



HOËRSKOOI
TYGERBERG
HIGH SCHOOL

INHOUD

VISIE EN MISSIE

GEDRAGSKODE

TAALBELEID

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VISIE

Ons streef daarna om leerders met die nodige fisiese, geestelike, emosionele en intellektuele vaardighede toe te rus om as volwaardige, volwasse en verantwoordelike landsburgers hulle plek in die samelewing te kan inneem.

MISSIE

Die leerder:

- staan sentraal in ons benadering
- se potensiaal word ten volle ontwikkel
- se individuele, kulturele en religieuse uniekheid word gerespekteer
- word begelei tot aanvaarding van sosiale aanvaarbare waardes en norme en die verwerwing van lewensvaardighede, selfdisipline, selfagting en verantwoordelikheid

Die opvoeder:

- beskou die onderwys as 'n roeping
- plaas 'n hoë premie op die persoonlike groei en prestasie van elke leerder
- het begrip vir die wêreld van die leerder
- bevorder bedagsaamheid en wedersydse respek vir mekaar
- gee uitvoering aan die doelstellings en beleid van die WKOD en die beheerliggaam van die skool

Die ouer:

- is 'n vennoot in die strewe na die beste belang van die leerder
- ondersteun die skool in die uitvoering van sy plig
- ondersteun die leerder sodat die volle potensiaal van die leerder ontwikkel kan word

VISION AND MISSION

VISION

We strive to equip learners with the necessary physical, spiritual, emotional and intellectual skills to take their place in society as fully rounded, adult and responsible citizens.

MISSION

The learner:

- takes centre stage in our focus
- must be developed to his/her full potential
- will be respected for his/her unique individualism, culture and religion
- is guided towards accepting of socially accepted values and norms and the acquainting of life skills, self-discipline, self-value and responsibility

The educator:

- regards education as a calling
- places a high premium on the personal growth and performance of every learner
- shows understanding of the world of the learner
- enhances courteousness and mutual respect towards each other
- gives execution to the targets and policies of the WCED and the governing body of the school

The parent:

- is a partner in the strive towards the best interest of the learner
- supports the school in the fulfilment of its duties
- supports the learner to enable the development of his/her full potential

KODES EN GEDRAGSREËLS

1. Inleiding

Hierdie dokument is Hoërskool Tygerberg se gedragkode, soos bekragtig deur die Beheerliggaam. Die Beheerliggaam het met die ouers, leerders, en opvoeders van die skool geraadpleeg rakende die inhoud van die gedragkode. Die gedragkode is opgestel in ooreenstemming met die toepaslike bepalings vervat in die Grondwet van die Republiek van Suid-Afrika, Artikel 108 van 1996, die Suid-Afrikaanse Skolewet, Artikel 84 van 1996, Riglyne vir Gedragkode vir Leerders (Kennisgewing 776 in die Staatskoerant 18900, gedateer 15 Mei 1998) en ander toepaslike regulasies en wetgewing.

2. Doel

Die doel van die gedragkode is om:

- 'n kultuur van versoening, opvoeding, wedersydse respek en verdraagsaamheid en vrede in die skool te vestig
- 'n omgewing te skep waar onderrig en leer prioriteit geniet
- die skool se missiestelling te onderskryf
- die beginsel van 'n waardegedrewe skool by die leerders tuis te bring, gebaseer op die Christelike waardes van respek, burgerskap, omgee, verantwoordelikheid, betroubaarheid en regverdigheid.

Alhoewel die Staat verplig is om onderwys beskikbaar en toeganklik te maak, moet dit versterk word deur die toewyding en verbintenis van verantwoordelike rolspelers, naamlik opvoeders, leerders en ouers. Hierdie gedragkode is bedoel om sodanige toewyding en verbintenis te bevorder.

Die gedragkode beoog om 'n gedissiplineerde en doelgerigte skoolomgewing te vestig, wat toegewy is aan die bevordering en instandhouding van die gehalte van die leerproses.

Die gedragkode onderskryf die skool se missiestelling.

'n Leerder en sy/ haar ouers/voogde moet hulself van die skool se gedragkode en die bepalings daarvan vergewis. Sodra 'n leerder by die skool ingeskryf is, is hy/sy by implikasie aan die aan die gedragkode onderworpe en moet leerdes en hulle ouers/voogde kennis neem van die skool se gedragkode en die voorskrifte daarin vervat. Indien 'n leerder die gedragkode oortree of minag, sal daar dienooreenkomstig teenoor hom/haar opgetree word.

3. Gedragskode

Algemene reëls

- 3.1 Leerders moet goeie ambassadeurs vir die skool weer deur hulle ten alle tye in ooreenstemming met die skool se etiese kode te gedra.
- 3.2 Leerders wat in skooluniform is of enige deel daarvan dra, en sodoende direk met die skool verbind word en dus alle leerders van die skool direk en indirek, as deelnemers, ondersteuners, assistente, toeskouers of op enige ander manier verteenwoordig, moet hul weerhou van enige gedrag wat die skool, die personeel van die skool of hulle mede-leerders in oneer kan bring.
- 3.3 Leerders moet ten alle tye in hulle interaksie met die personeel van die skool die nodige hoflikheid en respek toon.
- 3.4 In hulle interaksie met mekaar moet leerders selfbeheer sing beoefen en wedersydse respek en verdraagsaamheid toon.
- 3.5 Volgens die gedragskode sal 'n opvoeder van die skool dieselfde regte as 'n ouer geniet ten opsigte van die beheer en dissipline van die leerder tydens die leerder se betrokkenheid en/of teenwoordigheid by die skool of skoolaktiwiteite.
- 3.6 Die gebruik van selfone gedurende skoolaktiwiteite is streng verbode. Oproepe mag slegs in noodgevallen gemaak word en dan slegs met die toestemming van die skoolhoof. (Sien volledige gedragskode).
- 3.7 Die rook, besit en/of gebruik van tabakprodukte, drank, ander alkoholiese middels of dwelms gedurende enige skoolaktiwiteit of wanneer leerders in skooluniform geklee is, is streng verbode.
- 3.8 Wanneer 'n vermoede bestaan dat 'n leerder die gedragskode oortree, het die skoolhoof of 'n opvoeder, die reg om 'n leerder en/of sy eiendom in sy besit te ondersoek vir enige gevaarlike wapens, gewere, dwelms of skadelike gevaarlike middels, gesteelde goedere, of pornografiese materiaal wat moontlik op die skoolterrein gebring is.
- 3.9 Enige gedrag wat die administrasie, dissipline of doeltreffendheid van die skool onregverdig benadeel, sal as 'n skending van die gedragskode beskou word.

- 3.10 'n Skuldigbevinding aan 'n kriminele oortreding in 'n geregshof, sal as 'n skending van die gedragskode beskou word;
- 3.11 Oortredings wat mag lei tot skorsing en/of uitsetting (Sien die volledige gedragskode).

4. Klasreëls

- 4.1 Die registeronderwyser sal klasreëls geformuleer wat op hierdie gedragskode gebaseer is.
- 4.2 Die klasreëls moet skriftelik opgestel word en –
 - 4.2.1 onmiddellik voorgelê word aan die skoolhoof
 - 4.2.2 in 'n leesbare formaat vertoon word op 'n prominente plek in die klaskamer; en
 - 4.2.3 beskikbaar wees vir alle leerders en hul ouers.
- 4.3 Leerders moet stiptelik en volledig voldoen aan die klasreëls asook aan enige redelike verbale opdrag gegee deur die registeronderwyser of enige personeellid wat noodsaaklik is om uitvoering te gee aan die Gedragskode en/of die gesonde en professionele bestuur van die skool.
- 4.4 Enige oortreding van die klasreëls sal beskou word as 'n skending van hierdie Gedragskode en skoolreëls.

5. Reëls met betrekking tot voorkoms en skooldrag

- 5.1 Skooldrag
 - 5.1.1 Die voorgeskrewe skooldrag moet gedurende skoolure en ander skoolaktiwiteite soos bepaal deur die Beheerliggaam, gedra word;
 - 5.1.2 Klerereëls
Sien volledige gedragskode
- 5.2 Voorkoms
Sien volledige gedragskode.

6. Sport- en buitemuurse aktiwiteite

Sien volledige gedragskode.

7. Skooleiendom

- 7.1 Die skool is vir die gebruik van al die leerders wat die skool bywoon. Daarom is dit die plig van elke leerder om alles in sy/haar vermoë te doen om die skool se eiendom te bewaar sodat dit gebruik kan word tot voordeel van alle huidige en toekomstige leerders van die skool;
- 7.2 Geen persoon mag enige skooleiendom van die skoolterrein verwyder sonder die toestemming van die skoolhoof of 'n gemagtigde opvoeder van die skool nie.
- 7.3 Leerders mag nie enige eiendom van die skool, personeel, mede-leerders, besoekers aan die skool, of lede van die publiek hanteer, beskadig, merk of skend nie. Hierdie reël geld vir eiendom op die skoolterrein, in die onmiddellike omgewing van die skool, by of naby die plek van enige skoolaktiwiteit, sowel as 'n voertuig waarmee leerders is en/of die eiendom wat daarin is.

8. Studenteraad (SR)

- 8.1 Die SR is saam met die opvoeders verantwoordelik vir die algemene dissipline van die skool;
- 8.2 Alle leerders sal enige redelike opdrag van 'n lid van die SR of 'n ander skoolleier gehoorsaam en hulle samewerking en ondersteuning gee aan die SR en ander skoolleiers in die behoorlike uitvoering van hulpligte.

9. Skooldiensgewings

Elke leerder is verplig om alle toepaslike kennisgewings wat deur die Beheerliggaam, skoolhoof of 'n opvoeder van die skool aan hom/haar gegee is, aan sy/haar ouers te oorhandig, asook om stiptelik enige ontvangserkenning wat die ouers moet voltooi, aan die registeronderwyser terug te besorg.

10. Skoolwerk en huiswerk

- 10.1 Daar moet te alle tye 'n ordelike atmosfeer in die klaskamers heers. Leerders mag nie onderrig steur of verhinder nie.
- 10.2 Leerders moet klasopdragte onmiddelik uitvoer.
- 10.3 Elke leerder moet oor 'n huiswerkboek beskik soos deur die skoolhoof of vakonderwyser voorgeskryf en is verplig om dit by te hou.
- 10.4 Elke leerder moet die voorgeskrewe huiswerk doen en dit stiptelik op die spertyd aan die betrokke opvoeder oorhandig.

10.5 Elke leerder moet sy/haar voorgeskrewe skoolwerk met ywer, pligsgetrouheid en toewyding doen om sodoende 'n deurlopende werksetiek te ontwikkel.

10.6 Dit is die leerder se plig om werk wat hy/sy gemis het so spoedig moontlik in te haal.

11. Toetse en eksamens

11.1 Alle leerders is verplig om die toetse en eksamens wat deur die opvoeders vir hulle opgestel is, af te lê.

11.2 Leerders moet hulle tydens die afneem van toetse of eksamens weerhou van enige oneerlikheid.

12. Motorvoertuie en motorfietse

Sien volledige gedragskode.

13. Stiptelikheid

13.1 Leerders moet altyd op die bestemde tyd vir die begin van die skooldag of vir enige ander skoolaktiwiteit opdaag. Leerders wat laat by die skool opdaag, moet eers by diekantoor aanmeld, voordat hulle na hul spesifieke klasgaan.

13.2 Skooltye: Maandae tot Vrydae: 07:45-14:30, behalwe Dinsdae wanneer die skool om 13:45 sluit.

14. Afwesigheid van skool

14.1 Leerders mag slegs in uitsonderlike gevalle afwesig wees van die skool.

14.2 Wanneer 'n leerder sonder 'n aanvaarbare verskoning afwesig is van skool, sal dit beskou word as stökkiesdraaiery, wat streng verbode is.

14.3 'n Leerder wat vir een tot drie agtereenvolgende dae van die skool afwesig is, moet by sy/haar terugkeer skool toe 'n skriftelike verduideliking van sy/haar ouers voorsienaan die registerklas onderwyser. Afwesigheid vir meer as 3 (drie) agtereenvolgende dae sal slegs aanvaar word indien 'n sertifikaat deur 'n geregistreerde mediese praktisyn voorgelê word, behalwe in die geval van dood of trauma in die leerder se huisgesin of 'n ander rede deur die prinsipaal goedgekeur.

15. Omgewing

- 15.1 Leerders het die reg tot 'n veilige omgewing en skool wat bevorderlik is vir opvoeding.
- 15.2 Leerders mag nie rommel op die skoolterrein of in die skoolgeboue strooi nie.
- 15.3 Leerders wat enige skoolaktiwiteit as toeskouers of ondersteuners bywoon, moet verseker dat alle rommel opgetel en in vullisdromme geplaas word, om sodoende die gronde in 'n netjiese en skoon toestand te verlaat.
- 15.4 Leerders moet die kleedkamers in 'n skoon en netjiese toestand agterlaat.
- 15.5 Enige optrede of versuim deur leerders wat 'n gesondheidsrisiko vir ander leerders veroorsaak of kan veroorsaak, moet vermy word.
- 15.6 Die aanbring van slagspreuke (graffiti), plakkers, plakkate en dies meer op enige oppervlak by die skool, is streng verbode, tensy dit gedoen word met die toestemming van die skoolhoof.
- 15.7 Leerders moet gehoor gee aan redelike opdragte van die skoolhoof, enige opvoeder of lid van die studenteraad of enige skoolleier, met betrekking tot die handhawing van 'n skoon en higiëniese skoolomgewing. (*Sien gedragskode vir 'n volledige uiteensetting van die skoolreëls*).

16. Uitsonderings op die voorskrifte van die gedragskode

- 16.1 Leerders kan 'n skriftelike aansoek doen aan die Beheerliggaam vir algehele of gedeeltelike vrystelling van een of meer van die items in die gedragskode, gebasseer op grond van kulturele, godsdienstige of mediese gronde.
- 16.2 Sodanige aansoek moet volledige redes asook bevestigende bewyse insluit. Daarom is die bewyslas steeds op die leerder om die aansoek om vrystelling te staaf.
- 16.3 Aansoeke om vrystelling sal slegs ter aanvang van die skooljaar oorweeg word, tensy die aansoeker kan bewys dat die saak dringend of genoodsaak is deur 'n verandering in omstandighede.
- 16.4 In die oorweging van 'n aansoek om vrystelling, sal die Beheerliggaam geregtig wees om enige inligting te bekom wat hy nodig ag vir 'n regverdige beoordeling van die aansoek.

- 16.5 Die Beheerliggaam sal die aansoek vir vrystelling met die nodige erns en verantwoordelikheid binne die raamwerk van die Grondwet en die hofverordeninge oorweeg en die leerder skriftelik in kennis stel van sy besluit;
- 16.6. In die geval van 'n oortreding van enige bepaling in hierdie gedragskode, sal die voorgeskrewe dissiplinêre prosedure gevolg word. *(Sien die volledige gedragskode vir 'n gedetailleerde uiteensetting van die skoolreëls.)*

Code and rules of conduct

1. Introduction

This document is the code of conduct of Tygerberg High School, as approved by the Governing Body. The Governing Body has consulted parents, learners and educators of the school regarding the content of the code of conduct. The code of conduct has been drafted in accordance with the relevant stipulations of the Constitution of the Republic of South Africa, Act 108 of 1996; the South African Schools Act, Act 84 of 1996 ('SASA'); the National Education Policy Act, Act 27 of 1996; Guidelines for a Code of Conduct for Learners (Notice 776 in the Government Gazette 18900 dated 15 May 1998) and other applicable regulations and legislation.

2. Objective

The aim of the Code of Conduct is to:

- Establish a culture of reconciliation, education, mutual respect, tolerance and peace in the school
- Create an environment where teaching and learning receive priority
- Endorse the school's mission statement
- Establish amongst the learners the principles of a value driven school, based on the Christian values of respect, citizenship, caring, responsibility, trustworthiness and fairness.

Although the State is obligated to make education available and accessible to all, this must be enhanced by the dedication and commitment of responsible role players, namely educators, learners and parents. This code of conduct is intended to promote such dedication and commitment.

This code of conduct aims to establish a disciplined and purposeful school environment, which is dedicated to promoting and maintaining the quality of the learning process.

Learners and their parents or guardians must acquaint themselves with the school's code of conduct and its provisions. As soon as learners are enrolled at the school, they are, by implication, subject to the code of conduct, and must adhere to it strictly. Should learners transgress or violate the code of conduct, action will be taken against them in accordance with the disciplinary procedure of the school.

3. Code of Conduct

General rules

- 3.1 Learners shall be good ambassadors of the school and shall conduct themselves in accordance with the school's code of ethics at all times.
- 3.2 While wearing the school uniform or any part thereof that is sufficient to establish a link with the school in the public eye, or while representing the school, either directly or indirectly, as participants, supporters, assistants, spectators or otherwise, learners shall refrain from any conduct that could bring the school, staff or their fellow learners into disrepute.
- 3.3 In their interaction with the staff of the school, fellow learners as well as visitors to the school, learners shall be courteous and respectful at all times.
- 3.4 In their interaction with one another, learners shall practise self-restraint and display mutual respect and tolerance.
- 3.5 A school educator shall have the same rights as a parent with regard to controlling and disciplining the learner according to the code of conduct, during a learner's attendance of the school and/or participation in school activities, both on and off the premises.
- 3.6 The use of cellphones during school activities is strictly prohibited. Calls may be made in emergencies only and only with the school principal's permission. (See full code of conduct).
- 3.7 The smoking, possession and/or use of tobacco products, liquor, other alcoholic substances or drugs during any school activity, or when learners are dressed in school uniform, is strictly prohibited.
- 3.8 When it is suspected that learners have violated this code of conduct or the laws of the country, the school principal or an educator is entitled to search such learners and/or the property in their possession for guns or any other dangerous weapons, drugs or harmful and dangerous substances, stolen goods or pornographic material that the learners may have brought onto the school grounds.
- 3.9 Any conduct that unfairly prejudices the administration, discipline or efficiency of the school shall be regarded as a violation of the code of conduct.

- 3.10 Any conviction of a criminal offence in a court of law shall be regarded as a violation of this code of conduct.
- 3.11 For transgressions that may lead to suspension and/or expulsion, see the full code of conduct.

4. Class rules

- 4.1 The class educator shall formulate class rules based upon this code of conduct.
- 4.2 The class rules must be tabled in writing:
 - 4.2.1 and immediately be presented to the principal;
 - 4.2.2 be displayed in a legible format in a prominent area of the classroom; and
 - 4.2.3 be made available to all learners and their parents.
- 4.3 Learners are expected to comply fully and promptly with the class rules as well as any verbal instructions given by the class educator or any staff member that are reasonably essential to give effect to this code of conduct and/or for the sound and professional management of the school.
- 4.4 Any violation of the class rules shall be regarded as a violation of this code of conduct and school rules.

5. Rules with regard to appearance and school wear

- 5.1 School wear
 - 5.1.1 The prescribed school wear shall be worn during school hours as well as other school activities, as determined by the governing body.
 - 5.1.2 Clothing rules
 - See full code of conduct
- 5.2 Appearance
 - See full code of conduct

6. Sports and extracurricular activities

See full code of conduct

7. School property

- 7.1 As the school has been established for the use of all learners who attend it, all learners are obligated to do everything in their power to protect the school's property in order for it to be utilised to the benefit of all current and future learners of the school.
- 7.2 No person may remove any school property from the school grounds without the prior consent of the principal or an authorised educator of the school.
- 7.3 Learners may not handle, damage, mark, deface or destroy any property of the staff, fellow learners, visitors to the school, or members of the public. This rule applies to property on the school grounds, in the immediate vicinity of the school, at or near the venue of any school activity, as well as any vehicle with which learners are transported and the property contained therein.
- 7.4 Learners may not damage, deface or destroy any school property.

8. The Student Council (SC) and school leaders

- 8.1 The SC and school leaders, in conjunction with the staff of the school, are responsible for general school discipline.
- 8.2 All learners shall obey any reasonable instruction from a member of the SC or any other school leader, and shall support and cooperate with the SC and other school leaders in the execution of their duties.

9. School notices

All learners are obligated to hand to their parents all school notices that are distributed to learners for such purpose by the governing body, principal or an educator of the school, and to promptly return to the class educator any acknowledgement of receipt that was to be completed by the parents.

10. School work and homework

- 10.1 There shall be an orderly atmosphere in the classroom at all times. Learners may not disrupt or prevent teaching.
- 10.2 Learners must promptly carry out instructions in class.

- 10.3 All learners must have and maintain a homework book as may be required by the principal or class educator.
- 10.4 All learners must do their prescribed homework and promptly return it to the relevant educator by the due date.
- 10.5 All learners must do their prescribed homework with diligence and dedication in order to develop a consistent work ethic.
- 10.6 Learners are obligated to promptly catch up on any work that they have missed.

11. Tests and examinations

- 11.1 All learners are obligated to submit to the tests and examinations that educators may require.
- 11.2 Learners shall refrain from any form of dishonesty when tests and examinations are conducted.

12. Motor vehicles and motorcycles

See full code of conduct

13. Punctuality

- 13.1 Learners are expected to arrive at the appointed time of the beginning of the school day and at the start of any other school activity. Learners who arrive late at school shall immediately report to the office before proceeding to their particular class.
- 13.2 School hours: Mondays to Friday: 07:45 to 14:30, except Tuesdays, when the school closes at 13:45.

14. Absence from school

- 14.1 Learners may be absent from school in exceptional cases only, when any learner is absent from school without an acceptable excuse, it shall be regarded as truancy, which is strictly prohibited.
- 14.3 Learners who are absent from school for one to three consecutive days must, upon their return to school, submit a written explanation by their parents to their register class teacher. Absence for more than three (3) consecutive days will only be accepted if a certificate from a

registered medical practitioner is submitted, except in the case of death or trauma in the learner's household or for any reason which may be approved of by the principal.

15. Environment

- 15.1 Learners have the right to a safe environment and school that are conducive to education.
- 15.2 Learners may not litter on school grounds or in school buildings.
- 15.3 Learners who attend any school activity as spectators or supporters must ensure that all litter is picked up and placed in garbage bins, thereby leaving the grounds they have occupied in a neat and tidy condition.
- 15.4 Learners must leave cloak rooms in a clean condition.
- 15.5 Any action or failure by learners that constitutes or could constitute a health risk to other learners must be avoided.
- 15.6 The application of slogans (graffiti), stickers, posters and the like to any surface at the school is strictly prohibited, unless it is done with the principal's consent.
- 15.7 Learners shall comply with any reasonable instruction from the principal, any educator, SC member or other school leader with regard to maintaining a clean and hygienic school environment. *(See the code of conduct for a detailed outline of the school rules.)*

16. Exemption from provisions of the code of conduct

- 16.1 Learners may submit a written application to the Governing Body for total or partial exemption from one or more of the items contained in the code of conduct based on cultural, religious or medical grounds.

Such application must include full reasons as well as supporting evidence. Therefore, the onus of proof to substantiate the application for exemption still lies with the learner.

- 16.3 Applications for exemption will be considered at the start of the school year only, unless the applicant can prove that the matter is urgent or necessitated by a change in circumstances.
- 16.4 In considering an application for exemption, the governing Body shall be entitled to obtain any information that it deems necessary for a fair adjudication of the application.

- 16.5 The Governing Body shall consider the application for exemption with the necessary gravity and responsibility, and within the framework of the Constitution and court judgements of South Africa, and shall inform the learner of its decision in writing.
- 16.6 In the event of a violation of any provision in this code of conduct, the prescribed disciplinary procedure shall be followed. *(See the full code of conduct for a detailed outline of the school rules.)*

TAALBELEID

1. Inleiding

Hierdie dokument is die taalbeleid van die Hoërskool Tygerberg wat op 4 Februarie 2016 deur die skoolbeheerliggaam goedgekeur is. Die taalbeleid is opgestel in ooreenstemming met die bepalings van die Grondwet van die Republiek van Suid-Afrika, Wet 108 van 1996; die Suid-Afrikaanse Skolewet, Wet 84 van 1996 ('die Skolewet'); die Wet op Nasionale Onderwysbeleid, Wet 27 van 1996; toepaslike provinsiale wetgewing oor skoolonderwys; regspraak van Suid-Afrikaanse howe; die Internasionale Konvensie met betrekking tot die Regte van Kinders; die "African Charter on the Rights and Welfare of Children"; die Norme en Standaarde vir Taalbeleid in Openbare Skole, 1997 (GK 1701 van 19 Desember 1997) en die aanwysings van die Pan-Suid-Afrikaanse Taalraad.

2. Faktore in ag geneem

Met die opstel van hierdie beleid is die volgende faktore in ag geneem:

- die belange van die leerders
- die belange van die skoolgemeenskap
- die belange van die gemeenskap waarin die skool geleë is
- die vermoë van die skool
- die hulpbronne en personeel waaroor die skool beskik
- internasionale beste praktyk met betrekking tot klasgroottes en taal in onderrig, met besondere verwysing na die belang van moedertaalonderrig.

3. Onderrig en eksaminering

Alle onderrig en die aflê van toetse en eksamens geskied in die tale van onderrig, Afrikaans en Engels.

4. Beleid oor onderrigtaal

Die skool is 'n parallel- **EN** dubbelmediuminstelling.

Die taal van onderrig in graad 8 **EN** 9 is Afrikaans **OF** Engels. Leerders word in aparte klasse in hulle huistaal, Afrikaans **OF** Engels onderrig.

EN

Die taal van onderrig in graad 10 tot 12 is Afrikaans **EN** Engels. Inligting word nie in beide tale herhaal nie, maar in beide tale gelykwaardig aangebied.

Alle onderrigmateriaal is beskikbaar in albei onderrigstale, Afrikaans en Engels. Alle assesserings word in beide Afrikaans en Engels opgestel.

Alle korrespondensie met ouers en leerders sal 50% in Afrikaans en 50% in Engels wees.

Alle saal- en ouervergaderings sal 50% in Afrikaans en 50% in Engels wees.

Die keuse van die onderrigtaal moet aangedui word wanneer die leerder aansoek doen om toelating tot die skool.

5. Bevordering van veeltaligheid

Bykomend bevorder die skool veeltaligheid deur Afrikaans Huistaal en Afrikaans Eerste Addisionele Taal asook Engels Huistaal en Engels Eerste Addisionele Taal as volwaardige taalvakke aan te bied.

Voorts word Duits en Xhosa ook as Tweede Addisionele Taal aangebied.

Elke opvoeder by die skool doen redelike stappe om leerders oor die belang van veeltaligheid in te lig en om respek vir ander tale buiten die huistale en/of onderrigtale te bevorder.

LANGUAGE POLICY

1. Introduction

This document is the language policy of High School Tygerberg, as approved by the school governing body on 4 February 2016. The language policy has been drafted in accordance with the provisions of the Constitution of South Africa, Act 108 of 1996; the South African Schools Act, Act 84 of 1996 ('SASA'); the National Education Policy Act, Act 27 of 1996; applicable provincial legislation on school education; judgements of the South African courts; the International Convention on the Rights of the Child; the African Charter on the Rights and Welfare of Children; the Norms and Standards for Language Policy in Public Schools, 1997 (GN 1701 dated 19 December 1997) and the guidelines of the Pan South African Language Board.

(Fedsas?)

2. Factors considered

In drafting this policy, the following factors have been considered:

- the interests of the learners
- the interests of the school community
- the interests of the community in which the school is located
- the capacity of the school
- the resources and staff available to the school
- international best practice with regard to class sizes and language in education, with specific reference to the importance of mother tongue education.

3. Teaching and examination

All teaching and the taking of tests and examinations shall occur in the school's two languages of instruction, Afrikaans and English.

4. Policy on medium of instruction

The school is a parallel- and dual-medium institution in Afrikaans and English.

The languages of instruction in Grade 8 to Grade 9 are parallel-medium. Learners are taught in their own home language.

The languages of instruction in Grade 10 to Grade 12 are dual-medium. All the information is not repeated in both languages but is presented equally.

All teaching material will be available in Afrikaans and English.

All assessments will be set in Afrikaans and English.

All the correspondence with parents and learners will be 50% Afrikaans and 50% English.

All assembly and parent meetings will be 50% Afrikaans and 50% English.

AND

Upon applying for admission to the school, learners shall be required to choose a medium of instruction.

5. Promotion of multilingualism

Additionally, the school promotes multilingualism by presenting Afrikaans Home Language and Afrikaans First Additional Language as well as English Home Language and English First Additional Language as fully-fledged language subjects.

Besides English and Afrikaans as First Additional Languages the school also offers German and Xhosa as Second Additional Languages.

All educators at the school take reasonable steps to inform learners on the importance of multilingualism and to promote respect for other languages besides the home language and/or medium of instruction.

HOËRSKOOL TYGERBERG: TOELATINGSBELEID

BELEID VAN HOËRSKOOL TYGERBERG RAKENDE DIE TOELATING VAN LEERDERS TOT DIE SKOOL OF GRADE BY DIE SKOOL

Aangesien Hoërskool Tygerberg (hierna “die Skool”) 'n openbare skool is met regspersoonlikheid ingevolge die bepalings van artikel 15 van die Suid-Afrikaanse Skolewet, Wet Nr. 84 van 1996 (soos gewysig) (hierna “die Skolewet”) waarvan die beheer aan sy skoolbeheerliggaam (hierna “die SBL”), soos in artikel 16 van die Skolewet, toevertrou is;

Aangesien die SBL ingevolge artikel 5 van die Skolewet by magte is om onderhewig aan die bepalings van die Skolewet en enige toepaslike provinsiale wet, die Skool se beleid rakende die toelating van leerders tot die Skool en grade by die Skool te bepaal;

Aangesien die SBL met betrekking tot die kwessie van leerdertoelating tot die Skool of verskillende grade by die Skool op die volgende wetgewing (hierna “die wetgewing”) let:

- (i) die Grondwet van die Republiek van Suid-Afrika 1996 (hierna “die Grondwet”);
- (ii) die Suid Afrikaanse Skolewet, Nr. 84 van 1996 (soos gewysig) (hierna “die Skolewet”);
- (iii) artikel 3(4)(i) en 5 van die Wet op Nasionale Onderwysbeleid, Nr. 27 van 1996 (“NEPA”);
- (iv) die Toelatingsbeleid vir Gewone Openbare Skole, deur die Minister van Onderwys in Staatskoerant Nr. 19377 van 19 Oktober 1998 (Kennisgewing Nr. 2432/98) (hierna “ministeriële beleid”) gepubliseer; en
- (v) toepaslike provinsiale wetgewing.

Aangesien die Skool en sy SBL die betrokke bepalings van die wetgewing raadpleeg in soverre dit vir hulle geld en bindend is en voorrang geniet bo die mag van die SBL om die Skool se toelatingsbeleid te bepaal, en terselfdertyd vasbeslote is om die volle toepassing van die Skool se toelatingsbeleid binne die perke van die wetgewing en van tyd tot tyd enige ander toepaslike wetgewing, te verseker;

Daarom verklaar die SBL namens die Skool nou die Skool se Beleid vir die Toelating van Leerders tot die Skool of Verskillende Grade by die Skool soos volg:

1. AANSOEKE OM TOELATING TOT DIE SKOOL

1.1 Daar word erken dat:

- (a) die Departementshoof (Onderwys) (hierna “DH”) en/of amptenare van die departement van onderwys (DVO), insluitende die Prinsipaal, wat deur die DH gedelegeer is (hierna “die DH-

gedelegeerde(s)”), vir die administrasie van leerdertoelating tot die Skool verantwoordelik is; en

(b) die DH/die DH-gedelegeerde(s) 'n registrasieproses vir toelating tot openbare skole moet bepaal sodat leerdertoelating op 'n tydige en doeltreffende wyse plaasvind.

1.2 Daar word beklemtoon dat die DH/die DH-gedelegeerde(s)/die Prinsipaal hierdie beleid te alle tye sigbaar, billik en ingevolge die wet in aanmerking moet neem tydens optrede ooreenkomstig paragraaf 1.1 hierbo of die beslissingsproses rakende toelatingsaansoeke. Die Skool en sy SBL sal ook van die DH/die DH-gedelegeerde(s)/die Prinsipaal verwag om te alle redelike tye volle toegang tot en afskrifte van enige registers of lêers wat as deel van die toelatingsproses gehou word te verkry.

1.3 Die Skool en die SBL sal van die DH/die DH-gedelegeerde(s)/die Prinsipaal verwag om die inligtingsbylae vir beheerliggaamdoeleindes (hierby aangeheg) by die voorgeskrewe aansoekvorm in te sluit en die voltooiing daarvan deur die aansoeker te verseker.

1.4 Die Skool en die SBL sal van die DH/die DH-gedelegeerde(s)/die Prinsipaal verwag om te verseker dat aansoekers van die volgende in kennis gestel word en ook skriftelik bevestig dat hulle dit gelees het en begryp:

- (a) die Skool se taalbeleid;
- (b) die Gedragskode vir Leerders; en
- (c) hierdie toelatingsbeleid.

1.5 Die Skool en die SBL onderskryf die siening dat ingevolge die reg en by gebrek aan 'n hofbevel tot die teendeel, die wettige Ouer(s)/voog(de) van 'n minderjarige leerder die uitsluitlike reg het om te besluit by watter skool hulle kind/pleegkind ingeskryf word. Gevolglik aanvaar die Skool en SBL geen aansoek tensy dit ingedien word deur die ouer(s)/voog(de) van, of die persoon/persones met wettige aanspraak op sorg vir die minderjarige leerder, of 'n persoon/persones wat skriftelik deur hulle daartoe gemagtig word nie. Voorts beskou die Skool en die SBL nougesette nakoming van hierdie benadering as noodsaaklik aangesien dit verseker dat geldige toestemming verleen word vir die behandeling van die leerder *in loco parentis*, vir die leerder se deelname aan uitstappies, ensovoorts. Gevolglik word daar van die DH/die DH-gedelegeerde(s)/die Prinsipaal verwag om te verseker dat hierdie benadering streng nagekom word.

- 1.6 Die SBL onderneem om die DH/die DH-gedelegeerde(s)/die Prinsipaal in pogings te ondersteun om die persone waarna daar in paragraaf 1.5 hierbo verwys word aan te moedig om voor die einde van die jaar wat die volgende skooljaar voorafgaan, om die toelating van hulle kinders/pleegkinders aansoek te doen.
- 1.7 Onderhewig aan hierdie beleid vereis die SBL dat die DH/die DH-gedelegeerde(s)/die Prinsipaal leerdertoegang tot openbare skole, waaronder dié Skool, in oorleg met die Skool koördineer, en onderneem die SBL om opbouende ondersteuning te verleen ten einde te verseker dat alle geskikte leerders toepaslik toelating ontvang.
- 1.8 As 'n voorvereiste vir enige besluit rakende die toelating van 'n leerder tot die Skool, vereis die Skool en die SBL dat die DH/die DH-gedelegeerde(s)/die Prinsipaal die volgende bepaling van die Grondwet streng nakom:

“28 (2) – 'n Kind se beste belang is van deurslaggewende belang in elke aangeleentheid wat die kind raak”.

2. DIE SKOOL SE GEDRAGSKODE VIR LEERDERS (INSLUITEND DRAGKODE)

Hoewel aansoekers se weiering om die Skool se Gedragskode vir Leerders (insluitend dragkode) te onderskryf nie die toelating van die leerder tot die Skool kan verhoed nie, sal die kode nietemin bindend wees vir die leerder. Artikel 8(4) van die Skolewet bepaal soos volg:

“Geen bepaling van hierdie Wet stel 'n leerder vry van die verpligting om die gedragskode van die skool wat deur sodanige leerder bygewoon word, na te kom nie.”

Aansoekers word aangemoedig om die Skool te ondersteun deur hulleself van die Skool se Gedragskode vir Leerders te vergewis en die nakoming daarvan deur leerders te verseker.

3. SKOOLGELD

- 3.1 Ouers (soos in artikel 1 van die Skolewet omskryf) se versuim, weiering of onvermoë om skoolgeld te betaal, kan nie die toelating van leerders tot die Skool verhoed nie.

‘n Leerder word toegelaat tot die totale skoolprogram en mag nie geskors word van klasse, toegang tot kultuur-; sport- en sosiale aktiwiteite geweier word, ‘n

skoolrapport of oorplasingstifikaat geweier word of andersins geviktimiseer word op grond daarvan dat sy/haar ouers:

(a) nie instaat is om skoolgeld te betaal nie of dit nog nie betaal het nie;

(b) nie die missiestelling en gedragkode van die skool steun nie;

(c) geweier het om 'n kontrak aan te gaan ingevolge waarvan die ouers afstand doen van enige eis om skadevergoeding wat voortvloei uit die opvoeding van die leerder.

3.2 Ingevolge artikel 38-41 van die Skolewet, moet 'n begrotingsvergadering van die ouers van ingeskrewe leerders by die Skool na dertig (30) dae kennisgewing aan ouers geskied. By hierdie vergadering besluit die meerderheid van die ouers teenwoordig op die aanvaarding al dan nie van die begroting wat vir die volgende boekjaar deur die SBL voorberei is. By dieselfde vergadering kan die meerderheid van stemgeregtigde ouers teenwoordig besluit dat die betaling van skoolgeld verpligtend moet wees, wat die skoolgeldbedrag per leerder per jaar sal wees, en watter maatstawwe sal geld vir algehele of gedeeltelike vrystelling aan ouers wat nie die volle verpligte bedrag of 'n gedeelte daarvan kan betaal nie. Ouers wat nie daartoe in staat is om enige gedeelte van die bedrag of die volle bedrag te betaal nie, is daarop geregtig om op die voorgeskrewe vorms by die SBL om algehele of gedeeltelike vrystelling van die betaling van skoolgeld aansoek te doen. Sodanige aansoeke moet vertroulik deur die SBL hanteer word. Die SBL sal billik optree en bogenoemde maatstawwe asook die bepalinge van die ministeriële beleid en die Regulasies vir die Vrystelling van Ouers van die Betaling van Skoolgeld in Openbare Skole (Goewermentskennisgewing R1052) toepas. 'n Afskrif van laasgenoemde sal op versoek aan ouers beskikbaar gestel word. Ouers wat om vrystelling aansoek doen, kan 'n opvoeder by die Skool of enige ander persoon vir bystand met die aansoek nader. 'n Ouer/ouers wat deur die SBL se besluit verontreg voel, kan ingevolge die prosedure wat in genoemde regulasies uiteengesit word, by die DH appelleer.

3.3 Aansoekers om vrystelling moet egter daarop let dat die gekombineerde jaarlikse inkomste van ouers in berekening gebring word in die besluit of ouers vir vrystelling in aanmerking kom al dan nie. “Gekombineerde jaarlikse bruto inkomste van ouers” word in regulasie 1 van voorgenoemde regulasies omskryf as – “die saamgetelde bruto inkomste van al die ouers van 'n leerder soos in die Wet omskryf...”.

- 3.4 Die aansoeker se aandag word voorts op die volgende bepaling van die Skolewet gevestig – (Artikel 41) – “Die beheerliggaam van 'n openbare skool kan die betaling van skoolgelde deur ouers wat daarvoor aanspreeklik is..., deur regsproses afdwing.”
- 3.5 Ouers van leerders word aangemoedig om die hoë onderrigstandaard en die goeie skoolfasiliteite en -omgewing in stand te hou deur skoolgeld te betaal en, waar hulle algehele of gedeeltelike vrystelling van die betaling van verpligte skoolgeld ontvang, hulle dienste tot voordeel van die Skool aan die SBL beskikbaar te stel.

4. VEREISTE DOKUMENTE VIR TOELATING

'n Ouer moet 'n aansoekvorm om toelating voltooi, welke vorm die prinsipaal aan hom/haar moet beskikbaar stel.

Tesame met die aansoekvorm moet die ouer 'n amptelike geboortesertifikaat van die leerder aan die prinsipaal toon. Indien die ouer nie 'n geboortesertifikaat kan toon nie, kan die leerder voorwaardelik toegelaat word totdat 'n afskrif van die sertifikaat van die streekskantoor van die Departement van Binnelandse Sake verkry is. Die prinsipaal moet die ouers inlig dat dit 'n misdryf is om 'n valse verklaring oor die ouderdom van die leerder te maak. Die ouer moet verseker dat die toelating van die leerder binne drie maande ná die voorwaardelike toelating afgehandel word.

By aansoek om toelating moet die ouer bewys lewer dat die leerder teen die volgende siektes ingeënt is: polio, masels, tuberkulose, witseerkeel, klem-in-die-kaak en hepatitis B.

Wanneer 'n leerder van een openbare skool na 'n ander verskuif, moet die prinsipaal 'n oorpasingskaart voltooi en dit hetsy aan die ouer oorhandig of na die ander skool aanstuur.

Sien aanhangsel A by hierdie beleid vir 'n volledige lys van vereiste dokumente vir toelating.

5. LEERDEROUDERDOMSVEREISTES VIR TOELATING TOT DIE SKOOL OF VERSKILLENDE GRADE VAN DIE SKOOL

'n Leerder wat met meer as twee jaar buite die ouderdomsnorm val, sal nie vir toelating oorweeg word nie. Die ouderdomsnorm is die graad plus 6 jaar.

6. TYDPERK VIR REGISTRASIE

- 6.1 Aansoek om toelating begin in Februarie en sluit aan die einde van Oktober met betrekking tot die inskrywing van leerders vir die volgende jaar.
- 6.2 Ouers wat dus hulle kinders die eerste keer by die Skool wil inskryf, moet die leerder by die Skool registreer in die jaar voor die skooljaar waarop die leerder se aansoek om toelating betrekking het.
- 6.3 Alle aansoeke om toelating tot die skool namens 'n leerder word by die prinsipaal ingedien.
- 6.4 Die ouers van die leerder sal binne 'n redelike tydperk, of binne die tydperk wat die DH bepaal, skriftelik van die aanvaarding of afwysing van hulle aansoek in kennis gestel word.
- 6.5 Alle onsuksesvolle aansoekers sal dan in chronologiese orde op die waglys geplaas en aangeraai word om by ander skole buiten die Skool aansoek te doen.
- 6.6 Die Skool sal 'n behoorlike register van alle aansoeke om toelating byhou.

7. APPÈLPROSEDURE

Indien 'n ouer ontevrede is met die Skool se besluit om nié 'n leerder tot die Skool toe te laat nie, kan sodanige ouer ingevolge artikel 5(9) van die Skolewet by die Lid van die Uitvoerende Raad teen die besluit appelleer.

8. KAPASITEIT

Die SBL het die Skool se maksimum kapasiteit vir leerdertoelating soos volg bepaal:

Totale getal leerders in Skool: 'n Maksimum van 1020 leerders

Per klas: 'n Maksimum van 30 leerders. In sekere gevalle, soos deur die SBL bepaal, mag getalle per klas beperk word om kwaliteit van onderrig te verseker.

Per graad: 'n Maksimum van 204 leerders.

Die volgende faktore is by die bepaling van die Skool se kapasiteit in ag geneem:

- Dat die leerder se belange voorkeur geniet
- Die aantal beskikbare opvoeders
- Die beskikbare ruimte vir administratiewe behoeftes
- Die beskikbare aantal geskikte klaskamers
- Die behoefte aan ruimte vir sport-, kultuur- en ontspanningsaktiwiteite
- Die beskikbare ruimte in die bestaande media- en rekenaarsentrums, wetenskap- en tegnologielaboratoriums en die skoolsaal
- Die beskikbare sanitêre geriewe
- Parkeergeriewe
- Veiligheidsmaatreëls
- Die maksimum toelaatbare getal leerders per klas
- Internasionaal erkende beste praktyk met betrekking tot klasgroottes ten einde doelmatige en doeltreffende onderrig van gehalte te lewer

9. SKOOLEIENDOM

Aansoekers se aandag word op die volgende gevestig:

- (1) Elke leerder by 'n openbare skool sal goed omsien na die eiendom van die skool wat tot sy/haar beskikking gestel word, en sal dit voor of op die datum wat deur enige opvoeder by die skool aangedui word, aan die skool terugbesorg.
- (2) Die ouers van 'n leerder by 'n openbare skool sal aanspreeklik wees vir enige skade aan of verlies van skoleiendom waarvoor die betrokke leerder op sy/haar beurt teenoor die skool aanspreeklik is.
- (3) Dit is elke ouer se plig om die Staat en die beheerliggaam van 'n skool in die bevordering van 'n kultuur van respek vir skoleiendom by te staan.

10. RISIKO VAN SKADE OF VERLIES

Aansoekers word daarop gewys dat die Skool geen aanspreeklikheid aanvaar vir skade aan, die vernietiging of verlies van enige eiendom wat deur die leerder of sy/haar ouer(s) op die skoolperseel gebring word nie, ongeag wie sodanige skade, vernietiging of verlies veroorsaak, hoe dit veroorsaak word, of dit deur iemand se optrede of versuim veroorsaak word, en of dit opsetlik of weens nalatigheid veroorsaak word. Die Skool aanvaar geen aanspreeklikheid nie. Leerders word aangemoedig om na enige eiendom wat op die Skoolperseel gebring word om te sien, en aansoekers en ouers van leerders word aangemoedig om self die nodige versekering teen sodanige skade, vernietiging of verlies uit te neem.

11. VOLGORDE VAN VOORKEUR MET BETREKKING TOT TOELATINGSAAANSOEKE

11.1 Tensy en totdat die DH, in oorleg met die SBL anders besluit, word die natuurlike voedingsgebied van die Skool as volg beskryf: Leerders wat by hulle ouers/voog woonagtig is en vir wie Hoërskool Tygerberg die naaste geskikte Hoërskool is, woon binne die natuurlike voedingsgebied van die skool.

11.2 Die Skool is vanaf Januarie 2017 'n parallel-medium skool vir graad 8 en 9, en 'n dubbelmedium skool vir graad 10 tot 12 leerders. Onderrig sal dan op 'n 50% Afrikaans en 50% Engels-basis in dieselfde klas plaasvind. Die Skool beskik dus oor menslike hulpbronne wat hoofsaaklik voorsiening maak vir daardie leerders wie se moedertaal of gekose onderrigtaal die onderrigtaal van die Skool is.

11.3 Die effektiewe funksionering van parallel- en dubbelmedium onderrig vereis 'n balans in die aantal leerders per jaargroep wie se gekose onderrigtaal onderskeidelik Engels en Afrikaans is. Dit word ook deur die SBL in aanmerking geneem. In 2017 sal leerders, wie se gekose onderrigtaal Engels is, tot beide graad 8 en 9 toegelaat word en tot 'n maksimum van 60 leerders beperk word in graad 8 en 30 in graad 9. In 2018 sal leerders, wie se gekose onderrigtaal Engels is, slegs tot grade 8 tot 10 toegelaat word, in 2019 slegs tot grade 8 tot 11 en in 2020 tot grade 8 tot 12.

11.4 Aangesien die Skool en die SBL weet dat hulle nie onregverdig teen 'n leerder mag diskrimineer namens wie 'n toelatingsaansoek ingedien word nie, en dus geensins voornemens is om te diskrimineer nie, en hoewel hulle graag hulle deel tot leerderonderrig in vennootskap met die Staat wil bydra, begryp hulle dat die Skool nie alle leerders kan inneem nie en dat een of ander vorm van (billike) diskriminasie rakende leerdertoelating onvermydelik is. Daarom en in

die lig van voorgenoemde, is dit die Skool se beleid dat aansoeke in die volgende volgorde van voorkeur hanteer word:

- (a) Eerstens, aansoeke namens leerders wat *bona fide* (werklik) saam met hulle ouers (soos in die Skolewet omskryf) binne die natuurlike voedingsgebied van die Skool woon, en wie se moedertaal die onderrigtaal van die Skool is.
- (b) Tweedens, aansoeke namens leerders wat *bona fide* (werklik) saam met hulle ouers (soos in die Skolewet omskryf) binne die natuurlike voedingsgebied van die Skool woon, en wie se gekose onderrigtaal (welke keuse deur die ouer(s) op die toelatingsaansoek aangedui word) die onderrigtaal van die Skool is.
- (c) Derdens, aansoeke namens leerders wie se ouer(s) werklik by 'n adres binne die natuurlike voedingsgebied van die Skool in diens is, en wie se moedertaal die onderrigtaal van die Skool is.
- (d) Vierdens, aansoeke namens leerders wie se ouer(s) werklik by 'n adres binne die natuurlike voedingsgebied van die Skool in diens is, en wie se gekose onderrigtaal (welke keuse deur die ouer(s) op die toelatingsaansoek aangedui word) die onderrigtaal van die Skool is.
- (e) Vyfdens, aansoeke namens leerders wat buite die natuurlike voedingsgebied van die Skool woon, wie se moedertaal die onderrigtaal van die Skool is, en wat 'n vak/vakke wil neem wat deur die Skool en nie deur 'n ander skool nader aan die leerder se woonplek aangebied word nie.
- (f) Sedsens, aansoeke namens leerders wat buite die natuurlike voedingsgebied van die Skool woon, wie se gekose onderrigtaal (welke keuse deur die ouer(s) op die aansoekvorm aangedui word) die onderrigtaal van die Skool is, en wat graag 'n vak/vakke wil neem wat deur die Skool en nie deur 'n ander skool nader aan die leerder se woonplek aangebied word nie.
- (g) Laastens, indien die skool nog leerders kan akkomodeer, sal aansoeke namens leerders wat buite die natuurlike voedingsgebied van die Skool woon en wie se moedertaal of gekose onderrigtaal die onderrigtaal van die Skool is, slegs vir die volgende leerders oorweeg word:
 - Leerders wie in staat is om aan te pas by die skool se taalbeleid,
 - Leerders wie se bewese akademiese-, kulturele-, sport- en leierskap prestasies van so 'n aard is dat dit duidelik is dat hulle bereid- en daartoe in staat is om 'n wesentlike bydrae tot die bevordering van die Skool se

opvoedkundige en buitemuurse programme te maak en voldoende voordeel daaruit sal trek.

Nieteenstaande voorgenoemde en in oorleg met die distriksdirekteur, behou die SBL die reg om oorheersende voorkeur te gee aan broers of susters van leerders wat reeds by die Skool ingeskryf is.

12. TOELATING VAN PERSONE SONDER SUID-AFRIKAANSE BURGERSKAP

Aansoeke om toelating van persone sonder Suid-Afrikaanse burgerskap sal hanteer word ooreenkomstig paragrawe 19-21 van die ministriële beleid en ooreenkomstig die vereistes soos in paragraaf 11 van hierdie beleid uiteengesit.

13. DIE SBL EN DIE LEERDERS VAN DIE SKOOL

13.1 Daar sal van alle leerders verwag word om hulle pligte na te kom. Leerders is voorts daarop geregtig om hulle regte uit te oefen en op die handhawing van hulle regte aan te dring.

13.2 Die SBL beskou homself gebonde tot die beskerming van die opvoeders, leerders, ouers en nie-opvoeders van die Skool teen liggaamlike of geestelike geweld in soverre die SBL by magte is daartoe, en voorts tot die koestering van die liggaamlike, geestelike en morele welsyn van leerders. Vir hierdie doeleinde:

- (a) behou die SBL die reg voor om die dissiplinêre en gedragsrekord van enige voornemende leerder by die Skool te bestudeer, en alle stappe binne sy mag te doen om die toelating van 'n leerder te verhoed wie se gedrag juis daardie beste belange kan bedreig wat die SBL genoep voel om te beskerm;
- (b) mag die SBL die DH om inligting vra en met hom/haar in geding tree oor die wysheid van die toelating van 'n leerder tot enige graad by die Skool wanneer sodanige leerder ernstig benadeel sal word deur sy/haar onvermoë om op die vereiste vlak vir behoorlike onderrig in daardie graad te kommunikeer of mee gekommunikeer te word;
- (c) mag die SBL, gegewe die hulpbronne en omstandighede van die Skool, enige redelik uitvoerbare stappe doen om 'n gestremde voornemende leerder in die Skool te laat aanpas; en
- (d) verwag die SBL dat personeellede, leerders of ouers enige saak by hom sal aanmeld met betrekking tot die misbruik van regte of inbraak op die belange wat die SBL juis wil beskerm.

14. DIE OUERS EN DIE SKOOL/SBL

- 14.1 Ouers van leerders word versoek om die voorgeskrwe toestemmingsvorm in te vul ten einde die Skoolpersoneel daartoe in staat te stel om in noodgevalle in die beste belang van die leerder op te tree of die leerder se pyn of ongemak te verlig totdat die ouer(s) kan ingryp.
- 14.2 Buiten hulle pligte, het ouers van leerders by die Skool ook verskeie regte. Ouers het onder andere die reg om geraadpleeg te word rakende die formulering van die Skool se taal- en godsdienstbeleid en gedragskode, of enige wysigings daaraan. Hulle word ook genooi om aanbevelings en voorstelle rakende die aanvulling of wysiging van bestaande beleid of die bestaande gedragskode ter oorweging by die SBL in te dien.
- 14.3 Ouers word aangemoedig om by al die werksaamhede van die Skool betrokke te raak, aan te bied om lede te word van die beheerstrukture en ondersteuningsgroepe wat die belange van die Skoolgemeenskap dien, en die onderrigproses te ondersteun deur opbouend met opvoeders om te gaan en te verseker dat leerders opgelegde take en huiswerk pligsgetrou en nougeset doen. Daar word voorts van ouers verwag om te verseker dat hulle kinders behoorlik toegerus is om ten volle aan die onderrigproses deel te neem en dat hulle skool stip op tyd en gereeld bywoon.

15. GRAADHERHALING

Die herhaling van grade word in ooreenstemming met departementele beleid hanteer.

- 16. Hierdie beleid mag van tyd tot tyd deur die SBL gewysig, aangevul, verander of aangepas word.**

Aanhangsel A

Vereiste inligting vir beheerliggaamdoeleindes bo en behalwe die besonderhede wat ingevolge ministeriële beleid, provinsiale beleid of wette verstrekk moet word:

1. Die naam, woonadres, werkadres en alle telefoon-, faks- of e-posbesonderhede van elke persoon wat onder die omskrywing van “ouer” in die Skolewet val
2. 'n Gewaarmerkte afskrif van enige hofbevel of enige testamentêre geskrif wat voogskap of wettige aanspraak op sorg, of enige soortgelyke reg van die persoon (“ouer”) wat daarop aanspraak maak, bevestig
3. 'n Beëdigde verklaring, werkgewersertifikaat, elektrisiteitsrekening of enige ander bewys wat redelikerwys deur die SBL vereis mag word om 'n leerder en sy/haar “ouers” se woonplek, of die feit en plek van indiensneming van die leerder se “ouers” te verifieer
4. 'n Afskrif van 'n identiteits- of ander dokument wat die identiteit van elke persoon wat onder die omskrywing van “ouer” in die Skolewet val, tot die redelike bevrediging van die SBL bevestig
5. Skriftelike magtiging deur die ouer(s)/voog(de)/persoon na wie in punt 2 verwys word, aan enige persoon om hom/haar/hulle in die aansoek om toelating van die leerder tot die Skool of in enige ander aangeleentheid met betrekking tot die leerder te verteenwoordig
6. Die onderrigtaal wat namens die voornemende leerder gekies word
7. Besonderhede van enige aanmeldbare siekte waaraan die leerder ly/moontlik ly.
8. Besonderhede van enige ernstige oortreding waaraan die leerder deur 'n hof of enige skool waar die leerder voorheen ingeskryf was, skuldig bevind is
9. 'n Voltooide gedragssertifikaat van die skool waar die leerder tans ingeskryf is
10. Besonderhede van enige toestand van die leerder wat die liggaamlike welsyn van enige ander leerder of personeellid van die Skool kan raak
11. Besonderhede van enige bepaalde behoeftes wat die leerder mag hê en wat mag aandag verg om die leerder se skoolervaring te maksimaliseer of sy/haar beste belange te bevorder
12. Besonderhede van enige toestand of omstandighede waarvan die Skool bewus behoort te wees ten einde die beste belange van die leerder en/of enige ander leerders van die Skool te beskerm
13. Enige bepaalde vakke wat die leerder graag wil studeer en wat nie deur 'n skool nader aan die leerder se woonplek aangebied word nie

TYGERBERG HIGH SCHOOL: ADMISSION POLICY

POLICY OF TYGERBERG HIGH SCHOOL REGARDING THE ADMISSION OF LEARNERS TO THE SCHOOL OR GRADES AT THE SCHOOL

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

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

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

- (vi) The Constitution of the Republic of South Africa 1996 (hereinafter referred to as “the Constitution”);
- (vii) the South African Schools Act, No. 84 of 1996 (as amended);
- (viii) Section 3(4)(i) and 5 of the National Education Policy Act, No. 27 of 1996 (“NEPA”);
- (ix) The Admission Policy for Ordinary Public Schools, published by the Minister of Education in Government Gazette No. 19377 dated 19 October 1998 (Notice No. 2432/98) (hereinafter referred to as the “Ministerial Policy”); and;
- (x) applicable provincial laws.

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

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

1. APPLICATIONS FOR ADMISSION TO THE SCHOOL

1.1 It is acknowledged that –

- (c) the Head of Department (Education) (hereinafter referred to as “the HOD”) and/or officials of the Department of Education (DOE), including the Principal, delegated by the HOD (hereinafter referred to as “the HOD delegate(s)”) is/are responsible for the administration of the admission of learners to the School; and
- (d) the HOD/the HOD delegate(s) must determine a process of registration for admission to public schools in order to enable the admission of learners to take place in a timely and efficient manner.

1.2 It is emphasised that the HOD/the HOD delegate(s)/the School Principal must (and will be required to) take this policy into account demonstrably, fairly and in accordance with law at all times whilst acting in accordance with paragraph 1.1 above, or whilst engaged in the process of deciding upon applications for admissions. The School and its SGB will also require the HOD/the HOD delegate(s)/the School Principal to allow the SGB full access to and copies of any registers or files kept as part of the admission process.

1.3 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to add to the prescribed application form, and ensure the completion by the Applicant of the Schedule of Information required by the governing body attached hereto.

1.4 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to ensure that Applicants are informed of and in writing acknowledge having read and understood:

- (a) the School’s Language Policy;
- (b) the Code of Conduct for Learners; and
- (c) this Admission Policy.

1.5 The School and the SGB subscribe to the view that according to law, and in the absence of a Court Order directing otherwise, the legal guardian(s) of a minor learner has/have the exclusive right to decide upon the school where their child/ward is to be enrolled. Consequently, the School and SGB do not recognise an application as being valid, unless made by the guardian(s) or person(s) by order of Court entrusted with the custody of the minor learner, or a person or persons thereto authorised by them in writing. The School and the SGB also regard adherence to this approach as being essential in that it ensures that valid permission may be given for the treatment of the learner *in loco parentis*, for the learner to embark on excursions, and so forth.

Consequently, the HOD/the HOD delegate(s)/the School Principal are required to ensure that this approach is strictly adhered to.

- 1.6 The SGB undertakes to support the HOD/the HOD delegate(s)/the School Principal in encouraging the persons referred to in paragraph 1.5 to apply for the admission of their children/wards before the end of the year preceding the next school year.
- 1.7 Subject to this Policy, the SGB requires the HOD/the HOD delegate(s)/the School Principal to co-ordinate the admission of learners to public schools, including the School, in consultation with it and undertakes to give constructive support in ensuring that all eligible learners are suitably accommodated.
- 1.8 The School and the SGB require strict observance by the HOD/the HOD delegate(s)/the School Principal of the following provision of the Constitution as a prerequisite to any decision to be taken regarding the admission of a learner to the School –
- “28 (2) – A child’s best interests are of paramount importance in every matter concerning the child.”

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

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

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

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

3. SCHOOL FEES

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

A learner is admitted to the full school programme and may not be suspended from attending class, refused entry to cultural, sports and social activities, refused a school report card or transfer certificate, or be victimised in any other way based on his/her parents’:

- (a) inability to pay school fees or failure to have done so at any stage;
- (b) failure to support the mission statement and code of conduct of the School;

(c) refusal to enter into a contract in terms of which the parents waive their right to claim for any consequential damage relating to the learner's education.

3.2 In terms of Sections 38-41 of SASA, a budget meeting of parents of learners enrolled at the School must be held on thirty (30) days' written notice to parents. At the meeting the majority of parents present decide whether or not to accept the budget prepared by the SGB for the next financial year. At the same meeting the majority of parents present and voting may decide that the payment of school fees is to be compulsory, what the amount of school fees per learner per year will be, and what criteria will be used to grant total or partial exemption to parents who are unable to pay the compulsory fees or the full compulsory fees. Parents who are unable to pay any of the fees or the full amount of the fees are entitled to apply to the SGB on the prescribed forms for total or partial exemption from the payment of school fees. Such applications must be dealt with in confidence by the SGB, which must act fairly and apply the abovementioned criteria and the provisions of the applicable ministerial policy and Regulations Relating to the Exemption of Parents from Paying School Fees in Public Schools (Government Notice R1052), a copy of which will be furnished to parent(s) on request. Parents applying for relief may request an educator at the School or any other person to assist him/her/them with the application. A parent/parents who feel aggrieved at the decision of the SGB may appeal to the HOD, following the procedure set out in the said Regulations.

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

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

3.4 The applicant's attention is drawn to the following provision of SASA –

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

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

4. DOCUMENTS REQUIRED FOR ADMISSION

A parent will be required to complete an application form for admission, which must be provided to him/her by the school principal.

Together with the application form, the parent must submit to the principal an official birth certificate of the learner. Should the parent be unable to furnish a birth certificate, the learner may be provisionally admitted until a copy of the certificate has been obtained from the regional office of the Department of Home Affairs. The principal is required to inform the parents that any false statement with regard to the age of the learner constitutes a crime. The parent must ensure that the admission of the learner is finalised within three months following provisional admission.

Upon application for admission, the parent must produce evidence that the learner has been immunised against the following illnesses: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B.

Should a learner move from one public school to another, the principal must complete a transfer card and either hand it to the parent or forward it to the other school.

See schedule A to this policy for a full list of documents required for admission.

5. LEARNER AGE REQUIREMENTS FOR ADMISSION TO THE SCHOOL OR VARIOUS GRADES OF THE SCHOOL

A learner who falls outside the age norm by more than two years will not be considered for admission. The age norm is the grade plus 6 years.

6. REGISTRATION PERIOD

6.1 Application for admission starts in February and closes at the end of October with regard to the enrolment of learners for the following year.

6.2 Therefore, parents who wish to enrol their children at the School for the first time must register the learner at the School in the year preceding the school year to which the learner's application for admission pertains.

6.3 All applications for admission to the school on behalf of a learner must be submitted to the principal.

6.4 The learner's parents will receive written notice of the acceptance or refusal of their application, within a reasonable time or the period determined by the HOD.

6.5 All unsuccessful applicants will then be waitlisted in chronological order and advised also to apply at other schools apart from the School.

6.6 The School will keep a proper register of all applications for admission.

7. APPEALS PROCEDURE

Should a parent be dissatisfied with the School's decision not to admit a learner to the School, such parent may appeal against the decision to the Member of the Executive Council in terms of section 5(9) of SASA.

8. CAPACITY

The SGB has determined the School's maximum capacity for learner admission as follows:

Total number of learners in School: A maximum of 1020 learners

Per class: A maximum of 30 learners. In certain cases, as determined by the SGB, the amount of learners per class may be restricted to ensure quality education.

Per grade: A maximum of 204 learners.

The following factors were considered in determining the School's capacity:

- That learners' best interests have preference
- The number of educators available
- The space available for administrative needs
- The number of appropriate classrooms available
- Space needs for sports, cultural and recreational activities
- The available space in the current media and computer centres, science and technology laboratories and the school hall
- The sanitary facilities available
- Parking facilities
- Safety measures
- The maximum number of learners permitted per class
- Internationally recognised best practice with regard to class size in order to deliver effective and efficient quality education.

9. SCHOOL PROPERTY

The Applicant's attention is drawn to the following:

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

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

10. RISK OF DAMAGE OR LOSS

The Applicant is notified that the School accepts no liability for the damage to, or destruction or loss of any property brought on the School premises by the learner or his/her parent(s). It matters not who causes such damage, destruction or loss, how it is caused, whether it is caused by someone's act or failure to act, or whether it is caused by someone's intention or negligence. The School accepts no liability. Learners are encouraged to safeguard property brought onto the School premises, and Applicants and parents of learners are encouraged to take out their own insurance against such damage, destruction or loss.

11. ORDER OF PREFERENCE REGARDING APPLICATIONS FOR ADMISSION

11.1 Unless and until the DH, after consultation with the SGB, decides otherwise, the natural feeder area of the School is determined as follows: Learners who live with their parent(s)/guardian(s) in the natural feeder area of the school and for whom the closest suitable school is Tygerberg High School.

11.2 As of January 2017, the School will be a parallel medium school for Grade 8 and 9, and a double medium school for grade 10 to 12 learners. The language policy will then be 50% Afrikaans and 50% English. The School's human resources allow for the education of learners with a language preference to their home language, or chosen language of instruction, that is in line with the school's language policy.

11.3 For an effective and functioning parallel- and double-medium education, a balance is required between the amount of learners per year group whose chosen language of instruction is English and Afrikaans. This will also be considered by the SGB. In 2017, learners with English as their chosen language of instruction up to grade 8 and 9, will be accepted and will be limited to 60 learners in grade 8 and 30 learners in grade 9. In 2018, learners with English as their chosen language of instruction only from grade 8 to 10, will be accepted, in 2019 only from grade 8 to 11 and in 2020 from grade 8 to 12.

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

- (a) First, those in respect of learners *bona fide* (genuinely) residing with their parents (as defined in SASA) within the natural feeder area of the School, and whose mother tongue is the medium of tuition of the School.
- (b) Second, those in respect of learners *bona fide* (genuinely) residing with their parents (as defined in SASA) within the natural feeder area of the School, and whose chosen medium of tuition (the choice being exercised by the parent(s) in the application of admission) is the medium of tuition of the School.
- (c) Third, those in respect of learners whose parent or parents is/are genuinely employed at an address within the natural feeder area of the School, and whose mother tongue is the medium of tuition of the School.
- (d) Fourth, those in respect of learners whose parent or parents is/are genuinely employed at an address within the natural feeder area of the School, and whose chosen medium of tuition (the choice being exercised by the parent(s) in the application for admission) is the medium of tuition of the School
- (e) Fifth, learners residing outside the natural feeder area of the School, whose mother tongue is the medium of tuition of the School, and who wish to study a subject or subjects offered by the School and no other school closer to the learner's place of residence.

- (f) Sixth, learners residing outside the natural feeder area of the School, whose chosen medium of tuition (the choice being exercised by the parent(s) in the application) is the medium of tuition of the School, and who wish to study a subject or subjects offered by the School and no other school closer to the learner's place of residence.
- (g) Lastly, if the school is able to accommodate more learners and is not filled to capacity, learners who do not live in the school's natural feeder area and whose language corresponds with the policy of the school, will be considered for enrolment under the following conditions:
- Learners who are able to adapt to the school's language policy,
 - Learners whose proven academic, cultural, sport and leadership record is such that they are willing and capable to add value to the school and are able to contribute meaningfully to the advancement of the school's educational programme, as gauged in the applicant's application.

The SGB, in support of the districts director, holds the right to give preference to applicants who has siblings at the school.

12. ADMISSION OF NON-CITIZENS

Applications for admissions of non-citizens will be dealt with in accordance with paragraphs 19-21 of the ministerial policy and the requirements as mentioned in paragraph 11 of this policy.

13. THE SGB AND THE LEARNERS OF THE SCHOOL

13.1 All learners will be required to observe their duties and are entitled to exercise their rights and require the observance of their rights as set out in the Code of Rights and Duties of Stakeholders of the School.

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

To this end, the SGB -

- (e) reserves the right to scrutinise the disciplinary and behavioural record of any prospective learner of the School, and to take all steps within its power to prevent the admission of a learner whose conduct or behaviour may endanger the very interest the SGB considers itself to be in duty bound to protect;

- (f) may enquire from and take issue with the HOD concerning the wisdom of admitting a learner to any grade in the School when the learner will be severely prejudiced by reason of the inability of the learner to communicate or be communicated with at the level required for proper tuition to take place in that grade;
- (g) may take whatever steps may be reasonably practicable, given the resources and circumstances of the School, to assimilate a disabled prospective learner into the School; and
- (h) requires a member of staff or a learner or any learner's parent(s) to report to it any matter relating to the abuse of the rights or invasion of the interests which it seeks to protect.

14. THE PARENTS AND THE SCHOOL/SGB

- 14.1 The parents(s) of learners are requested to complete the prescribed consent form to enable the School staff to act in the best interest of the learner in cases of emergency or to relieve the learner's pain or discomfort until the parent(s) can intervene.
- 14.2 Parents of learners at the School have, apart from their duties, several rights. *Inter alia*, they have the right to be consulted regarding the formulation of the School's language and religious policies and code of conduct, or any amendments thereto. They are also invited to submit recommendations and proposals to the SGB regarding the supplementation or amendment of existing policies or the existing Code of Conduct for consideration by the SGB.
- 14.3 Parents are encouraged to become involved in all the activities of the School, to offer to serve in the governance structures and support groups serving the interests of the School community, and to support the education process by interacting constructively with educators and ensuring that set work and homework is done by the learner conscientiously and punctually. Parents are also required to ensure that their children are properly equipped to participate fully in the tuition
- 14.4 process and that they attend school punctually and regularly.

15. REPEATING GRADES

Learners who repeat grades will be dealt with in accordance to the departmental policy.

16. This Policy may be amended, supplemented, modified or altered from time to time by the SGB.

SCHEDULE A

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

1. The name, residential address, work address and all telephonic, telefax or e-mail contact details of each person falling under the definition of "Parent" in SASA
2. A certified copy of any Court Order or testamentary document confirming guardianship or custody or any similar right of the person ("Parent") claiming such right
3. An affidavit, employer's certificate, electricity or other account or any other proof reasonably required by the SGB to verify the place of residence of a learner and his/her "parents" or the fact and place of employment of the "parents" of the learner
4. A copy of the identity or other document confirming the identity of each person falling within the definition of "parent" in SASA to the reasonable satisfaction of the SGB
5. Written authority of the parent(s)/guardian(s)/person(s) referred to in paragraph 2, to any person to represent him/her/them in applying for the admission of the learner to the School or in any other matter affecting the learner
6. The language of tuition chosen on behalf of the prospective learner
7. Details of any notifiable disease from which the learner is or may be suffering
8. Details of any serious misconduct of which the learner may have been found guilty by a Court of Law or an SGB at any school where the learner may previously have been enrolled
9. A Certificate of Conduct completed by the school where the learner is presently enrolled
10. Details of any condition in the learner which may endanger the physical welfare of any of the learners or staff members of the School
11. Details of any specific needs the learner may have and which may require attention to maximise the learner's school experience or promote his/her best interests
12. Details of any condition or circumstances of which the School should be aware in order to protect the best interests of the learner and/or any other learners of the School
13. Any specific subjects the learners may want to study and which are not offered by a school closer to the learner's place of residence

