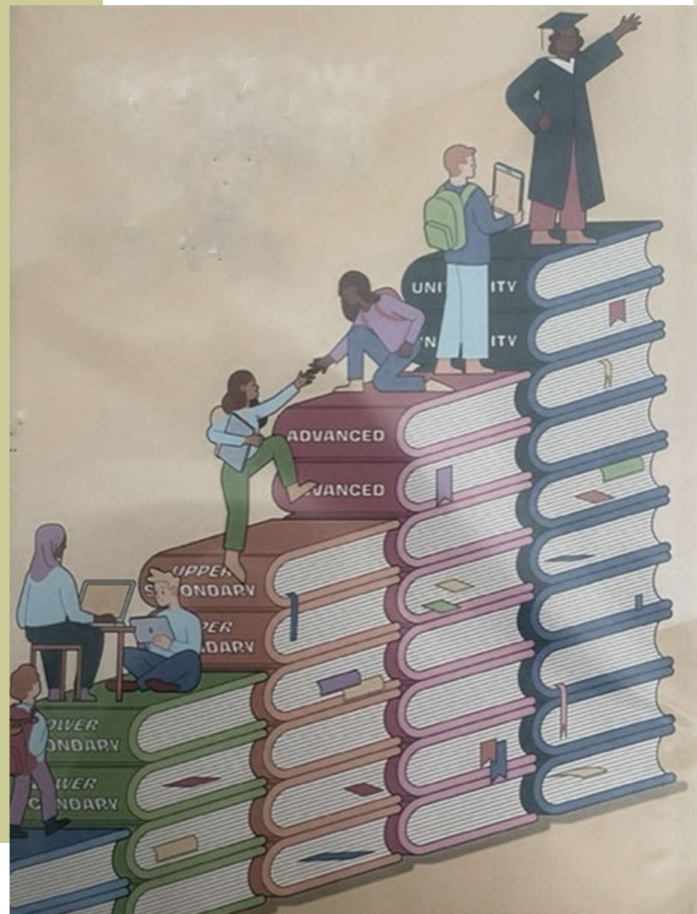


VILLAGE INTERNATIONAL ACADEMY

2024 Brochure

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**Cambridge Assessment
International Education**

Cambridge International School

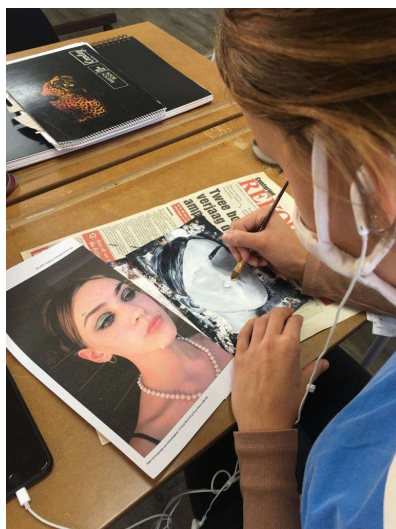


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OUR SCHOOL

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 Cambridge Assessment International Education.

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 that each child has an innate desire to learn. Therefore, the prerequisite to learning is a prepared environment where the child can be directed and not taught.

Our High School students follow the Cambridge University International Curriculum from grade 7 to 12. The grade 7 students are included in the High School as their needs differ from those in

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

Cambridge International Examinations prepare school students for life, helping them to develop an informed curiosity and a lasting passion for learning. They are part of the Cambridge Assessment, a department of the University of Cambridge.

The Cambridge International qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. They deliver high-quality educational programmes that can unlock learners' potential. Your child's needs as a learner are at the heart of the Cambridge approach. They help students develop thinking and learning skills to become confident, responsible, reflective, innovative and engaged. Ready to tackle the demands of tomorrow's world.

OUTSTANDING CAMBRIDGE LEARNER AWARDS

Outstanding Cambridge Learner Awards are a group of awards issued by Cambridge Assessment International Education. They recognise exceptional learner achievement in Cambridge examinations around the world. The primary purpose of these awards is to celebrate and recognise the success of high-performing Cambridge learners.

VMS STUDENTS WHO RECEIVED AWARDS:

- Ameer Mohamed November 2019: **Top in South Africa:** AS Marine Science.
- Thato Modibane November 2017: **Top in the World:** AS Mathematics
- Taahir Mohamed November 2017: **Top in South Africa:** AS Marine Science
- Keara Stapelberg November 2016: **Top in South Africa:** AS Business



Ameer Mohammed: 2019

The objective of our High School is to meet the adolescent's academic and social needs and interests: specific consideration and allowance must be made for their beginning steps towards independence, making their own decisions and identifying themselves with others. Our education goals try to include preparation for present-day and future living, adaptability to change, development of citizenship, self-discipline, and development of personal and social goals.

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

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

HIGH SCHOOL PHASES

PHASES

FOUNDATION PHASE – (Grade 7 and 8)

The Foundation phase 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 offer Afrikaans, French, Social Science (History and Geography), Economic Management/Accounting, Art and Design and Computer Literacy. The students write internal examinations.

IGCSE PHASE – (Grade 9 and 10)

The International General Certificate of Secondary Education (IGCSE) is an international qualification designed to equip students with the skills needed for immediate employment. The IGCSE phase provides a comprehensive study programme by drawing subjects from five areas: Languages, Humanities, Mathematics, Creative, Technical and Vocational. The curriculum has 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 the University of Cambridge Assessment International Education marks. Students complete this phase over two years.

AS-LEVEL (Grade 11 and 12)

The AS-Level is the first stage of A-levels and is equivalent to years 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 (Post Matric)

English First Language, Mathematics, Biology and Computer Science are offered on the A-level. The A-Level is a post-matric qualification and can be done in the same year as the AS-level or an additional 6 months after the AS-level is completed.



SUBJECT CHOICES**INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION [IGCSE]**

Students take a minimum of 7 subjects:

COMPULSORY SUBJECTS:

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

THE REMAINDER OF THE SUBJECTS ARE SELECTED FROM THE FOLLOWING:

- | | |
|--------------------------|-------------------------|
| 4. French | 8. Economics or Biology |
| 5. Chemistry and Physics | 9. Travel and Tourism |
| 6. Business Studies | 10. Art and Design |
| 7. Accounting | 11. Computer Science |

ADVANCED SUBSIDIARY[AS] LEVEL

Students 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.

COMPULSORY SUBJECTS:

1. English First Language
2. Mathematics

THE REMAINDER OF THE SUBJECTS ARE SELECTED FROM THE FOLLOWING:

- | | |
|------------------------------|----------------------|
| 1. Afrikaans Second Language | 6. Economics |
| 2. French Foreign Language | 7. Accounting |
| 3. Physics | 8. Business studies |
| 4. Chemistry | 9. Art and Design |
| 5. Biology | 10. Computer Science |

A-LEVEL (Pre-university level)

- | | |
|---------------------------|---------------------|
| 1. English First Language | 4. Computer Science |
| 2. Mathematics | |
| 3. Biology | |

RECOGNITION OF QUALIFICATION BY UNIVERSITIES SOUTH AFRICA(USAF)

FOR SOUTH AFRICAN UNIVERSITY ENTRANCE (EXEMPTION), a student is required to pass at least five different subjects from the correct subject groupings of which:

1. 5 subjects should be on the AS level OR
2. 4 subjects on the AS level and one on the IGCSE level.
3. 2 subjects at A-Level PLUS 3 subjects at 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 the first language;
 - For University admission, candidates must achieve A-Level (A-E grades), AS-Level (A-D grades; and IGCSE level (A–C grades).
 - Students must satisfy these requirements over a period of not more than two (2) exam sittings (2 years).

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.

DRAMA AND ART



DRAMA AND ART are integrated into the school day. Drama and Art are compulsory for the Foundation Phase students. The approach will combine formalised tuition and performance classes or opportunities.

A. DRAMA

Lessons are geared towards building self-confidence and stage presence and will include the following aspects: acting skills, characterisation, mime, make-up, dance, stage confidence and voice projection.

B. ART & DESIGN:

All Foundation phase school students take Art as a subject. Students can choose Art and Design as a subject at the IGCSE and AS levels. It is recognised for exemption purposes.



GENERAL INFORMATION

FOUND 1 AND 2	Monday and Thursday	7:45 – 15:00
IGCSE AND A-LEVEL	Monday to Thursday	7:45 - 15:00
ALL PHASES	Friday	7:45 - 12:30

- Tutorials start strictly at 7h45. No latecomers will be allowed to enter the classrooms and disrupt tutorials.
- Aftercare is available until **17:00**. High School students pay **R45** per day starting from 15:15 on weekdays and 12:45 on Fridays up to 17:00.
- A cooked lunch can be ordered at **R35** per meal.
- Staff/pupil ratios: = 1:20 this is a guideline only
- We have a three-term year.
- No school uniform is prescribed. However, students have to be dressed appropriately for an academic environment.
- A five per cent discount is granted on sibling's fees and a ten per cent discount on fees paid in full before 31 January.
- Four months' written notice is required if a student leaves the School to receive a full refund of the deposit.
- Parents need to reinforce the methods used at School at home as well.

APPLICATION PROCESS

We are selective when admitting students because the groups are small, and we need to ensure that the appropriate atmosphere of learning and respect is always maintained. Therefore, only students with impeccable personal records will be considered. In addition, our School is committed to building a close community, and it is essential to build a relationship with the family. Therefore, our admissions process attempts to gather a picture of each applicant as complete as possible. It includes a classroom visit, an assessment of the applicant, and a review of the student's academic record.

Once the application form and report card/Cambridge Certificate are received, an invitation for an assessment will be sent to the parents. An application fee of R1 500-00 is payable before the assessment. After a successful assessment, parents will be informed.

High School students are expected to spend a day at the School to experience the Cambridge education for themselves before making a final decision. We also need time to ascertain whether or not the prospective student will prosper in our setting where taking responsibility for behavior and progress is vital. 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 2024**FOUNDATION PHASE (GR 7 and GR 8)**

Application fee:	R1 500.00 Non-Refundable
Good Faith Deposit:	R28 000.00
Monthly fee:	R 9 660.00 (X 11)
This fee includes:	School fees up to 15:00, Academic Materials: Work programmes and textbooks.
Aftercare fee per day:	R45 from 15:15 up to 17:00 per child per day
Meals per day:	R35 per meal per child
Sibling discount:	5% on monthly school fees
School fees paid upfront by 31 January for the year: 10% discount	

CAMBRIDGE IGCSE AND AS PHASES (GR 9 - GR12)

Application fee:	R1 500.00 (Non -Refundable)
Good Faith Deposit:	R32 000.00
Monthly fee:	R11 000.00 (x 11)
This fee includes:	Tutoring fees up to 15:00, all academic materials, i.e. work programmes, textbooks and External Exam Fees
A-LEVEL SUBJECTS	R1 500 PER SUBJECT EXTRA
Aftercare fee per day:	R45 up to 17:00 per child
Meals per day:	R 35 per meal per child
Sibling discount:	5% on monthly school fees
School fees paid upfront for the year by 31 January: 10% discount	

Annual payment upfront carries a 10% discount if paid before 31/01/2024

Fees are payable on the 1st of the month in advance for 11 months of the year (January to November).

BANKING DETAILS**FIRST NATIONAL BANK**

Branch no: 250-655

Account no: 63056198641

Cheque (Current) account

Name: **Village International Academy**

Please use the child's name and surname as a reference.

Proof of payment can be emailed to: info@villageinternationalacademy.co.za

SCHOOL TERMS 2024,**TERM 1**

School Opens:	Wednesday	17 January	
Mid-term School Closes:	Thursday	22 February	
Mid-term School Opens:	Tuesday	27 February	
Public Holiday:	Thursday	21 March	Human Rights Day
School Holiday	Friday	22 March	School Holiday
Public Holiday	Friday	29 March	Easter Friday
Public Holiday	Monday	01 April	Easter Monday
School Closes:	Thursday	11 April	11:00

TERM 2

School Opens:	Wednesday	07 May	
Public Holiday:	Monday	17 June	Youth Day, 16 June
Mid-term School Closes:	Friday	28 June	
Mid-term School Opens:	Monday	08 July	
School Closes:	Thursday	08 August	11:00

TERM 3

School Opens:	Wednesday	04 September	
Public Holiday	Monday	23 September	School Holiday
Public Holiday	Tuesday	24 September	Heritage Day
Mid-term School Closes:	Thursday	24 October	
Mid-term School Opens:	Tuesday	29 October	
School Closes:	Thursday	05 December	11:00

YEAR PLANNER

A comprehensive term planner will be sent out at the beginning of every term in the Weekly Notices.

HIGH SCHOOL POLICIES

VMS is built on the concept of a community. A community shares common values. Its members seek to give as much as they can for the good of the whole and take only what they need. The Community aims to raise the level of the lowest members while keeping the entire Community progressing 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 workload;
8. Balancing 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 can bring their cell phones to School to facilitate contact with parents and for educational purposes. However, it should be out of sight and switched off during academic time.
- b) Students can phone parents from the High School Office or their cell phones during breaks or after School.
- c) They are allowed to listen to music with earphones **with permission** from a subject teacher:
 - During Art Classes
 - Senior students can use earphones during academic periods when they are busy with individual classwork.
- d) Cell phones are allowed on the premises of the High School only. **Likewise, no earphones are permitted outside the High School Premises.**
- e) Cell phones may be used for research under the 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 them to School. **It will always be at the student's own risk.**
- g) Cell phones will be confiscated 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 experienced a trauma such as a bereavement.
- 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 the 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 submitting a valid sick note** on the day of the student's return to School.
- The School ceases to take responsibility for a student absent for more than 15 school days.

3. LEAVING EARLY/DOCTOR'S APPOINTMENTS

Students cannot leave the premises during school hours 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. For extra murals, kindly ensure that your child's external extra murals begin after 14h00/15h00 on weekdays.

4. AFTERCARE

Aftercare begins at 15h15 or 14h15 and closes at 17h00. High School students pay R45 per day. High School students will join the rest of the School in aftercare from 16h00 to 17h00. High School students collected after 17h00 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 is not at the gate and will not be allowed to supervise your child after 17h00. A fee of R150 per 5 minutes will be charged from 17h00 to be paid when collecting your child.

5. DRESS CODE

- a) Girls are allowed to wear shorts of an **appropriate** length.
- b) No underwear should be visible. This applies to boys and girls.
- c) Straps of **tank tops** are allowed to show with spaghetti strap tops
- d) No cleavage or bare midriffs are permitted.
- e) Leggings must be worn with a long top that covers the buttocks.
- f) 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. Therefore, please notify the office and your child's classroom teacher if any significant changes occur, such as:

1. Extended vacations or business trips by a close family member;
2. A child staying somewhere other than at home (a relative/friend's house) for more than a day or two;
3. Loss of family members;
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, these parties to the education relationship must acknowledge their respective responsibilities.

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

The School recognises that every pupil does have the right to education. However, pupils must also remember that they have responsibilities to their parents, the School, Teachers, 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 a penalty guideline for Teachers. It may be deviated to accommodate specific circumstances.
2. It indicates the maximum disciplinary action considered appropriate for various types of infringements and misconduct by pupils. However, 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 provides a "progressive" or accumulative penalty, i.e. the imposition of a harsher sanction for repeated misconduct in the case of less severe infringements.

DISCIPLINARY MEASURES

1. VMS High School may initiate various forms of informal and formal disciplinary measures. The severity of action taken by the School will depend on circumstances, the seriousness of the infringement, and any relevant mitigating or aggravating factors.
2. Therefore, the disciplinary measure or penalty applied in response to the pupil's misconduct will 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 and be applied progressively. Repeated commission of a similar or related offence will result in progressively more severe action, mainly where the pupil's continued misconduct indicates a clear pattern or trend. A first severe incident may, however, justify a severe penalty
4. Disciplinary action that the School **may apply**, in order of severity, includes:

INFORMAL ACTION

1. Counselling by the Teacher;
2. Detention or time punishment; extra duties, confiscation of items misused;
3. Referral to Head:
 - i. The Head must investigate the complaint and alleged infringement to gather information and 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. Once the infringement is confirmed but is considered of a nature that does not require severe action, the Head may issue a punishment appropriate to the nature of the violation, counsel the pupil(s) and issue a suitable warning to the pupil(s) concerned. However, it should be pointed out that the investigation to be conducted is informal and that suspension or expulsion is not considered an appropriate action at this point.

FORMAL ACTION

At the discretion of the Head, a pupil may 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 offences 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

The Code cannot list every possible rule infringement. Therefore, this guideline sets out the broad principles for implementing fair discipline at VMS High School. The Staff are entitled to apply action that they believe is appropriate in the circumstances regarding 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. Intimidation of other students/bullying
5. Dishonesty;
6. Disrespect for school property; littering
7. Tardiness
8. Unacceptable manners or dress
9. Unacceptable health or safety standards
10. Leaving classrooms without permission
11. Disrupting classes
12. Inappropriate use of cell phones and earphones
13. Unfinished work or homework not completed

THE DIRECTOR/DIRECTRESS WILL:

1. Provide a structured environment where a child feels secure and confident working.
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, and 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 the significant adults in their environment use. Parents who are respectful and kind to others, especially their children, are likely to see that same behaviour develop in their children. Demonstrating a variety of healthy responses to frustration and setbacks and modelling effective problem-solving techniques and non-judgmental communication is 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.

VMS: SCHOOL OF CHOICE

VMS is a school of CHOICE. Students who cannot progress or become responsible, independent, and productive members of the Community have demonstrated that they do not represent the best fit for the principles and values of VMS. Cambridge is a prestigious qualification; it is challenging and takes a particular student to manage what is expected appropriately.

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.



“By developing independent thinking skills, I've learnt to think differently”

The Cambridge Pathway supports schools to develop learners who are confident, responsible, reflective, innovative and engaged – equipped for success in our fast-changing, modern world.

Learn more at cambridgeinternational.org

