



2001

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EK WEET EK KAN  
I KNOW I CAN

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## CONSTITUTION

### **PURPOSE:**

- To create an environment for learners where they can develop maximally.
- To give learners the opportunity to develop to their full potential in society.
- To allow learners who are unable to function adequately in the normal school situation to still function in normal education despite their learning disabilities.
- To give learners the opportunity to make maximum academic progress as they receive more attention as a result of fewer learners per group in the learning situation.
- To raise happy children who, as motivated adults, can fulfill their place in society.

### **VISION & MISSION:**

- **Vision :**  
We strive to be a dynamic school where staff are motivated and passionate about making a difference in the lives of learners with barriers to learning and to help those learners to be able to grow and function to their full potential.
- **Mission:**  
We would want every child in this school to experience success and excel on his or her own level. To achieve this, every child should feel safe and happy in the school environment. In order to achieve this mission we must acknowledge that the parents, teachers and learner form the sides of a triangle and that they will all have to co-operate, support and have respect for each other in order to keep the triangle intact.

### **HISTORY:**

- **Founders :** Mrs. M Stander & Mrs. D Stroebel
- **Foundation date :** 1 January 2001
- **Venue :** Sunday school classes of Bellville Riebeeck Dutch Reformed Church
- **Learners :** Commenced with 10 learners on the 1<sup>st</sup> day
- **Inauguration :** 3 April 2001
- **Registration :** At Department of Education in August 2001.
- Applied for accreditation at Umalusi which is the Council for Quality Assurance in General and Further Education and Training is a statutory Quality Council which quality assures education provision in General and Further Education and Training.

### **SYMBOLS :**

- **SYMBOLS:** Squirrel - Hard-working, purposeful, diligent
- **DUNATOS :** "It is possible" Translated from Greek
- **MOTTO :** " I know I can"

### **ADMISSION CRITEREA:**

#### **ADMISSION CRITEREA :**

- Only children with the following BARRIERS TO LEARNING :
  - ACADEMIC challenges in reading, writing, communication or MATHS.
  - Syndromes such as ADD, ADHD, MILD Autism or a syndrome that presents with the same symptoms.
  - Emotional barriers requiring a small class : Anxiety, Depression
  - Physical challenges: Partially sighted, mildly hearing impaired, mild cerebral palsy requiring no help from and individual, wheelchair or any kind of support for moving around.
- NO ADMISSION without a psychologist's report not older than 2 years.
- Verbal IQ is a good indicator of academic abilities and may not be lower than 70
- Accept and support where individual therapy and / or medication may be required in severe cases.
- NO ADMISSION without a South African birth certificate.
- NO ADMISSION without a completed two week observation period
- NO EXEMPTION from school fees. NO SUBSIDIES.
- Teaching Languages only Afrikaans and English.
- Any Nationality.
- Any denomination.
- Accept that the school functions on Christian principles and that all learners must adhere to Christian principles regardless of their denomination.
- Parent's support is VERY IMPORTANT.
- Parents must accept their child's special needs.
- Accept that the school can NOT remove or correct the learners' problem, but that the school only plays a supporting, leading and directional role.
- Accept and respect the school's code of conduct and disciplinary code as determined by the management team and approved by the governing body of the school.
- Recognize that you are under no obligation to use the services of Dunatos and you do it by choice.

**EXCLUSION :** The following learners will not benefit from DUNATOS :

- Learners with serious behaviour difficulties.
- Learners with severe psychiatric disorders and/or personality disorders.
- Learners with drug-related dependencies.
- Learners with poor work ethics such as – not doing homework, not willing to work in class, not handing in projects in time or not at all, regular absenteeism or regularly does not bring books or study material to school.
- Parents who refuse to support the school in the educational process.
- Parents who find fault with all efforts made by the school and in the process undermine the school's authority.

**FACULTY:**

- Principal
- Heads of Departments : High School, Senior Phase, Junior Phase, Skills Phase
- Administration : Secretary, Financial officer, Receptionist
- Professional therapists : Speech therapist, Occupational therapist, Play therapist, Horse therapy, Social worker, Reading therapists,
- Governing body
- Educators
- Subject specialists
- General workers
- Health and Safety officer
- Bus drivers

**STRUCTURE:**

Learners	High School Phase	Senior Phase	Junior Phase	Skills Phase
	Grade 8 to 12	Grade 4 to 7	Grade 1 to 3	Level 1 to 4 & Pre-skills
	Mainstream curriculum	Adapted CAPS curriculum	Adapted CAPS curriculum	Skills curriculum

Management team	Principal, four Heads of Departments Meets once a week Minutes of all meetings available at Vice-Head's office	<ul style="list-style-type: none"> <li>• Educators are all qualified to teach.</li> <li>• Educators have to be registered at SACE</li> <li>• Teachers get in-service training 4 times / year</li> </ul>
Heads of Departments	One head for each Phase – manages staff, curriculum and learners in the specific phase. Meet once a week Minutes of all meetings available at Principal's office	
Governingbody	Chairman, Secretary, Principal, One teacher representing the staff and learners, 3 additional parents. Meet once a term Minutes of all meetings available at Principal's office	

**CURRICULUM:**

- Grade 1 to 9 :
  - Uses national CAPS curriculum as guideline.
  - Adapts the curriculum to benefit the learner.
  - Uses concessions(according to the Educational Department' s regulations) – readers, scribes, organisers, more time and exemption
- Grade 10 tot 12 :
  - Uses full CAPS curriculum
  - Uses concessions(according to the Educational Department' s regulations) – readers, scribes, organizers and more time
  - Concessions needed will be determined by a Psychologist in writing in a full report stating the reason for the concession.
  - Concessions for grade 12 MUST be approved in writing by the Educational Department.
  - Grade 12 learners write the same national senior certificate exam as learners in a normal public school.

Grade 1 to 3 subjects	Mathematic	1 <sup>st</sup> Language	2 <sup>nd</sup> Language	Life orientation	Physical Training	Computer class
	Art	Library				
Grade 4 to 7 subjects	Mathematics	1 <sup>st</sup> Language	2 <sup>nd</sup> Language	Life orientation	Physical Training	Computer class
	Art	Library				
Grade 10 to 12 subjects	Mathematics	Math. Literacy	1 <sup>st</sup> Language	2 <sup>nd</sup> Language	Life orientation	Computer class
	Tourism	EGD	Agr. Man Practices	Agr. Technology	Geography	CAT
	Consumer studies	Life Science				

• **SKILLS PHASE :**

- Only for learners with a verbal intellectual ability lower than 70.
- Pre- Skills: From 10 to 13 years
- Skills level 1 to 4 : From 14 to 17 years.
- Learners will be exposed to more practical subjects and academic subjects will be on a low level.
- Learners will be exposed to all practical subjects in this phase, but will not necessarily be able to master the curriculum.
- Learners receive a certificate from the school.
- Learners DO NOT write the national senior certificate exam and WILL NOT get a grade 12 certificate.

Skills level 1 to 4 & Pre-Skills subjects	Mathematics	1 <sup>st</sup> Language	2 <sup>nd</sup> Language	Life orientation	Computer class	Physical Training
	Carpentry	Gardening	Farming	Maintenance	Technical drawings	Building
	Educare	Hospitality	Fashion	Hair & Beauty	Needlework	Crafts

## **ASSESSMENTS AND TEACHING METHODS**

- Taking into consideration that DUNATOS caters for children with barriers to learning, assessments still need to be done properly. As far as possible, assessments take place according to WCED regulations but with a few adaptations such as :
  - A child with specified Discalculae will not be expected to be on the same mathematical level as the students in his or her grade and will either be allowed to work with a calculator and/or on a lower level. Mathematics will also not be taken into consideration with such a child's progress to the next grade. Children will then be allowed to progress to the next grade until grade 10 where they will be able to take Maths Literacy instead.
  - A child with specified Dyslexia, will not be penalized for spelling in exams or tests in content subjects and Mathematics. Only a low percentage of disqualification will take place in Languages. Special methods of assessments can also take place like having a reader and/or a scribe and tests and exam papers will be more user friendly for example monkey puzzles, shorter questions, bigger letter fonts and using points or bullets.
- Assessments take place throughout the year.
- A test series in the first and third term
- Exams in the second and fourth term
- Practical assessment tasks (PAT)
- Concessions as proposed by a professional psychologist and according to WCED regulations.
- Individual educational plan (IEP) as far as possible

## **ACTIVITIES**

- Educational Curriculum support with concessions (Grade 1 to12 as well as skills learners. All of these are provided in two official languages each in their own class).
- Emotional support- play therapy, social welfare.
- Social skills support - play therapy, social welfare.
- Occupational support- weekly physical exercises, horse riding.
- Staff training by professional therapists
- Extra mural activities - rugby, cricket, drama, horse riding, modeling and art.
- Skills training : Hairdressing, Beauty, Educare, Hospitality, Farming & gardening, Computer technology, Carpentry, Arts and crafts
- Parent meetings - termly
- Parent support on request
- Computer application Technology
- Library and research activities
- Professional Therapies

## **TYPICAL EXPENDITURE**

- Salaries of educators, cleaners, administration personnel.
- Rent of premises
- Insurance
- Transport (buses)
- General repair and Maintenance
- Stationary and educational material (i.e. books)
- Classrooms
- Library with books
- Art class with all necessary art equipment and tools
- Water and Electricity
- Sport fields
- Carpentry tools, machinery, work benches and a workshop
- Therapy rooms
- Beauty salon with necessary equipment
- Two Hospitality kitchens for skills and mainstream phase
- Two computer labs for High School and Primary School including 15 computers for each lab and computer licenses and programs according to the Educational Department
- Horse stables, Horse feed, Horse riding equipment, veterinarian, horse dentist, blacksmith
- Book keeper and auditors
- Communication costs
- General administration
- Occupational health and safety

## **HEALTH AND SAFETY**

- A complete policy on Health and safety is available.
- Each learner has to complete medical document at the beginning of each year. This is kept in the school's safe.
- A qualified health and safety officer is appointed.
- All fire extinguishers are inspected once a year.
- A fire and safety drill is exercised twice a year.
- A complete policy on HIV and other contagious illnesses are available.
- The School is under 24hour surveillance in order to support the investigation of criminal activities after hours or problematic social interaction between learners.

**DISCIPLINARY SYSTEM:**

- To develop a safe environment
- To develop an environment where the children will feel at home
- To develop an environment where teaching and learning can take place to its full potential.
- ALL ROLE PLAYERS – parents, teachers and children are expected to be kind, respectful, responsible, friendly, hardworking, willing, considerate, courteous and trustworthy.
- A hard copy of the policy on the school's disciplinary system is available on the school's website and in the school's safe.
- All children receive a hard copy of the disciplinary system at the beginning of each year. Educators work through the hard copy with the learners and this hard copy must be signed by the learner and the parent.
- All disclosures and concerns from parents, teachers or children -
  - Must be done in good faith
  - Must be true and not allegations according to assumptions
  - Must not be for personal gain or be malicious. Should it be found after investigation that the informant was malicious or did it for personal gain, action against the informant may be taken.
  - Will be investigated properly by the HOD and / or LST. Should it be true, proper action will be taken.
- Teachers report serious matters to their HOD which will then be discussed and possible interventions will be planned at the management meeting once a week.
- Very often parents will be called in for a meeting during which possible interventions will be discussed.
- Interventions can be one or more of the following:
  - Therapy done by a professional therapist
  - Starting or adaptation of medication after professional evaluation done by a professional therapist or medical practitioner.
  - Alternative methods of teaching and learning.
  - Alternative placement at a more suitable educational facility.
  - Disciplinary procedures as indicated in the learners code of conduct for minor problems.
  - White card system to determine problem areas and improving behaviour.
  - Yellow card system for more serious behaviour problems.
  - Suspension can take place in serious cases or constant repetition of behaviour problems even after all previous interventions.



**FINANCES:****IMPORTANT : Strategic planning and related budget**

1. Since we are a private school we do our financial planning differently
2. In our planning it is important to take note that:
  - We are totally dependent on our school fees for the total running of the school as well as the staff's salaries.
  - We do get funding from the WCED but can't depend on it with our financial planning since we are not guaranteed that we will get funding every year due to the fact that we are a private institute.

**THEREFORE :**

- We plan only one year ahead at our annual strategic planning.
- We do not use money we don't have!! NO DEBT is allowed.
- We also depend a lot on donations in the form of money or goods.
- We have a fundraising event each term to support our finances.

**SIGNED AND CONFIRMED**

	
Mrs. M L Stander	Mrs. S van Zyl
Managing Director / Owner	Principal

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