



# HIGH SCHOOL BROCHURE 2017



**CAMBRIDGE**  
International Examinations

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## **OUR SCHOOL**

The Village Montessori Pre-, Primary- and High School was established in 1992 and is registered with the Gauteng Education Department as an Independent School.

The Examination Body for our High School is the Cambridge International Examination Board.

### **A. OUR METHOD**

The school is based on the Montessori principles as compiled by Maria Montessori, a well-known Italian educator. The basis of the method is the viewpoint that each child has an innate desire to learn. The prerequisite to learning taking place is the existence of a prepared environment where the child can be directed and not taught.

Our High School students follow the Cambridge University International Curriculum from year 7 to 12. Children are allowed to study at their own pace and in a self-directed manner. The year 7 students are included in the High School as their needs differ from those in Senior Primary and the division at this phase is consistent with the Montessori philosophy where adolescents are grouped according to ages i.e. 12-15 year olds and 15-18 year olds where each grouping have different needs therefore requiring different approaches .

Montessori education at secondary level has great relevance in our modern world. Traditional high schools prepare students for further studies: they do not concentrate to the same degree on guiding young people to independence and the ability to adapt to social life. Montessori education not only prepares adolescents to take their place in working society as adults, but it also continually prepares them to be well grounded and confident.

Adolescence is that period in an individual's life during which he or she begins the difficult transition from childhood to adulthood. Adolescents have problems, situations, needs and interests that are particular to them only. Students at this stage of their development have to cope with puberty, newfound sexuality and untapped creativity

The objective of our High school is to meet the academic and social needs and interests of the adolescent: specific consideration and allowance must be made for their beginning steps towards independence, making their own decisions, identifying themselves with others, rapid growth, and the possible lack of harmony - physically, mentally and in social relationships.

Our education goals try to include preparation for present-day and future living, adaptability to change, development of citizenship, development of self-discipline and development of personal as well as social goals.

In keeping with the above, Village Montessori High school aims to:

- encourage students to question;
- recognise individual differences;
- be facilitators of learning;
- allow students to progress at their own rate;
- allow students' own work time;
- develop planning and problem-solving skills;
- teach communication skills;
- develop self-understanding;
- stimulate personal creativity.

The adolescent's drive for independence has two areas at this age: the desire to help others expands into a need to make a direct contribution to society and have it recognised. The adolescent also has a desire to become financially independent. These students feel the need to learn outside the confines of a classroom to develop social awareness and responsibility.

## **B. COMMUNITY SERVICE**

The children are participating in some of the VMS events and will share their expertise when required. They assist with homework in the primary school's after care classes, and assist as ambassadors during open days etc. The students also participate in community service outside the school at the Tshwane Municipal Clinic.



## **HIGH SCHOOL PHASES**

### **CAMBRIDGE CURRICULUM**

Village Montessori High School is an Associate school of the British Council. We begin the Cambridge curriculum in year 7, not in year 8 as is the usual practice. We align ourselves with the British time line for completing these studies.

Unlike schools that have a more traditional approach, students in our school work in a more self-directed manner and are allowed to pace themselves. Should a child achieve exceptionally well in certain subjects, he may progress sooner than usual to a next phase for such subjects. The IGCSE phase should be completed over a minimum of 2 years, but a pupil may, for instance, complete his two languages at the end of his first year and then concentrate on subjects such as mathematics and science in the second year. Alternatively he may choose to commence with the languages on AS level in his final IGCSE year, in order to complete all languages earlier. This will enable him to concentrate on only three subjects in his final year of school. This prepares the child for the independent way of working at university, and he learns to take responsibility for his own work and achievements at a young age.

### **FOUNDATION PHASE – (Grade 7 and 8)**

The Foundation Course is a minimum two year program designed to give students a firm grounding in the concepts of Mathematics, Natural Sciences (Biology, Physics and Chemistry) and English. In addition to these core subjects we also offer Afrikaans, French, Social Science (History and Geography), Business Studies and Computer Studies. Our Foundation Phase integrates a Montessori curriculum with the Cambridge Syllabus with much emphasis on life-skills using occupations, special interest research projects and community engagement. The students write internal examinations.

### **IGCSE PHASE – (Grade 9 and 10)**

The International General Certificate of Secondary Education (IGCSE) is an international qualification which has been designed to equip students with the skills needed for immediate employment. IGCSE provides a broad study programme by drawing subjects from five areas: Languages, Humanities, Social Sciences, Mathematics, Creative, Technical and Vocational. Within the curriculum there is a balanced mix of practical experience and theoretical knowledge. This course is equivalent to the British GCSE or O levels and the students write external exams which are marked by University of Cambridge International Examinations (Examinations Authority). Students complete this phase over two years.

### **AS LEVEL (Advanced Subsidiary)**

AS-Level is the first stage of A-levels and is equivalent to year 11 and 12 of South African schooling. Due to the high academic level required students will complete the AS-level over 18 months to two years. A-level is not offered at our school.



## SUBJECT CHOICES

### INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION [IGCSE]

**STUDENTS SHOULD TAKE A MINIMUM OF SEVEN SUBJECTS:**

#### COMPULSORY SUBJECTS:

1. English First Language
2. Afrikaans Second Language  
**AND/OR**
3. French Foreign Language
4. Mathematics

**CHOOSE THE REMAINDER OF SUBJECTS FROM THE FOLLOWING:**

5. French [not offered at AS level]
6. Chemistry
7. Physics
8. Biology
9. Business Studies
10. Accounting
11. Economics
12. Travel and Tourism
13. Music [depending on a successful audition]
14. Art and Design
15. Computer Science [not offered at AS-level]
16. Information and Communication Technology [not offered at AS-Level]



## ADVANCED SUBSIDIARY LEVEL [AS]

**STUDENTS SHOULD TAKE A MINIMUM OF 5 SUBJECTS TO OBTAIN AN EQUIVALENT TO A SENIOR CERTIFICATE WITH EXEMPTION. ONE SUBJECT MAY BE AN IGCSE SUBJECT WITH A MINIMUM "C" SYMBOL.**

- |                              |                        |
|------------------------------|------------------------|
| 1. English First Language    | 7. Economics           |
| 2. Afrikaans Second Language | 8. Accounting          |
| 3. Mathematics               | 9. Business studies    |
| 4. Physics                   | 10. Music              |
| 5. Chemistry                 | 11. Art and design     |
| 6. Biology                   | 12. Travel and Tourism |

### **Recognition of Qualification by Higher Education South African [HESA]**

**For South African university entrance (exemption)** a student is required to pass at least five different subjects from the correct subject groupings of which:

- Five subjects should be on the AS level or four subjects on the AS level and one on the IGCSE level;
- English on the AS level should be a first language, passed with a minimum of a D symbol;
- At least two are language subjects one being a first language;
- For university entrance candidates must achieve AS Level grade A-D and Grades A-C on the IGCSE level;

*Note: Students will need to satisfy all of these requirements over a period of not more than two (2) exam sittings.*

### **To obtain a Senior Certificate (non-university entrance) SAQA requires:**

- A total of five subjects, including three IGCSE grades A-C plus two passes at AS Level grades A -D; **OR**
- A total of seven subjects, including five IGCSE subjects grades A – E plus two passes at AS Level grades A-D;
- Each of these combinations must include English as a first language.

For entry requirements to a specific university, university of technology or college in South Africa or abroad, students must confirm with the institution of their choice. To find the admission requirements online for South African universities, students should look at the 'international' admission requirements in each University's admission documents.

## MUSIC, DRAMA AND ART

**Music, Drama and Art** are integrated into the school day. Drama and Art are compulsory for the Foundation Phase students. The approach will be a combination of formalized tuition and performance classes or opportunities.

The Drama, Music and Art team up to put a production on towards the end of the year.

**A. DRAMA** classes are associated with the Tshwane Youth Theatre. Lessons will be geared towards building self-confidence and stage presence and will include the following aspects: acting skills, characterization, mime, make-up, dance, stage confidence, voice projection, lighting, puppetry etc.



**B. MUSIC:** Students are encouraged to try their hand in all genres of music, but will be allowed to take, primarily, either a contemporary or classical route according to preference. Full-time students will be expected to register for subject music from IGCSE level and undergo an audition before being accepted into the full-time programme. Foundation 1 and 2 students who want to register for Music lessons, will have to take music as an extra-curricular subject [fees

are paid by the parents].

### **Instrumental music lessons for full-time music students:**

Every full-time music student will be required to take lessons in at least 1 musical instrument.

Costs are included in school fees.

- Lessons will either be 9 x 1 hour lessons, or 9 x 30 min lessons per term per instrument. Students should reach the following level of proficiency at the respective school grade levels:
  - IGCSE: by the end of IGCSE a student should reach minimum grade 4 proficiency.
  - AS: by the end of AS level a student should reach a minimum of grade 5 proficiency. Students may take a second and third instrument at their own cost.

Students can also take instrumental music lessons [piano; guitar] as an extra-mural. Lessons will still be integrated in the school day.

**C. ART:** All Foundation phase school students take art as a subject. They can also choose Art and Design as a subject at the IGCSE and AS levels.

## GENERAL INFORMATION

All phases	Monday to Thursday	7:45 - 15:00
	Friday	7:45 - 13:00

- Aftercare is available until 17:30. High School students pay R35 p.d. starting from 15:15 weekdays and 13:15 on Fridays.
- A cooked lunch can be ordered at R25 per meal.
- Staff/pupil ratios:
  - High school (Foundation Phase to AS) 1:20- this is a guideline only
  - The ration currently sits at 1:6
- We have a three term year.
- No school uniform is prescribed. Students have to be dressed in an acceptable fashion.
- We encourage healthy eating and therefore have a strict food policy.
- A variety of extra-mural activities is offered on a needs or interest basis.
- A five percent discount is granted on sibling's fees and ten percent discount on fees paid in full before 31 January.
- Three month's written notice is required in the event of a student leaving the school.

Parental commitment to Montessori education is imperative. Parents need to reinforce the methods used at school at home as well.

## APPLICATION PROCESS

We are selective when it comes to admitting students because the groups are small and we need to ensure that the appropriate atmosphere of learning and respect is maintained at all times. Only students with impeccable personal records will be considered. Our school is committed to building a close community and it is important to build a relationship with the family, we therefore also request an interview with the family before deciding if the family will fit into our community. Our admissions process attempts to gather a picture of each applicant that will be as complete as possible. It includes one or more classroom visits, interviews, assessment of the applicant, a review of the student's academic record and the recommendations of teachers who have worked with the student and family.

An application fee of R1 500-00 is payable on application. Once the application form is received a motivation form will be sent to the parents. Once this step is complete the applicant will be invited for an assessment. After a successful assessment, parents will be invited to an interview at the school.

High School students are expected to spend at least one day at the school to enable them to experience Montessori/Cambridge education for themselves before making a final decision. We also need time to ascertain whether or not the prospective student will prosper in a Montessori setting.

If your child is accepted, the Good Faith Deposit is payable within the time stipulated to secure their place in the school.



## HIGH SCHOOL FEES FOR 2017

### FOUNDATION PHASE (GR 7 – GR 8)

Application fee:	R1 500.00 (non-refundable)
Good Faith Deposit:	R20 000.00
Monthly fee:	R6 800.00 (X 11)

**This fee includes: School fees up to 15:00, Camp, Outings and Academic Materials (Work programmes and text books)**

Aftercare fee per day:	R35 up to 17:30 per child
Morning Care fee:	R5 per morning per child
Meals per day:	R25 per meal per child
Sibling discount:	5% on monthly school fees
School fees paid upfront for the year:	10% discount

### CAMBRIDGE IGCSE AND AS PHASES (GR 9 – GR 12)

Application fee:	R1 500.00 (non-refundable)
Good Faith Deposit:	R24 000.00
Monthly fee:	R8 000.00 (X 11)

**This fee includes: School fees up to 15:00, Camp, Outings, Academic Materials (work programmes and text books) and external examination fee**

Aftercare fee per day:	R35 up to 17:30 per child
Morning Care fee:	R5 per morning per child
Meals per day:	R25 per meal per child
Sibling discount:	5% on monthly school fees
School fees paid upfront for the year:	10% discount

## SCHOOL CALENDAR 2017

### TERM 1

School Opens:	<b>Wednesday</b>	<b>18 January</b>	
Mid-term School Closes:	Thursday	23 February	
Mid-term School Opens:	Tuesday	28 February	
School Holiday:	Monday	20 March	School Holiday
Public Holidays:	Tuesday	21 March	Human Rights Day
School Closes:	<b>Wednesday</b>	<b>12 April</b>	11:00

### TERM 2

School Opens:	<b>Wednesday</b>	<b>03 May</b>	
Public Holidays:	Friday	16 June	Youth Day
Mid-term School Closes:	Friday	23 June	
Mid-term School Opens:	Monday	03 July	
School Closes:	<b>Friday</b>	<b>04 August</b>	11:00

### TERM 3

School Opens:	<b>Tuesday</b>	<b>05 September</b>	
Public Holiday:	Monday	25 September	
Mid-term School Closes:	Thursday	19 October	
Mid-term School Opens:	Tuesday	24 October	
School Closes:	<b>Thursday</b>	<b>07 December</b>	11:00

### Please note:

**NO HOLIDAY CARE AVAILABLE**

## HIGH SCHOOL POLICIES

Maria Montessori developed the concept of “normalisation” to describe the process by which each child acquires certain personality characteristics that lead to success in the classroom and throughout life. A “normalised” child will love learning, be kind to others, develop concentration and good work habits, and become independent.

VMS is built on the concept of a community. A community shares common values. Its members seek to give as much as they are able for the good of the whole, and take only what they really need. The community seeks to raise the level of the lowest members while keeping the entire community progressing forward toward a shared vision. At VMS High School, we value:

1. Respect for ourselves, others and the environment;
2. Honesty;
3. Courtesy and exceptional manners;
4. Empathy for others and respect for differences among people and cultures;
5. Responsibility for personal decisions and actions;
6. Cooperative work with others, which includes listening, sharing options, negotiating, compromising, helping to reach consensus, and taking a stand;
7. Seeking one’s share of the work load;
8. Creating balance between the needs of individual students and families and the needs of the school population as a whole; and
9. Pride in our school.

### 1. CELL PHONES AND TABLETS:

- a) High School students are allowed to bring their cell phones to school to facilitate contact with parents. It should be out of sight and switched off during class time.
- b) Students are allowed to phone parents from the High School Office or their own cell phones during breaks or after school **only in the High School Building.**
- c) They are allowed to listen to music on their phones:
  - In small groups during break times in a classroom.
  - During Art Classes with permission of the art teacher.
- d) No cell phones are allowed on the premises of the primary school or outside the high school buildings. **No earphones are allowed outside the High School Building.**
- e) Cell phones may be used for research under supervision of subject teachers.
- f) Tablets and laptops are only allowed when students are busy with a research project and are requested by subject teachers to bring it to school. It will always be at the student’s own risk.
- g) Cell phones will be confiscated and kept in the High School safe if any of these privileges are abused.

## 2. ABSENTEEISM

Students are expected to be at school during the term unless one of the following valid reasons applies:

### **they are genuinely ill;**

- the family experience a trauma such as bereavement etc.;
- the student belongs to an external sports club and is required to go on tour;
- absence is motivated and permission is granted;

### **Please note:**

- Holidays should be arranged during official school holidays.
- Absenteeism which occurs on a day preceding or following a weekend, long-weekend, mid-term break or school holiday, or on a day a test or examination is written, **requires the submission of a valid sick note** on the day of the student's return to school.
- The school ceases to take responsibility for a student who is absent for more than 15 school days.

## 3. LEAVING EARLY/ DOCTOR'S APPOINTMENTS

Lucky is under strict orders not to allow students out during school time without written permission from the class teacher for security reasons. Please inform the class teacher or send a note to school should your child have a doctor's appointment and we will gladly provide an early leaver's slip.

In the case of extra murals, kindly ensure that you child's external extra murals begin after 15h00 on week days.

## 4. AFTERCARE

Aftercare begins at 15h15 and closes at 17h00. High School students pay R35 per day. High School students will join the rest of the school in aftercare from 15h30 to 17h00. A student will be accommodated on occasion at the gate from 17h00 to 17h30 but must be collected by 17h30 at the very latest. High School students who are collected after 17h30 will not be accommodated in our aftercare. Parents have at times contacted Lucky directly when they are running late. Please do not contact Lucky as he starts his day very early and will not be allowed to supervise your child after 17h30. A fee of R150 per 5 minutes will be charged from 17h30 to be paid when collecting your child.

## 5. DRESS CODE

- a) Girls are allowed to wear shorts, provided it is at least one hand's width below the buttocks.
- b) No underwear should be visible. This applies to boys and girls.
- c) Straps of bras and tank tops are allowed to show with spaghetti strap tops provided they are more or less the same colour as the tops they are wearing.
- d) No cleavage is allowed.
- e) Please keep in mind that this is an Academic Environment.

## **6. HOME/SCHOOL COMMUNICATION**

Changes in a child's home life may affect his/her behaviour and performance at school. Please notify the office and your child's teacher if any significant changes occur, such as:

1. Extended vacations or business trips by a close family member;
2. Child staying somewhere other than at home (a relative/friend's house) for more than a day or two;
3. Loss of family member, including pets;
4. Moving house;
5. Change in a family environment (separation, divorce, new partner, new baby);
6. Serious illness or hospitalisation of a family member.

Please note that this information will be strictly confidential.

## **7. DISCIPLINE**

### **Behavioural Expectations**

In the School context, teachers, parents and pupils have responsibilities. To sustain a healthy learning environment, it is important that these parties to the education relationship acknowledge their respective responsibilities.

The School prides itself on having good relations with the parents of pupils. While parents must expect the School and its teachers to provide the best education possible with the resources available to the School, parents must also accept responsibility to help the School achieve this goal.

The School recognizes that every pupil does have the right to education. Pupils themselves must however also recognize that they have responsibilities to their parents, the School, Teachers, their fellow pupils and themselves.

Pupils must therefore:

1. Comply with instructions and the general rules of the School.
2. Behave responsibly and not endanger the safety and welfare of others;
3. Respect and care for the property of the School and others;
4. Maintain sound relations with others at School, be courteous and respect the dignity and self-worth of others;
5. Be punctual and observe the timekeeping practices of the School;
6. Demonstrate a positive attitude towards the opportunity to learn, and be diligent in their efforts to learn;
7. Behave honestly and conduct themselves with integrity;
8. Accept the authority of Teachers.
9. Accept legitimate punishment and disciplinary action taken against them.

### **Managing/Addressing Poor Behaviour: Process**

If a child exhibits unacceptable behaviour, the following disciplinary action will be taken, according to the severity of the misbehaviour.

1. The High School's Disciplinary Code for pupils, is intended as a penalty guideline for Teachers. It may be deviated from to accommodate specific circumstances.
2. It indicates the maximum disciplinary action generally considered appropriate for various types of infringements and misconduct by pupils. The circumstances of a particular case under consideration may justify less severe action than that indicated in the Code.

3. The infringements listed in the Code are not intended to be an exhaustive listing but rather an indication of the type of deviation from expected standards of conduct, and the levels of severity of infringements.
4. Please note that the Code does make provision for "progressive" or accumulative penalty i.e. the imposition of a harsher sanction for repeated misconduct, in the case of less serious infringements.

### **Disciplinary Measures**

1. Various forms of informal and formal disciplinary measures may be initiated by VMS High School. The severity of the action taken by the school will depend on the circumstances, the seriousness of the infringement and any mitigating or aggravating factors that are of relevance.
2. The disciplinary measure or penalty applied in response to the pupil's misconduct will therefore generally require the Teacher or Head to exercise discretion in deciding on the appropriate and fair action to be taken.
3. Discipline must be feasible and effective, be applied progressively. Repeated commission of a similar or related offence will result in progressively more severe action being taken, particularly where a clear pattern or trend is indicated by the pupil's continued misconduct. A serious first incident may however justify a severe penalty
4. Disciplinary action that may be applied by the School, in order of severity, includes:

### **Informal action**

1. counselling by the Teacher;
2. detention or time punishment; extra duties , confiscation of items used inappropriately;
3. in-school suspension from class for a subject period or a day;
4. referral to Head:
  - i. The Head must investigate the complaint and alleged infringement to gather information and to decide on the necessity for corrective measures. This assessment generally takes the form of an informal investigation, which may, if appropriate, include an opportunity for the pupil to "state his case" in response to the complaint.
  - i. If, after investigation, the infringement is confirmed but is considered to be of a nature which does not indicate that severe action may be appropriate, the Head may issue a punishment appropriate to the nature of the infringement, counsel the pupil(s) and issue an appropriate warning to the pupil(s) concerned. It should be pointed out that the investigation to be conducted is an informal one, and that suspension or expulsion is not considered as appropriate action at this point.

### **Formal action**

A pupil may, at the discretion of the Head, be called before the Management for a formal disciplinary hearing.

Warnings issued by the School will be noted on the pupil's record. Copies of warnings issued should also be provided to the parents wherever possible.

VMS reserves the right under law to exclude students from school for offenses such as, but not limited to, poor school citizenship, disrespect for school personnel or property, poor or unexcused school attendance, unacceptable health or safety standards, poor ethical or moral values, sexual harassment and drug or alcohol involvement.

## **EXAMPLES OF BEHAVIORS REQUIRING DISCIPLINARY RESPONSES**

It is impossible for the code to list every possible rule infringement and this guideline and the attached Code therefore set out the broad principles for the implementation of fair discipline at VMS High School. The Staff are entitled to apply action that they believe is appropriate in the circumstances, with regard to the guidelines provided by this procedure and code.

At the discretion of the staff, disciplinary action may be taken for infractions of school rules and regulations.

1. Poor school citizenship
2. Disrespect for school personnel;
3. Bad language;
4. Dishonesty;
5. Disrespect for school property; littering
6. Unexcused school absences
7. Tardiness
8. Unacceptable manners or dress
9. Unacceptable health or safety standards
10. Leaving class rooms without permission
11. Disrupting classes
12. Inappropriate use of cell phones and ear phones
13. Unfinished work or homework not completed

### **The director/directress will:**

1. Provide a structured Montessori environment in which a child feels secure and confident to choose his/her work;
2. Set behavioural expectations through classroom instruction, role modelling, and classroom meetings;
3. Discuss classroom rules and Montessori Standards of Behaviour;
4. Redirect a child and use conflict resolution techniques;
5. Work one-on-one with children who need additional guidance;
6. Keep a record of conflict situations or negative behaviours;
7. Keep parents informed about discipline problems;
8. Refer a child to play therapists, educational psychologists, occupational therapists when necessary, to determine ways to help him/her succeed in and out of the classroom.

## **PARENT/GUARDIAN'S ROLE IN SUPPORTING POSITIVE BEHAVIOUR**

### **Modelling**

A parent is the most important teacher in a child's life. Children observe and imitate the behavioural responses that are used by the significant adults in their environment. Parents who are respectful and kind to others, especially their own children, are likely to see that same

behaviour develop in their children. Demonstrating a variety of healthy responses to frustration and set-backs, as well as modelling effective problem-solving techniques and non-judgmental communication are especially valuable to young children who are still learning to establish self-control.

### **Discussion**

While children absorb a great deal by observation, discussing ways to show respect, build trust, show empathy, manage anger, and practise forgiveness can help a child build successful relationships.

### **Reinforcement**

Montessori philosophy does not advocate external rewards for desired behaviour, as this tends to reduce intrinsic motivation. However, acknowledging and praising positive behaviour is always important and will shape a child's behaviour far better than criticism. Setting clear boundaries for socially acceptable behaviour is essential.



## **VMS: SCHOOL OF CHOICE**

VMS is a school of CHOICE. Students who are unable to progress or become responsible, independent, and productive members of the Montessori Community have demonstrated that they do not represent a best fit for the principles and values of VMS. Traditionally, public schools offer a more structured group approach to instruction and classroom set-up and this approach may be more suitable for some children and their families.

Parent understanding and support of the expectations established by VMS is vital to each child's behaviour and successful performance. As mentioned in much of our literature, this is a COMMUNITY EFFORT. While children should not be denied access to educational opportunities based on their parents' unwillingness to follow strategies outlined for success, these same children cannot be permitted to interrupt the learning environment or compromise the safety of others.