



Together we strive to Excel!

NEW LEARNERS & ORIENTATION

The proper integration of new learners into their new school environment is considered to be very important, especially as far as those entering high school for the first time are concerned. There are many facets of the new school which will be strange to them.

Good liaison with our traditional feeder primary schools is encouraged so that we can offer a more 'informed' service. At the same time, however, we recognise the importance of youngsters having the opportunity of a 'fresh' start. In brief, their achievements at primary school will be remembered; their shortcomings generally will not. It is for this reason that we do not ask primary schools for 'ratings' of any description and the testing which enables us to place children appropriately into classes is done once they have entered the school.

Tests in English, Zulu and Maths are written by all new Grade 8 learners within the first few days of the commencement of the school year. The results are used, in conjunction with information gleaned from interviews and the final primary school report, to compile class groups, some of which are 'graded' while the others are 'mixed ability' in composition. Adjustments may be made subsequently if and when it becomes clear that a learner has been misplaced.

Prior to the organisation of classes, which will occur at the end of the first school week, the learners will be engaged in a programme which will further aid their integration into the school. They will be briefed on various aspects of the day-to-day running of the school and they will embark on a specific programme headed by grade 12 learners. This programme includes tours of the school, a video presentation, the introduction of key people, and so on. New boarders are expected to report to Founders House during the morning of the day before school opens.

There is no systematic initiation in either the school or Founders House. In the Boarding Establishment junior boarders are also expected to perform a range of necessary duties. The value of this lies in the contact which the junior learners has with his/her senior; we regard the exercise as being one which provides the junior with a 'mentor' rather than the senior with a privilege.

Bullying, of either a physical or mental/emotional nature, or the abuse of position will not be tolerated. On the other hand, it is expected that junior learners should show due deference and respect for seniors and it is hoped that such respect will have been suitably earned by the older learners. Junior learners will be expected to respect the school and its ethos and show enthusiasm for its activities. In particular, they will be expected to know the Code of Conduct, important aspects of the school's history, the staff and other leading personalities of the school community, not as an exercise in 'memory' but as an important part of their successful orientation and integration.

ADMISSION POLICY

.....as determined by the Governing Body in terms of the Regulations

1. The school is a public school under the KwaZulu-Natal Department of Education.
2. The medium of instruction is English Home Language and any learner seeking admission must show sufficient proficiency in the language to cope with and benefit from the education offered at the school. Therefore, the learner must have done English home language in their previous years to apply to Alexandra High School.
3. The school operation is secular by nature and religious tolerance is promoted.
4. Learners seeking admission into any grade must show that they have passed the preceding grade.
5. Applicants, and at least one parent or guardian, may be required to attend interviews prior to admission.
6. A prospective learner will only be admitted to a grade if his/her age falls within the school's existing norms for that grade.
7. The parent of a child seeking admission to the school, and the child him/herself, must undertake to adhere to the school's Code of Conduct and Uniform rules.
8. The payment of school fees is compulsory and a parent seeking the admission of a child to the school must undertake to pay the school fees as determined from time to time by the Governing Body. Parents who are not in a position to meet this obligation in full are expected to apply for assistance in order to avoid litigation.
9. The capacity of the school in keeping with the number of classrooms and acceptable teacher pupil ratio is 1050 maximum. We will admit a maximum of 210 Grade 8's each year.
10. The responsibility for admitting learners within the framework of this policy shall rest with the Principal and the Admissions Committee as a delegated task of the SGB.



FINANCIAL CONSIDERATIONS



SCHOOL FEES

The school's financial policy is directed by the Governing Body which is advised by its Finance Sub-committee on which the teaching staff and the parent community are represented. Audited statements will be made available annually at the annual meeting of parents.

The fees at Alex are considered to be reasonable and comparison with charges at other high schools in the city, show this to be the case. Fees are set by the Governing Body annually, but the Body is constrained by its constitution from increasing fees by more than 25% without referring the matter to a general meeting of parents. The annual budget is dealt with during October when fees for the following year will be set.

The payment of school fees is compulsory, by law. Although a learner admitted to the school will not be prejudiced in any way if fee obligations are not met, the school will take legal steps to recover fees (with interest) from non-payers. Fees are payable in advance and may be paid monthly, quarterly or as a lump sum for the year. Accounts are sent regularly and the final date for payment of school fees is 31 March annually, unless prior arrangements have been made with the School.

Parents whose financial circumstances make it difficult for them to meet their obligations should put their case in writing to the Chairperson of the Governing Body and make every effort to secure assistance.



BOARDING FEES

Like the school fees, these are comparatively reasonable considering that they cover the full costs of boarding, including meals and laundry. Fees are set by the Governing Body on the advice of the Founders House Committee.

BOARDING FEES ARE PAYABLE STRICTLY QUARTERLY IN ADVANCE. LEARNERS WHOSE PARENTS HAVE NOT PAID FEES WILL BE DENIED ADMISSION TO THE BOARDING ESTABLISHMENT.

There is also an admission fee for the Boarding Establishment. It is not refundable.



SUBJECT FEES

These are payable in such practical subjects as Hospitality Studies and cover the high cost of materials for individual projects. Charges may also be levied in other subjects, such as

Art, where practical work is required.



TEXTBOOKS & STATIONERY

Pupils are expected to provide their own stationery. The school will provide some textbooks, especially in the languages. Others will have to be bought by learners themselves. A list of prescribed books and stationery will be made available to all learners before the end of the school year.

Mindful of the cost of these items, stationery requirements will be kept to a modest level while textbooks will be changed only when it is considered essential to do so. This will enable pupils to sell textbooks to pupils following after.



ACCIDENT INSURANCE

An excellent scheme is available to all learners in KZN schools. It covers medical expenses arising from accidents at school, on the sportsfields and en route to or from school each day. Details will be made available each year and the once off premium is payable during the first month of the school year.



OTHER INSURANCE

The school can accept no responsibility for the theft or loss of any learner's property. Valuable possessions, such as bicycles, cell phones, cameras etc. should be insured by parents so that replacement is possible in the event of loss. Bicycles must be locked and other valuable possessions or large sums of money should be handed in at the office for safe-keeping.



FOUNDERS' HOUSE



THE BOARDING ESTABLISHMENT

Founders' House, established in October 1966, can cater for up to 120 male/female boarders and plays a vital role in the life of the school. It is the mission of the Superintendent and resident staff to create and maintain an atmosphere of a "home away from home".

An establishment of this nature must function, of necessity, in accordance with rules and regulations, some of which are bound to be less flexible than those in the average household. Smooth functioning and reasonable discipline are believed to be the keys to a secure, happy and harmonious environment. Day-to-day order is maintained by the master-on-duty and the matrics who are trained in concerned, sensitive leadership skills. The approach of those in authority may be described as a striving for friendliness, firmness and fairness.

The significant contribution made by boarders to the life of Alex has much to do with the excellent spirit within Founders' House. The learners are expected to participate fully in the corporate life of the school, for in doing so they are kept busy and thrive on the self-confidence of knowing that their involvement is meaningful.

The spiritual needs of the boarders are catered for by weekly meetings which is led by members of local youth organisations. In addition, youngsters are welcome to attend church services and Confirmation classes of their choice.

Supervised prep sessions are held each weekday evening and the academic progress of the boys and girls is monitored by the resident staff. There is ample opportunity for boys and girls to do extra study before bedtime.

There are plenty of recreational facilities for the school's swimming pool, tennis courts and sportsfields are available for the use of boarders after school hours or over weekends. A general common room, and one for seniors, provide for TV, videos and DSTV. Catering is in the hands of matrons and trained chefs who provide good, wholesome food characterised by a choice at every evening meal. The matrons are also in charge of the sickbay, the in-house laundry and the housekeeping. Doctor and dentist appointments will be made by the matron when necessary. IT IS MOST IMPORTANT THAT MATRONS HAVE MEDICAL AID DETAILS.

Learners may not leave the BE without permission and exeats are required at all times. In addition to the quarterly free weekend, when the establishment is closed, boarders are allowed home during all but a few weekends. Weekend exeats begin after the Saturday sporting programme and those leaving the BE may return before school on Monday morning. Founders' House also offers weekly boarding, however, boarders will not normally be allowed to leave before the nominated time on Saturdays. Senior boys and girls are allowed to take evening exeats on occasions at weekends. Girls will be accompanied by a chaperone at all times.

THE ACADEMIC PROGRAMME

The teaching staff strives for the realisation of individual potential and in various ways the school provides encouragement to all by recognising the progress of even those who are not top achievers.

While Grade 8 and 9 learners follow a set course in keeping with the CAPS Syllabus covering all 8 learning areas, in Grade 8 English is taken as a Home Language with learners having exposure to Afrikaans First Additional Language and isiZulu First Additional Language. In Grade 9, learners are expected to choose between Afrikaans First Additional Language/isiZulu First Additional Language. In the upper school, the so-called F.E.T. Band, a package of seven subjects is chosen. In this package, either isiZULU (Home Language or First Additional Language) or AFRIKAANS (First Additional Language) may be studied. The document setting out the available subject packages should be studied carefully in the case of learners entering Grade 10. A summary of the subjects offered are set out in the table over the page.

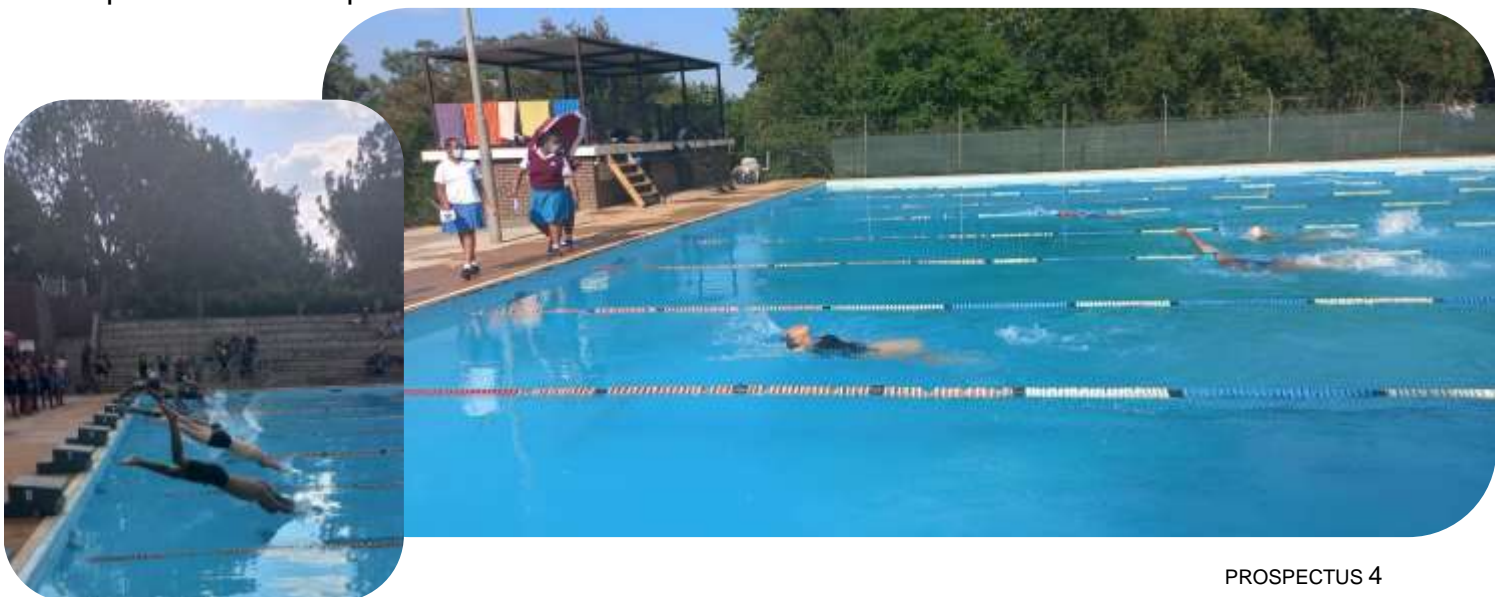
The school's assessment programme makes a clear distinction between the expectations of learners in the GET Phase and those in the FET Phase.

In the GET Phase (Grades 8 and 9) Continuous Assessment counts 40% of the year mark while the final exam counts 60%.




In the FET Phase (Grade 10-12) Continuous Assessment counts 25% of the year mark while the final exam counts 75%.

Examinations are scheduled well in advance and the policy of the school is that they should be written as late as possible.

Full reports are provided after mid-year and year-end and parents are provided with ample opportunity to consult their children's teachers. At the end of the first and third quarters interim reports are sent to parents.



SUBJECTS TO BE STUDIED

GRADE	COMPULSORY SUBJECTS	CHOICE OF SUBJECTS (Grade 10 – 12)
8	LLC ENG LLC AFRS LLC ZUL MLMMS NS HSS CA EMS LO TECH	Choose one (1) subject from each group:  A Physical Science (PHSC) Business Studies (BSTD), Life Sciences (LFSC),
9	LLC ENG LLC AFRS LLC ZUL MLMMS NS HSS CA EMS LO TECH	 B Accounting (ACCN), History (HIST), Visual Arts (VSLA), Hospitality Studies (HOSP), Life Sciences (LFSC), Engineering Graphics and Design (GRDS)
10 - 12	ENGHL AFRFA or ZULHL/ZULFA LIFE MATH or MLIT	 C Geography (GEOG), Dramatic Arts (DRMA), Business Studies (BSTD), Information Technology (INFT) Computer Applications Technology (CATN)



KEY to SUBJECT CODES

LLC ENG	Literacy Language & Communication (English)
LLC AFR	Literacy Language & Communication (Afrikaans)
LLC ZUL	Literacy Language & Communication (Zulu)
MLMMS	Mathematical Literacy, Mathematics & Mathematic Sciences (Mathematics)
NS	Natural Science (General Science)
HSS	Human and Social Science (Geography & History)
CA	Creative Arts (Arts & Drama)
EMS	Economic and Management (Business Economics)
LO	Life Orientation
TECH	Technology
ENGHL	English Home Language
AFRFA	Afrikaans First Additional Language
ZULHL	Zulu Home Language
ZULFA	Zulu First Additional Language
LIFE	Life Orientation
MATH	Mathematics
MLIT	Maths Literacy

COMMITMENT

Especially in these times of so much irresponsibility, we believe that youngsters should be taught the implications of commitment. Their future success as marital partners, parents and employees will depend upon the sincerity of their commitment to these important facets of life.

The primary commitment which a learner has, as far as school is concerned, is to the academic work which is required. In order to fulfil this commitment regular attendance at school is essential. Thus, attendance is closely monitored and pressure will be put on those who are irregular in their attendance, especially when the reasons for absence are less-than-convincing. This is considered to be an important preparation for life, for no employer is going to employ a person who is frequently away from work.

However, it is compulsory for Grade 8 learners to participate in either a sport or cultural activity per term. We believe that youngsters should, ideally, have a feeling of 'belonging' as far as the school is concerned. It is for this reason that all learners are encouraged to participate in some way in its extra-mural programme. A learner who commits him/herself to a school team, is expected to see the commitment through by attending the practices and being available for the matches. We hope that families will respect this commitment and make their weekend activities with the school's fixtures in mind. Planning is done well in advance and at the beginning of each quarter a School Calendar for the term is published and distributed to all learners.

At the same time, we recognise that the most important commitment that anyone can have is to his/her family and we should not like the school to drive any sort of wedge between a learner and his family. This view is embraced in the hope that parents will be positively responsive to our acknowledgement that commitments are not always exclusive and we should not like the youngsters to have to choose between conflicting commitments. The anguish relating to 'letting the team down' is very real as far as keen sportsmen/women are concerned. Most often there is a satisfactory compromise and a little 'give and take' will solve the dilemma.

As a member of the school, learners are expected to attend its major annual functions and ceremonies. These include the Academic Awards Ceremony, the Senior Prize-giving Ceremony, the inter-house championship athletics meeting and the inter-house swimming gala. One of the Alex/College basketball matches usually falls into this category while some other Saturday sports matches involving the school's first teams are also 'compulsory' as far as attendance is concerned. Adequate notice of these events will be given.

Should it be necessary for parents to request permission for their children to be excused, letters of explanation must be presented in advance. This we believe is the proper course of action for any responsible person wishing to excuse him/herself from a function in which his/her presence is expected.

It is not the policy of the school to 'commandeer' the child's life. We just wish to be a significant part of it and contribute valuably to the development of those aspects of personality which matter in the adult world, and a respect for, and understanding of, commitment is one of them.

THE EXTRA-MURAL PROGRAMME



Alex learners are well-served by extensive grounds and sports facilities and a staff with both the enthusiasm and ability to offer a wide-ranging sports programme for both boys and girls.

Learners are encouraged to involve themselves in at least one sports code in each quarter and there is a variety from which to choose. In the summer terms, cricket, basketball for boys and swimming predominate. Alex pioneered basketball in schools in KwaZulu-Natal and remains one of the strongest basketball-playing schools in the country. For the very keen athlete, some athletics is also available in the first quarter. Indoor hockey is also a growing sport providing competition during the quarters when field hockey is not played.

During the second quarter, both boys and girls play hockey while this is also the rugby term. Other learners, boys and girls, do cross-country running, a sport in which the school is very strong. Girls may choose to do netball, which is proving to be one of our popular sports that we excel in.

After July, the oval ball gives way to the round one and the school is engaged in regular soccer fixtures at all age-groups. At the same time, this is the athletics season during which the inter-house meetings and meetings involving other schools take place. The girls have their basketball season at this time of the year.

Most of the sport is competitive in the sense that representative teams are picked and, unfortunately, it is not always possible to cater for those who wish to play for purely recreational reasons. Our opponents include the top sporting schools in the province as well as many of the similar co-educational schools.

We also take pride in the achievements of our learners in their chosen sports which may not feature in the school's programme.



Since the policy of the school is to provide a wide variety of activities in order to cater for the broad spectrum of interests among our learners, an interesting range of cultural activities also feature in the school's corporate life.

Many learners derive great pleasure from being involved in the excellent services of the catering club which flourished even before girls entered the school. Among the various functions for which the Club caters is the annual Supper Theatre which is one of the ways in which our learners can become involved if they are interested in the performing arts. Another is through membership of the flourishing choir.

The school has both senior and junior debating teams which compete against other schools and those with additional interest in public-speaking may join the Speakers' Club. From time to time, learners represent the school in speaking competitions. Those with the necessary interest and ability represent the school in Chess and Mlabalaba.

Learners may join the Computer Club or assist in the Media Centre in a variety of ways. Learners who have an interest in journalism produce a quarterly publication of school activities called Talex. This is a publication for learners by learners. Learners' interests in wildlife and conservation, pottery and art are also catered for in the Eco-club and Art club.

The Students Christian Association (GIG) enjoys the active support of many learners and several very committed educators. It meets regularly under the leadership of a committee of learners and has strong links with such organisations as Scripture Union. Learners also go on an annual camp.

The service of the First Aid Unit, which comprises boys and girls in the school, is invaluable, especially during rugby season when it does duty for all home matches. The leaders in this unit are highly qualified and very committed to this field of service.

In addition to all these activities, opportunities abound for learners to participate in events and contests which have a more direct bearing on the academic curriculum. Alex teams have fared extremely well in regional and national quiz competitions, while other learners write the various subject Olympiads. Each year, a significant number joins the Junior Achiever programme which is aimed at developing young peoples' entrepreneurial skills. Others represent the school on the Junior City Council.

Each year, numerous learners, mostly in Grade 11, are given the opportunity to attend leadership courses or other seminars which focus on the development of leadership, self-knowledge and inter-personal relations. The school has recently adopted the concept of Leadership School where all learners will participate in leadership building activities at school.

Through the activities of RCL (Representative Council of Learners), on which learners representing each grade are elected, we hope to develop debating, thinking and decision-making skills and give the learner body a hand in determining directions for the school. The school elects the head of the student body and the RCL is part of the School Governing Body.



EDUCATION FOR LIFE & WORK

Alex exists to serve the needs of its community and we believe that the reasonable interests of the individual are paramount. It is the mission of the school and the staff to build people up, not to knock them down, and in order to be successful in this sensitive concern for each learner as a person in his/her own right is essential. Recognition of the individual and his/her qualities and strengths promotes self-esteem and happiness and motivation is hardly possible without these essential comforts and supports.

The Counselling Department offers group and individual counselling. Guidance, advice and information are given in connection with specific areas of adolescent and academic development, such as subject selection, study skills, careers, tertiary opportunities and bursaries, goal-setting and other personal life skills in Life Orientation lessons. This is done with the full backing and support of the school.

The Counsellor is available for individual personal interviews with any learner who has any kind of problem. Moreover, we are on the lookout for learners whose circumstances have imposed difficulty or strain. These circumstances may be learning problems, lack of appropriate motivation, domestic upheavals or personal insecurities.

In general, pastoral care is considered to be a very important part of the work in the school, and counsel is also offered by the Principal, Deputy Principals and the Heads of Department who are charged with the care of learners. In addition, class teachers appreciate that they, too, have a meaningful role to play in this regard. The Principal and senior staff are readily accessible to learners who do not need to make appointments or experience any apprehension about approaching the management of the school.

The school is also involved in the broad aspects of the Education for Living programme. This ensures that learners have the opportunities of learning about, and addressing, the many social pressures and problems which face them now, or will challenge them in the future.

There is no formal structure for this programme and it includes intra-curricular and extra-curricular components. Lectures, talks, discussions, videos and dramatic presentations are all part of the media through which these issues are visited.

Sexuality Education is an important part of this programme. We have trained staff who are in a position to deal with this, and such issues as Aids, and pregnancy for example, with appropriate skill and sensitivity. Informative and frank teaching and discussion will always take place within the context of healthy and sound values with the objective of leading children into mature understanding of the complexities of life. Of course, values cannot be easily imposed, but good education will lead youngsters to correct and responsible decisions.

The list of topics to be included in the Education for Living programme is endless, for anything to do with life and work is relevant. The multi-cultural composition of the school and the opportunity to work with and understand other cultures is of inestimable value in the new

South Africa. We hope that Alexandrians will be well-equipped to take their place in adult society in a constructive, successful and self-fulfilled way. If education achieves this, it may be considered successful.



LEARNER LEADERSHIP

All Matric learners are to be regarded as “Senior Leaders” and will all therefore have the right to exercise this authority as well as the responsibility to exercise those rights in a mature and reasonable manner. Junior learners are expected to show deference to senior learners but it is acknowledged that respect is something the senior learners will have to earn.

All Matrics will have received leadership training and will then be given the opportunity to practice and develop whatever leadership potential exists in each individual.

Groups of Matrics will be given specific duties e.g. gate duty, tuck shop etc, on a rotating basis, so that all Matrics will participate. At some stage in the second half of the year the outstanding leaders will be acknowledged with leadership awards. The Chairperson of the RCL and two Deputies are elected at the beginning of the year and will have an important role in co-ordinating the Matric group and heading the school.

The school's philosophy as far as leadership is concerned is best reflected in the Matric's Pledge which is made publicly by the Chairperson of the RCL on behalf of the matrics each year.



THE MATRIC'S PLEDGE

Mindful of the trust vested in me, I promise to do my best to lead by example and guidance so that sound and decent values shall endure.

In a spirit of fellowship and mutual respect, and through the exercise of fairness, I shall play my part in promoting, among all Alexandrians commitment, happiness and pride in our School.