



SPARK[™]
High Schools

SPARK SCHOOLS

High School

Scholar and Family Handbook 2019 Instructional Year

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1 WELCOME

In commitment to our scholars and parents in SPARK Primary School, we are excited to pioneer the SPARK Schools vision into high school. At SPARK Schools we aim to see South Africa lead global education, and we take pride in our innovative, internationally competitive and affordable learning model.

Whether you are a returning family or beginning with us for the first time, we look forward to working alongside you during the year ahead.

This Scholar and Family Handbook serves as a guide to our policies and procedures. All family members, scholars, and staff are asked to abide by the expectations set out in this handbook to ensure that our schools provide a safe and positive learning environment. We are committed to partnering with you and ask that you assist us by upholding and supporting the school's mission, policies, and expectations with your scholar, as well.

Should you have any questions, please do not hesitate to ask your child's teachers or school leaders for clarification.

Thank you for embarking upon this journey with us!

2 OUR CORE VALUES

SPARK High School, as with SPARK Primary School, is exceptional in an intentional approach to value and character development.

We live by the *Core Values* of SPARK Schools:

- **Service:** SPARK High Scholars are active citizens in their classrooms, communities, country and the world.
- **Persistence:** SPARK High Scholars tackle problems with an optimistic attitude and determination.
- **Achievement:** SPARK High Scholars accomplish their academic goals, through curiosity and a love of learning, putting them on a trajectory toward university and successful careers.
- **Responsibility:** SPARK High Scholars demonstrate self-control and are accountable for their actions.
- **Kindness:** SPARK High Scholars treat themselves and others with respect and dignity.



Service

Persistence

Achievement

Responsibility

Kindness

3 CREED AND GRADUATE PROFILE

In pioneering SPARK scholars into high school, we are aware of the need for our culture and guiding principles to mature as they mature. SPARK High School recognises that changes in adolescence may cause uncertainty and providing scholars with guiding principles by which to live and a visionary profile towards which to work is paramount to their success.

We are therefore in the process of revising the SPARK Schools Creed for High School to be more relevant to older children. Added to this we are creating a *Graduate Profile*, which gives form to our vision of SPARK Scholars at the point of graduation from school. The revised creed and graduate profile will be announced formally at the opening of SPARK Randburg High School.

4 COMMUNICATION AND CONTACT DETAILS

We believe that consistent, clear, and relevant communication builds a strong relationship between our families and our schools. Therefore, we promise to:

- Acknowledge written or e-mail communication within two working days.
- Resolve queries with urgency, including scheduling in-person meetings as needed.
- Send weekly newsletters containing information about upcoming school events and initiatives.
- Host monthly and termly “teas” and “office hours” as an opportunity for parents and family members to interact with staff and school leaders in an informal setting.
- Celebrate parents and family members who make positive contributions to our school community.

In return, we request the following of parents and other family members communicating with the school:

- Seek to resolve issues with their child’s teacher first, before escalating concerns to a member of school leadership. If your concern is unresolved, please refer to our [Policy for the Resolution of Grievances](#).
- Schedule appointments with members of staff, understanding that they are unavailable for meetings during instructional hours.
- Interact respectfully in-person and by e-mail with staff, who are also committed to professional and calm communication.
- Acknowledge what is going well, as well as make suggestions for improvements.
- Read the weekly newsletter and e-mails from staff thoroughly.

Please note that our enrolment and accounts teams are stationed at SPARK Support, our central office. **School leaders and staff are unable to assist with enrolment and accounts queries.** Should you wish to contact our enrolment and accounts teams, please use the following contact details:

- Enrolment- registrar@sparkschools.co.za
- Accounts- accounts@sparkschools.co.za

Keep up-to-date with SPARK news and spread the SPARK love to family and friends by liking us on [Facebook](#) and following us on Twitter (@SPARKSchools)!

5 TUITION AND FEES

SPARK High School provides high quality education at an affordable cost. Beyond monthly tuition, SPARK Schools aims to limit additional costs to SPARK scholars and their families.

SPARK High School provides all necessary files, exercise and workbooks for students upon receipt of an annual stationery fee. Parents are not responsible for purchasing textbooks, literature set works, dictionaries or calculators. We ask that families ensure that students have access to consumable stationery such as pens, pencils and highlighters for use at both school and home.

5.1 2019 High School Tuition and Fees

Annual Tuition	Monthly Tuition	Application Fee	Stationery Fee
R30 000 per year for 2019	R3 000 per month for 2019	R450 for 2019	R550 for 2019
R27 600 Discounted Fee	Paid over 10 months.	Non-refundable application fee, must accompany first month's tuition fee for enrolment.	Annual fee for all SPARK scholars.
Tuition paid by 31 December 2018 to qualify for discount.	Total cost of R30 000	Does not guarantee your child's enrolment at SPARK.	Please ensure that students have access to consumable stationery such as pens, pencils and highlighters for use at both school and home.

5.2 2019 Study Hall fees

Study Hall runs until 5:30pm, five days a week during the school terms. The annual cost for Study Hall is R6 600 which is payable over 12 months at R550 per month.

A "Mondays Only" option is available for Study Hall until 5:30pm during school term. The annual cost for this is R3 120 which is payable over 12 months at R260 per month.

5.3 2019 Late Pick up Fees

Scholars are taken into Study Hall for supervision if not picked up after school or after an extramural event. If the scholar is not enrolled in Study Hall for that day, a late pick up fee of **R75** per half hour is levied until the scholar is collected.

Please take careful note that Study Hall ends at 17:30. The late fees outlined above will apply between 17:30 and 18:00 for scholars collected later than this. School premises close at 18:00 and a levy of **R200** is payable if a scholar is not collected by 18:00.

For queries, kindly contact our enrolment team on 010 125 0600 or send an email to registrar@sparkschools.co.za.

6 CALENDAR

A detailed school term calendar is given with report cards every term, and includes: events, assessment dates and drives. **See Appendix A 'High School Term 1 Calendar' for details of the first term of 2019.**

6.1 General Calendar

The general SPARK High School instructional calendar aligns with SPARK Primary School as follows:

	Open	Close
Term 1	16 January	19 March
Term 2	2 April	20 June
Term 3	16 July	26 September
Term 4	8 October	11 December

Public Holidays (School Closed) include:

- 1 January- New Year's Day
- 21 March- Human Rights Day
- 19 April- Good Friday
- 22 April- Family Day
- 27 April- Freedom Day
- 1 May- Workers' Day
- 16 June- Youth Day
- 17 June- Public Holiday
- 9 August- National Women's Day
- 23 September- School Holiday
- 24 September- Heritage Day
- 16 December- Day of Reconciliation
- 25 December- Christmas Day
- 26 December- Day of Goodwill

6.2 First Day of School

On 16 January 2019 the school gates will open at 06:45 for drop-off of scholars.

On this first day of their high school career, scholars will enjoy an 'Orientation Day' and get to know their peers, teachers and school site. Scholars should be prepared for a full day of fun and team building. Please ensure that scholars:

- are wearing full High School uniform (see page 9);
- are equipped with a back pack;
- consumable stationery items (see page 16); and
- PE Kit (see page 9).

Parents are requested to follow arrival and dismissal procedures as outlined in this handbook for a smooth start to the year.

6.3 Parent Community Meetings and Open Evening

Parent Community Meetings (PCMs) will take place termly as follows:

- 31 January
- 8 May
- 7 August
- November

As many of you will be curious about your scholar's orientation in High School, we will be hosting an 'Open Evening' on **4 March (17:00 – 19:00)**. This will be a great opportunity to meet teachers, tour classrooms and learn more about our academic model.

6.4 Report Card Conferences

Families are required to collect report cards on the first day of each term. An opportunity to meet with all teachers for a review of scholar academics will be available. A letter will be shared with parents to explain the process in detail.

Dates for report card conferences are as follows:

- 2 April
- 16 July
- 8 October

7 SCHOOL OPERATIONS

7.1 Instructional Hours

The high school day offers a holistic programme as follows:

- 07:20: Scholars arrive
- 07:30: Reflections
- 08:00: Learning starts
- 15:10: Clubs
- 16:00: End of school day
- 16:10: Study Hall (optional as aftercare at an additional cost)
- 17:30: School closes

NOTE: Monday is a 'Minimum Day' on which formal assessments are routinely given:

- 07:20: Scholars arrive
- 07:30: Electric Sparks (Assembly)
- 08:00: Blocked session (Assessment / Study / Projects)
- 10:50: CQ/Coding
- 13:00: End of school day
- 13:10: Study Hall (optional as aftercare at an additional cost)
- 17:30: School closes

7.2 Arrival Procedures

Due to the fact that SPARK Schools are located within communities, we strictly enforce arrival procedures in order to ensure the safety of our children and staff, as well as to be respectful of our neighbours. It is vital that all procedures are followed according to these guidelines to keep the flow of traffic moving.

Scholars may arrive on school grounds from 6:45-7:20am. It is strictly prohibited for scholars to arrive unaccompanied or to enter the school grounds before 6:45am. All scholars must be on the school premises by no later than 07:20. Lessons begin promptly at 07:30.

Parents of scholars who arrive unsupervised before 6:45am repeatedly will be asked to meet with school leadership, and this behaviour may be characterised as neglect and dealt with according to our Child Protection policy.

When arriving in the morning, the driver should drive up to the SPARK Schools car park entrance and stop. Once the driver has stopped, the guard will walk down the driveway and open the car door to allow the scholar to exit safely onto the school grounds. The scholar should be ready to exit the car with his backpack on. The scholar should not need to remove his backpack from the boot. The driver should never exit the car.

7.3 Dismissal Procedures

All parents will receive a placard with the name and grade of their scholar. This placard must be displayed upon arriving at SPARK.

As the driver arrives at school, he will be greeted by a school staff member. This staff member will report the scholar name off the placard to another staff member stationed inside the school grounds. At this point, the scholar will be notified and will proceed to the school gate, where the guard will deliver the scholar to the correct car.

All scholars will remain inside the school grounds until dismissed by the guard. The driver should never exit the vehicle; the guard will assist scholars in entering their cars.

7.4 Transport

Parents or guardians are responsible for the transport of scholars daily. SPARK Schools does not provide, promote, or endorse any transport. Should a parent or guardian contract independently with a transport supplier, the parent does so at their own risk. The parent's duty is to ensure that the transport supplier they use complies with the norms and standards of learner transport according to the National Transport Policy. Their transport driver must have a driver license and public driver's permit, and they must have a valid license disc for their vehicle.

Transport drivers must be provided the child's placard in order to pick up the child. If a transport driver is late to pick-up a child or violates school rules and regulations, the parent of the child is held responsible for late pick-up fees or breach of rules.

7.5 Uniform

Scholars are required to wear the SPARK High Schools uniform according to the SPARK high school 'Dress for Success' policy:

1. SPARK high school branded shirt
2. SPARK high school chinos / capri pants (for boys) OR SPARK skort (for girls)
3. Black tekkies (pull on or lace up)
4. Short black socks (preferably secret socks)
5. Black tights for girls in winter
6. SPARK branded hoodie
7. PE Kit - unbranded plain white shirt and grey shorts
8. No jewellery - stud earrings for girls only
9. Hair accessories for girls – plain black or grey

The uniform may only be purchased through SPARK Schools uniform suppliers. No uniform items may be homemade, and the SPARK Schools logo and badge may not be copied.

8 PARENT ENGAGEMENT

We believe that parents and family members are our most important partners in fulfilling our vision for South Africa to lead global education. The purpose of parent engagement at SPARK Schools is to invest and involve parents in this vision by providing opportunities for parent contribution, leadership, and recognition in our schools.

We ask all families to complete 30 volunteer hours annually. While the majority of these hours will be completed through our homework structure, there are many ways to positively contribute to your child's school.

- Participate in school events, fundraisers, and extracurricular activities.
- Complete classroom tasks, as requested by a teacher.
- Make a donation of art supplies or other specific item required by the school for a project or initiative.

Last year, we introduced the role of “Class Parent” in our schools. While many parents contribute to our schools through volunteerism, this year, we are selecting one “lead” parent per class to provide a critical link between parents and the school leadership and staff.

9 HIGH SCHOOL LEARNING MODEL

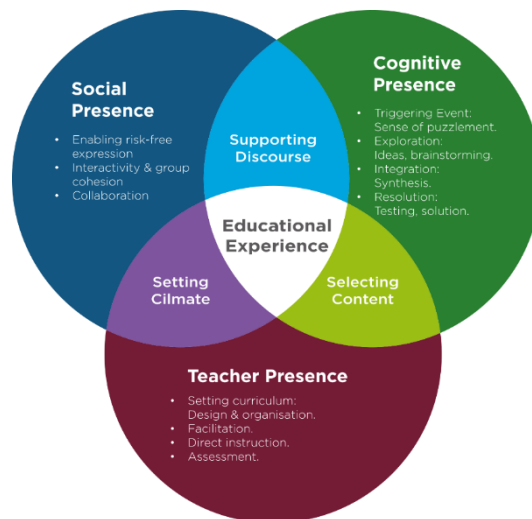
A *learning model* is defined as a “conceptual framework that describes learning experiences and serves as a guide for implementing learning activities” (Sugiyanto, 2008)¹.

The SPARK High learning model aims to create young people who are future relevant and equipped with both academic skills and requisite characteristics to lead and succeed in the world of tomorrow.

9.1 The Four Pillars of the High School Model

9.1.1 Community of Inquiry

The culture and pedagogy of the high school learning model is built through the establishment of a Community of Inquiry in which individual character (including emotional intelligence [EQ], adaptability [AQ], and learning proficiency [LQ]) is purposefully cultivated.



Community of Inquiry Framework²

The Community of Inquiry framework was developed for the delivery of blended learning in higher education. In this framework social learning in a digital space is integral to the achievement of cognitive goals delivered through a uniquely designed curriculum.

¹ <http://neweconomicseducation.blogspot.co.za/2012/07/definition-and-types-of-learning-model.html>

² Garrison & Vaughn, 2008, *Blended Learning in Higher Education*, Jossey-Bass

The high school learning model takes its lead on wellness from the Finnish education system. 10 minute breaks between lessons are built into the timetable. Added to this, after school clubs are designated and run by school-based staff, offering scholars opportunities for sports, fitness, cultural development and community engagement.

Daily 'Reflection' sessions with a teacher offer scholars a meaningful relationship with adults carefully trained to increase individual character in the SPARK Graduate Profile.

During 'Reflection' sessions, scholars will make use of a 'Personal Learning Journal'. This is an A5 lined notebook which will also be used for noting homework. The purpose of the journal is develop self-awareness with regards to emotional intelligence and self-regulation with regards to academic performance.

9.1.2 Blended Learning

The SPARK High model is a rotational blended learning model designed to cultivate global citizens through the delivery of integrated³ inquiry projects.

Why? is at the heart of the SPARK High inquiry model. Making use of a core collaborative three-part centre loosely dubbed *Y-Time*, the heart of the model is scholar-centred collaboration with access to digital resources. This collaborative *Y-Time* is framed by the backbone of skills development.

The core centre is comprised of Online, Inquiry and Action. Face-to-face instruction is utilised for skills development, while online learning gives scholars access to relevant disciplinary content.



9.1.3 XC Projects

Learning in the high school is inquiry-based and driven by BIG HOOK problem questions anchored to integrated CAPS Plus South African National Curriculum subjects.

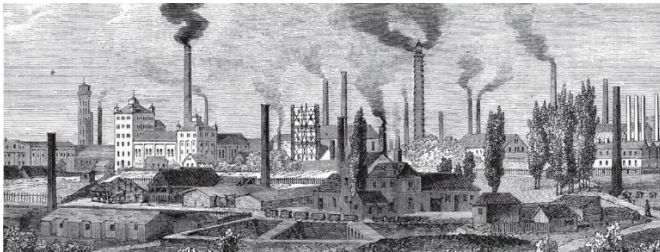
Inquiry projects, or XC Projects, drive learning and are given termly through two broad disciplines: humanities and sciences.

³ An approach to curriculum which dissolves the boundaries between conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes. (<http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/transdisciplinary-approach>)

Example of **BIG HOOK** question and XC Project task:

Industrialisation: Revolution or Devastation?

Create a collage of photographs taken by you depicting urbanisation and justify your views with an argumentative essay including aspects of the Industrial Revolution and the environmental impact of urbanisation on our world today.



9.1.4 Integrated Curriculum

SPARK High offers subjects in line with DBE National CAPS curricular, although implementation of curriculum content is via the high school integrated inquiry model. Subjects are therefore combined and aligned specifically for SPARK Schools.

In the delivery of an integrated curriculum, SPARK High School combines and separates subjects depending on the need for specialism in the delivery of skills related to learning in a content area.

Both Senior Phase (SP), and the Further Education and Training Phase (FET) combine subjects into disciplines. Assessment and final examinations are taken as prescribed in Curriculum and Assessment Policy Statements (CAPS) and according to the Grade 12 National Senior Certificate (NSC). See page 13 for information graphic.

SPARK High offers an 8 subject NSC comprised of High Credit optional subjects that are taken by all students. Offering an 8 subject NSC gives scholars scope in their entrance to university courses, and the option to change subjects should they be at risk of not achieving NSC pass criteria.

Core Mathematics is designated in the SPARK FET curriculum, but should a scholar be at risk of not achieving the pass requirements, Mathematical Literacy will be made available. It is important to understand that should a scholar choose to take Mathematical Literacy instead of Core Mathematics, they will still have access to university courses.

Art and Drama is non-examinable in the FET but is incorporated to allow for artistic development and personal expression through the SPARK Arts programme.

The daily use of virtual lessons delivered in the SPARK High blended learning model develops everyday computer application skills, but in addition to this offering, coding is available on a weekly basis as an aspect of Social and Emotional Learning. The combination of virtual learning and coding feeds into the SPARK value promise that scholars are future relevant.

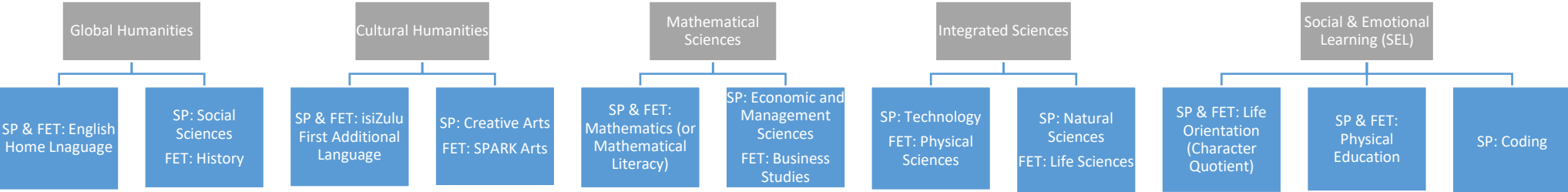


Character Quotient (CQ) is a bespoke SPARK programme which develops aspects of the SPARK High value promise including experiential development of adaptability, learning proficiency and emotional intelligence to prepare scholars for future relevance and global leadership.

NOTE: The final Grade 12 year is uniquely adapted for examination preparation. Scholars are exempt from inquiry projects, school leadership and extra-curricular activities. Final year students focus wholly on examination preparation.



SPARK High Schools Integrated Disciplines



CAPS Aligned Subjects

Humanities Interdisciplinary Skills
 Reading and Comprehension
 Source Analysis and Interpretation
 News, Media & Cartoon Interpretation
 Context Continuity and Human Change

Sciences Interdisciplinary Skills
 Scientific and Design Method
 Case Study Evaluation
 Experimentation with Variables
 Graphing and Statistical Representation

SEL Interdisciplinary Skills
 Collaboration
 Emotional and Interpersonal Intelligence
 Computational Thinking
 Problem Solving

WE ARE THEREFORE OFFERING AN 8 SUBJECT MATRIC!

9.2 Curriculum Resources

Curriculum resources such as art supplies, scientific equipment and textbook guides are procured and managed by the school. Our curriculum is internationally aligned while meeting South African National Curriculum Guidelines. The following curriculum resources (amongst others) are used by teachers:

Subject Area	Description	Publisher
Mathematics	Discovering Mathematics: Level 2A, and Level 2B (Teacher and Scholar Guides) – Singapore IXL Learning	Star Publishers https://za.ixl.com
English	Ignite English: Books 1, 2 & 3 – United Kingdom IXL Learning Gauteng Libraries Overdrive (Digital Library) Read Theory	Oxford University Press https://za.ixl.com https://gauteng.overdrive.com/ (Free with a Gauteng Library card available at any Gauteng Library) https://readtheory.org/
isiZulu	Khalipha Mfunda for First Additional Language (Grade 7 – 9)	Funda Njalo
Natural Sciences	Free downloadable scholar workbooks: http://www.mstworkbooks.co.za/index.html IXL Learning Natural Sciences: Solutions for All (Teachers Guide)	Sasol & Siyavula https://za.ixl.com Macmillan
Technology	Free downloadable scholar workbooks: http://www.mstworkbooks.co.za/index.html Technology: Solutions for All (Teachers Guide)	Sasol & Siyavula Macmillan
Social Sciences	Natural Sciences: Solutions for All (Teachers Guide) South African History Online	Macmillan https://www.sahistory.org.za/
Economic and Management Sciences	Successful EMS (Teachers Guide)	Oxford University Press
Creative Arts	Creative Arts: Solutions for All (Teachers Guide)	Macmillan

9.3 Workbooks and Portfolio Files

Scholar Workbooks and Portfolio Files are vital pieces of evidence regarding scholars' academic progress. They are also used to demonstrate compliance to national education regulations.

Workbooks are used for class activities, study notes and homework. The first page in the exercise book is used for noting personalised targets and personalised feedback from teachers or parents and is titled 'Progress Tracking Page'. Workbooks are kept at school, unless a homework task is required to be completed.

Portfolio Files are used by scholars to develop metacognition and self-regulation, as well as offering a point for showcasing projects and assessments. Files are categorised by CAPS subjects and are used as an evidence base for assessment compliance. Given the importance of keeping these pieces of evidence uniform, scholars will not be allowed to take portfolio files home. Parents will be given an opportunity to view portfolio files at Report Card Conferences, and results of tests and projects will be noted in the front of workbooks on the 'Progress Tracking Page' for feedback to parents.

Should a family wish to see their scholar's portfolio files at a point other than at Report Card Conferences, the Assistant Principal will happily welcome a meeting and set up a for review of test scores and results.

9.4 Stationery

SPARK High School provides all necessary files, exercise and workbooks for students upon receipt of an annual stationery fee. Parents are not responsible for purchasing textbooks, literature set works, dictionaries or calculators. We ask that families ensure that students have access to consumable stationery such as pens, pencils and highlighters for use at both school and home.

The following consumable stationery items are required to be kept by scholars and should be purchased ready for use from 16 January:

1. Pencil bag
2. Blue ball point pen (no black pens)
3. Grey writing pencil
4. Rubber
5. Sharpener
6. Glue stick
7. Ruler
8. Highlighter
9. Scissors
10. Colouring pencils

All items should be carefully labelled with scholars' names.

9.5 Bridging

SPARK Schools learning is built on personalisation and meeting scholars at their point of academic need. We are aware that several scholars will require bridging for isiZulu and Mathematics. Our bridging programme is as follows:

1. Baseline and benchmark assessments are completed at the beginning of the year to establish the child's prior knowledge and starting point.
2. A Personalised Improvement Plan (PIP) is then drawn up for each scholar based on identified gaps.
3. Identified scholars are placed in small groups for targeted intervention.
4. These small groups work together during 'study' sessions in the school day in guided groups with a facilitator.
5. These small groups then have 'Study Club' sessions after school with a subject specialist.
6. Benchmark testing and progress tracking continues over the course of the year to track progress.

Parents will receive notification should their child require targeted bridging sessions.

9.6 Homework

Homework is a vital part of the learning cycle and serves the following purposes:

- Scholar academic development in independent study.

- Scholar self-direction and organisation in managing deadlines.
- Collaboration between school and home in supporting scholars' personal learning goals.

Scholars will be required to complete homework directly linked to class work on a cyclical basis, as follows:

- Monday: Character Quotient or Project Development
- Tuesday: Global or Cultural Humanities
- Wednesday: Mathematical or Integrated Sciences
- Thursday: Test Preparation as per Assessment Calendar

Scholars will note homework and deadlines in their 'Personal Learning Journal'. Scholars will also have a copy of the 'Assessment Calendar' in their 'Personal Learning Journal' for greater self-direction. Families are invited to engage with scholars on tasks set, and tasks completed.

Parents will be requested to share feedback in workbooks on test scores and learning goals noted on the 'Progress Tracking Sheet' at the front of each workbook.

9.7 Assessment

At SPARK Schools we recognise that all assessment is used for improving personalised learning and scholar engagement with personal learning goals. Assessment is therefore both FOR learning and OF learning. Results in assessment are not viewed as a complete judgement of a scholar's ability, rather as a developmental point on a personal learning journey.

It is to this end that high school assessment is continuously framed in a cycle of self-regulation and development of metacognition⁴.

9.7.1 Continuous and School Based Assessment

Assessment combines:

- Traditional Tests and Examinations
- WITH**
- XC Projects

Grades are collated for CAPS aligned reporting, e.g. Global Humanities project will be assessed for English, History, and Geography ALONGSIDE a traditional assessment such as a test or examination.

Reporting of achievement is given in each delineated CAPS subject and scholar results are communicated as 'English', 'Mathematics', 'Natural Science', etc.

Scholars develop a portfolio of School Based Assessment for compliance with the Department of Education. External monitoring of portfolio files begins in Grade 10 in preparation for submission of marks in Grade 12 where 25% of the overall grade in each subject is taken from the SBA.

9.7.2 IEB vs DBE for National Senior Certificate

Many independent schools in South Africa choose the Independent Board of Education as an examinations board over the Department of Education for the delivery of a National Senior Certificate. Some schools also opt to combine

⁴ Awareness and understanding of one's own thought processes.

curriculum delivery offering courses from IEB and the DBE in combination. There are several misconceptions and constraints regarding the quality and subsequent access to higher education in this regard.

SPARK High School chooses to deliver the National Senior Certificate through the DBE for the following reasons:

1. A National Senior Certificate is issued by Umalusi regardless of the awarding body: DBE or IEB. When applying for university there is **no difference** between an A grade from IEB or DBE. The National Senior Certificate is always a National Senior Certificate - and it is viewed as such overseas. A number of well-respected schools in South Africa deliver the NSC through DBE, e.g. Roseway Waldorf School, Jeppe Boys (and Girls) High School and Westville Girls High.
2. The **cost** of IEB is significantly higher and many private schools increase their fees for Grade 12 by almost R6000 per student.
3. The **administration** of offering examinations from different awarding bodies **increases** administration:
 - a. Centre registration with 2 different centres
 - b. Scholar registrations (form for each child, ID book copies for each child) for different centres
 - c. Visiting external subject monitors (facilitator per subject with a termly visit) for different centres
 - d. Deployment of performance statistics to different examinations boards
 - e. Examination regulation inspections
 - f. Collecting and dispatching examination papers from and to different awarding bodies
 - g. Receiving results and certification from different boards
 - h. Applying for re-marks to different boards
4. The IEB curriculum is structured differently to the DBE curriculum. Although it is regulated and defined by the South African National Curriculum, and the content is much the same, the **format and structure of examinations is different**, which adds strain to teachers dedicated to 'test prep' in the final year of Grade 12.

10 CLUBS

Activities beyond school provide for opportunities for SPARK High School scholars to socialise and develop leadership, interests and hobbies.

Whole school social extra-curricular activities are offered through events such as dances and community days.

Leadership is developed through strategic residential camps in Grade 8 and Grade 10, provided for in partnership with youth development groups.

Day-to-day extra-curriculars are delivered through 'Clubs' scheduled into the structure of the school week. Scholars must participate in one Club every term.

Clubs are arranged and delivered by teachers, although private providers are available to offer alternatives. Clubs change on a termly basis and fall into 4 categories:



Study



Sport



Culture



Projects

The following table represents an annual overview of 'Clubs' available in 2019:

	Term 1	Term 2	Term 3	Term 4
Study	isiZulu Mathematics	isiZulu Mathematics	isiZulu Mathematics	isiZulu Mathematics
Sport	Track	Netball OR Soccer	Gym	Last Man Standing
Culture	5-Minute Films	Vlog Debate	One-Act Plays	Poetry Slam
Projects	STEM Expo	STEM Expo	Outreach	Outreach

Scholars will choose Clubs at the start of each term and may not change their Club during the term. Scholars requiring Bridging will attend the study Club until they are proficient in the area of focus.

11 PLACE-BASED EDUCATION

In synthesising an integrated approach to learning, SPARK High School makes use of experiential learning, or place-based education – PBE.

In practical application, high schools partner with local industries to offer real-world experiences to scholars. This is carried out as follows per grade:

- **Field Experiences:** Scholars in Grade 10 & 11 spend 2 days a year in a place of work, e.g. law firm, property sales, product development. These experiences are personalised around scholars' interests in the present and the future, or in line with inquiry projects, and are organised per individual.
- **Field Excursions:** Scholars participate in at least 1 offsite visit to places relevant to their studies. Places to visit might include: electrical sub-station, museum, city-walk. Excursions are organised per whole grade.

In Grade 8 scholars will attend a residential leadership camp. The camp is scheduled for September. Further details will be supplied during the school year.

12 SCHOLAR HEALTH AND SAFETY

12.1 Code of Conduct

SPARK Schools prides itself on the development of personal ownership of conduct and strives to grow within its scholars the core values of:

Service
Persistence
Achievement
Responsibility
Kindness

It is our belief that positive discipline achieves positive results, and the development of a culture that strives to cultivate the SPARK Schools core values is sufficient to manage behavioural concerns.

The principles enshrined in our **Code of Conduct** are based on the Rights contained in the Bill of Rights, as set out in the Constitution of the Republic of South Africa, Act 108 of 1996, (“the Constitution”) including but not limited to:

- the right to Democracy;
- the right to non-discrimination and equality;
- the right to privacy, respect and human dignity;
- the right to non-violence and the freedom and security of a person;
- the right to freedom of expression;
- the right to a safe school environment; and
- the right to education.

The Code of Conduct is displayed on our school website and contained with this Scholar and Family Handbook, distributed annually. Parents are required to read through the Handbook with their scholar and sign the ‘Handbook Agreement’ (Appendix C attached) and return it to the Scholar’s educator for filing.

By signing the ‘Handbook Agreement’, parents and Scholars acknowledge they are informed of what they may not do or should do and what action will be taken against them if they contravene the Code of Conduct. Signing the ‘Handbook Agreement’ includes acceptance of the stipulations set out in other policies related to conduct: 1) The Anti-bullying Policy, 2) The internet Usage Agreement, 3) The Diversity Policy, 4) The Substance Abuse Policy, 5) The Sickness and Illness Policy.

The Code of Conduct should be adhered to on school grounds, at school events and at any other time when a scholar is wearing SPARK Schools uniform.

While we maintain at all times a positive approach to behaviour management, should scholars infringe on the freedoms stipulated in the Bill of Right this will be regarded as a Serious Offences that Could Lead to Suspension and/or Expulsion:

The Scholar accepts, and the Parent authorises the Principal to institute suspension, as a precautionary measure, regarding a Scholar who is charged with serious misconduct, as contemplated in the South African Schools Act. These offences include but are not limited to:

1. conduct which endangers the safety and violates the rights of others;

2. possession or threat of use of a dangerous weapon;
3. possession, use, transmission or visible evidence of narcotic or unauthorized drugs, alcohol or intoxicants of any kind;
4. fighting, assault or battery;
5. immoral behaviour or profanity;
6. falsely identifying oneself;
7. harmful graffiti, hate speech, sexism or racism;
8. theft or possession of stolen property including test or examination papers prior to the writing of tests or examinations;
9. papers prior to the writing of tests or examinations;
10. unlawful action, vandalism, or destroying or defacing of School property;
11. disrespect, objectionable behaviour and verbal abuse directed at educators, other School employees or Scholars;
12. repeated violations of School Rules, the Code of Conduct or School Policies;
13. criminal or oppressive behaviour such as rape or gender-based harassment;
14. victimization, bullying and intimidation of other Scholars;
15. infringement of examination rules; and
16. knowingly and wilfully supplying false information or falsifying documentation to gain an unfair advantage at School.

Due process, as per the full Code of Conduct, will be followed should a case of serious misconduct be brought against a scholar. By signing the 'Handbook Agreement' families and scholars accept the full terms of the SPARK Schools Code of Conduct.

12.2 Child Protection

SPARK Schools is steadfast in its devotion to protecting children at risk and ensuring that they can experience quality care and nurturing relationships. SPARK Schools has put in place guidelines for protecting children in all aspects related to the Children's Act that impact the nature of work of SPARK Schools to ensure the wellbeing of children impacted by their work.

All SPARK Schools staff and leaders are bound by law to report suspected abuse or neglect according to our Child Protection Policy and Duty to Report. If you have questions about the grounds upon which reporting may take place, please contact your child's school leader or teacher. **Please note that this includes breaches to the October 2017 ruling on reasonable chastisement by the South Gauteng High Court, which held that parents may not commitment violence against their children as a form of discipline, including hitting, slapping, pushing, beating, or otherwise.** Evidence of physical, emotional, or verbal abuse at home is cause for reporting according to the SPARK Schools Child Protection Policy.

12.3 Attendance

Section 3 of the Schools Act (Act No. 84 of 1996) makes school attendance compulsory for specific ages i.e. everyone under the age of 16. We abide by the Policy on Learner Attendance included in this legislation that discusses the procedures to be followed when dealing with scholar absenteeism.

- If a learner is absent for three consecutive school days without a valid **written** reason, the matter should be reported to **the principal**, who must **intervene**. This intervention must include contacting the parents regarding their responsibility and requesting the parents' cooperation; approaching the district office for support if necessary and requesting government or non-government social development agencies to intervene, when necessary.
- **If the absence reaches 10 consecutive school days**, the scholars' record in the class register **must be cancelled on the grounds of continuous absence**. The cancellation should take place only after the principal has again made a **reasonable** attempt to contact the parents. Any of the following three circumstances may apply, their record in the class register must be cancelled:
-

- The learner has been withdrawn from that school.
- No valid reason was offered for the absence.
- The parents could not be reached (DBE, RSA, 2010, para. 56).

As is evident from the phrases "must be charged" and "must be cancelled", the principal is not allowed any discretion in this matter. Furthermore, the policy provides that principals, teachers and district officials are obliged to show zero tolerance for unexcused absences (DBE, RSA, 2010, para. 14(a)).

The cancellation of a learner's record in the class register entails the principal informing the class teacher, the parents and the district office of the cancellation, the date of the cancellation and the reason therefore.

12.3.1 Absence from Tests / Examinations and Project Submission Dates

In the case of illness or any other circumstance beyond the scholar's control **preventing a scholar from attending school on the day of a test or examination:**

- A medical certificate or an affidavit must be provided by the scholar on the day of return after absence.
- The scholar must complete the test / examination on the day of return.

This process also applies to project and assignment deadlines. Should a scholar be absent on the day of a given deadline:

- The project or assignment must be handed in on the first day of return to school after the absence.
- A medical certificate or an affidavit must be provided to explain absence.

Should a scholar be absent for an extended period beyond the examination or test season:

- Production of the child's academic report will be postponed until all required assessments have been completed.

12.4 Illness and First Aid

Do not send a sick child to school. If your child is experiencing fever, rash, pain, nausea, or other symptoms of contagious illness, please inform the school that the child will not be attending. Please provide a doctor's note if the child is booked off for two or more days.

If a scholar becomes ill at school, school staff will follow these procedures according to our First Aid Policy:

- If a scholar becomes ill during the school day, their parent(s) must be contacted and asked to pick their scholar up as soon as possible. During this time the scholar will be cared for in a quiet and calm area.
- A minimum of five (5) telephone attempts followed with a maximum of three (3) emails is considered a reasonable attempt to contact each parent and/or guardian at the contact number provided to the enrolment team. **If your contact details change, it is imperative that you update them with the office manager immediately.**

If a contagious infection is identified in the school, parents must be informed to enable them to spot the early signs of this illness.

If a scholar becomes severely ill or injured, our policy is to call for an ambulance immediately. No member of school staff may transport an ill or injured child. Should this take place, the school will contact parents directly, accompany the child to the hospital, and remain with the child until the parents arrive.

12.5 Medication

Per the requirements of the Independent Schools Association of Southern Africa, of which SPARK Schools is a member, school staff are not in a position to prescribe or dispense medication for any child. Only a licensed health professional (e.g. doctor, nurse, physiotherapist, etc.) may prescribe and/ or dispense medicine. Even in the case of slight



headaches or ailments, our school staff members may not administer medication to any child. **The only exception to this rule is if a licensed medical professional has provided instructions in writing to the school directly regarding a prescribed medication. These instructions must be resubmitted and updated in accordance with the medication's expiration date.**

If your child suffers from a severe allergy, please inform school leaders and staff immediately. Should your child require an EpiPen to treat severe allergic reactions, this should be carried in the child's backpack in a sealed box or bag, with a note on its purpose and administration. We also welcome parents who would like to train staff members of their child's allergy to contact our school leaders to schedule this training.

12.6 Media

SPARK Schools are a new and innovative model in South Africa and will thus be subject to increased media attention. SPARK scholars may be photographed or filmed for social networking and promotional purposes. **If you would prefer for your child not to be photographed or filmed, you should complete an "opt out" form to state that permission has not been granted for media release.**

12.7 Crisis Management

According to our Crisis Management Strategy, each school has appointed a Crisis Management Team comprised of a group of staff of the school who are equipped to make the necessary decisions quickly and efficiently when a crisis occurs. Please ask your child's school leaders for more information on your school's Crisis Management Team and how to obtain information from the school during a crisis. If you can be of assistance during a crisis as trained emergency personnel, please inform a member of school staff. Please note that, should a crisis occur, Parents or guardians must present identification when picking up children from an alternate location due to an emergency.