



BRYANSTON PARALLEL MEDIUM
SLOANESTRAAT/STREET POSBUS / P O BOX 69188 BRYANSTON
2021

Hoof: R. Kachelhoffer
Tel: 011 463 1414/5/6
Fax: 011 706 7764
E-mail: principal@bpms.co.za

BRYANSTON PARALLEL MEDIUM SCHOOL

ADMISSION POLICY 2020



1	TITLE OF THE POLICY	The Admission Policy of Bryanston Parallel Medium School
2	EFFECTIVE DATE	
3	DATE OF NEXT REVIEW	<ul style="list-style-type: none"> • This policy is subject to review every three years • When there is a change in the relevant legislative framework; OR • Whenever circumstances so require; OR • At the request of the Head of Department
4	REVISION HISTORY	

5. PREAMBLE

- 5.1 Section 5 (5) of the South African Schools Act, Act 84 of 1996 (SASA) mandates the school governing body (SGB) to determine the admission policy of a school. The admission policy of Bryanston Parallel Medium School, hereafter *this admission policy* is aligned to the admission policy published in terms of the National Education Policy Act, 1996 and other relevant policies as per the policy framework.
- 5.2 This admission policy articulates this school's commitment to ensuring that all learners have access to quality education without any fear of discrimination on any grounds whatsoever. To this effect, any learner that applies for admission to any grade in this school will be subjected to a fair and equitable admissions process that is aligned to all relevant National and Provincial legislation.
- 5.3 The SGB acknowledges that the school is a parallel medium school;
- 5.3.1 acknowledges that there are 14 English classes from grade 1 to grade 7 and, simultaneously, that there are 14 Afrikaans classes from grade 1 to grade 7;
- 5.3.2 acknowledges that the school is only able to accommodate 33 learners per class in each of the 28 classes from grade 1 to 7, which, if measured against the criteria as set out in the Minimum Uniform Norms and Standards for Public School Infrastructure, exceed the number of learners per class required therein;
- 5.3.3 acknowledges that the school's capacity is determined as set out in paragraph 1 of Annexure A read with Schedule 1 hereto;

- 5.3.4 acknowledges that the school is the only school in a 10km radius which offers Afrikaans as a medium of instruction to learners in its immediate vicinity;
- 5.3.5 acknowledges that the school's ability to take on more learners per grade as envisaged herein, is severely limited by its own infrastructural constraints, specifically pertaining to the number of classrooms as well as the sizes of these classrooms (Schedule 1);
- 5.3.6 further acknowledges that it has been entrusted with a public resource which must be managed not only in the interest of those who are learners and parents at the time, but also in the interests of the broader community in which the school is located, and in light of the values of our Constitution;
- 5.3.7 refers to the relevant legal provisions and enactments to the extent that they are valid and binding upon them and take precedence over the right of the governing body to determine the admissions policy of the school;
- 5.3.8 commits to working in partnership with the Head of Department at the Gauteng Department of Education to find workable solutions to matters of disagreement, and to engage meaningfully in good faith on any disputes, including disputes over this policy and any decision taken on the basis thereof; and
- 5.3.9 agrees thereto that any such engagement will be directed towards furthering the interests of learners, taking account of the best interest of the child insofar as this does not infringe on the rights or best interests of other children.

As a primary obligation it is required that the principal, the GDE and their delegates will, at all times during any admissions process, take the provisions of this admission policy as well as the school's infrastructural constraints into account, demonstrably, fairly and in accordance with the law.

6. DEFINITIONS AND ACRONYMS

6.1 Definitions

TERM	DEFINITION
Learner	Any person registered to receive education at the school
District Director	Means the official at the department delegated by the Head of Department for the administration of admission of learners
Feeder zone	The area that a school should prioritise when admitting learners and taking into consideration learners who live close or whose parents work close to that school
Head of Department	Means the head of the Department of Education in Gauteng
Parent	Parent means – (a) The biological or adoptive parent or legal guardian of a learner; (b) The person legally entitled to custody of a learner; or (c) The person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) or (b) towards the learners' education at the school.
Principal	Means an educator appointed or acting as the head of a school
School Governing Body	Means the relevant body responsible for governance issues at the school

TERM	DEFINITION
Sibling	Means a learner who satisfies all of the following requirements – (a) He or she is enrolled at the school in the year for which the applicant learner seeks admission (b) He or she resides in the same household as the applicant learner, and (c) He or she has at least one parent who is also the parent of the applicant learner
this School	Refers to Bryanston Parallel Medium School
Focus school	Means a public school that provides education with a specialized focus on particular talents including, but not limited to, sport, performing arts or creative arts
Confidential report	Means a report containing information about the financial status of a parent, whether the parent can afford school fees and employment details of a parent or information relating to the health, misconduct or behaviour of a learner that may be used to unfairly discriminate against a learner

Register of applications for admission	Means waiting list A and waiting list B of names of learners who have applied for admission to the school
Register of Admissions	Register of all learners enrolled at the school

6.2 Acronyms

ACRONYMS	EXPLANATION
SGB	School Governing Body
HoD	Head of Department
MEC	Member of the Executive Council

7. APPLICATION AND SCOPE OF THE POLICY

7.1 This policy applies to the learners, parents of learners at the school, educators, support staff, the school management and applicant learners to the school.

8. LEGISLATIVE FRAMEWORK

- 8.1 The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), as amended
- 8.2 National Education Policy Act, 1996 (Act No.27 of 1996), as amended
- 8.3 South African Schools Act, 1996 (Act No.84 of 1996), as amended
- 8.4 National Employment of Educators Act, 1998 (Act No.76 of 1998), as amended
- 8.5 Gauteng Schools Education Act, 1995 (Act No.6 of 1995), as amended
- 8.6 Gauteng Education Policy Act (Act No.12 of 1998), as amended
- 8.7 Refugees Act, 1998 (Act No.130 of 1998), as amended
- 8.8 Immigration Act, 2002 (Act No.13 of 2002), as amended
- 8.9 Gauteng Admission of Learners to Public Schools (General Notice 4138 of 2001), as amended
- 8.10 National Education White Paper 6: Special Needs Education (Building an Inclusive Education and Training System, 2001)
- 8.11 National Regulations for the Exemption of Parents from Payment of School Fees, General Notice 29311 of 2006

8.12 National Regulations relating to Minimum Uniform Norms and Standards for Public School Infrastructure, 2013

9. PURPOSE OF THE POLICY

9.1 The purpose of the admissions policy is to facilitate admission to the school by setting out the following crucial information:

9.1.1 Aspects under which no learner may be refused admission to the school.

9.1.2 The admission age for learners at the school and compulsory school attendance.

9.1.3 Admission of learners to public schools who live within and outside the feeder zone of the school as determined by the MEC.

9.1.4 Re-registration for learners already in this school, including repeat learners.

9.1.5 Registration of new learners.

9.1.6 Late registrations.

9.1.7 Proof of documentation required for admission.

9.1.8 Register of applications for Admissions.

9.1.9 Register of Admissions.

9.1.10 Capacity of the school.

10. GENERAL PRINCIPLES REGARDING ADMISSION

10.1 A learner may not be refused admission to this school:

- (a) on grounds that constitute unfair discrimination, including on the grounds of race, ethnic or social origin, colour, gender, sex, age, disability, sexual orientation, religion, conscience, belief, culture, language, pregnancy, HIV and AIDS status, or any other illness;
- (b) The aforesaid aspect of the admissions policy will be applied, whether a learner's selected medium of instruction is in English or in Afrikaans, by also taking into account that such a learner applying to be admitted to the school, in preference to

a school where the language of learning and teaching matches the home language of the learner, is sufficiently proficient in English or Afrikaans, so as not to prejudice the learner's ability to progress academically in a parallel medium school.

(c) because his or her parent –

- Is unable to pay or has not paid the school fees, registration fee or deposit determined by the governing body;
- does not subscribe to the mission statement of this school and code of conduct of this school; or
- has refused to enter into a contract in terms of which the parent waives any claim for damages arising out of the education of the learner;

(c) to any part of the school program:

(d) because he or she is unable to provide the school with the documentation required in regulations 6(1) and 12.

10.2 Neither the governing body of this school nor a person employed at this school may request the current and/or previous school of a learner of the learner's parent(s), to furnish this school with a confidential report in respect of that learner.

10.3 On receiving admission to this school, a learner may not be denied: access to class, cultural, social or sporting activities of this school, receipt of a school report or transfer certificate or otherwise victimised on the basis of 10.1 a-e, as the learner must be admitted to the total school programme.

10.4 This school is a fee-paying school. Parents who are unable to pay school fees may apply for exemption as per SASA 39 (4)

10.5 The governing body of this school may not administer any test related to the admission of a learner to a school, or direct or authorise the principal of the school or any other person to administer such tests.

- 10.6 No applicants will benefit from an undue advantage during the admissions process. This aspect of the policy will, however, be applied with due cognisance of the following:
- (a) Is regarded as highly unreasonable to disrupt any family relationships by arbitrarily splitting schooling of siblings. In this regard, unless there are clear and objective reasons to the contrary, an applicant learner, who at the time of making application to be admitted to the school, has a sibling or siblings enrolled in the school, will receive preferential consideration when it comes to placement.
 - (b) It is regarded as similarly unreasonable that a learner should arbitrarily be forced to travel to a school that is not the closest suitable school to where he/she lives with his/her parents. Consequently, in the absence of clear and objective reasons why this should not be so, primary preference will be given to those applicant learners who live with their parent(s) in closer proximity to the school than any other suitable school. At the same time, the school will make a conscious attempt to make provision during the enrolment process for applicants from a variety of backgrounds, including disadvantaged backgrounds.
 - (c) Similarly, and further to (b) above, in the absence of clear and objective reasons why this should not be so, secondary preference will be given to those applicant learners whose parents 'or legal guardians' places of employment are closer to the school than any other suitable school.
 - (d) The school will strive, during its admission process, to ensure that the school's intake aims to include representation of the major demographic segments (i.e. cultural, religious, ethnic and economic) and for the school's intake to be broadly reflective of the composition of the community it serves as a parallel medium school without prescribing or accepting any predetermined quotas, numbers or proportions in respect of such representation.

- (e) Enrolment at Bryanston Parallel Medium Pre-Primary School (including Gr. R) does not provide automatic progression to the school.
- (f) The Grade – R learners, due to practical considerations, will be held apart from the primary school as not to exceed 23 pupils per class.

11. POLICY STATEMENTS

11.1 Administration of Admissions

The principal of the school has been delegated with the powers and the responsibility for the administration of the learners by the Head of Department. It remains the prerogative of the Head of Department to withdraw the delegated powers of the principal if he/she deems it necessary to withdraw such powers. In the administering admissions for returning and or in grade (Grade 2-7 and Grade 9-12) learners, the principal shall work through the School Admissions Committee.

The administration of admissions deals with the following:

- (a) Informing all parents that the school is open for admissions and outlining the procedures to be followed for admissions;
- (b) Assisting parents of Grade 1 and Grade 8 applicants to make online applications on the department's Admissions Online Application System, including accepting and processing online verification of documents submitted by parents;
- (c) re-registering learners currently at school;
- (d) issuing and receiving of application forms to parents of in-grade (Gr.2-7) learners;
- (e) adjudication of applications for admissions;
- (f) issuing of transfer cards;
- (g) issuing of notices confirming the status of the application;
- (h) informing unsuccessful applicants of fee status and related processes; and

- (i) maintaining both a register of applications for admission and a register of admissions.

11.2 The Admissions Process

11.2.1 Admission Period

The Principal should ensure that the admission process commences on the first day and ends on the last day prescribed by the Department unless the school is declared full by the District Director before the end of the admission period.

11.2.2 Informing Parents

- (a) After the Head of Department has pronounced the opening of the admission period, the school will communicate the commencement and end of the admission period as well as the re-enrolment period for in grade (Gr.2-7) learners and the application period for entry grade learners, by using the following means of communication: parent's meetings, letters to parents and the school website.
- (b) In addition to (a), the school will make use of sms notifications, the local newspaper/newsletters or posters,
- (c) Upon request, the school will distribute to parents any advocacy material made available by the Department.

11.2.3 Application for Admissions

- (a) Application for admission of a learner to Grade 1 and Grade 8 may only be done through the on-line application system available on the Department's website.
- (b) This school will neither offer any hard copy application forms for admission to any parent applying for admission to Grade 1 or Grade 8, nor request parents to use the school's online admissions application system to apply for Grade 1 and Grade 8.

- (c) Applicants must submit the following supporting documentation for admission to the school within 7 days of application:
- i. A certified copy of the learner's birth certificate
 - ii. A certified copy of the parent's identity document, or sworn affidavit in a case where the parent does not have an identity document;
 - iii. in the case of admission to a primary school, proof that the child has been immunised at a public or registered private health establishment;
 - iv. Proof of the parent's residential or work address;
 - v. In the event of a sibling at the school, proof of sibling relationship.
- (d) Parents applying for admission of in-grades (Grade 2-7) to this school for the first time will be issued with an application form which must be duly completed and returned to the school within the stipulated timeframes.
- (e) In cases where a learner transfers from one public school to another or applies for an entry grade other than Grade 1, in addition to (i) to (v) above, the parent must submit the following from the previous school:
- i. A transfer card; and
 - ii. The learner's last report card.
- (f) In a case where a parent is unable to submit the birth certificate of the learner or has only submitted a written affirmation or sworn written statement about the age of the learner, the learner will be admitted conditionally for a period of six weeks, allowing the parent to obtain a copy of the birth certificate from the Department of Home Affairs.
- (g) The school principal will refer cases of parents who fail to submit documents within the stipulated six-week period to the District Director, who may extend the period on good cause shown by the parent.
- (h) The principal will report undocumented learners, annually, to the Department by –

- (i) Submitting a list of undocumented learners through the office of the District Director to the Provincial Director responsible for admissions; and
 - (ii) maintaining a database of undocumented learners.
- (i) On submission of a completed application, parents will receive an allocated waiting list number in writing from the relevant admissions register.

11.2.4 Adjudication of Applications

(a) Learners already enrolled at the school

Annually, during the re-enrolment period prescribed by the Department, learners already enrolled at the school must complete a prescribed application form for the re-registration at the school.

The schools submit the re-enrolment information to the Department on a quarterly basis.

(b) Entry grade Admission

An applicant for an entry grade admission to a school is eligible for admission if -

- i. the applicant learner's place of residence is closest to the school within the feeder zone;
- ii. the applicant learner has a sibling attending the school;
- iii. the place of employment of at least one of the applicant learner's parents are within the feeder zone of the school;
- iv. the applicant learner's place of residence is within a 30km radius of the school; or
- v. the applicant learner's place of residence is beyond a 30km radius of the school.

The ranking of the applications for admission shall be in the order of the categories referred to in paragraphs (i) to (v) of (11.2.4 (b)) and in the order in which the applications were received and in accordance with the school's language policy.

11.2.5 Notifying Parents of Outcome of Application

Parents of all learner applicants will receive a written response regarding the status of the application by the end of the admission process.

11.3 Admission of Non-South African Citizens

- (a) Provisions governing the admission of South African citizen applicant learners to public school apply equally to non-citizen applicant learners
- (b) Non-South African Citizen learners/parents must provide either a study visa, refugee permit or an asylum permit.
- (c) Non-South African Citizens must provide proof of application for either a study visa, refugee permit and asylum permit with the Department of Home Affairs.
- (d) The principal will advise parents as to where the required documentation can be obtained. Should the documentation remain outstanding, the learner will be conditionally admitted to the school and the matter will be referred to the District Director.

11.4 Late Applications

- (a) Late applications for Grade 1 and 8 must be made on the Admissions Online Application on the Department's website. The school will accept and verify learner documents submitted.
- (b) The principal will be responsible for receiving late applications of learners in grade (Grade 2-7) learners. Late applications received after the 10th school day must be acknowledged and recorded in the late registration

waiting list A or B. The principal must submit the waiting lists to the District Director at the District Office whereupon they may be considered based on the availability of space.

11.5 Admission Age and Compulsory School Attendance

11.5.1 Admission Age of Learners

- (a) The admission age of a learner to Grade 1 in a public school is age five (5) turning six (6) by 30 June in the year of admission.
- (b) A parent who wishes to make an application for admitting an underage learner to Grade 1 at the school must submit an application and a school readiness report to the Head of Department. A school readiness report could be a report from the educational psychologist or a similar professional or an acceptable progress report from a qualified educator.
- (c) Should the Head of Department find that it would not be in the child's best educational interest to be admitted to Grade 1 as an underage learner, the Head of Department must furnish the parent with reasons for this finding in writing and inform the parent in writing of the opportunity to appeal to the MEC.
- (d) Where a learner's age is three years or more above the normal grade age norm, the school will engage the District Director to place the learner in a fast-tracking programme.
- (e) The age grade norm requirements for learners with special education needs applying for admission at a public ordinary school are the same as learners in special schools.

11.5.2 Compulsory School Attendance

- (a) Every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year in which such

learner reaches the age of seven years until the last school day of the year in which such learner reaches the age of fifteen years or the ninth grade, whichever occurs first.

- (b) A learner who is sixteen years or older and who has never attended school, must be advised and referred to the Department of Higher Education and Training for consideration to be placed at a Community Education and Training Centre.

11.5.3 Learners Who Are Repeating

In principle, learners would progress with their age cohort. The norm for retention is one year per school phase. A learner who has repeated one or more years at the school in terms of this policy is exempt from the age grade norm. In cases where a learner is three years older than the norm age per grade, the school will seek direction from the Head of Department whether the learner will be admitted to that grade.

11.6 ADMISSION DECISIONS

General expectations

In considering applications, a potential learner and/or such potential learner's parent, legal guardian or person authorised as afore stated will, in the first instance, be expected to –

- (a) convince the school in personal discussion and/or written deposition, that he/she will be able to cope academically with the specific pressures and unique demands of the school (including, but not limited to, the medium of instruction, namely in English or Afrikaans, as a result of the school being a parallel medium school);
- (b) 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 parallel medium school environment such as the one provided by the school;

- (c) be willing to contribute in the four critical areas of school life, namely academically, sport, culture and service to others, and to participate in other activities offered by the school;
- (d) be amendable to school discipline as applied in the school, and display levels of behaviour and self-discipline, such that he/she 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.

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, bearing in mind the school's parallel medium status as aforesaid, shall remain within the discretion of the SGB. The criteria are as follows:

- (a) The transformational aims and imperatives relevant to the school, bearing in mind that the school only has 14 English classes from grade 1 to 7 and 14 Afrikaans classes from grade 1 to 7.
- (b) Balancing of genders in the intake, i.e. one gender will not outnumber the other by more than 3%.

General criteria binding on all applicants

- (a) The successful completion of or promotion from the grade immediately below the grade in which the admission is sought, except that this requirement is not applicable for entry into Grade 1.
- (b) The age of the applicant learner.
- (c) In this regard, it should be noted that an applicant learner 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: example – statistical age norm for grade 8 = 8 + 6 = 14: an applicant learner aged 16 may therefore not be admitted to grade 8.)

Further criteria for the admission of those learners for whom this is not the closest school

- (a) Other than upon first entry into schooling, a sound record by the applicant learner 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 judgment of the principal, demonstrate 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.
- (b) The applicant learner's understanding of and ability to converse in the medium of instruction at the school, at such a level that language will not be an unreasonable impediment to his/her academic progress, with the understanding 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: Provided that this criteria is to be read and applied in conjunction with the school's language policy and capacity.
- (c) 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.

11.7 RE-ADMISSION AFTER REMOVAL FROM THE ROLL

It may happen that a learner has been removed from the roll following poor attendance and in accordance with the procedures enumerated in the national or provincial attendance policies. Should a learner apply for re-admission to the school, the application will be considered and the admissions policy and its various criteria applied, only after –

- (a) It has been ascertained that there is a vacancy in the school
- (b) The learner and his/her parents have convinced the school that his/her re-enrolment will be in the best interests of the learner and the school; and
- (c) The learner and his/her parents have convinced the school that the learner's future attendance is likely to accord with the school's expectations.

11.8 FINAL TOTAL NUMBER OF ADMISSIONS

It is acknowledged that the SGB'S powers in respect of admissions are not unfettered, that this policy is not immune to intervention, and that this policy does not inflexibly bind other decision makers in all circumstances.

Thus, the final number of learners accepted into the school at any one time may vary from the above on the basis of specific enrolments and/or the subject choices of individual learners in a particular year, alternatively upon the intervention of the GDE, with the understanding that any decision to overturn an admission decision, or to depart from this policy, must be exercised in an open, transparent, reasonable and procedurally fair manner, through consultation between all the stakeholders, in the interest of the learners and in the spirit of ensuring that quality education is always a primary factor.

The class, grade and school enrolment shall in any event not exceed the calculated capacity by more than 2% in any one grade or by more than 2 (two) learners in any one class, without ratification by the SGB of a motivated explanation from the school management team for such excess.

There will be 28 registered classes with 33 learners per class. This leaves the school with a total capacity of 924 learners throughout all the grades, excluding Grade R.

The school has admitted a total of 779 learners for the 2019 schooling year, 132 of which are learners in grade 1.

The school agreed to assist the GDE in its plight during late 2015, by increasing the number of learners the school can realistically accommodate per class throughout the grades to the absolute maximum the classes at the school can accommodate at any specific date, namely from 30 learners per class, to 33 learners per class in both the English and the Afrikaans mediums of instruction, in respect of grade 1-7.

Cognisance must therefore always be taken of the school's parallel medium status as well as the infrastructural constraints at the school, as set out in Schedule 1 hereto, which means that the Minimum Uniform Norms and Standards for Public School Infrastructure

issued under the South African Schools Act 84 of 1996 cannot and shall not be considered to the exclusion of the aforesaid infrastructural constraints that the school is facing (including, but not limited to, actual number of classrooms and the sizes of these classrooms, ablution facilities, emergency procedures, safety, and congestion of roads in and around the school).

The SGB will therefore constantly strive to assist the GDE with the admission challenges it faces yearly. However, such assistance will always be against the norms set out herein.

11.6 Capacity of the School

(a) To facilitate the head of Department's determination regarding the minimum and maximum capacity of a school as contemplated in section 58C (6) of the South African Schools Act, the principal must, by not later than 30 June of each year, provide the Head of Department in writing with the following information –

- i. the size, number and condition of the classrooms, laboratories, and other rooms or spaces used for teaching in the school;
 - ii. the allocation of classrooms to grades;
 - iii. the curriculum program of the school;
 - iv. the number of educators and their teaching specialisation and workload;
- and
- v. any other information that the Head of Department requires.

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

Total number of learners in School:

Per class based on the 1:33 norm:

Size of the classes:

Per grade:

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

- That learners' best interests have preference
- The number of educators available
- The space available for administrative needs
- The number of appropriate classrooms available
- Space needs for sports, cultural and recreational activities
- The available space in the current media and computer centres, science and technology laboratories and the school hall.
- The sanitary facilities available
- Parking facilities
- Safety measures
- The maximum number of learners permitted per class


c) The principal will request the District Director in writing to declare a school full, if necessary. This request must be submitted with all the supporting documentation to declare the school full.

(d) The Head of Department or an official delegated by him will declare a school full. The school that is declared full by the District Director will be informed in writing.

12. SHORT TITLE

12.1 This policy shall be called The Admission Policy of Bryanston Parallel Medium School.

13. APPROVAL

Approved by School Governing Body	SGB Chairperson: Annette Breetzke	Signature: 
Date: <u>19.09.2019</u>		
Verification by GDE:	District Director: _____	Signature: _____
Date of Verification: _____		
Certified by:	Print Name: _____	Signature: _____
Date: _____		

ANNEXURE A

DEFINING CAPACITY AND DESIGNATED SCHOOLS (FEEDER SCHOOLS)

1. CAPACITY

The capacity of the school is 924 learners in 28 classes, distributed 132 learners per grade and 33 learners per class.

The capacity of the School is based on:

- 1.1 The absolute maximum number of learners the 28 classes are able to accommodate (Refer to Schedule 1 in this regard, wherein existing classrooms are measured against the Minimum Uniform Norms and Standards for Public School Infrastructure);
- 1.2 The need to provide space for teaching, which is not less favourable than laid down in the Minimum Uniform Norms and Standards for Public School Infrastructure;
- 1.3 The need to provide an educational milieu based on educationally valid principles, wherein the fundamental right to quality education is enshrined;
- 1.4 The creation and maintenance of a stimulating and sustainable educational environment, which is in part dependant on having designated, exclusive and appropriately-developed space for the following broad educational facilities, at least to the levels envisaged in the aforesaid Minimum Uniform Norms and Standards, namely:
 - 1.4.1 A Library;
 - 1.4.2 Science, Biology, Geography and Computer laboratories;
 - 1.4.3 Technology workshops/classrooms;
 - 1.4.4 Music rooms (for the individual music instruction as well as large-group music productions/practices);
 - 1.4.5 A School Hall;

- 1.4.6 A team-teaching venue;
- 1.4.7 A physical fitness and wellness centre/gymnasium;
- 1.4.8 The need to support the educational process administratively by providing designated, appropriately furnished, relevantly equipped and exclusive space for:
 - 1.4.8.1 A staff common room and staff workroom;
 - 1.4.8.2 Offices and working spaces for management, administrative and support staff.
 - 1.4.8.3 A counselling centre.

2. PROXIMITY

The areas identified below are regarded as being in such close proximity to the school that the exclusion of a learner living within its bounds would be so unreasonable, save in the instance of specific disqualifying factors, including, but not limited to, not meeting the age norm or academic requirements for entry, late submission of an application or identified behavioural disruptiveness.

The area concerned will include all dwellings and work places which are closer to this school than to any other, following the shortest practicable and reasonable route from that place and entry point to the school. These areas are:

- 2.1 Lonehill;
- 2.2 Parts of Fourways and Magaliesig;
- 2.3 Bryanston;
- 2.4 Broadacres & Chartwell.

The proximity is not applicable to Afrikaans learners, as the school is the only Afrikaans school in a radius of 10km.

SCHEDULE 1

Classrooms as per grade and Classroom number	Current Classroom Size	Classroom Size per Department (UN&S) based on 33 learners	Learners per classroom	Shortfall/Surplus in m2
Gr 1 BA2	61m ²	52m ²	33	9
Gr 1 B16	54m ²	52m ²	33	2
Gr 1 B1A	61m ²	52m ²	33	9
Gr 1 B5	53m ²	52m ²	33	1
Gr 2 B20	53m ²	52m ²	33	1
Gr 2 B1	54m ²	52m ²	33	2
Gr 2 D2	48.3m ²	52m ²	33	-3.7
Gr 2 D1	48.3m ²	51m ²	33	-3.7
Gr 3 D3	43.5m ²	52m ²	33	-8.5
Gr 3 F1	41.3m ²	52m ²	33	-10.7
Gr 3 F2	41.3m ²	52m ²	33	-10.7
Gr 3 F3	41.3m ²	52m ²	33	-10.7
Gr 4 F4	50.56m ²	52m ²	33	-1.44
Gr 4 F5	50.56m ²	52m ²	33	-1.44
Gr 4 C22	48.28m ²	52m ²	33	-3.72
Gr 4 F4	50.56m ²	52m ²	33	-1.44
Gr 5 C37	43.4m ²	52m ²	33	-8.6
Gr 5 E3	58.65m ²	52m ²	33	6.65
Gr 5 C33	48.3m ²	52m ²	33	-3.7
Gr 5 C37	43.4m ²	52m ²	33	-8.6
Gr 6 C9	48.28m ²	52m ²	33	-3.72
Gr 6 E2	57.27m ²	52m ²	33	5.27
Gr 6 F6	50.56m ²	52m ²	33	-1.44
Gr 6 C36	48.28m ²	52m ²	33	-3.72
Gr 7 E4	45.88m ²	52m ²	33	-6.12
Gr 7 E5	46.23m ²	52m ²	33	-5.77
Gr 7 C10	48.28m ²	52m ²	33	-3.72
Gr 7 C19	48.3m ²	52m ²	33	-3.7
Total	1386.79m²	1456m²	924	-69.21