



THE JOY OF LEARNING

## Oakhill School Admissions Pack 2012

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## APPLICATION PROCESS

### **STEP 1: GETTING TO KNOW OAKHILL SCHOOL**

You could...

- Visit our School for a relaxed walkabout at a time of your convenience - call our admin office to make an appointment.
- Send your child to Experience an Oakhill Day.
- Come to one of our Open Days.
- Visit our website: [www.oakhillschool.co.za](http://www.oakhillschool.co.za).
- Chat with a current Oakhill parent (we will gladly put you in touch).

### **STEP 2: PROVISIONAL APPLICATION**

This means that you are interested and that you genuinely wish to consider Oakhill as your school of choice. Applications should be made by March next year.

### **STEP 3: MEET WITH OUR HEADMASTER**

A meeting with our Headmaster, Mr Shane Kidwell, is a necessary step for you and your child to ask any final questions and for us to assess whether your child would be happy joining our school.

### **STEP 4: PLACES OFFERED**

Places will be offered and we advise that you make your decision as soon as possible as we offer more places than are available. However the deadline for the completed Application Form, together with deposits should be received as confirmation of acceptance by end June.



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## FEE SCHEDULE FOR 2012

### ENROLMENT

Application/ Registration Fee: R500 per pupil.

### PLACEMENT FEE

A non-refundable Placement Fee of R5,000 is payable immediately upon acceptance into the school.

### TUITION FEES

	PER ANNUM	PER TERM	PER MONTH
Grade 000	R22,405	R5,907	R2,260
Grade 00	R23,602	R6,223	R2,380
Grade R	R24,809	R6,542	R2,502
Grades 1-3	R44,563	R11,752	R4,496
Grades 4-7	R45,875	R12,080	R4,615
Grades 8-12	R58,335	R15,361	R5,869

### SIBLING REBATES

Grades 000 – 7	Grades 8 - 12
2 <sup>nd</sup> child 5%	2 <sup>nd</sup> child 10%
3 <sup>rd</sup> child 10%	3 <sup>rd</sup> child 15%
4 <sup>th</sup> child or more 15%	4 <sup>th</sup> child or more 20%

### PAYMENTS ARE STRICTLY IN ADVANCE

**ANNUAL FEES:** 1 payment by the first day of the first term, otherwise your fees will automatically revert to the monthly option.

**TERMLY FEES:** 4 equal payments on the first day of each term, otherwise your fees will automatically revert to the monthly option.

**MONTHLY FEES:** 11 equal payments from the first day of the first term, then the first day of each month to 1 November. *This option may only be taken if a monthly debit order is signed and returned to the Finance Office.*

### GRADE 10- ODYSSEY FEE

R3,500 is payable by 28 February 2012.

### IEB GRADE 12 EXAM FEE

R4,028 for 7 subjects.

### PLETT BUS FEES

	PER ANNUM	PER TERM	PER MONTH
Plettenberg Bay	R10,316	R2,722	R1,042
Harkerville	R8,771	R2,315	R886

Sibling rebates do not apply to Transport Levies. Payment terms are as per Tuition Fees set out above.

### BANKING DETAILS

Oakhill School, First National Bank	Account No.: 62 00 20 99 605
Branch: Knysna, Branch Code: 210 214	Bank Swift Code: FIRNZAJJ



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## GENERAL NOTES ON FEES

- Any extras, such as specialized subject fees, etc will be charged as they arise and are payable on presentation of statement.
- The school reserves the right to restrict admission of any pupil in respect of whom monies to the school are outstanding.
- A term's notice, in writing, is required when withdrawing learner's from the School. A term's notice will be charged to accounts on immediate withdrawal.
- All payments received will be applied firstly to the reduction of interest, legal fees and fees in lieu of notice, sundry charges and arrears applicable and then to the reduction of current tuition fees.
- In the case of a parent, guardian or person responsible for the payment of fees being sequestrated and there are arrear fees, the student's attendance at the school will be immediately suspended. The student's continued attendance will be subject to all fees being paid in advance.
- In no case will the school become involved in disputes within families as the responsibility for the payment lies with the parent, guardian or person responsible who signed the Application and Acceptance form.
- Sundry charges that will be charged: photocopying, certain outings, enrichment lessons (ALU), printing, telephone calls, certain away games - especially where transport and accommodation are involved, Olympiad's, Core Skills tests, Challenga's and certain activities where outside people are paid to do presentations etc.
- Although the Board of Governors will always endeavour not to increase tuition fees during the school year, it reserves the right to do so if circumstances require it. Increases in fees can reasonably be expected each year to provide for inflation and other costs.

## TERM DATES

### 2012 School Calendar:

- TERM 1: 17 January - 20 March
- TERM 2: 11 April - 22 June  
(Public Holidays - 27 April, 1 May, 16 June)  
(School Holiday - 30 April)
- TERM 3: 17 July - 21 September  
(Public Holiday - 9 August)
- TERM 4: 9 October - 7 December



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## A BRIEF HISTORY OF OAKHILL

Oakhill School grew from an idea sown in the early 1990's by pioneering parents who wanted a good education for their children. They sought to establish a school which expressed "joy in learning" and placed the child at the centre of an integrated curriculum.

With educationalist Allan Graham at the helm, teachers' country-wide applied for posts and accepted appointments with no guarantees, save the dedication and enthusiasm of the headmaster and founding parents.

The new school's 54 students, ranging in age from six to sixteen, spent the first term of 1992 in a unit of the newly opened Woodmill Lane Mall. In April that year the school moved to its permanent location on the hillside above Knysna, sheltered by Oaks and with a view of the lagoon. The dream was realised.

Allan Graham laid the foundation – with no formal uniform, no prefect system, and strangely compared to today, very little sport. He used his relationship with the IEB to advise Bridgehouse, Somerset, and Principia on opening sister schools, moving himself to head Bridgehouse. Gary Norton, ex-Marist Brothers College, had a short reign, as did Colin Winchester. Hilton Stander stabilized the school as numbers grew close to 350. Hilton constructed eight new classrooms and effected modernization of facilities.

Today Oakhill has more than 480 pupils from Grade 000 to Grade 12 and is growing steadily in reputation and numbers, attracting children from local areas and from further afield. College students follow the Independent Examinations Board (IEB) syllabus which maintains international university entrance standards and is the benchmark for the highest education qualifications in South Africa. Excellent academic results and glowing appraisals from external assessors confirm Oakhill's progress.

The School is continually improving its facilities - from the classroom to the sports fields. The Information Technology Centres are constantly upgrading computer equipment and software to provide students with the necessary technological skills.

The school's growth has accelerated the need for double-streaming and plans are being made to build new classrooms to accommodate the increasing numbers of children. It is inevitable when excellence across the curriculum is achieved, a school will grow. Oakhill is prepared for this growth, growth in all senses - mind, heart and body. It is a demanding school, expecting dedication and excellence from staff, commitment and involvement from parents and the realisation of their potential from pupils.

At the start of 2009, Shane Kidwell, Deputy Head of St Alban's College in Pretoria, took over the leadership to initiate what will be an exciting new era for Oakhill. Though it's Music, Art and Drama Departments have great reputations, there are big plans ahead.

## OAKHILL SCHOOL MOTTO

### *'The Joy of Learning'*

The motto encourages our whole community to experience thinking and learning and to enjoy the excitement of lifetime learning.



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## THE THREE HOUSES

Gold was discovered outside Knysna in 1876. Oakhill's three Houses are named after three of the leading mines: Millwood, Jubilee Creek and Bendigo.

**Millwood** (colour – yellow)

*House Mentor: Mrs Juliet Le Fleur*

**Jubilee** (colour – red)

*House Mentor: Mrs Sheila Pasio*

**Bendigo** (colour – blue)

*House Mentor: Mr Lee Raynor*

## OUR VISION

***Learning. Thinking. Enjoying. For life...***

Oakhill School is to be a happy, vibrant and dynamic place for learning, where children flourish in an environment that celebrates diversity, rewards creativity, embraces discipline and produces academic excellence. Oakhill seeks to provide a broad, balanced education that is modern and relevant to our times and integrates the academic, cultural, social, physical and spiritual components necessary for a young person's development.

## OUR VALUES

The School recognizes the individuality of each child and provides a framework in which freedom and discipline sit comfortably with each other. Children are encouraged to think independently and respect one another's view point. This approach builds confidence, strength of character, self-discipline and instils a desirable value system and moral code that enables children to make decisions and take responsibility for their actions. The curriculum teaches our students to respect religious differences and allows parents to set the tone for a child's spiritual development. Oakhill students should leave with both life skills and the skills for life, ready to continue their journey with confidence.

## OUR MISSION

Preparing students for life by encouraging them to think for themselves and take responsibility for the consequences of their decisions, for themselves, for others and for the environment.



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## CODE OF CONDUCT

***The Code of Conduct is to be signed by all Prep (Intermediate Phase) and College Pupils (Grades 4 to 12) and their Parents/ Guardians/ Custodians.***

At Oakhill, Pupils are treated with respect, recognised as individuals, and encouraged to develop self-discipline.

This Code of Conduct aims to facilitate a disciplined and purposeful school environment, dedicated to improving and maintaining the quality of education. Furthermore, this code aims to inculcate a value system that will serve our Pupils well beyond their school days.

The Code of Conduct also aims to ensure that the School 's curricular and extracurricular programmes are executed in the most orderly way possible to create a climate in which teaching and learning can take place effectively.

### 1. PRINCIPLES

The Oakhill Code of Conduct is guided by the following principles in its Constitution, set out under Aims of the School.

- 1.1 To assist Pupils in building strength of character and an appropriate value system.
- 1.2. To encourage Pupils to make informed choices, and to accept responsibility for those decisions and their consequences.
- 1.3. To provide a flexible approach to discipline with the aim of developing Pupils as self-disciplined individuals.

### 2. RESPONSIBILITIES

2.1 Educators at the School subscribe to the School's Code of Conduct and undertake [inter alia] to:

- Be punctual, well prepared and professional in their approach to education
- Manage pupil performance effectively and motivate pupils to achieve realistic and meaningful personal goals
- Be sensitive to the needs of their pupils and to address learning difficulties in a positive manner
- Praise, encourage, recognise and reward pupils who strive to achieve
- Create a classroom climate which is based on a learning partnership which makes education both relevant and stimulating
- Set a positive example for their pupils
- Administer discipline correctively and with dignity when necessary

- 2.2. Our School prides itself on having good relations with the School's community, its pupils and their parents. While parents should expect the School and its educators to provide the best education possible with the available resources, parents should also accept responsibility for helping the School to achieve this goal.

Parents enrol their children at the School subject to their acceptance of the School rules and other conditions of enrolment. Parents also have the responsibility to (at least):

- Actively support the efforts of the School and its educators to teach their children
- Involve themselves to the fullest possible extent in school activities
- Make positive suggestions and contributions to improve the School's education process and the learning environment
- Support the disciplinary structures and procedures of the School, and the reasonable efforts by the School to apply discipline effectively and fairly
- Encourage their children to participate fully in School and extra-mural activities
- Participate in the learning process and assist their children with homework, provide encouragement, check results and communicate freely with the School
- Ensure that Pupils attend school regularly and are in attendance at all compulsory functions and activities, and that punctuality is practiced

In terms of the SA Constitution, every Pupil has the right to education. The School strives to provide the educational opportunities that its Pupils and the community deserve. Pupils themselves, however, must recognise that they have a responsibility to their parents, the School, their educators, their fellow pupils and themselves.

Pupils, therefore, must accept and comply with the School's rules and its conditions of enrolment. In more general terms, they must:

- Comply with instructions from teachers and with the general rules of the School
- Behave responsibly and not endanger the safety, welfare and rights of others
- Respect and care for the property of the School and of others
- Maintain sound relations with others, be courteous and respect the dignity and self-worth of others
- Be punctual
- Demonstrate a positive attitude towards learning and be diligent in their efforts
- Behave honestly and conduct themselves with integrity
- Accept legitimate disciplinary action taken against them



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## BOARD OF GOVERNORS

Oakhill School was founded in 1992 as an Association governed by a Constitution. It is registered as an independent school with the Western Cape Education Department (WCED) and is a member of the Independent Schools' Association of South Africa (ISASA).

The Board of Governors is elected from the parent body and the wider community. Its duties and responsibilities are to appoint the Principal, and under his or her guidance, the teachers. The Board continually assesses the direction of the school and strategizes to ensure the long-term sustainability of Oakhill.

## HEADMASTER AND STAFF

Oakhill's Headmaster, Shane Kidwell, took up office on 1 January 2009. He subscribes to Jim Collins's mantra that "It is no harder to build something great than it is to build something good." Shane's style of leadership encompasses a framework for sound spiritual and moral growth; an educational approach that focuses on all round development; nurturing and self-discovery; a joy of learning for both teachers and learners and an ambitious and visionary approach to education.

*"We need to ensure that the young men and women at Oakhill grow in confidence and develop skills they will need to flourish in the real world."*

*Shane Kidwell*

In line with school policy, Oakhill's current academic staff of 49 are all academically qualified for the grades and/or subjects they teach. College teachers regularly attend IEB User Group meetings to keep up to date with trends and developments in education policy and methodology. In addition, Oakhill stakeholders have implemented a framework to monitor academic standards and ensure the continuation of Oakhill's academic excellence. Oakhill's "open door" policy means parents may address any concerns to the Head and staff. Every day is an "open day" – parents are always welcome to visit and consult with teachers, and visiting families are encouraged to spend time on the school campus, with visiting students being encouraged to spend a day or two in their age appropriate class.

## A FAMILY OF SCHOOLS

Oakhill has three schools on its campus:

**Little Oaks Pre-Primary** (Grades 000, 00 and R)

**Preparatory School** (Grades 1 - 7)

**College** (Grades 8 - 12)

The school is managed by a team comprising the Headmaster, and a management executive of teachers and administrators.



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## LITTLE OAKS: GRADES 000 – R

### *The journey begins...*

#### **The Child**

- natural, spontaneous and curious
- refreshing individuality
- learns through play

#### **The Needs**

- love, warmth, honesty and strength
- a stimulating, fun and secure environment
- fantasy
- first hand sensory experiences of the world

#### **The Skills**

- ability to perform a task or activity
- communicating – listening and relating
- creating, thinking and doing
- sharing, caring and fair play

Excitement, enthusiasm and love of learning thrives at “Little Oaks” (Grades 000, 00 and R). Dedicated teachers stimulate natural curiosity as the children embark on their voyage of discovery.

Here the focus is on creative learning through play. Based on the integrated day educational programme, self-selection of activities is encouraged whilst ensuring sufficient structure for the young child’s sense of security. After a morning ring, children can choose freely from art and craft activities, construction toys, educational games, puzzles, books, listening corner, house corner, fantasy play and outdoor play – climbing, sliding, swinging, digging and building. Each child is given individual guidance and encouragement.

From Grade 00 pre-reading, pre-writing and pre-maths skills are developed to ensure school readiness. The children are introduced to THRASS, a phonic/reading programme. Copying and experimentation with many different writing materials develop fine-motor and eye-hand co-ordination. Pre-maths activities encourage numeracy skills including number recognition, number concept, time, shape, conservation and measuring. The children experiment, discover and problem solve in an informal way both indoors and outdoors - often with sand and water!

The Grade R's utilise the Information Technology Centre, learning basic computer skills through educational computer games. The children enjoy frequent outings, that enrich and broaden their horizons. Physical education classes given by a trained instructor, encourage gross-motor development and introduce rudimentary ball skills. Movement and dance classes further enhance physical coordination. Music and singing are very important in the pre-primary programme, encouraging concentration, participation and co-operation in a most enjoyable way.

We believe that in Grades 000, 00 and R children learn best when they are playing, when they are actively involved in making their own discoveries, when they are relaxed and having fun, when they are healthy and safe, when they are encouraged in their creativity and when they are talking and interacting with others.

*“We believe that a child's school day must be balanced “learn some and think some and draw and paint and sing and dance and play and work every day some.” - R Fulghum*



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## OAKHILL PREPARATORY: GRADES 1 -3

### *An age of discovery...*

#### **The Child**

- eager to learn
- great capacity to enjoy life
- growing independence

#### **The Needs**

- guidance and encouragement
- exploration and discovery
- acceptance and friendship
- fun, enrichment and creativity

#### **The Skills**

- reading, phonics, writing, spelling
- basic mathematics
- confidence in communication and expression
- movement, art and music

The Foundation Phase is a happy, nurturing environment where learning is facilitated in an atmosphere of love, understanding and responsible freedom. In these early years emphasis is placed on all aspects relating to self - learning to live comfortably with others, learning to master one's feelings and express them safely, gaining self-esteem and welcoming new experiences. The children are encouraged to make their own decisions and to solve problems creatively.

The focus is on active learning and participation. Children learn best when they are actively involved in doing, thinking and discovering rather than passively receiving information. The Foundation Phase provides a lively introduction to the basics, building firm foundations in the 3R's - reading, writing and arithmetic. Small classes ensure that each child's progress is individually monitored. Reading is introduced through the THRASS Programme and goes hand in hand with the Individual Reading Programme. Language is extended and vocabulary enriched through stories, creative activities and projects.

Oakhill adheres to the New Maths Syllabus. Learners acquire number concepts through practical application. Different methods of solving the same problem are introduced and children are encouraged to use their own preferred method. Afrikaans and Xhosa are introduced as additional languages and are taught by specialised teachers in a fun, creative and usable way. Many puppet shows, songs, stories and rhymes are presented in the additional languages.

Integrated Studies is a thematic approach to learning, offering both teacher and children the opportunity to approach subject matter from many different angles. It is skills based, incorporating gathering information, art, drama, poetry and creative writing. Outings, linked to the theme, are part of the learning process. When studying animals, the children visit a farm, learn about habitats, work on projects or build models, dramatise a fable, paint animal pictures, and discuss animal classification.

Computer skills are developed through engaging educational programmes. Physical Education, Dancing, Music and Singing add to a rich and varied school experience.

*"We need to allow for education of the heart as well as the cerebral cortex". - L Holdstock*



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## OAKHILL PREPARATORY: GRADES 4 - 7

### *A lively learning ground...*

#### **The Child**

- enthusiastic, welcomes new experiences
- identifies strongly with the group
- expressive and communicative

#### **The Needs**

- to build self-esteem and confidence
- to be actively engaged in the learning process
- creative expression
- development of sporting ability

#### **The Skills**

- solving problems creatively
- examining concepts and attitudes
- working independently and co-operatively
- expression of own experience

With the basics firmly established, it is time to extend each child's ability. The Intermediate Phase (Grades 4, 5 6 and 7) provides opportunity for exploration and growth. It is child-centred, and learning is seen as valuable and meaningful because it is based on experience and relevance. The core curriculum follows the prescribed syllabi of the Western Cape Education Department, a framework within which innovative and effective teaching methods make learning exciting.

History, Geography and General Science are taught in an integrated way where possible, in which the connections and inter-relationships between disciplines are revealed through a thematic approach. Subject matter comes alive by examining theories, rules and beliefs from different perspectives, testing them and thus reaching towards true understanding. This provides opportunities for active, participative, co-operative and meaningful learning. Outings are an important component and advantage is taken of Knysna's unique setting. English lessons may also be linked thematically, with language, creative writing, comprehension, spelling and oral work developed through exploration of a theme. For example, when using the sea as a topic, children may write stories and poems about the sea, investigate rock pools, study marine life, paint a seascape, learn the names of the oceans, and present a play on pirates.

Mathematics is based on the New Maths Syllabus and the approach is investigative and practical. Small classes allow for personal attention. All students take part in at least one Maths Olympiad each year. Afrikaans aims to develop confidence and fluency through listening, speaking, reading and writing. Design and Technology provides rich opportunities to improve lateral thinking, creativity, intuition and problem solving.

Given by specialised teachers, Art, Music, Drama and Dance offer opportunities for artistic and cultural expression. Physical Education, Computer Literacy, Life Orientation and EMS complete a well balanced, holistic Intermediate Phase education. These are the years when self-esteem and confidence are built and each child is encouraged to discover his or her own individual talents.

*"One looks back with appreciation to brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child." - Carl Jung*



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## OAKHILL COLLEGE: GRADES 8 - 9

### *A time for growth...*

#### **The Student**

- a developing adolescent
- a discoverer wanting to explore and question
- seeking individual identity

#### **The Needs**

- relevance in education
- open discussions on all topics
- inspiration
- acceptance by peers

#### **The Skills**

- self-motivation
- decision-making
- effective oral and written communication
- understanding and empathy for others

Having emerged from Preparatory School, young teenagers are searching for their place in the world. This is an exciting yet challenging part of the journey towards adulthood. Grades 8 and 9 offer a caring and supportive environment, which stimulates and inspires students to achieve their potential.

The curriculum in this phase covers an extensive range of Learning Areas: English, Afrikaans, Mathematics and Mathematical Literacy, Natural Science, Social Science, Economic Management Science, Arts and Culture, Design and Technology, Information Technology and Life Orientation.

At the end of this phase, students are well equipped to make educated choices regarding their seven Matriculation subjects. During the latter part of Grade 9 all students will write the IEB Common Task of Assessment.

Teachers in this phase act as facilitators. They encourage students to be self-motivated and to take responsibility for their own learning through projects and self-study assignments. Test timetables and project deadlines issued at the beginning of each term promote efficient organisational and time management skills.

Rather than supply ready-made solutions, the teachers assist the students in developing their ability to initiate concepts, investigate resources, access and distil pertinent information and draw their own conclusions. These are the first steps towards independent, critical thinking and decision-making.

Outings offer valuable learning experiences away from the classroom. An annual one week educational camp provides opportunities for participation, teamwork, friendship and self-discovery.

A Life Orientation programme helps our teenagers to understand the trials, tribulations and triumphs of adolescence, with a full-time Counsellor always available for advice and support.

*"What we want to see is the child in pursuit of knowledge, and not knowledge in pursuit of the child."*  
- George Bernard Shaw



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## OAKHILL COLLEGE: GRADES 10 - 12

### *The pursuit of excellence...*

#### **The Student**

- a decision-maker
- a developing thinker
- idealistic
- "The child is Father to the Man" (W. Wordsworth)

#### **The Needs**

- self-worth, balance as a person
- information to make informed choices
- intimacy and friendship

#### **The Skills**

- the responsibility to respond to opportunity
- the ability to think critically and independently
- commitment, endurance, and a desire for personal excellence

During these final years at school (Grades 10, 11 and 12), emphasis is increasingly on academic excellence as students prepare for the National Senior Certificate Examinations (Matric) written through the Independent Examinations Board (IEB). In Grade 10 students make their subject choices for Matric. The following core subjects must be taken:

1. English Home Language
2. Afrikaans First Additional Language
3. Mathematics or Mathematical Literacy
4. Life Orientation

Students then select one subject from each of the following bands:

5. Physical Science or History or Business Studies
6. Geography or Accounting or Visual Arts or Music\*
7. Life Science or Information Technology or Dramatic Arts
  - If qualifying requirements are met.
  - Choice subjects will only be offered if there are sufficient numbers.
  - We reserve the right to amend subject packages.

Experienced teachers guide students towards making the best possible subject choices according to ability, interest and ambition. The maturing adolescents must now master many skills. The ability to think and work independently, critically and creatively, to access knowledge and reach understanding and to communicate clearly, are the challenges facing them. Teachers and students become partners in a dynamic learning process, serving as a final springboard to adulthood.

Field trips form a strong part of the curriculum and students spend one week each year at an educational camp, exploring ecological issues, experiencing team-work and developing leadership qualities. The Senior College provides outstanding preparation for the challenges facing our young people as they venture on to further education and future careers.

*"Columbus did not set out to get to America. He discovered it. One does not set out for static known objectives - nor should one merely look in books for knowledge. There is so much within one's own depth which, if developed, will add to life beyond the year 2000." - Peter Bishop, Oakhill Teacher*



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## THE ARTS

### Visual Arts

The Art Studio at Oakhill is a centre of creativity, offering tuition in both three dimensional media and two dimensional forms of art. Students learn formal and applied methods and are also introduced to modern innovative techniques that allow for personal exploration. At present the Studio offers Graphic Art, Wood Sculpture, Ceramic Sculpture and Painting in both oils and acrylic to College students.

The Studio focuses on drawing skills as an integral foundation for all the arts. At all times the emphasis lies in the nurturing of the creative impetus of the individual and the formulation of an individual style. The Studio exhibits in local art exhibitions as well as the annual IEB practical examinations.

### Music

Music is an integral part of the school curriculum. At Oakhill, music and the playing of instruments is enjoyed by all students. The Music Centre provides students with opportunities to explore music in all its dimensions, to acquire theoretical knowledge as well as practical skills with instruments.

The aims of the Music Centre are:

- To ensure that all students who enter the Preparatory School learn to play at least one instrument.
- To encourage students to experience the joy of making music.
- To promote the development of musical interest and talent through individual tuition, ensemble and choral work.
- To build a sense of self-worth through mastering the disciplines encouraged by Music.

### Music as an Extramural activity

Oakhill School endeavours to provide tuition to any student willing to learn an instrument. At present lessons are provided in the following instruments: piano, flute, concert flute, recorder, saxophone, trumpet, woodwind instruments, harp, drums, guitar - both classical and electrical.

### The Choir

The Preparatory School choir and the College choir continue to build a solid reputation. The choirs perform at assemblies other internal and external functions such as concerts, festivals and eisteddfods.

### The Jazz band and Rock band

This talented group of musicians provide light entertainment at all major Oakhill events and continue to impress on all fronts.

### Music as an Academic subject

Music is offered as a subject from Grade 8 to Grade 12. Although innovative, creative and enjoyable, Music as an academic subject is rigorous and requires real commitment. Provided, a student has attained a satisfactory musical level before entering Grade 10, Music may be taken as a Matriculation subject.



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## **Performing Arts**

The Performing Arts are an integral and vital part of the holistic education offered at Oakhill. Through the study and development of movement and voice, students acquire the ability to express themselves physically and vocally with confidence.

In the Prep School all students, boys and girls, take dance classes as well as Drama classes given by specialised teachers. Speech and Drama classes build self-confidence and culminate in theatrical productions in which each child may experience the thrill and the excitement of performing on stage.

In the College, the study of Dramatic Art becomes more formal as texts, both classical and modern, are thoroughly explored, auditions held, and productions mounted. Students are involved in all aspects of production to achieve a synthesis of the visual arts, music, movement and dramatisation. By the time students reach their final year, they are well equipped for the IEB practical examinations.



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## PHYSICAL AND SOCIAL DEVELOPMENT

### *The Sports Programme*

#### **Physical Education**

Physical Education is a compulsory part of the curriculum for all students. The Sports Programme at Oakhill aims to promote a healthy lifestyle, a strong body, self-discipline and a positive competitive spirit. The lessons of humility, courage, discipline and teamwork learned on the sports field are essential components of a balanced education. Within the curriculum all students are given the opportunity to learn skills and develop talents, build confidence and enhance physical and social well-being. Beginning with rudimentary ball skills in Grade 000 through to the well developed athleticism and skill required at College level, a committed team of coaches strive to meet the needs of each student. In the Prep school everyone who plays gets to be in a team. This ensures that every child experiences the joy of teamwork and team spirit.

#### **Games**

Participation in Games is compulsory. There are a wide range of sports available and younger boys and girls are encouraged to play team games. Sport at Oakhill is not just for recreation. It encourages young men and women to become more self-aware, to build character and to grow their leadership qualities. Students participate in at least one of the following sporting activities each term. Oakhill teams are entered in the regional league fixtures and matches are played against other schools on the Garden Route and further afield too. Our players also participate, with ever increasing success, in regional and provincial trials to represent South Western Districts.

- Athletics
- Cricket
- Golf
- Swimming
- Hockey
- Netball
- Rugby
- Soccer
- Tennis
- Water polo

In addition to its own sports facilities and coaches, Oakhill also makes use of off-campus facilities and the expertise of other specialised coaches - providing transport for students where necessary. Students are thus able to take advantage of a wide variety of activities with the best possible coaching.

#### **Clubs and Societies**

There are a number of extra-curricular clubs and societies which students are encouraged to join:

- Art
- Adventure Racing
- Bridge
- Canoeing
- Chess
- Choir
- Drama
- Equestrian
- First Aid
- Fishing
- Individual Music
- Interact
- Jazz Band
- Life Saving
- Poetry
- Pottery
- Rock Band
- Sailing
- Scuba Diving
- Shepherding
- SRC
- Surfing
- The Oakhill Echoes



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## ACADEMIC ISSUES

### Subject choices at Oakhill College

The Grade 8 and 9 curriculum is broad based and exposes all our students to an extensive range of learning areas in the South African National Curriculum. Subjects offered in Grade 8 & 9 are: English, Afrikaans, Mathematics and Mathematical Literacy, Natural Science, Social Science, Economic Management Science, Arts and Culture, Design and Technology, Information Technology and Life Orientation.

Pupils will continue on into the FET (Further Education and Training) band, in Grade 10, which will be completed over three years and which will culminate with a National Senior Certificate (Matric).

Oakhill offers a wide range of subjects in this phase and we continue to write the Independent Examinations Board (IEB) exam, an exam which is internationally recognized and benchmarked.

### Subjects offered in the FET band

- English Home Language
- Afrikaans First Additional Language
- Mathematics or Mathematical Literacy
- Life Orientation
- Physical Science
- History
- Business Studies
- Life Sciences
- Geography
- Accounting
- Visual Arts
- Music
- Information Technology
- Dramatic Arts

### The following subjects are compulsory:

1. English Home Language
2. Afrikaans First Additional Language
3. Mathematics or Mathematical Literacy
4. Life Orientation

### Students then select one subject from each of the following bands:

1. Physical Science or History or Business Studies
2. Geography or Accounting or Visual Arts or Music\*
3. Life Science or Information Technology or Dramatic Arts



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## SCHOLARSHIPS AND BURSARIES

### Entrance Scholarships

These are awarded annually on the basis of performance in the Scholarship Examination usually written in March each year. Pupils in Grade 7 are invited to write the Scholarship Examination on the recommendation of their Prep School Head.

Written papers in English, and Mathematics are based on Grade 6 work. Candidates will be expected to prepare a speech, be involved in a group facilitation involving thinking skills. They will also be interviewed by senior staff.

Scholarships are awarded on academic performance only and all awards are for the candidates' whole College career, provided that conduct and diligence are satisfactory. There will be a maximum of ten awards in each calendar year. The right to not make awards, or awards to the amount mentioned above, in any year, is reserved by the school.

### Bursaries

Funds are made available for financial assistance to families who would not normally be able to afford Oakhill's fees. Applications for bursaries need to be made in writing to the Headmaster the year before the family are considering applying for assistance.

Bursaries are awarded on the basis of need and talent and are subject to outside donors and partnerships with business and sponsors.



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## CONTACT US

Should you have any special requests or require any additional information, please contact us at one of the following:

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Shane Kidwell – Headmaster

Barbie Leibbrandt - Admissions

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## FREQUENTLY ASKED QUESTIONS

- 1. Do you have boarding facilities?**  
No, we do not.
- 2. How many terms do you have in the academic year?**  
Four terms.
- 3. Are you an English medium school?**  
Yes, we are.
- 4. Are you co-educational?**  
Yes, we are.
- 5. What ages do you cater for at Oakhill?**  
We accommodate children from Grade 000 (4 years old) to Matric.
- 6. What are your class sizes?**  
Classes are small and intimate and vary according to grade.
- 7. What are your fees?**  
If you require any information on school fees, please contact Barbie Leibbrandt at Admissions.
- 8. What is your admissions procedure?**  
An Admissions pack can be downloaded from the Webpage and the procedure is clearly indicated in this document. Families are interviewed by the Headmaster and a copy of the students' latest report must be submitted.
- 9. What is your Matric pass rate?**  
100% since our first Matrics wrote the IEB Senior Certificate in 1994 but we would prefer to be judged by how our young men and women cope at University and life thereafter.
- 10. What subjects do you offer at Oakhill?**  
We offer an extensive range of learning areas offered in the South African National Curriculum including Visual Arts, Dramatic Arts or Music as well as Mathematics, Science and a number of languages.
- 11. Our Matrics write the Independent Examinations Board (IEB) National Senior Certificate which is internationally recognised.**
- 12. Do you have a school uniform?**  
Yes, we do and our Clothing Shop is situated on the school campus.
- 13. Are you affiliated to ISASA?**  
Yes, we are affiliated to the Independent Schools' Association of Southern Africa (ISASA).
- 14. Is sport compulsory?**  
Yes, and we participate regularly in fixtures in our area and further afield. We see our task as developing the whole human being so it only makes sense to have all pupils involved in Art Drama and Music as well.



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**15. Where do most of your pupils come from?**

We have approximately 100 pupils that we bus through from Plett on a daily basis, with the majority.

**16. Are you involved in OBE?**

Yes, we are. We comply with the National Education Act.

**17. Do you offer extra lessons?**

All of our teachers are obliged to assist pupils in their classes who may be struggling. Most of our major academic departments offer lessons in the afternoons throughout the week. Pupils who have specific learning or concentration difficulties will be referred to our accelerated Learning Unit under the guidance of Linda Lifson, the head of this unit.

**18. What about bullying?**

We are a small school which is characterised by good relationships between staff and students, seniors and juniors, employers and employees. We value the joy of learning and a happy, friendly environment for growth and development is something that is frequently remarked on by visitors. Bullying cannot be tolerated in an environment which prides itself on good relationships because we would destroy what we hold most dear. No doubt rare occurrences of bullying occur but they are treated in a very serious light.

The best advice that we could offer any new parent on this important issue is to speak to other parents, and contact the Headmaster should there be any concerns.

**19. Drugs in the school?**

Oakhill School is entirely free of drugs most of the time. However, young men and women in our society are under threat and we don't try to hide the reality of the threat posed by all forms of substance abuse. We adopt a proactive approach, which involves discussing it during Life Orientation lessons and counselling them where necessary. We will not however, ignore this issue and if necessary will ask pupils to seek professional help or in some serious cases leave our institution.

**20. Is racism an issue?**

Once again, we would suggest that you take a walk around our campus and experience the ease with which our students of all backgrounds interact with one another. While we accept that we have made huge strides in this area we certainly acknowledge that we need to continue to encourage the need for transformation.