



Hoërskool Melkbosstrand High School

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ADMISSION POLICY

MELKBOSSTRAND HS

REVISED MARCH 2026

POLICY OF MELKBOSSTRAND HS REGARDING THE ADMISSION OF LEARNERS TO THE SCHOOL OR GRADES AT THE SCHOOL

Whereas **Melkbosstrand HS** is a public school, having juristic personality by virtue of the provisions of Sections 15 of the South African Schools Act, No. 84 of 1996 (as amended) (hereinafter referred to as “SASA”), the governance of which is entrusted to its School Governing Body (hereinafter referred to as “the SGB”), referred to in Section 16 of SASA;

And whereas the SGB is empowered in terms of Section 5 of SASA to determine the School’s policy regarding the admission of learners to the School and grades at the School, subject to the provisions of SASA and any applicable Provincial Law;

And whereas the SGB is mindful of the following enactments (hereinafter referred to as “the enactments”) relating to the question of the admission of learners to the School or different grades at the School, namely:

- (i) The Constitution of the Republic of South Africa 1996 (hereinafter referred to as “the Constitution”);
- (ii) the South African Schools Act, No. 84 of 1996 (as amended);
- (iii) Section 3(4)(i) and 5 of the National Education Policy Act, No. 27 of 1996 (“NEPA”);

- (iv) The Admission Policy for Ordinary Public Schools, published by the Minister of Education in Government Gazette No. 19377 dated 19 October 1998 (Notice No. 2432/98) (hereinafter referred to as the “Ministerial Policy”); and;
- (v) applicable provincial laws.

And whereas the School and its SGB defer to the relevant provisions of the enactments to the extent that they may be valid and binding upon them and take precedence over the power of the SGB to determine the admission policy of the School, whilst being determined to ensure the full implementation of the School’s admission policy within the parameters of the enactments and any other applicable enactments from time to time;

Now therefore the SGB, on behalf of the School, declares the School’s Policy for Admission of Learners to the School or different grades at the School, to be as follows:

1. APPLICATIONS FOR ADMISSION TO THE SCHOOL

1.1 It is acknowledged that –

(a) the Head of Department (Education) (hereinafter referred to as “the HOD”) and/or officials of the Department of Education (DOE), including the Principal, delegated by the HOD (hereinafter referred to as “the HOD delegate(s)”) is/are responsible for the administration of the admission of learners to the School; and

(b) the HOD/the HOD delegate(s) must determine a process of registration for admission to public schools in order to enable the admission of learners to take place in a timely and efficient manner.

1.2 It is emphasised that the HOD/the HOD delegate(s)/the School Principal must (and will be required to) take this policy into account demonstrably, fairly and in accordance with law at all times whilst acting in accordance with paragraph 1.1 above, or whilst engaged in the

process of deciding upon applications for admissions. The School and its SGB will also require the HOD/the HOD delegate(s)/the School Principal to allow the SGB full access to and copies of any registers or files kept as part of the admission process.

- 1.3 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to add to the prescribed profile form, and ensure the completion by the Applicant of the Schedule of Information required by the governing body attached hereto.

- 1.4 The School and the SGB require the HOD/the HOD delegate(s)/the School Principal to ensure that Applicants are informed of and in writing acknowledge having read and understood:
 - (a) the School's Language Policy
 - (b) the Code of Conduct for Learners

- 1.5 The School and the SGB subscribe to the view that according to law, and in the absence of a Court Order directing otherwise, the legal guardian(s) of a minor learner has/have the exclusive right to decide upon the school where their child/ward is to be enrolled. Consequently, the School and SGB do not recognise an application as being valid, unless made by the biological or adoptive parent or legal guardian of a learner or the guardian(s) or person(s) by order of Court entrusted with the custody of the minor learner, or the person who undertakes to fulfil the obligations of a person referred to above towards the learner's education at school. The School and the SGB also regard adherence to this approach as being essential in that it ensures that valid permission may be given for the treatment of the learner *in loco parentis*, for the learner to embark on excursions, and so forth. Consequently, the HOD/the HOD delegate(s)/the School Principal are required to ensure that this approach is strictly adhered to.

- 1.6 The SGB undertakes to support the HOD/the HOD delegate(s)/the School Principal in encouraging the persons referred to in paragraph 1.5 to apply for the admission of their children/wards before the end of the year preceding the next school year.
- 1.7 Subject to this Policy, the SGB requires the HOD/the HOD delegate(s)/the School Principal to co-ordinate the admission of learners to public schools, including the School, in consultation with it and undertakes to give constructive support in ensuring that all eligible learners are suitably accommodated.
- 1.8 The School and the SGB require strict observance by the HOD/the HOD delegate(s)/the School Principal of the following provision of the Constitution as a prerequisite to any decision to be taken regarding the admission of a learner to the School –

“28 (2) – A child’s best interests are of paramount importance in every matter concerning the child.”

2. THE SCHOOL’S CODE OF CONDUCT FOR LEARNERS (INCLUDING DRESS CODE)

The Applicant is to note that whilst his/her refusal to subscribe to the School’s Code of Conduct for Learners (including dress code) cannot be an obstacle to the admission of the learner to the School, the Code is nevertheless binding on the learner. Section 8(4) of SASA provides as follows:

“Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.”

The Applicant is encouraged to support the School in familiarising him/herself with the School’s Code of Conduct for Learners and seeing to the observance thereof by the learner.

3. SCHOOL FEES

3.1 The Applicant is to note that the failure or refusal or inability of parents (as defined in Section 1 of SASA) to pay school fees cannot be an obstacle to the admission of the learner to the School.

A learner is admitted to the full school programme and may not be suspended from attending class, refused entry to cultural, sports and social activities, refused a school report card or transfer certificate, or be victimised in any other way based on his/her parents' –

- (a) inability to pay school fees or failure to have done so at any stage;
- (b) failure to support the mission statement and code of conduct of the School;
- (c) refusal to enter into a contract in terms of which the parents waive their right to claim for any consequential damage relating to the learner's education.

3.2 In terms of Sections 38-41 of SASA, a budget meeting of parents of learners enrolled at the School must be held on thirty (30) days' written notice to parents. At the meeting the majority of parents present decide whether or not to accept the budget prepared by the SGB for the next financial year. At the same meeting the majority of parents present and voting may decide that the payment of school fees is to be compulsory, what the amount of school fees per learner per year will be, and what criteria will be used to grant total or partial exemption to parents who are unable to pay the compulsory fees or the full compulsory fees. Parents who are unable to pay any of the fees or the full amount of the fees are entitled to apply to the SGB on the prescribed forms for total or partial exemption from the payment of school fees. Such applications must be dealt with in confidence by the SGB, which must act fairly and apply the abovementioned criteria and the provisions of the applicable ministerial policy and Regulations Relating to the Exemption of Parents from Paying School Fees in Public Schools (Government Notice R1052), a copy of which will be furnished to parent(s) on request. Parents applying for relief may request an educator at the School or any other person to assist him/her/them with the application. A

parent/parents who feel aggrieved at the decision of the SGB may appeal to the HOD, following the procedure set out in the said Regulations.

3.3 It is important, however, for Applicant(s) for exemption to note that the combined annual income of parents is taken into account in the decision as to whether or not the parent(s) qualify for exemption. “Combined annual gross income of parents” is defined in Regulation 1 of the aforesaid Regulations as –

“the gross income of all the parents of a learner as defined in the Act, calculated together ...”.

3.4 The Applicant’s attention is drawn to the following provision of SASA –

(Section 41) – “The governing body of a public school may by process of law enforce the payment of school fees by parents who are liable to pay ...”

3.5 Parents of learners are encouraged to support the high standard of education and the sound school facilities and environment by paying school fees and, where they are exempted totally or partially from the payment of compulsory school fees, to offer their services to the SGB for the benefit of the School.

4. DOCUMENTS REQUIRED FOR ADMISSION

A parent will be required to complete a profile form for admission, which must be provided to him/her by the school principal.

Together with the profile form, the parent must submit to the principal an official birth certificate of the learner. Should the parent be unable to furnish a birth certificate, the learner may be provisionally admitted until a copy of the certificate has been obtained from the regional office of the Department of Home Affairs. The principal is required to inform the parents that any false statement with regard to the

age of the learner constitutes a crime. The parent must ensure that the admission of the learner is finalised within three months following provisional admission.

Upon application for admission, the parent must produce evidence that the learner has been immunised against the following illnesses: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B.

Should a learner move from one public school to another, the principal must complete a transfer card and either hand it to the parent or forward it to the other school.

See schedule A to this policy for a full list of documents required for admission.

5. LEGAL PRINCIPLES

5.1 The admission policy of the School must be in accordance with the Constitution of the Republic of South Africa, the National Education Policy Act, the South African Schools Act (SASA), the Western Cape Provincial School Education Act and the Western Cape Education Department (WCED) policy.

5.2 In order to achieve the aforementioned goal, the following principles apply:

5.2.1 The School will not unfairly discriminate against a learner who applies for admission to the School. No learner will be refused admission on grounds of race, gender, sex, marital status, ethnicity or social origin, colour, sexual orientation, age, disability, HIV status, religion, conscience, belief, culture, language, birth, immigration status or nationality or any other arbitrary grounds.

5.2.2 The School will not administer any test relating to the admission of a learner to the School, nor direct or authorise the Principal or any other person to administer such a test.

5.2.3 The SGB determines the language policy and religious policy of the School, subject to the Constitution, SASA and any other applicable law. These policies must be read in conjunction with this Admission Policy and form an integral part thereof.

5.2.4 The School will, subject to the provisions set out below, not refuse continued education to learners already in the school system who have become over-age due to repeating grades. An over-age learner is one who is more than two years older than the age group norm (Grade + six years).

5.2.5 The provision above in paragraph 5.2.4 is subject to the following:

5.2.5.1 When an over-age learner transfers from one public school to another, admission may only take place with the permission of the Circuit Manager.

5.2.5.2 A learner who has repeated one or more years at school is exempt from the age-grade norm, except where the learner is three years older than the norm age per grade, in which case the Head of Department must determine whether the learner may be admitted.

5.2.5.3 Multiple repetitions in one grade are not permissible.

5.2.6 Where insufficient vacancies exist at the School, learners of compulsory school-going age will receive preference over deregistered learners who are no longer of compulsory school-going age and/or are over-age or under-age learners. Learners above compulsory school-going age may be referred to an AET centre or an FET college.

5.2.7 Every parent must ensure that a child for whom the parent is responsible attends school from the first school day of the year in which the child turns seven years old until the last school day of the year in which the learner reaches the age of fifteen or completes Grade 9, whichever occurs first.

6. LEARNER AGE REQUIREMENTS FOR ADMISSION TO THE SCHOOL OR VARIOUS GRADES OF THE SCHOOL

A learner who falls outside the age norm by more than two years will not be considered for admission. The age norm is the grade plus 6 years.

7. REGISTRATION PERIOD

- 7.1 Applications for admission shall open and close in accordance with the annual timelines determined and communicated by the Western Cape Education Department (WCED) for enrolment in the following academic year.
- 7.2 Therefore, parents who wish to enrol their children at the School for the first time must register the learner at the School in the year preceding the school year to which the learner's application for admission pertains.
- 7.3 All applications for admission to the school on behalf of a learner must be submitted to the principal.
- 7.4 The learner's parents will receive written notice of the acceptance or refusal of their application, within a reasonable time or the period determined by the HOD.
- 7.5 All unsuccessful applicants will then be waitlisted firstly in order of preference as determined in terms of this policy and secondly chronologically. All unsuccessful applicants advised also to apply at other schools apart from the School.
- 7.6 The School will keep a proper register of all applications for admission.

8. APPEALS PROCEDURE

Should a parent be dissatisfied with the School's decision not to admit a learner to the School, such parent may appeal against the decision to the Member of the Executive Council in terms of section 5(9) of SASA.

9. CAPACITY OF THE SCHOOL

9.1 With regard to the School's vision, the School's budget and compliance with prescribed norms and standards, the SGB has determined that the **maximum capacity of the School is 1 150 learners.**

9.2 The optimal class size has been determined as **33 learners per class.**

9.3 The total number of learners admitted to the School will not exceed the capacity determined in paragraph 8.1 nor the optimal class size in paragraph 8.2 without the motivation of the Principal and ratification by the SGB.

9.4 In determining the capacity of the School the following factors are considered:

9.4.1 The educational needs, safety and well-being of learners.

9.4.2 The number of educators available at the School.

9.4.3 The number and size of suitable classrooms.

9.4.4 International best practice regarding class sizes.

9.4.5 Administrative space required for educators and non-teaching staff.

9.4.6 Workspace required for teaching and learning activities.

9.4.7 Designated workspace for:

- School Management Team
- Administrative personnel
- Staffroom
- Offices for support services
- Spaces required for continuous educational activities

9.4.8 Storage facilities used by maintenance or ground staff.

9.4.9 Space for sport equipment, cultural programmes, recreational programmes and other approved activities.

9.4.10 Facilities required for subjects such as Consumer Studies, Dramatic Arts, Art and Design.

9.4.11 Computer laboratories, music facilities, activity centres, school halls and function venues.

9.4.12 Laboratories for Natural Sciences, Physical Sciences, Life Sciences, CAT, Design, Consumer Studies, Technology and Robotics.

9.4.13 Adequate sanitation and ablution facilities.

9.4.14 Sufficient playground and recreational space.

9.4.15 Health and safety requirements including the prevention of the spread of communicable diseases such as COVID-19 or similar pandemics.

9.4.16 The overall space required to accommodate learners and staff in an environment conducive to quality education.

10. SCHOOL PROPERTY

The Applicant's attention is drawn to the following:

- (1) Every learner of a public school shall take good care of the property of the school ... which is placed at his/her disposal, and shall return it to the school on or before a date specified by any educator employed at the school.
- (2) The parents of a learner at a public school shall be liable for any damage to or loss of school's property in respect of which the learner concerned is liable to the school.
- (3) It is the duty of every parent to assist the State and the governing body of a school to promote a culture of respect for school property.

11. RISK OF DAMAGE OR LOSS

The Applicant is notified that the School accepts no liability for the damage to, or destruction or loss of any property brought on the School premises by the learner or his/her parent(s). It matters not who causes such damage, destruction or loss, how it is caused, whether it is caused by someone's act or failure to act, or whether it is caused by someone's intention or negligence. The School accepts no liability. Learners are encouraged to safeguard property brought onto the School premises, and Applicants and parents of learners are encouraged to take out their own insurance against such damage, destruction or loss.

12. ADMISSION PRINCIPLES

12.1 The SGB and the School will not deliberately discriminate against any applicant. However, due to limited capacity the School cannot admit all applicants and therefore fair and reasonable selection criteria must be applied.

12.2 The School maintains a **dual-medium language policy**. Teaching is provided alternately in Afrikaans and English in Grades 10-12. A **parallel-medium policy** applies to Grades 8-9.

12.3 The Governing Body reserves the right to reject applications where false or fraudulent documentation has been submitted.

12.4 The School will admit learners with special educational needs where reasonably practicable and where the School has the necessary educational support. Learners are required to disclose concession status on the profile form. Should disclosure not be made the school will not be able to accommodate the request.

12.5 Admission to Grades 9-11 will only be considered where vacancies exist. Admission to Grade 12 will only be considered in exceptional circumstances.

12.6 Applications will be considered according to merit-based criteria including (in no particular order):

- Distance from the School
- Language proficiency
- Academic performance or potential
- Attendance at preferred feeder primary schools
- Sibling status
- Alumni parent status
- Children of educators at the School
- Participation and achievements in sport or cultural activities
- Leadership roles
- Merit weighting determined by the Principal

12.7 Whether admission to the School would be in the best interests of the learner given that all learners are required to participate in the academic, sporting and cultural programme of the School and given the need to ensure that:

- the academic aptitude of the learner is appropriate for entry into the particular grade to which the admission application relates; and
- the learner will be able to balance the academic demands of the School with all other demands of the School, including the demands associated with a learner's participation in sporting, cultural and service activities

12.8 Whether the learner shows a willingness to work hard to achieve excellence in his academic outcomes

12.9 Whether the School is able to meet the educational needs of the learner (including but not limited to any special education needs of the learner)

12.10 The age of the learner. Learners who are more than two years older than the statistical age norm per grade will not be admitted to the School unless exceptional circumstances require otherwise. The statistical age norm per grade is calculated by adding six to the grade number (e.g. Grade 8 + 6 = 14 years old)

12.11 The SGB reserves the right to accept up to 15 applicants who may not fully meet the criteria where their admission is considered in the best interest of the learner or School.

12.12 When evaluating applications, the School will consider:

- the best interests of the learner
- the learner's preference to attend the School
- the learner's willingness to participate in the School environment

12.13 Admission applies to the learner and not to the parent. Learners must therefore meet the language requirements of the School.

12.14 The School follows a **blended learning approach** and learners must have access to an approved digital device.

12.15 By applying for admission parents and learners agree to comply with the:

- Language Policy
- Religious Policy
- Code of Conduct

12.16 The SGB retains discretion regarding the application of the admission criteria.

12.17 This Admission Policy constitutes the official policy of the School and deviations will only be considered by the SGB in a properly constituted meeting.

12.18 The SGB reserves the right to review this policy annually.

13. ORDER OF PREFERENCE REGARDING APPLICATIONS FOR ADMISSION

13.1 The School's natural feeder area includes Melkbosstrand, Sunningdale, Table View and Blouberg Ridge (including surrounding areas), unless otherwise determined by the HOD in consultation with the SGB.

13.2 The School is an (Afrikaans/English/Dual/Parallel)-medium institution and primarily accommodates learners whose mother tongue or chosen language of instruction corresponds with the School's medium of tuition.

13.3 Subject to applicable legislation and the School's capacity, applications will be considered in the following order of preference:

- a) Learners residing with their parents within the feeder area, whose mother tongue is the School's medium of tuition.
- b) Learners residing within the feeder area, whose chosen medium of tuition is the School's medium.
- c) Learners whose parents are employed within the feeder area, whose mother tongue is the School's medium.
- d) Learners whose parents are employed within the feeder area, whose chosen medium of

tuition is the School's medium.

e) Learners residing outside the feeder area, whose mother tongue or chosen medium matches the School's medium, and where the required subject(s) are not available at a closer school.

f) Other applicants outside the feeder area, will be considered on merit-based criteria as set out in Clause 12.

13.4 Preference may be given to siblings of learners already enrolled at the School.

14. PROCEDURE FOR ADMISSION

14.1 Applications must be submitted via the WCED online admission system.

14.2 Parents must comply with WCED deadlines and procedures.

14.3 There are two phases:

Phase 1: Application via WCED online system

- Applications submitted electronically
- School notifies parent whether successful or unsuccessful
- Parent must accept placement within WCED timeframes

Phase 2: Registration

- Learner registered on WCED CEMIS system after acceptance.

15. REQUIREMENTS

Save where the provisions thereof will not serve the best interest of a learner or other learners, the SGB and the School refer to the Ministerial Policy.

16. ADMISSION OF NON-CITIZENS

Applications for admissions of non-citizens will be dealt with in accordance with paragraphs 19-21 of the ministerial policy.

17. THE SGB AND THE LEARNERS OF THE SCHOOL

17.1 All learners will be required to observe their duties and are entitled to exercise their rights and require the observance of their rights as set out in the Code of Rights and Duties of Stakeholders of the School.

17.2 The SGB considers itself to be in duty bound to protect the educators, learners, parents and non-educators of the School from physical or mental violence to the full extent of its power to do so and further, to foster the physical, mental and moral welfare of learners. To this end, the SGB -

- (a) reserves the right to take all steps within its power to prevent the admission of a learner whose conduct or behaviour may endanger the welfare, safety or life of learners or staff members in the school or the very interest the SGB considers itself to be in duty bound to protect;
- (b) may enquire from and take issue with the HOD concerning the wisdom of admitting a learner to any grade in the School when the learner will be severely prejudiced by reason of the inability of the learner to communicate or be communicated with at the level required for proper tuition to take place in that grade;

(c) may take whatever steps may be reasonably practicable, given the resources and circumstances of the School, to assimilate a disabled prospective learner into the School; and

(d) requires a member of staff or a learner or any learner's parent(s) to report to it any matter relating to the abuse of the rights or invasion of the interests which it seeks to protect.

18. THE PARENTS AND THE SCHOOL/SGB

18.1 The parents(s) of learners are requested to complete the prescribed consent form to enable the School staff to act in the best interest of the learner in cases of emergency or to relieve the learner's pain or discomfort until the parent(s) can intervene.

18.2 Parents of learners at the School have, apart from their duties, several rights. *Inter alia*, they have the right to be consulted regarding the formulation of the School's language and religious policies and code of conduct, or any amendments thereto. They are also invited to submit recommendations and proposals to the SGB regarding the supplementation or amendment of existing policies or the existing Code of Conduct for consideration by the SGB.

18.3 Parents are encouraged to become involved in all the activities of the School, to offer to serve in the governance structures and support groups serving the interests of the School community, and to support the education process by interacting constructively with educators and ensuring that set work and homework is done by the learner conscientiously and punctually. Parents are also required to ensure that their children are properly equipped to participate fully in the tuition process and that they attend school punctually and regularly.

19. REPEATING GRADES

Repeating grades very seldom leads to a significant increase in the learner's abilities. In fact, the opposite often occurs. The norm for repeating grades is one year per school phase, where necessary. A learner will not be permitted to repeat a grade more than once.

(At combined and secondary schools)

The SGB may at its discretion decide to refuse a matric learner who applies for readmission, on the grounds of the School's capacity, infrastructure and the size of the Grade 12 group to which the learner wishes to be admitted.

20. This Policy may be amended, supplemented, modified or altered from time to time by the SGB.

SCHEDULE A

Information required by the SGB in addition to that required to be furnished in terms of Ministerial Policy or Provincial Policy or Law:

1. The name, residential address, work address and all telephonic, telefax or e-mail contact details of each person falling under the definition of “Parent” in SASA
2. A certified copy of any Court Order or testamentary document confirming guardianship or custody or any similar right of the person (“Parent”) claiming such right
3. An affidavit, employer’s certificate, electricity or other account or any other proof reasonably required by the SGB to verify the place of residence of a learner and his/her “parents” or the fact and place of employment of the “parents” of the learner
4. A copy of the identity or other document confirming the identity of each person falling within the definition of “parent” in SASA to the reasonable satisfaction of the SGB
5. Evidence that the pupil has been immunised against the following illnesses: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B
6. Written authority of the parent(s)/guardian(s)/person(s) referred to in paragraph 2, to any person to represent him/her/them in applying for the admission of the learner to the School or in any other matter affecting the learner
7. The language of tuition chosen on behalf of the prospective learner
8. Details of any notifiable disease from which the learner is or may be suffering
9. Details of any serious misconduct of which the learner may have been found guilty by a Court of Law or an SGB at any school where the learner may previously have been enrolled
10. A Certificate of Conduct completed by the school where the learner is presently enrolled
11. Details of any condition in the learner which may endanger the physical welfare of any of the learners or staff members of the School
12. Details of any specific needs the learner may have and which may require attention to maximise the learner’s school experience or promote his/her best interests

13. Details of any condition or circumstances of which the School should be aware in order to protect the best interests of the learner and/or any other learners of the School
14. Any specific subjects the learners may want to study and which are not offered by a school closer to the learner's place of residence
15. All supporting documentation, as specified on the Profile Form, must be submitted together with the completed Profile Form. Incomplete Profile Forms without the required supporting documentation will not be considered.
16. Any submission containing false, misleading, or incomplete information will be disqualified immediately, and any admission granted on the basis of such information may be withdrawn.

SCHEDULE B

POLICY: LEARNER NUMBERS

(determining physical capacity)

OBJECTIVE

To create an ideal learning environment for maximum learning by each learner. This is achieved by optimally utilising facilities with a view to successful knowledge transfer and a positive learning experience.

DOCUMENTS USED/CONSULTED

- The Constitution of the Republic of South Africa, No. 108 of 1996
- The South African Schools Act, No. 84 of 1996
- The Occupational Health and Safety Act, No. 85 of 1993
- Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure (Published under GN R920 in GG 37081 of 29 November 2013);
- SANS 10400 : 2010 building regulations
- Curriculum statements and other distributed policy documents
(such as the National Curriculum Statements Grade 10–12: Hospitality Studies, January 2008)

DETERMINING LEARNER CAPACITY

1. Classrooms (provided by state)

Type	Number	m²
Permanent		
Temporary		

Learners per school

Total number of classrooms x maximum learner capacity per class = school capacity

3. Other facilities not appropriate as classrooms

- Laboratories
- Computer centres
- Media centre
- School hall
- Offices
- Staff room
- Meeting rooms
- Storerooms
- Other (specify)

Provided by governing body

- Restaurant
- Gymnasium

Dressing rooms

Number of boys

Boys	Actual number	SABS number
Toilets		
Urinals		
Washbasins		

Number of girls

Girls	Actual number	SABS number
Toilets		
Washbasins		

(See attached SANS 10400:2010 building regulations for the calculation of the number of facilities according to the number of persons)

**Local bylaws, such as fire and other safety measures
(Consult local building and/or fire bylaws)**

Explanatory notes (will vary between schools)

1. The SGB has made a contribution to the benefit of learners and has facilitated class sizes of ± (number) for purposes of efficient education, and not to increase school capacity.
2. In terms of the National Curriculum Statement (January 2008) on Hospitality Studies, Hospitality Studies classes should not exceed 20 learners per class.
3. Due to occupational safety concerns, no more than 24 learners should be accommodated in any laboratory at any stage.
4. Currently, there are no opportunities for expansion on the school grounds, nor is there any SGB funding available.
5. Sports grounds can accommodate only (number) spectators (1 person per m² – see attached table 2).
6. Roving staff members, i.e. those without classrooms, total (number).
7. Temporary classrooms provided by the state are made of asbestos. Some of the buildings have a limited life span and require a great deal of maintenance.
(School) is filled to capacity if (number) learners have enrolled.

Table 1 – Occupancy-of-building classification

1	2
Class of occupancy of building	Occupancy
A1	Entertainment and public assembly Occupancy where persons gather to eat, drink, dance or participate in other recreation.
A2	Theatrical and indoor sport Occupancy where persons gather for the viewing of theatrical, operatic, orchestral, choral, cinematographical or sport performances.
A3	Places of instruction Occupancy where school children, students or other persons assemble for the purpose of tuition or learning.
A4	Worship Occupancy where persons assemble for the purpose of worshipping.
A5	Outdoor sport Occupancy where persons view outdoor sports events.

Table 4 – Provision of sanitary fixtures

1	2	3
Type of occupancy and population	Fixture	Exceptions
A3	Table 6	

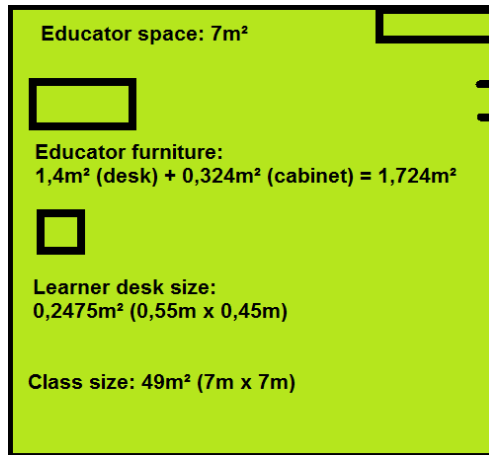
1	2	3	4	5	6
Population ^a number of people	Number of sanitary fixtures to be installed				
	Males			Females	
	Toilet pans	Urinals	Wash-hand basins	Toilet pans	Wash-hand basins
≤ 15	1	1	1	2	1
≤ 30	1	2	2	3	2
≤ 60	2	3	3	5	3
≤ 90	3	5	4	7	4
≤ 120	3	6	5	9	5
> 120	Add 1 sanitary fixture to the above for every 100 persons			Add 1 sanitary fixture to the above for every 50 persons	Add 1 sanitary fixture to the above for every 100 persons
<p>NOTE If the facilities provided in a shopping complex can be conveniently situated so that they are available to the personnel and the public and visitors, it might not be necessary to provide separate facilities for the personnel in individual shops. The minimum number of facilities provided should then be the total required in accordance with this table for the total number of personnel in the shops within the complex who make use of these facilities.</p>					
<p>^a Population is the number of personnel only of a particular sex in an occupancy. The total number of personnel will, in some cases, be the total population obtained from Regulation A21, the public and visitors being very few in number. In other cases the proportion of personnel to the public and visitors will have to be established. The total number of personnel in a shopping complex, or in any particular shop, may be taken as 10 % of the total population for such complex or shop calculated in terms of Regulation A21.</p>					

A practical illustration of the capacity determination formula²:

Formula for classroom with single tables:

[Class Size (m²) minus teacher's furniture (m²) (furniture/equipment such as cabinets/desks) minus 7 m² (space for educator)] ÷ [Space per learner (m²) + size of learner-table (m²)] = learner capacity per class

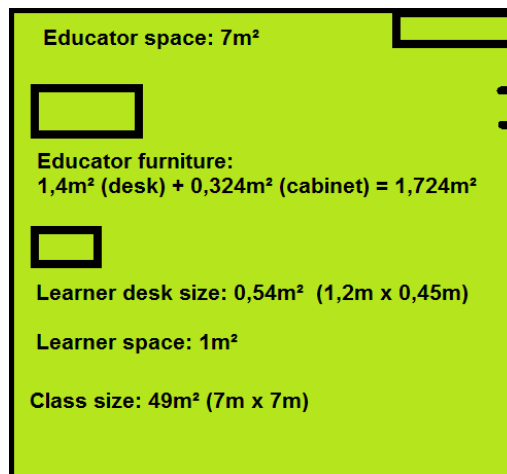
² This only serves as a practical illustration of the capacity determination formula. Each school will insert their own sizes in order to determine its capacity.



49 m² (Class size) **MINUS** 1,724 m² (Educator furniture) **MINUS** 7 m² (Educator space) **DIVIDED BY**
 1,275 m² (Learner space: 1 m² + Learner desk size) = 32 Learners

Formula for classroom with double tables:

[Class Size (m²) minus teacher's furniture (m²) (furniture/equipment such as cabinets/desks) minus 7
 m² (space for educator)] ÷ [Space per learner (m²) + size of learner-table (m²)] times 2 = learner capacity
 per class



49 m² (Class size) **MINUS** 1,724 m² (Educator furniture) **MINUS** 7 m² (Educator space) **DIVIDED BY**
 2, 54 m² (2 Learner's space: 2 m² + Learner desk size) = 16 Learners **TIMES 2** (Learners per table) =
 32 Learners