



EVERSDAL PRIMARY SCHOOL

ADMISSION POLICY

1. PREAMBLE

- 1.1 In terms of section 5 (5) of the South African Schools Act of 1996, the Governing Body of a public school must determine the admission policy of that school.
- 1.2 The Governing Body of **EVERSDAL PRIMARY SCHOOL** has accordingly constituted the following as the admissions policy of the school, in the belief that its provisions are consistent with:
 - 1.2.1 Eversdal Primary School Language Policy.
 - 1.2.2 The Constitution of the Republic of South Africa (Act 108/1996).
 - 1.2.3 The National Education Policy Act (Act 27/1996) and any applicable policies determined in terms of this Act, including the Regulations for Admissions to Schools (Circular 26/2010).
 - 1.2.4 The South African Schools' Act (Act 84/1996) and subsequent amendments.
 - 1.2.5 The Western Cape Provincial School Education Act (Act 12/1997).
 - 1.2.6 The Promotion of Access to Information Act (Act 2/2000).
 - 1.2.7 The Promotion of Administrative Justice Act (Act 3/2000).
 - 1.2.8 Protection of Personal Information Act (Act 4/2013).
 - 1.2.9 The Health and Safety Act.
 - 1.2.10 Judgements of the Constitutional Court on the rights, powers and obligations of school governing bodies.
 - 1.2.11 Immigration Act (Act 13/2002 – amended in 2014) .
 - 1.2.12 Refugees Act (Act 130/1998).
- 1.3 Whereas EVERSDAL PRIMARY SCHOOL is a public school, the Governing Body:
 - 1.3.1 acknowledges that it has been entrusted with a public resource which must be managed not only in the interests of those who are learners and parents at the time, but also in the interests of the broader community in which the school is located, and in the light of the values of our Constitution;
 - 1.3.2 refers to the relevant legal provisions and enactments to the extent that they are valid and binding upon them and take precedence over the right of the governing body to determine the admissions policy of the School;
 - 1.3.3 commits to working in partnership with the Head of Department to find workable solutions to matters of disagreement, and to engage meaningfully and in good faith on any disputes, including disputes over this policy and any decision taken on the basis thereof; and
 - 1.3.4 agrees thereto that any such engagement will be directed towards furthering the interests of learners, taking account of the best interests of the child insofar as this does not impinge upon the rights or best interests of other children.
- 1.4 At the same time it requires of the Principal, the Head of Department and their delegates that they will at all times during any admissions process take the provisions of this policy into account, demonstrably, fairly and in accordance with the law.

2. POLICY

2.1 It is the aim of the school to:

Provide an environment where the race, culture, religion and economic standing of the individual are in no instances an impediment to his/her access to, or progress in, any aspect of school life.

2.2 It is the policy of the school that:

2.2.1 No learner will be refused admission on grounds of race, gender, culture, language, religious belief, academic performance, or financial circumstance. No test or interviews will be administered for admission. This aspect of the admissions policy will be applied with due cognisance of the following:

Whereas it is determined that the medium of instruction is English or Afrikaans, learners applying to be admitted to the school in preference to a school where the Language of Learning and Teaching matches the home language of the learner, need to be sufficiently proficient in English/Afrikaans so as not to prejudice their ability to progress academically.

It is also the policy of the school that applicants will not benefit from an inherited advantage during the admissions process. This aspect of the policy will, however, be applied with due cognisance of the following:

2.2.1.1 It is regarded as unreasonable to disrupt family relationships by arbitrarily splitting the schooling of siblings. In the absence of telling and objective reasons related to the applicant why this should not happen, an applicant who, at the time of making application, has a sibling enrolled in the school for the next school year, will receive preferential consideration when it comes to placement.

2.2.1.2 It is regarded as similarly unreasonable that a learner should arbitrarily be forced by the school's admission policy to travel to an institution which is not the closest suitable school to where he/she lives with his/her parents. Consequently, in the absence of telling and objective reasons why this should not be so, primary preference will be given to those applicants who live with their parent(s) in closer proximity to this school than any other suitable school.

2.2.2 Any pupil admitted to the school is admitted to the total school programme, and will not be suspended from classes, denied access to cultural, sporting or social activities of the formal school programme on the grounds of an inability by his/her parents to meet the required school fees.

2.2.3 Eversdal Primary School is a fee-paying School. Parents may apply for exemption, subject to the relevant legal documentation being in order (Government Gazette 29311 of 18 Oct 2006 – SASA).

2.2.4 It is specifically noted the enrolment at any Pre-primary/Gr R school/class does not provide automatic progression to this school.

3. ADMINISTRATION OF THE ADMISSIONS PROCESS

In order to achieve the foregoing, but also to ensure a just and equitable selection process ***should the school be oversubscribed***, the measures listed below will be implemented during the management of the enrolment process:

3.1 In February each year the process for applications will be set and advertised by the WCED. (Circular 0006/2021, 0063/2021 and 0018/2022).

3.2 Parent(s) only apply on the WCED online Website. No hard copy School application form is available. The online applications can be found at <https://admissions.westerncape.gov.za>.

3.3 It is mandatory for parents to apply at three schools and in addition to indicate their order of preference on the system.

3.4 DOCUMENTS TO BE SUBMITTED WITH WCED ONLINE APPLICATION:

(Application may only be done by parents or legal guardians.)

- 3.4.1 Parents must upload copies of support documents required onto the system as part of the WCED online application.
- 3.4.2 **Only** parents who confirm the acceptance, will be requested to hand in the certified copies and additional documents.
- 3.4.3 These documents must be submitted to the school **within seven days** after the parent confirmed the placement at Eversdal Primary School. Your application is INCOMPLETE until all the relevant support documents have been submitted.

THE SUPPORTING DOCUMENTS ARE THE FOLLOWING:

- 3.4.5 ID/Birth certificate or passport of the learner.
Or
A study permit issued by Department of Home Affairs in case of foreign learners.
Or
Alternatively, if a study permit is not available, proof of application to the Department of Home Affairs or an affidavit may suffice.
- 3.4.6 Immunisation card (Road to Health Chart) of the learner (Grade 1 only).
- 3.4.7 Proof of Residence (Municipal account or legal lease agreement).
- 3.4.8 The last official school Report Card/results of the learner, if the learner attended a school previously.
- 3.4.9 Any false or incorrect information submitted during the application process may result in your application being rejected, and/or disqualified by the School's Governing Body or the WCED.

The direct children of Foreign Nationals will be considered for enrolment, subject to the relevant legal documentation being in order (Circular 0053/2021).

If the parent/guardian does not have the required documents, the parent/guardian can contact the local District Office who will advise the parents/guardian.

In terms of section 31 of the Births and Deaths Registration Act, 1992 (Act 51 of 1992), makes it an offense to make a false statement or cause a false statement to be made about the age of a learner.

- 3.5 It is specifically noted that the parent/legal guardian of a minor learner has the exclusive right to take an initial decision concerning which school they wish to apply to for their child/ward to be enrolled. Consequently, no application will be accepted or regarded as being valid unless it is made by the parent, legal guardian, person entrusted with the care of the minor learner by order of a competent court, or by a person authorised thereto, in writing, by one of the foregoing.
- 3.6 Where the number of applicants exceeds the number of available places in the **school, grade, class or subject** for which application is made, applicants will be placed on the following basis, bearing in mind the school's policy on non-discrimination:
 - 3.6.1 whether placement in the School is considered by the school to be in the best interests of the learner concerned;
NB: The ability of the school to provide adequately for the educational needs of the applicant (including but not limited to the language needs and other special needs) will be regarded as part of the best interests of the child, and will be considered before offering a place to a learner.
 - 3.6.2 in accordance with the criteria listed in 4 below.

- 3.7 Applications in the direct (geographically closest school) area received by the cut-off date will be processed before those received after the cut-off date.
- 3.8 Only after all applications received by closing date have been dealt with, will the school consider late applications, and then only if there are still places available in the school (For capacity, **see Appendix A**).
- 3.9 Prospective parents will be notified of the outcome by the WCED website by means of an email/SMS. The outcome will be indicated as one of the following:
1. Your child's application was successful;
 2. Your child's application was unsuccessful;
 3. Your child is on a waiting list.

4. ADMISSION DECISIONS

4.1 General expectations

In considering applications, a potential learner will, in the first instance, be expected to:

- 4.1.1 Be willing to contribute in the four critical areas of school life: i.e. **academically** as well as **sport, culture and service**, and to participate in activities offered by the school.
- 4.1.2 Be amenable to school discipline as applied in this school, and display levels of behaviour and self-discipline, such that s/he is likely help create, maintain and enhance rather than to disrupt an orderly and disciplined school environment, the teaching process of the school, or the learning of the other learners.
- 4.2 Learners who have left the school and/or moved to another school do not automatically qualify for re-admission to Eversdal Primary on grounds that he/she was a previous pupil at the school. All the rules pertaining admission is applicable.

4.3 General criteria binding on all applicants

- 4.3.1 The successful completion of or promotion out of the grade immediately below the grade in which the admission is sought, except that this requirement is not applicable to applicants for entry into Grade 1.
- 4.3.2 The age of the applicant (i.e. learner to be admitted). Please note that an applicant whose age varies by two years or more relative to the statistical age norm of the grade cohort will not **normally** be accepted into the school (Circular 0240/2003).
- 4.3.3 Preference will be given to learners for Grade 1 who turns 7 in the year of enrolment.
- 4.3.4 Learners turning 6 before June can only be considered for placement in Grade 1 if:
- learner is in the direct (geographically closest) area
 - all learners as described in 4.3.3 are placed.
 - Professional proof is given that the learner is ready for school at this age. (Assessment)
 - Relevant feedback from Gr R/previous school is received.

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

- 4.4.1 The applicant's understanding of and ability to converse in the medium of instruction at the school at such level that language will not be an unreasonable impediment to his/her academic progress, with the proviso that, in the case of a learner excluded on these grounds, a school offering a more appropriate medium of instruction is available in reasonable proximity to the learner's normal abode, or his/her parents place of work.
- 4.4.2 The applicant's unique ability and/or potential to benefit from and contribute to the school in all forms of school life and in extra-curricular participation.

5. READMISSION AFTER REMOVAL FROM THE ROLL

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

- 5.1 it has been ascertained that there is a vacant place in the school;
- 5.2 the pupil and his/her parents have convinced the school that his/her re-enrolment will be in the best interests of the pupil and the school; and
- 5.3 the pupil and parents have convinced the school that the learner's future attendance is likely to accord with expectations.

6. FINAL TOTAL NUMBER OF ADMISSIONS

It is accepted that *the school governing body's powers in respect of admissions are not unfettered, that this policy is not immune to intervention, and that the policy does not inflexibly bind other decision-makers in **all circumstances**. Thus, the final number of learners accepted into the school at any one time may vary from the above on the basis of specific enrolments and the subject choices of individual learners in a particular year, or upon the intervention of the Head of Department, with the understanding that any *decision to overturn an admission decision of the principal, or depart from this admissions policy, must be exercised reasonably and in a procedurally fair manner. The class, grade and school enrolment shall in any event not exceed the calculated capacity by more than 2% in any one grade or two learners in any one class, without the ratification by the School Governing Body of a motivated explanation from the School Management Team or Head of Education for such excess.**

APPENDIX A

DEFINING DESIGNATED SCHOOLS AND CAPACITY

1. CAPACITY

The total capacity of the school is:-

GRADE 1 – 3

112 Afrikaans learners per grade. $28 \times 4 = 112$ (4 classes).

56 English learners per grade. $28 \times 2 = 56$ (2 classes).

This is equal to 168 per Grade and 28 per class (6 classes per Grade).

GRADE 4 – 7

120 Afrikaans learners per grade. $30 \times 4 = 120$ (4 classes).

60 English learners per grade $30 \times 2 = 60$ (2 classes).

This is equal to 180 per grade and 30 per class. (6 classes per Grade).

The capacity of the school is based on:

- 1.1 **The number (42 classrooms) and size (approximately 36 m² per classroom) of classrooms in the school**
- 1.2 The need to provide space for class teaching which is not less favourable than that laid down in the norms and standards legally enacted in respect of public schools.
- 1.3 The creation and maintenance of a stimulating and sustainable educational environment. This is in part dependent on having designated, exclusive and appropriately-developed space for the following broad educational facilities, at least to the levels envisaged in the state's norms and standards for school infrastructure:
 - 1.3.1 A Library.
 - 1.3.2 Science and Computer/Tablet laboratories.
 - 1.3.3 Technology and Art classrooms.
 - 1.3.4 Music rooms (for individual music instruction as well as large-group music productions/practices).
 - 1.3.5 A School Hall.
 - 1.3.6 Tuck shop.
 - 1.3.7 A team-teaching venue – OINK.
 - 1.3.8 A physical fitness and wellness centre – SKUUR.
 - 1.3.9 A team-teaching venue – RHEEDER.
 - 1.3.10 The need to support the educational process administratively by providing designated, appropriately furnished, relevantly equipped and exclusive space for:
 - 1.3.10.1 A staff common room and copy room.
 - 1.3.10.2 Offices and working spaces for management, administrative and support staff.
 - 1.3.10.3 Counselling rooms.

2. PROXIMITY

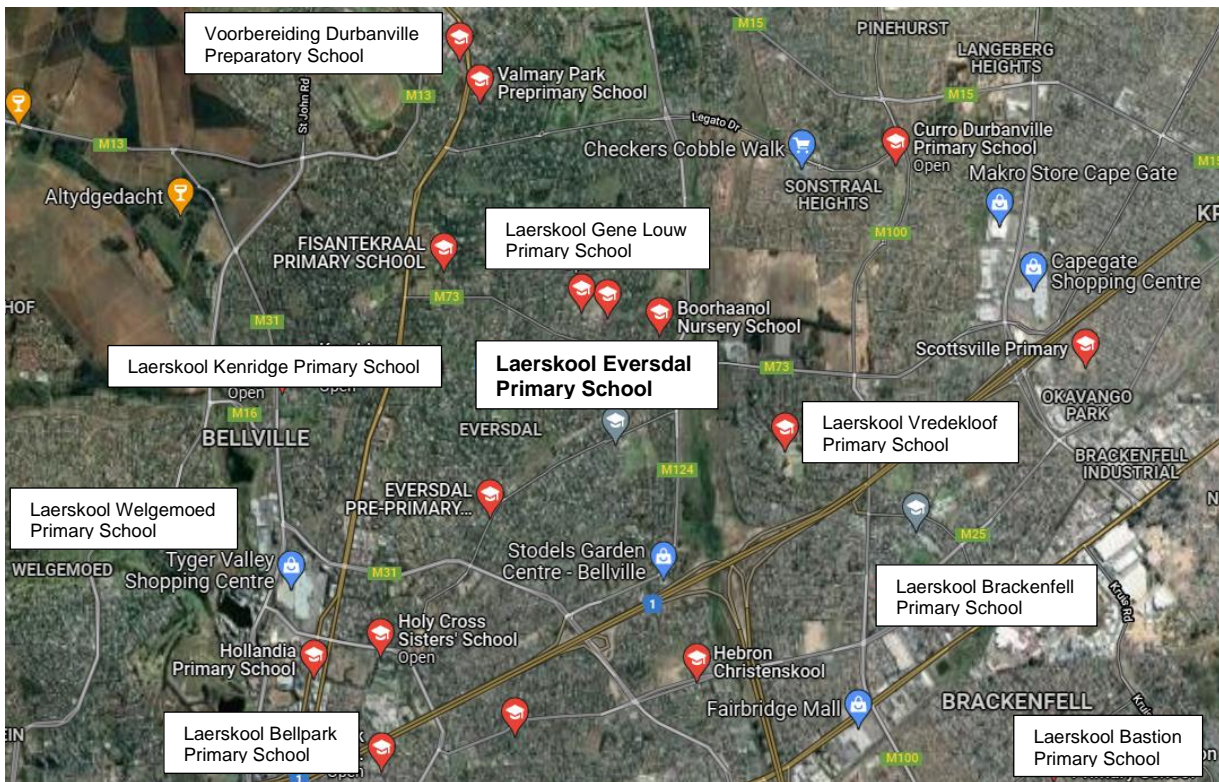
The area identified below is regarded as being in such close proximity to the school that the exclusion of a learner living within its bounds would be so unreasonable as to be indefensible, save in the instance of specific disqualifying factors, including but not limited to: not meeting the age norm or academic requirements for entry, late submission of an application or identified behavioural disruptiveness. The area concerned will include all dwellings which are closer to this school than to any other, following the shortest practicable and reasonable route from that place to an entry point to the school.

Order of preference until the school has reached capacity:

- A. *Dwellings where Eversdal Primary School is the closest school.*
- B. *Brothers and sisters of siblings, where the siblings will be in the school the following year.*

The following are examples of areas within the geographic areas:

- A. **Direct Area** (geographically closest to the school) e.g. Everglen; Durbell; Eversdal; Chantecler; Stellenryk; Stellenberg; Glen Ive; Bethanie; Rosendal; East Rock; Silverstream.
- B. **Also included are some streets in the following suburbs** (not closest to the school – grey areas) e.g. Eversdal Heights, Amanda Glen; Vredeklouf; Vredeklouf Heights; Stellenridge; Ridgeworth. (These parents must also consider enrolling at their closest school).
- C. **Other areas:** These applicants will be placed on the waiting list and parents are encouraged to enrol their children at other schools as well.



MR G. BURGER
EVERSDAL PRIMARY SCHOOL: PRINCIPAL

2023

MR R. VAN ZYL
GOVERNING BODY: CHAIRMAN

2023