

1. Mission Statement

At Alpha Study Centre (ASC), students and families can expect to experience an individualized education that builds the foundation for a lifetime of success and a love of learning through specialized tutors, lessons and materials in accordance with the standards of the British International curriculum, the principles and philosophy of Dr Maria Montessori and the ideals, vision and experience of the Directors.

2. Educational Goals

At Alpha Study Centre we aim to provide a high-quality, comprehensive *alternative education* that fosters your child's love of learning and addresses the whole child academically, emotionally and socially. The goals of our unique approach and programme are as follows:

- To enter a partnership with parents in the education of their children
- To lead children toward mastery of individually identified intellectual, social, physical and daily life skills
- To foster in the children a deep and persistent curiosity that will lead to a lifelong pursuit of knowledge
- To help children develop self-confidence
- To assist each child to develop a habit of consistency
- To instil in each child a sense of personal responsibility for the world in which we live
- To spark wonder, imagination and joy in our children
- To assist each student in identifying and amplifying their individual talents and strengths.

3. Our Core Values

- We believe that all children deserve to develop in an environment that is nurturing, safe and dynamic.
- We believe that parents are the principle influence in the child's life, with the Centre providing a secondary supportive role to the home; forming a tandem, cooperative relationship between home and centre - which we believe best serves the child.

- We believe that the model of our own behaviour and that of the parent, serves as the most distinct teacher of the child.
- We believe that every member of our community has a fundamental right to be treated with respect regardless of age, gender, ethnic origin, sexual preference, religion, race or disability.
- We believe that intelligence is not rare, but rather that it is the state of a healthy mind. As such it should be nurtured and encouraged.
- We believe that wisdom can be nurtured and cultivated in a positive, affirming and intellectual learning environment.
- We believe that the development of the students as mentally healthy individuals is more important than academic performance.
- We describe the learning environment at Alpha Study Centre as active as opposed to passive. The environment is dynamic, with children functioning as active agents in the learning process by making choices and learning to be responsible for those choices.
- We believe that the Centre has a responsibility to prepare its students for life; balancing academic excellence with the development of personal and practical life skills.
- We offer a flexible learning environment that responds to individual needs, has an adaptable curriculum, and honours diverse learning styles.
- We strive to create a true balance between freedom, order and responsibility in our classrooms.
- We believe that the role of the tutor is one of a coach tasked with guiding a child through the challenges that they may face on their educational journey by offering support and advice.
- We believe that children can learn constructive modes of problem-solving and conflict resolution, thereby creating a more peaceful learning and living environment.
- We believe that children should be encouraged to learn for their own sake and not for the sake of results on tests or other accolades, and as such we don't enforce formal testing on our students until the last phase of the programme.

- We believe that we - as humans - are completely and intimately dependent on the well-being of this planet. As educators, it is our responsibility to foster knowledge of, interest in and responsibility for the natural world in which we live.
- We believe in the fullness of life and the value of a diverse community, which promotes an understanding for and acceptance of all peoples.
- We believe that the technology of the 'Information Age' must be made available to children as early in their development as possible. Access to, and instruction in the use of computers is fundamental to the programme at the appropriate stages and levels.

4. School Overview

A. History and Philosophy

Alpha Study Centre was born in January 2015 from the hard work and dedication of its four Directors, who have all successfully home-schooled their own children through the British International system. The centre arose from humble beginnings in a small cottage, where it provided support for high school learners, and has grown into an environment that offers an individual learning experience for each student that walks through its doors. On the back of the success of the Senior Centre came the launch of the Junior Centre in January 2018, providing yet another unique and individual learning experience for children ages 6-12.

In the past we have had parents come to our Centre for different reasons. For some it has been a general dissatisfaction with the level of education found in traditional schools today; for others it was the immense pressure being placed on their child, resulting in the child being diagnosed with anxiety or depression; for others still, it was the sad case of a child being bullied. Whatever the reason, our environment has been successful in accommodating and helping children who have come through our doors by treating them with an understanding and sensitivity that allows them to reach their own individual excellence.

Alpha Study Centre provides a warm, vibrant, educational home designed to foster a love of learning and help all children reach their fullest potential at their own individual pace. We not only offer a more focussed education, but also a unique environment that strives to educate the child and to inspire them to be caring, socially responsible participants in their own communities as well as the wider world.

Our carefully prepared environment is staffed with extremely dedicated and motivated tutors who understand the vision of the Centre and are on hand to support and motivate each child along their journey while fostering a close personal relationship between themselves and the child.

We at ASC are passionate about being able to provide South African learners the opportunity to obtain what is, in essence, a passport to any university locally and internationally. The programme prepares learners, through the syllabus and teaching methods, to approach their subjects with maturity, deep understanding and independent thinking – all of which are of enormous benefit at tertiary education levels. Moreover, the British International system offers a highly regarded academic qualification.

Multi-age classrooms allow the children to learn from one another; accommodating the children's emotional intelligence and academic needs. Socially they can be with children who fit their emotional level rather than being forced into a potentially uncomfortable environment of children all the same age.

Traditional education has become more content based rather than skills based, where a child's ability to memorise information is valued most. In a world where children have information available at the click of a button, it is no longer necessary for them to have to memorise huge amounts of information. What they need to know is what to do with the information they have access to. The focus at ASC is to develop skills such as questioning, problem solving, research, critical thinking, evaluation, analysing and reporting. These are the skills of the future. With this in mind, at Alpha Study Centre we don't merely tweak the traditional methods. Rather, we adopt completely different ways of learning and teaching to prepare our students for success in an increasingly complex world.

B. Campuses and Classroom Space

Alpha Study Centre has two campuses. The Junior Centre is based at 25 Whittaker's Way while the Senior Centre is based at 23 Whittaker's Way.

At the Junior Centre the house is divided to accommodate a fully-equipped Montessori area as well as rooms to accommodate the British International based workshops. The centre also has a games room, AV room and an art/cooking centre. The areas provide space for group activities as well as areas where the student can work alone. Parts of the classroom are open and spacious to allow free movement and space for students to spread their work out. The workshop rooms are stimulating and accommodate small groups of up to five at a time, allowing for close personal teaching.

On the Senior Campus there are four large rooms where each student is assigned their own desk for working independently. Each room has a tutor to

oversee the students' consistent work. There are also two 'quiet rooms' with no tutors in them for the students who prefer complete silence whilst they work. The campus also has a fully equipped science laboratory as well as a computer centre. The students also have a small tuck shop which provides snacks.

C. Curriculum and Tutors

The term 'Montessori' implies both a philosophy and method of education based on the research of Dr Maria Montessori. At its heart, the Montessori method emphasises independence, freedom within limits, and a respect for the child. The equipment is specifically designed to teach various concepts and to enable each child to learn and develop at their own pace within a classroom that accommodates many levels of ability and complexity. There are areas for each part of the curriculum, such as Language Arts, Maths, and Culture; which the students are free to choose from.

The British International system is the world's largest provider of international education programmes and qualifications for six to eighteen-year-olds, with thousands of learners gaining places at leading universities worldwide with AS and A levels. In the Junior school this curriculum serves as a guide to skills needed to be mastered by the students at the various stages and levels of our programme. The programme is divided into 12 levels that need to be accomplished before a student can move up to the senior school. In the senior school the students follow the different levels at their own pace. The levels are Middle School, GCSE and AS levels. Each one of these take an average of twenty-four months. (This is only a guide and can vary according to age and maturity of each student).

Our tutors and teachers are carefully chosen, not only for their expertise in each of their respective areas, but also for their passion and commitment to our vision and their chosen profession.

D. Family Commitment

Parents are a fundamental part of the well-being of our school and of a successful educational experience for their child. As such we have the expectation that all members of the Centre community participate and support the Centre whenever possible.

It is the hope and expectation of ASC that parents make every effort to understand and embrace the mission of the Centre. To that end, it is expected that parents will familiarise themselves with the philosophy, policies, and procedures contained in the Parent Handbook and all other centre publications and communications.

E. Governance

Alpha Study Centre is a Pty Ltd and is operated by a Board of Directors. The board of Directors is charged with the ultimate responsibility for financial, legal and strategic planning and policies issued for ASC. The Board ensures the integrity of Alpha Study Centre's mission, values and goals. The Board meets every week and minutes all its meetings.

5. ADMISSIONS AND ENROLLMENT

A. Admission Guidelines

- Admission is based, firstly, on availability. Students already attending the Junior Centre will be placed first, provided they meet the minimum criteria for the senior centre programme.
- Thereafter, the applicants who meet the minimum criteria will be placed on a first-come, first-served basis. Applications received first will be processed first. Applications which cannot be accepted due only to lack of availability will be placed on a waiting list in order of date of application.
- Admission is further conditional on ability to pay the prescribed school fees and levies. Those parents who apply for admission of their children will be subject to a “fees” check. The applicant's fees due at previous schools must be paid in full before any application for admission will be considered.
- While the Centre does not have a policy of retaining only students with high academic potential, only those applicants who meet minimum academic criteria and who show the character traits required for alternative education methods will be considered for admission. As per the application procedure listed below, applicants will be subjected to a two-day trial and entrance assessment. The purpose of the trial and assessments is not to rank candidates academically but to ensure that the environment and the student's learning style are compatible. Whilst the Centre will endeavour to accommodate students with physical disabilities, it does not have the capacity to educate students with special needs mental disabilities.
- Successful applicants must agree to uphold the Centre's code of Conduct.

B. Non-discrimination

Alpha Study Centre admits students of any race, religion, national and ethnic origin providing access to all the rights, privileges, programs, and activities generally accorded or made available to all students at the Centre. It does not discriminate based on race, religion, national or ethnic origin in administration of its educational policies, admissions policies or other centre-administered programmes.

C. Admission Process

Open Day and Tour: Though not required, attending the informative Open Day and Tour is strongly recommended. Dates are published on our Website and on social media.

Application: Interested families are encouraged to submit a completed Application Form. Once the Application Form is received, we will follow up with regards to the next steps.

Parent and Student Interview: Once a completed Application Form has been received, an interview will be scheduled with the Directors. After this interview it will be decided if the student progresses onto the next step, which is the two-day trial.

Two-day Trial and Assessments: All students are required to spend two days at the centre in order to complete entrance assessments and observation.

Enrolment: The Centre will notify the family within one week regarding the admissions decision. If accepted, the centre will issue the parents with all the required documentation that needs to be signed before a student can be permitted to enter the centre. Signed contracts, along with a non-refundable registration fee are due back within 10 days to hold the student's position at the Centre.

D. Student Success

The Alpha Study Centre environment is unique. It cultivates an inner discipline that is the foundation for further learning and social development. Occasionally, the learning style of an individual child is not compatible with the environment. We want every child to experience the satisfaction and joy of successful education. Generally, students adapt to our alternative education methods within in 60 – 90 days. If a student is not functioning successfully, we will make recommendations for alternative environments to the family. If this is the case, the usual mandatory three-month notice period is waived.

E. Withdrawal

Alpha Study Centre is dedicated to maintaining a safe, harmonious educational environment for the optimum development of all students. An enrolment may be withdrawn by the Centre at any time after the applicant has been placed, under the following conditions:

Enrolment Termination Process

1. Where a student is in breach of the Centre's Student Code of Conduct and a suspension or expulsion is warranted.
 - The tutor will consult with the Directors at the earliest opportunity to identify an at-risk student.
 - One of the directors will observe the student in the environment and/or on the playground, and provide the tutor with information and recommendations to address the student's needs

- Staff will document specific incidents of behaviour that are worrisome or problematic.
 - If needs or problems are significant, the Directors and tutors will meet with the parents. Using observations about patterns of behaviour, a plan will be created to address the needs of the child. The need for specific professional consultation may be identified. If the need for professional support is requested, parents are expected to respond in a timely manner to acquire those services.
 - A written statement of goals and strategies for achieving goals will be created with parents, the Centre, and consulting professionals. A date for a progress review will be set.
 - If support from the family is not forthcoming and/or the problems are of such severity that the climate of the classroom and safety of the other students is in jeopardy, parents will be given a date by which the student will be removed from the classroom and parents will need to obtain alternative care for their child.
 - If a family is asked to leave the centre, the student will be considered withdrawn after the last date of attendance. Tuition will be prorated for time attended and the centre will retain the registration fee and fees.
2. Where a continued relationship between the Centre and the parent(s) / Guardian(s) or the student is not possible.
 3. If a family's account is 60 days or more past due, the student will be withdrawn from the programme until the account has been brought up to current status. Written notification of intent to withdraw a student shall be made at least 5 days prior to withdrawal.

F. Fee Structure

An increase in fees will occur annually at a market related rate. Notification of the increase will be given 3 months before.

Once off Payments

Once off registration and enrolment	R6200
Annual Pestalozzi Fund (subject to change without notice)	R480
Lab coat and safety Goggles (once off for science students)	R250
Fees per semester (January – June; July – December)	R37 500

Payment options for Semester fees

Once per Semester	To be paid in January/July	5% discount	R35 625,00	
Monthly over 6 months	January - June/July to December		R 6 200,00	
Monthly over 5 months	February - June/July to November		R 7 500,00	

Monthly levies

School activity levies – PRIMARY ONLY (6 per semester)	R440
Science lab fees per month (6 per semester)	
Middle school	R420
Senior school per science	R420

Textbooks and materials per level

(PLEASE NOTE AMOUNTS FOR TEXTBOOKS ARE ILLUSTRATIVE AS ALL BOOKS ARE ORDERED ON AN AD HOC BASIS AND ARE THEREFORE SUBJECT TO CHANGE WITHOUT NOTICE)

Foundation full kit (including stationery)	R5 152
Primary full kit (including stationery)	R5 420
Middle school	R8 172

Senior school textbooks per subject

GCSE

Biology	R1 746.00
Business Studies	R1 484.00
Chemistry	R1 720.00
Computer Science	R1 938.00
Economics	R1 452.00
English	R1 240.00
Geography	R1 485.00
ICT	R1 740.00
History	R1 550.00
Maths	R1 165.00
Physics	R1 770.00
Travel and Tourism	R1 070.00

AS

Afrikaans	R1 202.00
Biology	R2 292.00
Business Studies	R1 290.00
Chemistry	R2 300.00
Economics	R1 220.00
English	R 944.00
Geography	R1 866.00

History	R1 040.00
Maths	R1 888.00
Physics	R2 300.00

NOTE: Textbooks need to be paid for upfront before they are ordered. Delay in payment means a delay in receiving textbooks, which can delay a student's entry into the Centre as no student will be admitted before textbooks are received. No textbooks will be ordered without payment in full.

6. CENTRE POLICIES

A. Parent Concerns and Grievances

As a community, it is important that the Directors, tutors and parents all work to maintain a positive, affirming and encouraging atmosphere. The expression of negative feelings and even supposedly 'constructive' criticism can do much to undermine the Centre's atmosphere. The directors and administration at Alpha Study Centre do not seek to suppress the expression of any parent concern or grievance. However, we ask that any such concerns or grievance be handled in a healthy and constructive manner. Thus, the directors request that the process outlined below is followed for concerns within the community:

- Parents are to approach tutors *in private* to arrange a meeting
- Meetings are to take place between:
 - 8:00 – 8:30am or 1:00 – 1:30pm for junior school
 - 8:00 – 9:00am or 1:30 – 2:00pm for senior school
- Tutors are not interrogated or questioned in front of other parents or students.
- Respect towards the staff is always to be shown in order not to undermine their authority or role as guide to the students at any point.

B. Centre Hours

Staff are on the premises from 8:00am until 2:00pm Monday – Friday.
Class times are as follows:

8:30 – 13:00 – Junior school
9:00 – 13:30 – Senior school

The pedestrian gate on the Primary Campus will be open from 7:30am. Any parent wishing to drop their child off before 8:00am does so at their own risk. **No student will be permitted on the premises before 7:30am.**

1. Arrival and Dismissal

Students are expected to arrive promptly for class times. Students who arrive late disrupt their fellow classmates and arriving rushed may not set the right frame of mind for beginning work. Senior students will not be permitted to leave the centre before 1:30pm. The students are not made to work very

long hours and every minute counts towards finishing work in a timeous manner.

2. Pickup After Dismissal – Junior School

- Your child needs to be collected at **1:00pm sharp**. We have a staggered pick up time with the senior school in order to avoid traffic congestion on the street.
- Parents are required to come into the centre to collect their child. Students will not be permitted to leave the premises without adult supervision and tutors will not be responsible for escorting students to their parent's vehicles.
- If your child is to be collected by someone other than a parent or guardian, the parent needs to send an SMS or WhatsApp to the number **+27 61 957 9177**. If the centre is not notified the child cannot be released.

3. Late Pick-up Fees

A late pick-up fee of R50 per 15 minutes will be added to parents account at the end of the month for students who are not collected by 1:30.

C. Accounting Policies

Monthly invoices for tuition payments are issued and e-mailed on the 1st of every month. Fees are payable by the 7th of every month and fees are paid in advance of tuition provided.

If a payment is late, a late fee of 1.5% is added to the unpaid balance on the first day of the following month for every day the account is overdue. **After 60 days past due date, you will be required to withdraw your child from centre until all outstanding amounts are paid in full. (Please consult terms and conditions for more details)**

If fees are outstanding at the start of a term, then students will not be permitted to begin until accounts are settled in full.

D. Attendance

- Regular, punctual attendance is necessary for your child to receive the full benefit from our programme.
- Parents should please inform the Centre by 8:30am if a student is unable to attend centre.
- Students with a contagious disease must be kept home for the health and safety of the other students. **Please inform the office if your child contracts a contagious disease.** More information can be found under the 'Health Policies' section.
- While taking students out of centre for vacation does not result in the students missing out on work, continued absence can result in a delay in accomplishing a level.

E. Health Policy

1. Immunizations

The Health Department requires that all students attending centre have a complete and current immunization record on file at the centre office. Completed immunization records are due to the Centre Office on or before the first day of Centre.

2. Illness

For the protection of all the students, the centre staff reserve the right to send a student home whose health (according to Department of Health guidelines) poses a threat to other students in the programme. Any ill child should be kept home. Students should not be brought to the Centre if they:

- Have vomited or had diarrhoea within the last 24 hours
- Currently have a temperature
- Have a bad cough or runny nose
- Have lice
- If your child has a communicable disease e.g. mumps, strep, chicken pox, hepatitis, pneumonia, measles, rubella, scarlet fever, encephalitis or meningitis you **must** report this to the Centre.

All reports and data associated with serious diseases, such as HIV and AIDS, that are furnished to the Centre by the parents are confidential.

3. Handling of Bodily Fluids

All staff are trained in universal cleaning procedures to protect the students and themselves from possible contamination from bodily fluids.

4. Cleaning and Sanitising

The Centre employs permanent cleaning staff to ensure that the environment is kept clean and sanitised to minimise the spread of illness.

5. Controlling Infections

The Centre uses disposable paper products to control the spread of illness. If the staff notices a student showing symptoms of an infectious illness the students will be sent home immediately. When waiting to be collected by the parent/guardian the student will be removed from the other students and will be asked to lie down in the sick bay area.

6. Medication Administration

The staff are not permitted to administer medication to any student under any circumstances.

7. Drug Testing

(Please consult the terms and conditions for the full outline of the centre's drug policy)

Drug & alcohol testing: Random drug testing will be conducted where a fair and reasonable suspicion is established that the pupil is under the influence of any drugs and in order to ensure a drug free environment is maintained. A sample of breath to test for alcohol consumed in breach of Centre discipline may also be collected. The school is not obliged to conduct group

testing, but is encouraged to, bearing in mind that a learner should not feel singled out without basis. The Centre is essentially responsible for safeguarding the interests of the students. When conducting drug tests, the following will be taken into account as set out by the South African Schools Act, 1996:

- The best interests of the pupil in question or of any other pupil in the Centre.
- The safety and health of all students in the Centre
- Reasonable evidence of illegal activity
- All evidence received by the Centre

Basis of a fair and reasonable suspicion: may include, but is not limited to:

- Whistle-blowers informing the Principal of Educators
- Scent of "dagga" on the Centre premises
- Report from parent/guardian
- Traces of drugs on the Centre property
- Evidence that the student is disorientated in any manner
- Association with a group of pupils in question
- Threats of use of dangerous objects against other pupils
- Injury as a result of the use of such objects

A sample or test in these circumstances will not form part of the Student's permanent medical record

Testing procedure: The assigned delegate will open the sealed test in the presence of the student in question. The pupil will be accompanied to the bathroom by 2 tutors or director assigned delegates, of the same gender. The tutors/delegates will probe the bathroom for anything that may compromise the test. Once the student is finished, he/she will hand the specimen to the tutor/delegate. The tutor/delegate will record, in the presence of the pupil the name of the learner, time and date of the test. Should the pupil test positive for drugs or be found under the influence of alcohol, his/her parent(s) or guardian(s) will be contacted immediately with the results. The following will apply: to remain in the school after the first offence the pupil will be required to attend drug / alcohol counselling with a registered specialist or enter into a voluntary drug rehabilitation program. After the second offence the pupil will be asked to leave the school with immediate effect. This is at the sole discretion of the Directors. All drug testing results will remain confidential and the learner's privacy will be respected at all times.

Search and seizure: Where a search of a student and his/her property is required, such a search may only be conducted by a director or appointed delegate of the same gender as the student. It will be done in private and not in view of other pupils and conducted with an adult witness of the same gender as the pupil in question. Any dangerous objects or illegal drugs or alcohol that has been seized must be clearly and correctly labelled with the student's name, date, time of seizure and any other relevant details. This may be handed over to the police if deemed appropriate by the Directors.

Contravention of policy: Should a student refuse to undergo the test and / or search the Centre will contact the parent(s) or guardian(s) immediately with the view to instruct the student to co-operate. Refusing to undergo the testing and/or the search will constitute misconduct. Where the parent(s) or guardian(s) do not assist or condones the actions of the student, this may result in the student being asked to leave the Centre. The above procedure is for the benefit of all the students at the Study Centre. Those students who act in contravention of the Drug and Alcohol Policy jeopardise the learning environment for everyone at the Centre. All pupils at the Centre are entitled to an environment which is conducive to receiving quality education.

F. Child Safety

1. Parent Notifications

Parents or their authorized emergency contact will be notified immediately of any accidents, injuries or illnesses. Behavioural incidents will be communicated on a case by case basis, depending on the seriousness of the incident (determined by the Directors). You will be contacted either immediately by phone for urgent matters, or at the end of the Centre day for less serious matters.

2. Child Abuse & Neglect

All schools, child care centres, physicians and others who work with children are required by law to inform Child Protection Services of any suspected abuse or neglect of children. By law, a suspicion of child abuse generally means that the reporter has 'reasonable cause to believe' or 'reasonable cause to know or suspect' that a child is being maltreated physically, emotionally or mentally.

3. Employee Screening

All employees are subject to criminal screening through the police services. Potential employees are required to be interviewed and to provide references.

4. Building Security & Emergencies

Access to the Senior Centre is through the pedestrian gate at number 23 Whittaker's Way. The access is through a biometric fingerprint scanner on which only the Senior School students are registered. Parents are requested to please ring the bell to be allowed access and to report to the Reception.

Access to the Junior Centre is through the gate at 25 Whittaker's Way. The top pedestrian gate is open from 7:30 am until 9:00am and then again from 1:00pm until 2:00pm. Access outside of these times is only through the intercom at the gate. The bottom gate is accessed through biometric fingerprint scanner. Only registered parents will be registered on the system and will have access to the premises during drop off and pick up times.

The premises have been assessed by the Health and Safety department and is equipped with fire extinguishers and clearly marked exits. Fire drills are run regularly.

The Centre is also equipped with CCTV cameras in all the rooms on both campuses.

5. Visitors

While we welcome visitors to our Centre, we ask that all visits be arranged with one of the Directors beforehand and that parents not bring visitors to the Centre and allow them to wander around without a tutor present. We thank you for your cooperation in this matter.

6. Harassment

All children must be free from harassment and bullying in our Centre. Children may not be cruel and/or abusive to each other in any way in our environment. If you believe an incident of harassment has occurred with your child, please report it immediately to your child's tutor or mentor. The Centre will investigate and take appropriate action.

Definition of bullying: when an individual or a group of people with more power than the victim repeatedly and intentionally causes hurt or harm to another person or group who are helpless to respond.

What bullying is not:

- A single episode of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

While these episodes can cause great distress, they do not fit the definition of bullying, and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

7. Weapons

Alpha Study Centre is a private property. No weapons of any sort are allowed on our campuses. Any individual who is found to have brought a weapon on campus (regardless of a license to carry), will be prohibited from being on Alpha Study Centre property in the future. This includes, but is not restricted to, knives and guns.

8. Respect for persons

All students are to treat others with kindness, respect, and generosity. This is to manifest itself not only in the classroom, but also on the playground, at the lunch table, on the bus and anywhere else the students find themselves relating to one another. Students are to be sensitive to each other's uniqueness and respect differences.

Our aim is to be inclusive rather than exclusive in our relationships. Manners, courtesy, and gracious treatment should be maintained at all times among Centre family members. This behaviour extends to the relationship between student and tutor.

G. Communication

Nearly all communication coming from the Centre will be disseminated electronically. It is essential that we have your email address and cell phone numbers and that you keep us updated with any changes. Please ensure that you have WhatsApp on you cell phone and that you have all the relevant cell phone numbers stored on your phone. Please check emails regularly.

1. Centre Calendar

Centre calendar 2019*

Start of Semester one	Wednesday 9 January
Mid semester break	23 February – 3 March
Long weekend	21 – 24 March
Easter break	19 April – 1 May
End of semester One	Friday 14 June
Start of Semester two	Monday 8 July
Mid semester break	9 – 18 August
Mid semester break	21-29 September
End of year	Friday 22 November
Start of 2020	Wednesday 8 January 2020

i. *Please note that these dates are subject to change according to exam timetables that are published by Cambridge International closer to the exam sessions.

2. Voicemail

The main cell phone number has voice mail capabilities. Voicemail is also convenient for leaving us after-hours messages. We check voice mail regularly throughout the day.

3. Email

In an effort to be more conscientious in the use of resources, all communication between centre and home will be electronic. If you are not receiving newsletters and notifications, please ensure we have the correct contact details.

4. Website

General information, the calendar and other useful information can be found on our website: www.alphastudy.co.za.

5. Monthly e-news

You will receive Centre news electronically every month. This important communication provides information on centre-wide activities, events, updates

and information on the specific activities of the environment. Please be sure to inform the office if you are not receiving the newsletter.

6. Social media

Social media can serve as a bridge between the centre and the broader community. Alpha Study Centre has a Facebook page, Instagram and Twitter profile. We encourage you to Like and Follow our pages and to share with your friends and family. We would also appreciate it if you could review and rate us.

7. Change of Address

Whenever you change your address, home phone, work phone, cell phone number or emergency contact information, **please notify the Centre Office directly**. Please do not rely on your child's tutor to update the office. Alerting the office is the only way to guarantee information is updated and documented throughout the Centre. This includes billing, mailing lists and classroom files. It is for your child's safety and protection. Office number is 061 213 1010.

8. Problem Resolution

We believe that open communication and supportive relationships between home and Centre are imperative for the full development of the child. However, we know that we are all human and things don't always go perfectly to everyone's satisfaction. Occasionally there might be issues, misunderstandings, conflicts, or communication confusion between parents and the Centre. If you have questions or concerns that you want to address, please start by contacting your child's tutor. They will then schedule a meeting for you.

At some point a tutor may feel the need to meet with you about your child's development. If so, he/she will arrange a meeting time with you that is convenient for all parties. Meetings will always include a tutor and at least one of the directors and minutes will be taken.

H. Clothing

Senior Centre Dress code:

While we don't have a centre uniform, we do have a **STRICT** dress code. We encourage students to express themselves, but we do abide by a conservative dress code. The list below is to be followed with no exceptions. **Students who are in violation of the dress code will be sent home to change.**

- NO Leggings / gym pants
- NO Mid-drift / Crop tops OR excessively short tops
- NO Booty shorts / hot shorts / Sports shorts – All shorts MUST be to the knee
- NO Transparent pants or tops. If your shirt is transparent you must wear a tank top underneath it
- NO jeans or pants with rips in the thigh or buttock areas
- NO Low-cut tops or tops unbuttoned too low. Please wear a tank top underneath items that are too low cut or tops that you want to leave unbuttoned
- Tank tops must cover underwear and not be revealing

- NO muscle vests
- All dresses and skirts to be on the knee or longer
- All shorts / pants to not drop down and expose underwear

We do not want to see:

Underwear

Boobs

Bums

Tums

Thighs

THIS LIST IS NOT EXHAUSTIVE AND THERE MAY BE INSTANCES WHERE ITEMS MAY BE DEEMED INAPPROPRIATE. THIS IS ENTIRELY AT OUR DISCRETION.

Junior Centre Dress Code:

Dress should allow children freedom to engage in a wide range of activities. Please help your child select clothing and shoes that allow freedom of movement. Clothing should be weather appropriate. All clothing needs to be able to get dirty. To avoid confusion and prevent loss, please label all garments with your child's first and last name. We do not have a lost and found and all items found will be donated.

I. Nutrition

Nutritious food is essential for young, growing bodies. We encourage parents to establish sound eating habits at an early age.

1. Lunches and Snacks

Senior Centre:

At Alpha Study Centre students are responsible for bringing their own lunches. Please guide students in bringing nutritious lunches. The senior students have their own canteen that has refrigeration, microwaves and kettles for boiling water. Students are encouraged to bring their own supplies, e.g. tea, coffee, milk, sugar and snacks, which they are able to keep at centre.

Junior Centre:

For the Junior Centre no chocolates, sweets or fizzy drinks are allowed. Refrigeration is available as are microwaves for heating up food. If you would like your child to be allowed to use the microwaves, please ensure you sign the permission slip.

2. Tuckshop

We have a small tuckshop based on the Senior Campus. Students who wish to use the services must open an account. To do this an amount of R100 is deposited into their account. As they purchase items from the tuckshop, they will have their account debited. Once they have used all their available credit, they will be informed to deposit more money. Senior students have access to the tuckshop every day of the week while Junior students are only allowed tuck on Fridays. **Please note that the tuckshop is not owned by the centre and as such funds for the tuckshop need to be paid in cash and not through the ASC account.**

J. Personal Possessions

Please ensure that all personal possessions are labelled to avoid loss. Students often want to bring personal possessions to Centre. While we don't actively prohibit this, we do discourage this practice. If students do bring possessions, they need to understand that the Centre or the tutors can't be held responsible for those items. If anything is lost or broken the Centre cannot be held liable.

K. Respect for Property

Students are expected to show appropriate regard for all Centre property. The Centre wishes to care for and maintain the gardens, books, desks and other physical property so that a pleasant environment is maintained. Students should avoid running and horseplay inside the building, leaning on walls or defacing walls or ceilings in any way, marking in or bending backward the spines of books and scraping, scratching or writing on furniture. We take great pride in our Centre as well as our books and resources as most of these are imported from the UK. Students will be fined for loss or damage of books, materials or property that has not been determined to be normal wear and tear.

L. Cell Phone Policy

Junior Centre students are prohibited from bringing any electronic devices to centre.

Senior Centre students are permitted to have cell phones with them. These are to be used **only** for listening to music and should be turned onto flight mode during class times. **Parents are not to communicate with their child on their phones during Centre hours.** It is extremely disruptive to both the student and their fellow classmates. If there is an emergency, please call the office and they will communicate with your child for you. The use of cell phones is a privilege and if a student is found to be abusing this privilege then their cell phone privileges will be taken away.

M. Child Custody Issues

Alpha Study Centre is dedicated to the total development of each unique child. We believe that all children need a loving, supportive family. When a

family separates, it is especially difficult for the children. Their loyalties are torn as they love and need both parents. The Centre will be supportive, open, and welcoming to both parents. We will remain neutral in conflicts between parents.

Centre records, conferences, meeting information, educational materials and similar items are available to both parents. Parents should try to schedule joint conferences with the tutors, but accommodations can be made for separate conferences. Parents, regardless of the custody arrangement, are entitled to information about the activities of the Centre and access to certain records.

The Centre will not limit a parent's access to his/her child unless there is a court order on the file in the child's records at the centre limiting or specifying conditions for a parent's access to the child.

N. Centre Suitability

While academic suitability is one of the requirements for acceptance to the Centre, it is not the only criteria. Of equal importance is the child and his/her ability to communicate and cooperate as well as eagerness to accept and capability to work within the alternative methods of the centre.

O. Special Services

Occasionally a child may show evidence of the need for special services. These needs may be physical, developmental or psychological. We have been working with children for a long time. We are trained to spot needs that affect the child's ability to learn and socialize successfully in our unique classroom setting. We will recommend evaluation and professional consultation. The Centre does not contact or contract for outside services. It is the decision and responsibility of parents to make those arrangements.

7. Special Events and Programs

A. New Student Orientation

The first days of the new Centre year are devoted to helping the new students orientate themselves to the system.

B. Parent Cheese and Wine

Once a year, at the start of the year, we have a parent Cheese and Wine evening. *The exact date of this event will be communicated via WhatsApp and email.* The event serves as our annual AGM, Graduation and parent meet-and-greet. All parents are encouraged to attend this event as many important topics are discussed.

C. Graduation

The students who have passed all the required exams in order to accomplish a Matric equivalence will be presented with their certificates at the annual graduation in the January of the following year.

D. Parent Feedback Sessions

At Alpha Study Centre we don't produce reports in the traditional sense. Rather, we host Parent Feedback sessions at the end of each semester (twice a year) where we invite parents to attend a face-to-face report back on the progress of their child. The feedback will include all the tutors who have contact with your child in the different areas or subjects they take. The feedback includes a report on the findings based on the ongoing assessment that takes place throughout the semester.

E. Open Days

For those who are interested in the Centre and what it is we offer, we host Open Days during the year where interested families are welcome to come in and listen to a presentation about Alpha Study Centre and what it is that we do. It is also an opportunity to take a tour around the two campuses and to ask all the questions one may have about our system and alternative education.

F. Social and Fundraising Days

1. Annual Team Building

At the start of the year, we host a team building social day for the entire Centre. We organise a company to come in and do team building activities with the students in order to give them the chance to get to know each other better. This event takes place at an external venue where the parents are expected to drop off their child and pick them up once the event is over. On that day the students don't need to bring lunch as we provide that for them. What they do need is to **wear comfortable clothes, closed shoes, a hat, lots of sunscreen and to bring a water bottle.**

2. Slipper Day

Every year we encourage the students to donate R10 to Slipper Day. This event is organised by the Sunflower fund and all proceeds go to helping children with cancer. If the children donate their R10 they are then permitted to wear their slippers for the day. We urge all parents to please help the children make this contribution as we would like to teach the children the principle of giving.

3. **Cake and Candy**

The Junior School Cake and Candy sale takes place once a year. (date will be communicated via WhatsApp and email) The Junior School parents donate baked goods and the Junior School students decorate and set up their stalls. All parents, friends, family and the Senior School students are invited to attend and purchase all their yummy treats. The proceeds of this event are either used for the benefit of the students of ASC or utilised for the benefit of the wider community at the discretion of the Directors.

4. **Year-end Senior Dance**

The annual Year End Senior Dance is held each year in the final week of school. The dance is open to all students who are in GCSE and AS level. The students are permitted to bring a partner and we arrange a venue, decorations, photographer, DJ and pre-drinks. There is a cost of a ticket per student attending to help cover the costs of the event. The dance is an opportunity for the students to celebrate their hard work and to have fun together. It is not a compulsory event, but it is one which we encourage students to attend.

G. **Outings**

At Alpha Study Centre we believe that children learn best from the real world. As such, outings play an important part of our system. The Junior School students are taken on at least five outings throughout the year to different places.

Parents are required to sign indemnity forms for each outing, and unfortunately **no indemnity means no outing**.

Each student is also required to purchase an Alpha Study Centre golf shirt which has the logo on it. This they are required to wear on every outing in order to make it easier for the tutors to keep track of all the students. Parents are asked to come in and get their children to try on a shirt to see which size they would like to order. Once payment for the shirt is received then the shirt will be ordered.

Off-campus outings create potential hazards which require us to take special precautions. The Centre reserves the right to refuse to be responsible for children off campus when past behaviour patterns indicate an inability to follow directions and basic rules. This is both in the interest of the child concerned as well as their fellow classmates.

Privately contracted bussing services are utilised for the student transportation for outings.

Contact is maintained with the parents at all times through WhatsApp.

Outing for the senior school are organised only if something of great benefit comes around.

H. Birthdays

At Alpha Study Centre we love birthdays. Students across all the stages are invited to bring along a cake or cup cakes to share with their friends. Happy Birthday will be sung at break time and cake will be shared. **Please ensure you bring your own candles and a packet of serviettes on which to put slices of cake.**

If you are planning a birthday party for your child, please do not send invitations to Centre unless all the children in the class are invited. This can be hurtful to those children who are excluded. This is in keeping with respect to others.

8. Guide to the Junior Centre

A. Principles of the Classroom

The Junior school programme is a mix of Montessori philosophy, materials and methods as well as the skills based on the British International syllabus, combined with the experience and knowledge of the home-school principles of the Directors. What this translates into for our students is a system that is individualised and dynamic. The environment is one of multi-ages with children aged 6 – 12.

B. Curriculum

1. British International Curriculum

At Alpha Study Centre we use the British International curriculum and textbooks as guides for our teaching English and Mathematics. The teachers consult the syllabus, as laid out by the syllabus administration body, and create a teaching programme around the skills the syllabus highlights as needing to be mastered within each stage. The teachers then use the textbooks as inspiration for ideas, together with many different teaching websites and tools, to create inspiring, stimulating and challenging workshops that the students attend as needed in order to learn the various skills required along their educational journey. This unique approach ensures that the methods of teaching used can be adjusted to accommodate the different styles of learning each student may have. This helps to avoid the monotonous and often tedious task of working through a textbook, as is the case in most traditional environments.

2. Montessori

In the Elementary Montessori program, students begin to move away from concrete materials and develop an ability to think abstractly. Learning tools in the classroom take on multiple and more sophisticated uses. The integrated curriculum includes: reading, language, geography, music, art, mathematics, spelling, history, botany, zoology and physical science.

The programme is guided by individualized yet collaborative learning. Each child is a unique person with particular aptitudes and interests. The role of the Montessori Directress is to provoke questions and teach the children skills to answer those questions. The tutor serves as a guide to each child in their own learning, exploring a diverse curriculum, and creating rich learning experiences as the child moves from concrete to abstract thinking. Our tutors match their instruction with each child's learning style and natural talents, ensuring every child is engaged and invested in learning and capable of achieving success.

The students are taught to manage their own time and to complete work to a deadline. They learn how to research information, write reports and make presentations. The mood of the classroom is more of that of an extended family, and the focus on respectful social interaction and problem solving cultivates a social maturity atypical of children of this age. The strength of these relationships allows the children to take risks, voice opinions and creatively express themselves which builds confidence and self-esteem.

3. Hands-on Learning

At Alpha Study Centre we believe in learning through 'doing' or hands-on learning. Through our experience of home-schooling our own children, we, the Directors, had many opportunities to witness the power of this method of learning. The students are therefore offered the opportunity of learning through 'doing' daily. The experiences offered are music, art, cooking, gardening, woodwork, sewing, experiments, educational videos, educational games, exercise classes, tinkering corner, entrepreneurial skills and computers. At least once a term the students will attend classes in our fully equipped Science Laboratory where they are able to use real scientific equipment.

C. Typical Day

8:30 am – 10:00 am: Students are divided into groups. Some are doing British International Workshops, some are doing computers, others entrepreneurial skills workshops and the balance are choosing work in the Montessori area. These groups rotate every 45 minutes.

10:00 am – 10:15 am: Snack time.

10:15 am – 11:15 am: Students are once again divided into groups. Some are doing British International Workshops, some are doing computers, others entrepreneurial skills workshops and the balance of students are choosing work in the Montessori area.

11:15 am – 11:45: Break

11:45 am – 12:30 pm: Students are divided into groups and take part in hands-on experiences. The groups rotate around the experiences during the week to ensure each group gets to do participate in every experience.

12:30 pm – 12:45 pm: Students exchange readers

12:45 pm – 1:00 pm: Tutors read aloud to the students from a range of classic literature.

D. Keeping Track of Work

Children in the elementary Montessori classroom begin to keep a record of their work. Children develop work plans where they agree to do certain work during a day, week or month. The child still has the freedom to choose their own work, but now has a deadline to work towards. Keeping track of their work helps them make good work choices.

The tutors also keep track of all the skills and presentations each student has completed using a tracking form for each child. This allows the tutors to see at a glance the pace at which the child is progressing as well as to see what skills and workshops still need to be covered.

E. Assessment

Standardised testing has become the norm in all traditional methods of teaching. Here at Alpha Study Centre, we recognise that this has led to education that has been adapted to a 'teach for the test' philosophy, therefore limiting meaningful learning. For this reason, we don't administer any standardised testing in the Junior School. Rather, assessment occurs through the process of keen observation, regular work, conferencing with the students, and through self-correction that is built into many of the materials we use. In this way the tutors are able to assess if a student has mastered a skill or is ready to be introduced to a new concept.

Once a student has completed a stage, they will then be given an informal assessment to complete. This means that they will write an assessment without being told they are being tested and without going home and studying for the assessment. This alleviates test anxiety, also resulting in a more realistic assessment of a child's understanding. Tutors then use the results from this assessment to establish what areas have been mastered, and what areas still need work.

This method of informal assessment avoids anxiety and prevents a culture of memorising content for the sake of test results only. We wish to develop a more self-motivated way of learning.

F. Positive Approaches to Discipline

The success of our programme is based on the relationship between the tutor and the student. A positive, supportive and loving bond promotes the child's self-esteem and sense of security. The role model provided by the tutors, teaches the children positive problem-solving techniques and courtesy. Children are continuously taught how to solve problems, deal with frustration, and express feelings in a manner that is growth-producing and positive. Some examples of positive methods of discipline include:

- Redirecting or distracting a child from the unacceptable activity to a constructive one
- Encouraging, teaching and modelling appropriate behaviour
- Setting consistent clear rules
- Talking to the child about the feelings they are having
- Offering alternative solutions to the problem
- Involving children in solving the problem
- Tailoring the method of discipline to the individual child
- Removing the child from the source of conflict

Students who are disruptive or hurtful to others will be asked to reflect on their choices. Parents of children with excessively disruptive or hurtful behaviour will be asked to seek professional assistance. Parents may be required to remove their child from the environment if his/her behaviour significantly disrupts the harmony of the group. (See withdrawal and enrolment termination)

9. Guide to the Senior Centre

A. Principles of the Classroom

At ASC students are provided with a small, safe and personalised environment. There is no whole-class teaching but rather all learners work independently with the aid of a mentor. The mentor assists and supervises the students time management, course work and exam preparation. This helps the student ensure that they are working at a suitable pace to ensure they complete their course work adequately and in time for their exam goals. This also means that students work at their own pace allowing them to progress according to their own abilities. Tutors for specific subjects are available at all times if students find they need assistance in understanding content or assignments.

B. Curriculum

Alpha study Centre offers its senior students the British International Curriculum. It is the largest provider of international education programmes and qualifications. Every year thousands of students around the world are placed at leading universities with AS and A levels. We use many different resource providers to ensure we are always up to date with new developments and resources available.

Alpha Study Centre has developed its own unique work programmes for each subject which help to guide the students through the course content in order to ensure that they cover all the essential topics and elements.

Students are able to hand work into the subject tutors for marking so that they may receive productive feedback on their work and guidance on how to proceed.

C. Levels

The senior curriculum is divided into three levels.

- a. Middle School – this is equivalent to grade 7 – 9. The subjects included here are English, Math, Biology, Chemistry, Physics and Afrikaans.
- b. GCSE – This is equivalent to grade 10 – 11. At this point students are required to choose 6 subjects. English and Afrikaans are compulsory.
- c. AS Level – This is equivalent to grade 12. Students are required to choose 4 of their subjects to continue to this level if they wish to get a matric with a university Exemption. If they only require a matric without a university Exemption, then they can choose two subjects to continue to this level.

D. Subjects offered at GCSE and AS level

As most of you are aware, in South Africa students are required to study a second language in order to get a matric certificate. At Alpha our chosen second language is Afrikaans.

Other subjects offered are:

Biology
Business Studies
Chemistry
Computer Science
Economics
English
Geography
ICT
History
Maths
Physics
Travel and Tourism

E. Keeping Track of Work

We have developed a programme that assists in formulating a daily, weekly, monthly plan for each individual student according to their own exam goals and subject choices. The student will be given their weekly timetable and sessions of work which they need to complete every day. The student will visit their mentor regularly in order to assess if they have been keeping up with their timetable requirements or not. If a student exercises self-discipline, they will be able to keep their exam dates as they are set. If, however, they have not been keeping up, their exams may end up having to be postponed for a later exam session. Sometime students who work hard may find that their progress in the programme has brought their exams forward. Students are given a diary at the

start of their studies in order to plan their work load according to their timetable. This also allows them to keep track of their own progress.

The tutors for each of the subjects also maintain a record of the student's progress. They know which assignments are meant to have been handed in and make a record of when these are handed in. They can see if a student hasn't handed their work in as timeously as they are supposed to do. They also make note of all student interaction and feedback.

F. Requirements for a Matric Certificate

In order to acquire a South African Matric equivalent, there is a certain set of criteria that needs to be met. A student can choose to either obtain a basic Matric equivalent certificate which gives them access into all higher certificate and diploma courses, or they may choose to obtain a Matric equivalent certificate with a university exemption which allows them to study at any university within South Africa.

In order to obtain the basic Matric certificate, the student needs to **pass three subjects at GCSE level** and **two subjects at AS level**. For the GCSE subjects, a **minimum of a C Grade** and for the AS Levels a **minimum of an E Grade** is a pass.

In order to obtain the Matric certificate with University Exemption, the student needs to pass **one subject at GCSE** and **four AS Level subjects**. The GCSE level subject requires a **minimum of a C** grade and the AS Level subjects require a **minimum of a D** grade.

Certain University courses require specific subjects in order to be considered. Once a student knows which course they would like to enter, we work closely with them to ensure they select the correct combination of subjects.

NB – PLEASE NOTE: A University Exemption and a combination of the correct subjects does not guarantee acceptance into University. There may be many other factors which are considered by the chosen university and specific faculty. It is up to the parent and student to make contact with the universities and establish what these requirements may be.

G. Assessment

All too often we have seen students who have been forced to take tests and exams from a young age; resulting in them suffering from exam anxiety and stress. As a result, we have adopted a no-test and exam policy in the Centre. This is not to say that students are not assessed, the only difference is that it is continuous assessment which focuses on learning and not test-taking.

At the Middle School level, students are given an end-of-level, overall assessment to complete. Students are not made to study to write the assessment so that the results are a true reflection of what the student knows. Once marked, the student will get feedback on their results. The tutor will also use the results as a guide on any areas that may still need to be worked on.

At the GCSE level and above, students write the external International exams when they are ready. In preparation for these exams, students enter six weeks of exam preparation time. During this time students will complete as many past papers as possible. These are handed into the tutors who will mark each paper and then give feedback on the results. *The 'marks' they receive on the past papers are by no means a true indication of what the student may obtain on their final exam. There are many other factors that will influence the results on the final exams.* This serves as an excellent learning tool as well as a chance for the students to become comfortable with writing exams. They will practice

writing in a mock exam setting where they are timed. By the end of the six weeks they are familiar with the exam paper layout and are comfortable and confident with taking the exam. During the course of their studies, the students are also expected to hand in the assignments set out in the work programme. These are also marked and handed back with feedback so that the student is able to know and understand where they may need to pay more attention or perhaps redo the coursework. Through these assignments the tutor is also able to keep a record of the student's progress and level of work.

NOTE: The students who follow the work programme, hand in work for marking, follow up with tutors for feedback and apply themselves to the exam past papers are the students who accomplish the results they want. We have seen this time and time again. As mentioned before, **since this is a self-learning environment and no class teaching occurs, the students themselves are responsible for their own results or level of work. The responsibility falls squarely on the student.**

H. Exams

1. Readiness

Students will only be permitted to register for an exam if they have been keeping up with their work schedules and have been performing adequately. This will be decided by the mentor and subject tutor. Students are wholly responsible for doing the required work in order to be ready for the exams. Parents or students who insist on registering for exams against the advice of the Centre, do so at their own risk. At Alpha Study Centre we offer a support structure for the learners, but we do not teach nor do we force students to work. **The onus is on them to put 100% into their work.**

2. Exam Registrations

If a student is deemed to be ready to write an exam the Centre will notify the parents in advance.

Two exam sittings are offered in a year - one in May/June and one in October/November. Students are encouraged to spread their exams out evenly over these sessions in order to allow for adequate preparation time for all subjects. Here, too, the mentor will advise and guide the student.

All exams are run through British Council South Africa. Our students register with them as Private Candidates in order to be able to write these exams. The exams are written at British Council exam centres NOT at Alpha Study Centre. The registration process is done by ASC, and all required documents are sent home to parents for signing. We will then make the application on your behalf with the student to British Council.

A confirmation letter from British Council will be given to the student confirming their details, including their personal information as well as the subjects and

levels they are registered to write. In due course, the student will also be given a timetable of exams which clearly state the date, time and venue of the exams.

NOTE: Students are responsible for getting to and from exams. **The Centre does not provide transport and will not be held liable for any exams not attended.**

3. Exam Fees

For each subject written in the exam sessions, there is a fee. **This fee is not covered by Centre fees** and is imposed by the examining body. The exam fees will be paid to British Council. Exam fees are paid to Alpha Study Centre, as the students are registered as a group and thus the fees are paid in one bulk payment to British Council.

4. Rewrite of Exams

Students who fail or don't accomplish the minimum mark requirements on their subjects, may rewrite that subject in the following exam session. The minimum mark requirements depend on the level of exam being written as well as which Matric option the student is aiming for.

If a student fails a subject (ungraded paper) in their matric year and needs to come back to rewrite 1-2 subjects, fees will be charged pro-rata on those subjects alone. If more than two subjects need to be rewritten, it will be considered a re-do of the entire year and full fees will be charged.

If a student has passed a subject but is unsatisfied with their results, they may return to rewrite, however, this will be considered a full semester / year and will be charged at normal rate.

5. Certificate Conversions

In order to be accepted into a tertiary education institute, a student will require a school leaving certificate. This certificate will either award a Matric or a Matric with University Exemption. In order to obtain this, the student's certificates will need to be sent either to SAQA (matric certificate) or Universities South Africa (matric with university exemption).

We are able to make this application on your behalf if you wish. There is a cost involved in the application process. As such we do charge for this service. A quote is available on request.

NOTE: Being awarded with a University Exemption does not mean a student is guaranteed being accepted into the course they wish to study.

6. Typical Day

9:00 am – 11:00 am – First work cycle. Students work in their assigned rooms going to tutors as needed.

11:00 am – 11:30 am – Lunch break

11:30 am – 1:30 pm – Second work cycle – as first work cycle.

7. Labs

At Alpha Study Centre we believe that students learn best when they are actively involved in the learning. For this reason, we have a fully equipped science lab. The lab offers students the opportunity to use and become familiar with all the lab equipment as well as the opportunity to see science in action. Middle School students attend lab once a month while GCSE and AS Level students will attend once a month per science subject they are studying. There is an added monthly fee for this service. (Please see fee structure above).

8. Discipline

All students must sign the Student Code of Conduct. This document outlines all acceptable and unacceptable behaviour. Tutors will always make the effort to help a student self-correct unacceptable behaviour, before resorting to formal disciplinary action as outlined in the Code. (Please refer to the Student Code of Conduct)

10. Contact Details

Helen Elliott – Accounts
helen@alphastudy.co.za
061 825 9878

Tracy – Head of Middle School
tracy@alphastudy.co.za
084 857 0044

Anne - Head of Senior
anne@alphastudy.co.za
061 249 3966

Dimitra – Head of Junior
dimitra@alphastudy.co.za
061 957 9177

E&OE