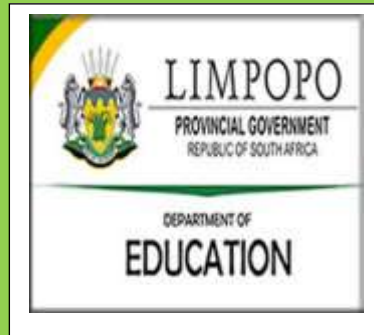




FRANK MASHILE SECONDARY
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“Success Through Effort”
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1.PURPOSE

This policy strives towards unpacking the norm practices of a functional school operation with a view of creating a conducive and a productive service expected from any structure called a school.

2.LAGISLATIVE FRAMEWORK

The policy is in line with the legislative framework from the National Department and the Provincial Department of Education as follows

- 2.1. South African School Act [SASA
- 2.2. National Education Policy Act [NEPA]
- 2.3. National Protocol on Recording and Resulting [NPRR]

3.SCHOOL CURRICULUM

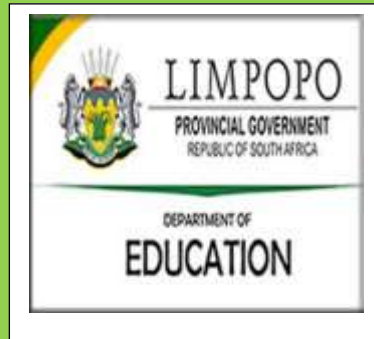
3.1. CORE CURRICULUM

Our school is offering Teaching and Learning in SENIOR and FET Phases with the following combinations.

SENIOR	FET PHASE	
COMPULSARY SUBJECTS		
Sepedi Home Language English First Additional Life Orientation Mathematics/Math Literacy		
Natural Sciences Human Social Sciences Economic & Management Sciences Creative Art Technology	SCIENCES AGRICULTURAL SCIENCE LIFE SCIENCES PHYSICAL SCIENCES	COMMERCE ACCOUNTING BUSINESS STUDIES ECONOMICS



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3.2. EXTRA CURRICULAR ACTIVITIES

3.2.1. WEEK-END CLASSES FOR FET PHASE LEARNERS

3.2.1.1. Our School has a standing program by which educators attend extra classes on weekends

3.2.1.2. All grade 10 to 12 are obliged /forced to attend these classes without fail. This assist in boosting learner’s performance in the content subjects.

3.2.1.3. The school secure sponsorship to keep the program alive

3.2.2. VACATION/ EASTER/WINTER/SPRING CLASSES

3.2.2.1. The school shall make arrangement for learners to come during holidays.

3.2.2.2. The program shall run for a maximum of three weeks depending on the length of the holidays. During this session the school outsource more other external educators to assist in the teaching and learning.

3.2.2.3. The school shall take the initiative to secure funding/donations to supplement the school funding to the program

3.2.2.4. Publicity and registration activity to secure external educators shall start a month before the actual dates for the holidays.

3.2.2.5. The SGB shall develop plans to pay stipend to the volunteering educators including cooks.

3.2.3. CAMPING PROGRAM

3.2.3.1. The school shall plan a camping program for grade 12 learners. This shall first take effect considering the venue and safety.

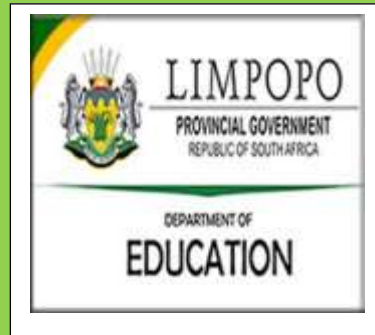


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4. DUTIES AND RESPONSIBILITIES

4.1. DEPUTY PRINCIPAL

This post is meant for a senior curriculum implementer who must ensure that educators are committed towards maximizing teaching and learning program for maximum learner performance. His/her role shall amongst others include

- 4.1.1. coordinating and monitoring HOD's work
- 4.1.2. assist the HOD's in planning and strategizing for effective curriculum delivery
- 4.1.3. compile and submit the curriculum delivery plan of action to the principal for approval
- 4.1.4. conduct educator's written work output audit through the involvement of the HOD's. He/she must develop a plan to run this program effectively and productively
- 4.1.5. invites the intervention of the principal in cases where he/she may face challenges

4.2. DUTIES AND RESPONSIBILITY OF THE HOD'S

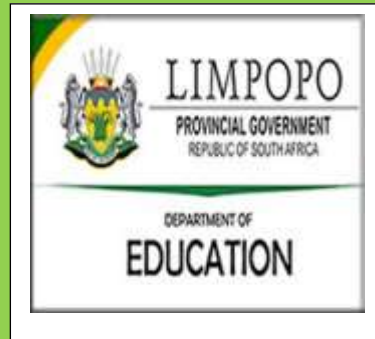
It is expected from the HOD's as principals of their various department to ensure a maximum service delivery in learner performance. They must amongst other things ensure that they

- 4.2.1. develop an action plan on an effective curriculum implementation/delivery plan
- 4.2.2. communicate their plans with their respective educators in their departments
- 4.2.3. present a fortnight progress report related to the curriculum implementation plans to the principal's office
- 4.2.4. develop departmental policies which are user-friendly and communicated to all educators in their departments.
- 4.2.5. elevate any learner or educator challenges they come across on the process.

4.3. DUTIES AND RESPONSIBILITY OF EDUCATORS



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They are the key towards the success of the school and to the learner performance. Their role is the one of a Doctor who is monitoring and looking after a patient(learners). He/she must ensure that his/her patients must receive the correct medication (relevant lesson) that would make him/her to recover (passing or succeed) at the end. Educators should.

4.3.1. plan and prepare his/her work effectively as also informed by the group she would be teaching

4.3.2. make recommendation and request to the HOD for any other resource material that may assist in enhancing his/her teaching and learning

4.3.3. present his/her progress report on written work and challenges to the HOD who must; after making attempts to resolve; elevate to the deputy principal for immediate intervention.

4.3.4. motivate and encourage learners to learn

4.4. DUTIES AND RESPONSIBILITIES OF LEARNERS

The school's central focus is towards the learner 's output performance or success in his/her studies. This can only happen if a learner.

4.4.1.is committed to work hard and by putting more efforts for their success.

4.4.2. cooperate well with educators by honouring their instructions

4.4.3. rite and submit his/her written expected work at all times

4.5. DUTIES AND RESPONSIBILITIES OF THE SMT

4.5.1. Monitoring and supporting teaching and learning by educators

4.5.2. audit and analyse written work and the performance by the learners

4.5.3. develop a monitoring tool and make it known to all educators

4.5.4.to compile a summative written work report from their departments and submit to the deputy principal on/before the 28th of every month.

4.5.5. to make sure that all educators falling within their department are aware of what is expected from them. This include a departmental plan and itinerary.

4.5.6. Each educator must be provided with his/her duty roaster and allocation

4.5.7.SMT must develop a WhatsApp system and means to improve interaction and communication with educators in his/her department



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4.5.8.SMT must cause educators to sign for all the roles and responsibilities assigned to them including the due dates by which he/she would be expected to submit all the necessary report to the HOD/SMT

5.PLANNING

5.1.1. YEAR PLAN

5.1.1.1. It is the responsibility of the school’s management body (SMT) to ensures that there is a service delivery plan of action towards an effective service delivery and for all members to follow

5.1.1.2. The plan shall be informed by the plans from various existing school departments.

5.1.2. STAKEHOLDERS INVOLVED WHEN DEVELOPING A PLAN

5.1.2.1. All school stakeholders must play a role in the general planning for the entire school. Teacher to HOD and HOD to Deputy and then to Principal.

5.1.2.2. The plan shall address the key and the core business of the school’s existence.

5.1.2.3. Learners; educators, parents should all be part of the general planning for effective service delivery of the school.

5.1.3.SGB MEETING TO PREPARE FOR A YEAR PLAN

5.1.3.1. The SGB shall meet and discuss all plans and initiatives towards an effective teaching and learning at our school.

5.1.3.2. This kind of plenary meeting shall be conducted on the THIRD quarter of the year and must be completed before the end of the first week of the fourth term.

5.1.4.LRC TO PREPARE FOR A YEAR PLAN

5.1.4.1..The LRC shall be established during the first two weeks after the re-opening of schools for an academic year

5.1.4.2. They should meet and develop their year plan and made it known to all learners before the end of January.

5.1.4.3. Their plan should be presented to the TLO who shall present it to the SMT /Principal

5.1.5.DUE DATE FOR EDUATOR’S CURRICULUM DELIVER PLANS



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5.1.5.1. Educators are expected to develop and present their curriculum delivery plans to the Deputy Principal via their HOD on or before the end of the FIRST DAY OF REPORTING TO SCHOOL

5.1.5.2. It is advisable for educators to develop monthly plans to avoid inconveniences that may take place during the course as they may render the plan ineffective. The teacher should indicate all the activities he/she would be doing with learners that month. This includes home/class works and tests.

5.1.6. DUE DATE FOR THE HOD 'S CURRICULUM DELIVERY PLAN

5.1.6.1. Each HOD shall consolidate all plans from educators in his/her department to generate his/her departmental plan.

5.1.6.2. This plan should be handed to the deputy principal a week after the reopening of schools for the first term and others shall be received before the end of a month for the following month planning.

5.1.6.3. Each HOD shall cause educators to sign his/her submission record and also sign for the submission to the Deputy

5.1.6.4. HOD shall compile topics which his/her educators have planned to complete per month where there may be deviation a proper reflection report should be compiled.

5.1.7. MODERATION OF EDUCATOR'S ASSESSMENT PLAN

5.1.7.1. Educators should indicate on their plan when they would be conducting assessment to the learner on the topics covered. It is the responsibility of the HOD to make regular check and auditing on whether the plan is accomplished or not.

5.1.7.2. The HOD should ensure that all educator's plans for assessment are filled for future reference to audit a syllabus coverage by an educator.

5.1.8. DATE FOR THE ANALYSIS OF LEARNER PERFORMANCE

5.1.8.1. The HOD's should not give it a space not to consolidate and analyse the learner's performance in every assessment tasks conducted, school based or common circuit assessment tasks.

5.1.8.2. The analyses by the HOD shall be informed by the analysis by a subject teacher

5.1.9. DATE FOR THE DEPARTMENTAL MEETING



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5.1.9.1. First or Second week after the reopening of school in the first term shall be a due date for all departments to complete their departmental meeting schedules.

5.1.9.2. The pre-plenary meeting for the following academic year should be conducted two weeks before schools closes for end of year term.

5.1.9.3. The first- and second-week’s meeting shall serve to review the plan made before closing the previous year. NB Minutes for all meetings should be kept for reference and reflection

5.1.10. DATE FOR MEETINGS BY DIFFERENT COMMITTEES

5.1.10.1. All committees/departments existing within the school shall convene meetings for their respective bodies in the second week after the re-opening of schools for the first quarter of the year.

5.1.10.2. The second week may be suitable in cases when schools shall be opening for second or third term

5.1.11. DATE FOR SCHOOL BASED WORKSHOP

5.1.11.1. The Principal shall give orientation to the SMT members a day after the reopening. This shall serve as a review and reflection meeting to what was discussed before schools closes for a year or for a term

5.1.11.2. The SMT shall thereafter convene a staff meeting to reflect and review all the discussions and agreements reached before closing.

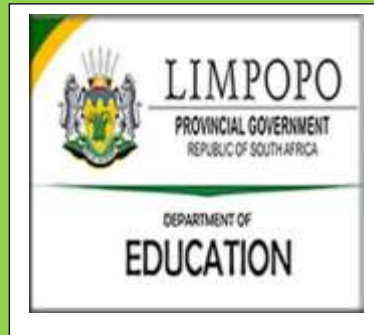
5.1.12. DATE FOR EXTRA CURRICULAR COMMITTEE

5.1.12.1. The coordinator shall convene a meeting in the second week after the reopening of schools for a year. This shall serve to outline the plan for a year and review the past agreement and the discussions reached the previous year

5.1.12.2 The Deputy Principal shall in consultation with the HOD’s consolidates all dates from various departments on their availability and plans to conduct extra classes. This shall be made available for all the affected educators for their pre-planning and preparation.



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5.1.13. DATES FOR CLASS VISIT

5.1.13.1.SMT Members should disclose a plan for class visits, and this must be on the third week after the reopening of schools.

5.1.13.2. The Deputy shall in consultation with the HOD's consolidate the dates and release the condensed plan. This shall also be done in consultation with the IQMS Officer.

5.1.14. DATES FOR FORMAL ASSESSMENT

5.1.14.1. The Deputy Principal shall in consultation with the HOD's compile a schedule for conducting formal assessment tasks.

5.1.14.2. This shall assist educators to comply and plan for it in advance and to prepare the question papers in advance

5.1.15. DATES FOR POLICY REVIEW AND THE YEAR PLAN

5.1.15.1. There shall be a review for written work policy in consultation with all educators to check if it is still useful and was able to work properly for the past year.

5.1.15.2. Each HOD shall convene a departmental meeting to check the effectiveness of the policy and an impact it brought towards an effectiveness of teaching and learning. Where there is a need for a change or alteration be discussed and propose amendments.

5.1.16.HOW ARE EDUCATORS INVOLVEDIN THE YEAR PLAN

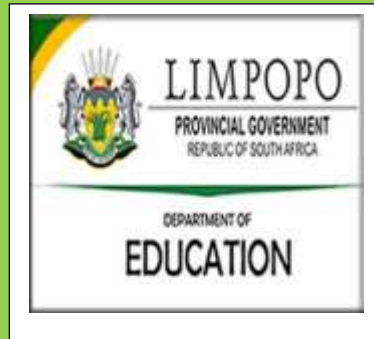
5.1.16.1. Educators shall during the departmental meeting input on the operational policy of their department and recommend changes where there is a need. This should be done with a view to maximize learner performance

5.1.16.2. The HOD shall compile the draft for his/her department and present in the SMT meeting.

5.16.3.A draft questionnaire may assist the HOD to get inputs from the educators where a need could arise for a change



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5.1.17. MONITORING THE IMPLEMENTATION OF THE PLAN

5.1.17.1. The Principal shall develop a monitoring tool for an effectiveness of the plan

5.1.17.2. A composite report obtained from the Deputy Principal shall assist the Principal to compile a monitoring tool for that effect.

5.1.18. ASSESSING THE IMPLEMENTATION OF THE YEAR PLAN

5.1.18.1. The Principal shall compile all reports received from the deputy Principal regarding the schedule of tasks and itinerary of work to be conducted by the educators.

5.1.18.2. A Monthly schedule of marks that reflect learner performance should be compiled. This shall form a bases of the grade parent meeting to be conducted by the Principal

5.1.18.3. Learner’s Parents shall be invited to school per grade to view their learner’s performance

5.1.19. MONITORING THE IMPLEMENTATION OF THE PLAN

5.1.19.1. It is the role of the deputy Principal with the assistance of the HOD’s to ensures that an assessment program is conducted.

5.1.19.2. The Deputy Principal shall compile a comprehensive report for the learner performance and present to the Principal.

6.ACADEMIC IMPROVEMENT PLAN [APIP]

6.1.1. a Plan should be put in place to address all the learner challenges that makes them not to achieve.

6.1.2. All HOD should compile reports from educators indicating areas they did not complete and the areas they experienced some challenges while in classes. These are areas to be targeted for Improvement. They should indicate plans they intend to apply for learner achievement.

6.1.3. APIP Should be realistic and be helpful to reflect all challenges a particular educator is faced with and some plans towards addressing them.

6.1.4. The HOD’s must in their respective departments compile report on the content coverage survey from individual subject teacher. They must also request that educators reflect some means how they intend to recover or catch-up with the outstanding work or learners who are still behind in terms of mastering the content of the sections taught.

6.1.5. The HOD’s submissions shall form a base of the APIP where the Deputy Principal shall compile a school APIP plan

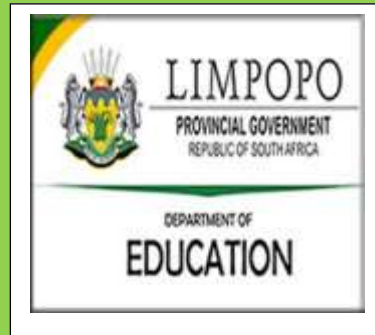


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6.1.6. This must be communicated to all school's stakeholders including learners and parent component [SGB]

6.2. STAKEHONDERS INVOLVED

6.2.1. APIP Plan involves all the school stakeholders, Educators, Learners and Parents

6.2.2. Parents shall serve a great deal in allocating budget for the purpose of realising our goal.

6.3. WHAT INFORMS APIP

6.3.1. Learner's performance per subject shall dictate and compel an individual subject educator to disclose his/her plans he/she is going to apply to improve the state of the learner's performance.

6.3.2. It may also be informed by an overall school performance

6.4. MONITORING AND IMPLEMENTATION OF APIP

6.4.1. HOD'S Must consolidate individual subject plans from the educators in his/her department. This should be completed within two weeks after the re-opening of schools for a term

6.4.2. The Deputy Principal should consolidate all plans to generate a general school 's plan. This plan should be presented to the Principal before the end of the second week after school's reopening for a term.

6.4.3. The Principal shall use this to develop a tracking plan for effective delivery.

6.5. PRINCIPAL'S DELIVERY AND IMPLEMENTATION PLAN FOR APIP

6.5.1. The principal shall compile and present the reflection of the learner performance as informed by the report presented by the deputy

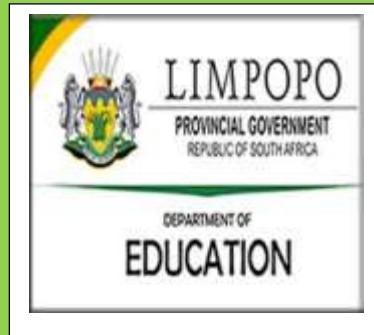
6.5.2. Recovery measures and extended plan shall be presented to the entire staff after it shall have been discussed with the deputy.

6.5.3. The presentation shall also reflect on the challenges and some measures to be taken to recap and normalise the state of learner achievement and the general school achievement

7. SCHOOL IMPROVEMENT PLAN



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This is a plan that covers areas presented in 6.5.3. by the Principal. It outlines what exactly is that the school stakeholders are going to do and how is it going to be done in order to improve learner performance

7.1. WHAT INFORMS SIP

7.1.1. The individual reports from the HOD's gathered from subject educators in his/her department

7.1.2. It also addresses some external factors that may impact anyhow towards the effective service delivery by the educator and the school in general

7.2. DEVELOPMENT OF SIP

7.2.1. The Reports developed by the HOD's as obtained from the individual educators in their respective departments shall form the core content of the School Improvement Plan (SIP)

7.2.2. The Deputy Principal shall compile this and present it to the Principal for finalization and approval.

7.3. MONITORING AND IMPLEMENTATION OF SIP

7.3.1. The Principal shall develop and regular reporting template to be used by the Deputy in line with the scheduled itinerary for regular reporting. This shall be a monthly report schedule.

7.3.2. The report from the Deputy shall be informed by the reports to be obtained from the HOD's. This shall be on fortnight bases to give space for the deputy to prepare a report to the Principal.

7.4. PRINCIPAL'S REPORT ON SIP IN THE SGB MEETINGS

7.4.1. The Principal shall after the receipt of the report from the deputy principal prepare a report to the SGB meeting.

7.4.2. The report shall also indicate all the challenges and the proposals by which they must be addressed. The principal shall set a date with the SGB to address and resolve those challenges for an effective and conducive teaching and learning.

8.TIMETABLE

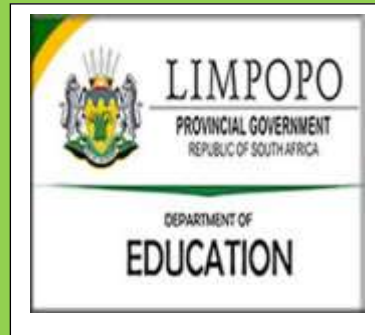


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This is a guiding tool for the operation of the school’s process of teaching and learning.

8.1. GENERAL TIMETABLE

8.1.1. This should be done and get completed in the fourth term of an academic year before the starts of its year of operation i.e. the following academic year.

8.1.2. This shall be started immediately after the finalisation of the subject allocation for the subject delivery in the next academic year.

8.2. DELEGATION OF RESPONSIBILITIES FOR TIME TABLING

8.2.1. One SMT members shall serve as the Head of the Time tabling committee.

8.2.2. The delegated SMT shall have a team that would assist and serve as the Timetable committee.

8.2.3. The team shall compile the draft and submit to the Deputy Principal for finalisation after consulting the Principal.

8.2.4. The Timetable should also make provision for the extracurricular activities

8.2.5. There shall be one representative from all the school’s core curricular programs and departments. They shall assist to remind the committee about their annual program activities

8.3. TIMETABLE FOR EXTRA CURRICULAR

8.3.1. This shall be compiled by the timetable committee in consultation with the Extracurricular committee Heads and shall also be informed by their respective itineraries for a year.

8.3.2. This must be completed before the end of the end of a year for the preparation of the following academic year of its operation or the second week after schools reopened for a year.

9. LANGUAGE FOR TEACHING AND LEARNING

9.1. LANGUAGE FOR OFFERING

9.1.1. Our school shall Use English FA and Sepedi HL as the school’s Two official languages of Teaching and Learning. This is informed by the percentage of learners using Sepedi as their mother tong.

9.1.2. All subjects at our school are taught in English First Additional except Sepedi which is the Home language for 99% of our learners.



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9.2. PLAN TO INTRODUCE OTHER LANGUAGES

9.2.1. New language of teaching may be introduced provided there may exist 10% of learners admitted to our school. This shall first be done in consultation with the departmental official and the involvement of all other school stakeholders.

10.MANAGEMENT OF TEACHING, ASSESSMENT AND PERFORMANCE

10.1. MODERATION OF LESSON PLANS

10.1.1. The HOD of the department shall set a program by which educators in his/her department shall submit lesson plans for a week/month or even a quarter

10.1.2. The plans must be in line with the pace setter for each subject

10.2. SUBMISSION TO THE HOD; DEPUTY AND TO PRINCIPAL

10.2.1. The First week of the school’s reopening in January shall be a due date for the submission of the plans. Any late submission shall not be considered after two days from the due date.

10.2.2.HOD shall consolidate and submit to the Deputy Principal. This shall not exceed the Third week after the reopening

10.2.3. The final product shall be presented to the Principal before the end of a month after the reopening of school for an academic year

11.MODERATION OF FORMAL ASSESSMENT TASK FOR A QUARTER

The entire process shall take place a quarter before an actual process of implementation.

TO HOD FROM EDUCATOR	TO DEPUTY FROM HOD	TO PRINCIPAL FROM DEPUTY
Last Month of a Quarter	First week of the last Month for a quarter	Second week of the last month of a quarter

12.QUALITY ASSURANCE

The deputy shall make a schedule available two weeks before the commencement of the assessment activity to present all tasks to the Principal for quality assurance purpose and moderation



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13.ASSESSMENT POLICY

This is the document that guide us on matters related to the learner assessment regulation at our school

It addresses both formal and non-formal assessment at our school including extracurricular activities

14.SCHOOL ASSESSMENT AND EXAMINATION COMMITTEE

14.1. Members shall be comprised of the Deputy Principal; One HOD, Two educator staff and the admin clerk.

14.2. This structure shall serve to ensure a smooth running of every assessment activity at our school.

14.3. The committee shall ensure that all the necessary resource materials relevant to the assessment activity to be rendered are available well in time before the commencement of such assessment task.

15.SCHOOL ASSESSMENT & IRREGULARITY COMMITTEE [SAIC]

15.1 This shall assist in dealing with all irregularities happening during any formal and non-formal assessment process.

15.2. The committee shall strive towards maintaining quality assurance measures in every examination and assessment process.

15.4. they shall also assist in preparing for an analysis of the results

16.SMT EXAM OFFICERS

16.1.1. This structure shall serve as an overseeing committee to the assessment processes taking place at school. This shall be pre-and –post assessment process.

16.1.2. The structure shall be headed by the deputy principal with an assistance of HOD and the delegated staff members



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16.2. ROLES AND RESPONSIBILITIES OF THE SMT EXAMINATION OFFICERS

16.2.1. Resourcing during examination process

16.2.2. Compilation of assessment report before and after assessment session

16.2.3. Assist in compiling an analysis of the results

17.EXAMINATION ENTRIES

17.1. Qualifying candidate shall produce an admission letter. No learner shall be allowed to enter the examination without an admission letter

17.2. No learner shall be allowed into examination centre without a proper school uniform.

17.3. All irregularities related to examination shall be referred to the SAIC committee to deal with them.

18.SCHOOL DEPARTMENTS

18.1. Our school shall operate under Three academic Departments and these are Languages: Sciences and Commerce

18.2. Each shall be under the supervision and management of the HOD who report to the deputy Principal as their senior.

18.3. Each of these departments shall develop their operational policies which shall be compiled and forwarded to the principal for approval before operation.

19.CLASS VISIT

19.1. The deputy Principal shall develop plan for class visit and this shall be communicated with all the school departmental heads.

19.2. The class visiting plan shall be submitted to the principal for final approval.

19.3. The Deputy Principal shall during monthly reporting to the principal reflect class visiting progress and challenges they may be coming across.

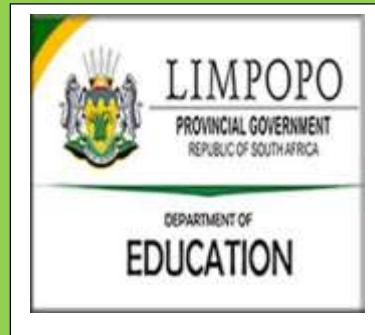


FRANK MASHILE SECONDARY

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“Success Through Effort”

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20. WRITTEN WORK POLICY AND REPORTING

20.1. HOD of all the existing departments at our school shall prepare a report on learner's written work and control.

20.2. This should be presented by all educators falling within his/her department.

20.3. The Deputy principal should present the learner's written work report from the HOD's as they shall have gathered from the educators.

21. CLASS AND PERIOD REGISTERS

21.1. Every subject teacher shall have a subject attendance record of all learners found in his/her classroom.

21.2. The Class manager shall also compile a class register reflecting all learners present for a day in the classroom. The two registers shall assist in tracing those learners who did not attend any of the period for any of the subject.

21.3. Every educator is expected to report all learners who did not attend his/her class

21.4. A record list of all learners who did not attend any of the subjects during the week shall be generated and this shall be presented to the deputy Principal on weekly bases.

22. ABSENT LEARNER

22.1. Any learner who did not attend any of his/her subject would be deemed absent for that subject and may be deemed absent from school if he/she failed to attend a minimum of 60% of all the subjects he/she is doing at school

22.2. It is strongly advised that all learners should attend all subject offered and which he/she is registered for. Minimum of 80% attendance is recommended and the remaining 20% should have been reported to both the subject and the class teachers.

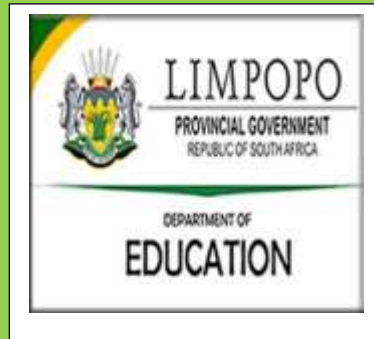
22.3. Learner's parent shall be notified in cases when his/her child did not attend any of the period at school.

22.4. A List of all learners failed to attend any of the subject he/she is registered for shall be compiled and form part of reports to be disclosed to the learner's parents.

23. LEARNER'S WITHDRAWAL FROM SCHOOL



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23.1. The school may take resolution to release a child from attending schooling if she/he regularly absent him/herself from classes.

23.2. The school may take resolution to release a learner from attending schooling if he/she regularly failed to write and submit all expected formal assessment tasks which count for his SBA marks

24.RECOVERY PLAN FOR ABSENT LEARNERS

24.1. If a learner happened to be absent due to unexpected incidences which are also reported to the school, such learner shall be considered for recovery measures after his/her return to school.

24.2. Subject educators shall update such a learner on all tasks completed on his/her absence and be assisted where possible to recover the lost topics on arrangement with the educator.