

The Mountain Cambridge School

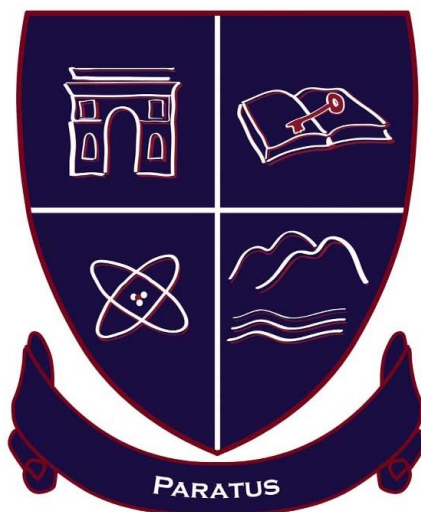


Cambridge International School

PROSPECTUS

Primary School:
Foundation Phase
And Senior Phase

2021



REAL WORLD READY

Hard Work Honesty Respect Discipline Trust
Enthusiasm

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OUR VISION

Mountain Cambridge School is recognised as a top quality academic school, consistently achieving above world average results in all subjects areas.

OUR MISSION

We want to equip our learners to be “*real world ready*”.

- Participating students will strive to leave Mountain Cambridge School as confident, effective, well-mannered, articulate, educated and enthusiastic citizens of the world who will contribute positively to society.
- Mountain Cambridge School will provide a range of programmes and facilities for intellectual, physical, moral and social development of our students, assisting them in becoming balanced young adults.
- Mountain Cambridge School will foster a safe, pleasant, intimate yet dynamic learning environment where every student will feel at home. It will be a school of which the educators, students and parents will be proud to be part of and associated with. We strongly believe in a successful partnership between the school and the home.
- Mountain Cambridge School will give all our students an equal opportunity to realise their potential through individual goal setting that is obtainable and realistic. We will ensure that all students are challenged and supported.
- The Cambridge curriculum provides a wide range of academic and vocational subjects to account for differing abilities, making Cambridge suitable for all students.
- The Cambridge curriculum will enable our students to gain an internationally recognised qualification and will produce independent thinkers who are also autonomous learners.
- Our dedicated and passionate educators will ensure that the highest standard of education is provided.
- Using the thinking and student centred approach Mountain Cambridge School will attempt to ensure that:
 - Objectives are covered in less time with greater retention
 - Thought processes are represented similarly throughout the curricula
 - The MCS will promote integrated thinking and interdisciplinary learning
 - The MCS teachers can easily gauge student knowledge prior to a specific lesson
 - The MCS student performance can be tracked accurately over time
 - The MCS students gain effective tools to use across their academic and working careers
 - The MCS will equip our students with lifelong thinking tools
 - The MCS will equip our students with effective study methods

OUR SCHOOL MOTTO

Our school motto, “*Real world ready*” is based upon 6 core values: **hard work, honesty, respect, discipline, trust and enthusiasm.**

These values serve as a compass pointing out what it means to be true to oneself. Honouring these values will guide our students in fulfilling their goals.

CHARACTERISTICS OF MOUNTAIN CAMBRIDGE SCHOOL

Our students will state proudly that they went after their dreams, sought out and nourished robust, life-giving relationships and fulfilled their purpose in their own unique way. Justice Oliver Wendell Holmes once said: “Too many people die with the music still in them”. We encourage our students “*to sing their own special song, dance their own special dance*”. Above all, Mountain Cambridge School is a happy place; a place where “every child matters”. We will strive at MCS to ensure a happy child through:

- High standards & stated expectations
- Passionate, nurturing & inclusive school
- Cambridge Curriculum: Internationally recognised qualification & benchmarking
- Small learning communities
- “Whole-brain”/creative teaching strategy
- Thinking skills
- Analytical & creative thinking : Edward De Bono Lateral thinking
- Positive Behaviour Support
- Providing a bully-free zone
- Disciplined but relaxed environment which is conducive to learning.
- Interactive playground
- Reading programmes
- SENCO programmes
- Mentorship programme
- Leadership programmes
- Partnerships with our parents as our stakeholders
- On-going professional development
- Sport and culture development
- Community service

THINKING SKILLS PROGRAMME

Mountain Cambridge School is affiliated with Thinking School South Africa (TSSA) and is in the process of working towards getting our accreditation from Exeter University in London, UK. Cambridge requires our school to have a student-centred learning approach to enable the learners to apply their knowledge.

In all our academic programmes, the learners are encouraged to become independent, critical thinkers and problem solvers. Focus is also placed on the development of effective communication skills, both written and oral.

Our Thinking Skills programme is central in our approach to academics. Students are taught a wide range of strategies and tools that enable them to engage in Higher Order Thinking. Dr David Hyerle’s Thinking Maps and Dr Edward de Bono’s Six Thinking Hats are applied across the curriculum at every level. These tools enable our learners to organise their thoughts and make effective decisions about how to approach their work.

TOURNAMENT OF MINDS (TOM)

MCS partakes in the Tournament of Minds Primary School competition to develop our learners' critical thinking skills. Thinking outside of the box. TOM offers teams of students the opportunity to solve authentic, open-ended challenges that foster creative, divergent thinking whilst developing collaborative enterprise, excellence and teamwork.

Tournament of Minds (TOM) is an Australian educational programme developed especially for talented and creative students across all sectors. We believe that our learners at the Mountain Cambridge School have all the above qualities.

TOM challenges and expect the combination of skills emphasizing The Arts, Language, Literature, and Science in the creation of a production in line with the Challenge, yet to be announced. This Super challenge will be solved by the team, where they will provide a solution to the problem given.

The aim of tournament of the minds is to enhance the potential of our youth by developing diverse skills.

ESTEAM PROGRAMME

ESTEAM is an acronym for Entrepreneurship, Science, Technology, Engineering, Art and Maths. The countries who have focussed on ESTEAM, have produced top engineers, designers, computer scientists, creators of software and biomedical experts to name a few.

The International Cambridge curriculum for Sciences, Mathematics and Technology is considered to be one of the best in the world. MCS has increased collaboration between these subject areas as an integrated approach to ensure that we challenge our learners to develop new ways of thinking and encourages our learners to think more broadly about real-world problems. Our learning programme ensures that we do more critical problem-solving projects to express our learners' 'creative thinking through design and fabrication. It supports our underlying philosophy at our school of: I do – I understand. MCS also includes Entrepreneurship (Business Studies & Accounting) into this teaching programme as it is abundantly clear that to flourish in the new world, an entrepreneurial spirit is also vital.

At MCS, the vision for ESTEAM applies to all learning from pre-preparatory ages to school leaving since innovation, solution finding, critical and analytical thinking and entrepreneurship are key to being relevant for this fast-changing world. Every student embarks on this inspirational project-based learning programme in the pursuit of knowledge and the mastery of critical 21st century skills.

CURRICULUM

The *educational cornerstones* on which our school's curriculum is based on are:

1. Academic
2. Personal Development Programme
3. Culture & Sport
4. Environment & community

Academic: 'Education for tomorrow's world' - Real world ready

- Curriculum: Cambridge Primary Programme (Grade R – 6)
- Co-curricular & Theme based
- Learner - centred / creative teaching strategies
- "Whole brain approach"
- Manners 4 Minors (Grade 000 – Grade 1)
- Physical Education (Grade R – 7)
- ICT for starters
- Music (Grade R – 7)
- Chess as a subject for Grade R – Grade 3
- Thinking skills
- Drama

The curriculum is holistic, covering a wide range of subjects. The learners learn three languages – English, Afrikaans and Setswana. Mathematics, Natural Sciences, History, Geography, Economic Management Sciences (EMS) (Grades 6 and 7), Design and Technology, Information and Communication Technology (ICT), Sport, Music, Life Orientation, Art and Drama form the rest of the weekly programme.

The Mountain Cambridge School has met all the standards required to be a Cambridge International Examination Centre (Registered Centre ZA 245) and has been awarded International status by the University of Cambridge Assessment International Education (CAIE). Mountain Cambridge School offers a range of internationally accepted qualifications including Cambridge's AS Level, IGCSE, Checkpoint, ICT Starters, Primary and Lower Secondary Programmes. University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications for 14-19 year olds. The Cambridge International Curriculum is designed to teach students how to learn and to go on learning. Our role goes beyond helping students achieve good results, and beyond giving students passports for progression to university or employment. We give our students a curriculum that will bring lifelong success in tomorrow's world.

Cambridge International Qualifications are welcomed at the world's leading universities – Cambridge, Harvard, Yale, Oxford and Massachusetts Institute of Technology. Cambridge qualifications are recognised locally by the South African Matriculation Board for entrance into South African Universities. In order to comply with the requirements for Matric Exemption certain subject groupings are required. We will guide our students in their subject choices to ensure compliance with the Matriculation Board's requirements should they intend going on to University.

Cambridge International Primary Programme offers: Grades R – 6

Within the Cambridge Primary stage, the Cambridge International Primary Programme for 6-11 year olds sets clear learning objectives in English, Mathematics, Science skills, Physical Education, Art & Design, Music and Digital Media for each year of primary education. It focuses on learners' development in each year and provides a natural progression throughout the years of primary education, providing international benchmarks for schools. It is also excellent preparation for the next stage of the Cambridge Assessment International Education, Cambridge Secondary 1 (end of Form 1 /Grade 8) for learners aged

11-14. It also enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint 1 External Examinations.

Foundation for secondary education

Cambridge Primary aids identification of a student's strengths and weaknesses and can be used to support learning and development. It provides learners with excellent preparation so they can progress seamlessly into Cambridge Secondary 1 and beyond.

External benchmark

As an international programme, Cambridge Primary provides teachers with an external benchmark to inform their teaching and easily measure learners' progress over time. It also enables detailed and structured reporting to parents.

International curriculum

Appropriate and relevant internationally, Cambridge Primary has been designed to be culturally sensitive. It includes top quality teaching and assessment resources appropriate for teaching and learning in local and international schools.

Flexibility

Cambridge Primary complements a range of teaching methods and curricula. No part of the programme is compulsory and schools have the freedom to choose the parts that best suit their situation.

Advantages of Cambridge Primary Syllabus

- **A curriculum for children aged 6 – 11**
- **Excellent preparation for secondary education**
- **Focuses on English, Mathematics, Science skills, Physical Education, Art & Design, Music and Digital Media.**
- **Tests show progression of your child's ability through primary education**
- **Certificate of Achievement for each child at the end of Grade 6 in the primary school**
- **Developed by University of Cambridge Assessment International Education (CAIE)**

Teachers work collaboratively within the classroom and pupils are divided into smaller groups in Maths & English lessons so that every child has maximum exposure to the curriculum.

THE FOUNDATION PHASE (GRADES R, 1 – 3)

The Foundation Phase is a distinct curricular stage within the curriculum with its own separate character. It is tailored to suit the needs of young children whilst complementing and promoting the learning stages of the Cambridge curriculum.

The Foundation Phase Curriculum Framework includes the following sections:

- Foundation Phase Curriculum Aims
- Foundation Phase Curriculum Objectives
- The Developing Child
- Areas of Learning

Foundation Phase Curriculum Aims:

The Foundation Phase curriculum aims to excite and stimulate children's learning, improve their attainment and to secure the best possible start for all children at MCS. It aims to provide a learning continuum in all areas of learning and development and flexibility to meet the diverse needs of all children. The curriculum aims to help children learn and develop their thinking skills and to acquire positive attitudes towards lifelong learning.

Foundation Phase Curriculum Objectives:

The Foundation Phase curriculum objectives are to promote and provide support for children's holistic development, through an appropriate child centred curriculum. Partnerships with the home and other agencies are fostered to assist with the smooth transition from home to school and to develop positive links and relationships that assist children in their learning throughout the Foundation Phase and on to the next key stage as confident learners.

The Developing Child:

Educators must understand how children develop and plan an appropriate curriculum that takes account of children's developmental needs and the skills that they need to grow to become confident learners. Account also needs to be taken of barriers to play, to learning and participation caused by physical, sensory, communication or learning difficulties. The importance of emotional development and well-being must also be recognised.

The experiences that the children have had before entering the school/setting need to be recognised and considered. It is essential that children have access to a variety of media to express themselves and ample opportunities to apply their imagination in a purposeful way.

Children acquire and develop skills at different rates and must be allowed to develop at their own unique, individual pace. As children learn new skills they should be given opportunities to practise them in different situations, to reflect on and evaluate their work. In all aspects of their development, children's own work should be respected, valued and encouraged for its originality and honesty.

The following are the skills and development areas that teachers will need to plan for across the curriculum to ensure that all aspects of children's development are catered for. These skills and development areas sit alongside and lead the learning and teaching in the curriculum across the areas of learning, with personal and social development and well-being at the centre.

Areas of Learning:

Areas of learning have been identified to describe an appropriate curriculum for 3-8 year olds that supports the development of children and their skills, (The Developing Child). They must complement each other and work together to provide a cross curricular approach to form a practical relevant curriculum. They should not be approached in isolation. Emphasis is placed on developing children's

skills across the areas of learning, to provide a suitable and integrated approach for young children's learning.

The areas of learning are:

- Personal and Social Development, Well-being and Language,
- Literacy and Communication Skills
- Mathematical Development
- Bilingualism and Multi-cultural
- Understanding Knowledge and Understanding of the World
- Physical Development
- Creative Development.

The Foundation Phase aims to enhance the learning experiences which enable children to be creative, imaginative and have fun whilst learning. The curriculum focuses on the developmental stages through which each child progresses, placing greater emphasis on experiential learning and active involvement to develop the following:

- Skills and understanding.
- Personal, social, emotional, physical and intellectual well-being.
- Positive attitudes to learning so the child will want to continue his education for longer.
- Self-esteem and self-confidence to experiment and learn new things.
- Creative, expressive and observational skills.
- Outdoor activities where the child has first-hand experience of solving real-life problems.

The Foundation Phase underpins all future learning to develop a "whole-brain" child by promoting:

- personal, social and emotional well-being
- positive attitudes and disposition towards learning
- social skills
- knowledge and understanding of the world
- physical development with the emphasis on gross motor and fine motor skills
- creative and enquiring minds.

The Foundation Phase has been designed to help all children flourish, whatever their stage of development or learning ability. It promotes discovery and independence and places emphasis on using the outdoor environment as a resource for children's learning.

The curriculum is built around ten Areas of Learning, where stimulating, structured play activities can be woven into the learning experience:

1. Language, literacy and communication skills.

Focuses on children being immersed in language experiences and activities, developing skills through talking, communicating and listening. They are encouraged to communicate by asking questions, expressing opinions, reacting to situations and making choices and encouraged to listen and respond to others. They have opportunities to choose reading materials and are given a wide range of opportunities to enjoy mark making and writing experience.

- **Cambridge English**

Our learners are provided with the Cambridge literacy programme that is designed to enable strategic and comprehensive approaches to early literacy achievement. Reading is developed by means of the Time2Read reading programme which has a strong emphasis on Phonics and uses the Time2Read reader series, as well as endorsed readers by Cambridge. A strong phonics-based reading programme lays the foundation for excellent spelling, writing and comprehension skills. The

components are speaking and listening, reading, phonics, spelling and vocabulary, writing and hand writing.

- **2nd Language Development.**

Focuses on children learning to communicate in Afrikaans/Setswana to the best of their ability. Skills are developed through communication in a range of planned activities, using a range of stimuli.

- **Language Afrikaans**

- Language skills of listening, speaking, reading and the building of vocabulary and phonics are taught through various activities. The Afrikaans reading programme encourages the learners to expand their vocabulary and develop effective comprehension skills. An internal curriculum is followed.

- **Language Setswana**

- Language skills of listening, speaking are taught through various activities.

- **Drama**

Assists in development of confidence, good speech, and clarity of communication, imagination and free expression.

- **Library/Media Centre**

Library and Information Research Skills are presented by Class Teachers and ICT skills are encouraged. Each classroom also has its own dedicated "cave" area/ library area. Once a week the learners visit our school's own library for a formal library guidance lesson.

2. Cambridge Mathematics

Focuses on children developing their knowledge and understanding of mathematics by problem solving. They use numbers in daily activities and develop a range of methods for working mentally with numbers in order to solve problems. They investigate the properties of shape and sort, match, sequence and compare objects and create simple patterns and relationships. Chess as a subject forms part of the mathematics development.

The Cambridge Numeracy programme covers all aspects of Mathematics, numbers and the number system, geometry, measure, data handling and problem solving. Students are introduced to a variety of concepts through both "hands on" and "abstract" tasks using the Numicon programme.

3. Cambridge Science - Knowledge and understanding of the world.

Focuses on children experiencing the familiar world through enquiry and investigation. They are given experiences to increase their curiosity about the world around them, and to learn to demonstrate care, responsibility and respect for other living things and their environment.

The Cambridge Science curriculum contains a range of teaching objectives divided into four stages: scientific enquiry, the study of life processes, the study of materials and the study of forces and motions, sound, light and dark, electricity, rocks, plants and animals, senses and health.

4. Beginning Knowledge

An integrated "whole-brain" approach is used to teach Beginning Knowledge which includes Social Science and EMS. Teachers follow an internal syllabus in Natural Science and a local curriculum in Social Science and EMS to meet the statutory requirements of our national system.

- **Personal and social development, well-being and cultural diversity.**

Focuses on children learning about themselves and their relationships with other children and adults, encouraging them to develop self-esteem, personal beliefs and moral values. Also helps children to gain a positive awareness of their own and other cultures.

5. Cambridge Physical Education

Cambridge Physical Education is about learning to move and also about moving to learn.

Learners start learning to move by practising the basic movement skills which are the foundation of all physical activities. These include balancing, running, jumping, landing, climbing, hopping and ball skills, soccer, netball, swimming and athletics.

6. Cambridge Music

The Music Programme at MCS follows the Cambridge Primary Music Curriculum. The Cambridge Primary Music, assist learners to:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills and attitudes necessary to think and contribute as musicians
- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, valuable and relevant.

The Cambridge approach encourages learners to be responsible, innovative, confident, engaged and reflective.

7. Cambridge Art and Technology

Cambridge Primary Art & Design provides a platform for personal expression and encourages learners to embrace every opportunity to pursue their own ideas. Learners will also benefit from regular opportunities for collaboration, sharing ideas and learning from others. They will collaborate with peers to solve problems, share experimentation and celebrate outcomes.

8. Computing: ICT Starters

Grade R to Grade 3

Information and Communications Technology (ICT) is part of the educational experience of children at MCS. ICT is regarded as a new 'literacy', alongside reading, writing and numeracy. ICT is taught as a Cambridge subject. All children have 1 lesson per week with a specialist teacher. Cambridge ICT Starters is designed to introduce students, within Primary and Lower Secondary Education, to the key ICT applications they need to acquire to become literate and to understand the impact of technology in our daily lives.

Students start with Initial Steps moving on to Next Steps. Initial Steps includes starting with text, images, graphs, control, searches and even e-mail. Next Steps continues exploring documents, images, spread sheets and multimedia.

9. Adaptive Education: Mindmoves

The Mindmoves are integrated throughout the day by teachers who have completed the Mindmoves course.

Mindmoves are basic movements that mimic the primitive reflexes to develop neurological pathways to promote sensory-motor integration, posture and learning ease. These Mindmoves enhance the flow of information and therefor train the brain to gain.

The children are assessed daily and any suspected learning barriers are noted and referred for consultation. A plan of intervention is put into action. If deemed necessary other professionals such as speech therapists, occupational therapists, and educational psychologists are consulted to discern the best possible support for the child.

PRIMARY SCHOOL (GRADE 4 – 7)

The Primary Programme:

The Primary School Programme aims to extend and enrich the children, increasing their critical thinking skills and awareness of the world. This phase ensures self-development and intellectual maturation so that the children will be successful at High School and are ready to fulfil their potential in their chosen career paths.

1. Cambridge English

English is taught as an integrated whole, through a thematic approach. The themes are used across the school. The whole-brained approach is adopted throughout, keeping the multicultural environment in mind. A combination of individual and group work is encouraged. Emphasis is on the student with the teacher as facilitator. Individual enrichment and extension is advised to keep faster students involved and fully extended.

- **Reading Programme**

An extensive library/"cave area" is housed in the English class and the children are encouraged to choose their own reading book. In addition to this, each child has a graded reader which is part of the Big Cat reading system. This encourages the love of reading and hones comprehension skills. The child moves from level to level. We listen, with the help of our reading moms, to the children's reading every day and record their progress.

2. Cambridge Mathematics

The Cambridge Primary Programme covers all aspects of Mathematics: Number and Number Systems, Calculations, Mental Skills, Problem Solving, Organising and Using data, Shape, Space and Measures including patterns and properties of shape, properties of position and movement and measures. Students are introduced to a variety of concepts through both "hands on" and "abstract" tasks.

3. Cambridge Natural Science

Natural Science forms part of the core subjects in the Primary Phase (Gr 1-7). In following the Cambridge curriculum it serves as a stimulating vehicle for developing basic skills. Learners are encouraged to develop their natural curiosity, ask questions, devise suitable investigations, collect and observe, check and solve problems, record their findings and draw conclusions. The programmes of study include plants and animals, the human body, human influences on the earth, types and uses of materials, seasonal changes, space, forces, magnetism, sound, music and energy. School trips are arranged to be complementary to subject themes.

4. Cambridge Computing: ICT Starters

Grade 4 to Grade 7

Information and Communications Technology (ICT) is part of the educational experience of children at MCS. ICT is regarded as a new 'literacy', alongside reading, writing and numeracy. ICT is taught as a discrete subject. All children have 2 lessons per week with a specialist teacher. Cambridge ICT Starters is designed to introduce students, within Primary and Lower Secondary Education, to the key ICT applications they need to acquire that literacy and to understand the impact of technology on our daily lives.

Students use ICT to communicate, handle information, model and control. They develop key ICT skills in a range of applications including: word processing, computer graphics, databases, spread sheets, email, internet, presentations, video/animation and web authoring. Through Cambridge ICT Starters, students learn ICT practical skills and learn to consider wider issues such as adapting their work according to the audience and internet safety.

5. Language: Afrikaans

Our aim for Afrikaans is to supply each and every child with sufficient vocabulary to express themselves clearly and effectively within writing and speaking. We teach vocabulary, language structures and skills such as critical thinking, interpretation and problem solving through the “whole-brain” approach where different thinking styles are addressed and optimum learning therefore takes place. Our reading programme consists of exciting readers for each grade. Learners are also encouraged to take Afrikaans books out to read at home so as to improve their comprehension and interpretation skills. We encourage the learners to have a positive attitude towards Afrikaans as a modern and exceptionally expressive language.

6. Language: Setswana

Language skills of listening, speaking and reading are taught through various activities.

7. General Studies

The General Studies Programme including Social Sciences (History and Geography) and EMS (Grade 6 & 7) is integrated throughout the curriculum by means of specifically planned and prepared activities planned around our themes.

We aim to develop in our learners a life-long desire to learn and explore. This is encouraged through the teaching of exciting lessons, setting challenging projects and extending the learning experience through trips and tours to exhibitions, plays and places of interest. Geographical skills and knowledge are integral to the understanding and appreciation of the environment in which we live. Responsible citizenship is fostered through an appreciation of the inter-dependence of society, nature, water, air, soil, vegetation and even the urban environment. Our learners are taught an appreciation of the sustainable use of the environment in which they live. Skills such as reading and interpreting maps; using symbols, scale, distance and direction; graphical and drawing skills and the translating of mapped information into the written word are taught. Learners study the relationships between people and themselves and their environment from the past to the present and looking forward into the future.

The Economic and Management Sciences Learning Area teaches financial literacy and develops entrepreneurial skills. In History our focus is to encourage an open-minded, questioning and critical attitude. Not only will children understand History, but we hope they will come to value it for the interesting, fun and challenging subject that it is.

8. Cambridge Art and Technology

Cambridge Primary Art & Design provides a platform for personal expression and encourages learners to embrace every opportunity to pursue their own ideas. Learners will also benefit from regular opportunities for collaboration, sharing ideas and learning from others. They will collaborate with peers to solve problems, share experimentation and celebrate outcomes.

From Grade 4-7 Art and technology is combined and all projects follow the design process which incorporates research, planning, individual design, crafting or making, as well as presentation of the completed project. Thinking skills such as planning and problem solving are as important as the practical skills such as painting, drawing, woodwork, sewing, and paper craft and are incorporated with aesthetic presentation.

9. Library/Media Centre

Library and Information Research Skills are presented by the Class Teachers and ICT skills are encouraged. Each classroom has its own dedicated “cave” area/ library area.

PERSONAL DEVELOPMENT PROGRAMME (PDP) /LIFE ORIENTATION

As the name suggests this is an interdisciplinary learning area that orientates students to engage in a personal development journey towards life – life with all of its tests and contests - to prepare our students to be real world ready.

PDP is concerned with developing knowledge about the self and skills that will enable young people to engage socially, to be responsible citizens, and to live healthy and productive lives. It is also about adopting a positive attitude towards physical activities, fitness and recreation. Our school supports the “*Healthy body Healthy mind*” philosophy. We want to prepare our students to be morally responsible, law-abiding participants in our multifaceted country.

These include opportunities to engage in the development and practice of a variety of life skills, to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. The PDP programme is compulsory for all our students from Grade 4 – 12.

The Manners4Minors **curriculum for Grade R & Grade 1 forms part of our Junior Personal Development Programme.** “Manners4Minors” is included in the weekly programme and is a programme designed specifically for 3 to 6 year olds, aimed at introducing them to the benefits of having good manners and displaying universally acceptable social skills.

Through interactive role play, props, puppets and interesting environments together with positive reinforcement, peer encouragement and a carefully designed curriculum, we aim to stimulate an interest in the manners that will extend beyond the school walls and will have an impact on every aspect of our children’s lives.

The curriculum includes lessons on bullying, party etiquette, road safety, telephone skills, table manners, bossiness, good sportsmanship, personal safety, the magic words, healthy eating, and the importance of telling the truth, bedtime procedure, money skills, we cannot afford it, whining and nagging, divorce, the importance of grandparents, pet care, physical differences and introductory skills. Lessons are accompanied with worksheets, poems and/or sing-a-long songs.

The challenge for many parents is to get their children to realise the benefits of such refined behaviour! This is where Manners4Minors can help. Predominantly through demonstrating emotional responses which both friends and adults have to well-mannered children, we have succeeded in producing a product that will enrich the lives of children who participate in the programme and, without doubt, change some children’s lives forever.

The eight PDP focus areas are: (this is **cost inclusive**)

- Personal well-being
- Personal Skills Development
- Social Development/Citizenship Education
- Physical Development and Movement
- Careers /Career Choices and Business Behaviour – orientation to the world of work
- Leadership Development: Duty Panel
- Entrepreneurial Skills Development & Financial Planning
- Mentorship programme

CULTURE & SPORT

The culture & sport curriculum forms an essential part of our school programme. We have allocated cultural & sport periods each week that will form part of our Personal Development Programme. We want to create a platform for all our students to enable them to express themselves in a creative way using

different genres. The sporting mission of MCS is to provide coaching and sporting/practice facilities for the learners to enable them to play as true sportspersons in “the spirit of the game”.

Cambridge Music

The Music Programme at MCS follows the Cambridge Primary Music Curriculum. The Cambridge Primary Music, assist learners to:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills and attitudes necessary to think and contribute as musicians
- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, valuable and relevant.

The Cambridge approach encourages learners to be responsible, innovative, confident, engaged and reflective.

The Programme also culminates with several in-school concerts and participation in the annual Hartbeespoort Kunstefees. Marimbas, steel pans and recorders have been introduced into the programme.

Cambridge Physical Education

Cambridge Physical Education is about learning to move and also about moving to learn.

Learners start learning to move by practising the basic movement skills which are the foundation of all physical activities. These include balancing, running, jumping, landing, climbing, hopping and ball skills, soccer, netball, swimming and athletics.

House Team sports events such as athletics and swimming are held annually. Participation from all the learners is encouraged as a way to build team spirit.

Grade R

- Ball skills (netball & soccer)

Seasonally (Grade 1 – 7)

Sport Activities	Cultural Activities
Swimming	Drama
Soccer	Chess
Athletics	Choir
Cross Country	Marimba Band
Netball	Debating & Public Speaking
Cricket (Gr 4-7)	Eco Club
Archery (Gr 4-7)	

ENVIRONMENT & COMMUNITY

The students' involvement in community and environmental projects is an essential part of our school curriculum. Our school's motto for our outreach arm is: "*Be the change you want to see in the world*". Our aim is to lead by example, to serve others, to respect other cultures and to contribute positively to society. We will be involved in reading schemes, numeracy and literacy training, art workshops and skills development.

Environmental awareness:

We have achieved Eco School, Platinum status. We care about doing our part to advance the "green" movement. By using products that are environmentally friendly, we can lead by example and make our learners aware, from a practical view, how it is enforced. We have also introduced a formal recycling initiative into our school environment from the Executive Head's office to the classrooms. Each learner, as part of a team, will have a turn to categorise and dispose of our clean litter which can be recycled. We educate the school staff and learners on which items of litter can be recycled and hope that the ideas will filter into your homes too.

Also envisaged is:

- Social responsibility & investment
- Establishment of an educational trust
- Mountain Cambridge School supports the following organisations: Skeerpoort Primary, Ennis Thabong Primary, Lesedi House, CANSA & Hartbeespoort Animal Welfare Society, Ten Rooms School
- Santa Shoebox project

ENTREPRENEURIAL SKILLS

Our students will be responsible for the successful running of their own entrepreneurial ventures, the proceeds of which will be used for community development projects. Under the guidance of our mentorship programme we will nurture and develop our students' business skills. This programme forms an essential part of our Personal Skills Development Programme.

SCHOOL HOURS

MONDAY - FRIDAY

Gr. R	07:30 – 13:30
Gr. 1-2	07:30 – 13:30
Gr. 3	07:30 – 13:50 (except Wednesdays, 13:30)
Gr. 4-7	07:30 – 14:20

Teachers' Consultation hours: (when not involved in extra mural activities)

Monday, Wednesday, Thursday: 14:20 – 15:00

2021 MCS CALENDAR

Term 1

Start: Wednesday 13th January

Close: Wednesday 14th April (11:00 closing time)

Half Term: Close Thursday 25th February
Return Tuesday 2nd March

Public Holidays: Sunday 22nd March (Human Rights Day)
Monday 23rd March (Public holiday)
Friday 2nd April (Good Friday)
Monday 5th April (Family day)

Term 2

Start: Wednesday 5th May

Close: Friday 6th August

Half Term: Close Friday 11th June
Return Monday 21st July

Term 3

Start: Tuesday 7th September

Close: Friday 3rd December

Half Term: Close Thursday 21st October
Return Tuesday 26th October

Public Holiday: Friday 24th September (Heritage Day)

SCHOOL UNIFORM

The school uniform is compulsory and the proper school uniform must be worn at all times.

GRADE R

Girls & Boys:

- Quantec shorts
- Pre-Prep T-Shirt: MCS golf shirt
- Polar fleece, navy, badged
- **Tracksuit** will be compulsory in winter
- Floppy Hat - navy, badged
- Black Strop shoes in summer
- Black takkies in winter
- Drimac (optional)

GRADE 1 - 7

Girls:

- Skort
- Short sleeve badged white fitted blouse (Summer)
- Long sleeved white shirt & tie (Winter)
- Navy striped anklet (Summer)
- Black shoes
- Skort & Navy stockings ('winter woollies') **or** McCullagh & Bothwell Girl's navy trousers (optional in Winter)
- Jersey - burgundy with white and navy stripes in neck plus badge
- Drimac- (optional)
- Baseball Peak- plain navy, badged

Grade 1-7: Boys

- Navy shorts (Summer)
- Navy long trousers (Winter)
- Short sleeve open neck badged white shirt (Summer)
- Long sleeve white shirt & Tie (Winter)
- Navy anklets
- Black shoes
- Pullover
- Drimac (optional)
- Baseball Peak

PE/ Sports: Grade 1-12

Girls

Compulsory sports attire

Attire	Description	Sports	Supplier
Multipurpose sport shirt	V-neck, sleeveless, sublimated MCS sport shirt (maroon and navy).	Netball, Athletics, Physical Education.	Available from Extreme Edge Active wear. Order form available at reception.
Netball skirt	Maroon and navy skirt to match multipurpose shirt.	Netball.	Available from the MCS uniform shop.
Quantec shorts	Navy shorts with a maroon and navy stripe.	Physical Education and Athletics.	Available from the MCS uniform shop.

Optional sports attire

Attire	Description	Sports	Supplier
Athletics shorts	Navy athletics' shorts.	Athletics (Formal events).	Available from the MCS uniform shop.

Boys

Compulsory sports attire

Attire	Description	Sports	Supplier
Multipurpose sport shirt	V-neck, sleeved, sublimated MCS sport shirt (maroon and navy).	Soccer, Athletics, Physical Education.	Available from Extreme Edge Active wear. Order form available at reception.
Physical Education/ soccer shorts	Maroon short with navy stripe to match multipurpose sport.	Soccer, Athletics, Physical Education.	Available from the MCS uniform shop.

Optional sports attire

Attire	Description	Sports	Supplier
Athletics shorts	Navy athletics' shorts.	Athletics (Formal events).	Available from the MCS uniform shop.
Athletics shirt	Sleeveless, round-neck navy and maroon shirt.	Athletics (Formal events).	Available from the MCS uniform shop.

Other items:

- School bags, tog bags, cooler bag (optional)
- Beanies and scarves (with coloured stripes) and navy gloves

The boy's and girl's sport uniform is compulsory for all sporting activities during our Personal Development Programme: navy school track suit, school t-shirt, school shorts, navy swimming costume ("Jammer" style for boys).

Team sport uniforms:

Our soccer, netball and athletic teams have a distinct, branded uniform which will need to be ordered by parents.

SCHOOL STOCKIST

McCullagh & Bothwell is the sole official supplier of MCS school uniforms on a consignment basis, and Susan Ackerman is appointed as the selling agent, at the premises provided by the school.

The MCS Uniform Shop will be open during the following days on the School grounds.

- **Every Monday from 9:00- 12:30,**
 - **Every Wednesday from 12:00 – 14:30 and**
 - **The first Saturday of each month from 9:00- 12:30,** throughout the term.
- * **Credit cards are welcome.**

Susan provides a friendly, efficient and professional service to the school community of MCS.

Susan Ackerman – 083 758 0455

Sport shirt and Grade R shirts: Extreme Edge active wear (Theo) – 074 459 8953

SCHOOL FEES 2021

LEVEL	ANNUALLY	TERMLY x 3 Jan/May/Sept	MONTHLY x 10 Jan - Oct
Grade R*	R 51 650	R 17 220	R 5 295
Grades 1* - 6	R 67 095	R 22 370	R 6 880
Grade 7	R 70 160	R 23 390	R 7 195
Boarding (Gr 7-12)	R 57 200	R 19 070	

***Gr 000 to Gr 1 tuition fees include Play ball & Manners4Minors fees**

The following discounts apply: 5% Sibling Discount for 2nd child and 10% Sibling Discount for 3rd child
7% Discount if Fees are paid annually in advance before 30th November
5% Discount if Fees are paid annually in advance before 31st January

LEVEL	7% Discount Before 30 th November	5% Discount Before 31 st January
Grade R*	R 48 035	R 49 070
Grades 1* - 6	R 62 395	R 63 740
Grade 7	R 65 250	R 66 655

Additional costs:

Non-Refundable Acceptance Fees

Primary School R 3,500.00 - Once off Per Registration

Boarding School R 4 500.00 - Once off Per Registration

Annual Payments (Each year)

Pre-Primary - Grade 7: Annual Registration Fee R 1 145

Pre-Primary - Grade 7: Classroom Resource Fee R 1 460

Grade R - Grade 7 - Computer Levy R 835

Subtotal: R 3 440

Please note:

School fees are compulsory and are payable strictly in advance. The following methods of payment are available:

10. Annual tuition fees paid in full by the end of November for the following year: discounted by 7%
11. Annual tuition fees paid in full on the 31st January: discounted by 5%
12. Monthly tuition fees: due and payable on the first of every month over a 10 month period (Jan – Oct).
13. Termly tuition fees: due and payable on the first day of January, May and September.
- 14. A full term's notice, in writing, or the equivalent fee in lieu thereof is required prior to the withdrawal of a pupil.**
15. All tours, school excursions and theatre outings are payable when advised of the event.
- 16. The above School Fees EXCLUDE Cambridge external exams, some text books, stationery packs and private extra-murals. (The Cambridge External Exam Fees are quoted in £'s and are payable on exam registration at the rate of exchange.)**

BANK DETAILS

The Mountain Cottage School

Account Number: 1469021153

Bank: Nedbank Brits

Branch Code: 187646

NB! Proof of payment to: accounts@themcs.co.za

Reference on Payment: Oldest child in MCS's name and surname

STATIONERY & TEXT BOOKS

Tuition fees do not include the cost of the stationery packs. Textbooks are included in the school fees.

EXAMINATION PROCEDURES

External Cambridge Examination Fees: Grade 6

Examination fees are not included under tuition fees and are paid separately at time of entry for exams. Fees are subject to change according to the exchange rate at time of entry. Exam fees are payable at least 30 days before the exam session starts. Penalty fees apply for late entries.

Exam procedures:

Question papers are sent from Cambridge and students' scripts are returned to Cambridge for marking, ensuring a continuous high standard of education. Our main examinations are at the end of the school year in the second half of October – November. A mid-year exam session is offered by Cambridge in May/June and students wishing to upgrade results from previous examinations may re-write subjects in this session.

Exam results:

May/June results are available in August and end of the year results in mid – January of the following year. Certificates are issued by Cambridge.

CODE OF CONDUCT

This is the framework which guides the children of our school to behave in a positive manner. It creates a culture of learning and teaching through a discipline system that protects all the students' right to effective education, their right to human dignity and their right to security. MCS has compiled this code in co-operation with the students, teachers and parents. It will be updated regularly. The Code of Conduct is based on Section 8 of the SA Schools Act (84) of 1996. School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning.

An MCS student is expected to uphold the values of the school and to represent our school in the most responsible way possible.

The ethos of The Mountain Cambridge School is one of nurturing and support so that each child can be the best that he/she can be. MCS aims to guide and develop children so that they are ready to contribute effectively to their world in the future. Education is not only the responsibility of the teachers, but also of the students and parents.

The values taught and upheld by MCS are many, but the following are focused on: Our school motto, "*Real world ready*" is based upon 6 core values: hard work, honesty, respect, discipline, trust and enthusiasm. These values serve as a compass pointing out what it means to be true to oneself. Honouring these values will guide our students in fulfilling their goals. The following are focused on tolerance, independence, friendliness, helpfulness, responsibility, self-discipline and promptness. Each child is expected to complete his/her work to the best of his/her ability and to complete all work with enthusiasm and pride.

OBJECTIVES:

The Code of Conduct is a key step in fulfilling our Board of Director's commitment to make our school safe by promoting respect, responsibility and civility. Students, teachers, staff and parents have the right to be safe, and feel safe, in their school community. With this Code we are setting clear, consistent standards of behaviour that will help accomplish this goal. Our school's behaviour policy is based on our school's values and our aim is to promote behaviour improvement as a means of improving learning and teaching. Our aim with these rules is to help our students learn self-control, respect themselves and have respect for others, and to learn this very important lesson: "Self-discipline controls my consequences". We want our students to take pride in themselves, their behaviour and their school by always setting a good example. We want to create a disciplined but relaxed environment which is conducive to learning.

Dress code

The school uniform is compulsory and the proper school uniform must be worn at all times and to school functions (unless stated otherwise). All students participating in approved school activities are expected to comply with the required dress code and personal appearance regulations of the activity in which they are participating. No variation from the uniform specified in the admission document will be permitted. Any item that is not listed may be confiscated if worn by a learner. Any sloppy or untidy appearance will not be tolerated. Infringements of the dress/uniform code will result in removal from the class until the learner's appearance is satisfactory.

- The formal school uniform is compulsory during assemblies every Friday.
- Track-suit tops and windbreakers may **not** be worn with the school uniform.
- The school drimac will be allowed during winter.
- Students' uniforms should look neat and students should be groomed and well-presented at all times. Boys need to be clean shaven, no facial hair are allowed.
- Boys' pants shall be worn securely at the waist, no abdomen skin or underwear is to be exposed.
- Boys' shirts are to be kept tucked in at all times.
- Girls' skirts are not to be shorter than **10 cm** above the knee.
- All students participating in approved school activities are expected to comply with the required dress code and personal appearance regulations of the activity in which they are participating.

Hair and appearance:

- No make-up will be allowed.
- Nails are to be clean, short and neat at all times, clear nail polish may be worn.
- Girls only: Visible pierced jewellery shall be limited to one piercing per ear, only small sleepers or stud earrings may be worn.
- No jewellery including rings, except watches may be worn.
- Students' hair has to be neat, clean and well groomed.
- Fringes must be neat and kept out of the face line.
- No hair gel, highlighting or colouring of hair will be allowed.
- No Mohawks or patterns or definite step or any uneven proportioned hair cut will be allowed. (short back & sides).
- Decorations, symbols, mottos, or designs imprinted or attached to the body or clothing, which are offensive to good taste or the maintenance of decorum, or which advertise tobacco, alcohol, drugs, or which identify the students as members of secret anti-social groups or gangs, shall not be worn to school or school functions.
- Ethnic hair styles must meet school's approval.

Suitcases:

- A strong, partitioned suitcase, clearly marked with name
- No graffiti is allowed on bags
- Lockers are available for Grade 4 – 7 on a first come first served basis.

Cell phones/ I Pods/ MP 3s/ Tablets or any other electronic equipment:

- **No cell phones** will be allowed during school hours.
- Learners are encouraged to not bring their cell phones to school. Any communication with their parents will be through the school's front office.
- Cell phones must be switched off during school time and can only be used after school. If found on during school hours, the cell phone will be confiscated.
- **Should a learner not adhere to this rule, the cell phone will be confiscated for two weeks.**
- If learners bring cell phones to school, then it is with the understanding that MCS will **not** be held responsible for any loss, damage or theft thereof, including confiscated cell phones.

- It is on the onus of the learner to take responsibility for the safekeeping of his/her cell phone at all times.

Policy on late comers/punctuality/truancy

- School starts at 07:30 – students must be in their tutor rooms by then for registration.
- Late comers must report to the Administration Office to receive an **Entry Slip** (if the reason is valid) or a **Late Slip**.
- Three late slips will result in a **Friday** detention.
- Truancy from a class is a serious offence. Repeated truancy may lead to suspension.
- If a student feels ill during school they have to report to the Administration Office (parents will be contacted if deemed necessary).
- If an appointment is scheduled during school hours (which should be avoided) a note from parents must be handed into the Administration Office from where an early departure slip will be issued.
- Any child collected from school before the end of a school day can only leave if a parent has signed the Admin Exit register at our Admin offices and **has asked in advanced permission via email or telephonically from the Headmaster for the early departure**.
- If absent during an examination, a medical certificate must be produced.
- Access to examination rooms will not be allowed an half an hour after commencement of exams.

Substance abuse and prohibited items

- No possession of, dealing in or using alcohol or drugs/stimulants i.e. Red bull, Monster
- a ZERO TOLERANCE policy on banned substances will be adhered to
- No possession of pornographic material
- No possession of or smoking cigarettes
- No weapons of any kind may be brought to school (i.e. guns, knives) a zero tolerance policy will be adhered to
- The Principal will bear responsibility and will do everything in her/his power to ensure that MCS remains a drug free zone.
- Suitable education, guidance and monitoring programmes will be conducted at MCS.
- Appropriate actions will be taken in cases of infringements of this policy.
- The best interests of the school as a whole will be considered paramount.

POSITIVE REINFORCEMENTS can be awarded to the children for:

- good values and positive attitudes;
- sportsmanship;
- recycling efforts;
- cultural activities;
- community service;
- academic effort.

1. House teams

Learners are placed in house teams, namely **Loeries** and **Fish Eagles**.

Points are awarded to the house teams for acts of individual and group goodwill deeds including community work and school service. A competition is generated each term to inspire the children and increase house spirit.

2. Good work certificates

- These should be issued as a reward for a concerted and positive work ethic.
- Good work certificates will be issued at the educator's discretion.
- The educator shall consciously seek to allow every child an opportunity to earn good work certificates during each term.

PRIVATE EXTRA MURAL ACTIVITIES

We also provide some private extra mural activities which are paid by the parents directly to the provider:

Little Lab Coats

René van Heerden – 082 727 5123

Mechanics & Robotics

Tracey Grant – 081 791 3275

Horseriding- Beaux Chavel

Jessica Williams – 082 709 1831

Soccer – Supersport

Ayden Rhodes – 081 045 5141

Rugga Skills

Simone van den Berg – 072 485 9794

Tiny Tutus ballet

Liza Marie du Plessis – 071 871 9169

AFTERCARE

Smarties Aftercare, located next to the school, offers delicious cooked meals, supervised homework, playground activities and sports, in a home-from-home environment.

Natliegh 076 701 7072

Juniors 12h15 – 17h30

Seniors 13h30 – 17h30

Sherpa Kids, located on the school premises, offers various aftercare and holiday programme packages.

Liza Yssel 084 500 4485

MCS Baby and Toddler School (only for Grades 000, 00, R)

Megan Janse van Rensburg 073 903 4126

THE GAP – STUDENT CAFÉ

The Gap provides a variety of healthy food choices which are nourishing, well-presented and fresh. The delivery of such remains a priority for the School and forms part of our school's '*healthy body, healthy mind*' philosophy. The Gap provides healthy, home-style meals daily for the students, in addition to the standard snacks and refreshments on offer.

Hours: 7am to 4pm Monday to Friday

Meal orders may be placed in advance and special dietary needs can be catered for. Please contact Cecile.

Cecile Ehlers – 082 961 4809 / cehlers@gmail.com

HEALTHY LUNCH BOXES

These should contain as little processed food as possible with a minimal number of items containing refined sugars, high GIs, colourants and preservatives. Whole wheat bread, fresh fruit, raw vegetables, nuts, raisins, cheese or yoghurt are far healthier options. No fizzy cool drinks are allowed. Fruit juices should be pure with no added sugar. The best option is to teach your child to drink unflavoured pure water.

In Grade R no sweets are allowed except on Fridays when the children are allowed to buy tuck. Please limit the spending money to R20.

SAFETY AND SECURITY

The school gates will be closed from 8:15 to 12:15 daily, with access gained by ringing the bell.

The school is under CCTV surveillance and security guards will be on duty.

TRANSPORT

MCS makes use of a number of private bus transport providers. This privatisation means that learners are being transported in larger, safer buses. These drivers provide a service in the local suburbs.

All bus users should be respectful to their drivers and obey the rules of the bus. As this is a private service to assist parents all bus fees must be paid monthly in advance directly to the bus drivers. Casual trips can also be arranged with the drivers. Every learner who uses this service must sign a bus indemnity form.

Daniel Molobi-	073 067 3318
Ango Mthimkule -	072 289 7011
Refilwe -	078 631 6507
Dominic Konaite -	071 304 9400
Eva Konaite -	072 590 0271

PRIMARY SCHOOL PRAYER

God bless Africa

Guard her children

Guide her leaders

And give her peace. Amen.

STAFF CONTACT INFORMATION

MRS CAROLINA VAN HEERDEN Executive Head carolina@themcs.co.za

MR GRANT TAYLOR Finances gtaylor@themcs.co.za

MR RONNIE JAMES Deputy Headmaster rjames@themcs.co.za

MRS ANRIEKE OLIVIER Deputy Headmistress aolivier@themcs.co.za

MRS CHRISTINE SMITH Reception / Enrolments 063 482 6822 reception@themcs.co.za

MS MARY-ANNE PINGO Reception 078 392 5857 admin@themcs.co.za

MRS CHANTAL VLOK Administration 078 933 6486 / chantal@themcs.co.za

MRS JASMINE GRAVETT Bursar 071 021 1725 accounts@themcs.co.za