



5 OLD FAURE ROAD
FAURE
WESTERN CAPE

TEL: 021 843 3923
FAX: 021 843 3913

EMAIL: ark.christian.school1@gmail.com

SCHOOL PROSPECTUS

BRIEF HISTORY

The Ark Christian School is an educational ministry, focusing on the holistic development in a Christian environment. Born of a need to educate the children of addicts, the destitute and homeless, undergoing rehabilitation at the Ark City of Refuge. Our school began in 1993, with informal lessons held under a tree. Each ensuing year brought with it seemingly insurmountable need and each year God's tender love for His children manifested itself and His ever-abundant grace met the challenge. The ministry's relocation to Faure in 1999 allowed the school to conduct lessons in a formal school building. The school expanded rapidly as parents in the

surrounding townships of Driftsands, Mfuleni and Khayelitsha sought Christian education for their children.

Presently the school has 260 learners. We have children from as far away as Rwanda, Zaire, Zimbabwe and Angola alongside learners from the surrounding areas and The Ark City of Refuge. The language difficulties of newly arrived refugee children would slow their progress at public schools, but The Ark Christian School provides intensive language training assisted by their integration into the community of the ministry. Extra-mural sports and cultural activities include soccer, cricket, netball, athletics, chess, environmental club, woodwork, sewing, choir and drama.

Central to teaching and lifestyle of all the children in the ministry is the message of the Gospel and the children are nurtured and tutored from an early age to love the Lord Jesus and to walk in His Light.

OUR VISION

Excellence is an attitude. We provide a safe and caring environment for learners to grow academically, culturally, physically and spiritually.

OUR MISSION

The realization of our vision will be achieved by:

- Training and preparing children to fulfil God's plan and purpose for their lives.
- Upholding Christian values.
- Providing for the holistic development of individuals.
- Providing a staff with a high degree of professional integrity.
- Providing a safe and caring environment which is conducive to learning.
- Maintaining realistic class sizes conducive to learning.
- Encourage learners to work hard and give their best academically, culturally and in sport.
- Equipping learners to cope with success and failure.
- Recognizing and praising effort and excellence.

SCHOOL MOTTO

“ and a child shall lead them” – Isaiah 11: 16

Facts and Figures

Language

English is medium of teaching, learning and communication.

School Hours: Monday to Thursday 8:00am – 3:00pm
Friday 8:00am – 12:45pm

Number of Learners: 261

Number of Staff: 28

Academics

The National Curriculum and Assessment Policy (CAPS) is followed in all subjects, from Grades R – 9.

THE MANAGEMENT OF THE SCHOOL

Admissions Policy

Interpretation

In this policy any expression to which a meaning has been assigned in the National Education Policy Act, 1996 (Act No. 27 of 1996) and the South African Schools Act, 1996 (Act No. 84 of 1996), has that meaning.

1. Interpretation

In this policy document, unless the context indicates otherwise:-

- 1.1. The Act means the South African Schools Act No. 84 of 1996 (as amended);
- 1.2. Teacher means any person, appointed by the Governing Body of the School, who teaches, educates or trains learners at the School.
- 1.3. Learner means any person receiving education, or obliged to receive education in terms of the Act;
- 1.4. Parent means:
 - 1.4.1. the parent or guardian of a learner;
 - 1.4.2. the person legally entitled to custody of a learner; or
 - 1.4.3. a person who undertakes to fulfil the obligations of a person referred to in

paragraphs 1.4.1 and 1.4.2 towards the learner's education at the School;
1.5. the School means The Ark Christian School.

2. Documents Required for the Admission of a Learner

2.1. The Parent/s must fully complete and sign an application form for the admission of a Learner in the form prescribed by the School.

2.2. When a Parent applies for the admission of a Learner, the Parent must present all documentation as required on the Application form.

2.3. A Parent shall be entitled to submit, together with the application, such additional documentation that may demonstrate compliance with the admission criteria described herein below.

3. Admission Criteria

3.1. Preference will be given to Learners who(se):

3.1.1. place of residence is at the Ark City of Refuge, then to those living in surrounding areas.

4. Appeal

The Learner or Parent of Learner may appeal against the decision to refuse admission to a learner to the Member of the Executive Council in terms of Section 5(9) of the Act.

5. PARENTS

Parents are made to feel welcome and are encouraged to be involved in school activities. There are many ways in which parents can serve the school: fundraising and functions. Parents are expected to support school expectations and education. The Principal keeps in touch with parents through meetings and circulars during the terms.

6. GOVERNING BODY

The Governing Body is responsible for staff, amenities and finances, admission policy and school rules.

7. FINANCE

The Governing Body is responsible for the budget each year and controls school expenditure which includes transport, maintenance of buildings and grounds, equipment, wages, academic material, sport and cultural activities.

8. SCHOOL UNIFORM

Appearance:

One can appreciate the importance of uniform and appearance for any person's own self-respect and the good name of the school. In this regard certain rules are necessary. All learners must be familiar with the uniform and hair regulations as ignorance of these is no excuse for failure to comply with the regulations.

GIRLS

Summer

1. Shoes: Black, round-toed with laces or 1 strap and buckle.
2. Skirt: Navy Blue Skirt, length on the knee
3. Shirt: Long or Short Sleeve White Shirt
4. Jersey: Navy Blue V-Neck pullover.
5. Socks: Plain White Ankle Socks.
6. Raincoat: Black or Navy Blue Rain Jacket
7. Physical Education: Navy blue tracksuit pants with a white T-shirt.

Winter

1. Grey Pants
2. Shirt: White, long-sleeved, V-neck jersey/pullover.

Jewellery

1. Any other jewellery will be confiscated.
2. No chains may be worn around the neck, wrist or ankle.
3. Earrings - girls who have pierced ears may wear gold or silver studs or sleepers.
Studs - the small round ones only i.e. no coloured ones. Sleepers - no big or thick rings - only up to the R1.00 coin size.
Only one earring per ear - if girls have more than one hole in the ear, the earring must be in the bottom hole in the earlobe.

Boys

Summer

1. Grey Shorts or Long Pants: No tight fitting or tapered pants.
2. Socks: Grey.
3. Shoes: Conventional black lace-up shoes (no patterns, fancy stitching or boots) or suede shoes.
4. Raincoat: Black or Navy Blue Rain Jacket.
5. Physical Education: White short or long sleeve T-shirt with approved navy shorts (school track suit in winter).

HAIR

Please note that no artificial colouring of hair, coloured braids or "way-out" hairstyles is permitted.

BOYS: The hair must at all times be neat and tidy. Boys must be clean-shaven and

moustaches and sideburns are not tolerated. Fashion styles are not permitted. This includes steps, fades, undercuts and similar styles. Blended fades are allowed but no steps or undercuts. No braiding or corn-rows permitted.

GIRLS: When the hair is short, it may be worn loose in the normal school-girl fashion, but must be held in place with a navy-blue, light blue or white band or ribbon and ordinary hair-clips. Should the hair touch the collar it must be tied back or plaited to keep it in order. Corn-rows are allowed but in a simple lined design and only using the existing hair. Braids are allowed.

9. ABSENCE FROM SCHOOL

Regular attendance is imperative, and permission is not normally given for learners to miss school. If a child is ill a note of explanation (in an envelope indicating his/her name and class) must be brought on the day he/she returns. Every day absent means work to be caught up, and **the onus is on the child to do this**. Should special circumstances ever compel a child to be away from school, a note to the Principal must be presented beforehand. Every effort must be made to arrange medical and dental appointments after school hours. If a learner does need to leave school during the school day, a letter giving the reasons needs to be given to the Principal beforehand for authorization.

All parents are to inform the office before 08:30 to inform of absence on the day and a note must accompany the child on return to school.

Attendance at school during exam periods is compulsory; absence may only be for medical reasons and a doctor's certificate must be produced.

10. Code of Conduct:

The disciplinary structures of the school as well as the full Code of Conduct is given to the parents and learners at the beginning of every school year.

11. Drug Policy

All young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Schools play a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support. However schools cannot act alone. They are part of a broader prevention picture which includes parents/carers and a range of partner agencies. By working together, we can help young people navigate their way through what is a complex social issue.

LEARNER CURRICULUM

The educators are committed to educating the whole child and developing a sense of balance. The full curriculum offered to the learners has three principle dimensions, each with its own structure: Pastoral (standards, spiritual, social, discipline, service), Academic (subjects, exams, truth), Co-curricular (sport, health, courage).

1. PASTORAL

A. **Care and Discipline:** Pastoral care is a priority. Individual counselling and a positive atmosphere are generated by a happy school. Firm discipline is expected and the printed code of conduct makes school expectations clear. The Code of Conduct has been revised and adapted to the S.A. Constitution and S.A. Schools' Act.

Learners are under the school's direct control:

- (a) while travelling to and from school (including school functions)
- (b) while on the school's property
- (c) while representing the school

Learners are the school, whether they are in uniform or not. At all times learners should ensure that no inconvenience is caused to the public, and that there is no cause for criticism. The appearance and conduct of each individual in and out of school are of concern to the school and are a reflection of the expectations of the school. Learners should be co-operative with the Code of Conduct. The school has pastoral care over its learners both in and out of school in the form of guidance, counselling and discipline, especially when there is misbehaviour, anti-social behaviour and illegal behaviour. The school feels an obligation to care for its learners and to ensure that their conduct is a credit to the school, to their parents and to themselves. When a learner conducts himself in a way of which the community disapproves, e.g. smoking, or drinking in public, hitchhiking, possessing pornography or harmful drugs, vandalism, dishonesty, bullying etc., the school will deal with the matter, particularly in cases of excess or wilful harm.

B. **Grade Heads:** Each grade has educators in charge who looks after the interests of the grade and who counsel individuals. Parents may contact the Grade Heads direct.

- C. **Learner Leadership:** Prefectship is the highest office for learners: our prefects are highly respected. Each class has a class representative. Each sport team has a captain and each society has a chairperson. In addition there are many ways of offering service: library, cricket scorers, kit room and backstage with school concerts.

- D. **Individual Success:** Although this school has very fine educators and wonderful opportunities, learners must realize that success at school is dependent on themselves: on having a positive attitude and asserting themselves. Every learner is expected to try his/her best, and be involved in school activities.

2. ACADEMIC

- A. **Grades:** The Ark Christian School has high standards. Learners are expected to rise to the positive expectations of the Educators.
- B. **Awards:** The policy of the school is that of positive re-enforcement. Recognition is given for good work and each learner is encouraged to reach his/her potential. Dedication certificates are presented individually to learners who give of their best. At a Prize- Giving Ceremony in the fourth term we recognise their success and hard work throughout the year.
- C. **Homework:** Each learner should do homework each day, consolidate the work done that day, preparation for the next day and reading.
- D. **Examinations:** Examinations are times of testing and should be approached positively and with confidence. The major exams are in June and November. Controlled tests are in March and September. Continuous assessment is done throughout the year.
- E. **Curriculum:** The curriculum requires that there is continuous work done in all subjects.

3. CO-CURRICULAR ACTIVITIES

- A. Sport forms a major part of the education programme which is available. All learners will take part in one summer and one winter sport in the school.
- B. A variety of cultural programmes are offered and each learner has a choice as to which club they would like to belong.

HOW SCHOOL SUPPORTS CONSTITUTIONAL VALUES AND NQF PRINCIPLES

‘Democracy is at a heart of society’s means to engage critically with itself. ‘

The constitutional values and NQF principles are fundamental and integrated into our school ethos. We are developing citizens who can engage critically with itself so that they can make meaningful contributions to society, not only when they are adults, but also now as children.

We value the fundamental right of every child to a basic education, which is one of the avenues to educate children how to ‘engage critically’ through the knowledge and social interaction. This creates the platform to raise citizens who can engage critically. As educators, we treat each other and every learner in our care with respect and dignity. We place a high value on every learner irrespective of gender, sex, pregnancy, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. All learners have the same access to resources and teachers and have the same opportunities to realize their full potential.

Many of our learners come into the Ark City of Refuge from the streets, have been homeless, or abandoned by their parents, live in abusive or challenging home circumstances. Some have not attended school regularly due to instability. We accommodate learners at our school with the assistance of the social worker. All the learners that reside at the Ark City of Refuge are accommodated at the school, which is educational arm of the Ark City of Refuge.

The Ark Christian School provides the opportunity for learners to attend a school in a good learning environment. We have learners from the neighbourhoods surrounding the school like Mfuleni, Khayalitsha and Eerste River. These are poor neighbourhoods rife with gangsterism, drugs and poverty. We also have learners from Zimbabwe, Angola, and the Congo. We understand and implement the constitutional value Ubuntu (Human Dignity). Our body of learners embody the concept of mutual understanding and active appreciation of the value of human difference in a multicultural environment. This also inculcates the values of respect which is a precondition to communication, teamwork and productivity. Together as a school, we promote and embody the value of reconciliation and the South African motto ‘Unity in Diversity.’ We expect our learners to accept value and respect different cultures and traditions,

even though our school has a Christian ethos. Integration which is a NQF principle is what we embody at the school.

We strive to comply with the norms and standards of the national educational curriculum, both in terms of the curriculum and assessments, while being flexible to adapt methods of teaching to be inclusive of various learning styles. Coherence, as per the NQF standard, is reflected in our stand to operate within the framework of CAPS and standards set by the WCED.

The value of social Justice, reconciliation and equity is reflected in our conscious efforts to redress past injustices and equity. Children have the right ‘to adequate, housing, healthcare services, sufficient food and water, security and basic education’ and ‘to be protected from maltreatment, neglect, abuse or degradation’. We offer facilities at the Ark, City of Refuge, where many of our learners reside with their parents, mothers, fathers, or under the supervision of supervised care givers creating a safe living environment for them. At the school the teachers act as surrogate parents to our learners. In addition, we have a qualified social worker who interacts with the local clinic, and Metro Health Services for learners about whom we are concerned. We also have an ongoing relationship with SpecSavers who does regular tests and provides spectacles for learners. Nthando, a NGO from Somerset West supports the school by providing clothing, stationery, and two qualified Occupational Therapists who work with our Foundation Phase learners. We also have remedial teachers who give learners support in Numeracy and Literacy in the other phases. These are our initiatives to redress past and present injustices. In addition, the Ark City of Refuge also sources funders and sponsors for learners going to Grade 10. Our Admissions Policy is compliant with the standards set by The South African School’s Act.

We offer a School Enrichment Programme where our learners are involved in sport and cultural activities. The learners choose their activity and exercise their will to ‘freedom of artistic creativity’. The classroom activities give the children the opportunity to express their right to academic freedom.

Teachers are accountable to the principal, Governing Body and parents for the progress and involvement of their children at the school, and learners are encouraged and trained to take responsibility for their studies, homework and extra curricular involvement. This teaches another fundamental principle of the constitution which is responsibility and accountability by the full education contingent at the school.

We offer guidance to our learners through counselling and sessions with outside organization like Choices, Hali Trust, Patch, Safeline and the Department of Social development.

We strive to develop children to become responsible active citizens who will contribute to a democratic South Africa, understanding their role in making this a great nation.

THE ARK CHRISTIAN SCHOOL

GENERAL POLICY

Principal: Mrs L de Bruyn

5 old Faure Road
Faure
7131
Western Cape

Tel: 021 843 3923

Fax: 021 843 3913

Email:

ark.christian.school1@gmail.com

INTRODUCTION

The Ark Christian School is a independent school, registered with the Western Cape Education Department.

Our Vision

Excellence is an attitude. We provide a safe and caring environment for learners to grow academically, culturally, physically and spiritually.

Our Mission

The realization of our vision will be achieved by:

- Training and preparing learner to fulfil God's plan and purpose for their lives.

- Upholding Christian values.
- Providing for the holistic development of individuals.
- Providing a staff with a high degree of professional integrity.
- Providing a safe and caring environment which is conducive to learning.
- Maintaining realistic class sizes conducive to learning.
- Encourage learners to work hard and give their best academically, culturally and in sport.
- Equipping learners to cope with success and failure.
- Recognizing and praising effort and excellence.

Key Values

The following personal values are important

- Integrity.
- Responsibility.
- Work ethic.
- Respect.
- Citizenship and Initiative.

Guiding Principles

The Bible is the Word of God, which is the basis for all instruction principles.

- Every learner is equal before God and the Law and no nationality, colour, creed or heritage will influence that value.
- Learners have a right to the opportunity to receive the best education and development paths possible and available.
- The recognised best educational practices will be pursued and the requirements of the Western Cape Educational Department will always form the foundation of such practices.
- All assistants, councillors and educators will be adequately skilled and where required and appropriate, suitably qualified.
- Consultation with educators, parents and the various education and local authorities is essential and will be undertaken on a regular basis.
- All our efforts will be conducted enthusiastically and with joy with due recognition that our learners are our number one priority.
- Christian and established educational principles form the basis from which teaching takes place at our school;

- Academic involvement is regarded as the most important component of the educational task of our school and all learners must be committed to achieve their academic potential through regular work and effective study;
- Climate of high expectation for academic success - a school climate where educators have high expectations for themselves as well as their learners. Success is judged not only by educators' beliefs and behaviours but also by the school's response when some learners do not learn.
- Learner participation and commitment in school sport and other extra mural activities is expected and must be encouraged in order to foster the necessary group and social development of the learners so that a sense of camaraderie and a school spirit may develop;
- The image of the school must be enhanced through the cooperation and support of the school and the positive involvement of the school in the community;
- Safe and orderly environment is maintained so that a climate is established that is conducive to learning. This can only be achieved through promoting and upholding desirable behaviour where learners help one another, uphold and respect the code of conduct and the educators and parents model this behaviour;
- Forming an authentic and sound partnership between the school and the home creates a healthy home/school relation. This partnership must be based on trust, cooperation and good communication. It is also based on an understanding by both educators and parents that they have the same goal: an effective school and home for all learners.
- Change in education and society must be considered and sensitised when implementing strategic plans as long as above aims remain the guiding principles.

The Learner

A content, happy, positively motivated learner is eager to learn and will look forward to the school day. The learner should feel that he/she belongs and is a valued member of the school community. A learner needs guidance, understanding, security and a sense of well-being. In every learning situation the pupils and their individual needs are of paramount importance.

General School Code for Teachers

The Educator

In order to create a pleasant atmosphere conducive to good teaching and constructive learning, educators should feel happy and secure in the task of educating their pupils. The educator is the key figure in all learning situations and fulfils the role of educating, confidant and friend. The educator constantly strives for the increase of knowledge in pupils and the development of spiritual and moral values. The good educator considers teaching, not merely as a career, but as a calling. The attitude, interest and confidence held by a educator influences the academic

achievement of the pupils and the development of the pupil's character. The educators are aware of the pupil's strengths, good points, weaknesses and problems, and displays constant interest in the learner. A good educator possesses integrity, is prepared to accept responsibility can be trusted to perform tasks without continued supervision and will alienate himself/herself from excessive disciplinary action, favouritism and uncontrolled temper displays. A educator is loyal to the Education Department, the school, fellow colleagues and pupils. Relationships are characterised by good manners, tact, honesty, discretion and reliability. A educator remains a student, is aware of the latest developments in education and is well read. The human element in teaching is irreplaceable and the finest teaching aids can never replace a capable, interested, dedicated, educator.

1. Preamble

The educators who are appointed at The Ark Christian School

- 1.1. Acknowledge the noble calling of their profession to educate and train the learners of The Ark Christian School;
- 1.2. Acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in The Ark Christian School;
- 1.3. Acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- 1.4. Commit themselves to therefore do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code; and
- 1.5. Act in a proper and becoming way such that their behaviour does not bring the teaching profession, or The Ark Christian School, into disrepute.

2. General conduct - The Educator and The Learner

An Educator who has a Solid Foundation:

- 2.1. respects the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;
- 2.2. acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;
- 2.3. strives to enable learners to develop a set of values consistent with those upheld in the Bible
- 2.4. exercises authority with compassion;
- 2.5. avoids any form of humiliating learners, and refrains from any form of child abuse, physical or psychological;
- 2.6. promotes gender equality and refrains from any form of sexual relationship with learners or sexual harassment (physical or otherwise) of learners;

- 2.7. uses appropriate language and behaviour in his or her interaction with learners, and acts in such a way as to elicit respect from the learners;
- 2.8. ensures the safety of the learner;
- 2.9. does not abuse the position he or she holds for financial, political or personal gain;
- 2.10. is not negligent or indolent in the performance of his or her professional duties;
- 2.11. recognises learners as partners in education; and
- 2.12. recognises that every learner shall have the right to equality. No learner may be discriminated against – race, colour, religion, conscience, belief or culture.

3. General Conduct – The Educator and The Parent

An educator who has a Solid Foundation, where appropriate:

- 3.1. recognises the parents as partners in education, and promotes a harmonious relationship with them; and
- 3.2. does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner.

4. General Conduct: The Educator and His or Her Colleagues

An educator who has a Solid Foundation:

- 4.1. refrains from undermining the status and authority of his or her colleagues;
- 4.2. promotes equality and refrains from sexual harassment (physical or otherwise) and promotes equality in relation to gender, ethnic or social origin, colour, age, disability, religion, culture or language of his or her colleagues;
- 4.3. respects the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution;
- 4.4. uses proper procedures to address issues of professional incompetence or misbehaviour; and
- 4.5. takes reasonable steps to ensure the safety of his/her colleagues.

5. Misconduct of the Educator

- 5.1. The educator may be charged as per the Employment of Educators Act 76 of 1998 as amended by the Education Laws Amendment Act 2000 (No 53 of 2000).
- 5.2. An educator who is charged with misconduct is entitled to a fair investigation, inquiry or disciplinary hearing as per Schedule 2: Disciplinary Code and Procedures for Educators laid out in Education Laws Amendment Act of 2000.

LEARNER CODE OF CONDUCT

- 1. Be neatly dressed

- Full school uniform
 - Hair neat and tidy
 - Clean uniform and shoes
 - No jewellery – except a single pair of earring studs or sleepers for girls and watches.
2. Greet all adults
 - Greet educators, parents and visitors to our school when passing them e.g. “Good Morning ma’am/ sir”
 - Greet educators, parents and visitors to a classroom.
 3. Display manners
 - Use please, thank you, excuse me, yes sir/ ma’am
 - Stand aside for adults in doorways and passages
 - No swearing or playing the fool at another’s expense
 4. Be respectful
 - Have respect for the educators, parents and visitors
 - Have respect for fellow pupils
 - Have respect for monitors/class captains
 - Have respect for cleaning staff – keep your area tidy
 - Do not interrupt a speaker.
 - Do not backchat
 - Listen to and obey educators, monitors/class captains
 5. Complete all homework
 - Do homework neatly and diligently. Take pride in your work
 - Hand projects/tasks in on time
 - Look after textbooks in your possession
 - Bring the relevant books to school
 - Bring all the required stationery to school – do not borrow or lend
 6. Be a peacemaker
 - Do not instigate fights
 - Do not bully, tease or intimidate fellow pupils
 - Be friendly and helpful
 7. Be honest, truthful and trustworthy
 - Never tell lies to anyone
 - Be truthful to yourself and other and admit when you’ve done something wrong
 - Teachers must be able to trust you
 8. Obey all school rules

- Obey classroom rules
 - Obey school rules (code of conduct)
 - Keep classroom and school grounds clean
 - Look after your books, equipment in your classroom,
 - Do not litter – clean up!
 - Do not talk in lines after the bell has rang and when lining up outside your class
9. Be punctual
- Be at school on time
 - Be at the lines on time
 - When sent on an errand, do it quickly and get back to class
 - Bring return slips before the required date.
10. Have respect for all property
- Respect the school’s property
 - Respect the educators property
 - Respect fellow pupil’s property

GENERAL SCHOOL OPERATION

1. SCHOOL ENRICHMENT PROGRAMME.

- The school provides programme of extra-curricular and cultural activities. The educational value of extra-curricular and cultural activities is borne in mind as it can assist the underachieving pupil to build up confidence.
- The following cultural activities are offered by the school:
 - 1.2.1. Drama
 - 1.2.2. Dance
 - 1.2.3. Chess
 - 1.2.4. Choir
 - 1.2.5. Sewing, Skills training and Gardening
 - 1.2.6. Public speaking.

Sport activities include:

- Soccer.
- Netball.
- Swimming in summer.
- Mini-cricket.

2. Language of instruction

2.1. The Ark Christian School has selected English as the language of instruction.

3. School times

3.1. School hours are as follows:

Monday - Thursday

3.1.1. Grade R: 08h00 - 13h15

3.1.2. Grade 1 & 2: 08h00 – 14h00

3.1.3. Grade 3: 08h00-14h30

3.1.3. Grade 4 – 9: 08h00 – 15h00

Fridays

3.1.4. All Grades: 08h00 – 12h45

3.2. Staff are to be present at school before 07h45 at which time Devotions begin.

4. Schedule of fees

4.1. The Ark Christian School is a **NO FEES** school.

5. Staff portfolios

5.1. **The Principal** - The principal of the school is the liaison between the learner, educator and parent. He/ She is responsible for school planning, administration, appointment of staff, maintenance of school, discipline and ultimately the smooth running of the institution. It is essential that educators keep the principal well informed of achievements, problems, unusual occurrences, etc. The principal is available to discuss any matter concerning the school, the educators or the pupils. The principal monitors curriculum matters and the academic progress or non-progress of the learner. She is responsible for the efficient implementation of curriculum and assessment related policies for each phase and arranges the Phase/Subject meetings if required.

5.2. **Class Educator** – in addition to the expected task of educating, the class educator is responsible for the learner allocated to his/her class and this entails caring for every need of these learners. It is the task of the class educator to know each learner individually, to communicate with the learner, to share joys and to be aware of unhappiness or problems. Security and trust enhance the learning process.

6. Educational visits/ field trips

6.1. Visits are approved by the principal, prior to final arrangements (bookings) being made.

6.2. Written permission of the parent per school circular is a requirement.

6.3. A pupil, who cannot afford to pay, may not be embarrassed or penalised.

- Trips are well-planned, educationally sound, and ideally follow-up work should be evident.
- The educators of a Grade group accompany the pupils and are responsible for the good behaviour of the pupils.

2. Assembly

- Formal Assembly takes place every Friday morning from 08:00 – 09:00 for the whole school.

3. Circulars to Parents

- All School correspondence is sent with home with the pupils.

4. Keys

- Keys may only be handled by the person who is responsible for the safe-keeping thereof.
- Classroom doors are locked when classroom is not in use.

5. School Grounds men

- The schools grounds men are under the direct authority of the principal or person appointed by the principal. No other person may give instructions to the grounds men.
- Should educator require the services of a grounds man, this is done through the principal.

6. Rainy Days

- On rainy days when it is impossible for the pupils to go onto the playgrounds, educators stay in the classrooms and supervise the pupils.
- Lessons are not extended through break on these occasions and learners are given the opportunity to relax and eat indoors.

7. Smoking

- Educators may not smoke in the classrooms, or in the court yards of the school or staff room.
- Smoking facilities are offered, out of sight of pupils.

8. General School Year Plan

- At the first meeting of each school term, the principal draws up a scheme of dates for the school term.

- Dates are changeable, as this plan has to accommodate unplanned meetings, courses and other arrangements.
- Changes that are made to the term planner are confirmed by the principal who will notify the staff at the morning meeting or on the staff notice board in the staff room.

9. Class Visits

- In addition to peer assessment visits, the principal visits classes during the course of the year on a formal or informal basis. The purpose of the visit is to keep abreast of work done, to monitor subject files to maintain contact with the educators and pupils, to check on furniture and neatness of classrooms and to guide and give advice where necessary. It also affords the opportunity to acknowledge good teaching and achievements. Class visits may take three forms: 13.1.1. Formal - according to a roster and followed by a feedback report; 13.1.2. Formal without warning followed by a written report; and 13.1.3 . Informal.

10. Discipline

- The general discipline of the school is the concern of every member of staff.
- Pupils meaningfully employed at all times should not present discipline problems.
- Educators should retain their dignity in chastising a learner. Uncontrolled shouting and gesticulating is not permitted.
- A Pride in the school, respect for it and everyone attached to it, good manners and behaviour should form part of the pupils training.
- Pupils may **not** be kept in at break for discipline purposes.
- A educator remains in the classroom with pupils during lesson time and during breaks on rainy days.
- Global punishment of a whole class is frowned upon. Punish the culprits.
- The writing of lines as a form of punishment is not viewed as constructive.
- Educators on playground duty must report to lines immediately after the bell rings, to control the discipline of pupils. Educators allocated to play ground duty to control discipline on the playgrounds according to a break duty roster.

EDUCATOR ADMINISTRATION

1. Assessment

- 1.1. Continuous, careful assessment of each learner is necessary in order to ascertain that the learner's work is progressing satisfactorily, and to identify where additional aid is required.
- 1.2. Although assessment takes many forms, a written record of such assessments is maintained.
- 1.3. Parents are informed when a pupil is under-achieving according to his/her potential and measures are implemented in an attempt to remedy the situation.

2. Testing

- 2.1. Tests, formal or informal, should never excessively pressurize pupils or place them under undue stress.

3. Recording of Assessment: Mark Books/Assessment Files

- 3.1. The results of tests, formal and informal, projects, etc. is neatly recorded in a well-ordered mark book or mark file.
- 3.2. Each entry should have a brief, descriptive heading and a date.
- 3.3. It is educationally sound to analyse the results of each assessment, which enables strengths and weaknesses to be identified. Re-teaching can be undertaken where difficulties are indicated, either individually, in a group, or with the class as a whole.

4. Report Cards

- 4.1. The school operates with quarterly assessment cycles.
- 4.2. Reports are issued quarterly.

5. Interviews with Parents

- 5.1. Sound, professional relations between educators and parents are encouraged. Salient points of parent interviews should be recorded for future reference – including the date and time of the interview. Recorded notes are filed in the learner's profile and learner support file by the educator.
- 5.2. Educators plan before-hand what needs to be said and guard against remarks that can be misconstrued.
- 5.3. Educators may never criticise the work done by a previous educator and may not undertake commitments for the school or other educators.

6. Parent's Meetings

- 6.1. Voluntary Parent's Meetings are held after each report card issued and affords the parents the opportunity to discuss the work done by the learner, with the educator.
- 6.2. No discussion regarding a learner should take place within the hearing of other parents.
- 6.3. Learners do not accompany their parents to the classroom when meetings are being held.

7. Promotions

- 7.1. The decision to fail a learner may only be taken in extreme cases if the parents have been regularly informed of the learner's lack of progress, and this fact is based on irrefutable facts and recorded evidence.
- 7.2. No learner may be threatened with the possibility of failure.
- 7.3. A learner may not fail a subject by one or two marks.
- 7.4. The educator should discuss the possible non-promotion of a learner with the principal.

8. Pupil Profiles

- 8.1. The Pupil Profile is a cumulative record of the holistic development of the learner in the school.
- 8.2. Entries in the profiles are accurate and truthful.
- 8.3. Pupil Profiles are confidential and may never be viewed by or shared with parents or pupils.
- 8.4. Profiles are securely kept locked in a cupboard and keys are made available on request from the principal.
- 8.5. Maintenance of Pupil Profiles is the responsibility of the class educator.

9. Subject Files

- 9.1. The educator is responsible for maintaining a preparatory file for each subject/Grade taught. The subject file contains:
 - 9.1.1. Subject syllabus (CAPS document)
 - 9.1.2. CAPS compliant year plan
 - 9.1.3. Weekly/ daily lesson plans at least one week in advance of given date
 - 9.1.4. Annual assessment plan and assessment tasks
 - 9.1.5. Curriculum and assessment related school policies.

10. Timetables

- 10.1. The principal is responsible for drawing up the subject timetables for Grades 1 - 9.
- 10.2. Grade R teacher is responsible for drawing up her own class time-table, keeping in mind the stipulated hours recommended for each subject in the CAPS documents.

11. Marking

- 11.1. All work done by pupils is “educator acknowledged” and the degree of marking intensity will vary according to the type of exercise done and the subject.
- 11.2. After educator scrutiny, the initials of the educator and the relevant date should appear at the end of the written work.
- 11.3. Correction of errors forms part of remedial work and should be controlled by the teacher.

12. Exercise Books/ Learner Workbooks

- 12.1. Learner books are subject to checks by the principal.
- 12.2. Comments regarding book moderation are completed on the educator performance appraisal report sheets.
- 12.3. Learner books are sent home for viewing by the parents and for them to sign.

13. Staff Meetings

- 13.1. Staff meetings take place at the beginning of every term. And regularly throughout the term.
- 13.2. Further meetings are planned should the need arise, and notification given to the staff verbally or on the staff notice board.
- 13.3. Staff meetings may also be used as staff development sessions.

14. Registers

- 14.1. Class Register:
 - 14.1.1. Each class educator is responsible for drawing up and maintaining a daily attendance register.
 - 14.1.2. Learners must produce notes from a parent or doctor, explaining the reason for their absence.
 - 14.1.3. Prolonged (more than a week) or unexplained absences are reported to the principal.
- 14.2. Educators who are absent from school phone the school as early as possible on the day they are away. If the absence exceeds two days, a sick note, completed by a doctor, is required. If a educator is going to be absent from school, the principal must be informed before the time.

14.3. **Accidents or Illness during School Hours**

Consult school health and safety policy.

OFFICE ADMINISTRATION

1. The Office Staff

- 1.1. The secretary/receptionist is accorded the same courtesies and privileges as the educators. She performs the duties of receptionist, typist, administrative assistant, bookkeeper, nurse, etc.
- 1.2. Educators may not pass the time of day in the secretary's office and interruptions should be limited.

2. Telephone Calls

- 2.1. Educators will not be called from classes to take phone calls except in emergencies.
- 2.2. Staff may use the school telephone for private calls after asking permission from the principal.

3. Typing and Photocopying

- 3.1. Work to be typed is the responsibility of the educator.
- 3.2. The educator may make use of the computers in the computer room for typing and research.
- 3.3. Educators may not use the photocopy machine, All school related copies must be authorised by the principal.
- 3.4. Permission is obtained from the school principal for private copies.

4. Enrolments and Transfers

- 4.1. Enrolments and completed enrolment forms are approved by the principal.
- 4.2. A transfer card is issued to a learner upon leaving the school after a request is received from the parents or learner's new school.