



APPLICATION INFORMATION



WESTVILLE BOYS' HIGH SCHOOL

WHERE POTENTIAL MEETS PURPOSE



Westville Boys' High School is a world-class institution that provides the space for each student to pursue their full potential with purpose. We embark on an all-round approach to education, with equal emphasis on Academics, Sports, the **Arts, Leadership** and **Service**.

CHARACTERISTICS OF A GRIFFIN:

INTEGRITY

HUMILITY

RESPECT

CHARACTER

DISCIPLINE

RESILIENCE

ADMISSIONS POLICY

PURPOSE:

This policy outlines the rules for admission To Westville Boys' High School. This policy has been drawn up by the Governing Body as required by the South African Schools Act.

WHO SHOULD READ THIS?

Parents of students wishing to attend Westville Boys' High School.

LEGAL BASIS FOR THIS DOCUMENT:

The appropriate section of the South African Schools Act No 84 of 1996 is as follows: Subject to this Act and any applicable provincial law, the admissions policy of a public school is determined by the Governing Body of such school. All relevant regulations and circulars issued by the KZN Department of Education up to and including KZN Circular no. 38/2016 have been taken into account.

CAPACITY:

The capacity per grade has been determined by the Governing Body to be 240 students.

ADMISSION CRITERIA AND ALLOCATION OF PLACES:

The Admissions Committee will take into account the place of residence of parents or legal guardians.

Those who reside with their parents or legal guardians and whose closest state school is Westville Boys' High School will be considered first.

Thereafter the limited number of remaining places will be given to students who show the highest academic potential, a high degree of sporting potential, an excellent disciplinary record and a proven ability to contribute to the academic and extra-curriculum programme of Westville Boys' High School.

A limited number of places will be reserved for achievers, according to the stipulated criteria, in academics, sports or the performing arts; or as part of the School's transformation programme.

Each year the Governing Body will determine the number of places which can be offered to the recipients of bursaries/scholarships.

APPLICATIONS:

Applications open on the first day of the new academic year. Although the Education Department's closing date is the end of September each year, past experience indicates that full capacity will be reached for Grade 8 before that time.

Applications are submitted online. Incomplete applications will not be processed.

Fraudulent applications will not be considered. The School reserves the right to revoke the admission of a students who has gained admission in a fraudulent manner and to institute criminal proceedings.

ADMISSIONS POLICY

ADMISSION OF RESIDENTS:

Students residing with their biological parents or legal guardians, and whose closest public high school is Westville Boys' High, will qualify for admission on the grounds of place of residence. Appropriate proof of residence is required to satisfy the School of the legitimacy of the residence of the applicant. Affidavits confirming that applicants reside at a certain address will not be sufficient.

Proof of parentage must be in the form of an unabridged birth certificate. A short-form birth certificate may be provided when making the application. (An unabridged certificate is required prior to finalizing the application. Proof of application, by way of receipt from Home Affairs, for the unabridged birth certificate, must be attached).

Guardians, who are not the biological parents of the applicant, will be required to provide convincing proof, to the satisfaction of the School, of the legitimacy of their guardianship.

Because the state requires that all places be filled by the end of September, the School cannot guarantee places for late applications from people whose nearest state school is Westville Boys' High School, or who might move into the area.

ALLOCATION OF ADDITIONAL PLACES AVAILABLE:

Should additional places become available, these may be offered to students who reside closer to other public high schools. However, in view of the limited number of places available, access to the School cannot be guaranteed. In considering these applications, admission will be on merit according to the criteria in this policy. Please note that parts of Westville North, Berea West, Cowies Hill and Westville South are closer to other state schools than Westville Boys' High School.

The on-going financial viability of the Westville Boys' High School Boarding Establishment is a priority of the Governing Body. The Governing Body will determine the number of places which can be offered to new students to ensure the viability of the Westville Boys' High School Boarding Establishment by the School.

Processed applications will be confirmed.

UNSUCCESSFUL APPLICATIONS:

Although the closing date for applications stipulated by the KZN Department of Education is the end of September, past experience has shown that the School has reached capacity well before the end of the first school term of the preceding year. As the demand for places significantly exceeds the capacity of the School, it is not possible to accept all students who apply within the application period. The School will endeavour to notify all students of the outcome of their applications as soon as possible. In accordance with KZN 37/2010, a waiting list of not more than 5% of capacity is to be maintained.

ADMISSIONS POLICY

NO FEEDER SCHOOLS:

There are no feeder schools for Westville Boys' High School. Admission in a primary school cannot guarantee a place at Westville Boys' High.

LANGUAGE POLICY:

The medium of instruction is English. English is offered as the first language. Afrikaans or isiZulu is offered as a second language.

AGE REQUIREMENTS:

In terms of legislation, students are entitled to leave school at the end of the year in which they turn 15 or after achieving a pass at the end of Grade 9 whichever is the sooner.

The following ages are used as guidelines in ensuring appropriate placement at this School:

Grade 8: Admission in the calendar year in which the learner turns 14 years of age

Grade 9: Admission in the calendar year in which the learner turns 15 years of age

Grade 10: Admission in the calendar year in which the learner turns 16 years of age

Grade 11: Admission in the calendar year in which the learner turns 17 years of age.

Admission into Grade 12 is not recommended and will be considered only under exceptional circumstances.

SUBJECT PACKAGES OPTIONS:

All Grade 8 and 9 students undertake the stipulated General Education & Training curriculum. All packages include English Home Language and Mathematics. Subject packages are determined on the basis of viable class numbers. Preference regarding subject packages for Grade 10 or subsequent grades is given to students enrolled in Grade 9 at this School. Choice of subject package could preclude admission in the Further Education & Training phase.

RULES & REGULATIONS:

The Code of Conduct, the Dress Code and the Rules and Regulations of the School must be strictly adhered to. These regulations have been adopted by the Governing Body in consultation with the parent body and the Representative Council of Learners. All prospective students and their parents or guardians are expected to strictly consider these regulations before applying for admission.

SCHOOL FEES AND TRUST CONTRIBUTIONS:

School fees are compulsory and are determined on an annual basis at a specially convened meeting of the parent body. Contributions to the Educational Trust are on a voluntary basis and are tax deductible.

FURTHER INFORMATION

POLICY ON CO-CURRICULAR INVOLVEMENT:

Holistic education is integral to the School's Mission, and the development of the student is emphasised. It is important that every student accepts the School's policy on co-curricular involvement. Sport has been incorporated into the timetable as part of the Sports Academy programme.

SCHOOL FINANCES:

The school fees are set by the parent body and are subject to annual renewal. A budget meeting is held towards the end of each year to set the school fees for the following year. Parents will be required to sign a fee commitment form indicating the basis on which the school fee is to be settled.

A discount is allowed for payment of the annual school fees before February 28.

An appeal is made to all parents for contributions to the Educational Trust. These contributions are tax deductible and are used by the Trustees in order to enhance the infrastructure of the School.

A non-refundable deposit is payable on acceptance.

ADMISSION POLICY AND PLACE OF RESIDENCE:

A student who lives closer to another high school is not precluded from seeking admission to the School. However, access to a chosen school cannot be guaranteed.

All out-of-area students are advised to secure admission at the school which is closest to their residence as admission to Westville Boys' High School cannot be guaranteed. Applications received after the closing date will be placed on a waiting list which will be considered in the event of any vacancies.

Successful students must inform the School of any change of address which might occur prior to the start of the academic year.

BOARDING:

Westville Boys' High School takes pride in offering a unique boarding experience. Our modern boarding facilities provide students with a warm, safe, and secure environment. The boarding houses are privately operated by the Westville Boys' High School Foundation, which aims to raise funds to support the school in enhancing its reputation as a premier institution. The boarding houses are managed by the Westville Boys' High School Foundation, which is dedicated to raising funds to enhance the school's stature as a leading institution. Given the limited availability of spaces within our boarding houses, we prioritise creating an atmosphere where our boarders can experience a "home away from home." We ensure that each student receives the necessary support to explore their potential and achieve their aspirations.

FURTHER INFORMATION

CODE OF CONDUCT AND SCHOOL RULES:

Westville Boys' High School places emphasis on discipline, behaviour and the development of responsibility. It is important that every prospective student willingly accepts the provisions in the Code of Conduct before proceeding with an application to this School. Please refer to Form A102 Information Booklet - Code of Conduct.

SCHOOL RULES AND POLICY:

Although there are a number of regulations which help in the smooth running of the School, there is really only one guiding principle: At all times use your common sense and do not do anything that will bring you or your School into disrepute.

ATTITUDE, MANNERS AND RESPECT FOR OTHERS:

Develop a positive attitude towards your School, your studies and your involvement in co-curricular activities.

Develop self-discipline and responsibility for your own academic progress.

Identify with the traditions of the School.

Good manners and respect for others are expected of a Westville student at all times, therefore, be respectful to adults at all times, and courteous to visitors to the School.

Bullying is forbidden.

Do not use offensive or foul language. This will include racist, sexist or other inappropriate language.

SCHOOL UNIFORM AND APPEARANCE

The written permission of the Headmaster or his Deputy is required in the event of any deviation from these norms.

Show pride in your School by ensuring that your uniform is always neat.

Full uniform must be worn at all times between School and home, at all functions and on excursions. Blazer buttons to be in place and buttoned at all appropriate times, particularly in public and when representing the School at events.

The details of the correct uniform and special sports kits are to be found in the Prospectus and must be adhered to. All items of clothing must be marked with the owner's name. Full uniform or a School tracksuit must be worn after sports practices.

Medical identification tags and wristwatches may be worn but no jewellery or lapel badges unrelated to School may be worn.

Hair must be reasonably short, and must be kept neat and well-groomed. It must be clear of the ears and off the collar and forehead. Sideburns must be short and unobtrusive. No unnatural colouring of hair or 'steps' are permitted. Boys must be clean-shaven at all times.

No tattoos are permissible.

KEY QUESTIONS

ARE THE ACADEMIC STANDARDS AT PUBLIC SCHOOLS SUCH AS WESTVILLE BOYS' HIGH SCHOOL BEING UPHELD?

Despite the negative press that public schooling has received, the standards of teaching and learning at Westville Boys' High School are as high as they ever have been. This is due to the efforts of a dedicated and stable teaching staff, the vision of a pro-active Governing Body, and a supportive parent body which funds the infrastructure that is necessary in delivering quality education and attracting students whose qualities add value to the School's programmes.

DOES WESTVILLE BOYS' HIGH SCHOOL OFFER EDUCATION THAT IS ON PAR WITH THAT OFFERED AT PRIVATE SCHOOLS, AND DO AFFORDABLE SCHOOL FEES IMPLY AN INFERIOR STANDARD OF EDUCATION?

The Governing Body employs more than half the teaching staff in order to maintain a student-teacher ratio of 18:1, and to maintain class sizes below 30 students. The State contributes the salaries of 43 teachers, which assists in making school fees more affordable. It is Governing Body policy to employ sufficient additional teaching and support staff to ensure quality education.

HOW DOES THE SCHOOL ATTRACT AND RETAIN QUALITY TEACHING STAFF?

The teaching staff are regarded as the School's most valuable resource. The Governing Body has made it a priority to provide working conditions that are conducive to the retention of experienced staff. Staff members are regularly assessed on the performance of their professional responsibilities. The School also has a student teacher learnership programme in operation which is intended to attract promising new teachers into the profession.

WHAT PROVISION IS MADE FOR DEVELOPMENT OF THE SCHOOL'S CAMPUS?

For the past two decades, the Governing Body has attended to the physical development of the School and the provision of equipment. Past projects include the Media Centre, the two computer centres and the network, the two audio-visual centres, technologically upgraded classrooms, the Bowdens Pavilion, the Multi-Purpose Indoor Centre, The Performing Arts Theatre, the Hockey Astroturf, Administration area, the Aquatics Centre and the Student Centre and the High Performance Gym. The Educational Trust and the Old Boys' Association provide vital support to the Governing Body in this regard.

WHAT SORT OF CURRICULUM IS OFFERED AT WESTVILLE BOYS' HIGH SCHOOL?

All courses offered at the School qualify a student for university entrance in any country. Subjects cover the Arts, Sciences and Commerce. Entrepreneurship and the development of life skills are themes common to all subjects. The School constantly monitors trends in education and reassesses its strategic plans regarding curriculum content and teaching methodology. A questioning approach forms the basis of our teaching, we believe this provides students with the edge to succeed in a rapidly changing business and social environment.

KEY QUESTIONS

WHAT IS THE SCHOOL'S APPROACH TOWARDS HOLISTIC EDUCATION, AND CAN THE SCHOOL CATER FOR THE EXTRA-CURRICULAR NEEDS OF MY SON?

The development of the whole person in nurturing excellence is the major part of the School's Mission. The School has adopted a 'Middle Line' philosophy which focuses on the individual learner (see the website for further details). This philosophy permeates all aspects of the School. For example, the Student Leadership structures and Leadership Development programme are based on personal values and positive service in addition to preparing students for successful careers. A further major point of difference at Westville Boys' High School is the talent nurtured in the Arts, producing exceptional actors, singers and instrumentalists who have made their marks on national stages. The School offers 18 major sports and every student is required to participate at his level of expertise. The Westville Boys' High School Sports Academy identifies and nurtures sporting interest and talent. This programme includes an integrated School timetable where by skills-based training and sports theory are provided to students as part of the formal timetable. Team coaching is handled in the afternoons by the teaching staff and professional coaches supported by technical advisers. Clinics are also held for development squads and elite squads. The School also offers 29 clubs and societies covering a full range of activities such as Outreach, Photography and Environmental issues.

WHAT IS WESTVILLE BOYS' HIGH SCHOOL'S ETHOS FROM CULTURAL, RELIGIOUS AND EDUCATIONAL PERSPECTIVES?

The School caters primarily for the community of Westville and the Highway area. The School draws a majority of students of a Christian background, and tolerance and acceptance of all religions and cultures is practiced. The School aims at educational excellence across the full range of academic and co-curricular activities. We share the ethos of the leading State boys' schools in the country and we are part of a national and international network of these schools.

WHAT IS WESTVILLE BOYS' HIGH SCHOOL'S STANCE ON THE GRADE 10-12 FET CURRICULUM?

All schools in the country, both public and private, follow the new National Curriculum, and Westville staff have been involved in influencing desired changes to the curriculum in terms of subject content and teaching methodology. The success of the new curriculum depends on the manner in which it is implemented in each school. An on-going annual plan is in place for the specific training of Westville Boys' High School teachers on the curriculum. There is a misconception that only public schools are required to follow the new curriculum. This is not so. All schools in the country, both public and independent, are required to follow the same curriculum.

WHAT INFLUENCE DOES THE NATIONAL OR PROVINCIAL EDUCATION DEPARTMENT HAVE ON THE PROVISION OF EDUCATION AT WESTVILLE BOYS' HIGH SCHOOL?

It is a priority of the Department to focus its resources on the most needy schools in the province. As such, the School finds itself in the position of a self-managing institution covering all aspects of education such as funding, grounds and buildings, curriculum development, appointment of staff and teacher assessment. We see it as our responsibility to provide quality education. The parent body currently provides 70% of the total funds required to run the School.

KEY QUESTIONS

WHAT IS WESTVILLE BOYS' HIGH SCHOOL'S APPROACH TO DISCIPLINE?

The maintenance of good discipline is a major priority. The School has a Code of Conduct which has the support of the entire School community. All violations of that Code are dealt with on a consistent basis. All prospective students and their parents are required to attend an interview with a member of School management where issues such as this are clarified.

WHAT IS THE RELATIONSHIP BETWEEN WESTVILLE BOYS' HIGH SCHOOL AND HOME?

Structures are in place to facilitate good and full communication. The School has a mentor form head per grade and two counsellors. The approach is one of promoting open relationships between parents and their children. In line with its 'Middle Line' philosophy and its community school character, Westville Boys' High School encourages and receives parental involvement in all aspects of School life.

ARE PUPILS WHO RESIDE OUTSIDE OF WESTVILLE ABLE TO SEEK ADMISSION?

The answer is yes. Although priority is given to those students residing closer to our school than to another state high school, the School does have some spaces for out-of-area students. Spaces, however, cannot be guaranteed for out-of-area students.

WHAT EXAMINATION IS WRITTEN AT THE END OF THE MATRIC YEAR AND DOES THIS HAVE ANY EFFECT ON MY SON'S FUTURE PROSPECTS?

Please refer to the [Myths about Matric Exams in SA](#). All final matriculation examinations in South Africa are accredited and regulated by UMALUSI (formerly SAFCERT). This includes the National Examinations and the Independent Examinations Board (IEB) examinations. UMALUSI is the only body in the country empowered to issue Matric certificates. The UMALUSI certificate is the only internationally recognised certificate issued in SA. Research has been done on the prospects of students writing the various examinations, and on the alternative examination systems on offer.

MYTH 1: There is more than one 'Matric' certificate in South Africa.

REALITY: There is only one South African 'Matric' certificate i.e. the National Senior Certificate. This is issued by the accrediting body, UMALUSI. UMALUSI is the body which quality assures the papers set by the three Matric examining bodies in South Africa: the National Department of Basic Education (DBE), the Independent Examinations Board (IEB) and the Eksamenraad vir Christelike Onderwys (ERCO). The UMALUSI certificate is internationally recognised.

MYTH 2: The 'Matric' certificate i.e. the National Senior Certificate, reflects the name of the examining body and the school attended by the pupil.

REALITY: The certificate does not reflect the name of the school nor the examining body. The certificate reflects the name of the accrediting body, UMALUSI, the name and ID number of the pupil, the marks achieved, the type of pass (i.e. Bachelors' pass, Diploma pass or Higher Certificate pass), and is signed by the CEO of UMALUSI.

MYTH 3: The IEB certificate is internationally recognised.

REALITY: The IEB is not empowered to issue Matric certificates – they issue only a printout of results which still need to be certified by UMALUSI. The National Senior Certificate issued by UMALUSI has international recognition.

KEY QUESTIONS

MYTH 4: The IEB exams are superior to those of the National Department of Education.

REALITY: This is not possible, nor would it be fair. UMALUSI is responsible for ensuring that papers set by the three examining bodies are equivalent in terms of degree of difficulty, and in terms of the higher-order, middle-order and lower-order cognitive levels addressed in the papers. UMALUSI appoints moderators in each subject to ensure that all papers set by all three examining bodies meet the UMALUSI requirements. If papers do not meet these requirements, those papers are rejected, and will have to be re-set, failing which candidates will be required to write the papers of another examining body.

MYTH 5: Only the DBE sets exams on the National Curriculum Statement (NCS) therefore only the DBE sets exams for the National Senior Certificate (NSC).

REALITY: All three examining bodies, DBE, IEB and ERCO teach and assess according to the National Curriculum Statement.

MYTH 6: All private schools write the IEB NSC examination.

REALITY: Not true. Bishops (Cape Town) and Crawford College are two high-profile private schools which have opted not to write the IEB papers. They write the national DBE NSC papers.

MYTH 7: The standard of exam papers affects the quality of teaching and learning in classrooms.

REALITY: Successful academic schools set their own high internal standards and teach and examine towards those high standards. Less successful schools might not teach and examine towards the high standards of the leading academic schools, and it is clear that several do not reach the levels reflected in the NSC exam papers set by the three bodies.

MYTH 8: A pupil needs a Matric certificate to gain admission to a university.

REALITY: To gain preliminary acceptance at university, a pupil needs to apply early in his Grade 12 year, therefore he needs to produce his Grade 11 report issued by the school. In order to be considered for admission into a degree course at university, a candidate must achieve a Bachelors' pass, the requirements of which are: Home Language at 50%, four subjects at 40% (one of which may be Home Language) and two other subjects at 30%. Universities also have the right to set entrance exams (e.g. particularly in the case of demanding courses such as Medicine or Actuarial Science) or apply further higher mark requirements for entry into certain faculties.

MYTH 9: The current Matric exams are much easier than those written under the 'old' curriculum.

REALITY: Under the 'old' curriculum it was possible to opt to write subjects at a lower standard i.e. at Standard Grade (SG) rather than Higher Grade (HG), and it was possible to achieve 30% in all subjects at Standard Grade level to gain a Matric Certificate. UMALUSI has done a research study on the standard of the current NSC Matric papers and has found the degree of challenge to fall somewhere between the degree of challenge of the previous SG and HG papers. The current NSC Matric papers of all three examining bodies are still required to incorporate the higher order cognitive levels (analysis, synthesis, evaluation and creative problem-solving) that were evident in the 'old' HG papers.

KEY QUESTIONS

MYTH 10: The South African Matric certificate is inferior to that of other countries.

REALITY: UMALUSI, the DBE and the IEB all undertake a benchmarking process by analysing and comparing papers to those of other countries e.g. the UK and Australia, as well as other African countries.

MYTH 11: Pupils in the public schools write only papers set by the DBE.

REALITY: Some subjects are not set in this country e.g. candidates may subscribe and register for the Trinity Music Certificate set in the UK, or they might write the Chinese language examination set by the Cambridge examining body in the UK. The IEB is also tasked with setting examinations in certain subjects catering for smaller numbers of candidates, e.g. French, German and other specific languages other than English, Afrikaans and other African languages. Pupils in public schools undertaking such subjects will write the papers set by those bodies, the results of which will be reflected on the UMALUSI certificate.

MYTH 12: The mark-adjustment process is a dishonest way of manipulating the pass rate.

REALITY: Whilst UMALUSI moderators attempt to ensure that papers from one year to the next or from one subject to another are equivalent in terms of degree of challenge, content addressed in the papers, marking standards and degrees of innovation in papers cannot be identical. It is therefore very difficult for examiners and moderators to ensure that examination papers from one year to the next are completely equivalent in terms of degree of challenge. It would be unfair for candidates in any one year to be subjected to a relatively difficult paper with those in other years subjected to less demanding papers. Mark adjustments are an educationally sound process for ensuring the fairness of results across different years, and between different subjects. The historical unadjusted or 'raw' scores are used to determine the appropriate norms for mark adjustments.

MYTH 13: Pupils writing examinations which are set in other countries have an advantage in terms of achieving a 'better' education and in securing places at universities in South Africa and overseas.

REALITY: UMALUSI and the examining bodies in South Africa have a priority to ensure that the examinations under their control are credible in terms of international norms and standards. They therefore undertake a benchmarking process by analysing and comparing examination papers to those of other countries e.g. the UK and Australia as well as other African countries. Pupils from any country wishing to study further in a country other than the one in which they completed their high schooling, will need to comply with the conditions required by that other country e.g. Scholastic Aptitude Tests (SATs) are applied in the case of the USA. If they have written the Grade 12 examinations set by one of the South African examining bodies, they will also be required to produce their UMALUSI certificates to the foreign universities. In every country the quality of teaching and learning is dependent on the ethos and standards of each particular school. South Africa boasts a number of excellent public and private schools. These excellent public and private schools are known to produce students who have gone on to achieve much success in the top ivy-league universities of the world.



REPUBLIC OF SOUTH AFRICA

National Senior Certificate

Awarded to

[Redacted Name]

Identity number [Redacted]

Exam number [Redacted]

Subject

English Home Language
 Afrikaans First Additional Language
 Mathematics
 Life Orientation
 Accounting
 Life Sciences
 Physical Sciences

%
 86
 88
 98
 94
 95
 93
 86

Achievement

level
 7
 7
 7
 7
 7
 7
 7

*

This candidate is awarded the National Senior Certificate and has met the minimum requirements for admission to bachelor's degree, diploma or higher certificate study as gazetted for admission to higher education, subject to the admission requirements of the higher education institution concerned.

With effect from December, 2023

M. S. LAKOMETSI

Chief Executive Officer

240 1209 8671 S



This certificate is issued without alterations or erasure of any kind



UMALUSI



Council for Quality Assurance in
General and Further Education and Training
South Africa

5576223

(See reverse for more information)

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MAY I NOT SHRINK FROM MY PURPOSE

ACADEMICS | SPORT | ART | CULTURE | LEADERSHIP | SERVICE



**WESTVILLE BOYS'
HIGH SCHOOL**

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