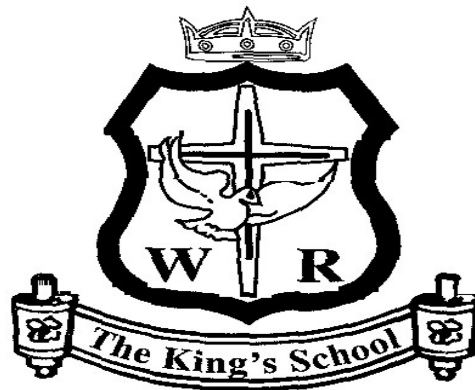


THE KING'S SCHOOL WEST RAND



Information Booklet FOR GRADE R AND RR – 2012

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Purpose of booklet:

This booklet is designed to give you enough information to help school and home to work in partnership.

“In this complex world, it takes more than a good school to educate children. And it takes more than a good home. It takes these two major educational institutions working together.”

Dorothy Rick, author of MegaSkills

Studies have indicated that children whose parents and/or other significant adults share in their formal education tend to do better in school. Some benefits that have been identified that measure parental involvement in education include:

- Higher grades
- Long term academic achievement
- Positive attitudes and behaviour

All parents want their children to become successful, caring adults. Similarly, many parents want to be involved with the formal education of their children. Sometimes, however, they don't know where to start, when to find the time, or how to go about making positive connections with the school.

At the most basic level, parents can begin encouraging the education of their children by showing that they truly value education themselves.

Who are we?

THE HISTORY OF THE KING'S SCHOOL WEST RAND

The vision for The King's School West Rand was born in 1985 when a group of parents began praying for a Christian school where children of all races could be educated. The King's School West Rand opened its doors in January 1986 with 22 children. The school was overseen by the New Covenant Church and Pastor Dave Howell was the first Principal.

Within a short space of time the school grew and moved from the Sunday school classrooms at the Assemblies of God Church in Krugersdorp to a property in Saronde Valley. Mr Latham Duncan came to lead the school as Principal. From there the school moved to Horison Park, renting property from the Western Metropolitan Sub-Structure. In 1995 Mrs. Anna-Marie Russell joined the school. There were 81 students. Mrs. Russell served the school for 10 years!

The school continued to grow. Under the guidance of Mrs. Russell the curriculum was changed from ACE (Accelerated Christian Education) to the core curriculum of the Department of Education. The academic standard improved greatly. As the school grew, so did the need for larger premises. In 1998 staff, parents and children took part in a day of prayer and fasting, asking God to provide premises and the funds necessary to build our own school. Just a few weeks later, a miracle happened. The school was blessed with an anonymous donation of R1, 5 million! This started the ball rolling -property was acquired, a bond was raised and the building started.

In April 1999, we moved into our beautiful new school on the premises in Ruimsig. A year later we built the pre-school and in 2003, thanks to a generous donation of R 144,000 the Foundation Phase was built. In 2004 we were blessed once again when a contractor needed landfill and moved a large sandbank to enable us to fit two soccer fields onto our property. This exercise would have cost us R400, 000, but instead is cost us a mere fraction of that price. In 2005 we started the building process for our administrative block and

media centre. In 2008 we purchased some adjacent land and started and completed the building of the three new Pre-primary classrooms.

In 2009 we purchased more property and started building the new high school block. Currently we have 600+ students enrolled and over 50 staff members. All staff members are committed to Jesus Christ as their Lord and Saviour. Our principal is Mr. Ken Langley, who joined us in June 2005.

Since inception The King's School West Rand has been blessed with an exceptional matric pass rate and above average matriculation exemption in the external exam of the Independent Examination Board (I.B.E.).

Extra mural activities play an important part in our school as we believe in educating the child in body, mind and soul! Children from The King's School West Rand have excelled in certain sports and have gone on to receive Gauteng and National colours during the past years and we expect more to follow suit. We also participate in debating, public speaking, toastmasters, eisteddfods, productions, dance and drama.

Our aim at The King's School West Rand is to continue to equip our children to strive for excellence in life! Romans 12:2 reminds us, "Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is - His good, pleasing and perfect will." As we look back on the history of this school, we see God's hand very clearly in it and we continue to trust Him for all that He has planned in the future.

SCHOOL PHILOSOPHY AND CORE BELIEFS

VISION STATEMENT

Excellence in education to the Glory of God.

MISSION STATEMENT

AS A SCHOOL WE ASPIRE TO:

1. Continually submit to the Sovereignty of God the Father, the Lordship of Jesus Christ and the guidance of the Holy Spirit.
2. Instill in our children a desire for Christian wisdom, to enable them to conquer the challenges of life.
3. Instill in our children an eternal perspective.
4. Provide an internationally recognized academic education that will serve as a foundation for tertiary studies and skills.
5. Further develop the whole child in body, soul and mind.
6. Equip our children from pre-school to Grade 12 with knowledge, skills and Christian values and attitudes.
7. Remain an independent non-profit organization.

STATEMENT OF BELIEF

WE BELIEVE

- 📖 In one God, the Creator of Heaven and Earth, eternally existing in three persons - Father, Son and Holy Spirit.
- 📖 That God created man in His image.
- 📖 That man sinned and thereby brought about the penalty of death, physical and spiritual, on mankind.
- 📖 That the Lord Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and died as a substitute sacrifice for our sins.
- 📖 That He rose from the dead and ascended to the right hand of the Father.
- 📖 That God sent His Holy Spirit to indwell all true believers, to be our Comforter and Empowerer.
- 📖 That all who repent of their sin and receive the Lord Jesus Christ by faith, are born again of the Holy Spirit and thereby become children of God,

called to lead a life of holiness, devotion to the Lord Jesus Christ and service to Him.

📖 That the Lord Jesus Christ appointed 2 ordinances - Baptism and the Lord's Table.

📖 In the priesthood of all Believers.

📖 And hold fast to the promise of John 3:16, that "..... whoever believes in Him shall not perish, but have eternal life."

STATEMENT OF PHILOSOPHY OF EDUCATION

PREAMBLE

We believe that God existed before the universe was created and that He holds all creation together (Col. 1:17). We believe that all people are created by God, in His image and for His purpose. "For everything absolutely everything, above and below, visible and invisible, ... everything got started in Him and finds its purpose in Him" (Col. 1:16). We believe that our life purpose, identity and significance are only revealed in God. The purpose of education is to assist children to discover their purpose and identity and to equip them with the necessary skills to fulfill this purpose in a meaningful way.

As the King's School West Rand endeavours to fulfill its mission and realise its vision, our philosophy of education is characterised by the following commitments and that the Bible's teachings are absolute, dependable and unchanging:

1. We believe that all truth is found in God and is revealed to us in His Word, the Bible. Education then is the process by which truth, including wisdom, knowledge, skills and Christian values and attitudes are taught, discovered, learnt and applied. God's handiwork is evident in all His creation and it is our desire to assist children to discover and enjoy His creative design.
2. We believe that there should not be a separation between intellectual and character education. Jesus Christ is the full and complete revelation of the character of God and He is worthy to be imitated.

3. We believe in the value of children and that we need to love them unconditionally. Children are a blessing from God with unique talents, gifts, potential and purpose. We shall provide a nurturing environment to facilitate the children's recognition of their need for salvation. We shall provide opportunities for them to accept the Lord Jesus Christ as Saviour and grow in their relationship with Him.
4. We believe in maintaining a rigorous and deliberate integration of Biblical Worldview and learning in all academic disciplines. The Biblical integration of every planned learning experience is crucial.
5. We believe that our Christian Teachers are the living curriculum and must strive to consistently be dynamic and authentic expressions of Biblical principles. They teach not only by what they say and do but by who they are. They need to model humility, integrity, transparency, a serving heart and self-discipline and encourage these values in the children they teach. We believe that our teachers are called of God to represent Christ at our school.
6. We believe in the value of family. The family and school should not be mutually exclusive or opposing influences in a child's life. In fact, each should support and reinforce the values of the other. We desire for parents to be actively involved in their children's education experiences and the broader life of the school community.
7. We believe that we have been commissioned by God to extend His Kingdom on earth by effective and responsible stewardship of what He has given us. We strive to maintain an eternal perspective in teaching and daily operational procedures.

CORE BELIEFS

1. **Christian philosophy of education** We implement a Christian philosophy of education, which is devoted to achieving each student's God-given potential.
2. **Power of prayer** Acknowledging God as the head of our school, we remain committed to sincere and fervent prayer to discern His will.
3. **The role of the Bible** We hold the Bible as pre-eminent in all school operations, develop Bible knowledge within the academic curriculum and integrate spiritual truth into each subject area within the school.
4. **Community impact** We strive to engage with the broader community, developing our students to be mission-minded, compassionate and pro-active, and partner with others in order to be effective in our operations.
5. **Life-long learning** We are dedicated to the concept that life is an ongoing series of experiences leading to growth and maturation - for staff through professional development, for students through education that equips them for life's challenges, and for parents through active parent guidance.
6. **Parental education responsibility** Parents have the primary responsibility for the education of their children and they choose to consciously delegate this trust to the school. Therefore they have a responsibility to engage meaningfully and positively with the stated aims of the school, both in terms of their child and the public.
7. **Student education responsibility** Students are taught to be accountable for the choices they make and are expected to take appropriate responsibility for determining positive outcomes in every situation they may encounter.

Section 2: Who is your Child?

DEVELOPMENTAL MILESTONES

The following list of developmental milestones should be used as a guideline in following your child's overall development. Many children develop faster in some areas and leave other areas lagging behind, only to find a sudden burst of development in these slower areas, later on. No two children develop at the same rate, or in the same order of abilities.

EACH CHILD IS UNIQUE AND SHOULD BE CELEBRATED AS SUCH !

Physical Development (Fine and Gross Motor)

Between 4-5 years, most children are able to :

- Hop on one foot
- Walk backwards
- Jump forward a few times (usually not falling)
- Walk up and down stairs (unassisted), using alternative feet
- Do somersaults
- Use a child-safe pair of scissors
- Cut out on a line (straight or slightly curly)
- Copy simple shapes such as a cross or a square
- Write a few of the simpler letters of the alphabet

Cognitive Development (Thinking and Reasoning Skills)

The 4-5 year old child's enquiring mind leaves no stone unturned.

Most children this age can :

- Identify and name many colours
- Identify or write name, and describe many pictures
- Draw a person adding much detail to the body
- Count to at least 5 (many can count to ten) and more
- Tell you their physical addresses and often their home telephone number (and/or cell number these days!)
- Make their own rhyming words, mimic sounds or even create their own sounds

- Understand that events have a cause and effect reaction (eg. if you drop a glass then it will break)

Social and Emotional Development

Around this age, children start seeing themselves as individuals and they often:

- Show understanding (to some degree) of moral values such as what is accepted as good behaviour or what behaviour is probably bad
- Compare their physical selves as well as their abilities with others
- Start developing friendships
- Become more aware of other people's feelings
- Enjoy imaginative play with other children, like playing house-house and dressing up in a role-play
- Start showing an interest in gender differences

Communication Skills

Between 4-5 years of age, children start using language for higher-level communication functions.

They can :

- Understand and use comparatives correctly (eg. fast, faster, fastest)
- They often ask the "when?" "how" and "why" questions (very often too!)
- Retell a story (but may confuse facts)
- Use words such as "should", "shall", "will", "might" and "can"
- Carry out between two and three instructions (even if they are unrelated)
- Pay attention to a reasonably long story, not always interpreting all the facts correct though
- They use "because" and "so" correctly

- Understand and sometimes tell a story, using sequences of events (eg. "Firstly Mommy bought some eggs, then she fried them in a pan and finally we ate them.")

Physical Development (Fine and Gross Motor)

Between 6-7 years, most children are able to :

- Can throw and catch a ball with practice
- May start to loose baby teeth as permanent teeth start emerging
- Will show a preference to their right or left hand
- Will be able to skip.
- Will be able to master buttons
- Will show an interest in learning how to lace and tie his or her own shoes
- Will be able to write the alphabet, though the letters may not be neat or precise.
- Is usually worn out from a day of play and learning and goes to bed easier. However, many children in this age group do not like being awakened in the morning and may be fussy.

Cognitive Development (Thinking and Reasoning Skills)

The 6-7 year old child's enquiring mind leaves no stone unturned.

Most children this age can :

- Knows their whole name, address and birthday
- Identify and write name, and describe many pictures
- Draw a person with detail
- Count to at least 20 and more
- Can put events in order, such as beginning, middle, and end
- Understands directions, such as under, over, around and through
- Has a broader sense of right and wrong
- Learns better when he or she is kept on a routine
- Can identify and write the letter of the alphabet

Social and Emotional Development

Around this age, children start seeing themselves as individuals and they often :

- Shows protective tendencies toward pets, younger siblings, and even parents
- Has a firm set of family ties and is loyal
- Desires to be perfect and is quite self-critical
- Knows gender differences
- Become more independent
- Can wait their turn when working in groups

Communication Skills

Between 6-7 years of age, children start using language for higher-level communication functions. They can:

- Understand and use comparatives correctly (eg. fast, faster, fastest)
- They often ask the “when?” “how?” and “why?” questions (very often too!)
- Retell a story in correct sequence
- Carry out three instructions (even if they are unrelated)
- Pay attention to a reasonably long story,
- They use “because” and “so” correctly
- Know the relationship between sounds, letters and words
- Tell news independently and in correct sequence
- Start to write 3 letter words
- Start reading simple words and pattern sentences
- Acquire a larger more developed vocabulary
- Memorise more information at a time

Section 3- What we do and How we do it?

General information

What you need to know about our school.

TKSWR EDUCATION (WHAT IS IT?)

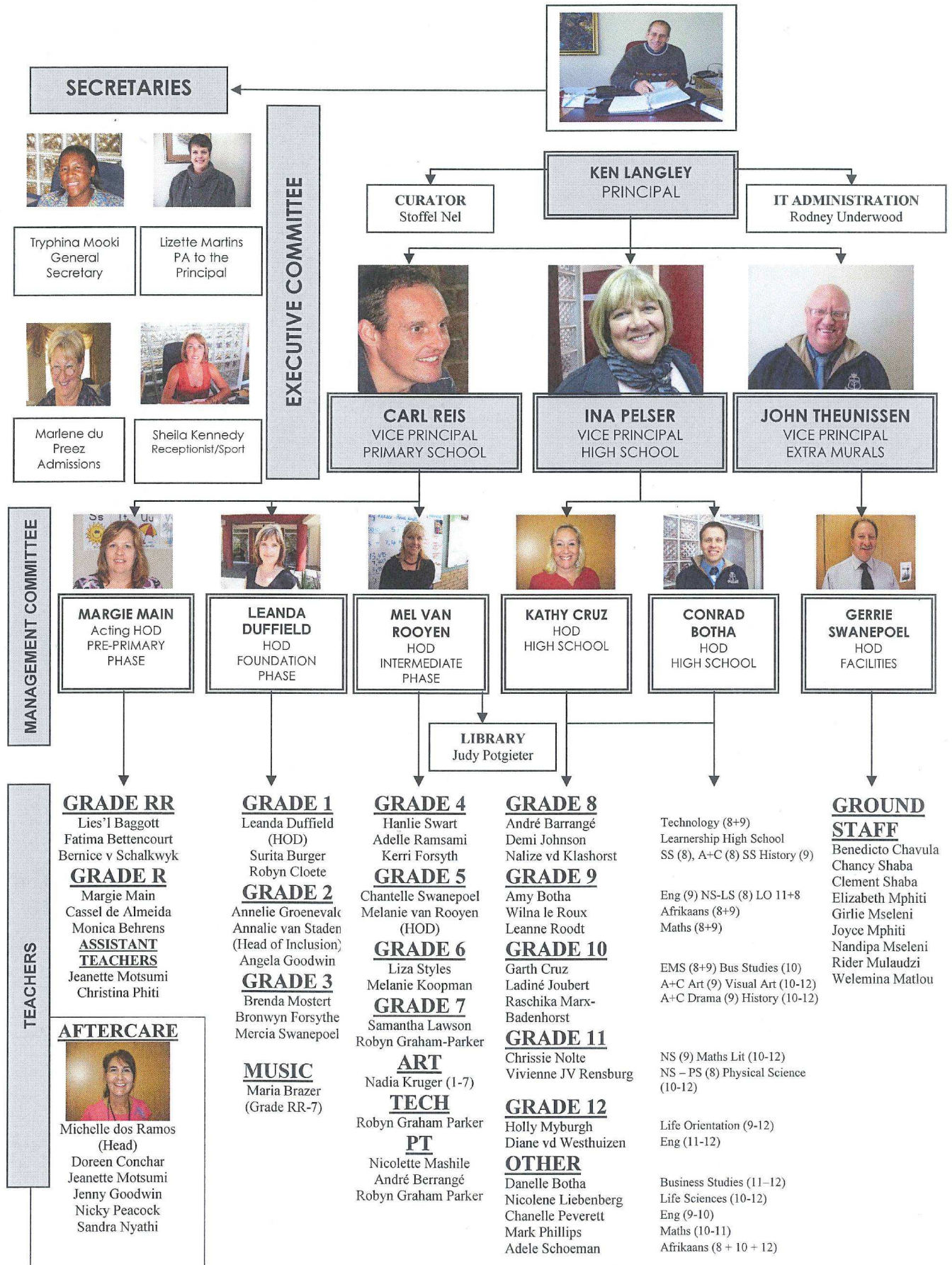
Educational pillars at the King's School West Rand.

"Excellence in Education to the Glory of God" is our vision. At The King's School West Rand we strive to constantly improve our academic standards. Our academics are built on the foundation of Jesus Christ and are held up by three pillars:

- (i) *Biblical integration* (integrating the Bible into our lessons),
- (ii) *Spiritual formation* (building the character of Christ into the pupils)
- (iii) *Academic excellence* (finding new and relevant ways to develop skills and knowledge of the curriculum).

These pillars are taught in an integrated approach. Incorporating these pillars into different aspects of school life

ORGANOGRAM 2012



COMMUNICATION

Communication is a vital part of any successful partnership with a school. At The King's School West Rand we have an open door policy. We are committed to working with you to support the progress of our children. As a staff we do however, have other responsibilities and in order to be responsible to all have put in some procedures and meetings in place to facilitate the process that need to be followed.

Information Evenings: Keeping informed is a vital part of partnering with the school. Evenings like these help to keep you informed and to re-enforce the procedures and policies of the school.

Meeting with Staff (Teachers, V.P., Principal...): Teachers are more than willing to set aside time to discuss your child's progress and answer any queries you may have. If you would like a meeting with the teacher, please contact the school's admin office. Admin staff will take a message and hand it to the relevant teacher who will return your call. Please do not "tackle" a teacher in the corridors or in their classrooms to discuss a serious issue. Often teachers need to be at another meeting or have other activities or people to meet with. Setting aside a set time, a private place and having the relevant people at the meeting makes the meeting more effective.

Parent Evenings: Parents evenings are held at the beginning of each term to discuss the progress of your child in the previous term. Our parent's evening run from 16:30 to 20:00/17:30-20:00 depending on the term.

Parent Evening times function on a booking system. Booking sheets are placed on classroom doors beforehand and parents are requested to book a slot. Appointments are limited to 10 minutes per interview – if you require a longer time, please book a separate appointment during school hours.

The King's Manna (Tuckshop) will be open and will be selling food on the evening for your convenience. Meals will be available from 17:00 onwards.

King's Ken: The **King's Ken** is the school's newsletter. The King's Ken (newsletter) is sent out on a Wednesday. It is important that you refer to the newsletter for the theme for the year, up and coming events and general information.

Web-Page: The school **web page** is also a good source of information. It contains some of the policies and all the necessary information.

Letters: Sent out from time to time.

SMS: Parents could be reminded of different events or changes in these event details with a SMS. Please ensure that all contact details are kept up-to-date with the admin office.

Talking Book: This is a little note book that the children keep in their suitcase for communication between parents and teachers. Notes can be written in or attached to this book. Please make as much use of it as you need to.

Calendar: A planner with dates will be handed out to parents at the beginning of the year to inform them about all important dates and activities throughout the year.



TEACHERS FOR 2012

Grade RR Teachers:

Lies'l Baggott

Fatima Bettencourt

Bernice van Schalkwyk

Grade R Teachers:

Margie Main (Head of Department (Acting))

Cassel De Almeida

Monica Behrens

Teachers Assistants:

Jeanette Motsumi

Christina Phiti

ADMINISTRATIVE MATTERS

Our secretaries are available in the front administrative office. All administrative matters can be referred to them. Please make sure all your contact details are up to date. Please feel free to contact the office for any information, or to make an appointment to see your child's teacher. We can be contacted on 087 808 155 / Fax 086 579 5470 / admissions@kswr.org.za.

DISCIPLINE AND CODE OF CONDUCT.

Preamble:

- The Code of Conduct of The King's School West Rand acknowledges the Bible as paramount in the training and educating of our children.
- The Code of Conduct of The King's School West Rand acknowledges the Constitution of the Republic of South Africa (Act No 108 of 1996), the National Education Policy Act, 1996 (Act No 27 of 1996), the South African Schools Act, 1996 (Act No 84 of 1996), as well as The King's School West Rand's Vision and Mission Statement.
 - The Code of Conduct of The King's School West Rand informs learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society.
- **In order to achieve this objective we acknowledge that the following is important:**
 - self discipline and obedience
 - responsible behaviour
 - mutual respect and self respect
 - basic rights of educators to teach
 - basic rights of learners to learn

General

Students of The King's School West Rand will aim to live according to Biblical principles. Students at The King's School West Rand will seek to live a godly

life in and out of school in order that Jesus Christ will be glorified in everything they do.

Procedures (primary school – (grade RR – 7)

The heart of The King's School West Rand's discipline procedure is to mentor and encourage behaviour that is acceptable.

For **positive behaviour** or character traits the following can be used to encourage the child :

- An encouraging word or a sticker or a positive written comment in the books.
- A school letter sent home stating the positives.
- A blue certificate issued at a special assembly. (Not Grade RR and R)
- A visit to the Principal or Vice Principal where they will get a sticker/stamp for their exceptional work or behaviour will be made a fuss of.
- A special treat from the H.O.D. or Vice Principal.

Grade RR-R

In this phase when a child displays negative behaviour they are spoken to and a corrective action is put into action, time out chair, verbal warning and instruction.

If the behaviour persists or is of a serious nature, then the HOD and/or Vice Principal/Principal will be called in to talk to the child and help remediate the problem.

Parents are, if necessary called in to discuss the way ahead.

In all cases the parents are informed via a note or a phone call by the relevant parties.

GRIEVANCE PROCEDURE:

The King's School West Rand aspires to allow conditions, procedures and/or decisions that are safe, dignified and Biblical in dealing with parents. Should parents feel aggrieved with anything pertaining to the school's

responsibilities, they are encouraged to address it promptly. The School desires to operate in partnership with its Christian parents.

The grievance process that should be followed by those who feel that they have been aggrieved is based on the Matthew 18 principle:

- o Discuss the problem with the relevant person(s).
- o If unsuccessful, speak to the Phase Head. Bring support if needed.
- o If unsuccessful, speak to the Vice Principal or Principal. Again bring someone with to support your case if required.
- o If the grievance cannot be resolved by the Principal, the matter may be appealed to the Chairman of the Board of Directors.
- o Grievances which are generic may be communicated to the Principal who will give feedback to parents at the Principals Platform meeting.

SCHOOL HOURS

07:30 – 13:00

Children may arrive from 07:10

MORNING ROUTINE

In the first two weeks, all the teachers will be available on duty from 07:10 to receive the little ones. Once learners have settled into their routine, only two teachers will be on morning duty as the other teachers will attend devotions in the staff room from 07:10.

Our daily programme starts at 07:30 sharp and all learners are expected to be at school by that time. The gate will be closed and parents and children are asked to report to the front office, before going to the classrooms. It is good to be punctual from the beginning. This makes it easier to get the little ones into a routine.

LATE COMING

Although we recognise the morning session can be a battle ground, we also know that being punctual is a vital part of the training of our children. Being late for class is unsettling to the child and late arrivals also disrupt the other children in the class. We request that parents establish a routine in the morning and leave for school timeously to ensure that children are not late.

Children that are late will need to report at the admin office where they will receive a note before being allowed in the class. Regular late coming will need to be discussed further with the family involved.

ABSENTEEISM

If a child is absent, please contact the office to inform the class teacher. If children are absent for three days or more, a Doctors certificate must be provided to the class teacher when they return to school.

Although our learners are very young, we encourage parents to stress the importance of school attendance and instil a routine from this early age. If learners are absent too often, it results in gaps with their academic progress. These gaps, particularly in the Grade R level, could be detrimental to the progress of the child to Grade 1.

It is important to ensure that holidays are not booked during term-times as any absenteeism disrupts academic continuity.

AFTERNOON ROUTINE

Parents are expected to fetch their children from their classrooms after school. No children will be allowed to walk alone to the gate. Transport facilitators are also required to fetch children from their classrooms. If you do make use of alternative transport, the teacher needs to be fully informed and introduced to the responsible person.

WAITING CLASS

There is a waiting class available in the afternoons for children who have older siblings and can only go home later. These children must be fetched

from the waiting class area-the pre-school playground. Supervision will be available as from 13:00.

Waiting class times are 13:00 to 13:30. Please note there is **no** waiting class on Fridays.

Waiting class/area procedures:

At 13:00 children are released by their teachers. Children who are being picked up by their parents can be fetched from the classroom. If you know that you will only be able to fetch your child by 13:30 please notify your child's teacher so they can instruct and take your child to the waiting class area. Parents will need to collect children from the waiting class area. Any Pre-School or Foundation Phase child that is left in the waiting class area or is found wandering around the school after 13:30 will be kept at aftercare for safety reasons. You will be charged accordingly for the supervision of your child.

AFTERCARE

The Aftercare Centre is a facility that is granted to learners from The King's School West Rand Primary School Grades RR-7. It exists to support parents who are unable to care for their children during weekday afternoons and is held on the school premises. It aims to provide a structured, safe, disciplined yet pleasant environment for its learners and to make provision for the completion of homework for those children who need it.

After school the children are given a well balanced, cooked meal and some juice and supervised from 13:00 (Grade RR – 3) 13:30 (Grade 4-7) -17:30.

SCHOOL UNIFORM

Ensuring that your child is dressed in the correct uniform in the morning is the first step in the morning to show support of the school.

Our pre-schoolers wear an informal uniform.

The summer uniform consists of: School Golf T-shirt and PT shorts (summer uniform), School floppy hat, only White, Navy or Black comfortable shoes.

The winter uniform consists of: School Tracksuit top and pants, School Winter Jackets and long sleeve T-shirts

The school bag is compulsory.

Please keep to the agreed uniform throughout the year. In winter, dress your child from the inside out. On cold days first put on a vest and then add the layers.

All clothing must be marked clearly with your child's name in it. This assists teachers when clothing goes missing.

The above mentioned items are all available from the school uniform shop on the school property.

STATIONERY PACKS

Learners will each receive a stationery pack on their first day at school. These will stay at school. Stationery packs include all the stationery that your child will need for the year (eg: glue, crayons, pencils playdough etc). The cost for these packs will be added to your March school account (refer to TKSQR webpage for details).

LUNCH

Please pack a healthy lunch for your child daily. Juice must be in a manageable bottle, (Oros Bottles work well) we also encourage children to bring extra water daily. **No sweets or fizzy drinks are allowed.** We have two lunch breaks per day; please send enough lunch to snack on twice. Ideas for lunch boxes: Healthy food, fruit, a sandwich, salty cracks, pro-vitas, cheese, dried fruit sticks, biltong etc. (please do not send yogurt)

TUCK SHOP

Friday is our special tuck shop day. Teachers will take orders from children and bring the items to class. A price list will follow in January 2011. Each child

will receive a money bag in their stationery packs. Teachers will send these home at the beginning of the year. Parents send the bag with the money enclosed around the child's neck on Friday mornings. A note accompanying the money, specifying the child's order must please be placed in the bag.

Children may only buy sweets and order food on a Friday. (Please do not send more than R30-00)

BIRTHDAYS

To celebrate birthdays we have birthday "rings" where the class sings to the birthday child and the teacher makes a crown to make them feel special.

Because it is not practical, we do not have birthday parties at school. Parents are welcome to send party packs and cup-cakes to school. Please don't send cakes which need to be cut, or any loose sweets and chips to school as this is difficult to share and hand out.

Please arrange with the teacher for a convenient date to celebrate your child's birthday.

BATHROOMS

At school different bathrooms have been allocated to boys and girls separately as well as to different age groups. We are committed to keep these bathrooms clean and tidy. Please inform us of anything that may make it uncomfortable for your child to use the facilities. Encouraging basic hygiene at home (wash hands after going to the toilet, don't eat in the bathroom) helps us work together to ensure that our children are trained up properly. Children are allowed to use the bathrooms in the building during break, but may not play around and in the bathrooms.

OUTING PROCEDURES

1. The content of the field trips will be relevant to the educational experience and will not be in conflict with the school's philosophy of education.

2. Children are to be supervised primarily by members of staff but outside facilitators may also be used.
3. Written notice of the field trip will be given to parents and signed consent must be obtained from the parent or guardian before a child may attend.
4. Children transported by our vehicles will be driven by a person in possession of a Public Drivers Permit.
5. Transport provided from an outside source will be from a reputable company, with vehicles in good working order.
6. The "buddy-system" will be employed on every field trip.
7. Roll call will be taken by staff before and after the outing.
8. The staff member in charge will be responsible for taking the travelling first aid kit.
9. Children will need to be dressed in informal or formal uniform unless otherwise organised. Children in the incorrect dress will not be allowed on the outing.

SECURITY AND LEAVING PROPERTY (PUPILS)

The King's School West Rand is committed to providing a safe and secure environment for its students, and makes every effort to anticipate and address any situation that is potentially a threat.

Access to school grounds

- School gates are to be kept closed and locked at all times.
- Staff are all issued with remote controls to enter through staff entrance and park in carport area of school.
- Learners enter through the pedestrian gate at the parking area. Every morning a management staff member is allocated to gate duty to help with safety. This gate will be opened and kept open at the following times:
 - Mornings from 06:00 to 08:00
 - Afternoons from 13:00 to 14:15.

- Any other entrance or exit should be through the Intercom-pedestrian gate, controlled by our Security Guard.
- All visitors to the school have to sign a register and obtain a visitor's card before reporting to the front office.
- On exit, the visitor's card should be returned to the guard on duty at the gate.
- Pupils may not leave the property without being signed out. No pupil may wait in the parking area to be picked up during the school day.

MEDICATION

If children have been ill and still need to take medication, or need chronic medication on a regular basis, please report this to Mrs Sheila Kennedy, our school receptionist. Also kindly advise the class teacher, in writing, of the doses and times of medication to be administered should you send it to school. We do not take responsibility for medication sent to the school in the event of spillage and/or breakage.

MIA MOMS (MOMS IN ACTION)

Teachers have a need for moms who are interested to assist with the organisation of events during the year. We would appreciate it if we could have at least two moms per class to help teachers. If you are interested and willing to become a part of the Mia Moms please inform your child's teacher as soon as possible.

WASTE PRODUCTS

Waste products play an important role in the creation of art activities in the pre-school. We cannot do so without your support and rely on our parents to assist us from time to time with specific items. We will send out notes to parents when these items are needed. Please only bring waste on request. (Items most likely needed: toilet rolls, small boxes, ice-cream sticks, bottle

tops, plastic milk bottle tops, beads, small plastic containers etc.) Parents are welcome to start collecting these items.

CELLULAR PHONES AND TOYS AT SCHOOL

It is not recommended that children bring swapping cards, toys (mainly Foundation Phase) or cell phones, IPODS, MP3 Players to school. However if they do, the following applies:

1. The school will take no responsibility for the loss or damage of any of the above.
2. Cell phones, IPODS, MP3 Players... may not be used during classes, while walking between classes or during assembly or while participating in extra murals.

Cell phones, IPODS, MP3 Players...that are confiscated need to be handed to the relevant H.O.D and will be kept in the safe. These can be returned after a period which includes the week-end following the confiscation and once a fine is paid.

FINANCIAL MATTERS

Our Bursars will take care of all financial matters. Please contact them at the office for financial queries. School fee matters are never dealt with by our academic staff, and must be referred to the Finance Office.

Outstanding School Fees

As a school we suffer serious disruptions in our cash flow and daily operations as a result of school fees not being paid on time. In essence, we find ourselves in a position where parents who are paying their fees timeously are in fact subsidising those children whose parents are tardy in paying fees.

Unfortunately, this situation cannot be perpetrated. School policy is that defaulters are given two reminders of outstanding payments, whereafter the Agreement of Tuition is suspended due to breach of contract (see item 1.7 of contractual agreement).

It is not our desire to negatively impact on children's education, but it is essential that we apply this policy strictly for the school to operate effectively.

Section 4: “What we Learn?”

CURRICULUM



The King’s School West Rand is an English Medium, co-educational school and offers a comprehensive programme to prepare the children for life. Our class size is limited to mid-twenties, these small classes (22/23 per class) allow for individual attention.

Our ultimate aim is to equip children to be productive members of society, who are able to impact the world they live in. There is an increased emphasis on higher order thinking skills, and independent working. Research skills are developed and a greater emphasis is put on general knowledge and current affairs.

We have adopted a comprehensive, multifaceted approach to teaching, using the Revised National Curriculum Syllabus (RNCS) set out by the government as well as incorporating international best practice.

At the Pre-primary, learning takes place through play, experimenting, exploring and participating in adult-guided rings. The emphasis is on physical involvement and the actual doing of the activity or concept that is taught. Play and exploration are of the utmost importance for the child’s development.

We focus on the physical, intellectual, social, emotional, language and perceptual development of the child. All these aspects are important for school readiness. Formal education takes place once the child has consolidated all these aspects, thereby enabling him/her to build on a firm foundation.

DAILY ROUTINE-

Grade RR

Our daily routine is flexible and changes from time to time.

07:10-07:45	Arrival and free play outside
07:45-08:15	Mind Moves
08:15-08:30	Morning ring (welcome and register)
08:30-09:30	Bible and theme discussion. Rhyme and/or music
09:30-10:00	Break (Lunch)
	Toilet routine, wash hands
10:00-10:50	Skills Box (e.g. puzzles, blocks, peg boards)
10:50-11:15	Gross Motor
11:15-11:30	Break
11:30-11:55	Toilet routine, wash hands
11:55-12:35	Creative work (Arts and Crafts)
12:35-12:50	Story time
12:50-13:00	Prayer, tidy up, cool down, outside play

Grade R

Our daily routine is flexible and changes from time to time.

07:10-07:45	Arrival and free play outside
07:45-08:15	Mind Moves
08:15-08:40	Bible story, verse and prayer
08:40-09:00	Theme discussion
09:00-09:30	Language, Numeracy and Perceptual
09:30-10:00	Break (Lunch, toilet routine and outdoor play)
10:00-11:30	Life Skills and Art
11:430-12:00	Break (Lunch, toilet routine and outdoor play)
12:00-12:30	Gross Motor activities
12:30-13:00	Prayer, story, rest and outside play

SECTIONS/SUBJECTS.

The school follows The National Curriculum. The following is for your information to enable you to have a better understanding of what we teach your children and how we do it.



1) Themes - In the Pre-primary we teach according to themes e.g. My Body. In Grade RR our themes run over approximately a four week period. In Grade R our themes run over approximately a two week period.

2) Learning areas- These are the three main areas we work with in the Pre-primary phase.

A) Literacy: Language lessons, rhymes, songs, pre-reading skills, auditory perception, visual perception etc. The THRASS programme is incorporated

B) Numeracy: All counting, data collection, measurement, space and shape and patterns.

C) Life Skills: Art activities, music, movement, fine and gross motor skills and routines. BeSharp Beetles forms part of our Life Skills programme and is included in the school fees. Music, creativity, fine and gross motor skills are integrated into this programme.

Computer Skills

Computer classes are also included as part of our curriculum.

3) Mind Moves This is a programme which is based on the development of pathways in the brain. The movements stimulate specific pathways for specific results. Mind Moves in learning has recently been identified as critical to the way the brain learns and remembers information. The programme is at the forefront of development in how learning takes place. These exercises are simple and effective, and the more often they are done the more permanent the pathways become, allowing the learner to access the pathways that will support the skill. **All our teachers have been trained in Mind Moves and the activities are incorporated into our syllabus.**

REPORTS

We send out four reports during the school year. The first report is a less formal report which gives feedback on the settling-in of the children. The next three reports are more formal and measure according to a five point scale:

5 – Excellent Achievement.

4 – High Achievement.

3 – Satisfactory Achievement (meets requirements).

2 – Needs practice and assistance.

1 – Needs intervention.

Assessments are done continuously throughout the year. Learners get multiple opportunities to achieve the required level. During assessments, the goal is to build children up for ultimate success.

HOMEWORK

The Grade R learners will start getting homework weekly from the third term onwards. This is to prepare our little ones for the Grade one routine. Homework will be handed out on a Friday and homework sheets must be sent back to school the following Friday for the teachers to sign..

We urge parents to encourage and help the children with their weekly homework. We want this to be a fun experience and we will give homework that relates to work done in class. Make use of this opportunity to spend some quality time together. Please do not let a “care taker” do the homework with your child. This is an opportunity for parents to see how their children are developing and learning.

PROMOTION TO GRADE ONE

School readiness This is a process, not an event. It begins at birth and goes hand in hand with the normal development stages of a child. Provided with sufficient opportunity for healthy development, the child should be school-ready by the time he/she reaches school going age. School readiness means that the child is ready to cope with the activities expected of him/her in a

formal school situation. The child needs to be ready in all the areas of development: Intellectual, emotional, social, physical and perceptual. All these aspects are equally important and are holistically integrated in pre-school education. **All Grade R learners must have a School Readiness Assessment done before they will be accepted into Grade one at the Kings School West Rand.** The school makes use of an Educational Psychologist to conduct these assessments at an additional cost - payable by the parents to the Educational Psychologist. They take place in the beginning of the third term and results must be handed in by September. (Parents may also opt to use a professional person of their choice.)

Although the school readiness assessment is a compulsory requirement and a very reliable indicator of the child's level of development, the final decision rests with the school.

If a child is not considered ready for grade one, an inclusion meeting will take place involving the class teacher, The Inclusion Coordinator, The Head of Department, Vice principal and the Principal. Once a final decision is made, the parents will be informed of the steps to be taken regarding the implementation of the decision.

EXTRA MURAL ACTIVITIES

Our school offers a variety of extramural activities; these take place from 13:00 onwards. Children will be fetched from their classes by the extra mural teachers and taken to their different activities.

Our options include:

Ballet	Drama	Mini Cricket
Top Tennis	Playball	Soccer
Abacus Maths	Little Picasso	Clamber Club
Caron Delpêche Swim School		Pro-Star Soccer
Kiddie Fit	Dance Mouse	Sporty Girlz
8T20 Cricket Kids		

The final list of activities will be handed out in January.

Demonstrations of each activity will take place in January, pamphlets will then be handed out, and then parents can decide which activity is best suited for their child. **These activities are offered by private coaches and carry an extra charge.**

We recommend only 1 or 2 activities for the Grade RR and R phases.

CONCLUSION

We trust that we have answered all the questions you may have. However, if you have any further questions, please feel free to contact us. Either the school secretaries will answer your queries or give a message to the relevant person to contact you as soon as possible.

Train up a child in the way he should go; even when he is old he will not depart from it. Proverbs 22:6 ESV