



# The Village Waldorf School

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# Introduction and Application

## Pack 1

Dear Prospective Parent,

Thank you very much for your interest in our school. You are invited to view the school and meet with our teachers.

At present we offer a Play Group, Kindergarten and Primary School. Children start Grade 1 in their seventh year, unless their birthday is after the end of September.

Please note that it is a requirement of the College of Teachers that anyone wishing to enroll their children in our school must go through an in-depth interview and complete all forms / paperwork as well as attend a 3 day trial period.

Waldorf Schools' tuition covers the basic State and I.E.B. syllabus but offers a much deeper and richer level of learning.

It is extremely important to understand the essence and philosophies of Waldorf education. To facilitate this, we advise you to visit our website. The website contains information to other informative links.

We look forward to the opportunity of welcoming your child / children into our Waldorf Community.

Thank you again for your inquiry.

Yours sincerely,

The Village Waldorf School

## **ABOUT WALDORF EDUCATION**

### **LESSON STRUCTURE:**

Throughout primary school, the first two hours of each day form a main lesson in which a subject is explored as a block for 3 or 4 weeks. This allows for an in-depth approach and encourages concentration rather than fragmentation of the pupil's involvement. All of the 7 lively arts (music, modeling, movement, speech, drama, drawing and painting) can be used to deepen the subject content and to learn it on different levels. This constitutes the Waldorf approach to integrated studies. It allows for wider and deeper exploration of subject matter than is catered for by syllabi geared to examinations.

### **PLAN OF THE DAY:**

Work that is intellectually demanding is performed early in the morning when pupils are fresh. Art, music and language lessons follow this and crafts are time-tabled for late morning or afternoon periods. Each main lesson is structured to allow pupils to "warm up" for the lesson, through speech, movement and music in the liberal arts tradition, and provides time for quiet intellectual work and for physical, practical or artistic activity.

### **INTRODUCTION OF NUMBERS IN GRADE ONE:**

These are introduced in story form as realities in themselves which have particular qualities. For example, two is the duality inherent in day/night; four is the structure for seasons; and six forms the walls of a bee's home. The concept of a number is associated with realities in the physical world which have a qualitative difference.

### **INTRODUCTION OF LETTERS IN GRADE ONE:**

Introduced as shapes linked to the mental images contained in stories; a goose becomes a G, a house an H. Writing, a concrete activity, precedes reading, a more intellectually demanding exercise. Exercises in movement, modeling and drawing precede formal writing.

### **THE GOAL OF EDUCATION:**

To assist each child to develop their inner capacities to the full in order to become a person of initiative, compassion and insight and to acquire the skills and knowledge necessary to work and contribute to society.

### **RELATIONSHIP BETWEEN CURRICULUM AND PUPIL AGE:**

The curriculum is designed to provide the experiences considered necessary to match the inner stage of development of the child. This means, for example, that fractions in arithmetic and the singing of rounds in music would not be taught while the child still perceives the world as a unity, but at the age of 9, when she begins to feel an observer of nature rather than part of it – an indication that the spirit of the child is proceeding a step further into early incarnation.

### **EXAMINATIONS:**

None during the primary school phase. All pupils are promoted on the basis of age unless there are serious learning disabilities which the particular teacher cannot cope with.

### **GENDER EQUALITY:**

All pupils are treated as equals with the same ambitions and needs. All learn to knit in the first class. In the fifth grade, girls begin woodwork alongside boys.

### **MORAL EDUCATION:**

All subjects are permeated with respect for the created world and dignity of the human being, amounting to reverence in early classes. The aim is to enable the child to experience the Good, the Beautiful and the True in systematic progression, in pre-school, primary and high school respectively, as appropriate for their state of development.

### **THE STRUCTURE OF THE SCHOOL:**

There is no school principal or head teacher. All permanent teachers are equal members of a college of teachers which administers the school and sets all educational policy. Usually there is a school council on which parents and teachers are equally represented, and which takes responsibility for legal and financial matters.

## **EDUCATING THE WHOLE CHILD TOWARDS CREATIVE RESPONSIBILITY:**

Waldorf education was started in Germany in 1919 by Rudolf Steiner, and is now the fastest growing school movement in the world, with over 1000 schools and institutions worldwide. This is the educational system recommended in the white paper of the UN on education. Waldorf education prepares young people for the challenge of our changing world.

The Village Waldorf School is situated southeast of Pretoria on the Country Lane Estate overlooking the Rietvlei Dam.

With its farm atmosphere in a secure environment, this young and growing school encourages a community spirit and fosters environmental and social awareness.

## **KINDERGARTEN... Where Goodness prevails.**

In the Kindergarten children have the opportunity to draw and paint in the unique Waldorf way, garden, bake, learn seasonal craft and beeswax modeling. Gross and fine motor skills, sense integration, spatial development and other skills necessary for learning later in life are developed through natural human activities.

We value our children's art and craft and therefore they are allowed to work with the best quality material. Their childhood is protected by encouraging free play both indoors and outdoors. Our kindergarten is an environment where the very young child can explore the world within the safety provided by caring adults.

## **PRIMARY SCHOOL**

In the primary classes, the relation between teacher, learner and the parents is central to the learning environment. A low teacher-learner ratio allows for individual attention. Classes are not static: children's natural inclination for movement and activity is utilised for learning instead of being repressed. The full range of academic subjects is offered. Subjects are taught in 3 to 4 week cycles to allow in-depth learning through uninterrupted focus on the theme. The rhythmic teaching supports the natural learning process without creating pressure for the child.

Main lessons include: English, Second Language, Mathematics, Geometry, Geography, Ancient Civilizations, Mythology, Biology, Science, Astronomy, Humanities. Subject teachers teach other subjects such as Languages, Technology, Religion, Eurhythmy and Sport.

In-depth written reports at the end of each year replace the stressful conventional exams. Continuous assessment takes place throughout the year and parents are kept informed by parent's evenings and class letters. The children are motivated through creative involvement in their work rather than competitive accomplishment.

## **TEACHERS:**

The teachers actively work with all aspects of the child. They observe and allow the child's development. Thinking, feeling and doing receive primary attention resulting in a balanced, happy child.

## **FESTIVALS: COMMUNITY EVENTS**

The four major festivals, namely; Easter, St. John's Fire Festival, Michaelmas and Christmas are celebrated with enthusiasm, creating a yearly rhythm for the whole community.

The Village Waldorf School's motto is "Embracing Childhood", and with this in mind we have put together a few simple but important guidelines to help you integrate your children and family into the school community.

The **Parent – Child – Teacher relationship** is founded on trust between the Parent and Teacher. The Child will only find his place in the Class and grow in a healthy way if this trust is given in a reciprocal understanding. The child needs to know that you, the parent have entrusted them with your teacher. Make that connection, engage with your child's teacher and foster a trust relationship. This relationship thrives on communication. The opportunities for communication between teacher and parent are made available at Parents Evenings and Meetings, Parent Talks, Community Events and through the Newsletters.

Your child's **connectedness with the school** is vital to their security and happiness in the school. When your child sees that you are involved and active in the school at Festivals and Fundraisers, in Parents Committees and Community Events, even the Tuck Shop, the school becomes an extension of their homes and that warmth is spread into their school life.

There are certain guidelines which need to be remembered when selecting **clothing** for your child to wear to school. Please don't let them wear clothing with obvious branding, slogans or cartoon and television characters. This interferes with the child's identity and we would like the child's own essence to shine through. Do allow for changes in weather conditions and also for spills and accidents, especially with the younger children. We have a large Lost Property basket, but not always the right sizes. It is important to have the children come to school with sturdy shoes or to have these kept in a bag at school. Hats are also very important for outside activities, play or walks. Hats may also be kept at school.

The children's **hair** may be worn long but fringes should be kept out of their eyes. Hairstyles should please not be extravagant.

Much as we commiserate with sticky traffic conditions, we must stress the necessity of **punctuality**. The children should be at school by 7.50 in the morning. Classes start at 8.00 and being late distracts the children and the harmony which the teacher requires for verses and circle time is upset.

The **media** plays a forceful role in our lives and is regarded as a powerful instrument of influence over society. We ask that parents limit their children's television viewing. Unfortunately the television set is not the only difficulty and parents need to be extremely cautious of computer games, X-boxes and such. Magazines, newspapers, radio are all mostly adult material and children can be emotionally harmed if unduly exposed to material which is not age appropriate.

**Food** is an emotive issue which responds to a very powerful, primal drive with sensory dimensions of pleasure and well being. Parents often want to please their children with sweet treats, but be aware that sugar, preservatives and artificial colourings have a powerful and often immediate effect on your child's metabolism, and that these effects may impact on their learning and on their responses in the classroom.

**Lunch boxes** should contain simple, nutritious food. If your child stays for after care, please be sure to pack in extra food for the afternoon, when hunger pangs can make for a very unhappy child.

We love to celebrate the **children's birthdays** at the school and a simple cake with a few treats, not too sugary or spicy will be very welcome. Please consult with your child's teacher in good time to check on special requests or requirements for the birthday celebration.

## APPLICATION FOR ADMISSION

To be fully completed, with all requirements, for processing & consideration.

PLEASE HAND IN THE FOLLOWING, WHERE APPLICABLE:

- a) Certified copies of 2 most recent full school reports, including an end of year report;
- b) Certified copies of any/all remedial &/or psychological assessments including from younger years;
- c) Certified copies child's birth certificate, unabridged if available, or ID, & parents' IDs/passports ;
- d) A recent photograph;
- e) Letter/s of motivation from parent/s;
- f) Divorce consent papers, if applicable;
- g) Non-refundable Application Fee. Refer to Fee Schedule for bank details.
- h) Retain pages 1 - 8 for your information and record.
- i) Any relevant non-disclosure will result in nullifying this application.

### **Application Process:**

- Applications are pre-assessed for consideration/short listing for interviewing, depending on suitable space being available, or put on the waiting list for future consideration. Interviewing is not guaranteed.
- Your child would be required to attend an interview, together with preferably both parents.
- The child is enrolled for a 3-day trial period. During this time the teacher will observe the child in the Waldorf classroom setting.
- Payment for costs of any further testing and/or assessment required by the school may be at an extra cost.
- Acceptance is subject to a successful interview with the Class Teacher/Guardians, approval by the relevant Faculty, and financial interview, which will include a consumer credit check, certified copies of three months bank statements and ID documents are required for this meeting.
- Acceptance, with probation, conditional to your agreement to provide any extra learner support if required, and any other conditions, will be confirmed after the relevant Faculty meeting.
- Acceptance documents will be issued with a letter of acceptance, for completion and return of all forms prior to entry.
- Non – refundable enrollment fee and advance payment of the first month's school fees is required prior to entry. (The enrollment fee may not be refunded in the event of your cancellation prior to commencement).
- A transfer certificate or transfer letter and our completed Financial Clearance certificate must be obtained from previous school, prior to entry. Failure to comply will result in the pupil only having a maximum 3 day visiting status, as registration is not possible without these documents.
- Unabridged birth certificates would still be required if currently not available.
- Study permits, or proof of application, will be required prior to entry of non-South African scholars.

***Your application is only secured once your enrollment fee is paid.***

## **CONDITIONS OF ENTRY FEE POLICY**

Our school's financial liquidity is dependent on the prompt payment of school fees by parents/guardians. Fees are subject to an annual increase and monthly fees are payable in advance on or before the 1st working day of every month. Interest on advance payments will be kept by the school. The Board of Trustees of The Village Waldorf School reserves the right to make adjustments to the school fees and related charges from time to time, as it may deem fit.

### **Payment of School Fees**

#### **Yearly**

The only acceptable form of payment under this option will be by EFT. Payment must be made by end of January.

#### **9 Months/ 10 Months / 11 Months**

The only acceptable form of payment under this option will be by EFT. No discounts are allowed on monthly payments. EFT's must be done before the 7th of each month.

#### **Admission of learner**

Once the interviews have been completed, payment arrangements need to be made with the bookkeeper including the payment of the non-refundable enrollment fee. A learner will only be accepted into the school once the enrollment and school fees (yearly/1st month) have been paid in full.

#### **Withdrawal of learner from The Village Waldorf**

Should a child withdraw from The Village Waldorf for any reason whatsoever, the parent has undertaken to give one(1) full term's notice of such a withdrawal to the school office or alternatively, to give one term's fees in lieu of notice. If the parent is not certain regarding withdrawal of child due to a transfer etc., please give the school a provisional letter of notice. This enables the school to plan the intake of new children.

#### **Responsibility of parents**

The onus is on the parent to monitor her/his accounts. If the parent is unable to honour payment for whatever reason it is the responsibility of the parent to contact the Bursar so that the situation can be reviewed.

## **PARTICIPATION AND SUPPORT**

General information is emailed to parents and regular updates are made to our Facebook page. You will be expected to attend all termly Class Parent meetings, talks, the Annual General Meeting and festivals, to meet the teachers and support your child's education. Parents are asked to attend introductory courses in Waldorf Education if they have not previously done so. The school holds fundraising events in which families are expected to play an active part. Parents are held responsible for supporting our expectations, behaviour code and punctual attendance of their children at school and all school functions. We also invite parents to volunteer their services on the Parents' Committee, enquire at the office.

**DISCLAIMER:** The Village Waldorf School accepts no responsibility for any personal property brought to school.

**APPLICATION – CONFIDENTIAL**

*The School shall fully comply with the statutory obligations contained in POPI and the School shall ensure that the Privacy and Data Protection Conditions are strictly adhered to when processing the Personal Information.*

<b>Grade Applying for:</b>	<b>Admission Date (Month &amp; Year):</b>
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**SECTION 1 – CHILD'S DETAILS**

<b>Surname</b>	<b>Name</b>	
<b>Nickname / Preferred name</b>	<b>Date of Birth</b>	
<b>ID no</b>	<b>Gender</b>	<b>Age</b>
<b>Home Language</b>	<b>Race</b>	
<b>Nationality</b>	<b>Permanent/Temporary Residency (if non-S.A)</b>	
<b>Dexterity of learner (left/right handed)</b>	<b>Mode of Transport</b>	

**SECTION 2 - OTHER CHILDREN IN THE FAMILY**

<b>Name</b>	<b>DOB</b>	<b>School</b>



**SECTION 3 – PARENT / GUARDIAN CONTACT INFORMATION****PARENT / GUARDIAN 1****PARENT / GUARDIAN 2**

<b>Surname</b>	
<b>Name</b>	
<b>ID</b>	
<b>Nationality</b>	
<b>Resident with child YES / NO</b>	
<b>Has parental responsibility YES / NO</b>	
<b>Marital Status</b>	
<b>Residential Address</b>	
<b>Postal Address</b>	
<b>Occupation</b>	
<b>Business / Work Name</b>	
<b>Business / Work Address</b>	
<b>Work Phone</b>	
<b>Home Phone</b>	
<b>Cell Phone</b>	
<b>E-mail</b>	

**SECTION 4 - SCHOOL HISTORY (complete where applicable)**

Has the child attended a Crèche/Nursery School/Day Mother/Home?

Name: \_\_\_\_\_ from what age? \_\_\_\_\_ for how long \_\_\_\_\_

Present School / Last school attended: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone no. \_\_\_\_\_

Current class \_\_\_\_\_ Current teacher \_\_\_\_\_

Date and Grade of Entry \_\_\_\_\_

**PREVIOUS SCHOOLS ATTENDED**

School	Years	Grades

Reasons for change of school(s)

\_\_\_\_\_

Has child been asked to leave a previous school? Yes/No If yes, state when and why:

\_\_\_\_\_

Has child ever been suspended from school? Yes/No If yes, state when and why:

\_\_\_\_\_

Has child failed/repeated any class? Yes/No If yes, please elaborate:

\_\_\_\_\_

Describe child's specific problems, if applicable, at any of the above schools:

\_\_\_\_\_

**SECTION 5 – MEDICAL INFORMATION**

*The school administers homeopathic tissue salts, essential oils, plasters and minor wound dressing only. Any medical condition arising requiring more serious medical treatment*

will require parental consent to take the child to the nearest emergency room (Kloof Mediclinic) or for the child to be collected by the parent.

<b>Name of Family Doctor:</b>
<b>Telephone Number:</b>
<b>Medical Aid Number:</b>
<b>Medical Aid Name:</b>
<b>Main Member:</b>
<b>Alternative Person to Contact in an Emergency – Name:</b>
<b>Number:</b>
<b>Relationship to Learner:</b>
<b>Life-threatening Allergies:</b>

## SECTION 6 - DOMESTIC SITUATION

In what environment did child grow up?

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Describe your home atmosphere

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Do parents supervise homework? Yes/No

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Does child have own bedroom? Yes/No. If no, with whom does child share?

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Sleep: Normal/Heavy/Restless/Sleepwalking/Nightmares/Bedwetting:

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Wakes: immediately/slowly. \_\_\_\_\_

Mood on awakening

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Any other comments

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Has child been separated from parents for any reason? Yes/No For how long?

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Change of country/ies \_\_\_\_\_ At which age/s \_\_\_\_\_  
For how long \_\_\_\_\_

Child's regular home tasks

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Special abilities, hobbies, interests

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TV/DVDs/Computer/Xbox games: Hours per day during week: \_\_\_\_\_  
Hours per day during weekend: \_\_\_\_\_

Which programmes \_\_\_\_\_

What music/games \_\_\_\_\_

Special interests/hobbies of parents

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## **SECTION 7 – PRENATAL, BIRTH HISTORY AND EARLY CHILDHOOD DEVELOPMENT**

Pregnancy: Was it a planned pregnancy? Yes/No Further information:

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Air flights during pregnancy? At which months and where?

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Health during pregnancy: Illness/Infections/Prolonged morning sickness/Medications?  
Describe:

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Birth: Full term/if Premature, at what number of months \_\_\_\_\_

Birth Weight \_\_\_\_\_

Labour: Slow/Quick/Induced/Epidural/Caesarean Why?

---

Type of Birth: Normal/Breech/Forceps

---

Describe any complications

---

At birth baby cried immediately/delayed? Difficulty in breathing / jaundice / blood transfusion / incubation? Any other comments:

Feeding: How long? Breast \_\_\_\_\_ Bottle \_\_\_\_\_

Solids: When? \_\_\_\_\_ Meat: When? \_\_\_\_\_ Egg: When? \_\_\_\_\_

Other info: \_\_\_\_\_

As a baby - Happy/Contented/Difficult/Colicky

General feeling towards baby at birth

Describe if postnatal depression or other problems

Immunisations: list which and at what age

Air flights after birth - what age, how often and destination

## SECTION 8 – DEVELOPMENT

When did child first: Sit \_\_\_\_\_ Crawl \_\_\_\_\_

Did you use a:

Table carrier: Yes/No. How often \_\_\_\_\_

Walking Ring: Yes/No. How often \_\_\_\_\_

Jolly jumper: Yes/No. How often \_\_\_\_\_

Would you describe child as clumsy? Yes/No/Sometimes \_\_\_\_\_

Would you describe child as hyperactive/too dreamy? Yes/No/Sometimes \_\_\_\_\_

Were teeth late to appear? Yes/No. When? \_\_\_\_\_

Ages of: Bladder control \_\_\_\_\_ Bowel control \_\_\_\_\_

Age of first words \_\_\_\_\_ Full sentences \_\_\_\_\_

Has child had **ear** trouble? \_\_\_\_\_ Hearing loss? \_\_\_\_\_

Describe any difficulty in **speech** clarity/lisp/stutter/stammer/difficulty with any sounds: \_\_\_\_\_

Specify if child had any **eye** problems or wears glasses \_\_\_\_\_

**SECTION 9 - HEALTH**

Has child ever been to a Specialist/Psychologist/Psychiatrist/Other? \_\_\_\_\_

If so, who? \_\_\_\_\_ At what age/s? \_\_\_\_\_

Why \_\_\_\_\_

Treatment/Medication

Is child still under medication? \_\_\_\_\_ If so, what \_\_\_\_\_

Operations?

Any injuries or accidents involving head/eyes/spine?

Specify any serious falls

Any other traumatic experiences?

Childhood and other diseases: e.g.

Mumps/measles/meningitis/encephalitis/aids/hepatitis etc. If so, what

\_\_\_\_\_ Age/s? \_\_\_\_\_

Medication? \_\_\_\_\_

Chronic illnesses? Frequent colds/asthma/allergies/bronchitis etc.

Has child had any convulsions/seizures? Yes/No.

Type? \_\_\_\_\_ If so, how often \_\_\_\_\_

EEG \_\_\_\_\_ Was this associated with high temperature? Yes/No.

When was the first seizure? \_\_\_\_\_

Was this controlled by medication? Yes/No. Type \_\_\_\_\_

Does child become feverish quickly: Yes/No. Reason

Is child prone to headaches? Yes/No. How often

What is the condition of teeth? \_\_\_\_\_

Tonsils? \_\_\_\_\_ Adenoids? \_\_\_\_\_

Present eating habits: Appetite – e.g. Eager/faddy/disinterested/overeater

Does child ever have stomach-ache? Yes/No. \_\_\_\_\_

Does child chew food well? Yes/No.

Digestive disorders? Please describe

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Does child have strong food preferences: e.g. Salty/sweet/sour

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**FOOD ALLERGIES:** \_\_\_\_\_

### 9.1 SENSORY SYSTEM

- Does child seem to lack normal awareness of being touched? Yes/No
- Does child seem overly sensitive to being touched/held or cuddled? Yes/No
- Does child pay attention to what is being said to him/her? Yes/No d) Is child easily distracted by sound? Yes/No
- Does child talk excessively? Yes/No
- Can child follow through instructions? Yes/No
- Handedness: Hand - L/R; Foot - L/R; Eye - L/R; Ear - L/R 7.

### 9.2 BEHAVIOUR

- Is there any tension-related behaviour, e.g. nail biting/tongue showing/excessive blinking/rubbing of the eyes/tantrums etc.?
- 

- Is child excessively shy/aggressive/restless/moody?
- 

- Does child have friends? Many/few
- 

- Does child tend to play with children of the same age? Yes/No
- 

### 9.3 HISTORY RELATING TO OTHER INTERVENTIONS

This section must be completed & supported with all relevant documentation.

- Has child had an educational assessment? Yes/No

If yes: Date/s \_\_\_\_\_

By whom \_\_\_\_\_

Why? \_\_\_\_\_

Recommendations \_\_\_\_\_

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- Has child had remedial lessons with any other person(s)? \_\_\_\_\_

For what class/grade? \_\_\_\_\_

How long? \_\_\_\_\_

Why? \_\_\_\_\_

- Describe child's difficulties as you see them \_\_\_\_\_
-

- What do you feel lies behind them?

\_\_\_\_\_

- What is the child's attitude towards them? \_\_\_\_\_

**SECTION 10 - FINANCIAL:**

Would you accept our school's debit order system (preferred method of payment)?  
Yes/No If not, give reasons:

\_\_\_\_\_

Have you ever been, or are currently, under debt review? Yes/No If yes, give details: \_\_\_\_\_

Would you authorize The Village Waldorf School to conduct a consumer credit enquiry at any time that this may be required? Yes/No If not, give reasons:

**FINANCIAL INTERVIEW: (for office use)**

PRE-ASSESSMENT: CONDITIONS OF ENTRY - To be completed by BOTH PARENTS AND/OR GUARDIAN/S

We/I \_\_\_\_\_  
herewith apply for a place at The Village Waldorf School for

\_\_\_\_\_

and acknowledge having read and understood the application terms and conditions and Conditions of Entry, and agree to be bound by the provisions, summarizing that:

1. We/I are jointly and severally liable for all fees and charges relating to our above child, whether or not he/she still attends the school.
2. We/I acknowledge responsibility for payment of fee accounts and confirm our ability to pay fees which would be subject to an annual increase, as well as possible recommended learner support lessons: Father / Mother / Guardian: \_\_\_\_\_  
Signature/s \_\_\_\_\_
3. The fees for each month are due and payable in advance, not later than the 1st working day of each month. Interest on advance payments will be kept by the school.
4. Should we/I not pay our/my account timeously, and the School, in their sole discretion, decides to hand our/my account to their attorneys for collection, we/I will be liable for collection commission and attorney and client costs thereon.
5. We/I will be held liable for legal fees, should they be incurred by the school in respect of our/my non-compliance with the above conditions of entry.
6. If the pupil has been accepted, a routine probation of two terms applies. Thereafter a minimum one term written notice of withdrawal, preferably longer if possible, must be given to the office, if the parent wishes to terminate this contract for any reason and to withdraw the pupil prior to the final exit examination. If such notice is not given, a full term (3 months) fees, at the rate applicable in which the pupil would have been, shall be paid in lieu thereof. Likewise, if the school elects for any reason to terminate this contract, then it may do so, on giving the parent a term's (3 months) written notice of its decision to terminate the contract, at which time the parent must withdraw the pupil.



7. The College of Teachers, may require a parent to withdraw a pupil with immediate effect in cases of probation, serious or repeated misconduct or where, in their opinion, it is in the interest of the school or pupil, or both.
8. Class promotion is not automatic.
9. We are aware that the school will constantly endeavour to take such steps as may reasonably be required in the circumstances to do what it can to keep the pupil out of harm and free from loss. Subject to this, both parents jointly and severally waive their own claims and indemnify the school, its employees and service providers (for whom it may be found to be vicariously liable) against any claim of the pupil in respect of the event in question.
10. A Transfer Certificate or letter is required from the previous school, prior to entry, before a pupil can be registered.
11. No purported termination or variation of this agreement shall be of any force and effect unless reduced to writing and signed by both parties.

We/I agree that our/my child's admission will be subject to the contractual conditions which appear in the Acceptance document, and other such conditions which may be laid down by the School from time to time. Where both parents sign, our liability is joint and several, the one paying, the other to be absolved.

Application Fee (non-refundable): Receipt no: \_\_\_\_\_  
 Date: \_\_\_\_\_ Signed at \_\_\_\_\_

NAME & SURNAME (Father) \_\_\_\_\_

Signature \_\_\_\_\_

Signed at \_\_\_\_\_ On this \_\_\_\_ day of \_\_\_\_\_ 20..

NAME & SURNAME (Mother) \_\_\_\_\_

Signature \_\_\_\_\_

Signed at \_\_\_\_\_ On this \_\_\_\_ day of \_\_\_\_\_ 20..

NAME & SURNAME (Guardian) \_\_\_\_\_

Signature \_\_\_\_\_

Signed at \_\_\_\_\_ On this \_\_\_\_ day of \_\_\_\_\_ 20..