



## **ADMISSION POLICY OF HERMANUS PRIMARY SCHOOL REGARDING THE ADMISSION OF LEARNERS TO THE SCHOOL OR GRADES AT THE SCHOOL**

Whereas Hermanus Primary School (hereinafter referred to as “the School”) is a public school, having juristic personality by virtue of the provisions of Sections 15 of the South African Schools Act, No. 84 of 1996 (as amended) (hereinafter referred to as “SASA”), the governance of which is entrusted to its School Governing Body (hereinafter referred to as “the SGB”), referred to in Section 16 of SASA;

And whereas the SGB is empowered in terms of Section 5 of SASA to determine the School’s policy regarding the admission of learners to the School and grades at the School, subject to the provisions of SASA and any applicable Provincial Law;

And whereas the SGB is mindful of the following enactments (hereinafter referred to as “the enactments”) relating to the question of the admission of learners to the School or different grades at the School, namely:

- (i) The Constitution of the Republic of South Africa 1996 (hereinafter referred to as “the Constitution”);
- (ii) the South African Schools Act, No. 84 of 1996 (as amended);
- (iii) Section 3(4)(i) and 5 of the National Education Policy Act, No. 27 of 1996 (“NEPA”);
- (iv) The Admission Policy for Ordinary Public Schools, published by the Minister of Education in Government Gazette No. 19377 dated 19 October 1998 (Notice No. 2432/98) (hereinafter referred to as the “Ministerial Policy”); and;
- (v) applicable provincial laws.

And whereas the School and its SGB defer to the relevant provisions of the enactments to the extent that they may be valid and binding upon them and take precedence over the power of the SGB to determine the admission policy of the School, whilst being determined to ensure the full implementation of the School's admission policy within the parameters of the enactments and any other applicable enactments from time to time;

Now therefore the SGB, on behalf of the School, declares the School's Policy for Admission of Learners to the School or different grades at the School, to be as follows:

## **1. APPLICATIONS FOR ADMISSION TO THE SCHOOL**

The school is committed to upholding the principles of fairness, equity, and inclusivity in all admissions processes. Recognizing the challenges posed by limited resources and infrastructure, the school strives to maximize its capacity to provide quality education without compromising the best interests of the learners. In line with the South African Schools Act, no learner shall be denied admission on the grounds of race, gender, disability, language, socio-economic status, or any other form of discrimination prohibited by law. The school remains dedicated to balancing equitable access with the practical constraints of maintaining a conducive and effective learning environment.

The School Governing Body (SGB) acknowledges its responsibility to ensure that this Admission Policy addresses the pressing shortage of resources and infrastructure while prioritizing the needs of the broader community within the education district. In determining or amending this policy, the SGB will consider the capacity of the school, the availability of other schools in the area, and the fair allocation of educational opportunities. The SGB is committed to working collaboratively with the Department of Education to ensure the optimal use of resources in addressing the educational needs of all learners.

1.1 It is acknowledged that –

- (a) the Head of Department (Education) (hereinafter referred to as “the HOD”) and/or officials of the Department of Education (DOE), including the Principal, delegated by the HOD (hereinafter referred to as “the HOD delegate(s)”) is/are

responsible for the administration of the admission of learners to the School;  
and

- (b) the HOD/the HOD delegate(s) must determine a process of registration for admission to public schools in order to enable the admission of learners to take place in a timely and efficient manner.

1.2 It is emphasised that the HOD/the HOD delegate(s)/the School Principal must (and will be required to) take this policy into account demonstrably, fairly and in accordance with law at all times whilst acting in accordance with paragraph 1.1 above, or whilst engaged in the process of deciding upon applications for admissions. The School and its SGB will also require the HOD/the HOD delegate(s)/the School Principal to allow the SGB full access to and copies of any registers or files kept as part of the admission process.

1.3 The HOD, in consultation with the School Governing Body (SGB), holds the final authority to admit a learner to the school. This authority is subject to the appeals process outlined in this policy and must be exercised in accordance with the principles of fairness, equality, and the best interests of the learner.

1.4 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to add to the prescribed application form, and ensure the completion by the Applicant of the Schedule of Information required by the governing body attached hereto.

1.5 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to ensure that Applicants are informed of and in writing acknowledge having read and understood:

- (a) the SGB Constitution;
- (b) the School's Language Policy;
- (c) the Code of Conduct for Learners; and
- (d) this Admission Policy.

- 1.6 The School and the SGB subscribe to the view that according to law, and in the absence of a Court Order directing otherwise, the legal guardian(s) of a minor learner has/have the exclusive right to decide upon the school where their child/ward is to be enrolled. Consequently, the School and SGB do not recognise an application as being valid, unless made by the biological or adoptive parent or legal guardian of a learner or the guardian(s) or person(s) by order of Court entrusted with the custody of the minor learner, or the person who undertakes to fulfil the obligations of a person referred to above towards the learner's education at school. The School and the SGB also regard adherence to this approach as being essential in that it ensures that valid permission may be given for the treatment of the learner *in loco parentis*, for the learner to embark on excursions, and so forth. Consequently, the HOD/the HOD delegate(s)/the School Principal are required to ensure that this approach is strictly adhered to.
- 1.7 The SGB undertakes to support the HOD/the HOD delegate(s)/the School Principal in encouraging the persons referred to in paragraph 1.5 to apply for the admission of their children/wards before the end of the year preceding the next school year.
- 1.8 Subject to this Policy, the SGB requires the HOD/the HOD delegate(s)/the School Principal to co-ordinate the admission of learners to public schools, including the School, in consultation with it and undertakes to give constructive support in ensuring that all eligible learners are suitably accommodated.
- 1.9 The School and the SGB require strict observance by the HOD/the HOD delegate(s)/the School Principal of the following provision of the Constitution as a prerequisite to any decision to be taken regarding the admission of a learner to the School – **“28 (2) – A child’s best interests are of paramount importance in every matter concerning the child.”**

## **2. THE SCHOOL'S CODE OF CONDUCT FOR LEARNERS (INCLUDING DRESS CODE)**

The Applicant is to note that whilst his/her refusal to subscribe to the School's Code of Conduct for Learners (including dress code) cannot be an obstacle to the admission of the learner to the School, the Code is nevertheless binding on the learner. Section 8(4) of SASA provides as follows:

“Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.”

However, learners, with the assistance of their parents/guardians, may apply for exemption from specific provisions of the Code of Conduct on cultural, religious, or medical grounds by submitting a written request to the School Governing Body (SGB) for consideration.

The Applicant is encouraged to support the School in familiarising him/herself with the School's Code of Conduct for Learners and seeing to the observance thereof by the learner.

## **3. SCHOOL FEES**

3.1 The Applicant is to note that the failure or refusal or inability of parents (as defined in Section 1 of SASA) to pay school fees cannot be an obstacle to the admission of the learner to the School.

A learner is admitted to the full school programme and may not be suspended from attending class, refused entry to cultural, sports and social activities, refused a school report card or transfer certificate, or be victimised in any other way based on his/her parents' –

- (a) inability to pay school fees or failure to have done so at any stage;
- (b) failure to support the mission statement and code of conduct of the School;
- (c) refusal to enter into a contract in terms of which the parents waive their right to claim for any consequential damage relating to the learner's education.

3.2 In terms of Sections 38-41 of SASA, a budget meeting of parents of learners enrolled at the School must be held on thirty (30) days' written notice to parents. At this meeting, a quorum of at least 10% of parents, as prescribed in Section 38(6), must be present for the meeting to proceed and for decisions to be valid. If a quorum is not reached, a second meeting must be convened with at least 14 days' notice, and at this second meeting, no quorum will be required for decisions to be valid.

At the meeting the majority of parents present decide whether or not to accept the budget prepared by the SGB for the next financial year. At the same meeting the majority of parents present and voting may decide that the payment of school fees is to be compulsory, what the amount of school fees per learner per year will be, and what criteria will be used to grant total or partial exemption to parents who are unable to pay the compulsory fees or the full compulsory fees. Parents who are unable to pay any of the fees or the full amount of the fees are entitled to apply to the SGB on the prescribed forms for total or partial exemption from the payment of school fees.

Such applications must be dealt with in confidence by the SGB, which must act fairly and apply the abovementioned criteria and the provisions of the applicable ministerial policy and Regulations Relating to the Exemption of Parents from Paying School Fees in Public Schools (Government Notice R1052), a copy of which will be furnished to parent(s) on request. Parents applying for relief may request an educator at the School or any other person to assist him/her/them with the application. A parent/parents who feel aggrieved at the decision of the SGB may appeal to the HOD, following the procedure set out in the said Regulations.

3.3 It is important, however, for Applicant(s) for exemption to note that the combined annual income of parents is taken into account in the decision as to whether or not the parent(s) qualify for exemption. "Combined annual gross income of parents" is defined in Regulation 1 of the aforesaid Regulations as – "the gross income of all the parents of a learner as defined in the Act, calculated together ...".

If a parent is unable to obtain the income details of the other parent, they may submit an affidavit as proof that the other parent is untraceable, unwilling, or unable to provide accurate information. Alternatively, a parent may provide a court order or other supporting documentation. The School Governing Body (SGB) will review such applications fairly, confidentially, and in accordance with the law.

3.4 The Applicant's attention is drawn to the following provision of SASA –

**(Section 41) – “The governing body of a public school may by process of law enforce the payment of school fees by parents who are liable to pay ...”**

3.5 Parents of learners are encouraged to support the high standard of education and the sound school facilities and environment by paying school fees and, where they are exempted totally or partially from the payment of compulsory school fees, to offer their services to the SGB for the benefit of the School.

#### **4. DOCUMENTS REQUIRED FOR ADMISSION**

A parent must apply online on CEMIS and the school provides an information sheet to assist parents with the process. After the application has been successfully completed online, the school kindly requests that an additional administration form of the school be completed. The completed application form along with the administration form must be submitted to the school either by hand or via email. The school keeps a register of all complete applications received. If a parent is unable to do an online application the school must support parents in the process. Hard Copies are accepted which must be provided by the principal/school on request.

Together with the application form, the parent/guardian must submit the following documents, as applicable:

- An official birth certificate of the learner.
- Proof of legal guardianship or custody, if applicable.
- Documentation for learners who are foreign nationals, refugees, or asylum seekers, including valid permits issued under applicable laws.

- Evidence that the learner has been immunized against the following illnesses: polio, measles, tuberculosis, diphtheria, tetanus, and hepatitis B.
- Any additional documents listed in Schedule A of this policy.

If a parent/guardian is unable to provide any of the required documents at the time of application, the learner must still be provisionally admitted. The principal of the school must:

- Advise the parent/guardian to secure the required documents as soon as possible.
- Provide guidance to the parent/guardian, including referring them to the relevant government departments or agencies for assistance in obtaining the missing documents.

The principal must also inform the parent/guardian in writing that:

- It is their responsibility to provide the outstanding documents.
- Failure to provide accurate information or required documents constitutes a breach of the admission requirements and may result in follow-up action by the Department of Education.
- Providing false information regarding the learner's age or other details constitutes a criminal offence.

Should a learner move from one public school to another, the principal must complete a transfer card and either hand it to the parent or forward it to the other school.

## **5. LEARNER AGE REQUIREMENTS FOR ADMISSION TO THE SCHOOL OR VARIOUS GRADES OF THE SCHOOL**

In accordance with the South African Schools Act, Grade R is now a compulsory part of basic education. The admission age for Grade R is four years old, turning five by 30 June in the year of admission. However, Hermanus Primary does not offer grade R therefore applications for Gr 1 should be done with the same criteria: The age norm is the grade plus 6 years.

## 6. REGISTRATION PERIOD

- 6.1 The periods for applications for admission are subject to the provisions of the WCED and may vary from year to year.
- 6.2 Applications for admission usually begin in January each year and close at the end of March regarding the enrolment of learners for the following year.
- 6.3 Parents must apply online for admission to the school. Parents must also complete an information form from the school as the online platform does not provide for certain information that the school requires.
- 6.4 In addition to the online application for admission, parents who want to enrol their children in the school for the first time must also register the learner at the school in the year before the school year to which the learner's application for admission relates.
- 6.5 All applications for admission to the school on behalf of a learner are submitted to the School Principal.
- 6.6 All prospective parents must be available for a personal interview with the School Principal (excluding prospective grade 1 parents). During such an interview, school policy, language policy, code of conduct, financial policy, and admissions policy are discussed in detail.

Although applicants' refusal to endorse the School's Code of Conduct for Learners (including dress code) cannot prevent the learner's admission to the school, the code will still be binding on the learner. Article 8(4) of the Schools Act states as follows:

**“No provision of this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.”**

- 6.7 The parents of the learner will be notified in writing of the acceptance or rejection of their application within a reasonable period, or within the period determined by the DH.
- 6.8 All unsuccessful applicants will then be placed on the waiting list, first in order of preference as determined by this policy and then in chronological order (see Appendix A2: Waiting List Procedure) and advised to apply to other schools besides the school.
- 6.9 The School will keep a proper register of all applications for admission.

## 7. APPEALS PROCEDURE

Should a parent or guardian be dissatisfied with the school's decision not to admit a learner, they may appeal the decision to the Member of the Executive Council (MEC) for Education in terms of section 5(9) of the South African Schools Act (SASA). The appeal must be lodged in writing within 14 days of receiving notification of the refusal of admission to the public school.

While the MEC considers the appeal, the school's admission policy shall remain valid and applicable. Only the provisions that are the subject of the appeal shall be suspended pending the finalisation of the appeal process.

## 8. CAPACITY

The SGB has determined the School's maximum capacity for learner admission as follows:

Total number of learners in School: 1090

Per class: 30 FP / 32 ISF

Per grade: Grade 1-3 (150) Grade 4-7 (160)

Grade	Afrikaans			English			Total: Grade	
	Number of classes	Maximum learners per class	Total: Afrikaans	Number of classes	Maximum learners per class	Total: English		
1	3	30	90	2	30	60	150	
2	3	30	90	2	30	60	150	
3	3	30	90	2	30	60	150	
4	3	32	96	2	32	64	160	
5	3	32	96	2	32	64	160	
6	3	32	96	2	32	64	160	
7	3	32	96	2	32	64	160	
			654				436	1090

The following factors were considered in determining the School's capacity:

**Educational and Curricular Considerations:**

- The curriculum and subjects offered by the school.
- The language of learning and teaching (LoLT), including dual and parallel medium instruction.
- The ability of the school to maintain or improve its academic performance.
- The extracurricular and co-curricular activities offered to learners.
- The impact of additional learners on all learners' right to receive quality education.

**Infrastructure and Facilities:**

- The number, size, and condition of classrooms.
- The availability and suitability of specialized spaces such as laboratories, libraries, and computer rooms.
- The allocation of classrooms for specific grades, subjects, and activities.
- The adequacy and availability of sanitation and ablution facilities.
- The physical space required for sports, cultural, and recreational activities.
- Compliance with national health and safety standards, including considerations of crowding and overall capacity.

**Operational and Resource Factors:**

- The utilization of available classrooms and other facilities.
- The space required for administrative functions and staff operations.
- The workload of educators and the availability of departmental job posts.
- The impact on school operations, including the efficient use of resources and management of learners.

**Overarching Principles:**

- The learners' best interests, ensuring that their right to quality education is prioritized.
- Preventing overcrowding to maintain a conducive learning environment.

- Regular analysis of the school's current capacity to accommodate additional learners while ensuring compliance with applicable regulations and safety standards.

The SGB is committed to periodically reviewing the school's capacity to ensure it aligns with legal requirements, infrastructure availability, and the school's operational needs. These reviews will guide decisions on learner admissions and ensure that all admissions uphold the school's commitment to quality education and equitable access.

See schedule B with regard to determining capacity.

## **9. SCHOOL PROPERTY**

The Applicant's attention is drawn to the following:

- (1) Every learner of a public school shall take good care of the property of the school ... which is placed at his/her disposal, and shall return it to the school on or before a date specified by any educator employed at the school.
- (2) The parents of a learner at a public school shall be liable for any damage to or loss of school ... property in respect of which the learner concerned is liable to the ... school.
- (3) It is the duty of every parent to assist the State and the governing body of a school to promote a culture of respect for school property.

## **10. RISK OF DAMAGE OR LOSS**

The Applicant is notified that the School accepts no liability for the damage to, or destruction or loss of any property brought on the School premises by the learner or his/her parent(s). It matters not who causes such damage, destruction or loss, how it is caused, whether it is caused by someone's act or failure to act, or whether it is caused by someone's intention or negligence. The School accepts no liability. Learners are encouraged to safeguard property brought onto the School premises, and Applicants and parents of learners are encouraged to take out their own insurance against such damage, destruction or loss.

## **11. CONDITIONS AND ORDER OF PREFERENCE REGARDING ADMISSION APPLICATIONS FOR GRADES 1-7**

- 11.1 The following is critical to note: The natural/traditional catchment area of Hermanus Primary School is defined as the greater Hermanus area, with boundaries extending from Fisherhaven through to Voëklip. This includes all areas that form part of Hermanus as a town. There may however be fairly discriminated as many of the Hermanus residential areas do not have public schools within their direct vicinity. Hermanus Primary may therefore choose to accept learners from areas that does not have public schooling facilities in their direct vicinity above learners from areas that do have public schools in their direct vicinity in order to ensure as many learners as possible receive the opportunity to education. This is inline with WCED guidelines.
- 11.2 The School is currently a parallel-medium institution and thus has human resources that mainly cater to learners whose mother tongue or chosen language of instruction is Afrikaans or English, as outlined in the Language Policy.
- 11.3 When applying to the school, the learner should already be proficient in the language (Afrikaans and/or English), be able to communicate in it, and possess a good vocabulary so that the learner's academic progress is not hindered, and the learner's lack of ability does not negatively impact the teaching and learning of other learners.
- 11.4 It is essential that one or both parents are proficient in the language in which the learner is taught, as the parent remains responsible for the learner's homework.
- 11.5 Such a learner will be assessed by the School's Learning Support Team upon admission, as the learner's academic progress may be adversely affected.
- 11.6 When the school receives a late application or an application from another province from a family that is moving and where the learner(s) are residing with their legal parent/guardian, and it can be proven that the parent/guardian applied in their original environment/region in a timely manner, this application will not be penalized as a late application.

11.6.1 Such a learner will be considered along with other applications.

11.6.2 The number of learners per class will be taken into account to ensure that space is available in the relevant class.

11.7 As the School and the SGB understand that they cannot unfairly discriminate against a learner on whose behalf an admission application is submitted, and are therefore not intending to discriminate, and although they wish to contribute to learner education in partnership with the State, they recognize that the school cannot accommodate all learners and some form of (fair) discrimination regarding learner admission is inevitable. No learner will be denied admission based on race, culture, religion, or financial circumstances, subject to the following provisions of the Hermanus Primary School Admission Policy.

Therefore, and in light of the above, it is the school's policy that applications will be processed in the following order of preference:

- a)** Firstly, applications for siblings of learners who are already enrolled at the school.
- b)** Secondly, applications for learners who bona fide (truly) reside with their parents (as defined in the Schools Act) within the school's natural/traditional catchment area, and whose mother tongue is the language of instruction at the school.
- c)** Thirdly, applications for learners who bona fide (truly) reside with their parents (as defined in the Schools Act) within the school's natural/traditional catchment area, and whose chosen language of instruction (as indicated by the parent(s) on the admission application) is the language of instruction at the school.
- d)** Fourthly, applications for learners whose parent(s) are genuinely employed at an address within the school's natural/traditional catchment area, and whose mother tongue is the language of instruction at the school.
- e)** Fifthly, applications for learners whose parent(s) are genuinely employed at an address within the school's natural/traditional catchment area, and whose chosen language of instruction (as indicated by the parent(s) on the admission application) is the language of instruction at the school.

- f) Sixthly, applications for learners who live outside the larger Hermanus area of the school, and whose mother tongue or chosen language of instruction is the language of instruction at the school, on a first-come, first-served basis.
- g) Lastly, applications for learners who are already placed at other schools and whose mother tongue or chosen language of instruction is the language of instruction at the school, on a first-come, first-served basis.

Notwithstanding the foregoing, the SGB reserves the right to afford overriding preference to siblings of learners already enrolled at the School.

## **12. GENERAL EXPECTATIONS OF LEARNERS**

- 12.1 That such a learner can meet the specific requirements of the grade, emotionally, socially, and academically, in the language of instruction, but more specifically, in the foundation phase.
- 12.2 That there is a need for such a learner to be educated in a traditional mainstream school environment as provided by Hermanus Primary School.
- 12.3 That such a learner will fully cooperate in academics, as well as sports, culture, and community service.
- 12.4 That such a learner will respect the school's discipline policy, will apply self-discipline at all times, and will refrain from any behaviour that may disrupt order and discipline within classrooms.

## **13. REQUIREMENTS**

Save where the provisions thereof will not serve the best interest of a learner or other learners, the SGB and the School refer to the Ministerial Policy.

## **14. ADMISSION OF NON-CITIZENS**

Applications for admissions of non-citizens will be dealt with in accordance with paragraphs 19-21 of the ministerial policy.

## **15. THE SGB AND THE LEARNERS OF THE SCHOOL**

- 15.1 All learners will be required to observe their duties and are entitled to exercise their rights and require the observance of their rights as set out in the Code of Rights and Duties of Stakeholders of the School.
- 15.2 The SGB considers itself to be in duty bound to protect the educators, learners, parents and non-educators of the School from physical or mental violence to the full extent of its power to do so and further, to foster the physical, mental and moral welfare of learners.

To this end, the SGB -

- (a) reserves the right to take all steps within its power to prevent the admission of a learner whose conduct or behaviour may endanger the welfare, safety or life of learners or staff members in the school or the very interest the SGB considers itself to be in duty bound to protect;
- (b) may enquire from and take issue with the HOD concerning the wisdom of admitting a learner to any grade in the School when the learner will be severely prejudiced by reason of the inability of the learner to communicate or be communicated with at the level required for proper tuition to take place in that grade;
- (c) may take whatever steps may be reasonably practicable, given the resources and circumstances of the School, to assimilate a disabled prospective learner into the School; and
- (d) requires a member of staff or a learner or any learner's parent(s) to report to it any matter relating to the abuse of the rights or invasion of the interests which it seeks to protect.

## **16. THE PARENTS AND THE SCHOOL/SGB**

- 16.1 The parents(s) of learners are requested to complete the prescribed consent form to enable the School staff to act in the best interest of the learner in cases of emergency or to relieve the learner's pain or discomfort until the parent(s) can intervene.

- 16.2 Parents of learners at the School have, apart from their duties, several rights. *Inter alia*, they have the right to be consulted regarding the formulation of the School's language and religious policies and code of conduct, or any amendments thereto. They are also invited to submit recommendations and proposals to the SGB regarding the supplementation or amendment of existing policies or the existing Code of Conduct for consideration by the SGB.
- 16.3 Parents are encouraged to become involved in all the activities of the School, to offer to serve in the governance structures and support groups serving the interests of the School community, and to support the education process by interacting constructively with educators and ensuring that set work and homework is done by the learner conscientiously and punctually. Parents are also required to ensure that their children are properly equipped to participate fully in the tuition process and that they attend school punctually and regularly.

16.4

## **17. REPEATING GRADES**

Repeating grades very seldom leads to a significant increase in the learner's abilities. In fact, the opposite often occurs. The norm for repeating grades is one year per school phase, where necessary. A learner will not be permitted to repeat a grade more than once.

## **18. REVIEW OF THE ADMISSION POLICY**

The School Governing Body (SGB) commits to reviewing this Admission Policy at least once every three years or whenever changes in legislation, regulations, community needs, school capacity, or other relevant circumstances necessitate a review. The SGB will also initiate a review upon request by the Head of Department (HOD). All amendments to the policy will be guided by the best interests of the learners, the needs of the school community, and compliance with applicable laws and regulations.

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## **SCHEDULE A**

Information required by the SGB in addition to that required to be furnished in terms of Ministerial Policy or Provincial Policy or Law:

In addition to the completed application form, the following documents and/or information must be provided to the principal as representative of the Governing Body:

1. Proof of WCED (Workplace Skills Development) Application
2. The original or certified copy of the learner's birth certificate or identity document. If this is not available, the learner will only be provisionally admitted pending the receipt of a copy from the Department of Home Affairs within three months.
3. Name, residential address, work address, and all telephone, email, fax, or postal details of each person falling within the definition of "parent" of the learner according to the Schools Act.
4. A certified proof of address for each person falling within the definition of "parent" of the learner according to the Schools Act.
5. A certified copy of the learner's most recent report from the previous school.
6. A certified copy of the learner's immunization card. If the parent is unable to provide the necessary proof, the principal must inform the parent that the learner can be immunized according to the primary health program.
7. If the learner is transferring from another school outside the Western Cape, the transfer certificate completed by the principal of the previous school—if such a certificate is not available, the learner may be admitted to the school and placed in a specific grade based on the following documentation:
  - a. The most recent report from the previous school; and/or
  - b. An affidavit from the parent detailing the reason for the unavailability of the transfer certificate and the grade the learner was in at the previous school.
8. If the learner is transferring from another school within the Western Cape, the required original CEMIS transfer certificate from the previous school must be submitted.
9. Details of any serious offenses the learner may have been found guilty of by a principal or a Governing Body of a previous school attended by the learner.
10. Details of any special needs the learner may have in order to receive meaningful instruction at the school.

## SCHEDULE B

### **\POLICY: LEARNER NUMBERS (determining physical capacity)**

#### **OBJECTIVE**

To create an ideal learning environment for maximum learning by each learner. This is achieved by optimally utilising facilities with a view to successful knowledge transfer and a positive learning experience.

#### **DOCUMENTS USED/CONSULTED**

- The Constitution of the Republic of South Africa, No. 108 of 1996
- The South African Schools Act, No. 84 of 1996
- The Occupational Health and Safety Act, No. 85 of 1993
- Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure (Published under GN R920 in GG 37081 of 29 November 2013);
- SANS 10400 : 2010 building regulations
- Curriculum statements and other distributed policy documents  
(such as the National Curriculum Statements Grade 10–12: Hospitality Studies, January 2008)

#### **DETERMINING LEARNER CAPACITY**

Classrooms provided by the Department:

Number	m <sup>2</sup>
23	42

Classrooms provided by the SGB:

Number	m <sup>2</sup>
10	42

## CAPACITY: LEARNERS PER CLASS

- **Learner Desk** : 0.2475 m<sup>2</sup> (single) and 0.45 m<sup>2</sup> (double)
- **Teacher's Desk** : 0.88 m<sup>2</sup>
- **Cabinets** : 4.6 m<sup>2</sup>
- **Teacher's Movement Space** : 7 m<sup>2</sup>
- **Learner's Movement Space** : 1 m<sup>2</sup>
- **Class Size** : 42 m<sup>2</sup>

### FORMULA FOR CLASSROOM WITH SINGLE DESKS

[Class size (m<sup>2</sup>), minus educator furniture (m<sup>2</sup>) (furniture/equipment such as cupboards), minus 7 m<sup>2</sup> (space for educator)] ÷ [space for learner (m<sup>2</sup>) + size of learner desk (m<sup>2</sup>)] = learner capacity per class

**[42 m<sup>2</sup> - 0,88 m<sup>2</sup> - 4,6 m<sup>2</sup> (educator furniture) – 7 m<sup>2</sup> (educator space)] ÷ [1 m<sup>2</sup> (learner space) + 0,2475] = 24 learners**

### FORMULA FOR CLASSROOM WITH DOUBLE DESKS

[Class size (m<sup>2</sup>), minus educator furniture (m<sup>2</sup>) (furniture/equipment such as cupboards), minus 7 m<sup>2</sup> (space for educator)] ÷ [space for 2 learners (m<sup>2</sup>) + size of learner desk (m<sup>2</sup>)] times 2 = learner capacity per class

**[42 m<sup>2</sup> - 0,88 m<sup>2</sup> - 4,6 m<sup>2</sup> (educator furniture) – 7 m<sup>2</sup> (educator space)] ÷ [2 m<sup>2</sup> (learner space) + 0,45] = 12 x 2 (learners per desk) = 24 learners**

**(The regulations in terms of minimum uniform norms and standards for public school infrastructure <sup>(1)</sup> prescribe the following minimum space:**

- Grade R : Learner – 1,6 m<sup>2</sup>  
Educator – 7 m<sup>2</sup>
- Grade 1–12 : Learner - 1 m<sup>2</sup>  
Educator – 7 m<sup>2</sup>
- Learners with disabilities : Learner - 2 m<sup>2</sup>

## **LEARNERS PER SCHOOL**

The total number of classrooms multiplied by the maximum learner capacity. We assume that all classrooms are 42m<sup>2</sup> as the vast majority are this size, and this results in the fewest problems from a management perspective.

### **Other facilities that are not suitable for use as classrooms:**

- Science Laboratory
- Technology Class
- Library
- Office
- Staff Room
- Storage Rooms
- Computer Centre
- School hall

### **Facilities provided by the SGB:**

- Clubhouse
- Administrative Offices
- Remedial Classes
- Tuckshop
- Garages
- School Hall
- Amphitheatre
- Computer Room

## CLOAKROOMS

### NUMBER OF BOYS

BOYS	REAL NUMBER	SABS NUMBER
Toilets	7	9
Urinals	2	8
Washbasins	7	8

### NUMBER OF GIRLS

GIRLS	REAL NUMBER	SABS NUMBER
Toilets	8	15
Washbasins	7	8

See attached SABS 0400 building regulations for calculating the number of facilities in relation to the number of people.

Local regulations, such as fire and other safety measures (consult local building and/or fire regulations).

### EXPLANATORY NOTES

1. The Governing Body has contributed to the benefit of the learners by establishing 8 extra classrooms for effective teaching, and not to increase school capacity.
2. Due to occupational safety, there should not be more than 24 learners per session in the technology classroom/laboratory.
3. Toilets and washbasins are already overused.
4. There are currently no expansion opportunities on the premises, nor any SGB funding.
5. There is currently one person on the roaming roster without a base.
6. Classes already contain an average of 6 more learners than the SABS 0400 regulation allows.

(School) is filled to capacity if (number) learners have enrolled.

**Table 1 – Occupancy-of-building classification**

1	2
Class of occupancy of building	Occupancy
A1	<b>Entertainment and public assembly</b> Occupancy where persons gather to eat, drink, dance or participate in other recreation.
A2	<b>Theatrical and indoor sport</b> Occupancy where persons gather for the viewing of theatrical, operatic, orchestral, choral, cinematographical or sport performances.
A3	<b>Places of instruction</b> Occupancy where school children, students or other persons assemble for the purpose of tuition or learning.
A4	<b>Worship</b> Occupancy where persons assemble for the purpose of worshipping.
A5	<b>Outdoor sport</b> Occupancy where persons view outdoor sports events.

**Table 4 – Provision of sanitary fixtures**

1	2	3
Type of occupancy and population	Fixture	Exceptions
<b>A3</b>	Table 6	

**Table 6**

1	2	3	4	5	6
Population <sup>a</sup>  number of people	Number of sanitary fixtures to be installed				
	Males			Females	
	Toilet pans	Urinals	Wash-hand basins	Toilet pans	Wash-hand basins
≤ 15	1	1	1	2	1
≤ 30	1	2	2	3	2
≤ 60	2	3	3	5	3
≤ 90	3	5	4	7	4
≤ 120	3	6	5	9	5
> 120	Add 1 sanitary fixture to the above for every 100 persons			Add 1 sanitary fixture to the above for every 50 persons	Add 1 sanitary fixture to the above for every 100 persons

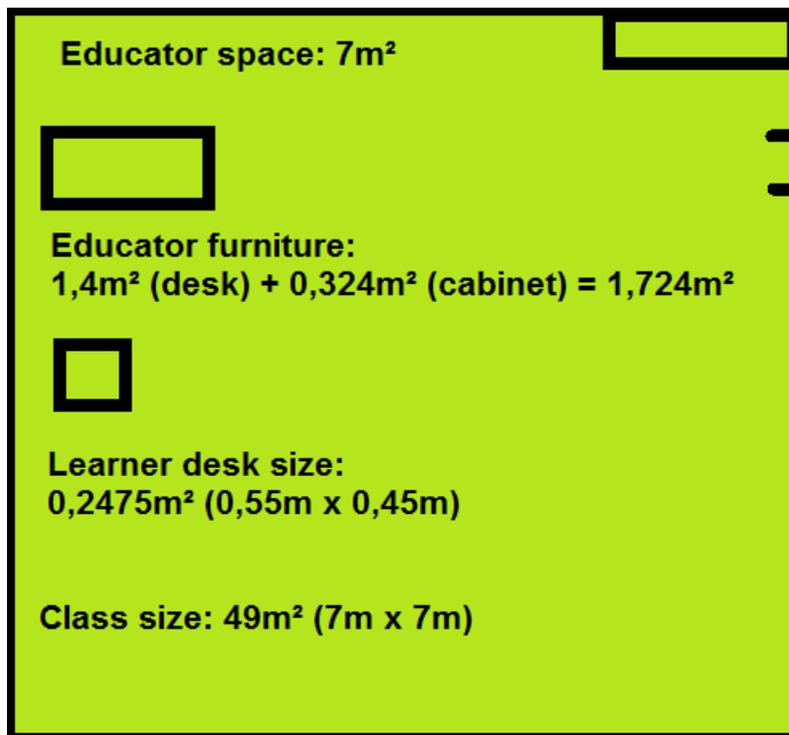
NOTE If the facilities provided in a shopping complex can be conveniently situated so that they are available to the personnel and the public and visitors, it might not be necessary to provide separate facilities for the personnel in individual shops. The minimum number of facilities provided should then be the total required in accordance with this table for the total number of personnel in the shops within the complex who make use of these facilities.

<sup>a</sup> Population is the number of personnel only of a particular sex in an occupancy. The total number of personnel will, in some cases, be the total population obtained from Regulation A21, the public and visitors being very few in number. In other cases the proportion of personnel to the public and visitors will have to be established. The total number of personnel in a shopping complex, or in any particular shop, may be taken as 10 % of the total population for such complex or shop calculated in terms of Regulation A21.

## A practical illustration of the capacity determination formula<sup>2</sup>:

Formula for classroom with single tables:

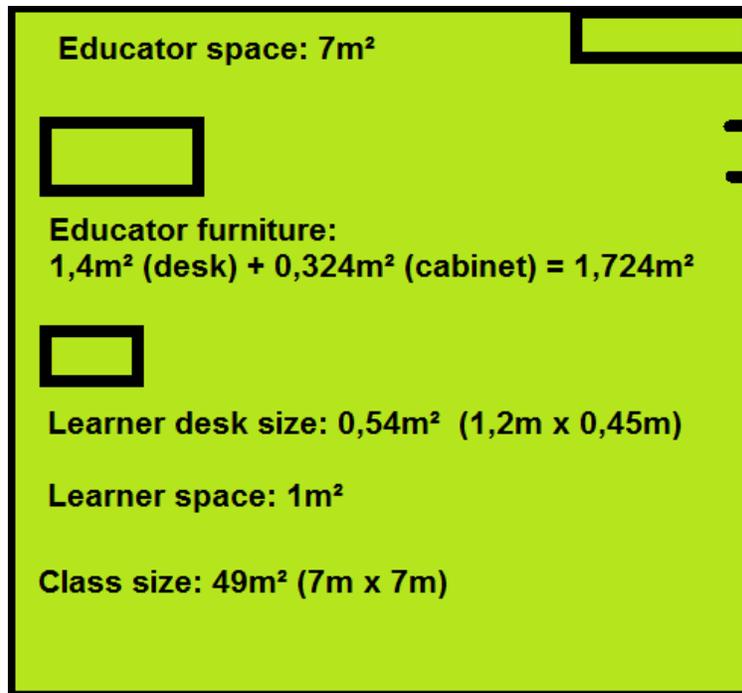
[Class Size (m<sup>2</sup>) minus teacher's furniture (m<sup>2</sup>) (furniture/equipment such as cabinets/desks) minus 7 m<sup>2</sup> (space for educator)] ÷ [Space per learner (m<sup>2</sup>) + size of learner-table (m<sup>2</sup>)] = learner capacity per class



49 m<sup>2</sup> (Class size) **MINUS** 1,724 m<sup>2</sup> (Educator furniture) **MINUS** 7 m<sup>2</sup> (Educator space)  
**DIVIDED BY** 1,275 m<sup>2</sup> (Learner space: 1 m<sup>2</sup> + Learner desk size) = 32 Learners

Formula for classroom with double tables:

[Class Size (m<sup>2</sup>) minus teacher's furniture (m<sup>2</sup>) (furniture/equipment such as cabinets/desks) minus 7 m<sup>2</sup> (space for educator)] ÷ [Space per learner (m<sup>2</sup>) + size of learner-table (m<sup>2</sup>)] times 2 = learner capacity per class



49 m<sup>2</sup> (Class size) **MINUS** 1,724 m<sup>2</sup> (Educator furniture) **MINUS** 7 m<sup>2</sup> (Educator space)  
**DIVIDED BY** 2, 54 m<sup>2</sup> (2 Learner's space: 2 m<sup>2</sup> + Learner desk size) = 16 Learners  
**TIMES 2** (Learners per table) = 32 Learners

**(Revised Policy – Approved at Governing Body Meeting 27-01-2026)**

SKOOLHOOF

VOORSITTER

