and rights of others
- Respect and care for the property of the School and others
- Maintain sound relations with others at School, be courteous and respect the dignity and self-worth of others
- Be punctual and observe the timekeeping practices of the School
- Demonstrate a positive attitude towards the opportunity to learn, and be diligent in their efforts to learn
- Behave honestly and conduct themselves with integrity
- Not harass, threaten violence or use force to intimidate, abuse, coerce or interfere with others, with School activities or with School property
- Accept legitimate disciplinary measures taken against them as being necessary.

The School has a number of rules that define the kinds of behaviour expected of its students. Students are to also keep their parents advised of these rules (please see School rules) and students are expected to conduct themselves in accordance with the rules provided.

### **3. Disciplinary Measures**

- 3.1 It is impossible for this procedure or the disciplinary Code to list every possible type of rule infringement or misconduct by students. This procedure and the code therefore only set out the broader categories of infringement, and the norms for applying fair disciplinary measures at the School.
- 3.2 Various forms of informal and formal disciplinary measures may be initiated by the learner's responsible educator, or by the School authorities. The School will be entitled to apply corrective action and/or disciplinary measures that it believes are appropriate in the circumstances; within the guidelines provided in this procedure. The judgement and discretion of school officials to apply disciplinary measures will therefore not be rigidly restricted by the procedure or code, but will rather be guided by the circumstances of each case and the various measures described herein.
- 3.3 The severity of action taken by the School or official will depend on the circumstances, the seriousness of an infringement, the interests of fellow students, the School and its employees, the interests of the offending student and any other mitigating or aggravating factors being of relevance. For this reason, the guidelines enclosed seek to promote and assure consistency, but do not remove the necessary discretion of the School authorities to apply a lesser (or more severe) penalty should circumstances so dictate.
- 3.4 Disciplinary measures applied in response to learner misconduct will therefore require that the School officials involved exercise their own judgement in deciding on the appropriate and fair action to be taken. Disciplinary action that may be applied by the School, in order of severity, includes:

## 1. Informal measures:

- a counselling by the educator or the head of department
- a verbal reprimand (noted on the students' file)
- detention or time punishment
- "community service"

## 2. Formal measures:

- a warning or demerit recorded (usually effective for a period of 3 to 6 months)
- parental contact and an interview with parents, generally after the conducting of an investigation by the School
- suspension for a period from class, or from attending school, pending the convening of a formal disciplinary hearing, and/or as a form of corrective action after the conducting of a disciplinary hearing
- expulsion from the School (as a last resort in the case of serious or repeated misconduct), generally only after the conducting of a disciplinary hearing, and as a last resort.

3.5 Discipline must, wherever feasible and effective, be applied progressively. Informal action for minor transgressions is generally applied at educator level, without a formal investigation being necessary. Repeated committing of a minor, similar or related offence will however result in progressively more severe and formal action being taken; particularly where a clear pattern or behaviour trend is indicated by the student's continued misconduct.

3.6 Notwithstanding the principle of progressive discipline, a serious first offence may justify a formal and severe penalty, and mitigate against the imposition of a lesser form of action (please see the Disciplinary Code for guidelines on penalties).

3.7 Warnings or demerits issued by the School will be noted on the learner's record. Copies of warnings issued should also be provided to the parents by the School.

## 4. Disciplinary Action Process

This procedure summarizes the disciplinary process that will be followed, wherever possible, by the School when disciplinary action against a learner is considered appropriate by School authorities.

### 4.1 **INFORMAL PROCEDURES**

4.1.1 Infringements that are not considered serious, or do not require formal disciplinary action in the opinion of the student's responsible educator, can be dealt with directly by the educator. These are not generally recorded on the student's record, but will still require communication with the student's parents by the educator involved.

4.1.2 The various forms of informal action are as outlined above and can be implemented by the educator without the involvement of the head of department or School Head.

### 4.2 **INFORMAL INVESTIGATION**

4.2.1 When an infringement occurs which appears to require formal disciplinary action, the educator concerned (or another complainant such as a parent) will initiate the disciplinary process by reporting the incident to the head of dept., or by completing a letter of complaint.

A report or complain may be supplemented by any additional information or statements to clarify or adequately detail the facts surrounding the alleged infringement.

If formal disciplinary measures are considered to be appropriate, it is important in the interests of transparency that a copy of any complaints or reports also is provided to the student / parents. Withholding this information may cast some doubt on the authenticity or seriousness of the alleged infringement (and complaint), and may even result in a formal request for disclosure of the complaint from the student's parents.

- 4.2.2 The student's responsible educator, and their HOD (Head of Department), if required, should investigate the reported infringement or a letter of complaint received, to decide upon appropriate corrective measures. This investigation generally takes the form of an informal inquiry, and wherever possible includes an opportunity for the student to state his/her case in response to the complaint.

#### 4.3 FORMAL DISCIPLINARY MEASURES

- 4.3.1 If, after investigation, the infringement is confirmed and considered to be of a nature which does not require severe action, the responsible educator or HOD (Head of Department) may counsel the student and issue an appropriate **WARNING** or demerit to the student concerned.
- 4.3.2 A copy of the warning issued should be given to the student's parents by the educator or HOD (Head of Department) involved. A meeting with the parents may be necessary to clarify the reasons for formal action being taken, as well as to reinforce the seriousness of the infringement and to highlight the expectations that the misconduct will not be repeated.

#### 4.4 FINAL WARNING

- 4.4.1 A Final Warning is generally only imposed by a Head of Department or the School Head, if the student's misconduct was (a) very serious but (b) did not warrant suspension or a hearing / expulsion, or if (c) misconduct occurs which is similar to a previous infringement for which a written warning has already been issued to the student by the School.
- 4.4.2 If a Final Warning has been issued to a student for misconduct, **ANY** further infringement by the student should be considered as warranting suspension and a disciplinary hearing into the student's behaviour at the School.

### 5. Disciplinary Hearing

When a serious infringement possibly warranting student's suspension or expulsion occurs, or in the case of a further alleged infringement by a student with a valid Final Warning on his/her file, the School will generally be required to conduct a formal Disciplinary Hearing to determine appropriate measures to be taken against the student.

The hearing process is intended to properly and transparently investigate any new allegation(s), to provide an opportunity for the student / parents to challenge the allegations being made, and to enable the hearing Chairperson to objectively "hear both sides" - to objectively determine the guilt or innocence of the student, and if applicable, the appropriate disciplinary measure to be taken by the School.

- 5.1 A notification of convening of a disciplinary hearing is to be completed by the School authorities (usually the School Head) and is given to the parents of the student concerned. This notification must provide sufficient information to ensure that the student/parents are properly informed of the alleged complaint, the seriousness of the allegations, and the School's intention to convene a formal hearing to investigate the infringement.
- 5.1.1 The student's parents should be notified of the hearing at least 48 hours (two clear school days) before the scheduled date of the hearing. This will provide the parents with reasonable time to prepare for the hearing. In complex cases, the preparation time provided may be extended, but should not exceed 5 (five) school days wherever possible as extended suspension or delays may unfairly prejudice the student's schooling.
- 5.1.2 The student may be suspended pending the hearing, **ONLY** if this is considered appropriate; bearing the seriousness of the alleged misconduct and his/her continued exposure to others in mind. The suspension of the student should be indicated in the notification of hearing to the parents, the period of suspension preferably not exceeding the 5 (five) school days limit indicated in (a) above. Failure to suspend a student accused of GROSS misconduct, pending a disciplinary hearing, may call into doubt the seriousness of the alleged misconduct itself, and/or

the necessity for a severe penalty. A short period of suspension should not be unfair in such serious cases.

- 5.1.3 The student and his/her parents must be advised that they are expected to attend the hearing, and that their non-attendance may prejudice their child's case (indicate a waiver of their rights to respond to the allegations being made), and may even result in the hearing being held in their absence - and a decision being made without their involvement.
- 5.1.4 The student and his/her parents must be advised of the serious nature of the allegations, and the possibility of severe disciplinary (further suspension or expulsion) action being taken should the student be found guilty of the allegations made against him/her. They should be advised to prepare themselves accordingly.
- 5.1.5 Legal or any kind of representation at disciplinary hearings is **NOT** permitted. A disciplinary hearing is an internal school procedure and the involvement of legal counsel can lead to unnecessary over-complication and hindrance of the process.

- 5.2 The conducting of the formal disciplinary hearing is an integral part of the School's disciplinary process if serious disciplinary measures are being contemplated against any student. Expulsion, or extended suspension with a final warning as an alternative to expulsion (if feasible or appropriate), in the absence of a disciplinary hearing being conducted is reserved for exceptional circumstances only.

The hearing should be chaired by a competent and reasonably objective hearing Chairperson, who will be responsible for leading and managing the entire hearing process, and making the two critical and distinct decisions i.e.

- **VERDICT:** the guilt or innocence of the student, relative to the allegations made by the School; and only thereafter - if the student is found guilty of the alleged infringement, the second decision as to
- **PENALTY:** the appropriate measure / action to be taken, after due consideration of mitigating and aggravating factors relevant to the matter.

- 5.3 The Hearing Chairperson is required to conduct the hearing procedure in a proper manner that conforms to the rules of natural justice i.e. the student

- should be given adequate notice and be properly informed of the allegations being made by the School
- should be presented with all facts and information relating to the allegations being made against the student
- should be given the opportunity to question evidence presented by the School, and be entitled to present their own perspective and explain/defend his/her actions.
- is entitled to a hearing to be chaired by a reasonably impartial chairperson, and to decisions being made in an objective and considered manner
- is to be treated with dignity and respect throughout the hearing
- is to be assured of the greatest confidentiality possible
- must be formally advised of the outcome of the hearing [i.e. as to both verdict and penalty) by the hearing Chairperson, and the reasons for such decisions
- Should be offered the right to appeal against any decision made by the hearing Chairperson.

A record of hearing proceedings should be kept by the hearing Chairperson, or by a nominated scribe.

- 5.4 In accordance with the above principles, the parents should be formally advised of the decisions of the hearing Chairperson after the completion of the hearing i.e. the two decisions made regarding guilt or innocence, and whether to impose disciplinary action or not.

This notification of the outcome, preferably distributed within 5 (five) school days of the hearing being completed, should include a reminder that the learner has the right to appeal against any corrective and

disciplinary action decided upon by the Chairperson, within a further 5 (five) school days of the outcome being made available to the parents.

- 5.5 Copies of all disciplinary hearing related documentation must be retained by the School for actioning, recording and safekeeping purposes.

## **6. Appeal Review Process**

- 6.1 The student has the right to appeal against any formal disciplinary action imposed by the School (i.e. against any formal disciplinary action taken by the School or any decisions by a hearing Chairperson) as a final process in the School's disciplinary procedure.
- 6.2 The lodging of an appeal against formal disciplinary action, or any decision by a hearing Chairperson, only entitles the student to an appeal review however. The right to an appeal review therefore does not entitle the student to a "re-hearing".
- 6.3 An appeal review is generally a process that does not entail a full re-investigation or a rehearing of all the evidence heard at the hearing, and the Reviewer is only required to review the matter, according to the grounds and motivation submitted by the appellant / parents. The Reviewer is expected to at least review the hearing Chairperson's findings and any documentation submitted by the respective parties, and to consider any further or new evidence provided by either party.
- 6.7 Due to the nature of the review process, the student /parent wishing to appeal must be advised to **fully motivate their appeal** in writing, detailing all the grounds for appeal and providing the Reviewer with any additional or new evidence they wish to submit in support of the appeal.
- 6.8 The onus rests with the student / parents to justify an appeal and the grounds for the appeal must be clearly and comprehensively set out in the appeal request. This will enable the Reviewer to appreciate and properly consider the appellant's grounds for the review.
- 6.9 Any request for appeal must be submitted to the School Head or the hearing Chairperson within 5 (five) school days of the hearing Chairperson's decisions having been provided to the student/parents, so as not to delay review proceedings.
- 6.10 The School will be responsible for appointing an appropriate person, or review panel, to conduct an appeal review, or a re-hearing if this is considered necessary. It is common practice for an appropriate School Board member to be appointed as the Reviewer, subject to his/her not having been consulted or involved in the matter to be reviewed.
- 6.11 After reviewing the appeal motivation submitted by the appellant, and investigating any aspects of the disciplinary process considered necessary, the Reviewer will make a decision based on his / her findings, relative to the grounds for appeal submitted by the appellant.
- 6.12 When a final decision has been made by the Reviewer (or rehearing chairperson / panel as the case may be), a written Appeal Review Finding must be provided to the student / parents by the Reviewer, wherever possible within a 5 (five) school days. A copy of the Review finding must also be placed on the student's file for recording purposes.
- 6.13 The communication of the Reviewer's appeal decision marks the conclusion of the School's appeal process, and is the final step in the School's Disciplinary Procedure.

## **7. Disciplinary Code**

The School's disciplinary code for students is only intended as a guideline for assessing and determining appropriate disciplinary measures for various types of infringement or misconduct by students. As indicated previously, the circumstances of a particular case, especially mitigating considerations, may justify a less severe penalty than that indicated in the Code.

Similarly, aggravating considerations relevant to a particular case may justify a more severe penalty than that recommended in the Code.



- 7.1 The various infringements set out in the Code are not intended to be an exhaustive or full listing of possible infringements or misconduct by students, but are rather to be interpreted as indications of the broad types and severity of offences by students, and the appropriate sanctions if the student is found to be guilty by the School.
- 7.2 The Code makes provision for 'progressive' or accumulative penalty i.e. the imposition of a more severe penalty for a repeated and similar infringement by the same student.

## **8. PRACTICAL APPLICATION NOTES**

### **8.1 PENALTY AND CONSISTENCY**

The penalties set out in the attached disciplinary code indicate the recommended penalty that could be imposed for a particular infringement. Obviously, a lesser penalty may be applied, should mitigating considerations indicate that the indicated penalty is not appropriate in the circumstances.

While the application of disciplinary measures should be consistent, due consideration of factors relating to each case is of equal importance. For this reason, the Code should be viewed as a guideline, and the penalties reflected therein need not be slavishly followed.

### **8.2 CUMULATIVE AFFECT**

Cumulative action for a repeated offence i.e. imposing a more serious penalty for misconduct than that imposed previously for misconduct, is only appropriate if the second infringement is of a "similar nature" to the previous type of misconduct. The nature and type of offence should therefore be the same, and any warnings issued previously for the related offence should also not have expired.

### **8.3 BURDEN OF PROOF**

As the onus generally rests with the School to prove the reasonableness and fairness of disciplinary action taken against a learner, care must be taken to follow all the procedural steps outlined in this procedure and code. Any material and unjustified deviation from the recommended procedures set out in this procedure may well result in the actions of the School being challenged.

### **8.4 MISCONDUCT OFF THE SCHOOL PREMISES**

Imposing disciplinary action against a learner for misconduct that took place "off-site" (e.g. after hours and/or off the School's premises) requires that the School clearly demonstrate the negative impact of that misconduct on the School / learner relationship.

### **8.5 CRIMINAL MISCONDUCT AT SCHOOL**

Should a student admit to, be suspected of or be found guilty of a criminal offence (such a theft of a cell phone or School property for example) at School or on the School premises, it is recommended that the School conduct the appropriate disciplinary procedures as a matter of urgency. The disciplinary procedures applied by the School are not directly dependent upon any possible or later criminal proceedings that may be initiated by the State or other parties against the student.

The procedures that may be applicable in accordance with criminal law have no direct bearing upon the School / student relationship. It is not prudent for the School to wait until criminal / court proceedings have run their course (or not as is more often the case) before initiating any disciplinary steps against an offending student. The imposition of disciplinary measures against a student after investigation by the School, such as expulsion for serious misconduct, will not be nullified or viewed as "double punishment" should the student also be sentenced, if found guilty by a court of law.

## **8.6 SUSPENSION (Two forms of Suspension)**

### **8.6.1 As a penalty:**

In exceptional cases, extended suspension from class or from School activities may be acceptable (and possibly appropriate in certain limited circumstances) as a severe form of punishment, and only as an alternative to expulsion of a student by the School.

Suspension as a penalty can therefore only be agreed upon once a disciplinary hearing has been conducted, and the student has been found guilty of serious misconduct. In addition, an extended period of suspension should not be of such duration as to jeopardise the educational interests of the student.

### **8.6.2 Pending a hearing:**

Suspension of the student from School activities pending the conducting of a formal hearing (i.e. if expulsion is being considered) should ordinarily not be of a duration that would prejudice the educational rights of the learner.

The disciplinary hearing should therefore be conducted as soon as possible after the suspension of the student takes effect. It should also be clearly indicated to the student / parents that this suspension is not a form of punishment, and is a practical arrangement to remove the student, temporarily and in the best interests of the School, the student and other students.

## **8.7 EXPULSION AS A LAST RESORT ONLY**

8.7.1 Expulsion should only be affected after conducting a formal disciplinary hearing. The procedural requirement of conducting a hearing prior to expulsion, even if the student admits guilt, should not be flouted.

8.7.2 The School may well be called upon to motivate why a less severe penalty than expulsion was not imposed, and to even provide information on why alternatives to expulsion were not considered appropriate.

## DISCIPLINARY CODE FOR STUDENTS

<i>Examples of Infringements and Recommended Sanctions</i>			
<b>Type or nature of infringement or learner misconduct</b>	<b>Guideline: Recommended Penalty</b>		
	<b>First Offence</b>	<b>Second / Repeated Offence</b>	<b>Subsequent Offence</b>
<b>VERY SERIOUS MISCONDUCT</b> ("Zero Tolerance Offences")			
<p>1 Violent, abusive or threatening behaviour (verbal or physical)</p> <p>Fighting, battery or assault (threatened or actual)</p> <p>Victimisation, bullying or initiation of any sort</p> <p>Transferring, using or being in possession of a dangerous weapon, fireworks, explosives or any object that may be considered as being potentially dangerous (at School or at School events)</p> <p>Intimidating or wilfully interfering with others (attempted or actual)</p> <p>Inciting, advising or rewarding others to perform violent, offensive or threatening acts</p> <p>Any "gang" related activity that may threaten the safety or welfare of others (at School or at School events, or in relation to School)</p> <p>Harassment (sexual, racial or religious)</p> <p>Issuing a bomb threat or arson (attempted or actual)</p> <p>Behaviour that may pose a danger to the safety and welfare of others (at School or at School events, or in relation to School)</p>	Suspension and Hearing / Expulsion		
<p>2 Being in possession of, or under the influence of alcoholic, hallucinogenic or dangerous / prohibited substances, or distributing, storing or consuming any of these substances (at School or at School events)</p> <p>Strong suspicion of habitual use (abuse) or regular use of medication, drugs or alcohol at School or at School events</p>	Counselling/ Suspension and Hearing / Expulsion		
<p>3 Being in possession of another's property without their knowledge or consent, or attempting to remove another's property without consent or their knowledge</p> <p>Theft or attempted theft</p> <p>Sale of another's / stolen property</p>	Suspension and Hearing / Expulsion		
<p>4 Serious dishonesty (actual or intended)</p> <p>Cheating, copying or tampering with test or exam results, reports or assignments</p> <p>Being in possession of or distributing material or information that may give an advantage in a test or an exam</p> <p>Extortion, bribery, corruption or fraud (attempted or</p>	Suspension and Hearing / Expulsion		

	<p>actual)</p> <p>Being an accomplice to, colluding, conspiring, assisting / abetting or instigating dishonesty, fraud, or theft</p> <p>Inciting, advising or rewarding others to be dishonest or to cheat</p> <p>Serious breach of School security procedures, unreasonably refusing to submit to a search</p> <p>Off-site criminal misconduct that disrupts or substantially damages the School/student relationship and the educational process</p>			
5	<p>Obscene, indecent or sexually explicit behaviour or gestures, or attempts to make unwanted physical contact</p> <p>Sexual harassment, inappropriate sexual innuendos or graphic comments</p> <p>Intentional and offensive, insulting, abusive, racist or lewd behaviour</p> <p>Storage, creation, sale or distribution of pornographic, obscene or offensive material, publications, symbols, email, text / SMS / MMS, cartoons or objects</p>	Suspension and Hearing / Expulsion		
6	<p>Sabotage, malicious or wilful damage to School or others' property</p> <p>Unauthorized occupation of any School property or facility, or having the effect of depriving others from using this property or facility. Preventing or seeking to prevent free assembly by others on the School's property, without School permission</p> <p>Blocking off any entrances or exits to or from the School premises, with the intention or effect of interfering with free access / egress by others</p> <p>Participating in or supporting industrial or protest action, preventing students from attending School activities</p>	Suspension and Hearing/ Expulsion		
7	<p>Actions that expose others to serious danger or injury, or expose the School to potential accidental loss or damages - whether due to wilful, grossly negligent or unintended acts</p> <p>Unsafe acts or behaviour that endangers the safety and welfare of others</p>	Counselling/ Suspension and Hearing/ Expulsion		
8	<p>Serious misconduct or actions that may bring the reputation of the School, students or other stakeholders into disrepute</p>	Counselling/ Suspension and Hearing/ Expulsion		
9	<p>Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence.</p>	Counselling/ Suspension and Hearing/ Expulsion		
<b>SERIOUS INFRINGEMENTS</b>				
10	<p>Playing of obscene, insulting or demeaning games</p> <p>Dangerous horseplay</p> <p>Malicious teasing</p>	Counselling/ Final Warning / Parental Contact	Suspension and Hearing / Expulsion	
11	<p>Inappropriate behaviour or comments in public or at</p>	Counselling/ Final Warning/ Parental	Suspension and Hearing /	

	School events that brings the School into disrepute Abuse of School privileges or seniority / status, abuse of position of authority	Contact	Expulsion	
12	Smoking or being in possession of tobacco or cigarettes (on the School premises or at School events)	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
13	Forgery or falsification of School documents and reports Lying and unfair behaviour (with less serious initial consequences)	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
14	Vandalising property or equipment (School or others), improper use or not taking due care of property or equipment Accidental damage to property	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
15	Acts or behaviour designed to create a hostile or threatening school environment, or that may reasonably have resulted in such an environment Wilful disruption of School activities, interference with School authorities Conduct designed to be prejudicial to good order or discipline at the School	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
16	Any misconduct by the learner that is considered by School authorities to warrant more than a Counselling, verbal reprimand or an ordinary warning.			
<b>LESS SERIOUS INFRINGEMENTS</b>				
17	Disregard for rules, directions, instructions or for any persons in authority Defiance or disrespect towards School authorities, parents, visitors or peers Being discourteous towards School authorities, adults or peers, or displays of insolence Being unreasonably intolerant of others, and their personal beliefs, traditions, appearance or of diversity Persistent violation of School rules (with less serious initial consequences)	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
18	Use of excessive force when playing games or during sporting events Playing games in an area where others may be injured or where property may be damaged Riding skateboards, wheelies, bicycles or motorbikes in areas where such activities are prohibited, or in such a manner as may cause injury to others or damage to property	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
19	Noisy or disruptive behaviour, disturbing the activities of others Highly disruptive or unruly classroom behaviour Trespassing or entering School premises without permission or without supervision, and/or after school hours	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion

Refusing to identify oneself upon request by a School authority			
Swearing and use of vulgar, profane (foul) language	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
20 Tardiness, littering and poor housekeeping Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions Hair, dress or apparel that is not in accordance with School standards or rules Eating or drinking during class or School events / activities when consumption is not permitted	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
21 Tardiness, littering and poor housekeeping Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions Hair, dress or apparel that is not in accordance with School standards or rules Eating or drinking during class or School events / activities when consumption is not permitted	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
22 Tampering with the possessions or equipment of others Use of School equipment without permission (with no serious consequences)	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
23 Refusal or failure to complete homework or assignments Refusal to deliver or return reports, reply slips or letters to parents or to the School Unreasonable and unexplained refusal to attend or participate in School activities or compulsory events General uncooperativeness and / or being wilfully obstructive Poor application to studies, schoolwork or assignments	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
24 Truancy, poor timekeeping practices Unexplained absences from classes or from compulsory events or activities Leaving class or School premises without permission Persistent late-coming or early unauthorised departure from class / School.	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
25 Persistent misuse of personal communication devices during School activities	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
26 Any other infringements that may be considered serious enough to warrant the implementation of corrective action and taking of disciplinary measures.	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion

## **GENERAL RULES RELATING TO THE USE OF THE SCHOOL'S NETWORK AND VIRTUAL LEARNING ENVIRONMENT**

The computer system is owned by the School and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. Many of the general rules below are common sense but these are spelt out to ensure that younger pupils know what staff and senior students might take for granted. We ask for the support of parents in ensuring that these rules are kept.

- Students will only access the system with their own login and password, which they will keep secret.
- Students will not attempt to access other people's files, or use their user area.
- Students will not consume food or drink in a computer room.
- Students will ensure their own discs or USB flash drives are virus free.
- Students will not use USB flash drives for running applications.
- Students will not install or run other software, shareware or freeware on any school computer.
- Students will back up my files on to their own disc or USB flash drives.
- Students will only use the computers for essential school work.
- Students will do all they can to reduce the amount of printing required.
- Students will respect copyright and not download large files.
- Students understand that their files, the Internet and all electronic mail are under constant monitoring.
- Students will tell their teacher if they ever see anything which makes them feel uncomfortable while using the Internet.
- Any activity that threatens the reputation of the School is strictly forbidden.
- All Internet activity should be appropriate and students will not create, or view any offensive or inappropriate information.
- The use of the internet, including personal spaces to display photographs or comments which are derogatory.
- Students will never give their name and home address to strangers who they communicate with electronically.
- Students will never arrange to meet strangers who approach them electronically.

## SCHOOL FEE STRUCTURE FOR 2013

The following is the fee structure for 2012:

- Application Fee - R300.00 (on application)
- Registration Fee - R3,500.00 (within 7 days after acceptance)
- Deposit - R15,000.00 (within 90 days / before entrance)

<b>SCHOOL FEES SCHEDULE 2013</b>				
<b>Year Group/Grade</b>	<b>2013 Fee per Annum</b>	<b>Discounted Annual Fee (6%)</b>	<b>2013 Fee per Term (4)</b>	<b>2013 Fee per Month Payable from 1 January to 1 October</b>
<b>Pre-Reception</b>	R 26 875	R 25 263	R 6 719	R 2 956
<b>Reception</b>	R 26 875	R 25 263	R 6 719	R 2 956
<b>Year 1</b>	R 31 715	R 29 812	R 7 929	R 3 489
<b>Year 2</b>	R 31 715	R 29 812	R 7 929	R 3 489
<b>Year 3</b>	R 33 865	R 31 833	R 8 466	R 3 725
<b>Year 4</b>	R 33 865	R 31 833	R 8 466	R 3 725
<b>Year 5</b>	R 34 725	R 32 642	R 8 681	R 3 820
<b>Year 6</b>	R 34 725	R 32 642	R 8 681	R 3 820
<b>Year 7</b>	R 36 120	R 33 953	R 9 030	R 3 973
<b>Year 8</b>	R 36 120	R 33 953	R 9 030	R 3 973
<b>Year 9</b>	R 36 550	R 34 357	R 9 138	R 4 021
<b>Year 10 IGCSE 1</b>	R 36 550	R 34 357	R 9 138	R 4 021
<b>Year 11 IGCSE 2 &amp; AS 1</b>	R 37 000	R 34 410	R 9 250	R 4 070

<b>Application Fee:</b>	R300	<b>Registration:</b>	R 3,500	<b>Deposit:</b>	R 15,000	<b>IGCSE 2 Examination Costs</b>	<b>Estimate only:</b> £ 320 Pounds Sterling
<b>Outing and Inting Levy:</b>	R200 Per term	<b>Locker Levy Year 7-10 Only:</b>	R50 p/a	<b>Text Book Levy Year 7-9 Only:</b>	R500 p/a	<b>Text Book Levy IGCSE &amp; AS Level</b>	R1000 p/a



## NOTES

1. The Application Fee is payable upon application.
2. The Registration Fee becomes payable within seven (7) days of acceptance of the applicant by the School's management.
3. The Deposit becomes payable within ninety (90) days of acceptance, or before the first day of school, whichever is the earlier.
4. The Registration Fee, the deposit and school fees are adjusted annually
5. Fees paid annually in advance qualify for a 6% discount, and sibling discounts of 5% also apply.
6. Refunds for absence due to holidays, illness or suspension from the school will not be made.
7. Notice of one full term, given in writing, is required before withdrawing a student from the school, failing which the parent will be liable for the payment of the following term's fees in lieu thereof.
8. Outstanding fees may not be deducted from the loan deposit.
9. If it becomes necessary for the school to institute action against a parent for the payment of any amount due by the parent, the parent will be liable for legal costs (including legal costs on the scales as between attorney and own client) incurred for the recovery of such amounts.

## ADDITIONAL LEVIES

- Birthday Book Voluntary donation of R100.00 per student per annum
- Locker Levy Year 7 – 12 of R50.00 per student per annum
- Text Book Levy Year 7 –9 of R500.00 per student per annum  
(the average cost of a text book is R350.00)
- Text Book Levy IGCSE and AS Level of R1000.00 per student per annum  
(Year 10-12 – the average cost of a text book is R500.00)
- Outing and Inting Levy R200.00 per student per term
- Year 2 sleepover Maximum of R100.00
- Camps Year 3 – Year 6 of R1000.00 maximum
- Camps Year 7 – Year 11 of R1500.00 maximum
- Optional Paper Levy Year 7 to 10 of R350.00 per annum/ 10 reams of paper

## PAYMENTS

All payments have to be made by cheque or electronically. Cheques must be made out to 'Blouberg International School'.

*Banking details are as follows:*

**IES International Blouberg School**  
**First National Bank - Current Account**  
**Account number: - 6233 5707 694**  
**Branch Code: - 201 410**  
**Ref: Student's name and surname**  
**Fax: 086 578 3927**

Please note that cash payments can also be made into the school's bank account.

***No cash will be received at school for school fees, additional levies, extra-murals and school supplies.***

#### **NO CASH POLICY**

**We have a NO CASH policy**, however, on occasion, as an absolute exception, small amounts are collected for school Civvies Days, raffles, cake sales and smaller Parents Association Fundraisers are permitted from time to time.

## PARENTS ASSOCIATION

A **Parents Association (PA)** will be elected each year to help with fundraising and social events in the school. This forum will be used to allow parents the opportunity to become proactive, positive contributors to the school community. They will assist in upholding the code of conduct and in furthering the IES mission and promoting the school in a positive light. If the parent nominated does not assist in upholding the School's mission or code of conduct, they will not be allowed to stand/ will be ask to step down if already appointed. This decision is at the discretion of the school's management on behalf of the board of directors.

The PA will be nominated and elected by the parents of the students. Only parents of currently enrolled students can be elected to serve in the PA. If a student is withdrawn from the school, the parents automatically become disqualified to serve on the PA. They will communicate to parents as to the funds raised for the school.

From those elected to serve on the PA, a chairperson will be voted for by the parents. The PA must elect from within their ranks the following office bearers of the PA:

- Chairperson – must have served on the previous year's committee for at least one year
- Vice Chairperson
- A Secretary
- A Treasurer
- A Fundraising Co-ordinator
- A Social Responsibility Co-ordinator
- Marketing and PR Events
- Class Representative Liaison

The term of office for members and office bearers of the PA may not exceed one year, but such members may be re-elected.

If an elected member of the PA does not attend three PA meetings in a row, without apologising, then the PA reserves the right to elect a new member to replace that person.

The PA will meet at least once a term, but preferably once a month. Meetings are held on the first Wednesday of each month at 6:30pm. More than half of the members need to be at the meeting to make decisions. This constitutes a quorum.

Minutes will be taken at every meeting to record the PA's decisions. The minutes of each meeting will be given to the members at least two weeks before the next meeting. The minutes shall be confirmed as a true record of proceedings, by the next meeting of the PA and shall be signed by the chairperson.

The organisation has the right to form sub-committees. The decisions that sub-committees take must be given to the PA. The PA must decide whether to agree to them or not at its next meeting. By agreeing to decisions the PA ratifies them.

All members of the organisation have to abide by the decisions of the PA.

### **4.1 Procedure for the Nomination and Election of Parent Members of the Parents Association:**

Nominations from the parent body will be received from the parents and a nomination has to be seconded. Nominees will be asked to write a paragraph about themselves introducing themselves to the

parent body. After all nominations have been received, voting will take place. The number of members required will not be less than four but will be determined by the previous year's PA.

The quorum necessary for the election of the PA shall be equal to 10% of the total number of enrolled students of the school and is determined as follows:

Total enrolled students	= 300
Quorum	= 300 x 10%
	= 30 parents

#### **4.2 Procedure for the Nomination and Election of the Chairperson of the Parents Association**

After the election of the Parents Association, willing candidates from those elected must be nominated to stand as Chairperson of the Parents Association. Candidates are to prepare a short motivation which will be distributed to all parents together with a ballot sheet for voting. Should there only be one candidate, such candidate will automatically be elected as Chairperson.

#### **4.3 Powers and responsibilities of the PA**

- The PA has the responsibility to uphold the school's mission and code of conduct.
- The PA has the responsibility in being positive ambassadors both within and outside the school community.
- The PA has the responsibility in building the school community in terms of the partnership between the school including the Head/s, Staff, Parents and Students.
- The PA has the power to raise funds or to invite and receive contributions.
- The PA does not have any power or authority in the running of the school.
- The PA has the right to determine what the money raised by them will be spent on. This should be done in conjunction with the Head, who will indicate the school's needs and in consultation with the school's board of directors,
- The PA will decide on the powers and functions of its office bearers, which are as follows:

##### **4.3.1 The Chairperson**

- At all meetings (i.e. formal or informal) there should be a Chairperson.
- A Vice-Chairperson should be elected to serve as Acting Chairperson in the absence of the Chairperson.
- If the latter is also absent the meeting may elect a person to act as Chairperson. If the meeting so wishes, the Secretary may serve as Chairperson in the latter instance.

#### **THE RIGHTS AND DUTIES OF THE CHAIRPERSON**

- The Chairperson should establish whether the notice of the meeting is valid and whether a quorum is present before commencing with a meeting.
- The Chairperson furthermore has the duty to control a meeting, maintain order and ensure that the meeting is conducted in an orderly manner.
- The Chairperson has the duty to ensure that the resolutions that are adopted adequately express the will of the majority of the meeting.
- All announcements and submissions of reports by members are subject to the permission of the Chairperson. Permission can however be granted by the meeting, should the Chairperson refuse.

- The Chairperson should rule that any motion or amendment which is contrary to procedure, illegal, frivolous, or against public policy, is out of order.
- The Chairperson remains a member of a meeting and retains all the rights and provisions of a member despite his/her duty to act neutrally.
- The Chairperson has the right to propose or vote for him/herself, provided that he/she does not occupy the chair at the time.
- The Chairperson has a second or casting vote which he/she is not obliged to use. His/her ordinary vote should be cast with the votes of the other members. The casting vote should be exercised when there are an equal number of votes for and against.
- The Chairperson has the right to adjourn a disorderly meeting if the disorder makes its continuation impossible.

On a quarterly basis, the Chairperson is to send out a newsletter to all parents giving feedback as to the activities of the Parents Association, together with a financial report.

At the end of the term of office of the Parents Association, the Chairperson is to give an annual report as to the success of the Parents Association. Financial accounts are to be made available if necessary for parents to peruse. This is to promote transparency into the activities of the Parents Association.

#### **4.3.2 The Secretary**

The Secretary is the key person of any meeting. Although the Chairperson sets the tone of and provides direction to a meeting, the secretary is the person who sees to it that the meeting proceeds smoothly. It is of vital importance that the above criteria are taken into account when the PA chooses its Secretary.

The following is a summary of the most important duties of the Secretary:

- Drafting the agenda in co-operation with the Chairperson and Principal.
- Keeping a register of names and addresses of members.
- Drafting notices of meetings and dispatching these to members.
- Providing all the requirements and requisites needed for a meeting.
- Drafting the minutes of meetings, reading them at the request of the members and amending them when necessary.
- Acting as Chairperson during the election of a chairperson if the vice-chairperson is not present.
- Reading relevant correspondence.
- Compiling a draft annual report together with the chairperson.
- Taking charge of and having on hand when required, copies of all drafts, policies, or schedules of the PA.

#### **4.3.3 The Treasurer**

The Treasurer's function is to control the finances of the PA. The Treasurer shall arrange for all funds to be put into a bank account. The Treasurer must also keep proper records of all the finances of the PA.

#### **4.3.4 The Fundraising Co-ordinator**

It is the duty of the Fundraising Co-ordinator(s) to organise events to generate the maximum amount of funds as is possible for the Private School. Such functions are to be arranged in conjunction with the management of the school on dates pre-determined by management. The Fundraising Co-ordinator will attend all class representative meetings and liaise with the class reps regarding supporting the PA in fundraising initiatives. Report back to the PA on fundraising initiatives of the Class Representatives.

Ensure that the fundraising initiatives of the Class Representatives do not clash with events organised by the PA.

#### **4.3.5 The Social Responsibility Co-ordinator**

It is the responsibility of the Social Responsibility Co-ordinator to organise informative talks, outings or events of a community-orientated nature in conjunction with the principal(s) and teachers of the Private School. Such events are to take place at a time or place that is mutually agreed to by the Private School. Furthermore, the Social Responsibility Co-ordinator is to actively attempt to publicise all community initiatives undertaken by the Private School in the local media.

#### **4.3.6 Marketing and PR Events**

The role of the Marketing and PR Events Coordinator is to take photographs at school events and assist in marketing the school through the PA. They will be permitted to submit articles for publication in the school's newsletter, website and to the Head for publication in other domains. They will also have the role in welcoming new families to the school and promoting internationalism through the activities organised.

#### **4.3.7. The Class Representative Liaison**

This person will communicate will liaise with the class representatives in relation to achieving the fundraising initiatives and goals of the PA.

### **CLASS REPRESENTATIVES DUTIES AND RESPONSIBILITIES**

It is the responsibility of the class representative to help build relationships in the school's community and to assist the teacher where needed. It is incumbent that they uphold the school's ethos and support the Principal, Heads, teachers and support staff both positively and proactively.

Class reps will to allow parents the opportunity to become proactive, positive contributors to the school community.

Furthermore, the class rep is to:

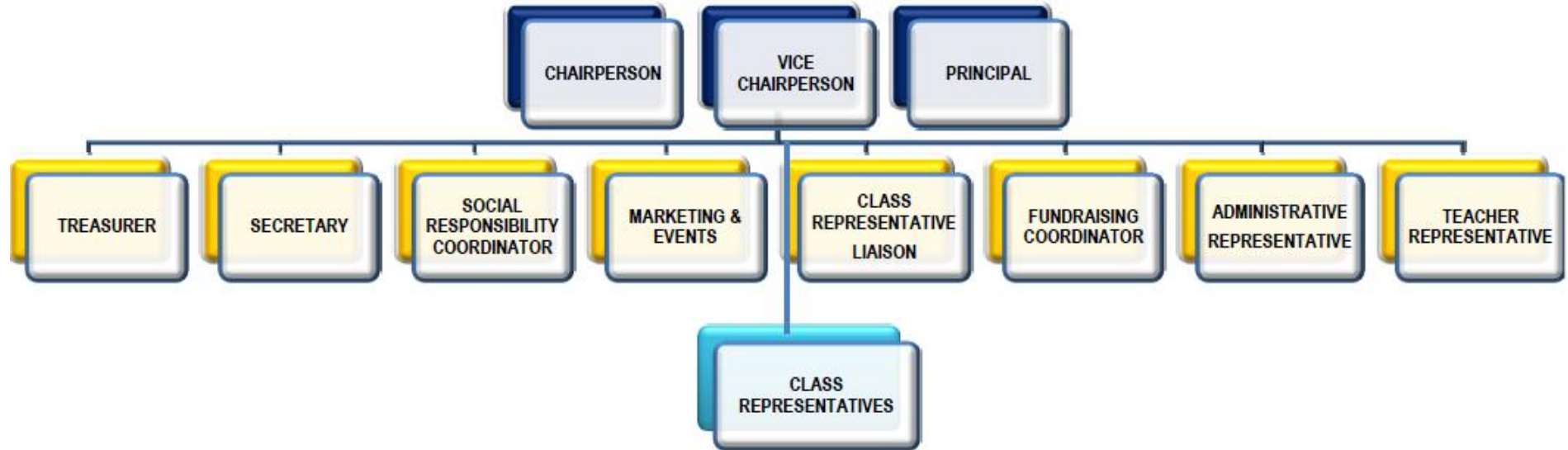
- To act as with integrity and honesty in developing and promoting the school positively within and outside of the school community.
- Assist in upholding the code of conduct and in furthering the IES mission.
- Obtain a wish list from the teacher. This wish list is to be approved by the school's management before the class rep proceeds to raise funds.
- All fundraising initiatives to be approved by school's management prior to commencement.
- Report back to the class as to how the funds have been spent.
- Create a letter of introduction to the class parents and request contact details.
- Use parents contact details responsibly and refrain from redistributing their contact information.
- Gain approval from management prior to any distribution of information to parents.
- Discuss and finalise all ideas and dates for fundraising with the School Head and the Fundraising Coordinator.
- Assist with coordinating the Key Stage/ Year Group socials.
- Request assistance from parents i.e. helping on outings or school events, etc., as and when required.

- Assist the Parent's Association as and when required e.g. Sports Day, PR Events, Music Evenings, Grandparents Day etc.
- Attend monthly meetings, when required, usually held on the first Wednesday of every month at 6:00 pm. On occasion, be asked to attend PA meetings held thereafter.
- Assist class teacher in coordinating their Social Responsibility Drives.

## PA FUNDRAISING COMMITTEE & STRUCTURE ORGANOGRAM

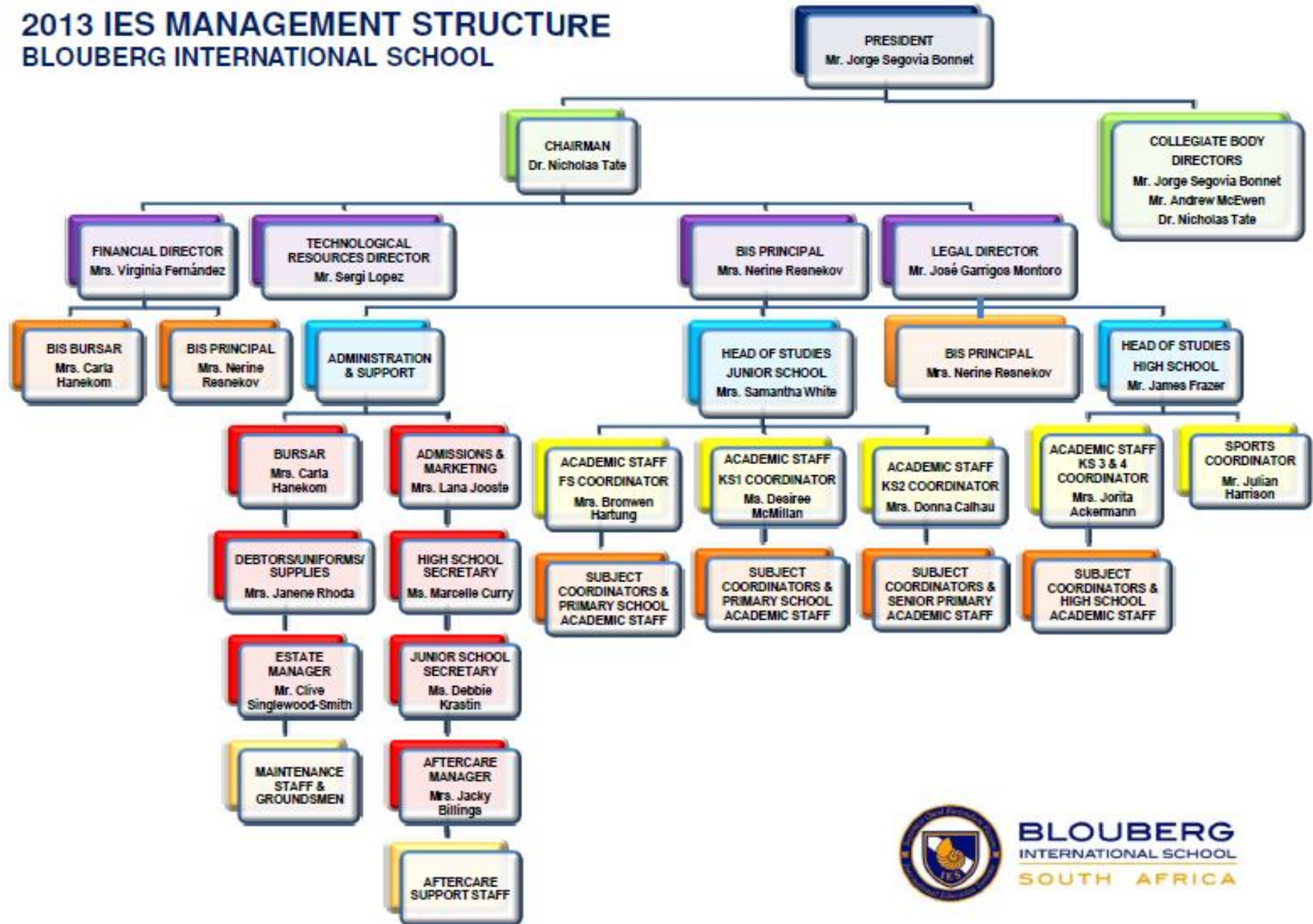
### Working together in community

*Parents' Associations are an important part of the arrangements in IES schools. They are advisory to the principal and a vital channel of communication between parents and school management. They have no executive or governance functions.*





# 2013 IES MANAGEMENT STRUCTURE BLOUBERG INTERNATIONAL SCHOOL



**BLOUBERG**  
INTERNATIONAL SCHOOL  
SOUTH AFRICA

## SCHOOL TERMS FOR 2013

Please note our school terms for 2013. It is unique to our school, so please do not use other school's calendars.

**Term 1:** 16 Jan - 20 March    **Term 2:** 09 Apr - 21 Jun    **Term 3:** 16 Jul - 20 Sep    **Term 4:** 08 Oct - 10 Dec

School days   
  Public Holidays   
  Weekends   
  Holidays   
  Holiday care closed

JANUARY							FEBRUARY							MARCH							APRIL						
TERM 1																					TERM 2						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
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							30																				
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
							TERM 4																				
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

### PUBLIC HOLIDAYS AND ADDITIONAL SCHOOL HOLIDAYS:

TERM 1	TERM 2	TERM 3	TERM 4
1 Jan    New Year's Day	29 Mar    Good Friday	9 Aug    Women's Day	16 Dec    Day of Reconciliation
21 Mar    Human Rights Day	1 Apr    Family Day	23 Sep    School Holiday	25 Dec    Christmas Day
22 Mar    School Holiday	27 Apr    Freedom Day	24 Sep    Heritage Day	26 Dec    Day of Goodwill
	1 May    Workers Day		
	16 Jun    Youth Day		
	17 Jun    Public Holiday		

## **SCHOOL ADMINISTRATION**

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**IES Website:** [www.iesedu.com](http://www.iesedu.com)