

King Edward VII School



Parents' Information Booklet

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Please visit the D6 School Communicator for all current information. (To download the D6 School Communicator go to our website and you will see the link on the home page.)

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1. Mission Statement

WE WILL STRIVE TO NURTURE OUR LEARNERS,
TO HELP THEM TO DEVELOP TO THE BEST
OF THEIR ABILITY, AND TO GUIDE
THEIR GROWING MINDS TOWARDS
HIGH IDEALS AS THEY TAKE CHARGE
OF THEIR OWN LIVES

PURSUIT OF THIS MISSION WE SHALL ENDEAVOUR TO:

- ❖ draw our school body from all quarters of society.
- ❖ build for the future of our school and country on the best traditions of the past
- ❖ encourage academic achievement
- ❖ attain excellence and balance in the academic, sporting, and cultural aspects of school life
- ❖ develop
 - enquiring minds
 - sound moral values
 - moral courage
 - a social conscience
 - a political awareness
 - respect for the rights and dignity of others
 - a sense of responsibility for the world we live in
 - self-respect, self-confidence, self-discipline, and humility
- ❖ create a sense of community among educators, parents, and learners and to foster an enjoyment of the school in this community.

2. Staff List – Term 1 of 2021

	NAME	INITIAL	SUBJECTS	ROOM
1.	Adbullah-Dawood. S	AS	English, LO	17
2.	Adriaanse, L	AL	Technology, SS, LO	PP (48)
3.	Asvat, N	AN	Mathematics, M Lit	MC (Top Mid)
4.	Bain-Venn, M	BM	Accounting, EMS	OS
5.	Boshoff. E	BE	Visual arts, Arts & Culture	56
6.	Bosman, S	BS	English, LO	7
7.	Bremner, T	BT	English, LO	8
8.	Choonara, Y	CY	Physical sciences, NS	42
9.	Claro, M	CM	English, LO	13
10.	Crossley, B	CB	Geography, LO	46
11.	Crous, L	CL	Life sciences	PP
12.	Da Mata, A	DA	History, SS	6
13.	Dale, M	DM	English, LO	4
14.	de Robillard, S	DS	NS, LO	PP (15)
15.	de Wet, D	DD	Afrikaans, LO	PP
16.	de Wet, W	DW	Afrikaans, Library	LIBRARY
17.	Dedlow, T	DT	English, LO	PP (6)
18.	Dunne. B	DB	Geography, SS	OP
19.	Elfein, A	EA	Physical sciences	36
20.	Els, K	EK	English, LO	2
21.	Engelbrecht, M	EM	PE, Business studies, EMS	PP (35)
22.	Erasmus, R	ER	History	PP
23.	Friedland, M	FM	EMS, Business studies	15
24.	Gordon, N	GN	Geography	PP
25.	Govender, A	GA	Life sciences	24 (36)
26.	Govender, L	NL	Mathematics, LO	19

27.	Green, J	GJ	History, SS	PP (AUD)
28.	Hadley, C	CH	Accounting, EMS	IT
29.	Halgryn, L	LA	Afrikaans	20
30.	Hansen, H	HH	History	1
31.	Holland, L	HL	English, LO	11
32.	Hume, C	HC	Geography, SS	PP (OS)
33.	Jackson, G	JG	Life sciences	53 (14)
34.	Jones, A	JA	Visual arts, Arts and culture	57
35.	Kamffer, S	SK	EGD, Technology	55A
36.	Khanye, P	KP	Business studies, M Lit	48
37.	Kiewitz, E	KE	Mathematics	MC (Ground F)
38.	Koekemoer, L	KL	Afrikaans	PP
39.	Kruger, C	KC	Afrikaans	22
40.	Kruger, P	PK	M Lit, Technology	52
41.	Kyte, J	KJ	Mathematics	MC (Top Left)
42.	Lewele, T	LT	Geography, LO	PP (MC – Top L)
43.	Lovatt, D	LD	Headmaster	-
44.	Magubane, P	MP	Mathematics	60
45.	Mahlangu, E	ME	isiZulu, LO	61
46.	Marvell, S	MS	English, LO	5
47.	Marx, E	MX	PE	-
48.	Murray, C	MC	Afrikaans	25
49.	Naidoo, S	NO	Accounting	14
50.	Neethling, S	NS	Visual arts, Arts and culture	58
51.	Pretorius, S	PS	Afrikaans	23
52.	Pretorius, W	PW	M Lit	IT
53.	Prideaux-Brune, E	PE	Geography, SS	45
54.	Radebe, K	RK	isiZulu, LO	59
55.	Reynolds, M	RM	English	35
56.	Ridley, A	RA	Life sciences, EMS	50
57.	Sithole, F	SF	Physical science, NS	41
58.	Thompson, W	TW	Mathematics	51
59.	Thorne, M	TM	NS	47 (49)
60.	Thorne, S	TS	Life sciences	PP
61.	Tomsek, C	TC	Mathematics, LO	49
62.	Tsombanakis, S	KS	English, LO	12
63.	van der Merwe, M	MV	Life sciences, NS	62
64.	van Heerden, A	VA	PE	PP
65.	van Niekerk, T	VT	IT, Training	IT (MC – Top M)
66.	van Rensburg, R	VR	Afrikaans, LO	HOD
67.	van Rooyen, P	VP	EGD, Technology	55B
68.	van Staden, L	VL	Afrikaans	21
69.	van Straten, M	VM	PE, LO, NS	PP (51)
70.	van Vollenhoven, I	VI	Mathematics	3
71.	Visser, C	VC	Physical sciences	63
72.	Visser, D	VD	Admission, SS, LO	PP
73.	von Hoesslin, J	VJ	History	10
74.	Wadee, Y	WY	Mathematics	MC (Top Right)
75.	Bothma, M	MB	Afrikaans (Locum Term 1)	22
76.	Marshall, M	MT	English (Locum Term 1)	17

3. Administrative Staff

1.	Botha, R Mrs	School Shop Manager
2.	Boucher, S Ms	Bookkeeper
3.	Dale, L Mrs	PA to Headmaster
4.	Ellero, A Mrs	School Shop Assistant
5.	Galbraith, P	School Psychologist
6.	Kabongo, E	Psychologist Intern
7.	Kelman, J Ms	Boarding House Manager
8.	Keyter, A	Facilities Manager
9.	Liebenberg, H	Manager – High Performance Centre
10.	Maharaj, S Ms	Admissions Co-ordinator
11.	Msomi, P Ms	HR Manager
12.	Reineke, D Mrs	Laboratory Assistant
13.	Sawila, G	Creditor
14.	Sim, C Mrs	Landscaper and Environment
15.	Sim, I	Business Manager
16.	Van Eeden, D Ms	Association, Marketing and Events
17.	Van Rensburg, K Mrs	Finance Administrator – School Fees
18.	Vorster, C Mrs	Communications & PR Manager
19.	Wessels, K Mrs	Receptionist
20.	Young, B Ms	PA to Business Manager
21.	Zondo, T Mrs	Finance Administrator

4. House Leaders, Assistant House Leaders & Academic Leaders

HOUSE	HOUSE LEADER	ACADEMIC LEADER	Group 1	Group 2	Group 3	Group 4	Group 5
ANDERSON	Neethling	Wadee	Els (AHL)	Murray	Bremner	Prideaux-Brune	F Sithole
CROFTS	Da Mata	Friedland	Dedlow (AHL)	Visser C	Bosman	Jackson	Radebe
DAVIS	Khanye	Elflein	Lewe/Dawood	Halgryn	Choonara	Van Straten	Van Niekerk (AHL)
GRIMMER	Thompson	Mahlangu	M Thorne (AHL)	Van Vollenhoven	Green	Kamffer	Boshoff
HILL	Van Rensburg	Asvat	Marvell (AHL)	De Robillard	Van der Merwe	van Rooyen	S Pretorius
HOFMEYR	Kyte	L Govender	Adriaanse	Magubane	Govender	Dunne (AHL)	Tsombanakis
ROBINSON	Von Hoesslin	W Pretorius	Hume	H Hansen	Holland	Crossley (AHL)	Engelbrecht
SCHOOL	Tomsek	Claro	Hadley	Kruger, P	Dale (AHL)	Kruger, C	Van Staden

Deputy Headmasters

Mr Erasmus
Mr Thorne

4 Houses – Anderson, Grimmer, Hofmeyr and Robinson
4 Houses – Hill, School, Davis and Crofts

Lates

Monday
Tuesday
Wednesday
Thursday
Friday
Relief

Mrs Gordon
Mr de Wet
Mr Marx
Mrs Crous
Mr Visser
Mrs Reynolds and Mrs Jones

Directors

Mrs Jones – Cultural, Outreach and Publications
Mr Marx – Sport
Mrs Reynolds – Grade 12 Academics and Administration
Mr Visser – Admissions
Mr de Wet – Student Affairs
Mrs Crous – Academic: teaching and learning
Mrs Gordon – Conduct and Discipline
Ms Koekemoer – Academic Administration

Boarding House Masters

Buxton House	Mr Marx
Buxton House	Mr Da Mata
Donald Gordon House	Mr Ridley
School House	Mr Bain Venn

Additional Staff

Mrs Kiewitz, Mr Lovatt, Mrs S Naidoo, Mr Ridley, Ms De Wet

5. Subject Heads – 2021

English	Mrs M Reynolds	History	Miss H Hansen
Afrikaans	Mr D de Wet	Geography	Mr B Crossley
isiZulu	Mrs E Mahlangu	Information Technology	Mr T van Niekerk
Life Orientation	Mrs L Govender (Gr 8-9)	Social Sciences	Mr B Dunne
	Mr M van Straten (Gr 10-12)	Accounting	Mrs M Friedland
Mathematics Grade 8-12	Miss J Kyte	EMS	Mrs M Friedland
Mathematical Literacy	Mrs N Asvat	Arts & Culture / Visual Arts	Mrs A Jones
Physical Sciences	Mrs C Visser	Physical Education	Mr M van Straten
Life Sciences	Mrs A Govender	EGD / Technology	Mr P van Rooyen
Natural Sciences	Mrs M Thorne	Business Studies	Mr P Khanye

Business Manager	Mr I Sim
SSP	Mrs A Jones
School Psychologist	Mr P Galbraith
	Mr E Kabongo (Intern)

6. Academic Classroom Allocation / Standardised Test Period – 2021

Grade 12		
Grade 12 A	Mr de Robillard	Room 15
Grade 12 B	Mr Els	Room 2
Grade 12 C	Mrs Tsombanakis	Room 12
Grade 12 D	Mr Kamffer	Room 55A
Grade 12 E	Mr van Straten	Room 51
Grade 12 F	Mr Dedlow	Room 6
Grade 12 G	Mrs Kiewitz	Room MC – Ground Floor
Grade 12 H	Mrs Holland	Room 11
Grade 11		
Grade 11 A	Miss van der Merwe	Room 62
Grade 11 B	Miss Marvell	Room 5
Grade 11 C	Mrs Murray	Room 25
Grade 11 D	Mr Prideaux-Brune	Room 45
Grade 11 E	Mr van Rooyen	Room 55B
Grade 11 F	Mr Halgryn	Room 20
Grade 11 G	Mr Hume	Room OS
Grade 11 H	Ms Pretorius	Room 23
Grade 10		
Grade 10 A	Mr van Niekerk	Room MC – Top Middle
Grade 10 B	Mr van Vollenhoven	Room 3
Grade 10 C	Mr Bremner	Room 8
Grade 10 D	Mrs Hadley	Room IT
Grade 10 E	Mr Adriaanse	Room 48
Grade 10 F	Mr Dunne	Room OP
Grade 10 G	Mr Jackson	Room 14
Grade 10 H	Mr Crossley	Room 46

Grade 9		
Grade 9 A	Mr van Heerden	Room 56
Grade 9 B	Mrs Govender	Room 36
Grade 9 C	Mr Kruger	Room 52
Grade 9 D	Mr Dale	Room 4
Grade 9 E	Ms Choonara	Room 42
Grade 9 F	Mrs Kruger / Boshoff	Room 22
Grade 9 G	Mr Engelbrecht	Room 35
Grade 9 H	Mr Green	Room MC – Top Right
Grade 8		
Grade 8 A	Mrs van Staden	Room 21
Grade 8 B	Mr Magubane	Room 60
Grade 8 C	Mr Lewele	Room MC – Top Left
Grade 8 D	Mrs Abdullah-Dawood / Marshall	Room 17
Grade 8 E	Mrs Radebe	Room 59
Grade 8 F	Ms Sithole	Room 41
Grade 8 G	Mr Bosman	Room 7
Grade 8 H	Mrs Thorne	Room 49

RELIEF FOR ACADEMIC CLASS ALLOCATIONS 2021

Miss Hansen	Mrs Crous
Mrs L Govender	Mr De Wet
Mr Ridley	Mrs Elfein
Mr Bain Venn	Mr Erasmus
Mrs C Visser	Mrs Gordon
Mr Da Mata	Mrs Jones
Mr Tomsek	Mr Khanye
Mr Thompson	Miss Koekemoer
Miss Neethling	Miss Kyte
Mr Khanye	Mrs Mahlangu
Mrs Friedland	Mr Marx
Mr Visser	Miss Neethling
Mrs Asvat	Mr Pretorius
Mrs Boshoff	

PERIPATETIC

Mr Adriaanse	Mrs Crous
Mr de Robillard	Ms Koekemoer
Mr Dedlow	Mr de Wet
Mr Engelbrecht	Ms de Wet
Mr Green	Mrs Gordon
Mr Hume	Mr Visser
Mr Lewele	Mr Erasmus
Mr Thorne	
Mr van Straten	

7. House Classroom Allocation 2021

HOUSE: ANDERSON		
ANDERSON 1	Mr Els	Room 2
ANDERSON 2	Mrs Murray	Room 25
ANDERSON 3	Mr Bremner	Room 8
ANDERSON 4	Mr Pridaux-Brune	Room 45
ANDERSON 5	Ms Sithole	Room 41
HOUSE: CROFTS		
CROFTS 1	Mr Dedlow	Room 6
CROFTS 2	Mrs Visser	Room 63
CROFTS 3	Mr Bosman	Room 7
CROFTS 4	Mr Jackson	Room 53 (14)
CROFTS 5	Mrs Radebe	Room 59
HOUSE: DAVIS		
DAVIS 1	Mr Lewele / Mrs Abdullah-Dawood	Room 17
DAVIS 2	Mr Halgryn	Room 20
DAVIS 3	Mrs Choonara	Room 42
DAVIS 4	Mr van Straten	Room 51
DAVIS 5	Mr van Niekerk	IT lab
HOUSE: GRIMMER		
GRIMMER 1	Mrs Thorne	Room 47 (49)
GRIMMER 2	Mr van Vollenhoven	Room 3
GRIMMER 3	Mr Green	MC – Top Right
GRIMMER 4	Mr Kamffer	Room 55A
GRIMMER 5	Mrs Boshoff	Room 56
HOUSE: HILL		
HILL 1	Ms Marvell	Room 5
HILL 2	Mr de Robillard	Room 15
HILL 3	Ms van der Merwe	Room 62
HILL 4	Mr van Rooyen	Room 55B
HILL 5	Ms Pretorius	Room 23
HOUSE: HOFMEYR		
HOFMEYR 1	Mr Adriaanse	Room 48
HOFMEYR 2	Mr Magubane	Room 60
HOFMEYR 3	Mrs Govender	Room 24 (36)
HOFMEYR 4	Mr Dunne	OP
HOFMEYR 5	Mrs Tsombanakis	Room 12
HOUSE: ROBINSON		
ROBINSON 1	Mr Hume	OS
ROBINSON 2	Ms Hansen	Room 1
ROBINSON 3	Mrs Holland	Room 11
ROBINSON 4	Mr Crossley	Room 46
ROBINSON 5	Mr Engelbrecht	Room 35
HOUSE: SCHOOL		
SCHOOL 1	Mrs Hadley	IT lab
SCHOOL 2	Mr Kruger	Room 52
SCHOOL 3	Mr Dale	Room 4
SCHOOL 4	Mrs Kruger	Room 22
SCHOOL 5	Mrs van Staden	Room 21

8. Mentors and Portfolios 2021

The school is aided in its functioning by a body of Mentors, appointed from the Grade 12 group. Their office is indicated by a badge of the School Crest on the left-hand lapel of their blazer. They are led by a Head of School and two Deputy Head Mentors.

Head of School	-	GA Mc Kenzie
Deputy Head	-	LT Pillay
Deputy Head	-	J de la Rey
Houses of Houses:		
		Anderson – J Herold
		Crofts – A Abelho
		Davis – L Khomari
		Grimmer – J Vermeulen
		Hill – K Sibanda
		Hofmeyr – B Mills
		Robinson – W Marketos
		School – K Merzbacher
Houses of Boarding Houses:		
		Buxton – GA Mc Kenzie
		Gordon – J de la Rey
		School House – LT Pillay

Any problems concerning the mentors should be reported to Mr D Lovatt.

UNDER NO CIRCUMSTANCES SHOULD THEY BE INVOLVED IN DISCIPLINING CLASSES.

9. **RCL**

(Representative Council of Learners)

This statutory body consists of 2 elected members per house, one from the senior group and one from the junior group. Elections are done per House. This is a representative body of learners from the School. A Chairman, Vice-Chairman, Secretary, Vice-Secretary, Treasurer Vice-Treasurer and a PRO are elected at the first meeting. The RCL has the power to elect 3 members to the School Governing Body, a position they will hold for the year. Learners are invited to submit topics for discussion to their representatives that are debated at meetings held about twice a term. After each meeting the Master in Charge and the Chairman meet with the Headmaster to report to him on the feelings of the meeting. The Headmaster will then take action, if he deems it necessary.

Members of the RCL are allowed to wear a badge (different from the Mentors badge in that it is a gold rest on white) on the right lapel of their blazer for the duration of their term of office.

Two learners in Grade 11 are chosen to represent the school on the Johannesburg Student Council each year.

10. **Governing Body**

Parent Members

Mr P Miot (Chairman)
 Dr P Baxter (Vice-Chairman)
 Mrs L Nkomo (Chair: Finance)
 Mr R Roothman
 Ms F Sayed
 Mr N Momberg
 Mr E Badenhorst
 Mr A Bacher
 Mr C Campbell (Chair: Buildings and Grounds)

Educator Representatives

Mrs N Gordon
 Mr P Khanye
 Mr M Bain Venn

PS Staff Representative

Mr A Keyter

Community Members

Mr J Faber
 Mr I Sim
 Mr T Mlobeli

RCL Representatives

Elected on an annual basis

Headmaster

Ex Officio

The Governing Body is responsible for governance of the school. It meets formally five times per year. At each meeting reports from the various Portfolio Committees, as well as the Headmaster and Business Manager are tabled and discussed. Portfolios include:

Executive, Hostels, Staffing, Bursaries and Scholarships, Extra-murals, Parental Resources, Computers, Buildings and Grounds, King Edward Educational Trust, Public Relations, Governing Body Foundation.

11. Teaching

Teaching should involve the holistic development of the child and a striving for fulfilment.

- ❖ Educators should have a love of, and enthusiasm for teaching.
- ❖ It is the responsibility of the educator to maintain a classroom atmosphere which is conducive to learning.

12. Academics

A. Subject Combinations for Grade 8 & 9

The Grade 8 and 9 learners follow a general course with the following subjects:

Home Language (English)
 First Additional Language (Afrikaans **OR** isiZulu)
 Mathematics
 Natural Sciences
 Social Sciences
 Art and Culture
 Technology
 Economic Management Sciences
 Life Orientation

At the end of the Grade 9-year learners must choose their subjects for Grade 10-12. (See below)

B. Subject combinations for FET – Grade 10, 11 and 12

A learner must offer **seven subjects**.

Subject Combinations for FET – Grade 10, 11 and 12 at King Edward VII School.

Compulsory Subjects (Group A):

- English (The Language of Learning and Teaching - LOLT)
- Afrikaans OR isiZulu (First Additional language)
- Mathematics OR Mathematical Literacy
- Life Orientation

A minimum of any **three subjects** (Group B):

Subjects offered at King Edward VII School in 2021:

Physical Sciences	Life Sciences
History	Geography
Accounting	Visual Arts
Information Technology	Engineering Graphics & Design
Business Studies	

- Please note: Business Studies is offered in Grade 10 for boys who take Mathematical Literacy. Places are limited and at the discretion of the Headmaster.

C. Requirements of Subjects

- Mathematics
Any learner not achieving at least 40% at the end of Grade 9 for Mathematics will be strongly advised NOT to continue with Mathematics in Grade 10.
- Information Technology

A learner who would like to take Information Technology must be passing Mathematics and English in Grade 9 with at least 60%. Learners will be ranked in September after Term 1, 2 and June examinations and will be expected to complete a competency test.

- **Mathematical Literacy**
A learner who would like to take Physical Sciences cannot do Mathematical Literacy.
- **Physical Sciences**
A learner who would like to take Physical Sciences should pass Mathematics in Grade 9 with at least 50%.
- **Visual Arts**
A learner who would like to take Visual Arts should be committed to this subject. We would consent to a learner taking Visual Arts as a subject after producing a Portfolio and Year Mark of 60% in Grade 9.
- **Languages**
English Home Language is compulsory. The First Additional Language must be a South African Official Language and the Languages offered at King Edward VII School are either Afrikaans or isiZulu.

Advanced Programme Mathematics will be offered (as an 8th Subject) to learners in Grade 10-12 who excel in Mathematics. Grade 10 and 11 learners will be tested internally. Grade 12 learners will write an IEB Examination during their Grade 12 year. Learners must achieve above 65% during the year to continue with Advanced Programme Mathematics. Learners who would like to do Advanced Programme Mathematics as an 8th Subject must begin in Grade 10.

A learner may change a maximum of two subjects in Grade 10, provided this is done by the end of Term 2, subject to the approval of the Headmaster of the school where the learner is registered. A learner may change one subject in Grade 11, provided this is done before end of March, subject to the approval of the Headmaster of the school where the learner is registered.

Subject changes will ONLY be done if the school can accommodate this change.

D. Promotion, Recording and Reporting

A learner may only be retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

Codes, descriptors, and percentages for recording and reporting in Grade 8-12:

Rating	Description of Competence	Marks %
7	Outstanding Achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

Promotion at Grade 8-9 Level:

Subject	Grade 8 & 9
Languages	At least 50% (4) in one language at Home Language level and at least 40% (3) in the second required official language at First Additional Language level.
Mathematics	At least 40% (3)
Life Orientation	At least 40% (3) in any three (3) of the other required subjects. At least 30% (2) in any two (2) of the other required subjects.
Natural Sciences	
Social Sciences	
Technology	
Arts & Culture	
Economic and Management Sciences	

Guidelines

- Records must be easily interpretable and readily accessible to parents and/or learners on request. There should be enough flexibility to add or delete information.
- The feedback should be easily accessible to parents and/or learners on request.
- The recording material must reflect the planning of teaching and learning activities.
- Rubrics on the learner's progress are helpful and informative when reporting and recording.
- A combination of marks, percentages, comments, and level descriptors are to be used in recording a learner's progress.

Reporting

The process is as follows:

- The report cards to be standardised, in accordance with **NPA Chapter 7**.
- Computer-generated reports are accessible on the parent portal on EdAdmin.
- One written report per term is to be sent to the parent(s)/guardian(s) of the learners.
- The report at the end of the first and third term will include a percentage, national code, and comment.
- The report card must correctly reflect the learner's performance for the year in the fourth term.
- A copy of the learner's report must be filed in the **learner profile**.
- Parents can make an appointment to see a teacher at a set time in the new term to consult a teacher at a parent's meeting/evening after a report has been issued.
- Parents' meetings/evenings are held in each term.
- Regular staff meetings are to be held to discuss learners' progress and to make recommendations for additional assistance, referral to the School Psychologist or other support systems.
- Some learners are placed on a daily reporting system whereby their teachers can make comments each lesson on a daily basis. The report is then checked and monitored weekly by the House Leader/Academic Leader.

Promotion at Grade 10-12 Level

The minimum entrance requirements for Grade 10 are:

- An official Grade 9 school report which indicated that the learner has met the requirements for promotion to Grade 10 or that the learner was progressed in the Senior Phase.
- A General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET); or
- An NQF Level 1 certificate which requires two languages; or
- A recognised equivalent qualification obtained at NQF Level 1 which requires two official languages; or
- An official document of approval from the relevant Head of Education confirming that a learner who has received home education prior to Grade 10 has reached the required level in Grade 9.

For entrance into Grade 11 and 12, an appropriate statement of achievement at the appropriate levels issued by an approved or recognised assessment body.

Learners in Grade 10-12 will be promoted from grade to grade if they have offered and completed School-Based Assessment, Practical Tasks, where applicable, oral assessment and end-of-year examination requirements in not fewer than 7 subjects.

Subject	Requirements
1 x Language (Home Language)	40%
2 x Other Subjects	40%
3 x Subjects	30%
1 x Subject Fail	Complete portfolio of evidence of subject failed to be submitted.

A condonation of a maximum of one subject will only be applied in the results of a Grade 12 candidate in the final National Senior Certificate examination, if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%. Such a condonation will be applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification.

Implementation of Promotion and Progression requirements for Grade 10-12

The purpose of this guideline is to ensure the consistent and uniform application by all Provincial Education Departments of the Regulations pertaining to the National Curriculum Statement Grades R-12, promulgated as Notice No. R1114, in *Regulation Gazette No. 9886 of December 2013*, which states that a learner may only be retained once in the Further Education and Training Phase in order to prevent the learner from being retained in this phase for longer than four years.

Recording

The main instruments for recording evidence of a learner's progress are observation sheets and mark books (manual or computer-generated).

E. Assessment, Evaluation and Differentiation

Grade 8 & 9 (Senior Phase)

Formal Assessment	
School-Based Assessment	End-of-Year Examination
40%	60%

Grade 10-12 (Further Education and Training Phase)

Formal Assessment	
School-Based Assessment	End-of-Year Examination
25%	75%

School-Based Assessment (SBA) is a compulsory component for all subjects in the National Senior Certificate (NSC). It includes all internal assessments conducted by the school, the outcomes of which count towards the achievement of a qualification. SBA comprises of continuous assessment as stipulated in the Subject Assessment Guidelines (SAG) of subjects, Practical Assessment Tasks (PAT) and orals for languages. It is therefore essential that every single assessment that contributes to the final mark of the candidate is collected and accurately captured.

The school headmaster must ensure that every learner has evidence of school-based assessment for every subject for which the learner has registered, including every additional subject in cases where a learner is taking extra subjects not offered by the school. The headmaster must ensure that the mark sheets containing the SBA marks are handed in to the district according to district management plans.

Not only can the progress of our learners be evaluated by our Class and Standardised Tests/Standardised Class Tests, but educators can also test the effectiveness of their teaching. Term marks are derived from Continuous Assessment/School Based Assessment and Formal Assessment during the term.

As the whole system places an emphasis on marks, the learners become mark conscious and eager to accumulate as many as possible. We must therefore instil confidence in the system. To achieve this, it is suggested that:

- Tests and tasks should be marked carefully and returned to the learners within 5 days. Correct allocation of marks in the marking memorandum is of vital importance.
- If any test / examination produces questionable results, the validity of the test must be examined.
- Examination marks and term marks should not have to be adjusted in order to allow learners to pass.
- If one class test is too easy / too difficult the next one should compensate for it.
- Learners must know how their term mark is derived. They should be able to calculate these themselves.
- Marks are not debated with learners. However, mistakes and oversights must be rectified.
- It is recommended that staff read out term marks to their classes and then invite individuals to discuss problems privately after class.
- Staff should record marks in a mark book / computer which must be kept secure.

Continues Assessment

The breakdown of the promotion mark at the end of the year is prescribed by the Department in different Subjects. The learners will write Standardised Tests during the year. There will be an Examination in term 2 and at the end of the year.

School-Based Assessment

ALL School-Based Assessment must be done in class or during school hours. All learners must be encouraged to do their School-Based Assessment.

Assessment in Grades 10 and 11

- Learners will be assessed internally according to the requirements specified in the policy document, *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment Policy Statements. The School-Based Assessment marks allocated to assessment tasks during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.
- The weighting for assessment in the subject Life Orientation in Grade 10 and 11 is an exception. The SBA component will comprise 100% of the total mark. The SBA will be externally moderated.
- The end-of-year assessment must consist of an end-of-year examination which is internally set, marked and moderated.

Assessment in Grade 12

- The School-Based Assessment mark will be 25%, and the external assessment mark 75% of the total mark.
- The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The SBA component will comprise 100% of the total mark. In the National Senior Certificate examination, the final promotion mark in Life Orientation will be based on internal assessment which is externally set and moderated.
- The Physical Education Task (PET), in Life Orientation, constitutes the fifth task and is administrated across all four school terms, except for Grade 12, which will be three school terms. The mark allocation for the PET is 20% of the total mark out of 400 for Life Orientation.
- The final mark of assessment is rounded down if the first decimal is less than 5 and rounded up if the decimal is 5 and above.

Absence of a School-Based Assessment and/or the Practical / Oral Assessment Task

- If learner was absent: provision of a doctor's certificate (from a medical doctor who is not a relative) covering the date(s) in question and clearly stating the nature of the illness.
- Unavoidable and unplanned circumstances of a pressing personal nature.
- Parents of learners who will be absent for an assessment task/examination are required to phone the school as early as possible to notify the teacher of the circumstances.
- Where a learner is absent for a Standardised Test / Standardised Class Test he will be given 0, unless a doctor's note for his absence is given.
- When it is proved that learners have "bunked" school to miss a test, no marks will be awarded for that test. Deputy Principal: Academics must be informed.
- Should the learner absent him without a valid reason: the learner will be awarded a zero (0) mark for that task.
- Learners will be given extended opportunities (SBA Tasks) to submit outstanding work.
- Should the learner fail to fulfil the outstanding School-Based Assessment and/or a Practical/Oral Assessment task such a learner will be awarded a zero for this component.
- A penalty of this nature should be a last resource. Educators and parents should make every effort – in collaboration with the Subject Head to encourage the learner to comply with the requirements.
- He must however be allowed to hand in the task/project and his marks will then be changed on the next report.
- If a learner was absent for a formal task, he must be given an extended opportunity to complete the task/s.
- Penalties may only be imposed in consultation with the Director of Academic Teaching and Learning.
- If a project/task was not handed in, it is the subject educator's responsibility to inform the parents.
- Dates, for formal assessment CANNOT be changed (see Assessment Plans).

SBA tasks

- Learners to sign when they hand in projects etc.
- Projects etc. to be handed back within a week (5 days).
- Subject Heads to check School-Based Assessment file with the necessary documentation.
- Educators are NOT to dispose of School-Based Assessment files or hand it to the learners.
- If any learner leaves before the end of the year, the Academic Grade Head will collect the work and hand it to Mrs Dale. Parents should collect the SBA tasks and working mark sheets from Mrs Dale.
- School-Based Assessment must be stored at the end of the year for 3 months.

Learner School-Based Assessment

Evidence of a learner's work need not to be kept in a specific file. Both formal and informal tasks can be kept in workbooks, exercise books or other relevant subject-specific formats.

Possible Retention of a Learner

The Academic Leaders will inform you during the 2nd and 3rd term if your son is a possible failure. Meetings will take place and intervention strategies will be put into place.

F. SBS Team (School-Based Support Team)

Members of the SBS Team

- Coordinator - Mrs L Crous
- Recorder - Ms L Koekemoer
- Referring Educator - Subjects
- An educator representative - From the staff
- Headmaster - Mr D Lovatt
- School Psychologist - Mr P Galbraith

Aims for SBS Teams

- To enable educators to develop their confidence and competence in dealing with learners who experience barriers to learning.
- To provide a forum for the sharing of knowledge, expertise and skills.

Primary functions of the SBS Teams are:

To put into place properly coordinated learner and educator support services to support the teaching and learning process at the site of learning by:

- Identifying and addressing learner, educator, and institutional educational needs through gathering information and organising information sessions on inclusion.
- Putting in place a plan that sets objectives for the inclusion and establishment of partnerships with parents.
- Establishing links with the community-based support services.

Tasks for parents to support

- Regularly control and monitor learner's tasks/homework, preparation for projects and readiness for tests and examinations.
- Regularly visit the school to enquire about the progress of their children.
- Where possible parents should arrange additional tuition in identified subjects based on the performance of the learner.
- Parents must ensure that learners complete the remedial programmes successfully.
- Complete application for concessions.

G. Academic Support

(All Educators must be involved)

Please take note that Advanced Mathematics and Advanced English will take place when it suits the educator (after or before school).

Academic support must be introduced to learners whose Educators deem it necessary. Subject Heads to ensure that their department introduce a suitable plan.

- Academic support must be offered on a regular basis. (Place a roster in your classroom)
- Subject Heads/HOD's to organise the academic support programme for their subject.
- Academic support should be offered by ALL subject educators.
- Learners to approach subject educators two days before help will be offered.
- Academic support can be organised on an individual basis after school.
- Subject educators to keep a record of all learners who received academic support.
- Subject Heads/HOD's should discuss any problems regarding extra-mural activities with Mr Marx.

Please note: Academic Support is NOT extra classes. Academic support is there to help a learner with work did not understand during a specific lesson.

H. School Assessment Irregularity Committee 2021

All cases must be reported to Director of Academics: Teaching and Learning or Director: Academic Administration.

Name	Designation	Role and Responsibilities
Mr D Lovatt	Headmaster	Member
Subject Head	SMT Representative	Member
Educator (case investigator)	Staff Representative	Member
SGB Chair		Member
Director: Academics Teaching & Learning	Ex-officio District Official	Member

Director: Academics Teaching and Learning or Director: Academic Administration would contact the parents if any irregularity occurred. An investigation will follow, and they will proceed with the necessary steps.

I. Concessions

A special concession is an alternative form of assessment offered to learners with disabilities. Learners with Special education needs who need alternative methods of assessing or examination should be identified early in order to put in place the necessary mechanism.

Screening Identification Assessment Support

Learners with learning barriers to be evaluated by Mr P Galbraith. Subject Educators to identify such learners and report to the HOD's / Subject Heads.

J. Immigrants

The GDE defines an Immigrant as follows:

- * A child or dependant of a diplomatic representative of a foreign government accredited in South Africa
- OR
- * Any person who
First enrolled at and entered a South African school in Grade 7 or a more senior grade
- OR
having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and before Grade 9 or its equivalent, and has subsequently returned to South Africa.

To be classified as an immigrant candidate, such a candidate must be in possession of:

- * The relevant official documentation issued by the Department of Home Affairs, and
- * The relevant official documentation issued by the school where the Learners entered the South African school system for the first time.

Please make an appointment with the Director: Grade 12 Academics and Administration, regarding immigrant status.

13. Attendance Registers and Control

Any requests for absence from school, for any reason must be directed to the Headmaster via e-mail (headmaster@kes.co.za). **Learners** must attend School from the **first to the last** day of each term. Please refer to the School calendar when planning holidays or weekend excursions.

A. Late Arrival

Learners will be deemed late after the ringing of the second bell in the mornings. The gates to the school will be locked and learners will have to enter the school at the front entrance (St. Patrick Road). If a learner is late (after the second bell has rung), on a particular day, his name will be taken by the mentors on duty and handed to the office. House Leaders will contact parents when a learner is late more than 4 times during the year.

B. Learner Absence

If your son is going to be absent for any reason whatsoever, please email absence@kes.co.za explaining the circumstances of the absence and the anticipated time away from school. This should be done before 7:30 am where possible.

Parents are expected to:

- Ensure that the learner attends school daily, on time and for the whole school day unless there is a valid reason for absence.
- Ensure that the learner is not taken out of school without valid reason (family holidays are not a valid reason).
- Inform the Group Leader if the learner is absent or expected to be absent or late for school with valid reason.
- Co-operate with the school in resolving the problem if the learner is absent from school without valid reason.
- Encourage, and if possible, assist the learner to make up for time lost for absence from school.

If a learner is absent **four times** in a term, you will be contacted by the House Leaders. If a learner is absent more than 10 times it will be reported to the Deputy Principals and if more than 15 times, to the Gauteng Department of Education.

C. Leaving Early

Please send a note to the School explaining the reason for him to be excused. This must be handed **TO THE FRONT OFFICE** or emailed to Lynn Dale ldale@kes.co.za, 24 hours prior to the leave of absence, as permission needs to be obtained from the Headmaster. Your son will then be given his note to be excused from class, and he will then meet you in the front office for collection at the pre-arranged time. No learner will be permitted to leave the School if he has a test or a task which needs to be completed.

Please do not **make appointments** with doctors, dentists, orthodontists, or for extra-lessons or driving tests that break into School time.

If your son should take ill during school hours, **you will be contacted by the Receptionist**. Please make sure the School has your correct contact numbers – work, home and cell phone. **Under no circumstances should your son contact you directly if he is feeling ill.**

D. Doctor's Notes

On the day your son returns to School after an **absence** they are to hand in, to Mrs Callebaut, the absentee note. If your son missed any class test/class assessment, a note (suitable explanation) should be handed to the Director of Academic Administration or Mrs Wessels on his return. Your son will write the test as soon as he returns to school. For **Standardised Tests, Standardised Class Tests or Examinations – a doctor's note MUST be handed** to Ms Wessels on his return otherwise he will receive **0 for the Test or Examination**. Each department will be responsible for their own Supplementary Test per term.

14. Extra-Mural Activities

Each learner is encouraged to participate in at least ONE extra-curricular activity per term. What a learner receives from the School will reflect his own contribution and commitment.

A. Sporting Activities

Summer: Athletics, Basketball, Chess, Cricket, Golf, Swimming, Rowing, Tennis and Water Polo.

Winter: Chess, Cross Country, Golf, Hockey, Rugby, Squash and Table Tennis.

Third Term: Chess, Athletics, Cross Country and Soccer. (Rugby and Hockey season continues until July).

The following **dress code** should be followed:

Practices	Athletics	-	Red T-shirt/white shorts OR white vest/red shorts
	Basketball	-	Red T-shirt/white shorts
	Chess	-	School uniform
	Cricket	-	White shirt/white shorts (1 st team red shorts)

Cross Country	-	Red T-shirt/white shorts OR white vest/red shorts
Golf	-	White golf shirt/khaki shorts or longs
Hockey	-	Red T-shirt/white shorts
Rowing	-	Red T-shirt/white shorts
Rugby	-	Green practice rugby jersey/white shorts
Squash	-	Red T-shirt/white shorts
Swimming	-	Red Speedo/Red T-shirt/white shorts
Table Tennis	-	Red T-shirt/white shorts
Tennis	-	Red T-shirt/white shorts
Soccer	-	Red T-shirt/white shorts
Water Polo	-	Red Speedo/Red T-shirt/white shorts

Matches	Athletics	-	White vest/red shorts (red tracksuit and running shoes)
	Basketball	-	White vest/white shorts (red tracksuit and running shoes)
	Chess	-	School uniform
	Cricket	-	White shirt/white shorts (blazer and running shoes)
	Cross Country	-	White vest/red shorts (red tracksuit and running shoes)
	Golf	-	White golf shirt/khaki longs (red tracksuit top)
	Hockey	-	Red and white shirt/white shorts (red tracksuit and running shoes)
	Rowing	-	Tri suit (red tracksuit and running shoes)
	Rugby	-	Striped jersey/white shorts (red tracksuit and running shoes)
	Squash	-	White T-shirt/red shorts (red tracksuit and running shoes)
	Swimming	-	Red Speedo (red tracksuit and running shoes)
	Table Tennis	-	White T-shirt/red shorts (red tracksuit and running shoes)
	Tennis	-	White T-shirt/red shorts (red tracksuit and running shoes)
	Soccer	-	Red shirt/red shorts (red tracksuit and running shoes)
	Water Polo	-	Red Speedo (red tracksuit and running shoes)

Socks: For rugby, hockey and soccer: red long socks are used. FOR ALL other sport white socks are used, matches as well as practices. **ONLY WHITE SOCKS.**

No slip slaps, sneakers, stokeys or slippers will be allowed.

The 1st Team playing kit may differ from that of the other teams: Red shirt/white shorts.

Arrival: Full School uniform or full red tracksuit and running shoes.

Learners may not leave the swimming pool area unless fully dressed.

When changing, learners must use the changerooms.

IF A LEARNER IS ABSENT ON A FRIDAY BEFORE AN ACTIVITY, HE WILL NOT BE ALLOWED TO PARTICIPATE ON THE SATURDAY.

Learners in Grades 8 & 9 will be required to attend some School functions and inter-School activities as part of their orientation.

Section 60 of the South African Schools Act (No. 84 of 1996) provides that the State is liable for any damage or loss caused as a result of any act or omission in connection with any educational activity conducted by a public school.

Please take note that the taking out of personal accident insurance is voluntary.

NB Should an injury occur during practices it is the coach's responsibility to decide the seriousness of the injury. The first port of call is the First Aid hut. If the injury is serious, he will be taken to the Linksfield Clinic or Milpark Hospital. In the case of a day boy the parents will be notified; a boarder will be taken to the Hostel, his Medical Form collected and then the Learner taken to the Linksfield Clinic. The Hostel master will be informed as soon as possible. Please ensure that Indemnity Forms are completed by each learner.

B. Cultural Activities

Cultural Societies and Activities include Art Club, Museum and Library monitors, Societies for Drama, Debating, Music and Photography, Information Technology afternoon sessions for self-study and project research, Chess, Public Speaking (English, Afrikaans and isiZulu), KESCO (King Edward VII School Community Outreach), Model United Nations Debate, Quizzes, Olympiads, Johannesburg Junior Council, Johannesburg Student Council, First Aid, Choral Society, GIBS Spirit of Youth Programme, Computer gaming Society (eSports), Writer's Society, Pipe Band and Marimbas.

C. KESCO (King Edward VII School Community Outreach)

This is the School's charity and service body. Each term a number of projects are identified, and collection drives ensue. The proud tradition of KESCO and the associated projects are managed by the School representatives on the Johannesburg Junior and Student Councils in conjunction with dedicated KESCO members. The eight houses have specific staff and student representatives who co-ordinate the various drives within their houses.

We also host the SANBS four times annually for blood drives. The boys are encouraged to interact with the community, do community service and to develop an awareness of the needs of the less fortunate.

The Objectives of KESCO:

- Collect items as per identified projects and to raise funds for charity – usually co-ordinated through the house system.
- Fun days are organised where money is collected and donated to specifically identified charities, or individuals.
- Organise and conduct regular blood drives.
- Use its resources and members to entertain/assist the elderly, disadvantaged, orphaned, abandoned, vulnerable or handicapped.
- Inculcate a social awareness and empathy for others.
- Encourage community service and supply mentoring and tutoring where possible,
- To assist with the school paper recycling project.
- To use time and energy in service of others.
- Collect new/used clothing (including school shoes from the outgoing Matrics), textbooks, library books, treats (Easter eggs), necessities, blankets, Christmas presents, toiletries, and non-perishable/canned food for distribution to charity.

KESCO was the brainchild of the 2005/2006 Johannesburg Junior Councillors, one of whom held office as the Junior Mayor and remains part of the Johannesburg Junior Council Alderman programme.

D. Award System

The Sports Committee will consist of the Director of Sports as chairperson, the Director of Cultural Affairs and all Masters of Sport.

The Cultural Committee will consist of the Director of Cultural Affairs as chairperson, the Director of Sports and the Masters in charge of all cultural activities.

Cultural

- In Grade 11 and 12 learners who excel in the cultural field are awarded Cultural Colours (a green and white striped tie which can be worn at any time, and green and white braided blazer).
- Cultural team awards consist of a braided blazer.

Sporting

- In Grade 11 - 12 learners can be awarded a Team Blazer (braiding around their blazer for playing 80% of the matches in the 1st teams). The blazer can be worn at any time.
- In Grade 11 and 12 learners may be awarded Sporting Colours (a striped blazer and tie, for excellence in this field). These blazers can be worn on sporting occasions, other designated functions and to school on a Friday.
- Names of Captains of Sports are inscribed in gold in the Hall.

Academic

- Learners are awarded bronze medals in Grades 8 - 10 for academic achievement.
- In Grades 11 and 12 they become eligible for Academic Colours (a maroon tie and an academic gown). To be worn to formal assemblies (Fridays) and all cultural and academic functions.
- Any learner who has had academic honours from Grades 8 - 12 is awarded a gold medal.
- Names of learners passing with a first class are inscribed in gold in the Hall, with the names of scholars marked with an asterisk. The term "scholar" to be used to denote the recipients.
- Digni Laude. The two learners in each Grade who have attained the highest marks in each subject are designated "Digni Laude".

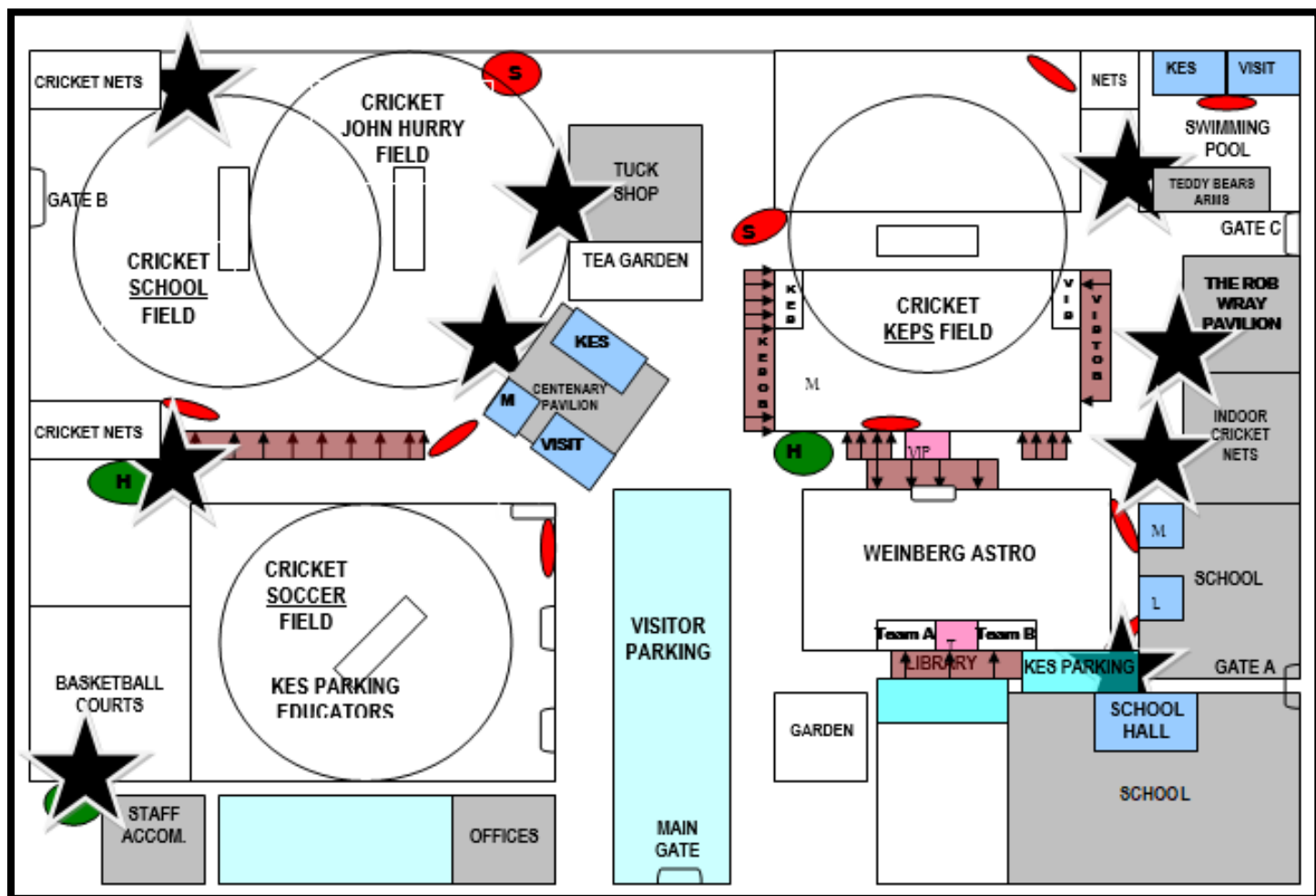
- * Any learners who achieve colours in all three spheres of the School's activities will be deemed "**Summa Cum Laude**", and their names will be inscribed in gold in the Hall.

Service Awards

These are awarded to learners who have made a great contribution to the School in areas not covered above. There are two awards: General Service Awards made in September and the Headmaster's Service Award.

E. Lightening Evacuation Procedure

- Siren goes off
- Teams evacuate to nearest point of safety:
 - KEPS Indoor Cricket Nets
 - Hut Behind Green Shed at School House
 - Tennis Hut Near Basketball Courts
 - Tuck Shop and Tuck Shop Veranda
 - Association Office Veranda
 - Under Roof Cover at Teddy Bear's Arms
 - Gymnasium in Rob Wray Pavilion
 - Kes Indoor Cricket Nets
 - Cover Under School Hall
- Do not run around barefoot, wear shoes with rubber soles.
- Steer clear of the metal stands.
- Wait for the next siren that indicates it is safe to return.



15. Code of Conduct (Learners)

(See school website for more detail)

A. Sanctions

The principles of the Code of Conduct adopted and implemented by the School Governing Body is based on the Mission and our School motto, "Strenue", which requires that our Educators and learners commit themselves to the School with all their energy.

Mentors are appointed to assist with the running of the School. These young men are selected for their values, their maturity and their willingness to uphold School rules and the School's traditions of courtesy, loyalty and commitment. The functions performed by mentors are separate and distinct from the responsibilities and obligations of the Representative Council of Learners.

It is not our **aim** to punish learners. However, where necessary, corrective measures will be administered for the following transgressions:

Lack of punctuality, lack of academic application, disruptive behaviour in class or in and around the School, not adhering to the dress code or any other contravention of the School rules.

Internal disciplinary hearings are conducted by the House Leaders. If your son accumulates more than 15 demerits he might appear before the Disciplinary Committee. The outcome of the hearing must be adhered to and your son may well be prohibited from participating in extra-mural activities. Corrective measures could include: the revoking of privileges and the use of facilities, being sent home to rectify unacceptable hair and uniform, a three-hour Headmaster's Detention to be taken by a member of staff (24 hours' notice will be given), mandatory community service, the revoking of awards and suspension from class.

The following is considered serious misconduct and will be referred to the Headmaster and could result in a School Governing Body Disciplinary Committee Hearing : continual transgression of school rules, failure to comply after receiving a warning letter, bunking lessons/School, racism, assault, pornography, bullying, cheating, vandalism, confrontational behaviour towards a member of staff, alcohol, smoking, drug abuse, dealing, in possession of, having knowledge of, or contact with drugs in any way, crimen injuria, stealing or in possession of stolen goods or in possession of a weapon.

The consequence of the above may result in suspension from School, pending a School Governing Body Hearing which may result in expulsion.

In principle, if "rules" are broken that have **criminal** implications, these may be dealt with at that level, **e.g.** thieving, possession of stolen goods, taking / selling of drugs, physical violence, racism, crimen injuria. Any learner aiding and abetting any criminal activities will face similar consequences. This may well involve the police and juvenile court.

Major transgressions will be referred to higher authority pursuant to the Code of Conduct adopted and implemented by the School Governing Body.

Smoking, Drinking and the use of Drugs are unacceptable. It is a punishable offence if a boy is to be in possession of cigarettes (including e-cigarettes and Vapes), lighters, matches or drink or be in the company of learners who are smoking or drinking.

B. School Rules

(See school website for more detail)

Please note that normal school rules apply when learners are writing examinations, e.g. Learners need to be clean shaven, hair and uniform should be clean and neat. NO learner will be allowed to write examinations without his tie and blazer.

16. Communication

A. Parents' Meetings

Parents' Meetings for all grades are held during the 2nd and 3rd Term, which will be by invitation only. Educators will send letters home to invite parents to book for a meeting in the 2nd and 3rd Term.

B. School Communication

Points of Contact:

Absentees (Illness)
Leave of Absence

Reception
PA to Headmaster

Extra-Curricular (Sport)

Director: Sport

Extra-Curricular (Cultural)

Director: Cultural, Outreach and Publications

Academics
Learner – Academic concerns Academic House Leaders
Staff - Academic Director: Teaching and Learning

Pastoral / Discipline
Learner Concerns Director: Conduct and Discipline OR Director: Student Affairs
Major Misconduct Deputy Principal: Boarding and Pastoral

Please note that the School communicates directly to parents through the D6 Communicator. Please ensure that you download this (link available on the school website). All current news will be updated daily. The School Assessment Plan, Standardised Test Programme and June/November Examination Timetables are also placed on the communicator.

17. General

A. Assemblies

Monday assembly is in the quadrangle.
Tuesday and Thursday - House assembly (venues listed below)
Friday assembly will be held in the Hall.

HOUSE MEETING VENUES	
Anderson	Stands next to Hockey Astro
Crofts	Geography Block Quad
Davis	Library Steps
Grimmer	Main Quadrangle (Hall)
Hill	Science Quadrangle
Hofmeyr	Faber Quadrangle
Robinson	Auditorium
School	Main Quadrangle

B. Homework

Homework is an extension of the work done in the classroom and provides a situation where a learner can be guided to study on his own. The emphasis should fall on reinforcing classroom knowledge and skills and applying or enriching what has been taught and learnt in class.

C. Old Edwardian Society

The Old Edwardian Society established in 1908 by Old Boys of the School continues to have a close and important relationship with the King Edward VII School. The Society, through its Executive Committee and the Sub-Club Committees, controls and administers the sporting activities of the sporting Sub-Clubs.

These comprise Athletics (road running); Basketball; Boat Club (rowing); Bowls for men and ladies; Cricket; Football - (juniors); Hockey (mini, ladies and men's); Squash (ladies and men's); Swimming; Tennis; War Games and Water Polo.

D. King Edward Association & 300 Club

The King Edward Association is made up of Old Boys, Friends and Parents of King Edward VII School. The Objective of the KES Old Boys Association is to ensure that All Old Boys and friends of the school are aware of the great things happening on a continuous basis at KES. The KES Old Boys Association is the glue that holds all those who have passed through the school with those still involved in the school. As an Association we are proud & passionate about what King Edward VII School Continues to achieve. Our role is to provide a platform through which Old Boys can be reintroduced to the school on a social level, camaraderie is key, and the element of fun and social interaction is critical in bringing back all the Old Boys to KES. Gatherings are held on the last Wednesday of each month during the term with the 300 Club.

The 300 Club is a component of the King Edward Educational Trust. Profits generated contribute towards Tuition Bursaries for needy learners. The Club Membership numbers are unlimited, the contribution per member is R300.00 per annum or R30.00 per month debit order. A draw takes place on the last Wednesday of each month during the term.

E. Remembrance Day Service

Every year on the Sunday nearest to 11 November a Remembrance Day Service is held in the School quadrangle. This service is to commemorate past learners of the School who died in the service of our country from 1902 onwards.

A Guard of Honour in full uniform consists of learners in Grade 11. These learners are trained for this occasion. The colour party, officers and sentries are in the traditional kilts of the Transvaal Scottish.

F. Tertiary Scholarships

Desmond Davis & War Memorial Scholarship

In March 1919, Mr H J Hofmeyr, Chairman of the Governing Body, and Mr Desmond Davis, the Headmaster, proposed that a memorial be erected to those Old Edwardians who had been killed on active service during World War One. A magnificent response to the appeal for funds made it possible to erect the War Memorial in the School quadrangle and left enough in the fund to finance a War Memorial Scholarship. After the death of Desmond Davis in 1960, funds contributed by Old Edwardians in his memory were added to the trust fund of the War Memorial Scholarship. From this fund is made the annual award now known as the Desmond Davis and War Memorial Scholarship.

This is the Premier Award of the School. It is awarded to a scholar (i.e. someone with Academic Colours) who has made a significant contribution to many facets of the life of the School.

Hugh Wilson Scholarship

The award goes to a Grade 12 learner who has contributed to the School in many areas, i.e. Academic, Sport, Cultural and Service. Contribution to the Dramatic Society is given consideration.

HJ Hofmeyr Scholarships / Bursaries

Mr H J Hofmeyr served on the School's Governing Body from 1907 and was its Chairman for twenty-five successive years. Upon his death in 1937, money was left in trust for the creation of a fund which now finances scholarships and bursaries.

The H J Hofmeyr Scholarships are awarded on the same criteria as the Desmond Davis and War Memorial Scholarship, although only two recipients need to have Academic Colours and the others a 60% average. These are awarded at the discretion of the Trustees.

G. Boarding House Fees

A 3% fee increase for each of School and Boarding Fees was approved by parents at the AGM on 5 October 2020, details as below:

- Weekly Boarders:
R64 890 pa (R6 489 pm)
R3 245 discount if paid in full by 31/1/2021
- Termly Boarders:
R76 890 pa (R7 689 pm)
R3 845 discount if paid in full by 31/1/2021
- Ad Hoc Week-End Boarding:
R600 per weekend

H. School Fees

A 3% fee increase for each of School and Boarding Fees was approved by parents at the AGM on 5 October 2020, details as below:

- R58 100 pa (R5 810 pm)
- R2 905 discount if paid in full by 31/1/2021

Payment of School Fees are by debit order in terms of the Finance Policy. By special arrangement with the School's Business Manager, fees can be paid by EFT - Bank Account details: Standard Bank Killarney, Account No. 402269292, Branch Code 007205. All fee queries to be directed to the Finance Administrator in the Finance Department.

I. Heritage Trust Fund

Retention and attraction of the School's top educators have been a longstanding objective linked to the School's reputation for providing a highly reputable all-round education in terms of academic, cultural and sporting pursuits.

The 'King Edward Heritage Fund', managed by the 'King Edward Educational Trust', was conceived to allow for selective rewarding of the School's top performing educators. Without ongoing support and contributions from our parents, the future sustainability of this fund is vulnerable.

Sadly, in recent years, support of this strategic fund by our parents has remained extremely disappointing, potentially compromising the Governing Body's objective of retaining our top educators.

We strongly appeal to our parents to please consider contributing R1 200-00 per annum (R100-00 per month) towards this strategic imperative (on request, the Trust will issue Section 18a receipts for tax relief purposes). Donations of less than R1 200-00 pa will also be gratefully accepted.

Payments direct to the Educational Trust, bank details- Standard Bank Killarney, Br code 007205, A/C 200289047. Section 18a tax relief applies to these donations.

J. King Edward Association

The brainchild of our well-known Old Boy network, 'The King Edward Association' is an integral component of life at the School. Membership is **not only for old boys**, and embraces parents, and all other friends of the School.

The Association is premised on fellowship, with a primary objective of leveraging the renowned spirit for which the School is widely acknowledged and envied. Funds raised through membership subscriptions, and other initiatives such as the Annual Golf Day, are reserved exclusively to assist the School with various projects.

Association members are invited to attend the 300 Club draw which takes place each term at the School. These gatherings also provide an opportunity for the Headmaster to update members on the latest School news and achievements.

We appeal to all our parents to support the Association – subscriptions are R600 per annum, or R50 per month by debit order. Any voluntary amounts in excess of this will be gratefully accepted. All funds are allocated to School projects.

If not already a subscriber, we look forward to welcoming you as a new member.

K. 300 Club

The **300 Club** is another component of the **King Edward Educational Trust**. Funds generated have traditionally contributed to assisting talented learners whose family circumstances would otherwise not enable them to attend our School. Contributing members also qualify for cash prizes.

Contribution per member is **R300-00** per annum, or **R25-00** per monthly debit order (debit orders operate for 12 months and will continue until the School is instructed otherwise)

Each R300-00 contribution qualifies the member for a unique number for the termly draws. A member can make additional subscriptions of R300-00 pa for ownership of further unique numbers

A cash prize draw takes place at the School each term. Draw dates and times are published in the school calendar as well as through the School Communicator. Refreshments are available and snacks are served

Members are encouraged to attend these draws, as this provides an ideal opportunity to meet with other parents, educators, old boys and friends of the School

Prizes: 1st R2 000-00, 2nd R1 000-00, 3rd R500-00, attendance draw R300-00

L. School Hours

Monday	07h35 – 14h10
Tuesday	07h35 – 14h10
Wednesday	07h35 – 13h10
Thursday	07h35 – 14h10
Friday	07h35 – 14h10

M. School Magazine

The School Magazine is published annually containing information about academic, cultural, and sporting activities.

N. School Shop

The School shop operates throughout the year as a service to the learners and parents in the sale of:

- Most items of new uniform and sports clothing. The Shop does not stock footwear or sportsequipment.
- Good quality second hand high school uniform.
- Most of the necessary stationery as recommended by teaching staff.
- A limited stock of toiletries / strapping etc (for boarders).
- A pre-paid account system for all boys.
- KEPS clothing is also available in the KES Shop.

Supporter items for parents e.g. supporter cushions/ blankets/jackets.

Times

Mondays, Tuesdays, Wednesdays and Fridays break times for **boys only**. Parents are not allowed in the school building during school hours.

Shop is closed on Thursdays. Parents/learners – Monday, Tuesday, Wednesday and Friday from 13h00 – 15h00.

O. School Terms

First Term	25 (26) January – 31 March
Second Term	13 April – 25 June
Third Term	13 July – 23 September
Fourth Term	5 October – 8 (10) December

P. Term Planner

A Term Planner is given to the learners every term and this includes vital information, dates and events to be diarised. This term planner is for use by learners and parents. It is also available on the website.

Q. Tuckshop

There is a Tuckshop which serves both the Preparatory and the High School, making it a very busy place. The School Tuckshop operates from 07h00 each morning until 16h00. It is a popular venue for learners who are dropped off early at School. It is also open on Saturdays for home sporting fixtures.

R. Uniform

The full School uniform must be worn to School and to all School functions.

Green Blazer as stocked by McCullagh & Bothwell/Squires of Yeoville/School Shop

Long grey flannels, not tapered

Grey socks

Plain black lace-up shoes

White shirts, plain, long sleeves (not button-down collars)

School Tie

Belt (Grey or Black)

White shorts and Red T-shirts (for Physical Education)

Red Swimming Costumes

If the following are worn, they must also be regulation dress: (available from McCullagh & Bothwell/Squires/School Shop)

School Pullovers Scarf

Plain red tracksuit Red Rain jacket School Tie

Belt (Grey or Black)

White shorts and Red T-shirts (for Physical Education)

Red Swimming Costumes

It is recommended that learners only buy the prescribed sports kit **when selected** for a team.

ALL CLOTHING MUST BE MARKED CLEARLY.

All clothing must be washed in COLD water only. It is no longer necessary to dry clean Blazers – these may be hand or machine washed in cold water.

S. Notice Boards

There are notice boards for each sport. Learners **must** check these boards daily for information concerning all extra-mural activities. A system of ticking off names is used.

T. Transport

Buses are usually organised for away games.

It is very important for learners to listen to assembly announcements regarding transport and to check the noticeboards.

U. Theft

Learners are encouraged to take responsibility for their own property.

The School makes every effort to curb theft. However, the School cannot be held liable and / or responsible for any stolen property. Please ensure all your son's / ward's personal belongings are clearly marked as a great deal of "so called" theft is due to negligence on the part of the learner who has misplaced or lost his personal property.

The School will not be held responsible for any stolen property.

18. The Boarding Establishments

Approximately 355 boarders are housed in three Houses at King Edward VII School's Boarding Establishments. School House caters for approximately 80 grade 8 boys and 6 grade 12 mentors. School House caters for the new intake of Grade 8 boarders, where they spend their first year, adjusting to their new environment. In Grade 9 the 80 boarders move to Donald Gordon House. In 2020 there are approximately 186 boarders that are housed in Buxton House which caters for boys from Grade 10-12. Buxton House, which was built in 1965 on the magnificent Houghton Ridge, affords the learners a breath-taking view of the Northern suburbs.

The boarders, by virtue of their living on the School grounds, can involve themselves fully in all the activities offered by the School.

19. A Brief History of the School

In 1902 when the South African War came to an end, there was an urgent need for schools in the then Transvaal. King Edward VII School was established as the first Government school for learners in

Johannesburg. Originally named Johannesburg High School for Learners, it had its first premises in a vacant cigar factory on the corner of Gold and Kerk Streets. It grew so rapidly that, in 1904, it was moved to Barnato Park where it was renamed Johannesburg College. These premises soon proved inadequate and in 1911, the School was moved to its present site on the Houghton Ridge.

It changed its name to King Edward VII School shortly after the founding of the Union of South Africa, to honour the memory of Queen Victoria's eldest son who died in 1910. The School's motto is "Strenue" (with effort), and we like to think of it as encouraging learners to do well in whatever they do.

20. COVID-19 Operating Procedure and Policy

(See school website for more detail)

A. Daily Arrival Procedures for Learners

- All learners to be dropped off at the St. Patrick Road Main Gate.
- No parents/guardians will be allowed to exit their vehicles.
- Learners may only arrive from 6h30 am and must be wearing a mask and strictly adhere to social distancing.
- They will have their hands sanitised as they enter the gates.
- Screening and registration will start at 6h30 am and end at 7h30 am daily.
- No learners may proceed to classrooms without having been screened.
- Any learner with a temperature of 38 degrees and above will be placed in isolation. PUI protocols will be observed and if these are not satisfied the parent/guardian will be phoned to fetch the learner immediately.
- Late arrivals are to be escorted by security to Mr Eugene Marx or Reception.
- Boarders are to walk along the main footpath past the Soccer Fields and report for screening.

B. Screening for COVID-19 for all visitors, staff and learners

A screening questionnaire has been devised by the School and contains several Questions that require a Yes or No answer and include but not limited to the following:

- 1) Are you experiencing any of the following symptoms in any way?
Fever / Cough / Shortness of Breath / Body pains (not sports - related) / Headache / Sore throat / Diarrhoea / Lost of taste OR smell.
- 2) Have you or anyone in your household knowingly come into close contact with someone who is COVID-19 positive in the last 24 hours?

Parents, learners and staff are expected to complete the standard health questionnaire prior to arriving at school and should not, under any circumstances, arrive at school if they are concerned that they may have developed symptoms of the coronavirus. If the answer to all the questions is “No”, the session can end, and the visitor will be permitted to enter the school for a temperature check.

NB. If the temperature taken is higher than 38^o Celsius or higher and/or any one of the questions are answered “Yes”, the visitor will become a “person under investigation” (PUI) and must be isolated and referred for further testing. They will then be asked the following set of questions

- In the past 14 days have you:
 - Had close contact with someone who is suspected to have COVID-19 or has been diagnosed positive with COVID-19?
 - Travelled outside of South Africa to a country with lots of coronavirus, or worked somewhere where there are a lot of international travellers?
 - Travelled within South Africa to an area with local transmissions: Gauteng, Western Cape, Kwa-Zulu Natal, Free State, Eastern Cape?
 - Attended/Visited/Worked at a healthcare facility that has treated patients with COVID-19?

If the person answers “Yes” to one or more of the questions above, they are at high risk of COVID-19 infection and the necessary precautions should be instituted immediately for screening.

NB. Each person conducting screening must wear a face mask and must regularly wash their hands for 20 seconds or use a hand sanitiser (at least 60% alcohol) during screening. Social distancing must always be observed.

NB. Masks/Visors to be worn by all persons the entire time whilst on campus.

COVID-19 Operating Procedure and Policy:

<http://www.kes.co.za/wp-content/uploads/2020/05/KES-Covid-Operating-Procedures-and-Policy.pdf>

COVID-19 Self Declaration and School Entry Form for Learners:

<http://www.kes.co.za/wp-content/uploads/2020/05/Covid-19-Entry-Form-Learners.docx>

COVID-19 Boarding Establishment Policy:

<http://www.kes.co.za/wp-content/uploads/2020/05/Boarding-Establishment-Covid-19-King-Edward-VII-Policy-2020.pdf>

21. Facilities

Besides classrooms, laboratories, art studios and manual training centre)

Main Hall	This was built as was the central part of the school, in 1910. The school was declared a National Monument on 17 December 1982.
Auditorium, Memorial	Bult after World War II as a memorial to the masters and learners who gave their lives in fighting for their country.
Garden & Staffroom	The Memorial Garden is dedicated to the memory of the sons of this School who laid down their lives in the Second World War 1939 – 1945.
Library & Museum	The new Library & Museum was opened on 3 August 2012.
Computer Centre	This consists of 3 laboratories and 105 workstations. All learners are encouraged to become computer literate by making use of the centre during and outside academic periods.
Hugh Wilson Theatre	A small intimate theatre situated beneath the Hall. It holds 126 people.
Tuckshop	Run by Mr and Mrs Meyer.

Cricket Pavilion	Change Rooms for cricketers. The central area is used for the Association / Old Boys Office.
School Shop	Run by Mrs Botha. Situated next to the Hugh Wilson Theatre.
Swimming Pool	This was originally built in 1928, but rebuilt in 1944, providing better amenities for Swimming, Water Polo and general use. A heating system was added in 2003. The new Mark Stevens Aquatic Centre will be opened during Term 1 of 2021.
Teddy Bear's Arms	Used for entertaining after sports.
Rob Wray Pavilion	Houses a state-of-the-art gymnasium and physiotherapy service.
Old Edwardian Grounds	All the facilities of the Club are available to learners of the School provided they become members of the Club at very favourable subscriptions.

22. The First Day at King Edward VII School

(New learners)

Please do not accompany your son into the School.

We hope that your son's years at King Edward VII School will be happy ones. Here are the answers to a couple of questions you may have.

What to bring on the first day?

- Pens and pencils.
- Books for Day 1 Timetable.
- Lunch.

Where should I leave my son when we arrive at School?

You can drop you son off at the main entrance in St Patrick Road. Please **do not** drive into the School grounds.

TUESDAY, 26 JANUARY 2021

07h35 – 08h50	Grade 10 – 12 to meet on the Main Quadrangle; Grade 8 - 9 to go the Hugh Wilson Square. Grade 9 – 12 to go to academic class period and administration. Grade 8s will be escorted from the Hugh Wilson Square to their House assembly points by the Assistant House Leaders.																
09h25 – 09h50	House meetings <table style="margin-left: 20px;"> <tr><td>○ Anderson</td><td>Stands next to Hockey Astro</td></tr> <tr><td>○ Crofts</td><td>Geography Block Quad</td></tr> <tr><td>○ Davis</td><td>Library Steps</td></tr> <tr><td>○ Grimmer</td><td>Main Quadrangle (Hall)</td></tr> <tr><td>○ Hill</td><td>Science Quadrangle</td></tr> <tr><td>○ Hofmeyr</td><td>Faber Quadrangle</td></tr> <tr><td>○ Robinson</td><td>Auditorium</td></tr> <tr><td>○ School</td><td>Main Quadrangle</td></tr> </table>	○ Anderson	Stands next to Hockey Astro	○ Crofts	Geography Block Quad	○ Davis	Library Steps	○ Grimmer	Main Quadrangle (Hall)	○ Hill	Science Quadrangle	○ Hofmeyr	Faber Quadrangle	○ Robinson	Auditorium	○ School	Main Quadrangle
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○ Robinson	Auditorium																
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09h55 – 10h50	Period 3	Grade 8	9h55 – 10h50	Report to Hall – talk by Mr Lovatt, Mr Marx and Mrs Jones.													
10h50 – 11h10	Break																
11h15 – 12h10	Period 4		11h15 – 13h10	Grade 8 Orientation and School Tours - Mentors													
12h15 – 13h10	Period 5																
13h15 – 14h10	Period 6 (House period)																
15h00 – 16h45	Sport and Activities as Advertised																

23. Frequently Asked Questions

What should my son do if he needs to contact me during the day?

Learners are allowed to phone from the front office with Mrs Wessels.

How does the timetable work?

The timetable works on a eight-day cycle. Your son must be careful to pack the correct books for each day. Learners move from one classroom to another and your son should have a manageable school bag and one which will protect his books. There are 6 lessons a day - lessons are approximately 50 minutes long and there is one break between lesson 4 and 5.

What happens with personal possessions and valuables?

- Your son is responsible for looking after his own things. Please make sure that all possessions are clearly marked.
- Bags and clothing should not be left unattended either inside or outside the School. Bags may not be left outside classrooms during lessons or before school. **Please do not allow your son to bring valuable items to school.**
- Cell phones are not permitted at the School. **The School is not responsible for items of value being stolen.** (See School Rules in this regard.)
- School fees should be paid in before the school day begins. If your son must bring a large sum of money to School for any reason, it must be left with the Secretary for safe keeping.
- Cages are available for securing school bags and clothing during practices and matches.

What happens with homework?

Your son will receive homework on most days. His homework should take between an hour and a half and two hours to complete. It is most important that this work is carefully done. It is your son's responsibility to do his homework, but your support is important. Your son needs to be able to tackle homework quietly and in an orderly way by himself.

Whom should I contact if I am worried?

Phone Mrs Wessels in reception (011 551 5800) and depending on your enquiry she will advise who you should contact. She will arrange for the correct person to contact you. Please do not hesitate to contact the School if you are worried about your son. His progress and well-being are our concern. For more detail – refer to Communication with the School (p21).

Is there any form of initiation at King Edward VII School?

No. The School uses an integrated mentorship system which allows personal growth and development amongst boys from all grades.

Mentor System

The School has a Grade 8 Mentorship Programme. All Grade 8's are mentored by a senior learner under the supervision of staff members. This system helps the new learners to make a smooth transition from primary to high school.

Buildings & Grounds

Learners may not leave the premises during school hours without the signed permission of the Headmaster. Learners must come straight into the school grounds. The learners are not allowed in the school building and the quadrangle during breaks unless bad weather prevails. The main entrance to the building is reserved for Staff members and prefects. Learners are not allowed in the swimming pool area unless there is an Educator present. The car park in Oak Street and the parking area near the Mathematics Centre are out of bounds, as well as the area between the Geography and Science blocks.

Stationery Requirements

Please ensure that your son has all the correct stationery for the year. He must have his own writing equipment; learners may not borrow from each other. Textbooks must be covered in plastic.

Anthem

When we the Reds appear once more
It's then that we will cheer
Cause we the Reds are one and
all No-one will see us fall.

We are the victors, yes we
are The Bears are here
once more, So no one jeer
us, only cheer Cause Red is
what we are.



School War cry

Itchy ballagoota
Skiet a ramma
doota
SusKanada, Son of
Kanovsky Boom !
Budias ! Budias ! Budias !
Has Has !
Gigomalaia Gee ! Gigomalaia
Gee Teddy bears Wha !
Who are we? Teddy bears!