



Somerset College

Pre-Preparatory School Parent Handbook 2018



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Somerset College

College Motto

Pietas (to serve or provide service)

Preamble

Somerset College is a leading independent, co-educational South African school set in the beautiful Western Cape winelands. The College is a leading independent, co-educational day and boarding school offering schooling from Grade 000 to Matric, as well as Cambridge AS and A-levels. Founded in 1997, the College has earned a reputation for all-round educational excellence. The College has a record of strong academic, cultural and sporting achievements and an impressive environmental and outdoor education programme. Somerset College has a Christian ethos and the school places a strong emphasis on positive relationships, community involvement and environmental responsibility.

College Statement

At Somerset College, we endeavour to provide a nurturing and stimulating environment where young people are guided by teachers of calibre, to develop self-awareness and positive relationships. The College endeavours to provide each child with the opportunity to acquire the knowledge and skills to equip them to adapt and flourish in an ever-changing world.

We envisage a College which:

- offers a world-class standard of education, within the context of South Africa.
- strives for excellence in all activities according to each individual's unique ability.
- nurtures sound caring relationships.
- has a Christian foundation and fosters respect and understanding of other religions.
- creates a stimulating and challenging working environment for the entire College community.
- provides an educational asset which serves the wider community.

Somerset College:

- encourages children to think and act independently and to take responsibility for their decisions.
- provides the opportunity for the unique talents and abilities of each student to flourish.
- provides a broad and balanced programme which enhances the acquisition of life skills.
- acknowledges and embraces innovation and change.
- inculcates lifelong learning.
- engages with the wider community.
- is managed on sound business principles.

Giving expression to our Christian ethos, Somerset College is committed to the core values of dignity, aspiration, creativity and contribution. We are also committed to respect, integrity, care, diligence and gratitude.

TERM DATES

Term 1

Tuesday	16 January	Orientation Day for new students
Wednesday	17 January	Start of Term 1: Prep and Senior Schools
<i>Wednesday</i>	<i>21 March</i>	<i>Human Rights Day</i>
Wednesday	28 March	End of Term 1: Prep and Senior Schools
<i>Friday-Monday</i>	<i>30 March-2April</i>	<i>Easter</i>

Term 2

Tuesday	17 April	Start of Term 2: Prep and Senior Schools
<i>Friday</i>	<i>27 April</i>	<i>Freedom Day</i>
<i>Monday</i>	<i>30 April</i>	<i>School Holiday</i>
<i>Tuesday</i>	<i>1 May</i>	<i>Workers' Day</i>
<i>Saturday</i>	<i>16 June</i>	<i>Youth Day</i>
Friday	22 June	End of Term 2: Prep and Senior Schools

Term 3

Tuesday	17 July	Start of Term 3: Prep and Senior Schools
<i>Thursday</i>	<i>9 August</i>	<i>Woman's Day</i>
<i>Friday</i>	<i>10 August</i>	<i>School Holiday</i>
Friday	21 September	End of Term 3: Prep and Senior Schools

Term 4

Tuesday	9 October	Start of Term 4 : Prep and Senior Schools
Thursday	6 December	End of Term 4: Prep and Senior Schools

* The Pre-Preparatory phase ends a day earlier each term.

CONTACT DETAILS

Physical Address: Bredell Road, Somerset West 7130
Telephone: 021 842 000
Fax: 021 842 0052
Web site: www.somersetcollege.co.za
E-mail Address: prep@somcol.co.za

Head of the Preparatory	Mr Craig Verdall-Austin	cva@somcol.co.za
Head of Pre-Preparatory	Ms Adri Hofmeyr	a.hofmeyr@somcol.co.za
Deputy Head		
Extra Murals and Discipline	Mr Warren Bevan	w.bevan@somcol.co.za
PA to the Head	Ms Nicola MacDonald	n.macdonald@somcol.co.za
Receptionist	Mrs Dianne Whyman	prep@somcol.co.za
Admissions Office	Mrs Patricia McNaught-Davis	p.mcnaughtdavis@somcol.co.za
Marketing Manager	Mrs Nicky Whall	n.whall@somcol.co.za
Fundraising & Development Manager	Mrs Megan van der Poll	m.vanderpoll@somcol.co.za
Account Enquiries	Mrs Lizelle Nel	l.nel@somcol.co.za

Somerset College bank account details for school fees:

Bank: Nedbank, Somerset West
Branch: 106012
Account: 1060102919 (current account)

Important note: Please reference your deposit slip with the student number and e-mail it to Lizelle Nel to debtors@somcol.co.za

BOARD OF GOVERNORS

BOARD MEMBER	PORTFOLIO
Pierre Malan	Chair of Board
Nicky Newton-King	Vice-Chair Board and Finance Committee
Grant Harries	Chair Building and Grounds Committee
Edwena Goff	Chair Diversity Committee
Adam Pyle	Parents' Association Representative
Mimi Sekoboane	Old Oaks representative and Diversity Committee
Michael van Wyk	Chair Finance Committee
Johan Holtzhausen	Strategic Fundraising Committee
Chris Campbell	Alumni Affairs

Ex-Officio members:

Graham Sayer	Executive Head Somerset College
Craig Verdal-Austin	Head Preparatory School
Heine Matthee	Business Manager Somerset College
Megan van der Poll	Fundraising & Development Manager
Joanne Gibson	Board Secretary

IMPORTANT DOCUMENTS

Acorn Bursary Trust
Bus Reply Slip
Somerset College Fee Structure 2018
Debit Order Request

PRE-PREPARATORY STAFF

Grade 000	<i>Sunbird Class</i>	Mrs Lynne Rothman	l.rothman@somcol.co.za
		Miss Lily Mautse (Teacher's Assistant)	
	<i>Sugarbird Class</i>	Mrs Julie le Roux	j.leroux@somcol.co.za
		Ms Sekelwa Wake (Teacher's Assistant)	
Grade 00	<i>Weaver Class</i>	Mrs Tracy Pedersen	t.pedersen@somcol.co.za
		Mrs Eunice Selai (Teacher's Assistant)	
	<i>Kingfisher Class</i>	Ms Levern Franck	l.franck@somcol.co.za
		Mrs Christine Sapsford (Teacher's Assistant)	
Grade R	<i>Coot Class</i>	Mrs Janet Webber	j.webber@somcol.co.za
		Mrs Asiphe Haba (Teacher's Assistant)	
	<i>Swallow Class</i>	Mrs Megan Stander	megan.stander@somcol.co.za
		Mrs Anslin Botha (Teacher's Assistant)	
Aftercare		Ms Laetitia Labuschagne	l.labuschagne@somcol.co.za aftercare@somcol.co.za
Aftercare Reception		Ms Rowena Simons	r.simons@somcol.co.za
Chaplain		Mr Patrick Cordery	p.cordery@somcol.co.za
Assistant Chaplain		Mrs Lauren Kirstein	l.kirstein@somcol.co.za
Librarian		Mrs Nicolette Burger	n.burger@somcol.co.za
Information Technology		Ms Kerry Dunkley	k.dunkley@somcol.co.za
Music		Mrs Eileen Putterill	e.putterill@somcol.co.za
Physical Development		Ms Danette Smith	d.smith@somcol.co.za
Student Development Unit		Ms Lauren Brown	l.brown@somcol.co.za

THE SCHOOL DAY

The Pre-Preparatory classrooms are open and the teachers are ready to receive children from 07:30. The adult who brings the child to school is responsible for supervising him/her until 07:30 when the teachers and assistants come on duty. **Children are not allowed to be left alone in the Pre-Preparatory playground or classrooms before 07:30 without the supervision of an adult.**

SCHOOL TIMES		
	Starts	Ends
Grade R	08:00	12:30
Grade 00	08:30	12:30
Grade 000	08:30	12:00

Punctuality is expected.

Adaptation Period

At the beginning of the year, children, as well as parents, are getting used to the new teachers and classroom routine. Some children are clingy and tearful in the morning. This is quite normal and can last a few weeks. In some cases, it may only manifest after a couple of weeks. A child struggling to separate is not necessarily an unhappy child. Children, like adults, sometimes struggle with change, mornings may not be their favourite time of the day, or they may have come to realise that they can control mom or dad's behaviour by putting on a sad face. Each child is an individual in their own right and their behaviour is determined by their personality and emotional state, but mostly by how you as a parent react to the situation.

Generally, teachers and parents will tell you that a kiss, big hug and happy "goodbye" does the trick and in most cases that is true. However, for some parents and children this does not make for a good start to the morning. Some children and parents enjoy spending a little time together at school in the mornings.

However, it becomes rather tricky for teachers when there are still parents in the classroom and on the playground after the school day has started. A parent staying on at school after they have settled their child can have an adverse effect and may cause the child to feel unsettled, unsafe and prevent them from developing the skill to initiate interaction with other children. It also affects the rest of the children, as teachers often find it difficult to settle their class when there are still parents around, which then leads to a late start to the day.

Liaison with Parents

We welcome your involvement in your child's education and encourage very close links between school and home to help ensure that your child is happy and makes the best possible progress. There is a Class Information Evening in January and there are three scheduled opportunities to meet individually with your child's class teacher: in March, June and September. Please feel free to schedule a meeting with your child's teacher if you would like to discuss something at length or of a confidential

nature. When you are unsure, unhappy or need advice, please remember that your child's teacher is the first port of call. Please do not hesitate to make contact as soon as possible so that a solution may be sought. If parents are concerned about any aspect of their child's education or development, the Head of the Pre-Preparatory School is happy to see parents whenever possible. Please make an appointment by contacting Adri Hofmeyr (a.hofmeyr@somcol.co.za).

All communication, newsletters, weekly programmes, letters and other notices will be loaded onto the D6 School Communicator or sent to you electronically. Important information will also be put up outside your child's classroom door.

D6 School Communicator

The College School Communicator can be downloaded from the D6 website. We encourage every parent to download this important and useful communication tool. The link is:

<http://www.school-communicator.com/downloads>

Select the school's name from the drop-down list and follow the prompts. You will be able to view the content that appears on the *School Communicator* on your laptop or cell phone. If you have any trouble with installation, please contact the Support Team on 0860 22 11 36 or email support@school-communicator.com

Aftercare

At Somerset College we have established a routine within a facility, which we believe addresses the specific and unique needs of our children and parents. Our aim is to create a "home-away-from-home" atmosphere where children can relax and play within a safe and friendly environment.

Mrs Laetitia Labuschagne is the Aftercare Manager while Ms Rowena Simons is the Aftercare Receptionist. The Pre-Preparatory Teacher Assistants and the Pre-Preparatory Teachers assist with playground duty and homework.

Aftercare runs from 12:30 until 17:00. We encourage you, whenever possible, to fetch your child at the end of his or her school day. Aftercare is not a substitute for mom at home and the little ones are tired at the end of the day.

The school has adopted a policy that if the parent arrives late three times to fetch their child they will no longer be allowed to use this facility.

There are no meals provided in Aftercare. Therefore, we ask you please to ensure that you pack sufficient lunch and juice for your child in the morning. Instant noodles are very popular and there is always someone on duty to prepare noodles that children bring to school. There is a microwave oven available should you wish to send pre-prepared meals and these will be warmed up by the person on duty.

The Preparatory School tuck-shop sells snacks, toasted sandwiches, salads and the "meal of the day". Parents can place their orders via the website (also pay). Orders will be delivered to Aftercare at 12:30.

For safety and control reasons children will not be allowed to go to the tuck shop once they have been signed into Aftercare.

Snacks such as biscuits, apples, JC's and hot chocolate available. (See daily programme)

Safety and Security

The safety of our children is of primary concern and thus it is vital that we know where our children are during the course of the school day. No student is allowed to leave the campus during the school day without a permission slip. The procedure is as follows:

A. Scheduled appointments:

The parent must e-mail prep@somcol.co.za at least 24 hours before a scheduled appointment to request permission. The e-mail must include the nature of the appointment and the time the student will be collected from school. In the event of an emergency or last minute appointment, an e-mail must be sent to the Head of the Pre-Preparatory a.hofmeyr@somcol.co.za.

The parent must please collect the permission slip from reception. The permission slip must be handed to the security guard at the exit boom, only then will the student be allowed to leave the campus.

B. Student feels ill and needs to go home

The class teacher will phone the parent to collect their child. Please collect a permission slip from reception before leaving the campus. The permission slip must be handed to the guard at the boom. Only then will the student be allowed to leave the campus.

Please be aware that parents who arrive at the boom without a permission slip will be sent back to reception. The onus rests with the parents to ensure that this system is followed correctly.

C. The collection of children

It is the responsibility of parents to notify their child's class teacher when their child will be picked up by anyone other than themselves. This can be done via e-mail or by the parent introducing the person to the class teacher. Children will not be allowed to leave the campus with anyone other than their parents without the necessary consent given by parents. If either of these options are not available, please phone reception to give the necessary consent for your child to be collected.

Extramural Activities

The following are *private* extra-mural activities available to **Grade 000** to **Grade R** children. **Grade 000** children will only be allowed to take part in extra-murals during term 3 and 4.

Kindly contact the relevant instructor:

Golf Buddies

Pieter Coetzee 083 694 4998 E-mail: golfbuddiesadmin@gmail.com

Ballet

Julie Symmonds 082 978 2399 E-mail: turningsteps@adept.co.za

Karate

Jerome Petersen 083 462 9089 E-mail: jerome@karate-jutsu.co.za

Drama

Kelly Westraad 072 142 1584 E-mail: k.westraad@somcol.co.za

Art

Marietjie van Graan 083 387 3313 E-mail: m.vangraan@somcol.co.za

Marimba and Djembe Drums

Marisa van Wyk 082 955 2333 E-mail: marisa@musaic.co.za

Ronel Viljoen 074 143 0878 E-mail: ronel@musaic.co.za

Dance Mouse

Liezel Otto 071 480 8132 E-mail: stellenbosch@dancemouse.co.za

Rugbytots

Steed Richardson 079 410 1728 E-mail: steed@rugbytots.co.za

Philosophy and Approach

We have begun to implement elements of the Reggio Emilia approach. This will be an on-going process and will take time to develop. The Reggio Emilia is an “approach” and not a curriculum.

Educators in Reggio Emilia believe that children learn best through exploration and through interactions with their peers and adults in their surroundings. Children organise what they have learned through a process of reflecting, revisiting, and reworking their ideas. They communicate their learning through symbolic representation in many artistic “languages” -drawing, painting, sculpture, shadow play, dance, music, building, etc. Through these processes, a sense of identity and culture are developed which are unique to the school and its community.

Reggio Teachers:

- Assume their children are capable.
- Believe their role is to help their children fulfil their potential.
- Believe they should engage their children in higher levels of thinking.
- Believe they should allow opportunities for children to pursue their interests, talents, or passions.
- View themselves as facilitators of learning.
- Respect the talents of their children.
- Believe their children are unique and have different learning style preferences.
- Believe that learning should be challenging and intrinsically rewarding.

In addition to this, we also believe in creating an environment that emphasises the acceptance of individual differences in temperament, developmental rates, learning levels, interests, abilities, race, religion, culture and language.

We believe in play-based learning. Play based learning draws from children’s natural desires to engage in experiences based on their interests, strengths and developing skills. When children initiate play, they are more motivated to learn and develop positive attitudes towards learning.

We believe that childhood is a journey, not a race. We believe in providing developmentally appropriate activities that foster the needs of each individual child. We feel strongly about having open, constructive and frequent communication with parents.

We believe in teaching through themes, as young children naturally learn through their experiences and challenges in life.

- Children will be involved in various creative activities that stimulate the five senses.
- Artwork will be displayed in a “visual diary” for each child and the children will have the opportunity to participate in group projects.
- Each child’s work is special and is significant for their developmental stage.

Curriculum

The Pre-Preparatory implemented the Early Childhood Development (ECD) guidelines endorsed by the Independent Schools Association of Southern African (ISASA) in January 2014. The ECD Guidelines brings a combination of traditional academic skills and additional knowledge and skills to prepare children for the future. This includes thinking skills, use of technology and interpersonal skills such as collaboration, conflict resolution and problem solving.

The ECD Curriculum Model



The core developmental areas include physical development, social and emotional development and cognitive and perceptual development. These areas are viewed as critical and the building blocks for all future learning.

The auxiliary learning areas include content that has been the centre of traditional curricula, which covers language and literacy, numeracy, knowledge and skills, as well as, the creative arts.

Encompassing the content of the curriculum are the processes and methodologies used by schools and educators within Southern Africa. These processes and methodologies have been drawn from best practice and current trends within education both locally and internationally.

Early Childhood Development: Curriculum Guidelines Grade 000 – Grade 3 endorsed by ISASA and SAHISA; November 2015 Version 2

Physical development involves developing control over the body, particularly muscles and physical coordination. The peak of physical development happens in childhood and this is, therefore, a crucial time for neurological brain development and body coordination. As children learn what their bodies can do, they gain self-confidence, promoting social and emotional development.

In addition to the daily class routine, Somerset College offers ball skills, kinetics and swimming, and an extensive arts and crafts programme in order to promote all aspects of physical development.

How well you are able to respond to situations, control your emotions and behave in an age-appropriate manner when dealing with others indicates your level of **social and emotional development**. Many activities and lessons in the daily school routine include elements to help the growth of the child's sense of identity and self-worth, an understanding of social interaction and of relationships, which all aid the child to mature socially and emotionally.

Cognitive development is the development of the 'thinking' and 'organizing' systems of the brain. It involves language, mental imagery, thinking, reasoning, problem solving and memory development. As cognition develops, children build on prior experiences, using these to help them make sense.

Perception develops through information that is gathered from the senses, which allows children to make sense of their environment. As they grow, young children learn to discern information from the environment that is significant to them. This ability to filter information helps children interpret and attach meaning to objects and events.

Being numerate is the ability to understand **mathematical concepts**, perform calculations and interpret and use statistical information. Preschool math activities involve learning about numbers, counting and quantity. Concepts like time, money and measurement, problem solving skills, vocabulary and language skills are required.

Gaining **literacy**—the ability to read and write with ease—is an essential part of language learning. To achieve literacy, children must first acquire many basic concepts and strategies, including an awareness of the sounds that make up language, an ability to rhyme syllables and words, and a familiarity with print materials. Other literacy skills include vocabulary, comprehension, listening skills, and the relationship between letters and sounds.

Language skills in Afrikaans are developed informally using songs, rhymes and games to expand the children's vocabulary in familiar situations, for example, colours, counting and simple instructions. Children also listen and respond to stories in Afrikaans.

Through preschool art activities, children develop sensory perception, hand-eye coordination, fine-motor control, pleasure and satisfaction in their own work and work of their friends, and self-expression. The **performing arts** provides the opportunity for the children to sing, make music, dramatize and explore movement. At Somerset College Pre-Preparatory, class music starts at the age of three years. The children are introduced to a music enrichment programme for young children.

The **visual arts** includes two- and three-dimensional work where the art materials offer children the opportunity to experiment with colour, shape, design and texture.

Knowledge and skills learning is primarily based on the interests of the children and answers "what if?" questions through experimentation and activities. Children interact with the awesome world around them by exploring and manipulating objects, wrestling with questions, or performing

experiments. As a result, students may be more likely to remember concepts and knowledge discovered on their own.

Assessment and Documentation

In the Pre-Preparatory, we are continually assessing using informal and formative assessment.

Informal assessment include techniques that can easily be incorporated into classroom routines and learning activities. Their results are indicative of the student's performance on the skill or subject of interests. Informal assessment seeks to identify the strengths and needs of individual students without regard to grade or age norms.

Formative assessment in early childhood education means assessment to inform planning. To plan effectively, formative assessment needs to be based on observations of the children in action, both in self-chosen play and planned activities. It is also called assessment for learning.

Documentation is the process of observing and listening to children during their engagement with experiences and provisions, to record their actions and conversations, and using these records to revisit, reconstruct, analyse and deconstruct the experiences for the purpose of gaining information for future pedagogical decisions, as well as for display and consultation with the child's family and peers.

In the Pre-Preparatory, we have chosen the visual diary as a means of documentation. The visual diary is a flexible and adaptable collection over time of various concrete work samples showing many dimensions of the child's learning. It may include artworks, photographs, interviews, anecdotal records and learning stories.

Student Development Unit (SDU)

The Student Development Unit at Somerset College Pre-Preparatory aims to provide support and assistance to any learner who may experience difficulties. These difficulties may be academic, social or emotional.

The support team consists of an educational psychologist, a speech therapist, an occupational therapist and a remedial therapist. These specialists, together with the Student Development Unit co-ordinator, teachers and the Head of Preparatory, form a team offering support to the child. The progress of children at the school is closely monitored and support is offered where deemed necessary.

Grade R children undergo a Visual Perceptual Screening as well as an Auditory Perceptual Screening during the course of the year. These screenings are conducted at school during the school day by the Preparatory SDU staff.

The aim of these screenings is to ascertain each child's perceptual development in order to provide support should it be necessary. The perceptual skills to be assessed are important for learning to read and write.

Children who might not have acquired the necessary skills will be offered support.

School readiness is central to the successful transition from pre-school to Grade 1. Consequently, the Student Development team may require the parents of a Grade R student to have the school readiness of their child assessed.

All Grade R children are expected to go for a full eye and hearing assessment in order for their transition from Grade R to Grade 1 to be approved. The results of these assessments must be submitted to the Head of the Pre-Preparatory by no later than the 31 October of each year.

Other Important Information

Baker-Baker Day

Friday is Baker-Baker day for the Grade 00 and Grade R. Parents take it in turns to send treats or, if you prefer, some more healthy snacks to school. Using money from a cash float, the children purchase the goodies from the baker person. During this time, we learn the values of the different coins and enjoy the shopping experience. The idea is that parents bake something with their children instead of buying the treats.

Birthday

If you wish, we can celebrate your child's birthday at school. Parents may supply birthday treats for all the children in the class, but please limit the amount of sugar. Please chat to your child's teacher about the arrangements a few days before the event. ***Donating a storybook to the Pre-Preparatory library to mark this happy occasion is customary!***

Party invitations are not allowed to be handed out at school.

Library

The Grade 00 and Grade R children visit the library once a week. They listen to a story and then each child may choose two of the selected books. The Grade 000 teachers will issue children with two library books per week. Children will only be issued with books if they have their library book bags at school and have returned their previous books.

Lost Property

The Grade 00 and Grade R lost property is kept in a box outside the Pre-Preparatory kitchen and displayed weekly. Unclaimed items will be donated to charity at the end of each term. Grade 000 items are kept in their classrooms.

Lunches

Please pack a healthy lunch for school each day. We suggest a brown or whole-wheat sandwich, fruit/dried fruit, biltong and water. **Please do not include sweets, chocolate bars or fizzy drinks.**

Outings

The Grade Rs usually go on at least one outing per term, or host a visitor in lieu of the outing. These

outings are part of the school's enrichment programme. The school bus is used for these and each child is strapped in with a seat belt. Grade 000 and Grade 00 only host visitors.

Preparatory School Parents' Association (PA)

The Preparatory School Parents' Association, commonly referred to as the PA, is a committee of elected parents.

The PA's principal objective is to improve communication and promote interaction between parents and the school's teaching and administrative body, ultimately positively influencing the school environment for its children. PA committee members are involved in school life insofar as this involvement assists class teachers, sports coaches and specialist teachers to provide a better level of service. Member parents give voluntarily of their time, skills and resources during their tenure on this committee.

An elected Parent Chairperson chairs the PA meeting. There are four to six meetings held during the year and all proceedings are minuted. These minutes are available for all enrolled parents and teachers to view on the Communicator. Once a year, the PA holds an Annual General Meeting that summarises the keynote achievements of the PA for the past year, and allows questions to be posed by attendees.

The PA committee is comprised of a duly elected Executive committee, Class Representatives, and Portfolio representatives. All parents of children enrolled at Somerset College Prep are automatically members of the Prep PA and eligible for election to the PA Committee.

Selection of the PA Representatives

Class Representatives are nominated by the class teacher or by Prep PA members. There is one representative per class. Nomination of the Class Representative will be within first week of school and, if more than one person is nominated per class, class parents will vote confidentially and the candidate with the most votes will become the Class Representative. Nomination forms are available from either any current serving Representative, the chair of the PA or the Homeroom teacher. At the discretion of the homeroom teacher and/or PA Executive committee, an assistant (i.e. Fellow class parent) may support the Class Representative. This is usually determined by the Class Representatives availability and/or ability to cope with the responsibilities of the specific class.

The Class Representative will serve on the PA for one year where after they can be nominated to fulfill a role as part of the Executive committee or as a Portfolio Representative.

Office Bearers - The Executive Committee and The Portfolio Representatives are nominated and selected by existing Class Representatives, Executive Committee and existing Portfolio Representatives for the following year in the fourth term of the preceding year. If a specific portfolio cannot be filled from the outgoing class representatives, nominations will be open to all members of the PA. If more than one person is nominated to a portfolio, the executive committee, current portfolio representatives as well as class representatives, will vote confidentially and the candidate with the most votes will become the duly elected office bearer.

Portfolio Representatives and Executive Committee will serve a minimum one year, but up to two

years. At the end of his/her term of office, the PA member will retire and but may be eligible for re-election for one further year. Thereafter he/she shall not be eligible for re-election for at least one year.

No member of the PA committee shall serve for more than five years. Should a PA committee member wish to resign from the PA, they are requested to give at least one month's notice and to try to assist in finding a replacement.

The elected representatives are announced at the AGM of the Parents' Association, which is usually held in January each year.

Main roles of the PA Representative

PA Representatives are a vital link between parents and the school and the main role of the elected Representative is to make communication between parents and the school more effective and to implement the objectives of the PA. The objectives of the PA are to:

- Bring parents together and promote communication and involvement with the school.
- Provide a forum for discussion of Preparatory and Pre-Preparatory School issues.
- Maintain close and positive links between the home and the school by maintaining contact between parents and the school, so that they may be aware of each other's views and interests.

- Provide a convenient and effective forum of communication between parents and the Board of Governors of Somerset College.
- Promote equality, respect and understanding of all people in the school.
- Support the Head and the Board in upholding the values, vision, mission and public image of the school.
- Support the school in all sport, cultural and any ad hoc activities by providing the necessary arrangements and catering for these events.

More information on the selection, function and management of the PA can be found in the Parent Association Constitution.

Personal toys, games and cell phones

Children are not permitted to bring their own toys and games to school unless specifically asked to do so by the class teacher. Cell phones, iPods, etc., are **not** permitted in the Pre-Preparatory.

Sick Children

Sick children are miserable and do not gain anything from being at school, so they are far better off at home. This is for your child's benefit as well as for those around him/her.

Please inform the Preparatory School receptionist (prep@somcol.co.za) if your child is ill and is not present at school. If a child is absent for periods of more than 2 days, a doctor's certificate or a letter to the Head is required.

- It is important to keep children at home if they are infectious.

- Children on **antibiotics** must be kept at home for at least 48 hours after which they may return as long as they do not have a fever.
- Please do not send children to school who have had a **temperature** the night before, **even if they beg to come to school**. They might feel fine at first but often the fever returns later in the day.
- This applies to **vomiting and diarrhoea** as well.
- If children have a nose with **thick mucus** and/or a cough with lots of **phlegm**, they should not be at school.
- Children with **nits** or **lice** may not come to school. If this occurs, please inform your child's class teacher as soon as possible. The chemist will recommend special shampoo but all signs of nits must be removed.
- **Ringworm** must be treated with an anti-fungal ointment and be covered if the child is at school.
- **Impetigo** must be treated with antibiotics by a doctor and be covered. It is highly contagious.
- **Conjunctivitis** (pink eye) is also very contagious and the eyes must have been treated, have no discharge and may not be pink when the child returns to school.
- **Chickenpox** is contagious until all the spots have dried up and no new spots have occurred for two days. This usually takes about two weeks. We allow children to return once the scabs have fallen off so that the child does not have any open sores or bleeding where scabs are picked.
- Please check unexplained **rashes** with your doctor before sending your child to school. Some may be allergic reactions, but others are contagious.
- A spare **asthma pump** must be kept at school in a clearly marked bag, with full instructions for use if need be. Please hand it to the class teacher at the beginning of the term.
- Remember to keep the school informed of any **allergies** or food intolerance your child may have.

Stationery

Pre-Preparatory parents are not required to purchase their children's stationery. The staff order the stationery in bulk and this has proved to be the most cost effective due to the substantial discount we receive from the supplier.

Uniform

There are no prescribed uniforms for Pre-Preparatory children. The children are to wear suitable clothing that they themselves can manage. However, when the Grade R children go on an outing, they must wear a Somerset College t-shirt for identification purposes. The t-shirt is to be purchased at the beginning of the year. All clothing must please be marked with nametags or laundry marker. Children must have the following items, which are available from the College Shop.

Grade 000	Grade 00	Grade R
Art Shirt	Art Shirt	Art Shirt
Clothing bag	Clothing bag	Outing shirt
Fisherman's cap	Fisherman's cap	Clothing bag
Library bag	Library bag	Fisherman's cap
		Library bag

The College Shop hours are as follows:

Monday 07:30 – 15:30
 Tuesday 07:30 – 15:30
 Wednesday 07:30 – 15:30
 Thursday 07:30 – 15:30
 Friday 08:30 – 13:30

The College Shop will open two days before the start of each year (Term 1) and one day before the start of Terms 2, 3 and 4. The College Shop is situated along the Ring Road (behind the Boarding House). Payment may be in the form of cash, credit card or EFT. Please note that proof of payment of EFTs must be received before stock will be released.

The contact details of the uniform shop are as follows:

Uniform Shop - 021 842 8008 or r.maij@somcol.co.za

Waste Material

In the Pre-Preparatory we make extensive use of waste materials. We would appreciate it if you collected such waste material.

Some examples are:

Beads	Foam chips	Pegs	Tiles
Bottle tops	Ice-cream containers	Pipe cleaners	Tin foil
Boxes	Lace	Plastic tubing	Tissue/crepe paper
Bubble wrap	Leather	Polystyrene	Toothpicks
Buttons	Magazines	Ribbon	Wallpaper samples
Cardboard tubes	Margarine tubs	Rope	Wood shavings
Containers/cups	Material scraps	Sawdust	Wood off-cuts
Corks	Newspaper	Sequins	Wool
Doilies	Old cards	Shells	Wrapping paper
Feathers	Paper plates	Spools	X-ray plates
Felt	Paper off-cuts	String	

THE COLLEGE SONG

We sing of Somerset College
Centre of learning and knowledge
Set midst mountains and the vine
Blessed with vistas so sublime
Let us through every endeavour
Serve, live and foster forever
Values that will make us worthy of our school.

Lord, as we stand here together
May we do Your will forever
Grant that as we pass through here
We may always witness bear
To lessons taught by our Saviour
In all our thoughts and behaviour
And create a school which glorifies Your name.

THE COLLEGE PRAYER

We come before You,
O Lord with praise and thanksgiving as the day brings us another round of tasks and duties.
We thank You for this College, for the opportunities which we have here,
and for the people with whom we work.
Help us to be kind in thought, gentle in word, generous in deed,
and always mindful of the needs of others.
Help us to develop the talents which You have given us,
and to use them to do Your will.
Above all, Lord, we ask Your blessing on our work and play,
so that all that we do may be acceptable to You.
We ask these things in the name of Jesus Christ, our Lord.
Amen

MAP

The Pre-Preparatory parents are to access the Preparatory parking via the Ring Road.

