



PROSPECTUS

2024

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DOXA DEO EDENDALE PROSPECTUS 2024

1. VISION AND MISSION STATEMENT

1.1 Vision:

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

1.2 Mission:

Providing quality Christ Centred education:

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

2. THEMATIC GOAL

Theme:

“For I know the plans I have for you,” declares the Lord,
“Plans to prosper you and not harm you, plans to give you
hope and a future” Jeremiah 29:11 NIV

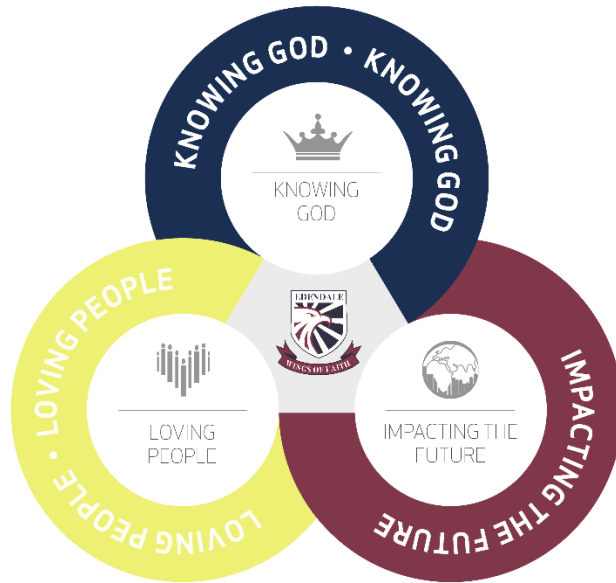
3. WHAT DOXA DEO EDENDALE SCHOOL OFFERS

Doxa Deo Edendale School is a high caring environment with quality education that prepares learners for the future in all areas of life through a Christ-centred approach. Learners become City Changers by:

Knowing God

Loving People

Impacting the future



- I. Christian Worldview and Values**
 - A Christ-Centred Education
 - A Disciple of Christ
 - Leading a learner to Christ
 - Building a learner in Christ so that the learner will serve Christ.
 - Seeing Jesus in those we serve, so they can see Jesus in us.

- II. Quality Education**
 - Class size (ideal of 30).
 - Teacher/learner relationship – positive; emotional safety; unconditional love.
 - Positive discipline – if Jesus does not accept it neither do we! God given authority; building up, not breaking down; transforming – not punishing, partnering with learners.
 - University readiness.

- III. Spirit Based**
 - Sport and cultural activities – values, behaviour, attitudes.
 - Community projects – raising City Changers.
 - Preparing for life – the most important curriculum is the living curriculum.
 - Fun – relationships.
 - School and hostel – counselling and spiritual input.

- IV. To sum up**
 - Our responsibility as adults/parents/educators is to develop each learner holistically (physically, emotionally, spiritually, and intellectually).
 - No one area must be neglected. We are ministers of the Gospel for complete restoration of every learner.
 - Our aim is to produce Godly adults who will be a blessing to others through wisdom and integrity.
 - We need to see every learner through Christ’s eyes.
 - We need to help and guide our learners through all the developmental phases.

- We need to support, encourage and praise our learners daily.
- We need to take on the example of Jesus Christ in caring for every learner's personal growth and development.

These six things learners need to hear often:

1. I love you.
2. You are one in a million!
3. You make me proud.
4. Great job – well done!
5. You are very special.
6. I believe in you.

4. HISTORY OF DOXA DEO EDENDALE SCHOOL

Edendale farm, Nooitgedacht, belonged to the Murray family and in the late 1800's-early 1900's, a German mission was started on a portion of the farm. A church was built and early in the 1900's a school was started by the wife of the missionary. This school existed as a mission school and when the mission was closed, it was continued as a school under the Bantu Education Department. When Anglo American bought the farm from Murray, for the Promat project, there was an agreement that the mission school, then a Department of Education and Training (DET) school, would always be kept alive.

Promat, a Non-Government Organisation (NGO) with the mission of providing matric qualification for previously disadvantaged people, as well as doing in-service training for under qualified teachers from DET schools (local and rural), started on the farm in the late 1980's. They were very well funded and a well-equipped, amazing new campus was built on the site of the mission. Promat was not equipped to handle a primary school and PEPPS was asked to take over and privatise the little school of 50 learners. Ms. R. Prenzler was asked to head up and develop-Edendale Independent School in 1991. A dream started with a vision to have an entire Edu-Centre, home for the homeless, church

and leadership as well as skills training on this lovely campus. The little school flourished under the mission of “best education at lowest possible cost for the previously disadvantaged.”

When the building provided became too small, a piece of land was divided off the farm (11 hectares) and with funding from the IDT, Japanese Government and various smaller donors, a primary school was built. The school moved to the new campus and in 1999 the Primary school enrolled just under 400 learners. Parents requested a High School because their children had to leave the lovely country environment for schools in town.

In 2001 Edendale High School was started but soon the building on the campus became insufficient for further development. In the meantime, Promat College started running into trouble after 1994 and eventually stopped functioning in 2001. The beautiful building was standing empty and many “fortune seekers” tried to lay hands on this lovely campus. In 2002, Edendale received permission from Promat to use one part of the campus for the High School. At this point Standard Bank, who held the mortgage on the Promat campus, had to liquidate Promat because of an enormous outstanding debt. Edendale School started negotiations and proposals to the bank to allow the campus to continue with the dream of developing a community education and training centre as well as to build a church and to provide homes for the homeless. After four years of negotiations, the campus, as well as the farm, was donated to Edendale Independent School, functioning under the name MAKHULONG EDU-CENTRE, the name meaning, “green pasture, place of everything, grace land” (from Psalm 23 in Sotho).

The dream vision

The vision that was presented to the bank as motivation for the Promat campus not being sold for R 16 000 000 was the following:

- That Edendale School would continue providing excellent education in the pre-, primary and high school.
- That a skills training centre would be established to provide most needed skills that would enable young people (and older disadvantaged) to train and either start own businesses or be employed in the workplace.
- That children's homes would be built and established where orphaned, vulnerable and abused children would be cared for in a family environment (family life needs to be nurtured), by homeless women who are without work and/or an income and/or even a parent couple if possible.
- A Christian community church would be built where everyone from the area could come to worship as a family.
- Arts, crafts, performing arts, music and dancing facilities would be developed so that children could develop to their full potential in a holistic environment.
- Sport and recreation facilities would be established for the use of the entire community.
- Young people would have the opportunity to be trained and schooled in any possible discipline and life skills so as to become the leaders of our country in the future.
- Hostels would be built to give these opportunities to those from afar.

In a nutshell, the vision was for a community centre that would give young people the opportunity to develop holistically and reach their full potential, as well as be built spiritually to face the future with knowledge, skills and be value driven - to be spiritual leaders here at home and wherever they may be.

A miracle unfolds

After receiving the campus and the farm and signing an agreement to not ever sell the land or use it for any other purpose than education, training and upliftment, Edendale School realised that none of this could be done without serious funding. Fundraising would never bring in enough for the realisation of the dream. A plan was put forward for the development of an estate that would serve the community, security and all services provided, and that would give an opportunity to the middle class family to live freely in a country environment and have an all necessary education and training on their doorstep. Children could walk or cycle to school, play in the parks and share in sport and cultural activities without having to be driven around! This project would be on a partnership basis with profit shared between the developer and the Makhulong Edu-Centre. After serious discussions with the bank, they agreed that this was the ideal way to provide a sustainable and considerable income to the Centre in perpetuity so as to make the dream come true!

Makhulong became part of the Doxa Deo Group who had the same vision. The Group had already developed schools, churches and skills training centres.

The dream is alive

The period from 2008 until 2018 was a prosperous time in which God's blessings and favour were experienced upon Edendale. Learner numbers grew from 400 to 975. Many lives were changed. In 2011 and 2012 the focus was on experiencing God as the centre of who we are. We still believe that we can make a difference in the world around us. In 2013 and 2014 God spoke to us about not fearing, but to let our lights shine at Edendale for God to see our good works. **2 Timothy 1:7**

says for God has not given us a spirit of fear, but of power and of love and of a sound mind. In 2015 we wanted to be available for God to use us in various ways and to create in us a shepherds' heart.

In the middle of 2013, the Maragon Private Schools Group started a journey which resulted in a partnership with the Doxa Deo Schools Group. This transition took place on 1 January 2014. The school was incorporated into the ADvTECH group as from 1 January 2015 – 31 December 2016 and the name changed from Doxa Deo Edendale to Maragon Edendale School. From 1 January 2017 the name changed back to Doxa Deo Edendale School. The school is currently operating independently under the covering of Doxa Deo Educational Trust and form part of a group of schools within the Doxa Deo Church Group.

5. CHARACTER OF DOXA DEO EDENDALE SCHOOL

- So many schools present “Christian Education” as part of their value offering to existing and prospective parents and learners.
- This used to present parents with a quantifiable differentiator, when considering the school best suited for their children.
- During recent years, parents have however found it increasingly difficult to discern the approach and practices of so called “Christian” schools from other schools.
- Many parents are now looking for schools where these fundamentals are an actual part of the heart and character of the school.
- On top of this, many teachers are becoming uncomfortable with the type of education they are expected to practice in schools. They are asking questions about the nature and practice of Christian education.

- What then is Christian education?
- How do Christian schools differ from non-Christian schools?
- Professor Thinus Dreeckmeier, a well-known, highly regarded and respected Educational academic and practitioner in Educational circles, says the following in his book entitled: “Towards Christ-Centred Education: “There is a generally accepted misconception that Christian education is education like in any other school, but only covered with a Christian icing such a Scripture reading, prayer, devotions, Bible classes and so on.
- Preoccupation with such things may actually blind us to the real difference. The crucial difference must show up in what the Christian schools have in common with all schools – the teachers, the pupils, the curriculum and the management of the teaching-learning process. The real test of Christian education is what happens hour after hour, day-in and day-out in the classroom.
- There the thought life of a younger generation gets moulded in one direction or another. There the foundations of a Christian school are tested. When the classroom door closes, then a Biblical world and life view really counts.
- Education that does not acknowledge Christ in its totality, does not introduce children to the world and life as it really is. Education that fails to acknowledge the Biblical view of the world and life, can provide a false sense of security, in that the pupils may be led to believe that they understand what life is all about, when in reality the reverse is true.
- Christian education is therefore Christ centred, Bible-based education in which the Lordship of Jesus Christ is acknowledged in all spheres of life.”

- If this is truly the case in a particular school, Bible reading, prayer, praise and worship, devotions etc. are only a reasonable response to the revelation that the learner has as to his worth and identity in, and the complete work of Jesus Christ on the cross.
- As teachers, we are accountable for the education children in our schools receive and therefore need to take a firm stand to ensure that Christ-Centred Education is promoted, established and actually practiced in our schools.

What is a worldview / mind-set?

- The way I see the world and life in it.
- The pair of mental glasses I'm wearing when looking at the world and life in it.
- A set of ideas about basic life questions.

Definition of a Christ-Centred teacher

Someone who is able to **guide a child** in such a way that what has been **implanted** in that child **by God** can be **drawn out** with the **inspiration of the Holy Spirit**. Such a child will then be able to reach his/her **full potential in Christ**.

Definition of Christ-Centred Education

From a Christ-Centred worldview, trusting the Holy Spirit to REVEAL CHRIST through the example of the lives of the teachers and staff as well as through every subject matter discussion, every sport- and cultural activity and establishing Christ as every person's origin and hope, resulting in individuals with a Christ perspective, establishing God's Kingdom in every vocation through revealing Christ in them rather than living an aimless dualistic life.

Nature of Christ-Centred Education

Christ-Centred Education is discovering and experiencing the motives of God's eternal heart and then touching the hearts of others by sharing it from your heart. Education becomes a heart-to-heart interaction.

Misconceptions about Christ-centred education

- Covering humanistic world view education with a layer of Christian icing
- Using the Bible as textbook for the teaching of any subject
- Tacking Scripture verses onto subject content
- Moralisation of subject matter

Christ-centred education will be answering the 4 questions:

5.1. Where do I come from? (Ontology)

Giving a sense of belonging and identity

- God created nature.
- God created man as a spiritual being.

(God loves me and has a dream for my life to be significant)

5.2. How do we know? (Epistemology)

Giving a sense of reality by discovering God's truth

- Truth comes only from revelation of God. Revelation comes from creation, the Word and God's Spirit.

(I can enjoy a personal relationship with God)

5.3. Where do we go? (Teleology)

Providing a sense of direction by contribute to make my community a place where God reigns

- Our destiny is the kingdom of God, not an earthly utopia or heavenly destination.
- The kingdom implies a Godly calling for every human on earth

(I have a responsibility towards my fellow human beings and nature)

5.4. On what premise do we make decisions? (Axiology)

Providing a sense of value because He loves me

- We make decisions by taking the will of God, His principles and His laws into consideration.

(God can be part of every area of my life)

The key to Christ-Centred Education lies within the **Revelation of Jesus Christ within the lives of the teaching and other staff**. Critical issues will include:

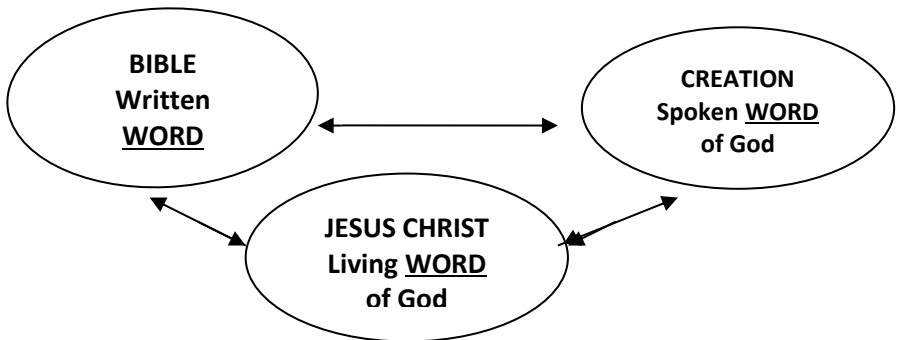
- Staff selection
- Staff training and development in:
 - Understanding the Bible from a Christ-Centred perspective (measuring our success here is vital)
 - Subject content that will reveal Christ
- Staff retraining cycles
- Mentorship in soft skills and subjects
- Staff Orientation processes

"I teach because I see people grow and change in front of my eyes. Being a teacher is being present at the creation, when the clay begins to breathe. Nothing is more exciting than being nearby when the breathing begins... I teach because, being around people who are beginning to breathe, I occasionally find myself catching my breath with them." **(Peter Beidler)**

A **curriculum** that will support the process of revealing Christ in all our subjects is the 2nd vital component.

Christ-Centred curriculum and subject teaching

- Subjects are man-made divisions
- All subjects study the revelation of God in His creation
- Each subject studies a specific aspect (or aspects) of God’s revelation in creation
- The truths of God as revealed in the subject area must be brought to the fore (**NB: the truths are not to be brought into the subject from the Bible – they are already there!**)
- All subjects must be taught as part of the total truth of God’s revelation



- Christ-Centred subject teaching means:
 - All subjects are taught as part of the total truth of God
 - Every subject is utilised to convey Biblical principles and values
 - Affirming the unity of all truth and dispelling the myth of “sacred” and “secular” truth
 - Interpreting all truth within the perspective of the revealed truth in God’s written Word

- Showing that all truth is applicable to life, both individually and in community
- To do this the teacher must first discover the motives of God's heart as revealed through the specific subject content to be presented in each and every lesson and then plan how to share it with the learners in an **explicit** way. This is above and beyond the **implicit** way that the teacher as role model and mentor will share the truths of God.

Learner outcomes:

- Learners will grow in a healthy living relationship with the Lord, and in this relationship develop.
- That learners, considering the level of their development will discover their God given calling progressively.
- That learners will develop their character and constantly accept responsibility for their own lives, activities and future.
- That learners develop a good understanding and touch for globalisation.
- That learners will be information literate.
- That learners will be able to function effectively individually, as well as with other in a team, group, organisation or community.
- That learners will be able to handle uncertainties.
- That learners will be prepared for the dynamic career and market world of the future.
- That learners will be able to think with anticipation and develop skills to investigate the future.
- That learners will know how to prioritize their activities according to their own values, life mission and life goals.
- That learners will continuously keep up their own emotional bank accounts.
- That learners besides a win – lose orientation, will also master a win – win orientation.
- That learners will be able to communicate accurately/effectively.

- That learners will always keep an openness of mind.
- That learners will establish and build their own personal assets.
- That learners will be able to innovate radically.
- That learners will develop an entrepreneurial attitude and ability.
- That learners will come to optimal self-knowledge and knowledge of their calling and role with the aim to develop the community, socially and economically.

6. CULTURE OF DOXA DEO EDENDALE SCHOOL

Character Culture of:

We can make a difference

Punctuality

No Bullying

Self-correcting Peers

Positive mind-set

Perfect Love

Change to fly like an Eagle

We are God's handiwork.

Spiritual Culture of:

Spiritual Growth – "Live God's way"

Have a good Heart

Create a Shepherd's heart

Knowing God – run to God

Family Life

Prayer

Reading God's word

"Fear not, let your light shine"

"Faith is our Wings"

Jesus is my great Master

Outreach Culture of:

Testimonies

Learning

Becoming a city changer

Life change

Loving people

Impacting the Future

Here am I – send me!

Academic Culture of:

Supportive learning

environment

Student engagement learning

Lifelong learning

Inclusive education

Developing a learner

holistically

Encouraging constructive

debates

Make the right choices

Developing critical & analytic

skills

We do it for the ALMIGHTY

7. MANAGEMENT

Doxa Deo Edendale School is an independent Christian School registered with the Gauteng Department of Education.

7.1. Delegation Plan

SCHOOL LEADERSHIP TEAM

- Coen Cloete - Executive Principal
- Willem Dormehl - Principal High School
- Lizette Horn - Principal Primary School
- Terene Dormehl - Principal Pre-Primary School

PRE-PRIMARY SCHOOL MANAGEMENT

- Principal Terene Dormehl

PRIMARY SCHOOL MANAGEMENT

- Principal Primary Lizette Horn
- Foundation Phase Chrismarie Krynauw
- Intermediate Phase Fiona Nieuwoudt

HIGH SCHOOL MANAGEMENT

- Principal High School Willem Dormehl
- H.O.D Sciences Given Ziramba
- H.O.D Commercial Justice Gandah
- H.O.D Social Sciences Princess Motau
- H.O.D Admin Christine de Lange
- H.O.D Languages Shaleen Kaufmann

HOSTEL MANAGEMENT

- Head of Hostel Coen Cloete
- Vice Head of Hostel Willem Dormehl
- Head Guardian - boys Kholiso Moyo
- Head Guardian – girls Lindi Mashabane
- Hostel administrator Charlene Olivier

TERRAIN MANAGEMENT

- | | |
|----------------------------|---------------|
| ➤ Buildings manager | Wessel Beneke |
| ➤ Driver / Terrain manager | Enock Nkosi |

ADMINISTRATION MANAGEMENT

- | | |
|-------------------------------|--------------------|
| ➤ Manager | Coen Cloete |
| ➤ Human Resources | Esna Prinsloo |
| ➤ Public relations | Coen Cloete |
| ➤ Finances / budget control | Madelein du Toit |
| ➤ Debtors | Philiswa Linyando |
| ➤ HOD: I.T and communications | Jacques du Plessis |
| ➤ Payroll | Head Office |

7.2. Bodies and forums

- Board of Directors
- Educational Trust
- Executive Committee
- Schools leadership Team (SLT)
- Admin meetings
- Hostel meetings
- Maintenance and safety meetings
- Staff meetings
- Parent meetings
- Subject Head meetings / Phase Meetings
- Cluster meetings
- School Care Programme
- Accounts Review Forum
- Events Forum
- Sport and Culture Forum
- Marketing meetings
- EE committee meetings

8. LANGUAGE OF INSTRUCTION

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

9. ENTRANCE REQUIREMENTS

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

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

9.1. Admission criteria

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

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

9.2. The role of the parent during the admission period

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

9.3. Registration and admission of learners

An enrolment fee is payable for each new learner, after which an annual re-registration fee is payable.

9.4. Application for admission

“Application for Admission Forms” is available from the administration office. Parents are welcome to download the registration documents from the Doxa Deo Edendale School website. (www.edendaleschool.co.za)

- All learners must hand in a completed application form accompanied by all the relevant supporting documentation.
- The principal or head of department will arrange an interview and admission test with the parents and child/children once all requirements have been met.
- Learners with special educational needs will be discussed at a School Based Support meeting, prior to deciding whether the school would be able to cater for the individual needs of those specific learners.
- All successful applicants will be informed in writing and/or telephonically if they have been accepted at Doxa Deo Edendale School.

9.5. Registration

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

9.6. Age Restrictions

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

Correct age in grade:	
Pre-primary School	
2-3 years	2, turning 3 years old
Grade RRR	3 turning 4 years old
Grade RR	4 turning 5 years old
Grade R	5 turning 6 years old
Primary School	
Grade 1	7 (maximum age 9)
Grade 2	8 (maximum age 10)
Grade 3	9 (maximum age 11)
Grade 4	10 (maximum age 12)
Grade 5	11 (maximum age 13)
Grade 6	12 (maximum age 14)

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

Learners are admitted to Grade 1 in the year in which they turn seven. Learners who turn 6 before 30 June may apply as per the amendment to SASA (section 5 of Act 84 of 1996). Any parent who wishes to apply for admission of a learner below this age or an underage learner must make an application to the relevant Head of Department. Such an application must be accompanied by a school readiness report which could be a report from an educational psychologist. Should the principal decide that it would not be in the child's best educational interest to be admitted to Grade R or Grade 1 as an underage learner, the parent must be furnished with reasons for this decision in writing and given the opportunity to appeal to a Member of the School Leadership Team.

9.7. Relevant documentation

9.7.1 Learner

- Birth certificate / ID of learner
- 2 colour ID-size photos (to be attached to the application form)
- Proof of immunisation
- Transfer card/transferring letter from a previous school
- Most recent report card
- Testimonial from school (if learner attended a Crèche or other School)

9.7.2 Parent/Guardian

- Certified copy of ID
- Proof of residential address
- Recent pay slip/ 3 months' bank statement

9.7.3 Foreign learners

- Study permit
- Temporary or permanent residence permit from the Department of Home Affairs.

Please Note that NO application form will be accepted if any of the above documents are outstanding.

Incorrect, incomplete or misleading details will render the registration and contract null and void.

10. DISCIPLINE

The parent/guardian acknowledges that he/she has received, read and understands the 2024 Prospectus.

The learner and the parent/guardian will be bound by the rules, codes, procedures and regulations as set out in the above-mentioned prospectus, which documents incorporated into this agreement and form an integral part thereof. Any contravention of the school rules, codes, procedures and regulations will constitute a material breach of this agreement. In order to promote an academic and calm atmosphere the parent/guardian agrees that the learner will adhere to the school rules and furthermore agrees that if the learner participates in negative political agitation, internally organised boycotts and stay-a ways, violent or criminal behaviour, gambling, sexual misconduct, drug dealing or drug abuse or alcohol abuse, or accumulates to three hearings, he/she may be expelled.

10.1. A few Disciplinary Principles

- Disciplinary procedures are aimed at assisting a student to integrate Biblical values and principles in his or her life.
- Disciplinary measures will always be taken in consultation with the parents of the student according to the different levels of disciplinary action.
- Disciplinary actions will always be built on a positive educational relationship between teachers, parents and student.
- Disciplinary measures will always be accompanied with counselling by the teacher involved.
- Record will be kept in every class of work that is incomplete, not done, not available or not of acceptable standard.
- Behaviour that is in conflict with the code of conduct or general rules of the school will be reported.

11. CURRICULUM

The three pillars of the Doxa Deo Edendale School learning programme are:

- Academic programme
- Biblical Lifestyle Programme
- School Care Programme

11.1 DOXA DEO EDENDALE PRE-PRIMARY and PRIMARY SCHOOL:

Grade RRR-R

Subjects: English HL
Mathematics
Life Skills

Learners learn through play, concrete information and fantasy. Learners learn through practical involvement using all senses. There is a full planned day daily with lots of educational activities in a structured environment. Educationally stimulating activities form part of the daily planning. All learners take part in Robotics, Playball and Swimming.

Grade 1-3

Subjects: English HL
Afrikaans FAL
Mathematics
Life Skills

Grade 4-6

Subjects: English Home Language
Afrikaans First Additional Language
Mathematics
Natural Sciences & Technology
Social Sciences
Life Skills

All Gr RRR-3 pupils have a period for Bible studies. Youth Lessons are offered to all Gr 4-6 learners. These lessons are presented by qualified youth workers.

11.2 DOXA DEO EDENDALE HIGH SCHOOL

Grade 7 – 9

Subjects: English Home Language
Afrikaans First Additional Language
Mathematics
Natural Sciences
Social Sciences
Technology
Economic and Management Science
Arts and Culture
Life Orientation

Grade 10 - 12

Doxa Deo Edendale High School plans to present the following subjects to the Grade 10 to 12 learners in 2020:

11.2.1 COMPULSORY SUBJECTS x 4

English Home Language (Compulsory)

About how languages form the basis of learning and enable you to communicate in a variety of contexts using different forms of communication. Your listening and speaking skills will be developed further with greater emphasis falling on your reading and writing skills.

Afrikaans 1st Additional Language (Compulsory)

About how languages form the basis of the learning and enables you to communicate in a variety of contexts using different forms of communication. Your reading and writing skills will be further developed, with greater emphasis on your listening and speaking skills.

Life Orientation (Compulsory)

How to adopt a balanced lifestyle and manage your life responsibly by developing knowledge, skills and values?

Mathematics (Compulsory - choice between Mathematics and Mathematical Literacy)

To solve both mathematical and real-world problems using a range of mathematical tools. These tools are organised by topics such as algebra, calculus, measurement, trigonometry, statistics, probability and the mathematics of finance. Can only be taken if a learner passed Mathematics in the previous year.

OR

Mathematical Literacy (Compulsory - choice between Mathematics and Mathematical Literacy)

To use the mathematics, you have already learnt (and some more) to make sense of, to explain and to change the world in which you live - a world that uses numbers, formulae, graphs and tables to communicate information. Compulsory for all learners who failed Mathematics in the previous year.

11.2.3 CHOICE SUBJECTS x 3

Accounting

About financial record keeping, various financial records, management accounting and the management of financial resources, and ethics in financial matters.

Geography

About the physical and human processes and spatial patterns on Earth. One will make sense of the complex world that is being influenced by many different forces, such as environmental deterioration and movement of people.

Agricultural Management Sciences

Agricultural Management Practices is the study and application of production, economic and management principles that are used in the cultivation, transformation and marketing of food and other agricultural products. These principles are used to produce and add value to high-quality agricultural products so that these products have economic, aesthetic, social and cultural value.

Agricultural Management Practices draws knowledge and skills from disciplines such as crop sciences; animal sciences; economics and management sciences; engineering; and information and communication technology. The subject is designed to provide learners with a sound practice-orientated base that integrates theoretical and practical competencies.

Life Sciences

About physiology and anatomy, diseases, cells and tissues, ecology and population dynamics, biotechnology, biodiversity and medical techniques, biochemistry, ethics or science, evolution and genetics.

Computer Application Technology

About Information and Communication Technology (ICT) which includes basic concepts of hardware, software and networks, advanced word processing, spreadsheets, databases presentation skills, communication modes and tools.

Business Studies

About the business environment, business opportunities, business roles and functions of business.

Economics (Phased out in 2024)

About the micro and macro economy, development economy and other economic issues.

Physical Sciences

How to investigate physical and chemical phenomena through scientific inquiry. By applying specific models, theories and laws one learns how to explain and predict events in our physical environment.

Tourism

How to meet the needs and expectations of travellers and develop insight into tourism practices and socio-economic growth?

Dramatic Arts (Phased out in 2024)

Dramatic Arts is the study of the representation of human experience in dramatic form for an audience. This study integrates practical experiences and competencies with the study of dramatic practices, processes and products. It aims to promote and develop creativity as a rich, diverse and productive resource through dramatic communication, interaction and representation. Learners explore how dramatic and theatrical elements are selected and combined for particular purposes within diverse contexts, with a focus on the role of the dramatic arts in South Africa.

SUBJECT CHOICE COMBINATIONS AT DOXA DEO EDENDALE HIGH SCHOOL

It is **COMPULSORY** for all Grade 10, 11 and 12 learners in 2024 to take the following subjects:

1. Two Languages: English (Home Language), Afrikaans (1st Additional Language)

2. Mathematics **or** Mathematical Literacy. (*A learner can only choose Mathematics if he / she has passed Mathematics in the previous year with a minimum average of 50%. A learner cannot take Physical Science without Mathematics.*)
3. Life Orientation.

A learner then has a **CHOICE OF THREE DIFFERENT SUBJECTS FROM COMBINATION 5, 6 and 7.**

Grade 10 - 12

Combination 1	Combination 2	Combination 3	Combination 4	(Choose 1 Subject from a combination – * Keep in mind that a minimum of 15 learners are required per class)		
				Combination 5:	Combination 6:	Combination 7:
English Home Language (Compulsory)	Afrikaans 1 st Additional Language (Compulsory)	Life Orientation (Compulsory)	Mathematics OR Mathematical Literacy (Compulsory)	Accounting * OR Computer Application Technology * OR Geography *	Life Sciences * OR Computer Application Technology OR Business Studies *	Agricultural Management* OR Physical Science * OR Tourism *

Subjects will only be presented if there is an acceptable class size (minimum 15 learners)

12. SPORT AND CULTURE

Pre-Primary School

	Sporting code	1st Term	2nd Term	3rd Term	4th Term
1.	Swimming	x			x
2.	Playball	x	x	x	x
	Culture code	1st Term	2nd Term	3rd Term	4th Term
1.	School Concert				x

Pre-Primary School

	Sporting code	1st Term	2nd Term	3rd Term	4th Term
1.	Swimming	x			x
2.	Playball	x	x	x	x
	Culture code	1st Term	2nd Term	3rd Term	4th Term
3.	School Concert				x

Primary School

	Sporting code	1st Term	2nd Term	3rd Term	4th Term
1.	Athletics	x			Pre-season
2.	Netball	Pre-season	x		
3.	Chess	x	x	x	x
4.	Soccer	Pre-season	x		
5.	Swimming (Grade 1-3)	x			x
6.	Cross country	Pre-season	Pre-season	x	
	Culture code	1st Term	2nd Term	3rd Term	4th Term
1.	School Concert	x	x	x	x
2.	Choir	x	x	x	x
3.	Eco-School	x	x	x	x
4.	Various Clubs	x	x	x	x

High School

	Sporting code	1st Term	2nd Term	3rd Term	4th Term
1.	Athletics	x			Pre-season
2.	Rugby		x	x	
3.	Netball	Pre-season	x		
4.	Soccer	x	x		
5.	Chess	x	x		
	Culture code	1st Term	2nd Term	3rd Term	4th Term
1.	Choir	x	x	x	x
2.	Eisteddfod	Pre-season	Pre-season	x	
3.	School Play	Pre-season	Pre-season	x	
4.	Cultural evening				x

13. PROGRESS ASSESSMENT AND RECOGNITION

Learners are formally evaluated on a regular basis. Continuous assessment plays an important role in our evaluation structures. A progress report is given at the end of each term.

14. LEADERSHIP DEVELOPMENT PROGRAMME (High School)

As a school we thought that it would benefit all to start with a leadership course that would involve more learners at the school. The primary focus of the Doxa Deo Edendale Leadership Development Programme is to equip, what we call – City Changers, in order to impact and transform their environments into places where individuals know God, love people and impact their world. We therefore carry the conviction that the following considerations will greatly assist your child experiencing this transformational power:

Leadership Development Programme (Outcome)

The purpose of the programme is to equip learners, so they can:

- Have a significant overview of what leadership is;
- Understand the holistic and multi-dimensional approaches to leadership;
- Responding to the unique calling of leadership through the discover of identity;
- Grow in character and competency pertaining to the task and people who will be served.

Leadership Development Programme (Format)

- 3 year programme (usually grades 8 to 11 – though this is flexible and may be presented to other grades also), in the form of a Leadership Academy (extramural school activity, once a week during break-time).
- **Seminar** – A programme presented in a format where the participant is empowered to take the information and facilitate their own internal or;

- **Workshops** – A programme presented in a format where the participant spends more time working with their actual challenges with the support of a facilitator, in order to introduce the conclusions and outcomes following the workshop.
- Cost will be R200 per year.

Leadership Development Programme (Material included)

- The Student Leadership Development Programme manuals;
- Certificate of completion.

Conclusion

We believe the considerations proposed will add significant value to the development and performance of your child, while contributing to the overall success and impact of Doxa Deo Edendale School.

15. STUDENT LEARNING SUPPORT

15.1. Learner support

The school provides additional support to learners who struggle mastering their school work. Each of the schools has a School care programme which is responsible for managing support services rendered by the school. In some circumstances support services might have to be delivered at additional financial costs to the parent.

15.2. Pre- and Primary school support services:

- School readiness assessment
- Occupational therapy (at an additional cost)
- Speech therapy (at an additional cost)
- Psychological evaluation (free to parents)
- Psychological therapy (at an additional cost off site)
- Remedial teaching
- Additional classes
- Spiritual guidance

15.3. High school support services:

- Psychological evaluation (might be at an additional cost)
- Counselling
- Learner support system (might be at an additional cost)
- Additional classes
- Career guidance
- Subject choice guidance
- Spiritual guidance

16. COMMUNICATION

Communication between the School and Parents/Guardians can take the form of: Letters, Emails, Newsletters, SMS's as well as WhatsApp. Please keep the following guidelines in mind regarding communication on WhatsApp as well as SMS platforms:

- Always keep to the purpose of the group. Don't share irrelevant messages about other topics.
- Do not spam the group. If you would like a group to share memes, adverts or deals with then set one up for that exact purpose and invite others to join.
- Voice notes are strictly for one-on-one conversation/chats and should be kept as short as possible.
- Do note that typed messages are preferred method of communication.
- It is your responsibility to ensure that you are on the School Information WhatsApp groups and regularly read your messages.
- It is your responsibility to inform the Group Administrator of a number change as soon as possible.

- Post your message in one single chunk of text, don't post every word or sentence in a new message.
- Do not have one-on-one conversations in the group. Switch to private messages.
- Do not post in any group between 19:00 and 06:00 unless it is an all-out emergency. Please keep communication to weekdays, Monday – Friday.
- If a message asks for a positive response like an RSVP, don't reply in the negative. Only say if you are able to attend. Don't double RSVP if a second call to action is sent out for the same event.
- If someone asks a question and you don't know the answer don't respond with "I don't know". Just wait for someone who knows the answer to reply.
- Please don't send in a hundred "thank you" messages. If you feel gratitude towards someone – tell them in a private message.
- If someone asks a question of a personal nature (like asking for advice) don't respond if someone else has already answered, or else respond to the person directly in a private message.
- Please refrain from sending sensitive information.
- The group is only a school related communication/information platform. No arguing, no heated opinions, no fear mongering, no hyped up drama, no fake news will be allowed.
- Never ever use a group to berate someone else or air grievances. If you have an issue address it one on one with the relevant person.
- Don't send data-insensitive messages. No-one wants their last 3GB used up on uninvited memes or files.
- When the group has served its purpose it will be deleted.

- Hit “Mute” on your WhatsApp group (unless you’re part of an emergency rescue group). This is a sanity saver. You will still receive all the messages, but your phone won’t buzz or make a noise for every one of them.
- Take note that all communication on school related communication/information platforms will be backed-up.

If you are not sure, ask yourself **these three questions** before you post:

1. Is this relevant?
2. Is this necessary?
3. Is this a good time to post?
4. Is it urgent?

17. ABSENTEEISM

When a student is absent, even for one day, it places a heavy burden on the student, teacher and the whole class; therefore, this should be limited to the minimum. Learners and parents will be warned when learners are absent without the necessary permission or doctor certificate.

18. SAFETY

The safety of our learners is very important to us. To support this, we have a guard at the gate who registers all visitors.

19. STATIONERY AND TEXT BOOK REQUIREMENTS

It is compulsory to buy stationery packs and work books from the school. The cost of the packs and work books will be billed to the learners’ school account.

TEXT BOOKS: The cost of the prescribed text books is included in the school fees.

Please note: Parents/ guardians will be held financially accountable if the textbook/is lost or returned in an unsatisfactory condition.

20. CELL PHONES

The cell phone policy is as follows:

- Learners are not allowed to bring cell phones to school
- Parents can contact their children at school, via the school office 012 – 003 2007 should there be an emergency
- Should the learner choose to bring a cell phone to school, the school will not be held accountable should the phone get lost, stolen or broken.

Should learners not adhere to the rules:

- The cell phone will be confiscated for one week
- The learner will be issued with a written warning
- Should the offence happen again, a second warning would be issued and the phone confiscated for 2 weeks. Parents must collect the phone from the office
- A disciplinary hearing will then be held, should the rule not be adhered to for the third time and the phone will be confiscated for a month. Parents must collect the phone from the office
- Confiscated phones will only be released to parents

We ask that the parents assist us by explaining the policy to their children.

21. TUCK SHOP

The tuck shop offers refreshments and light lunches.

22. UNIFORMS:

School uniforms are prescribed from Grade RRR-12.

The school uniform is available from the school uniform shop.

HIGH SCHOOL

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

			Blazer required for Gr 7-12
			Khaki skirt
			Black school shoes
			Maroon and navy school Jersey or Pullover
			White short socks
3	Winter	Boys	Blue and white pinstripe long sleeve shirt
			Khaki trousers
			Blazer required for Gr 7-12
			Black belt worn with trousers
			Khaki school socks
			Black school shoes
			Maroon and navy school Jersey or Pullover
			Navy Scarf
			Navy Gloves
			Beanies worn badge forward (Allowed in class)
4	Winter	Girls	Blue and white pinstripe long sleeve blouse
			Black school shoes
			Navy school socks or navy tights with skirt / khaki socks with khaki trousers

			Khaki trousers (Long) or Khaki skirt
			Maroon and navy school Jersey or Pullover
			Navy Scarf
			Navy Gloves
			Beanies worn badge forward (Allowed in class)
5	Winter / Summer	Boys / Girls	Tracksuit Top - Can be worn in place of blazer Tracksuit Top & Pants - Sport days. Worn only with sport clothes.
6	Winter / Summer	Boys / Girls	School cap - Worn badge forward (not allowed in class)
7	Sport Uniform	Boys / Girls	To be worn at sport events and on practise days.
			<u>PRE-SCHOOL</u>
1	Summer	Preschool	Wear the uniform Monday – Thursday (Other arrangement for Friday)
		Boys/Girls	Blue shorts & maroon golf shirt
			Girls – White takkies with white school socks Boys – White takkies with blue school socks

			Maroon and navy school Jersey or Pullover
	Winter		Tracksuit same as the rest of the school.
			Girls – White takkies with white school socks Boys – White takkies with blue school socks
	Swimming	Boys	Navy / black swimming shorts in plain blue
			Swimming Cap (Compulsory)
	Swimming	Girls	Plain navy or black full costume
			Swimming Cap (Compulsory)
			<u>PRIMARY SCHOOL</u>
2	Summer	Gr 1-3	Maroon golf shirt
		Boys	Khaki shorts / Blue sport short
			Navy blue school socks
			Black school shoes – to be worn with khaki shorts Takkies – to be worn with blue sport short
			Maroon and navy school Jersey or Pullover
			Tracksuit top

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

			Black school shoes
			Blazer optional only for Grade 6
			Tracksuit top
			WINTER
6	Winter	Gr 1-3	1. Maroon golf shirt
		Boys	Khaki trousers
			Navy blue socks for boys/ white socks for girls
			White tekkies
			Jersey / tracksuit top
			OR
			2. Tracksuit
			Jersey
			Maroon golf shirt
			Navy socks
			Black school shoes or Takkies
7	Winter	Gr 1-3	1. Maroon golf shirt
		Girls	Skort / khaki trousers

			Navy school socks or navy tights
			Black school shoes
			Jersey / tracksuit top
			OR
			2. Tracksuit
			Jersey
			Maroon golf shirt
			Navy blue socks
			Black school shoes / Takkies
8	Winter	Gr 4-6	1. Khaki trousers
		Boys	Navy blue school socks
			Maroon golf shirt
			Jersey / tracksuit top
			Blazer optional only for Grade 6
			Black school shoes
			OR
			2. Tracksuit
			Jerseys - only under tracksuit top
			Navy socks

			Black school shoes - no tekkies
9	Winter	Gr 4-6	1. Skirt with hot pants / khaki trousers
		Girls	Navy school socks or navy tights with skirt /trousers
			Maroon golf shirt
			Jersey
			Blazer optional only for Grade 6
			OR
			2. Tracksuit
			Jerseys - only under tracksuit top
			Navy socks
			Black school shoes - no tekkies
10	Summer &	Gr 1-6	Navy blue raincoat on rainy days (optional)
	Winter	Boys &	Beanies: Navy Blue worn only outside class / - no ear muffs
		Girls	Navy blue scarves: worn in and out of class
			Navy blue gloves: worn outside class
			SPORT WEAR

	PT/ Sport events		Maroon golf shirt
			Blue shorts
			Tracksuit with golf shirt in Winter
	Athletics	Gr 1-6	Navy and maroon vest and navy shorts
	Team	Boys	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit
		Gr 1- 6	Navy and maroon vest and navy shorts
		Girls	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit
	Soccer	Gr 1- 6	Maroon golf shirt
		Boys	Sport shorts in blue
			Soccer Togs
	Swimming	Boys	Navy / black swimming shorts in plain blue

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

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

22.1 Appearance

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

22.1.1 Girls

22.1.1.1 Hairstyles & Caps

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

22.1.1.2 Nails

- No nail polish is allowed.

- Nails must be short and neat.

22.1.1.3 Jewellery, Accessories & make-up

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

22.1.2 Boys

22.1.2.1 Hairstyles & Caps

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

22.1.2.2 Jewellery, Accessories & make-up

- No jewellery or accessories(including):
 - tongue-studs or body-piercing.
 - bangles, traditional bands, rings or necklaces.

- fancy watches or smart watches.
- tooth decoration.
- body art, tattoos or make-up.
- No cuts may be shaved into the eyebrows
- Only prescribed glasses that are unembellished may be worn.
- No artistic/comic contact lenses.
- No earrings allowed

22.1.3 General

22.1.3.1 School bags

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

22.1.3.2 Civvies Days

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

23. . DOXA DEO EDENDALE HOSTEL INFORMATION

We provide:

- 24-hour adult supervision
- Fully-furnished rooms (BED, LOCKER, CHAIR, TABLE)
- Three delicious and nutritious meals daily
- Separate lodging for boys and girls
- Laundry facilities
- Study sessions
- A disciplined and Christian environment
- Security system and guard

We expect:

- Boarders to be co-operative, well-behaved and to adhere stringently to hostel rules.
- Parents to make every effort to support our efforts to provide a well-structured environment.
- All fees to be paid on time.
- No ironing in rooms.
- No kettles, heaters or fridges will be allowed in rooms.
- Parents to attend parent meetings during the year. Dates will be provided in January.

Basic Hostel Rules

- Pupils must report to the hostel the day before school starts each term between 2-5 pm.
- Boarders to be collected between 2-5 pm on the last day of school.
- **Please note:** No visits to boarders during the week.
- No boy will be allowed on the girls' premises or vice versa.
- Boarders must stick to the hostel timetable stringently.
- Boarders will be expected to do light duties on a rotation system.
- Boarders will be expelled for sexual misconduct or harassment, any criminal behaviour, political agitation, unexplained absence from the hostel or hostel sessions, use or possession of drugs,

alcohol or weapons/toy-weapons, disrespect to staff and abuse of property.

- Boarders will treat the management of the hostel with complete respect and co-operate with staff at all times.
- Parents are not allowed to remove their children from the hostel on any weekend, except on compulsory weekends once a month. (Dates will be given).
- **ALL REQUESTS FOR WEEKEND ABSENCES FROM HOSTEL MUST BE LODGED BY LETTER OR FAX TO THE HOSTEL SUPERVISOR ON OR BEFORE THE PRECEDING WEDNESDAY, ACCOMPANIED BY AN IDENTITY DOCUMENT.**

A more detailed set of rules will be given to boarders upon hostel registration. The management reserves the right to add to, or amend, these rules. Lesser offences will result in misdemeanour points and if too many misdemeanours are committed, the boarder will be expelled from the hostel.

24. SCHOOL TERMS FOR 2024

2024 Term program:

DOXA DEO EDENDALE SCHOOL					
TERM		NO. OF DAYS	NO. OF PUBLIC HOLIDAYS	ACTUAL NO. OF SCHOOL DAYS	NO. OF WEEKS
1	(15) 17 Jan – 20 March	46 (48)	0	46 (48)	10
2	(02) 03 April – 14 June Midterm break: 29 Apr - 3 Mei	50	1	48	10
3	(08) 09 July – 20 Sep	54	1+0	53	11
4	(30 Sept) 01 Oct – 11 (13) Dec	52 (54)	0	52 (54)	11
Total		204 (207)	2 + 0	199 (203)	42

PUBLIC HOLIDAY'S AND TRAINING DAYS FOR 2024

2024		Holiday
1 January	-	New Year's Day
03 January		School open for workers
08 January		School open for Support staff and Principals
15 January		School open for Educators

2024		Holiday
17 January		School open for learners
20 March		School close for learners
21 March	-	Human Rights Day
29 March		Good Friday
01 April		Family Day
02 April		Training for Staff
03 April		School open for learners
27 April	-	Freedom Day
29 April – 03 May		Midterm Break
01 May	-	Worker's Day
14 June		School close for learners
16 June	-	Youth Day
17 June		Public Holiday
08 July		Training for staff
09 July		School open for learners
9 August	-	National Women's Day
20 September		School close for learners
24 September	-	Heritage Day

2024		Holiday
30 September		Inter school staff gathering
01 October		School open for learners
22 November		School close for learners (tentative)
06 December		Staff year end function*
16 December	-	Day of Reconciliation
25 December	-	Christmas Day
26 December	-	Day of Goodwill

25. SCHOOL AND REGISTRATION FEES

SCHOOL FEE STRUCTURE 2024

		2024 SCHOOL FEES PAYABLE OVER 11 MONTHS IN ADVANCE (Grade 12 - payable over 10 months)		2024 DISCOUNTED ANNUAL SCHOOL FEES PAYABLE ON OR BEFORE 29 FEBRUARY 2024
		Monthly	Total	
GRADE RRR - R	Child	2 240 x 11	24 640	23 400
	Siblings	2130 x 11	23 430	22 260
GRADE 1 - 3	Child	2 490 x 11	27 390	26 202
	Siblings	2 370 x 11	26 070	24 760
GRADE 4 - 7	Child	2 875 x 11	31 625	30 040
	Siblings	2 730 x 11	30 030	28 530
GRADE 8 - 11	Child	3 485 x 11	38 335	36 420
	Siblings	3 310 x 11	36 410	34 590
GRADE 12 (payable over 10 months)	Child	3 825 x 10	38 250	36 340
	Siblings in Gr12	3 630 x 10	36 300	34 485

- **A non-refundable enrolment / re-registration fee is payable for new AND existing learners for 2024. (Reason: school fees will be billed over 11 months instead of 12 months)**
- **Gr R to Gr11 Enrolment fee for all new learners: R1650 for 2024**
- **Gr R to Gr12 Re-Registration fee for all current learners: R1000 (payable on/before 30 November 2023; late payments after 30 November will be R1300)**

- GrRRR-RR Enrolment and re-registration fee exemption
- Billing of stationery packs per grade will reflect on statements in January 2024 (compulsory - all learners)

HOSTEL FEE STRUCTURE 2024

	PAYABLE OVER 11 MONTHS IN ADVANCE (Grade 12 – payable over 10 months)		DISCOUNTED ANNUAL FEE PAYABLE ON OR BEFORE 29 FEBRUARY 2024
	MONTHLY	TOTAL	
GRADE 7 - 11	4 800	52 800	50 160
GRADE 12 (payable over 10 months)	5 270	52 700	50 065
Hostel enrolment fee		2 000	

- Annual Hostel enrolment fees are payable once a place is confirmed and offered – this fee is non-refundable.
- Hostel enrolment fee R 2 000
- Annual Hostel enrolment fee must be paid on/before 30 November 2023
- Billing will take place over 11 months from January – November 2024
- Grade 12 Billing is over 10 months from January – October 2024
- Please take note that these fees are subject to change due to unforeseen circumstances.

BANKING DETAILS

Account Name	Doxa Deo Edendale Independent School NPC
Bank	ABSA
Account Number	405 1681 623
Branch Code	632005

For any account related queries, please contact Edendale accounts at Edendale School

26. CONTACT DETAILS

Tel No: 012 003 2007

School e-mail: info@edendaleschool.co.za

Website: www.edendaleschool.co.za

Physical Address:

Postal:

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PO Box 828

Cullinan Road

Cullinan

R513 East, Nooitgedacht Farm

1000

GPS CO-ORDINATES: S 25° 47. 876' E 028° 20. 207'