



# Better Beginnings College

English Pre-Primary, Lower Primary, Combined Private School (Gr RR – Gr 9)

**Telephone:** 066 206 9307

**Email:** info@betterbeginnings.co.za

**Website:** www.betterbeginnings.co.za

## **BETTER BEGINNINGS COLLEGE**

### **POLICY AND PROCESURES FOR THE OPERATIONAL MANAGEMENT AND STANDARDS**

#### **GENERAL SCHOOL POLICY**

Better Beginnings College aims to provide a happy Education environment which caters for all learners. It provides a safe haven for learners who do not benefit in a large class setup, being gifted/shy//timid/easily distracted or of sensory impediment, thus enabling them to reach their full potential.

The needs of each and every learner are met individually, ensuring a solid literacy and numeracy foundation in English, providing a sound basis for further studies, and preparation for life at large.

Learners are guided through Christian values, firm discipline, and high moral standards to reach their full potential and to develop into fully rounded citizens.

Better Beginnings College provides a service giving parents peace of mind regarding their children's learning experience, homework, aftercare and social interaction between 3 years of age and Grade 7.

#### **SCHOOL CHARACTER:**

The school's motto: I N S P I R E

Programme: Teaching according to age group/ability. Light lunch. Aftercare. Homework supervision. Afternoon snack. Full day care. Holiday care. School books and stationery provided.

Target group: Age group 3 (Pre-Grade R) to Grade 7

Educator-Learner ratio: 1:20

Hours: 7:00 – 17:30

The school calendar for public schools will be followed.

The school will be closed on public holidays and between 24 December and 4 January annually.

Discipline: Better Beginnings College applies firm discipline (not strictness)

Teaching methods: mainly through the old values of writing and reading books instead of using technology and pre-printed material.

Values: Integrity, consideration of others, good manners and politeness, respect, high morals, sound values, honesty, extensive use of creativity and imagination.

Homework: Homework is considered an extension of class work, and will be given from Mondays to Thursdays. Homework will be noted, supervised, checked, and signed in the homework diary, which also serves as a communication platform between parents and teachers. Parents are expected to co-sign homework diaries daily to stay abreast of what their child is doing in school.

Curriculum: CAPS forms the core syllabus, incorporating aspects of the Cambridge system, as well as personalised, individual and remedial components, making the curriculum unique to the school.



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### **ADMISSION POLICY:**

Learners can be accepted into Grade 1 in the year that they turn 7. The school reserves the right to test potential learners for school readiness before admission. Preference will be given to Better Beginnings College Grade R learners for acceptance into Grade 1.

No learner will be accepted on basis of age alone. Cognitive readiness has to be supported by emotional maturity.

Learners will only be accepted into a grade once it has been established that he/she has passed the previous grade.

The grade placement for each child will be determined by the principal in consultation with the parents to ensure that each child can make optimum progress.

No learner will be refused admission on grounds of colour, race or religion.

The Directors reserve the right to decide the admission grade for any applicant.

### **GROWTH PROJECTION:**

Year 1 (2018) – Pre-Grade R, Grade R, Grade 1, Grade 2

Year 2 (2019) – Pre-Grade R, Grade R, Grade 1, Grade 2, Grade 3

Year 3 (2020) – Pre-Grade R, Grade R, Grade 1, Grade 2, Grade 3, Grade 4

Year 4 (2021) – Pre-Grade R, Grade R, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5

Year 5 (2022) – Pre-Grade R, Grade R, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6

Year 6 (2023) – Pre-Grade R, Grade R, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7

### **LANGUAGE POLICY:**

The first language at Better Beginnings College is English. Afrikaans is taught as second language.

The medium of instruction is English. Although learners of any language can be accepted, no provision will be made for teaching or instruction in any other language than English.



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## **RELIGIOUS POLICY:**

The character of Better Beginnings College is Christian. Although learners of all doctrines, religions and beliefs are accepted, only the Bible will be taught.

Learners are not allowed to leave classrooms during Bible periods, since this poses a safety problem. They are however not expected to participate in the Bible lessons, provided their parents have arranged this with the principal.

No learner will be forced to accept the values taught.

## **FINANCIAL POLICY:**

### **School fees:**

School fees are determined by the Directors of the school, and will be revised annually. Parents will be given at least 3 months' notice of an increment in school fees.

A non-refundable Registration fee is paid once on entering the Pre-school section (Grade RR-R), Primary school section (Grade 1-7) and Secondary school section (Grade 8-9).

In signing the application form, parents agree to pay their child's school fees before the 7<sup>th</sup> of every month, unless arrangements have been made with the financial officer for a later date.

Failure to pay school fees will jeopardise a child's place in the school, since Better Beginnings College is a private school which receives no subsidies or grants, but relies solely on the school fees for operation and existence. Communication with parents will ensure that parents are aware of fees in arrears/outstanding.

The Directors reserve the right to make this decision or to consider the merits of each individual case at their discretion. The decision of the Directors is final.

### **Income and expenditure:**

Day-to-day finances and school fees are regulated by the principal. Income and expenditure is checked against bank statements at the end of every month, and a financial statement is drawn up by the school's financial officer. The financial officer records school fees on a monthly basis.

At the end of the financial year (31 December), all financial documents are submitted to the Financial Company, BVSA, and annual financial statements are prepared by them. Tax payment is made to SARS in accordance with the annual financial statements.

### **Salaries and personal tax:**

BVSA is responsible for preparation of monthly payslips for staff, and UIF and PAYE payments to SARS. The directors pay the salaries in accordance with the payslips prepared by BVSA every month.



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### **EVALUATION AND ASSESSMENT POLICY:**

Better Beginnings College follows a Comprehensive Assessment programme, consisting of Formative Assessment, Benchmark Assessment and Summative Assessment. Proficiency in English is integrated in these forms of assessment.

Learners wishing to be admitted to the school may be subjected to a Pre-Assessment to establish their level of competence.

Pre-Grade R and Grade R will be continuously assessed throughout the year (formative assessment). In the fourth term, all Grade R learners will take the School Readiness Test of University of Pretoria (Summative assessment) to determine their level of school readiness. The results of this test will help to determine if a learner is ready to be accepted into Grade 1.

Grade 1 – 3: Continuous formative assessment during the year, with Benchmark assessment at the end of every term, and Summative assessment at the end of the year as per the prescriptions of WCED.

Grade 4 – 7: Formative assessment with regular Benchmark assessment. Summative assessment at the end of each term as well as at the end of the year as per the prescriptions of WCED.

Grade 8 – 9: Assessment as prescribed by WCED.

Staff evaluation is based on a KPA system where each staff member assesses him/herself on various points on a scale of 1-7. This assessment is discussed with the principal, and depending on the outcome of the discussion of each point, values may be adjusted as agreed by both parties. Staff bonus payments at the end of November, as well as increment in salaries will be guided by the KPA assessment.

### **PUNISHMENT/DISCIPLINING POLICY:**

No corporal punishment is allowed.

The first step in punishment is to talk to the learner, explaining to him/her why their behaviour is unacceptable, and to call on their co-operation.

Learners who overstep the boundaries and who are disobedient should be punished with some form of punishment which is related to the transgression:

Time-out – learners can be expected to sit out on activities and games for a period of maximum 10 minutes. Before they are punished with this, the teacher explains to them why it is done, and that they will get a chance to try again after 10 minutes. Educators are to ensure that they carry through what is started to the end, and that they are consistent in punishing certain behaviour for all learners. Learners must know that teachers mean what they say.

Removal of privileges – learners have to be warned before the time, and it must be explained to them why it is done, and that they can try again next time. The same guidelines apply as with the time-out principle.



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Learners may be sent out of the classroom for short periods (no longer than 10 minutes) if their behaviour is disruptive, provided that there is supervision outside and that they do not miss out on tuition. The reason for this action must be communicated with the child before sending him/her out.

Detention – from Grade 1 to 7 learners can be expected to spend extra time in class doing work, however meaningful work is to be done, not mere writing out of lines like “I may not...”

The last resort for an educator is to report the child to the principal who will handle the situation, either by dealing with the learner, or contacting the parents.

Teachers are not to contact parents regarding a learner’s behaviour without the knowledge of the principal.

The Directors reserve the right of admission to the school, and can at their discretion expel a learner after an investigation into due cause.

Disciplining of staff is the responsibility of the Directors, and their decision is binding following the outcome of investigations. Staff discipline will happen according to the guidelines of the Labour Law and Labour law consultants. The service agreement serves as directive as to what is expected of staff members in the school’s employ.

### **CODE OF CONDUCT FOR EDUCATORS:**

1. Firm discipline is to be maintained in the classroom and on the school grounds, refraining from becoming familiar with learners, crossing borders.
2. A friendly, compassionate demeanour is to be displayed to all learners without prejudice, promoting the character of the school.
3. Learners are to be listened to and heard patiently.
4. No child may be discriminated against for any reason.
5. No corporal punishment may be administered, no shouting is acceptable, also no ridiculing of any learner, no sarcasm, no prejudice towards any learner, and no favouritism. Educators are expected to act in the best interest of learners and to uplift them through encouragement.
6. Educators are the role models for learners, and should dress, communicate, and conduct themselves accordingly.
7. Educators are expected to be loyal to the school, the learners, their colleagues, and may not discuss these entities outside the privacy of the principal’s office.
8. Educators are at all times expected to care for, guide and protect learners. Awareness of surroundings and of learners’ whereabouts and actions is of primary importance.
9. Respect of the learners and colleagues is to be earned, open communication channels with learners are to be kept.
10. Learner/parent/colleague information is to be treated with respect as private.
11. Problems are to be discussed and solved using the chain of command of the school.
12. All learners, colleagues, parents and visitors to the school have to be dealt with in a professional manner.



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## CODE OF CONDUCT FOR LEARNERS:

1. Learners are expected to adhere to the school rules as explained to them.
2. Problems should be discussed with teachers, and if no satisfaction is obtained, the school principal should be informed.
3. Learners should enjoy the learning experience with excitement through participation in activities.
4. Learners are expected to respect the rights of others.
5. Learners are to refrain from damage to the school property or the property of others, but are rather encouraged to preserve and to care.
6. No bullying of other learners will be allowed, whether physical, oral or emotional.
7. Foul language, swearing, abuse, lying and gossiping are not allowed.
8. Honesty is expected of every learner. Lies, cheating in tests, and other forms of dishonesty will not be tolerated.
9. Learners are expected to uphold the name of the school in what they say and do, and to be good ambassadors of the school outside the school grounds.
10. As part of the school family, learners should look out for one another – especially if dangerous situations arise, and report to teachers.
11. Obedience and respect towards teachers is expected of each learner.
12. Learners are expected to attend school regularly every day, to be punctual, and to do their homework tasks.

### No learner shall:

- Jeopardise the emotional, mental, physical, ethic or moral well-being of another learner.
- Impair or influence another learner's right to make decisions by means of guilt-tripping, manipulation, ridicule, force, bribery, threatening, coercing or any other means.
- Bring any of the following items to school: cigarettes, vapes, matches, lighters, alcohol, drugs, medication (other than that sent by parents with a covering letter and instructions for use), any weapon-like objects that may cause harm to him/herself or any other person.
- Use a social media platform privately to slander, attack, offend, insult, threaten, gossip about, bully or harm another learner in any way.

These offenses are viewed in a very serious light and may lead to immediate expulsion.