



CAMPS BAY HIGH SCHOOL: POLICIES

ADMISSIONS POLICY

POLICY:

DATE:

1 FEBRUARY 2022

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

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

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

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

- the Constitution of the Republic of South Africa 1996 (hereinafter referred to as "the Constitution");
- the South African Schools Act, No. 84 of 1996 (as amended);
- Section 3(4)0 and 5 of the National Education Policy Act, No. 27 of 1996 ("NEPA");
- the Admission Policy for Ordinary Public Schools, published by the Minister of Education in Government Gazette No. 19377 dated 19 October 1998 (Notice No. 2432/98) (hereinafter referred to as the "Ministerial Policy"); and;
- applicable provincial laws.

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

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

I. POLICY OBJECTIVES

It is the aim of the school to:

- provide an environment where the race, culture, religion and economic standing of the individual are in no instances an impediment to his/her access to, or progress in, any aspect of school life;
- make provision during the enrolment process for applicants from a variety of backgrounds, including disadvantaged backgrounds.; and
- promote transformation in line with the country's constitution and eradicate such policies or practices which are unfairly discriminatory.

It is the policy of the school that no pupil will be refused admission on grounds of race, gender, culture, language, religious belief or financial circumstance. This aspect of the admissions policy will be applied with due cognizance of the following:

- Whereas it is determined that the school offers a range of educational experiences outside the classroom and a full extramural programme, all pupils applying to the school must be able to and willing to participate in this extramural programme. Only pupils who are able to access and make full use of these programmes will be admitted.
- Whereas it is determined that the medium of instruction is English, learners applying to be admitted to the school in preference to a school where the LOLT matches the home language of the learner, need to be sufficiently proficient in English so as not to prejudice their ability to progress academically.

It is also the policy of the school that applicants will not benefit from an 'inherited advantage' during the admissions process. This aspect of the policy will, however, be applied with due cognizance of the following:

- It is regarded as unreasonable to disrupt family relationships by arbitrarily splitting the schooling of siblings. In the absence of telling and objective reasons related to the applicant why this should not happen, an applicant who, at the time of making an application, has a sibling enrolled in the school will receive preferential consideration when it comes to placement.
- It is regarded as similarly unreasonable that a learner should arbitrarily be forced by the school's admission policy to travel to an institution which is not the closest suitable school to where he/she lives with his/her parents. Consequently, in the absence of telling and objective reasons why this should not be so, primary preference will be given to those applicants who live with their parent(s) in closer proximity to this school than any other suitable school. At



the same time, this preference will be tempered by a conscious attempt to make provision during the enrolment process for applicants from a variety of backgrounds, including disadvantaged backgrounds.

- Learners who attend our feeder schools, namely Kronendal Primary, Llandudno Primary, Camps Bay Primary, Sea Point Primary and Tamboerskloof Primary will receive preferential consideration when it comes to placement.
- Any pupil admitted to the school is admitted to the total school programme, and will not be suspended from classes, denied access to cultural, sporting or social activities of the formal school programme on the grounds of an inability by his/her parents to meet the required school fees.
 - a) The admission of pupils will be so managed that the school's intake aims to include representation of the major demographic segments (i.e. cultural, religious, ethnic and economic) broadly reflective of the composition of the community it serves, without prescribing or accepting any predetermined quotas, numbers or proportions in respect of such representivity.
 - b) It is specifically noted that enrolment at the Camps Bay Primary School does not provide automatic progression to this school.
 - c) Similarly, enrolment of a sibling at and/or family connections to designated schools in a 'family' of schools (e.g. brother and sister schools) does not provide automatic enrolment at this school.

2. APPLICATIONS FOR ADMISSION TO THE SCHOOL

In order to achieve the foregoing, but also to ensure a just and equitable selection process should the school be oversubscribed, the measures listed below will be implemented during the management of the enrolment process:

- In February each year the closing date for applications will be set and advertised;
- Applications received by the closing date will be given preference over late applications;
- The learner's parents will receive written notice of the acceptance or refusal of their application, within a reasonable time or the period determined by the HOD.
- The School will keep a proper register of all applications for admission.

It is specifically noted that the parent/legal guardian of a minor learner has the exclusive right to take an initial decision concerning which school they wish to apply to for their child/ward to be enrolled. Consequently, no application will be accepted or regarded as being valid unless it is made by the parent, legal guardian, person entrusted with the care of the minor learner by order of a competent court, or by a person authorised thereto, in writing, by one of the foregoing.

Where the number of applicants exceeds the number of available places in the school, grade, class or subject for which application is made, applicants will be placed on the following basis, bearing in mind the school's policy on non discrimination:

- Whether placement in the School is considered by the school to be in the best interests of the learner concerned.
NB The ability of the school to provide adequately for the educational needs of the applicant (including but not limited to the language needs and other special needs) will be regarded as part of the best interests of the child, and will be considered before offering a place to a learner.
- In accordance with the criteria listed in ADMISSIONS DECISIONS.

While no admissions test will be administered to applicants, all applicants and their parents will be expected to attend a meeting/interview with the Principal and/or his/her representative. Applications received by the cut-off date will be processed before those received after the cut-off date.

Only after all applications received by closing date have been dealt with, will the school consider late applications, and then only if there are still places available in the school (For capacity, see Appendix, A).

It is acknowledged that:

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

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

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

- the SGB Constitution;
- the School's Language Policy;
- the Code of Conduct for Learners; and
- this Admission Policy.

The School and the SGB subscribe to the view that according to law, and in the absence of a Court Order directing otherwise, the legal guardian(s) of a minor learner has/have the exclusive right to decide upon the school where their child/ward is to be enrolled.

Consequently, the School and SGB do not recognise an application as being valid, unless made by the guardian(s) or person(s) by order of Court entrusted with the custody of the minor learner, or a person or persons thereto authorised by them in writing.

The School and the SGB also regard adherence to this approach as being essential in that it ensures that valid permission may be given for the treatment of the learner *in loco parentis*, for the learner to embark on excursions, and so forth. Consequently, the HOD/the HOD delegate(s) the School Principal are required to ensure that this approach is strictly adhered to.

Subject to this Policy, the SGB requires the HOD/the HOD delegate(s)/the School Principal to coordinate the admission of learners to public schools, including the School, in consultation with it and undertakes to give constructive support in ensuring that all eligible learners are suitably accommodated.

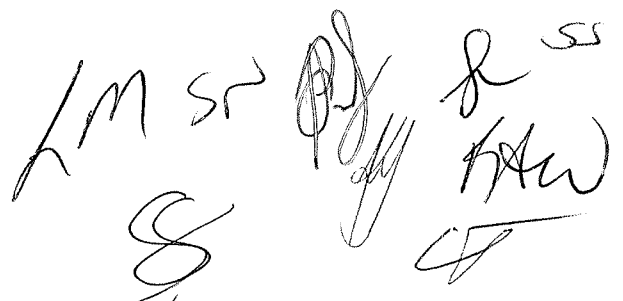
The School and the SGB require strict observance by the HOD/the HOD delegate(s)/the School Principal of the following provision of the Constitution as a prerequisite to any decision to be taken regarding the admission of a learner to the School - "28 (2) - A child's best interests are of paramount importance in every matter concerning the child."

3. **ADMISSION DECISIONS**

General expectations

In considering applications, a potential learner will, in the first instance, be expected to:

- Convince the school in personal discussion and/or a written deposition that s/he will be able to cope academically with the specific pressures and unique demands of the school.
- Be supportive of the ethos of the School to the extent that it is evident that there is a clear desire to be educated in a school environment such as the one provided by the school.
- Be willing to contribute in the four critical areas of school life: i.e. academically as well as sport, culture and service, and to participate in activities offered by the school.
- Be amenable to school discipline as applied in this school, and display levels of behaviour and self-discipline, such that s/he is likely to help create, maintain and enhance rather than to disrupt an orderly and disciplined school environment, the teaching process of the school, or the learning of the other learners.

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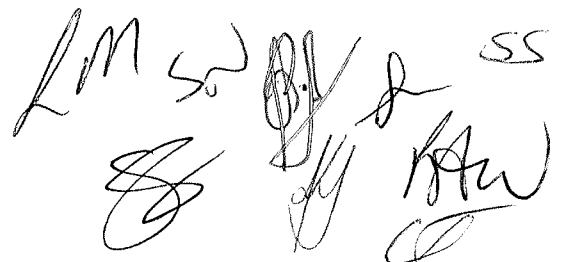
Factors and circumstances to be borne in mind during the admissions decision processes

The precise application of the admissions criteria and the weighting afforded to each of the criteria shall remain within the discretion of the School Governing Body. The criteria are as follows:

- The transformational aims and imperatives relevant to the school.
- Balancing of genders in the intake: keeping the numbers of different genders to approximately 50/50 i.e as close to equal numbers as possible.
- The behaviour record of the learner at primary school as reflected on his/her school report. Poor behaviour may mean a learner will not be considered for enrolment. A neat appearance and a record of good manners and respectful behaviour will be a strong recommendation.
- Academic performance. If a learner is failing grade 7 he/she will not be considered for enrolment.

General criteria binding on all applicants

- The successful completion of or promotion out of the grade immediately below the grade in which the admission is sought. The age of the applicant (i.e. learner to be admitted.) Please note that an applicant whose age varies by two years or more relative to the statistical age norm of the grade cohort will not normally be accepted into the school. (Statistical age norm = grade to which admission is sought + 6: e.g. statistical age norm for grade 8 = 8 + 6 = 14: applicant aged 16 may therefore not be admitted to Grade 8.)
- Further criteria for the admission of those for whom this is not the closest school.
- Other than upon first entry to schooling, a sound record by the applicant in fields such as behaviour/discipline, leadership, academics, sport, arts, culture and community service. This will be balanced by also enrolling learners who, according to the professional judgement of the principal, demonstrate the potential to benefit from the educational opportunities on offer and/or to contribute meaningfully to the school in any aspect, including in extra-curricular participation.
- The applicant's understanding of and ability to converse in the medium of instruction at the school at such level that language will not be an unreasonable impediment to his/her academic progress, with the proviso that, in the case of a learner excluded on these grounds, a school offering a more appropriate medium of instruction is available in reasonable proximity to the learner's normal abode, or his/her parents place of work.
- The applicant's unique ability and/or potential to benefit from and contribute to the school in all forms of school life and in extra-curricular participation.



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- Unique personal or circumstances, interests or capabilities pertaining to the applicant which suggest that his/her admission would be in the particular interests of the child or the school.
- The ability of the applicant to travel safely and in a reasonable time to the school and the ability to arrive on time at the start of the school day.

4. THE SCHOOL'S CODE OF CONDUCT FOR LEARNERS (INCLUDING DRESS CODE)

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

- "Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner."
- The Applicant is encouraged to support the School in familiarising him/herself with the School's Code of Conduct for Learners and seeing to the observance thereof by the learner.

5. SCHOOL FEES

Camps Bay High School is a declared FEE-PAYING SCHOOL. In terms of the relevant legislation and that by a parent/guardian enrolling a child at the school, they are under a statutory obligation to pay the school fees determined in terms of section 39 of the schools' act unless or to the extent that he or she has been partially exempted from payment in terms of this act.

The Applicant is to note that the failure or refusal or inability of parents (as defined in Section 1 of SASA) to pay school fees cannot be an obstacle to the admission of the learner to the School. A learner is admitted to the full school programme and may not be suspended from attending class, refused entry to cultural, sports and social activities, refused a school report card or transfer certificate, or be victimised in any other way based on his/her parents':

- inability to pay school fees or failure to have done so at any stage;
- failure to support the mission statement and code of conduct of the School;
- refusal to enter into a contract in terms of which the parents waive their right to claim for any consequential damage relating to the learner's education.

In terms of Sections 38-41 of SASA, a budget meeting of parents of learners enrolled at the School must be held on thirty (30) days' written notice to parents. At the meeting the majority of parents present decide whether or not to accept the budget prepared by the SGB for the next financial year.

At the same meeting the majority of parents present and voting may decide that the payment of school fees is to be compulsory, what the amount of school fees per learner per year will be, and what criteria will be used to grant total or partial exemption to parents who are unable to pay the compulsory fees or the full compulsory fees.

Parents who are unable to pay any of the fees or the full amount of the fees are entitled to apply to the SGB on the prescribed forms for total or partial exemption from the payment of school fees. Such applications must be dealt with in confidence by the SGB, which must act fairly and apply the above mentioned criteria and the provisions of the applicable ministerial policy and Regulations Relating to the Exemption of Parents from Paying School Fees in Public Schools (Government Notice R1052), a copy of which will be furnished to parent(s) on request.

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


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

The Applicant's attention is drawn to the following provision of SASA – (Section 41) – "The governing body of a public school may by process of law enforce the payment of school fees by parents who are liable to pay..."

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

6. DOCUMENTS REQUIRED FOR ADMISSION

A parent will be required to complete the online DBE application form for admission. Upon application for admission, the parent must produce evidence that the learner has been immunised against the following illnesses: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B. Should a learner move from one public school to another, the principal must complete a transfer card and either hand it to the parent or forward it to the other school.



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

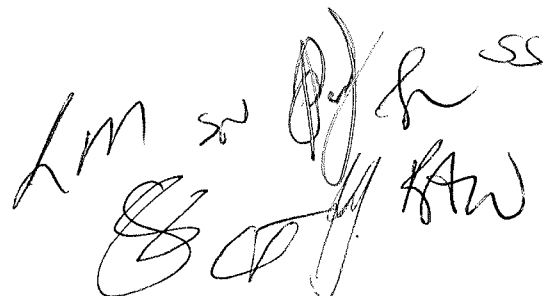
7. **APPEALS PROCEDURE**

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

8. **CAPACITY**

The capacity of the school as determined by the SGB is 750 learners, distributed over 5 grades, averaging 150 learners per grade. The capacity is based on:

- the number of educators paid by the Department (WCED) X 35 learners per educator. At present, Camps Bay High School has 20 educators paid by the WCED. Based on 750 learner capacity = 37.5 learners per educator.
- the need to provide space for class teaching which is not less favourable than that laid down in the norms and standards legally enacted in respect of public school.
- the need to provide an educational milieu which includes a subject choice based on educationally valid principles.
- the creation and maintenance of a stimulating and sustainable educational environment. This is in part dependent on having designated, exclusive and appropriately-developed space for the following broad educational facilities, at least to the levels envisaged in the state's norms and standards for school infrastructure
 - a) A Library
 - b) Science, Biology, and Computer laboratories
 - c) Music rooms (for individual music instruction as well as large-group music productions/practices)
 - d) A Cultural Centre
 - e) A School Hall
 - f) A Learner 'Forum' (e.g. Tuckshop, Students' Centre, Minor Hall or similar.)
 - g) A team-teaching venue
 - h) A physical fitness and wellness centre/gymnasium.
- The need to support the educational process administratively by providing designated, appropriately furnished, relevantly equipped and exclusive space for:
 - a) A Staff common room and staff workroom.



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- b) Offices and working spaces for management, administrative and support staff.
- c) A counseling centre.
- d) Parking facilities.

See Schedule B with regard to determining capacity.

9. **SCHOOL PROPERTY**

The Applicant's attention is drawn to the following:

- Every learner of a public school shall take good care of the property of the school which is placed at his/her disposal, and shall return it to the school on or before a date specified by any educator employed at the school.
- The parents of a learner at a public school shall be liable for any damage to or loss of school property in respect of which the learner concerned is liable to the school.
- It is the duty of every parent to assist the State and the governing body of a school to promote a culture of respect for school property.

10. **RISK OF DAMAGE OR LOSS**

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

11. **REQUIREMENTS**

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

12. **ADMISSION OF NON-CITIZENS**

Applications for admissions of non-citizens will be dealt with in accordance with paragraphs 19-21 of the ministerial policy and The South African Schools Act, 1996 and this policy apply equally to learners who are not citizens of the Republic of South Africa and whose parents are in possession of a permit for temporary or permanent residence issued by the Department of Home Affairs.

A learner who entered the country on a study visa must present the study visa on admission to the public school.

Persons classified as illegal aliens must, when they apply for admission for their children or for themselves, show evidence that they have applied to the Department of Home Affairs to legalise their stay in the country in terms of the Aliens Control Act, 1991 (No. 96 of 1991).

13. AGE REQUIREMENTS FOR THE ADMISSION OF A LEARNER TO AN ORDINARY PUBLIC SCHOOL OR DIFFERENT GRADES OF A SCHOOL

If a learner has been admitted to a public school at an age above the age norm for a grade, such learner must, as far as possible, be placed in a fast track facility, or with his or her peer group, unless it is not in the educational interest of the learner.

In the latter case the learner must be placed in a suitable lower grade, and an accelerated programme must be worked out for the learner to enable him or her to catch up with the peer group as soon as possible. The age-grade norm does not apply to a learner who is already enrolled at a public school on 1 January 2000, except that the previous paragraph may apply if it is deemed to be in the best interests of the learner.

A learner who is 16 years of age or older and who has never attended school and who is seeking admission for the first time or did not make sufficient progress with his or her peer group, must be advised to enroll at an Adult Basic Education and Training (ABET) centre.

14. LEARNERS WITH SPECIAL EDUCATION NEEDS

The rights and wishes of learners with special education needs must be taken into account at the admission of the learners to an ordinary public school. The South African Schools Act, 1996 requires ordinary public schools to admit learners with special education needs, where this is reasonably practical. Schools are encouraged to make the necessary arrangements, as far as practically possible, to make their facilities accessible to such learners.

The principal, educators and other support personnel concerned will determine if the school can provide the necessary support which would facilitate the integration of a learner in our school.

Where the necessary support which would facilitate the integration of a learner in a particular educational context, cannot be provided, the principal of the school must refer the application for admission to the Head of Department to have the learner admitted to a suitable public school in that province or to a school in another province.

Before the Head of Department refers a learner as contemplated in the previous paragraph, the Head of Department must arrange for consultation with parents, principal, educators and other support personnel concerned.

15. **THE SGB AND THE LEARNERS**

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


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

- reserves the right to scrutinise the disciplinary and behavioural record of any prospective learner of the School, and to take all steps within its power to prevent the admission of a learner whose conduct or behaviour may endanger the very interest the SGB considers itself to be in duty bound to protect;
- may enquire from and take issue with the HOD concerning the wisdom of admitting a learner to any grade in the School when the learner will be severely prejudiced by reason of the inability of the learner to communicate or be communicated with at the level required for proper tuition to take place in that grade;
- may take whatever steps may be reasonably practicable, given the resources and circumstances of the School, to assimilate a disabled prospective learner into the School; and
- requires a member of staff or a learner or any learner's parent(s) to report to it any matter relating to the abuse of the rights or invasion of the interests which it seeks to protect.

16. **THE PARENTS AND THE SCHOOL'S SGB**

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

Parents of learners at the School have, apart from their duties, several rights. *Inter alia*, they have the right to be consulted regarding the formulation of the Schools language and religious policies and code of conduct, or any amendments thereto.



They are also invited to submit recommendations and proposals to the SGB regarding the supplementation or amendment of existing policies or the existing Code of Conduct for consideration by the SGB.

Parents are encouraged to become involved in all the activities of the School, to offer to serve in the governance structures and support groups serving the interests of the School community, and to support the education process by interacting constructively with educators and ensuring that set work and homework is done by the learner conscientiously and punctually.

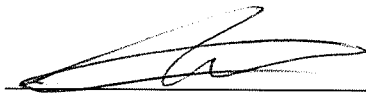
Parents are also required to ensure that their children are properly equipped to participate fully in the tuition process and that they attend school punctually and regularly.

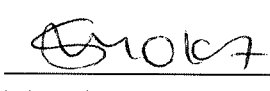
17. REPEATING GRADES

Repeating grades very seldom leads to a significant increase in the learner's abilities. In fact, the opposite often occurs. The norm for repeating grades is one year per school phase, where necessary. A learner will not be permitted to repeat a grade more than once.

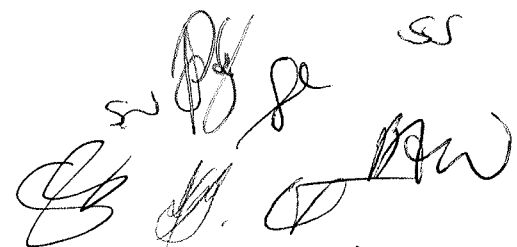
This Policy may be amended, supplemented, modified or altered from time to time by the SGB.

This Admissions Policy for Camps Bay High School was adopted by the Governing Body of Camps Bay High School at a meeting held at the school on the date indicated below.

SIGNED:  _____ DATE: 03/02/2022
PRINCIPAL

SIGNED:  _____ DATE: 03/02/2022
SGB CHAIRPERSON

SIGNED:  _____ DATE: 03/02/2022
SGB SECRETARY



POLICY REGISTER DETAILS

TITLE OF POLICY	ADMISSIONS POLICY
DATE APPROVED BY SGB	
EFFECTIVE DATE	February 2022
EXPIRY DATE	This Admissions Policy remains in force until amended or replaced <u>and</u> approved by the SGB.
REVIEW DATE	Three years or sooner from the date of adoption. Each SGB should review this policy at least once during its term of office.

Updated May 2021



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