



GENERAL SCHOOL POLICY 2025

1. VISION AND MISSION STATEMENT

1.1 Vision:

- Doxa Deo Edendale School develops and releases next generation leaders for their future through quality Christ centred education.

1.2 Mission:

- Providing quality Christ Centred education:
 - to all learners from Gr RRR to Gr 12.
 - to transform the local communities, we serve.
 - to obtain their full potential in Christ and live purposefully with passion in a safe, caring environment as City Changers.

2. THEMATIC GOAL:

The Glory of Christ the King – Jesus Christ the great teacher!
“His Glory is Edendale’s(my) Story”

3. LANGUAGE POLICY

1. The language of teaching and learning at the school is English Home Language. Therefore, learners admitted to the school will need to be sufficiently proficient in English so that their academics is not impeded.
2. Learners seeking admission will be required to do an interview to determine proficiency in English.
3. Parents are responsible to provide/pay for any bridging required to meet the level of English necessary for success in a grade.
4. Afrikaans is the only First Additional Language offered. Learners applying for Primary School admission will be conditionally accepted based on their proficiency in Afrikaans and the Grade which they are applying for. When applying for Grade 4 – 6, Afrikaans First Additional Language as a subject in the previous school, is required. Learners will be tested in Afrikaans during their admission interview when applying for High School admission. Grade 7 - 9 learners will all be tested early in the year and placed in additional language classes where necessary and parents will be responsible to provide/pay for any bridging required to meet the level of Afrikaans necessary for success in a grade.
Learners from Grade 10 onwards that are not proficient in Afrikaans will not be admitted.
5. In the school it will be expected of learners to speak the language of learning and teaching (English Home Language) in all academic and group activities.

4. ENTRANCE REQUIREMENTS

The management of Doxa Deo Edendale School determines the admission policy according to Article 5(5) of the South African Schools Act, 1996 (Act 84 of 1996).

- Ability to show personal initiative.

- Ability to work conscientiously.
- Acceptable social, emotional, behavioural and academic skills.
- Active involvement of the family in their church will be an advantage.

4.1. Admission criteria

By enrolling at Doxa Deo Edendale School parents and learners indicate their acceptance of our vision, mission and ethos.

- Our school educates learners in Christian beliefs according to the Word of God.
- Interviews with family and a prospective learner will be arranged prior to enrolment at Doxa Deo Edendale School. This interview forms part of a pre-qualifying discussion. A set of questions will be asked to the family and the learner regarding Christian norms, values and their relationship with God.
- Admitted learners will be enrolled to school on a one-month probation period. During this month the school is allowed to transfer/refer the learner to another school. The school will within try to accommodate learners who experience barriers to learning within reasonable limits.
- Learners who are not functioning at the expected academic standard will be referred to our School Care Support Programme for help and parents will be responsible for payment of costs incurred during the support process.
- The language of tuition at Doxa Deo Edendale School is English. Therefore, learners admitted to the school will need to be sufficiently proficient in English so that their academic is not impeded.
- Learners are enrolled on condition that they comply with the age restrictions as set out in this document.
- All grade R learners will undergo school readiness assessment during the fourth term.
- New learners enrolling in the High School will be expected to undergo assessment in order to determine the learner's level of academic competence. If necessary, parents will be contacted, and learners referred for additional academic support.
- No new Grade 12 learners will be accepted.

4.2. The role of the parent during the admission period

- The parent has the responsibility to provide the school with true, correct information during the enrolment process and not to withhold any relevant information.
- The parent has to ensure that the learner attends school regularly, has the correct school uniform, accept and adhere to the Schools' Code of Conduct and is whole heartedly supported in his/her learning process.
- Parents are responsible for ensuring that school fees are paid punctually.

4.3. Enrolment and Re-registration of learners

An enrolment fee for new learners and a re-registration fee for existing learners is payable between -1 September and 30 November of each year. Enrolment and re-registration fee is compulsory for the following year. (refer to letter to parents sent out annually)

4.3.1. Application for admission

- “Application for Admission Forms” is available from the administration office. Parents are welcome to download the registration documents from the Doxa Deo Edendale School website. (www.edendaleschool.co.za). This will guide you to online registration.
- All learners must hand in a completed application form accompanied by all the relevant supporting documentation.
- The principal or head of department will arrange an interview and admission test with the parents and child/children once all requirements have been met.
- Learners with special educational needs will be discussed at a School Based Support meeting, prior to deciding whether the school would be able to cater for the individual needs of those specific learners.
- All successful applicants will be informed in writing and/or telephonically if they have been accepted at Doxa Deo Edendale School.

4.3.2. Enrolment

- Learners will be enrolled at Doxa Deo Edendale School after a successful application and interview. At this point it is the parents’ responsibility to settle relevant enrolment fees etc.
- Learners will only be admitted to Doxa Deo Edendale School when:
 - They adhere to the ethos of the school.
 - All relevant documentation has been completed.
 - The learner is of the appropriate age for the grade in which he/she has been enrolled.
 - The learner does not have specific barriers to learning for which the school cannot provide adequate support.
 - The learner is proficient in English. (In Gr 10-12 the learner must be able to communicate effectively in Afrikaans as well.)

4.4. Age Restrictions

Doxa Deo Edendale School will enrol a learner in a Grade as follows:

Correct age in grade:	
Pre-primary School	
2-3 year olds	2 years old, turning 3
Grade RRR	3 years old, turning 4
Grade RR	4 years old, turning 5
Grade R	5 years old, turning 6
Primary School	
	Turning:
Grade 1	7 (maximum age 9)
Grade 2	8 (maximum age 10)
Grade 3	9 (maximum age 11)
Grade 4	10 (maximum age 12)
Grade 5	11 (maximum age 13)

Grade 6	12 (maximum age 14)
High School	
Grade 7	13 (maximum age 15)
Grade 8	14 (maximum age 16)
Grade 9	15 (maximum age 17)
Grade 10	16 (maximum age 18)
Grade 11	17 (maximum age 19)
Grade 12	18 (maximum age 20)
LSU	14-18

Learners are admitted to Grade 1 in the year in which they turn seven.

5. CODE OF CONDUCT

5.1. Educators

By becoming a member of the staff at Doxa Deo Edendale School, the educators are aware of the high vocational calling of the teaching profession and will strive to educate learners of Doxa Deo Edendale School within a constructive culture of learning in aid of themselves, the community and our country. We believe the ideals as well as the teaching and conduct of ourselves will determine the quality of education at Doxa Deo Edendale School.

We pledge to exercise our calling as educators in the acceptance of the fact that education at Doxa Deo Edendale School is based on biblical principles. Furthermore, we pledge to (with the help of the parents) lead the learners entrusted to us to self-reliance and responsibility and to instil upon them a love for our school and country.

5.2. Learners

The code of conduct governs the conduct of all pupils and the relationships between Doxa Deo Edendale School and its pupils.

Doxa Deo Edendale School have an established code of conduct to promote:

- A high standard of behaviour
- Development of positive characteristics
- Responsible behaviour at all times
- Consideration and respectfulness towards others
- A consistent, neat and tidy appearance
- Display good manners and courteous conduct at all times

As a member of the Doxa Deo Edendale community, I undertake to:

- Be responsible for upholding the core values of Doxa Deo Edendale, as outlined in the Mission Statement
- Strive in work and play to be an example of Christian love for others and for ourselves
- Respect myself by striving to realise my full potential, have pride in my actions, dress and thoughts
- Respect others by being polite, considerate, and helpful at all times, giving others every opportunity to realise their full potential
- Respect the environment, by consciously caring for and protecting my physical and natural surroundings
- Accept responsibility by completing tasks given and recognising that with responsibility comes accountability

- Endeavour to have the courage to face, and overcome challenges and stand up for what is right and fair

6. GENERAL SCHOOL PROCEDURE

6.1. Checklist for new educators

If you are new to Doxa Deo Edendale School, there is a wide range of things that you will want and need to know. The checklist below is an attempt to suggest answers on questions you might have. The list is not exhaustive, but will give you a basis for other questions you want to ask.

a) In your role as register educator

Your Head of Department will answer most of these questions.

1. Timing (operations) of the school day.
2. Short morning meetings.
3. Register class.
4. Registers - where kept - how they are completed - absenteeism
5. Assembly - where and when
6. Every morning register taken
7. Discipline procedures
8. Staff-, HOD-, Grade Head-, Committee- and other meetings
9. Toilet facilities
10. Learner support system
11. Finance - collection of money
12. Duty scheme - how it operates, areas of responsibility
13. Fire drill procedure
14. Illness - what do you do if you are ill?
Compassionate leave
Study leave
Family responsibility leave
Maternity leave
15. Parking
16. Key's
17. Dress Code
18. Teachers Guide
19. Copy work
20. Cell phones/laptops/I-pads
21. Ethos of the School (Christ-Centred Education)

b) In your role as subject educator

These questions will be answered by your HOD

1. Structure of the department
2. School Policy
3. Information about Learners: Pupil Profiles
4. Location of teaching class
5. Location and function of library / internet café / office
6. Departmental resources
7. Departmental meetings
8. Support for new educators
9. Discipline procedures
10. In-service training

11. Parents days
12. Other meetings with parents
13. Finance - collection of money
14. Illness - what to do if a child is ill
15. Invigilation
17. Setting work when you are not in school for any reason
18. Fire-drill procedure

c) The organisation and management of the school

These questions will normally be answered in the first instance by a senior member of staff responsible for new educators on the first day of term and you can read this in the Prospectus

6.2. Morning briefings

These take place every morning at both schools from 07:15 to 07:30.

6.3. Outings procedures and out of school events procedures

See “Out of school events” policy

6.4. Photo-copying procedures

1. When you need photocopies please complete the prescribed form, with
 - Your name
 - The date handed in
 - The date and time you want it back
 - Number of copies
 - Instructions (explain clearly what you need on the form e.g. back to back, two pages on one A4, reduced etc.)
2. **Please don't send learners to the office**
3. Don't use PRESTIC or STAPLES on paper that must go through the machine. It will damage the machine.
4. Write in black pen
5. Hand the work in on time (**48 hours before you need it**) to ensure that the staff member responsible can do the copying. There is a person responsible for all copies being made.
6. Please try to save on paper.

DOXA DEO EDENDALE SCHOOL

NAME: _____

DATE HANDED IN: _____

DATE BACK: _____

NUMBER OF ORIGINALS: _____

NUMBER OF COPIES: _____

INSTRUCTIONS: e.g. back to back / reduce 2 pages on one A4 etc/

Signature

6.5. Textbook policy

The following procedure must take place to keep control on the textbooks in the school.

New Textbooks

1. Every textbook must have the school stamp on the inside cover and a number (educators can write numbers in new textbooks).

Requisitioning textbooks at the beginning of the year.

- a. The number of textbooks needed for your subject may be requested on the prescribed form (TEXTBOOK REQUISITION)
- b. Order must be placed every Friday. Subject educator signs for the number of textbooks requested during the course of the year. At the end of the year the same number of textbooks must be handed back at the bookstore.
- c. Educators must complete a textbook class list (LIST OF LEARNER TEXTBOOK NUMBERS) on the same day the textbooks are handed out. Please make sure that the form is completed in full. Learners must sign next to their names for each textbook they receive. The list must be kept up to date by the subject educator. The list must be filed in the subject file. When a learner leaves the school the educator must see to it that the textbooks are handed in, marked of and signed (LIST OF LEARNER TEXTBOOK NUMBERS). Subject Heads must control these lists during book control (once every term).

End of the year.

- a. At the end of the year when the final exams start, learners must return their textbooks on the day they are writing the specific subject. They sign next to their names on (LIST OF LEARNER TEXTBOOK NUMBERS) to prove the textbook was handed in. Register educators must make sure that all textbooks are returned and marked of.
- b. The subject educators must sign the form (TEXTBOOK REQUISITION) which is kept in the bookstore to indicate the number of textbooks which were returned. Educators will also be responsible for books that are handed in.
- c. Educators must control at least once a term whether the learners keep the textbooks in a good condition. Books must be covered with plastic. Learners are responsible for the payments of lost and damaged textbooks. Educators must complete the prescribed form (LIST OF TEXTBOOKS LOST OR DAMAGED) for lost and damaged textbooks and send it to the parents. If there are no response learners must be sent to the office or subject teacher to phone the parents.

6.6. Data Projector / PA System procedures

1. File marked "Electronic equipment" is kept in the Admin office.
2. Booking must be made for the equipment. Key kept with the Admin staff.
3. Equipment must be booked at least one day in advance as to make the necessary arrangements.
4. The equipment must be handled very carefully and only the class facilitator must operate the equipment.
5. Educator must be present at all times.
6. Please return the equipment after using it. Please note in the file if you have had any problems with the equipment. Report it to Principal.
7. If any assistance is needed ask CAT educator/Principal/Technology educator

8. Please use all the valuable equipment as if they were your own.

6.7. Swimming pool procedures

1. File marked "Swimming pool" kept in the administrative office with the secretary.
2. Booking for the swimming pool must be made one day in advance. (School hours)
3. The key to the swimming pool is kept with the Sport Co-ordinator or the Principal. (School hours)
4. Booking for the swimming pool must be made one day in advance. (After hours)
5. The register at the security guard house must be completed for any after hour use of the swimming pool for staff members as well as accompanied hostel learners.
6. The key of the swimming pool can be obtained from the security guard after hours.
7. The educator must be present **at all times** at the swimming pool, while learners are swimming.
8. Please keep a watchful eye on the learners' activities i.e. diving and games.
9. Only swimming costumes are allowed. Girls full costume and the boys must have swimming trunks. All learners must have towels.
10. All learners must wear a swimming cap when entering the swimming pool.
11. No learner is allowed to swim in underwear.
12. Learners must undress at the toilet facilities.
13. All learners must be dressed in their school uniforms when leaving school after swimming.
14. Lock the swimming pool after using it.
15. Report any problems in the file to the Principal.

NB!!! The shallow end is closest to the sport field. Deep end is closest to the car park. Make sure the learners don't just run and dive in.

6.8. Absence from work

If you know you are going to be absent from your lessons for any reason, you must agree this with the Principal and HOD of the specific phase so that cover can be arranged.

If you are unexpectedly absent from your lessons, for any reason, you must phone your Principal before 06h30.

It is your responsibility to set work for your classes. Suitable work set for each group in anticipation of any absence should be handed in with HOD's every week.

If you subsequently find that you will be absent for a number of days, please keep your Principal and HOD informed, so that we are all aware of your expected return and that the best possible continuity is provided for your classes.

If you have been absent for one day, please fill in a leave form and return it to the HOD or Principal. If you have been absent for more than two working days, you must provide a doctor's certificate.

Forms must be filled in for:

- Sick leave
- Study leave
- Any other leave

Please get these forms from the secretary, fill in and hand back to the HOD / Principal. Should you fall ill while at work, have to go to a meeting or have to attend an urgent personal matter, you have to complete a leave form for the hours not at school. This must be signed by your

HOD or Principal. The register at the entrance gate must be completed on leaving the premises during school hours as well as late arrival.

You have 36 sick days in a three-year cycle. You have 5 special leave days per year where after unpaid leave will take effect.

6.9. Devotion Duty

Allocated educators will be expected to take responsibility for devotion on one or more occasions throughout the year.

6.10. Break duty

Educators who are on break duty must pay attention to the following urgent matters.

- At the beginning of break you can get your tea, but please do not sit in the staff-room, go to the playground immediately,
- Do not leave the playground during break time.
- Be on the look out for learners playing dangerously or learners that do not act in accordance with the school disciplinary system. Please see to it that the playground is kept neat.
- If a learner gets hurt the secretary must be informed so that the parents may be contacted if it is serious. The book for injuries must also be completed.
- At the end of break the teacher on duty must help with the discipline and to get the learners in their classes.
- If something happens, and you are not on the playground, you will be held responsible.
- Educators on playground duty will be responsible, in co-operation with the learner council at the high school, for the community service group. Task will be allocated during the morning briefings.

6.11. Evacuation of the school - Reasons for the evacuation of the school

1. FIRE
2. FIRE DRILL
3. BOMB ALERT
4. CHEMICAL SPILLAGE
5. DISASTER (i.e. plane crash)

What to do

Please make sure that you are aware of the correct evacuation route out of the school from wherever you are working, and leave by that route when the alarm sounds. Educators must make sure that learners are aware of the correct evacuation route and where to go for a "register check".

Communication about disasters / crisis situations – refer to Crisis Management Policy

6.12 Emergency drill at school.

a. All Emergencies

One long whistle/bell:

Take cover under desks, kneel right down, legs pulled in, cover head with arms.

Two short whistles/bell (repeated after 5 counts):

Evacuate

b. Evacuation Procedure:

Go to the closest emergency assembly area. **NOBODY MAY RUN.**

- i. Line up according to class list.
Use buddy system: each child MUST know who stands in front and behind him/her.
Take responsibility for those two - report absentees immediately. TEACHER: take set of class lists with you - must be immediately on hand.
 - ii. All Classes Including Admin Block
Walk past classes via the shortest route to the emergency assembly area.

In hall / auditorium:
At all times make sure that all doors are open. All teachers in hall to assist - get children out, walk them past classrooms to emergency assembly area.

At Break Time
Ring bell - learners to classes Teacher lead down to emergency assembly area.
 - iii. At Emergency Assembly Area
 - Every register teacher to check that everybody in class is accounted for.
 - Children STAND in rows
 - STAY there until all clear
 - Secretaries check if all signed in visitors are accounted for
 - iv. First Aid Kit
People in admin offices: Principal, Admin Manager, Secretary (one of them)
 - v. Runner/Messenger Between Office and Teachers
Go round to classrooms, inform everybody when it is safe. (1st whistle/bell)
 - vi. Contacting Emergency Services
Principal / admin office / safety and security officer.
- c. Warning
Teachers should not wear expensive jewellery to school. Keep bags safely locked up.
- d. Inform classes about need for emergency drill, explain procedure to them
- e. Emergency drill will be practised. Please make suggestions how it could be improved.

EMERGENCY CONTACTS

- Adam Maseko > 0799474294
 - Wessel Beneke > 081 763 8073
 - Enock Nkosi > 082 225 2871
 - Eskom 0860 037 566
 - ESKOM > Primary school pump > 6119156768
 - ESKOM > Mountain pump > 5484363083
 - ESKOM > Farm house > 7117682165
 - ESKOM > Mountain centre > 9827821973
 - SAPS Cullinan > 012 793 0751 / 012 743 1103
 - STATE ABULANCE > 112 / 10177
 - NET CARE > 082 911
- (FOR THOSE WITH MEDICAL AID)

- ER -24 084124
- (FOR THOSE WITH MEDICAL AID)
- ANDRE LOUWRENS SNAKE BITE 072 124 2114
- WILGERS HOSPITAL (FOR THOSE WITH MEDICAL AID)
- SPCA > 012 803 5219
- DSTV > 011 289 2289 / 083 900 3788
 - customer number 64443104

High School Floor Plan

Pre-Primary and Primary School Floor plan

6.13. Staff development policy

The overriding aim of a staff development policy is to increase the quality of pupil learning by the development and realisation of staff potential.

Professional Training and Development is a right and an obligation of all teaching and support staff and a responsibility of the School Leadership Team.

All job description outlines staff development responsibilities for self and colleagues.

Staff Development is in line with the School Development Plan.

The School Leadership Team (SLT) meets every second week to provide vital channels of communication and to plan and implement whole school training days.

An annual budget is allocated for staff training and development for which the SLT is accountable.

The budget is allocated according to a systematic survey of needs drawn from three sources:

- a) individual staff appraisal
- b) team reviews
- c) whole school review and school plan

All staff is required to keep a record of training and development activities undertaken to help build up personal development profiles.

For all activities:

- a) Aims and anticipated outcomes are identified
- b) Feedback is gained from participants: immediate evaluation

For some activities, especially individual programmes, evaluation of the implementation if training is required.

6.15. Homework: What to expect:

Grade R:

Homework is sent home as a support tool for Language, Mathematics and Life Skill development. The aim of the Homework is to promote parental involvement and to support and guide parents.

Grade 1:

Grade 1's will receive reading each day. (Not immediately) You as educator need to listen to the reading on a weekly basis. The child may need to practise word flashcards and read the allocated section more than once as indicated in the Homework Book. Maths homework in which the pupils have to practise counting in varying formats will be given.

Later in the year they will get some spelling words which need to be practised at home. These words will be tested on a weekly basis.

Occasionally other written homework may be given but this is not usual for this grade.

Grade 2 - 3:

Reading must be practised aloud weekly and monitored by the parent.

Maths bonds and Times tables are also tested each week and these will be sent home for learning. You can help by testing your child on these things every week.

Spelling words and dictation: A list of spelling words is sent home at the beginning of each week. It is suggested that you ask all these words on the first day and then practise the ones that are unfamiliar to your child. Practise them all again during the week.

Other written work: They will receive some worksheets or written activities to do at home.

Grades 4 - 6:

At this level homework includes:

Reading, Spelling and the practising of bonds and tables.

Written work and formal tests.

Projects and orals.

Detailed guidelines as to the expected level of parent involvement at this level are provided separately.

Incomplete classwork automatically becomes homework.

Grades 7-12:

Class work assignments

- Learning content should be discovered through self-activity
- Should be done in the class room under the supervision of the teacher.
- Allocation of periods should determine the length of the tasks.
- Questions should be graded from easy to difficult.
- Written class work should be done every day in class

Homework/written work

- All written work should be marked - not necessarily by the teacher.
- Written work should be signed by teacher and comments must be made.
- All written work should be dated.
- HOD should control written work once a term.
- Time and amount of written work per week:

Grade	Homework given /amount	Time spent on Home work
7-9	4-6	20 minutes per day (2 Hours)
10-12	4-6	30 minutes per day (3 Hours)

Homework and Tests over the weekend:

As far as possible no tests will be scheduled for a Monday. Because we are a Christian School, we endeavour to teach the children to honour the Lord's Day and not to do school work on this day.

Progress Reports:

Progress reports will be issued on a regular basis throughout the year. These will reflect both the child's academic progress and social/character development.

Parents meetings will be scheduled at regular intervals during the year. An open door policy is encouraged between parents and the staff. The principle by which we work is that the educating of the children is actually the parent's responsibility. The parents have chosen Doxa Deo Edendale School and should therefore adhere to the academic requirements as set out by the "professionals". At all times we should remember however that the teachers and parents are working together as a team, for the good of the pupils.

6.16. Marking policy

Marking is the way we react in writing to the written work of the learner.

a) Aims of having a marking policy

1. Good marking practice provides learners, staff and parents with an accurate record of learners' progress and achievements.
2. Consistent marking within Departments facilitates teaching, assessment, exam preparation, moderation and report-writing.
3. Consistent marking strategies across the school allow learners to make sense of their curriculum. It enables learners to identify areas of strength and weakness and to target areas for improvement.

b) How often should we mark learners' work?

1. Learners should receive some feedback on their homework within one week.
2. Marking should be done regularly. The Educator, in writing should acknowledge every piece of work (except rough drafts and notes).
3. Staff should try to mark learners' class-work at least once every two weeks, if this is appropriate for the task and the subject. (High School)
In the Foundation Phase (Gr 1-3): All work to be marked in detail on a daily basis.
In the Intermediate Phase (Gr 4-6): Core Subjects should be controlled on a daily basis (English Home Language, Afrikaans First Additional Language, Mathematics) and thoroughly marked at least twice a week. Other subjects are marked weekly.
4. Other types of work, e.g. projects, coursework, artwork and assessed practicals, may require different marking time.

c) How should we mark learners' work?

1. Each Department needs to establish its own criteria for marking, which should be clearly described.
2. Departments need to devise clear mark schemes for class-work, homework, tests, practicals and projects.
3. Departments need to decide whether to use ticks, grades, numbers or National Curriculum levels for different tasks.
4. Departments need to decide when it is appropriate for work to be marked in class with/by the learner.
5. Departments needs to devise a system for allowing learners to re-do unsatisfactory work.
6. Staff should try to add comments to learners' work.
 - a) Comments should be positive wherever possible.

- b) Comments should offer suggestions for development and improvement.
 - c) Comments should focus on content as well as the mechanical aspects of the work.
 - d) Comments should be specific rather than bland. Avoid "good try" or "could do better".
 - e) Comments should be directed to the learner rather than the parents, the HOD's, the Principal or you.
 - f) Make comments clear and readable.
 - g) Talking to the learner should support comments. Educators should try and spend time doing this, as work is returned.
7. Educators should try to make explicit to their learners why they mark in the ways they do.

6.17 PROMOTION REQUIREMENTS – POLICY

Grade R promotion requirements

	Level		
- Home Language (English)	4	50	%
- Mathematics	3	40	%
- Life skills	3	40	%

Foundation Phase promotion requirements:

	Level		
- Home Language (English)	4	50	%
- First Additional Language (Afrikaans)	3	40	%
- Mathematics	3	40	%

Intermediate Phase promotion requirements:

	Level		
- Home Language (English)	4	50	%
- First Additional Language (Afrikaans)	3	40	%
- Mathematics	3	40	%
- Any other two subjects	3	40	%

Senior Phase promotion requirements:

	Level		
- Home Language (English)	4	50	%
- First Additional Language (Afrikaans)	3	40	%
- Mathematics	3	40	%
- Any other three subjects	3	40	%
- Any other two subjects	2	30	%

Gr R (NPPPPR, p 8)

Subjects (Grade R):

3 subjects listed in Tables 1 – 3 (NPPPPR, p7 & 8):

- (a) One official language selected from Table 1 at **Home Language** level, (which must be the language of learning and teaching);
- (b) **Mathematics** as listed in Table 2; and
- (c) **Life Skills** as listed in Table 3, comprising Beginning Knowledge, Creative Arts,

PROMOTION (Grade R) (NPPPPR, p 9 & 10):

Promote with age cohort, unless the learner displays a lack of competence to cope with the following grade's work.

Guidelines (Grade R) (NPPPPR, p 9):

- (a) Adequate Achievement (Level 4: $\geq 50\%$) in one official language at Home Language level; **and**
- (b) Moderate Achievement (Level 3: $\geq 40\%$) in Mathematics

Grades 1 – 3 (NPPPPR, p 9)

Subjects

4 subjects listed in Tables 1 – 3 (NPPPPR, p7 & 8):

- (a) One official language selected from Table 1 at **Home Language** level, (which must be the language of learning and teaching);
- (b) One official language selected from Table 1 at **First Additional Language** level (not the same language as in (a)),
- (c) **Mathematics** as listed in Table 2; and
- (d) **Life Skills** as listed in Table 3, comprising Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Wellbeing.

Promotion (Grade 1 – 3) (NPPPPR, p 9):

Promote with age cohort, unless the learner displays a lack of competence to cope with the following grade's work.

Guidelines (Grade 1 – 3) (NPPPPR, p 10):

- (a) Adequate Achievement (Level 4: $\geq 50\%$) in one official language at Home Language level; **or**
- (b) Moderate Achievement (Level 3: $\geq 40\%$) in the second required official language at First Additional Language level; **and**
- (c) Moderate Achievement (Level 3: $\geq 40\%$) in Mathematics.

- Maximum of 4 years in Phase, excluding Grade R (i.e. 1 year repeat)

- The School-Based Assessment (SBA) mark as determined during the school year will be 100% of the total mark
- Report in terms of achievement descriptors (not percentages)

GRADES 4 -6 (NPPPPR, p 16):

Subjects (Grades 4 – 6)

A learner must offer and complete six (6) subjects for each of Grades 4 - 6, as listed in Tables 6 - 8:

- (1) Two (2) official languages selected from Table 6, provided that one of the two official languages is offered on the **Home Language** level, and the other official language on at least **First Additional Language** level, and provided further that one of the two languages offered is the language of learning and teaching (LOLT);
- (2) Mathematics listed in Table 7;
- (3) Natural Sciences and Technology listed in Table 7;
- (4) Life Skills listed in Table 8;
- (5) Social Sciences listed in Table 8; and
- (6) One official or approved non-official language (not one of those in §1) may be offered on at least Second Additional Language level. The Additional Language will be regarded as an additional subject not to be taken into account for promotion requirements.

Promotion (Grade 4 – 6) (NPPPPR, p 17 & 18):

- (a) Adequate Achievement (Level 4: $\geq 50\%$) in one official language at Home Language level;
- (b) Moderate Achievement (Level 3: $\geq 40\%$) in the second required official language at First Additional Language level;
- (c) Moderate Achievement (Level 3: $\geq 40\%$) in Mathematics; and
- (d) Moderate Achievement (Level 3: $\geq 40\%$) in any other two (2) of the remaining approved subjects.
- (e) May fail 1 subject ($< 40\%$)
- (f) SBA: 75%; EXAM 25%

Maximum of 4 years in Phase (retained only once). Learner likely to be retained, should receive necessary support.

GRADES 7 -9 (NPPPPR, p 24 & 25):

Subjects grades 7 - 9

9 subjects in each grade as listed in Tables 11 – 16 (NPPPPR, p 21 – 23):

- (1) Two (2) official languages selected from Table 11, provided that one of the two official languages is offered on the **Home Language** level, and the other language, on either Home or **First Additional Language** level, and provided further that one of the two languages is the language of learning and teaching;
- (2) Mathematics selected from Table 12;
- (3) Natural Sciences selected from Table 12;
- (4) Life Orientation from Table 13;
- (5) Social Sciences from Table 13;
- (6) Technology from Table 14;
- (7) Arts and Culture from Table 15; and
- (8) Economic Management Sciences from Table 16.
- (9) One official or approved non-official language (not one of those in §1) may be offered on at least Second Additional Language level. The Additional Language will be regarded as an additional subject not to be taken into account for promotion requirements.

Progression requirements Grades 7 – 9 (NPPPPR, p 25 & 26):

Learners in Grades 7-9 will be promoted from grade to grade if they have offered nine (9) subjects listed in paragraphs 1 to 8 and have complied with the promotion requirements in eight (8) of the subjects as contemplated in subparagraphs (a) to (e), provided the School-Based Assessment component of the ninth subject has been completed.

- (a) Adequate Achievement (Level 4: $\geq 50\%$) in one language at Home Language level;
- (b) Moderate Achievement (Level 3: $\geq 40\%$) in the second required official language at First Additional Language level;
- (c) Moderate Achievement (Level 3: $\geq 40\%$) in Mathematics;

- (d) Moderate Achievement (Level 3: $\geq 40\%$) in any three (3) of the other required subjects. (**Other Required Subjects:** Natural Sciences, Social Sciences, Life orientation, EMS, Technology, Arts and Culture)
- (e) An Elementary Achievement (Level 2: $\geq 30\%$) in any two (2) of the other required subjects (**Other Required Subjects:** Natural Sciences, Social Sciences, Life orientation, EMS, Technology, Arts and Culture)
- (f) May fail 1 subject ($< 30\%$)
- (g) (f) SBA: 40%; EXAM 60%

GRADES 10 - 12

Learners in Grades 10-12 will be promoted from grade to grade if they have offered and completed the School-Based Assessment, Practical Assessment Tasks, where applicable, and end-of-year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, *National Protocol for Assessment Grades R – 12* and the National Curriculum and Assessment Policy Statements of the various subjects listed in Annexure A:

- (1) Achieved 40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects, provided the School-Based Assessment component is submitted in the subject failed.
- (2) A condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate in the final National Senior Certificate examination, if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%. Such a condonation will be applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification.

The School-Based Assessment (SBA) marks allocated to assessment tasks completed during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.

Minimum requirements for admission to the Higher Certificate, Diploma and Bachelors’ Degree

Higher Certificate

- A National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by the Council for General and Further Education and Training (Umalusi). Institutions and programme needs may require appropriate combinations of recognised NSC subjects and levels of achievement.

Diploma

- National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi with an achievement rating of 3 (Moderate Achievement, 40-49%) or better in four recognised NSC 20-credit subjects. Institutions and programme needs may require appropriate combinations of recognised NSC subjects and levels of achievement.

Bachelor’s Degree

- National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi with an achievement rating of 4 (Adequate Achievement, 50-59%) or better in four subjects chosen from the recognised 20-credit NSC subject list. Adequate Achievement in four designated NSC subjects provides the primary basis for admission to a Bachelor’s Degree programme. An institution is entitled to specify an appropriate level of subject achievement for a particular programme.

6.18 SCHOOL UNIFORM

School uniforms are prescribed from Grade RRR-12.

The school uniform is available from the school uniform shop.

HIGH SCHOOL

No	Season	Boys / Girls	Item
1	Summer	Boys	Blue and white pinstripe short sleeve shirt
			Khaki trousers (Long or Short)
			Blazer required for Gr 7-12
			Black belt worn with trousers
			Black school shoes
			Khaki school socks
			Maroon and navy school Jersey or Pullover
2	Summer	Girls	Blue and white pinstripe short sleeve blouse
			Blazer required for Gr 7-12
			Khaki skirt
			Black school shoes
			Maroon and navy school Jersey or Pullover

			White short socks
3	Winter	Boys	Blue and white pinstripe long sleeve shirt
			Khaki trousers
			Blazer required for Gr 7-12
			Black belt worn with trousers
			Khaki school socks
			Black school shoes
			Maroon and navy school Jersey or Pullover
			Navy Scarf
			Navy Gloves
			Beanies worn badge forward (Allowed in class)
4	Winter	Girls	Blue and white pinstripe long sleeve blouse
			Black school shoes
			Navy school socks or navy tights with skirt / khaki socks with khaki trousers
			Khaki trousers (Long) or Khaki skirt
			Maroon and navy school Jersey or Pullover
			Navy Scarf
			Navy Gloves
			Beanies worn badge forward (Allowed in class)
5	Winter / Summer	Boys / Girls	Tracksuit Top - Can be worn in place of blazer Tracksuit Top & Pants - Sport days. Worn only with sport clothes.
6	Winter / Summer	Boys / Girls	School cap - Worn badge forward (not allowed in class)
7	Sport Uniform	Boys / Girls	To be worn at sport events and on practise days.
			<u>PRE-SCHOOL</u>
1	Summer	Preschool	Wear the uniform Monday – Thursday (Other arrangement for Friday)
		Boys/Girls	Blue shorts & maroon golf shirt
			Girls – White takkies with white school socks Boys – White takkies with blue school socks
			Maroon and navy school Jersey or Pullover
	Winter		Tracksuit same as the rest of the school.
			Girls – White takkies with white school socks Boys – White takkies with blue school socks
	Swimming	Boys	Navy / black swimming shorts in plain blue
			Swimming Cap (Compulsory)
	Swimming	Girls	Plain navy or black full costume
			Swimming Cap (Compulsory)
			<u>PRIMARY SCHOOL</u>

2	Summer	Gr 1-3	Maroon golf shirt
		Boys	Khaki shorts / Blue sport short
			Navy blue school socks
			Black school shoes – to be worn with khaki shorts Takkies – to be worn with blue sport short
			Maroon and navy school Jersey or Pullover
			Tracksuit top
3	Summer	Gr 1-3	Maroon golf shirt
		Girls	Skort / Blue sport short
			Short white socks
			Black school shoes – to be worn with skorts Takkies – to be worn with blue sport short
			Maroon and navy school Jersey or Pullover
			Tracksuit top
4	Summer	Gr 4-6	Maroon golf shirt
		Boys	Khaki shorts / khaki trousers
			Navy school socks
			Black school shoes
			Maroon and navy school Jersey or Pullover
			Blazer optional only for Grade 6
			Tracksuit top
5	Summer	Gr 4-6	Maroon golf shirt
		Girls	Skirt with hot pants underneath
			White short socks
			Maroon and navy school Jersey or Pullover
			Black school shoes
			Blazer optional only for Grade 6
			Tracksuit top
			WINTER
6	Winter	Gr 1-3	1. Maroon golf shirt
		Boys	Khaki trousers
			Navy blue socks for boys/ white socks for girls
			White tekkies
			Jersey / tracksuit top
			OR
			2. Tracksuit
			Jersey
			Maroon golf shirt
			Navy socks
			Black school shoes or Takkies
7	Winter	Gr 1-3	1. Maroon golf shirt
		Girls	Skort / khaki trousers
			Navy school socks or navy tights

			Black school shoes
			Jersey / tracksuit top
			OR
			2. Tracksuit
			Jersey
			Maroon golf shirt
			Navy blue socks
			Black school shoes / Takkies
8	Winter	Gr 4-6	1. Khaki trousers
		Boys	Navy blue school socks
			Maroon golf shirt
			Jersey / tracksuit top
			Blazer optional only for Grade 6
			Black school shoes
			OR
			2. Tracksuit
			Jerseys - only under tracksuit top
			Navy socks
			Black school shoes - no tekkies
9	Winter	Gr 4-6	1. Skirt with hot pants / khaki trousers
		Girls	Navy school socks or navy tights with skirt /trousers
			Maroon golf shirt
			Jersey
			Blazer optional only for Grade 6
			OR
			2. Tracksuit
			Jerseys - only under tracksuit top
			Navy socks
			Black school shoes - no tekkies
10	Summer &	Gr 1-6	Navy blue raincoat on rainy days (optional)
	Winter	Boys &	Beanies: Navy Blue worn only outside class / - no ear muffs
		Girls	Navy blue scarves: worn in and out of class
			Navy blue gloves: worn outside class
			SPORT WEAR
	PT/ events	Sport	Maroon golf shirt
			Blue shorts
			Tracksuit with golf shirt in Winter
	Athletics	Gr 1-6	Navy and maroon vest and navy shorts
	Team	Boys	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit

		Gr 1- 6	Navy and maroon vest and navy shorts
		Girls	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit
Soccer		Gr 1- 6	Maroon golf shirt
		Boys	Sport shorts in blue
			Soccer Togs
Swimming		Boys	Navy / black swimming shorts in plain blue
			Swimming Cap (Compulsory)
			Team: only speedo and Navy Blue Swimming Cap
Swimming		Girls	Plain navy or black full costume
			Swimming Cap (Compulsory)
			Team: only speedo and Navy Blue Swimming Cap
Netball		Gr 1-6	Sport shirt with short sleeves with skirt
		Girls	1st Team to be advised
Cross		Gr 1-6	Navy and maroon vest and navy shorts
country		Boys	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit
		Gr 1-6	Navy and maroon vest and navy shorts
		Girls	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit

No stitching down of the seams to make trousers / tracksuit pants skinny / tight fitting. Skirts hems and trousers are not allowed to be shortened

1.1. Appearance

(All appearance misconducts will result in either a warning or in extreme cases detention or suspension from school. Immediate action on the side of the learner after the warning must be taken)

1.1.1. Girls

1.1.1.1. Hairstyles & Caps

- If girls have hair touching their collars, it must be tied up with plain white, navy or maroon elastics or clips
- No colouring or bleaching of hair will be allowed.
- No coloured hair extensions
- No excessive hairstyles that will draw unnecessary attention.
- No half styles (Where half is neat and half is braided)
- No beads will be allowed
- Only navy blue caps can be worn but not in class
- Only navy blue beanies can be worn during the winter season, but not in class

1.1.1.2. Nails

- No nail polish is allowed.
- Nails must be short and neat.

1.1.1.3. Jewellery, Accessories & make-up

- No jewellery or accessories(including):
 - tongue-studs or body-piercing.
 - bangles, traditional bands, armbands, rings or necklaces.
 - The use of makeup is not permitted. This includes lip gloss and coloured, shiny lip ice, eyebrow pencil, eye liner or mascara.
 - tooth decoration.
 - body art or tattoos
 - No cuts may be shaved into the eyebrows
 - Only prescribed glasses that are unembellished may be worn.
 - No artistic/comic contact lenses
- Earrings (only the following will be allowed):
Plain gold or silver studs / small rings (sleepers) and watches may be worn. No stones, pearls or embellishments are allowed. No fancy watches or smart watches.

1.1.2. Boys

1.1.2.1. Hairstyles & Caps

- Boys' hair must be kept neat and short (short, neat cut). It is not allowed to touch eyebrows, ears or collars.
- Must not draw attention e.g. No peroxide or bleached hair, no dreadlocks, no extensions, no dyes, no under cuts, no patterns shaved into hair styles etc. An even cut is prescribed.
- No gel is allowed.
- Hair must be combed flat.
- Plaited hair is allowed in the **High School only**.
- Sideburns are to be no lower than the centre of the ear hole.
- Learners are expected to be clean-shaven at all times. No facial hair is allowed.
- Only navy blue caps can be worn but not in class.
- Only navy blue beanies can be worn during the winter season, but not in class.

1.1.2.2. Jewellery, Accessories & make-up

- No jewellery or accessories(including):
 - tongue-studs or body-piercing.
 - bangles, traditional bands, rings or necklaces.
 - fancy watches or smart watches.
 - tooth decoration.
 - body art, tattoos or make-up.
 - No cuts may be shaved into the eyebrows
 - Only prescribed glasses that are unembellished may be worn.
 - No artistic/comic contact lenses.
 - No earrings allowed

1.1.3. General

1.1.3.1. School bags

- Any backpack that can fit an A4 book, lunch box and an extra set of clothes is allowed in the Pre-School.
- A standard school bag with divisions (any bag in which work- and textbooks will fold, is not acceptable) are prescribed for the Primary School (Gr 1-6). Caddi's (any colour) are allowed in Gr 4-6 only.
- Carry bags or briefcases designed for the purpose of carrying books to be used in the High School, tog bags are not designed for books
- No writing or graffiti on bag.
- Must be clearly labelled with the owner's name.

1.1.3.2. Civvies Days

On occasion, learners are given the privilege of wearing civvies to school. Learners are to be neatly dressed and tastefully dressed promoting the values of Doxa Deo Edendale School, and items of clothing bearing liquor, cigarette or political advertising, or bad or suggestive language, are not acceptable. If dress is not acceptable, learners will be sent to the office to collect appropriate clothing from lost property and this should be returned the next school day. Failing to do so will result in behaviour detention/s. No makeup is permitted on Civvies Days. Normal rules for hairstyles also counts for Civvies days