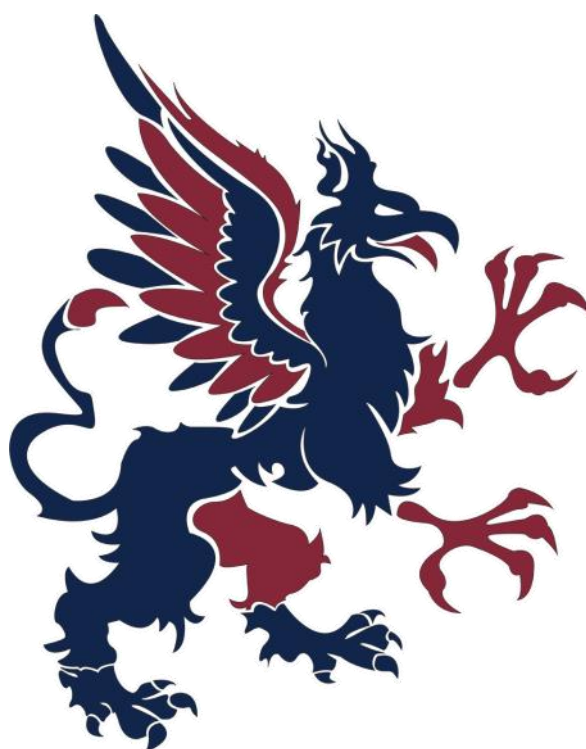




**WESTVILLE**  
BOYS' HIGH SCHOOL

APPLICATION INFORMATION



#### GRIFFIN VALUES AT WBHS

CHARACTER | DISCIPLINE | RESPECT | RESILIENCE | HUMILITY

#### PILLARS OF EXCELLENCE

ACADEMICS | SPORT | SERVICE | LEADERSHIP | ARTS

#### MISSION STATEMENT

##### OUR MOTTO

*Incepto Ne Desistam*

A literal translation from Vergil's Aeneid is 'May I not shrink from my purpose'.  
It is an encouragement to 'Stay the course', with determination.

##### OUR MISSION

Our mission is to be a centre of educational excellence.

##### OBJECTIVES

###### STAY THE COURSE—

To provide a stable learning environment.

To emphasise the value of an integrated academic and co-curricular programme in developing the individual.

To develop the whole person, intellectually, emotionally, spiritually, physically and socially.

To maintain a constructive partnership between staff, parents and past and present students.

To promote unity within a context of diversity.

To empower our students to make a positive contribution to the betterment of our School and Society.



**DOCUMENTS INCLUDED WITH THE APPLICATION FORM:**

1. INFORMATION FOR APPLICATION FOR ADMISSION—ADMISSIONS POLICY
2. KEY QUESTIONS
3. MISSION STATEMENT
4. CODE OF CONDUCT
5. SPORT AND EXTRA-CURRICULAR ACTIVITIES
6. MYTHS ABOUT MATRIC EXAMS IN SOUTH AFRICA



## ADMISSIONS POLICY

### PURPOSE

This policy outlines the rules for admission To Westville Boys' High School. This policy has been drawn up by the Governing Body as required by the South African Schools Act.

### WHO SHOULD READ THIS?

Parents of boys wishing to attend Westville Boys' High School.

<p><b>LEGAL BASIS FOR THIS DOCUMENT</b></p>	<p>The appropriate section of the South African Schools Act No 84 of 1996 is as follows:</p> <p>(5) Subject to this Act and any applicable provincial law, the admissions policy of a public school is determined by the governing body of such school.</p> <p>All relevant regulations and circulars issued by the KZN Department of Education up to and including KZN Circular no. 38/2016 have been taken into account.</p>
<p><b>CAPACITY</b></p>	<p>The capacity per grade has been determined by the Governing Body to be 240 pupils.</p>
<p><b>ADMISSION CRITERIA AND ALLOCATION OF PLACES</b></p>	<p>The Admissions Committee will take into account the place of residence of parents or legal guardians.</p> <p>Those who reside with their parents or legal guardian and whose closest state high school is Westville Boys' High will be considered first. Boys who already have older brothers at the School, will be considered.</p> <p>Thereafter the limited number of remaining places will be given to boys who show the highest academic potential, a high degree of sporting potential, an excellent disciplinary record and a proven ability to contribute to the academic and extra-curriculum programme of WBHS.</p> <p>A limited number of places will be reserved for achievers, according to the stipulated criteria, in academics, sports or the performing arts; or as part of the School's transformation programme.</p> <p>Each year the Governing Body will determine the number of places which can be offered to the recipients of bursaries/scholarships.</p>
<p><b>DATES OF APPLICATION</b></p>	<p>Applications open on the first day of the new academic year. Although the Education Department's closing date is the end of September each year, past experience indicates that full capacity will be reached for Grade 8 before that time.</p>
<p><b>HANDING IN OF APPLICATION</b></p>	<p>Applications are accepted only when they are completed in full, are signed and are handed in by a parent/guardian during office hours at the admissions office.</p> <p><b>Incomplete applications will not be considered and will be returned to the applicant.</b> In such cases the date of submission of the completed application will be the effective date of the application.</p> <p><b>Fraudulent applications will not be considered.</b> The School reserves the right to revoke the admission of a pupil who has gained admission in a fraudulent manner and to institute criminal proceedings.</p>
<p><b>ADMISSION OF RESIDENTS</b></p>	<p>Boys residing with their biological parents or legal guardians, and <b>whose closest public high school is Westville Boys' High, will qualify for admission on the grounds of place of residence. Appropriate proof of residence is required to satisfy the School of the legitimacy of the residence of the applicant. Affidavits confirming that applicants reside at a certain address will not be sufficient.</b></p> <p>Proof of parentage must be in the form of an unabridged birth certificate. A short-form birth certificate may be provided when making the application.</p> <p>(An unabridged certificate is required prior to finalizing the application. Proof of application, by way of receipt from Home Affairs, for unabridged birth certificate, must be attached).</p> <p>Guardians, who are not the biological parents of the applicant, will be required to provide convincing proof, to the satisfaction of the School, of the legitimacy of their guardianship.</p> <p>Because the state requires that all places are filled by the end of September, the School cannot guarantee places for late applications from people whose nearest state school is Westville Boys' High School, or who might move into the area.</p>



# ADMISSIONS POLICY

<p><b>ALLOCATION OF ADDITIONAL SPACE AVAILABLE</b></p>	<p>Should additional places be available, these may be offered to pupils who reside closer to other public high schools. However, in view of the limited number of places available, access to the School cannot be guaranteed. In considering these applications, admission will be on merit according to the criteria in this policy. <b>Please note that parts of Westville North, Berea West, Cowies Hill and Westville South are closer to other state schools than Westville Boys' High School.</b></p> <p>The on-going financial viability of the <b>WBHS Boarding Establishment</b> is a priority of the Governing Body. The Governing Body will determine the number of places which can be offered to new applicants to ensure the viability of the WBHS Boarding Establishment operated by the School.</p> <p>Successful candidates will be advised, in writing, as soon as is possible</p>
<p><b>UNSUCCESSFUL APPLICATIONS</b></p>	<p>Although the closing date for applications stipulated by the KZN Department of Education is the end of September, past experience has shown that the School has reached capacity well before the end of the first school term of the preceding year. As the demand for places significantly exceeds the capacity of the School, it is not possible to accept all applicants who apply within the application period. The School will endeavour to notify all applicants of the outcome of their applications as soon as possible. In accordance with KZN 37/2010, a waiting list of not more than 5% of capacity is to be maintained.</p>
<p><b>NO FEEDER SCHOOLS</b></p>	<p>There are no feeder schools for Westville Boys' High School. Admission in a primary school cannot guarantee a place at Westville Boys' High.</p>
<p><b>LANGUAGE POLICY</b></p>	<p>The medium of instruction is English. English is offered as the first language.</p> <p>Afrikaans or isiZulu is offered as a second language.</p>
<p><b>AGE REQUIREMENTS</b></p>	<p>In terms of legislation, pupils are entitled to leave school at the end of the year in which they turn 15 or after achieving a pass at the end of Grade 9 whichever is the sooner.</p> <p>The following ages are used as guidelines in ensuring appropriate placement at this</p> <p><b>Grade 8: Admission in the calendar year in which the pupil turns 14 years of age</b></p> <p><b>Grade 9: Admission in the calendar year in which the pupil turns 15 years of age</b></p> <p><b>Grade 10: Admission in the calendar year in which the pupil turns 16 years of age</b></p> <p><b>Grade 11: Admission in the calendar year in which the pupil turns 17 years of age.</b></p> <p>Admission into Grade 12 is not recommended and will be considered only under exceptional circumstances.</p>
<p><b>SUBJECT PACKAGE OPTIONS</b></p>	<p>All Grade 8 and 9 pupils undertake the stipulated General Education &amp; Training curriculum. All packages include English Home Language and Mathematics. Subject packages are determined on the basis of viable class numbers. Preference regarding subject packages for Grade 10 or subsequent grades is given to pupils enrolled in Grade 9 at this School. Choice of subject package could preclude admission in the Further Education &amp; Training phase.</p>
<p><b>RULES AND REGULATIONS</b></p>	<p>Attention is drawn to the Code of Conduct, the Dress Code and the Rules and Regulations of the School. These documents have been adopted by the Governing Body in consultation with the parent body and the Representative Council of Learners. All prospective learners and their parents or guardians are expected to consider these regulations seriously before applying for admission.</p>
<p><b>SCHOOL FEES AND TRUST CONTRIBUTION</b></p>	<p>School fees are compulsory and are determined on an annual basis at a specially convened meeting of the parent body. Contributions to the Educational Trust are on a voluntary basis and are tax deductible.</p>



## APPLICATION FOR ADMISSION FURTHER INFORMATION ON THE SCHOOL

### ACCESS TO FURTHER INFORMATION

If you have any questions concerning the School, please note that there are various avenues which may be followed such as the information brochure provided herewith and the website ([www.wbhs.co.za](http://www.wbhs.co.za)). Interviews with members of School management can be arranged where necessary.

### CODE OF CONDUCT AND SCHOOL RULES

Westville Boys' High School places emphasis on discipline, behaviour and the development of responsibility. It is important that every prospective pupil willingly accepts the provisions in the Code of Conduct before proceeding with an application to this School. Please refer to page 11.

### POLICY ON CO-CURRICULAR INVOLVEMENT

Holistic education is integral to the School's Mission, and the development of the whole person is emphasised. It is important that every pupil accepts the School's policy on co-curricular involvement. Sport has been incorporated into the timetable as part of the Sports Academy programme. Please refer to page 12.

### SCHOOL FINANCES

The school fees are set by the parent body and are subject to annual renewal. A budget meeting is held towards the end of each year to set the school fees for the following year. Parents will be required to sign a fee commitment form indicating the basis on which the school fee is to be settled.

A discount is allowed for payment of the annual school fees before February 28.

An appeal is made to all parents for contributions to the Educational Trust. These contributions are tax deductible and are used by the Trustees in order to enhance the infrastructure of the School.

A non-refundable deposit is payable on acceptance.

### ADMISSION POLICY AND PLACE OF RESIDENCE

A pupil who lives closer to another high school is not precluded from seeking admission to the School. However, access to a chosen school cannot be guaranteed.

All out-of-area applicants are advised to secure admission at the school which is closest to their residence as admission to WBHS cannot be guaranteed. Applications received after the closing date will be placed on a waiting list which will be considered in the event of any vacancies.

Successful applicants must inform the School of any change of address which might occur prior to the start of the academic year.

### FALSE INFORMATION

Parents are advised to check the completed application form carefully as false information contained therein will result in rejection of the application. This includes any information pertinent to the application such as place of residence, date of birth, and academic and co-curricular involvement.



## KEY QUESTIONS

Choosing the right High School for your son is such an important decision. There has been much conflicting information in the media about education and there are several issues confronting all high schools today. Some of these are covered by the following questions and brief responses. Please feel free to contact a member of School management if you would like further information on these issues.

### **Are the academic standards at public schools such as Westville being upheld?**

Despite the negative press that public schooling has received, the standards of teaching and learning at WBHS are as high as they ever have been. This is due to the efforts of a dedicated and stable teaching staff, the vision of a pro-active Governing Body, and a supportive parent body which funds the infrastructure that is necessary in delivering quality education and attracting pupils whose qualities add value to the School's programmes.

### **Does WBHS offer education which is on a par to that offered at private schools, and do affordable school fees imply an inferior standard of education?**

The Governing Body employs more than half the teaching staff in order to maintain a pupil-teacher ratio of 18:1, and to maintain class sizes below 30 pupils. The State contributes the salaries of 44 teachers, which assists in making school fees more affordable. It is Governing Body policy to employ sufficient additional teaching and support staff to ensure quality education.

### **How does the School attract and retain quality teaching staff?**

The teaching staff are regarded as the School's most valuable resource. The Governing Body has made it a priority to provide working conditions that are conducive to the retention of experienced staff. Staff members are regularly assessed on the performance of their professional responsibilities. The School also has a student teacher learnership programme in operation which is intended to attract promising new teachers into the profession.

### **What provision is made for development of the School's campus?**

For the past two decades, the Governing Body has attended to the physical development of the School and the provision of equipment. Past projects include the Media Centre, the two computer centres and the network, the two audio-visual centres, technologically upgraded classrooms, the Bowdens Pavilion, the Multi-Purpose Indoor Centre, The Performing Arts Theatre, the Hockey AstroTurf, Administration area, the Aquatics Centre and the Student Centre and the High Performance Gym. The Educational Trust and the Old Boys' Association provide vital support to the Governing Body in this regard.

### **What sort of curriculum is offered at WBHS?**

All courses offered at the School qualify a pupil for university entrance in any country. Subjects cover the Arts, Sciences and Commerce. Entrepreneurship and the development of life skills are themes common to all subjects. The School constantly monitors trends in education and reassesses its strategic plans regarding curriculum content and teaching methodology. A questioning approach forms the basis of our teaching – we believe this provides pupils with the edge to succeed in a rapidly changing business and social environment.

### **What is the School's approach towards holistic education, and can the School cater for the extra-curricular needs of my son?**

The development of the whole person in nurturing excellence is the major part of the School's Mission. The School has adopted a 'Middle Line' philosophy which focuses on the individual learner (see the website for further details). This philosophy permeates all aspects of the School. For example, the Student Leadership structures and Leadership Development programme are based on personal values and positive service in addition to preparing boys for successful careers. A further major point of difference at WBHS is the talent nurtured in the Arts, producing exceptional actors, singers and instrumentalists who have made their marks on national stages. The School offers 18 major sports and every learner is required to participate at his level of expertise. The WBHS Sports Academy identifies and nurtures sporting interest and talent. This programme includes an integrated School timetable whereby skills-based training and sports theory are provided to pupils as part of the formal timetable. Team coaching is handled in the afternoons by the teaching staff and professional coaches supported by technical advisers. Clinics are also held for development squads and elite squads. The School also offers 29 clubs and societies covering a full range of activities such as Outreach, Ceramics, Photography and Environmental issues.



## **What is the School's ethos from cultural, religious and educational perspectives?**

The School caters primarily for the community of Westville and the Highway area. The School draws a majority of pupils of a Christian background, and tolerance and acceptance of all religions and cultures is practiced. The School aims at educational excellence across the full range of academic and co-curricular activities. We share the ethos of the leading State boys' schools in the country and we are part of a national and international network of these schools.

## **What is the School's stance on the Grade 10-12 FET curriculum?**

All schools in the country, both public and private, follow the new National Curriculum, and Westville staff have been involved in influencing desired changes to the curriculum in terms of subject content and teaching methodology. The success of the new curriculum depends on the manner in which it is implemented in each school. An on-going annual plan is in place for the specific training of WBHS teachers on the curriculum. There is a misconception that only public schools are required to follow the new curriculum. This is not so. All schools in the country, both public and independent, are required to follow the same curriculum.

## **What examination is written at the end of the Matric year, and does this have any effect on my son's future prospects?**

Please refer to the separate document on the UMALUSI Matric certificate. All final matriculation examinations in South Africa are accredited and regulated by UMALUSI (formerly SAFCERT). This includes the National Examinations and the Independent Examinations Board (IEB) examinations. UMALUSI is the only body in the country empowered to issue Matric certificates. The UMALUSI certificate is the only internationally recognised certificate issued in SA. Research has been done on the prospects of students writing the various examinations, and on the alternative examination systems on offer. Feedback from the universities is that they do not favour one examining authority over another and that the Grade 11 results and the reputation of the individual school is of paramount importance in gaining preliminary entry to a course. The national examinations written at WBHS have been internationally benchmarked against those of other recognised exams set by the Cambridge (O & A levels), Scottish and Australian bodies and are required to reflect higher order thinking skills and applied competence. Private schools such as Bishops, Herzlia and Crawford College have chosen to write the national papers.

## **What influence does the National or Provincial education department have on the provision of education at WBHS?**

It is a priority of the Department to focus its resources on the most needy schools in the province. As such, the School finds itself in the position of a self-managing institution covering all aspects of education such as funding, grounds and buildings, curriculum development, appointment of staff and teacher assessment. We see it as our responsibility to provide quality education. The parent body currently provides 75% of the total funds required to run the School.

## **What is the School's approach to discipline?**

The maintenance of good discipline is a major priority. The School has a Code of Conduct which has the support of the entire School community. All violations of that Code are dealt with on a consistent basis. All prospective pupils and their parents are required to attend an interview with a member of School management where issues such as this are clarified.

## **What is the relationship between the School and home?**

Structures are in place to facilitate good and full communication. The School has two mentor form heads per grade and two counsellors. The approach is one of promoting open relationships between parents and their children. In line with its 'Middle Line' philosophy and its community school character, WBHS encourages and receives parental involvement in all aspects of School life.

## **Are pupils who reside outside Westville able to seek admission?**

The answer is yes. Although priority is given to those pupils residing closer to our school than to another state high school, the School does have some spaces for out-of-area pupils. Spaces, however, cannot be guaranteed for out-of-area pupils.





## RIGHTS AND RESPONSIBILITIES

I have the responsibility to uphold this code of conduct.

It is my right .....

To be educated in a controlled and structured academic environment as expressed in the classroom Code of Conduct  
AND it is My responsibility to create the opportunity for others to work without hindrance and to pay full attention.

To be respected by other members of the school community, regardless of personal, religious or cultural differences  
AND it is My responsibility to respect the individuality of others.

To freedom of speech and to voice my opinion in a mature, tactful and appropriate manner  
AND it is My responsibility to listen to and respect the opinions of others

To be treated with fairness  
AND it is My responsibility to treat others in a fair and just manner

To the security of my person and my property  
AND it is My responsibility to uphold honest behaviour and security in the School.

To make use of available school facilities and property  
AND it is My responsibility to respect and maintain these facilities and property.

To the support of the School in my participation in cultural, sporting or academic activities  
AND it is My responsibility to uphold school spirit by participation in and support of cultural, sporting and academic activities.

Where possible and when appropriate, to be involved in and informed about decisions taken in the School  
AND it is My responsibility to respect the decisions made and react to them in a mature fashion.

To work in a clean and litter-free environment  
AND it is My responsibility to maintain a clean and litter free environment.

To ask for help and advice  
AND it is My responsibility to do so at an appropriate time and in an appropriate manner, and to give advice and help myself

To have school activities begin punctually  
AND it is My responsibility to be punctual in every part of my school life.

To be given books and appropriate texts which are in a serviceable, usable condition  
AND it is My responsibility to care for my books and return them as I receive them.

To participate in the life of the community  
AND it is My responsibility to uphold the values of the School when out of school uniform.

## SCHOOL RULES & RESPONSIBILITIES

### School Rules and Policies

Although there are a number of regulations which help in the smooth running of the School, there is really only one guiding principle: At all times use your common sense and do not do anything that will bring you or your School into disrepute'.

### Attitude, Manners and Respect for Others

Develop a positive attitude towards your School, your studies and your involvement in co-curricular activities.

Develop self-discipline and responsibility for your own academic progress.

Identify with the traditions of the School.

Good manners and respect for others are expected of a Westville boy at all times, therefore, be respectful to adults at all times, and courteous to visitors to the School.

Bullying is forbidden.

Do not use offensive or foul language. This will include racist, sexist or other inappropriate language.

### School Uniform and Appearance:

The written permission of the Headmaster or his Deputy is required in the event of any deviation from these norms.

Show pride in your School by ensuring that your uniform is always neat.

Full uniform must be worn at all times between School and home, at all functions and on excursions. Blazer buttons to be in place and buttoned at all appropriate times, particularly in public and when representing the School at events.

The details of the correct uniform and special sports kits are to be found in the Prospectus and must be adhered to.

All items of clothing must be marked with the owner's name.

Full uniform or a School tracksuit must be worn after sports practices.

Medical identification tags and wristwatches may be worn but no jewellery or lapel badges unrelated to School may be worn.

Hair must be reasonably short, and must be kept neat and well-groomed. It must be clear of the ears and off the collar and forehead. Sideburns must be short and unobtrusive. No unnatural colouring of hair or 'steps' are permitted. Boys must be clean-shaven at all times.

No tattoos are permissible.

## SCHOOL RULES & RESPONSIBILITIES



# CODE OF CONDUCT

### **Punctuality and Bounds:**

Be punctual to School and to all classes.

No boy may leave school at any time except with the permission of the Headmaster or Form Controller. A signed exeat form to be obtained from the Headmaster's Secretary.

Observe all regulations which specify areas that are out of bounds, or where access is restricted to certain times.

Boys must not swim unless the swimming supervisor in charge is present. At all other times the swimming pool area is out of bounds.

### **Respect for Property:**

Take care of your own belongings and show respect for the property of others.

Do not bring valuables to School unnecessarily. Any large sums of money or valuables should be handed to the Secretary for safekeeping. The use of cell phones on the School premises is prohibited except in the case of emergencies. Cellphones must remain secured in personal lockers during the School day.

Take pride in the School grounds and buildings by assisting to keep them neat and free of litter.

Any breakage or damage to property must be reported immediately.

All pupils must rent a locker. Due care must be taken to ensure that the locker is maintained in neat condition.

### **Transport:**

Discipline and self-control must be observed on public and private transport to and from School.

Cars, motor bikes and cycles must be parked and locked in the areas set aside.

Where such permission is granted, vehicles must be driven in a cautious and responsible manner along the allocated routes through the School grounds.

### **Co-Curricular Programme:**

Every boy is expected to participate in the cultural and sporting life of the School.

Correct kit must be worn for all activities.

Display the kind of sportsmanship, and teamwork which the school values and strives to promote.

### **Classroom Code of Conduct**

Everyone has the right to learn without interference from others.

Be punctual and prepared for the lesson (books/files/equipment).

Use appropriate language - encourage communication.

Show politeness and consideration - exercise self-discipline.

Take care of furniture and equipment.

Respect the property of others.

### **Disciplinary Sanctions**

The list of offensive behaviour which follows will result in disciplinary action which could include suspension or expulsion. This list is not necessarily all-inclusive. Offensive behaviour includes all misconduct considered to be in conflict with the School Rules and Policies and the Code of Conduct.

Academic Dishonesty

Actions and/or conduct of a racist nature, whether provocative or not.

Aiding and/or abetting others to flaunt and/or break the School Rules.

Any action which may bring the School' name into disrepute.

Assault, bullying, harassment, intimidation or initiation practices.

Breaking a law of the land.

Guilt proven in a court of law.

Intimidation or threats to educators and fellow learners.

Lying and or dishonesty.

Persistent disobedience.

Possession of any weapon, pornographic material, or anything which endangers the physical or moral well-being of the School and its pupils.

Sexual harassment or assault.

Smoking or the possession of cigarettes.

Substance/drug abuse, or possession, distribution and/or sale of illegal substances

Theft.

Truancy.

Undermining or defiance of authority of educators.

Use or possession of alcohol at school.

Vandalism or graffiti.

Vulgar or offensive language

Repeated minor offences

### **DISCIPLINARY HEARINGS**

The School follows procedures in terms of the SA and KZN Schools Acts, and Regulation 285 pertaining to the KZN Schools Act.



## POLICY ON EXTRA-CURRICULAR ACTIVITIES

Each pupil is expected to participate in a sport and become a member of at least one club, society or task team. Each pupil is expected to support certain activities during the course of the year other than those in which he might be directly involved.

### OFFICIAL SPORTS OFFERED:

- |                |                 |
|----------------|-----------------|
| * Cricket      | * Swimming      |
| * Waterpolo    | * Rugby         |
| * Soccer       | * Hockey        |
| * Tennis       | * Squash        |
| * Softball     | * Basketball    |
| * Athletics    | * Cross-Country |
| * Surfing      | * Golf          |
| * Sevens Rugby | * Volleyball    |
| * Badminton    | * Indoor Hockey |

### CLUBS AND SOCIETIES AND SERVICE TASK TEAMS:

- |                       |                   |
|-----------------------|-------------------|
| * Art                 | * Choir           |
| * Chess               | * Dramatics       |
| * Areas & Facilities  | * Environmental   |
| * Debating            | * Publications    |
| * Interact            | * Tuck Shop       |
| * Religious Societies | * Gym Training    |
| * Music               | * School Band     |
| * Outreach            | * IT              |
| * Media Centre        | * Careers         |
| * Prep & Bridging     | * First Aid       |
| * Publicity           | * Photography     |
| * Public Relations    | * LRC             |
| * Drumline            | * War Cry         |
| * Cultural            | * Student Support |

### MAJOR ACTIVITIES WHERE PUPIL SUPPORT IS EXPECTED FROM THE WHOLE SCHOOL:

- |                            |                        |
|----------------------------|------------------------|
| * Soccer and Rugby Matches | * Cultural Evenings    |
| * Swimming galas           | * Dramatic Productions |



## PROFESSIONAL SPORT COACHES AND ADVISORS INCLUDE:

### ATHLETICS & CROSS COUNTRY

Marlize Hayward – Former Comrades Medalist

### BADMINTON

Demi Botha – SA Senior Championships Gold Medallist, currently ranked no 2 in South Africa

### BASKETBALL

Byron Tucker – KZN Schools u13, u16 & u18 Coach & Selector

### CRICKET

Fabian Lazarus – Former Dolphins Player & KZN Coastal u19 Coke Week Coach, CSA Level 3

Mornantau Hayward – Former Proteas Player

### CONDITIONING

Myles Usher – Bachelor of Sports Science Honours

### OUTDOOR & INDOOR HOCKEY

Cameron Mackay – KZN Raiders & PHL Maropeng Cavemen & KZN Coastals u18A & u16A

### RUGBY & RUGBY 7'S

Jeremy McLaren – KZN Craven Week Head Coach

Njabulo Zulu – Former Lions Academy Week Coach & Current KZN u16 Grant Khomo Manager

Waylon Murray – Former Springbok

Dieter Kriese – Former SA 7's Springbok

### FOOTBALL

Kingsley Jollands – Former Real Kings Football in the National First Division

### SQUASH

Charmaine Baker – SA Masters Squash

### SWIMMING

Brad Rowe

### SURFING

Craig Bartholomew

### TENNIS

Rowena Saunders – Professional Coach

Charles Tsangamwe – Former International Player & Professional Coach

### WATERPOLO

Brad Rowe – National Coach

Andrew Stewart – National Coach



## SPORTS ACADEMY MISSION STATEMENT

### Our Educational Philosophy

We believe in the value of a balanced, all-round education encompassing Academics, Sport, the Arts, Leadership and the development of inter-personal skills. We are committed to supporting our boys in achieving their goals in all these aspects of their lives.

### Our Sporting Philosophy

We believe in promoting the value of sport-for-all, career opportunities in Sport, and the positive influence of Sport on enhancing academic performance, emotional intelligence and resilience.

### Our Sports Coaching Ethos

We promote fair play, sportsmanship, full participation and year-on-year progression in the skills of our sportsmen.

### Our Commitment to High-Performance/Elite Sportsmen

We recognise that the specific needs of every HP sportsman will inevitably differ, particularly with regard to conflicting commitments and time-management. We commit to tailoring our academic support, teaching and coaching programmes to needs of such sportsmen.

## HOW TIME TABLED SPORT WORKS

An integrated timetable was instituted in 2001. Sports periods, as distinct from Physical Education periods, are incorporated into the timetable, thereby ensuring the provision of sport to every boy in the School.

Skills-based training, under supervision of especially selected coaches, is conducted in the time-tabled sports periods.

Implementation of a conditioning period where each boy is assessed physically and his normative, social and emotional development monitored.

Sports experts are appointed as technical advisors to provide support to the School's coaches and to assist in keeping up with modern developments in the various sporting codes.

Age-group practices are conducted in the afternoon to focus on team-work and team-skills.

Elite squads are chosen across age-groups for specialized training by experts in order to nurture above average talent.

## SCHOOL UNIFORM

<b>Blazer</b>	Navy blue with badge sewn on pocket
<b>Shirt</b>	Plain white with long sleeves– no fancy designs or button down collars Summer-School Golf Shirt
<b>Tie</b>	School tie (special matric tie)
<b>Trousers</b>	
Grade 8	Medium grey shorts
Grade 9-12	Charcoal (self-belt style) trousers with turn-ups regulation width
<b>Socks</b>	
Grade 8	Long grey stockings with school colours on top
Grade 9-12	Plain dark grey or black socks
<b>Shoes</b>	Plain black lace-up, medium toe– no extreme styles
<b>Pullover/Jersey</b>	Navy blue with white and maroon trim on V Neck

For uniforms relating to sporting activities please refer to the website under School Dress Code

## MYTHS ABOUT MATRIC EXAMS IN SOUTH AFRICA



### **MYTH 1: There is more than one 'Matric' certificate in South Africa.**

**REALITY:** There is only one South African 'Matric' certificate i.e. the National Senior Certificate. This is issued by the accrediting body, UMALUSI. UMALUSI is the body which quality assures the papers set by the three Matric examining bodies in South Africa: the National Department of Basic Education (DBE), the Independent Examinations Board (IEB) and the Eksamenraad vir Christelike Onderwys (ERCO). The UMALUSI certificate is internationally recognised.

### **MYTH 2: The 'Matric' certificate i.e. the National Senior Certificate, reflects the name of the examining body and the school attended by the pupil.**

**REALITY:** The certificate does not reflect the name of the school nor the examining body. The certificate reflects the name of the accrediting body, UMALUSI, the name and ID number of the pupil, the marks achieved, the type of pass (i.e. Bachelors' pass, Diploma pass or Higher Certificate pass), and is signed by the CEO of UMALUSI.

### **MYTH 3: The IEB certificate is internationally recognised.**

**REALITY:** The IEB is not empowered to issue Matric certificates – they issue only a printout of results which still need to be certified by UMALUSI. The National Senior Certificate issued by UMALUSI has international recognition.

### **MYTH 4: The IEB exams are superior to those of the National Department of Education.**

**REALITY:** This is not possible, nor would it be fair. UMALUSI is responsible for ensuring that papers set by the three examining bodies are equivalent in terms of degree of difficulty, and in terms of the higher-order, middle-order and lower-order cognitive levels addressed in the papers. UMALUSI appoints moderators in each subject to ensure that all papers set by all three examining bodies meet the UMALUSI requirements. If papers do not meet these requirements, those papers are rejected, and will have to be re-set, failing which candidates will be required to write the papers of another examining body.

### **MYTH 5: Only the DBE sets exams on the National Curriculum Statement (NCS) therefore only the DBE sets exams for the National Senior Certificate (NSC).**

**REALITY:** All three examining bodies, DBE, IEB and ERCO teach and assess according to the National Curriculum Statement.

### **MYTH 6: All private schools write the IEB NSC examination.**

**REALITY:** Not true. Bishops (Cape Town) and Crawford College are two high-profile private schools which have opted not to write the IEB papers. They write the national DBE NSC papers.

### **MYTH 7: The standard of exam papers affects the quality of teaching and learning in classrooms.**

**REALITY:** Successful academic schools set their own high internal standards and teach and examine towards those high standards. Less successful schools might not teach and examine towards the high standards of the leading academic schools, and it is clear that several do not reach the levels reflected in the NSC exam papers set by the three bodies.

### **MYTH 8: A pupil needs a Matric certificate to gain admission to a university.**

**REALITY:** To gain preliminary acceptance at university, a pupil needs to apply early in his Grade 12 year, therefore he needs to produce his Grade 11 report issued by the school. In order to be considered for admission into a degree course at university, a candidate must achieve a Bachelors' pass, the requirements of which are: Home Language at 50%, four subjects at 40% (one of which may be Home Language) and two other subjects at 30%. Universities also have the right to set entrance exams (e.g. particularly in the case of demanding courses such as Medicine or Actuarial Science) or apply further higher mark requirements for entry into certain faculties.

### **MYTH 9: The current Matric exams are much easier than those written under the 'old' curriculum.**

**REALITY:** Under the 'old' curriculum it was possible to opt to write subjects at a lower standard i.e. at Standard Grade (SG) rather than Higher Grade (HG), and it was possible to achieve 30% in all subjects at Standard Grade level to gain a Matric Certificate. UMALUSI has done a research study on the standard of the current NSC Matric papers and has found the degree of challenge to fall somewhere between the degree of challenge of the previous SG and HG papers. The current NSC Matric papers of all three examining bodies are still required to incorporate the higher order cognitive levels (analysis, synthesis, evaluation and creative problem-solving) that were evident in the 'old' HG papers.

### **MYTH 10: The South African Matric certificate is inferior to that of other countries.**

**REALITY:** UMALUSI, the DBE and the IEB all undertake a benchmarking process by analysing and comparing papers to those of other countries e.g. the UK and Australia, as well as other African countries.



**MYTH 11: Pupils in the public schools write only papers set by the DBE.**

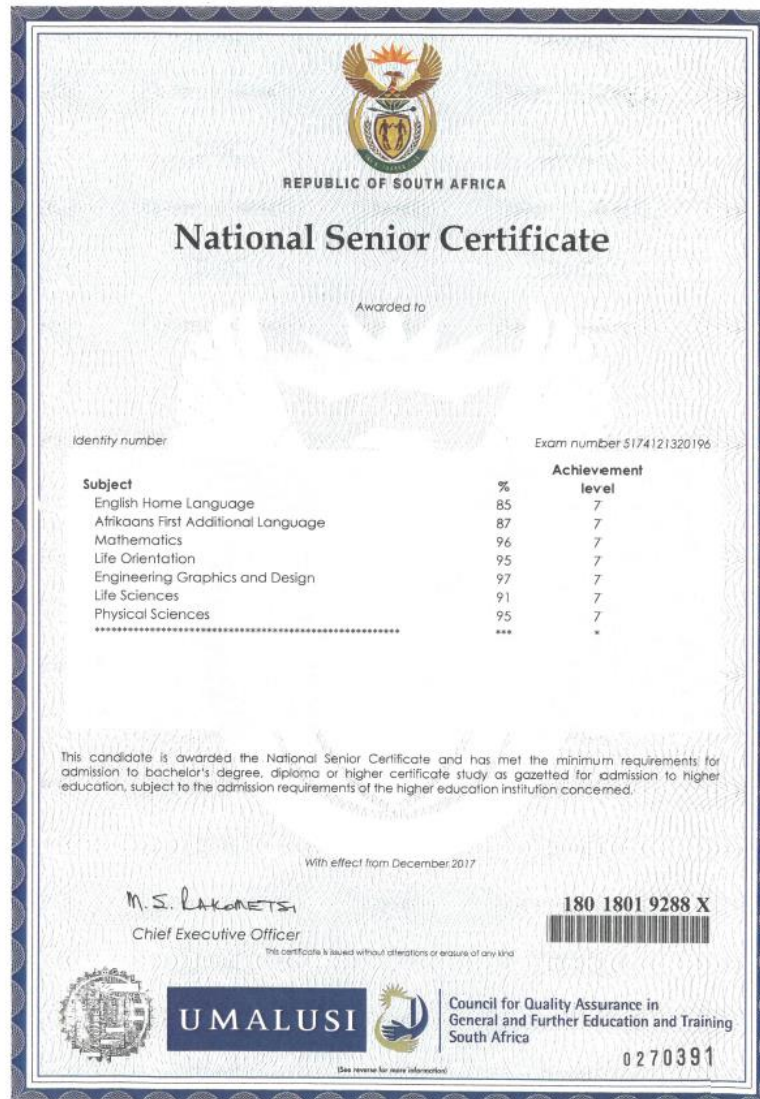
**REALITY:** Some subjects are not set in this country e.g. candidates may subscribe and register for the Trinity Music Certificate set in the UK, or they might write the Chinese language examination set by the Cambridge examining body in the UK. The IEB is also tasked with setting examinations in certain subjects catering for smaller numbers of candidates, e.g. French, German and other specific languages other than English, Afrikaans and other African languages. Pupils in public schools undertaking such subjects will write the papers set by those bodies, the results of which will be reflected on the UMALUSI certificate.

**MYTH 12: The mark-adjustment process is a dishonest way of manipulating the pass rate.**

**REALITY:** Whilst UMALUSI moderators attempt to ensure that papers from one year to the next or from one subject to another are equivalent in terms of degree of challenge, content addressed in the papers, marking standards and degrees of innovation in papers cannot be identical. It is therefore very difficult for examiners and moderators to ensure that examination papers from one year to the next are completely equivalent in terms of degree of challenge. It would be unfair for candidates in any one year to be subjected to a relatively difficult paper with those in other years subjected to less demanding papers. Mark adjustments are an educationally sound process for ensuring the fairness of results across different years, and between different subjects. The historical unadjusted or 'raw' scores are used to determine the appropriate norms for mark adjustments.

**MYTH 13: Pupils writing examinations which are set in other countries have an advantage in terms of achieving a 'better' education and in securing places at universities in South Africa and overseas.**

**REALITY:** UMALUSI and the examining bodies in South Africa have a priority to ensure that the examinations under their control are credible in terms of international norms and standards. They therefore undertake a benchmarking process by analysing and comparing examination papers to those of other countries e.g. the UK and Australia as well as other African countries. Pupils from any country wishing to study further in a country other than the one in which they completed their high schooling, will need to comply with the conditions required by that other country e.g. Scholastic Aptitude Tests (SATs) are applied in the case of the USA. If they have written the Grade 12 examinations set by one of the South African examining bodies, they will also be required to produce their UMALUSI certificates to the foreign universities. In every country the quality of teaching and learning is dependent on the ethos and standards of each particular school. South Africa boasts a number of excellent public and private schools. These excellent public and private schools are known to produce students who have gone on to achieve much success in the top ivy-league universities of the world.





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