



**EAGLE
HOUSE
SCHOOL**
Exaltatus Fueris



FLANDERS CAMPUS

Eagle House in Pretoria North



OUR POLICIES & GUIDELINES

Building a Foundation of Excellence and Care

ADMISSIONS POLICY

1. Relevant Documents

This policy is benchmarked against and should be read in the context of the relevant legislation underpinning the principles against which institutional policies, processes and standard operational procedures are developed, implemented, and maintained.

ACT	The South African Schools Act (SASA) (Act No. 84 of 1996)
ACT	Protection of Personal Information Act (POPIA) (Act No. 4 of 2013)
ACT	The Constitution of the Republic of South Africa: 1996
REFERENCE	The Department of Higher Education and Training's (DHET) Recognition of Prior Learning Coordination Policy: 2016
REFERENCE	The National Development Plan (NDP) 2030
ACT	Children's Act (Act No. 38 of 2005)
ACT	Employment Equity Act (Act No. 55 of 1998)
REFERENCE	IEB Strategic Plan 2024 – 2028
REFERENCE	Cambridge International Education Code of Practice
REFERENCE	South African Council for Educators (SACE) Code of Professional Ethics
ACT	The Occupational Health and Safety Act No. 85 of 1993
ACT	South African Council for Educators Act No. 31 Of 2000 (As Amended by BELA Act No. 15 Of 2011)
ACT	National Education Policy Act No. 27 Of 1996 (As Amended by BELA Act No. 15 Of 2011)
ACT	Employment of Educators Act No. 79 of 1998 (As Amended by BELA Act No. 15 Of 2011)

ACT	General and Further Education and Training Quality Assurance Act No. 58 of 2001 (As Amended by BELA Act No. 15 Of 2011)
ACT	Basic Education Laws Amendment Act No. 32 of 2024
ACT	South African Schools Act No. 84 of 1996 (As Amended by BELA Act No. 32 Of 2024)
ACT	Higher Education Act No. 101 of 1997
ACT	National Qualifications Framework Act, No. 67 of 2008.

2. Relevant Documents

Document Information	
Document ID:	FC-POL-01.01.03
Document owner:	Henk Diedericks
Issue Date:	2025/03/25
Last Saved Date:	2025/03/20
Full Name:	Admissions Policy
Chief Operations Officer	School principal
Date:	Date:
Lukas van der Merwe	Henk Diedericks

3. Document Control

All records are kept in safe and in secure custody (either in records storage areas or off-site storage in case of hard copy records or on approved electronic systems in case of electronic records) according to prescribed procedures and guidelines particularly the Document Control Log provided by the Quality Assurance department.

Version	Issue Date:	Changes	Approved principal	Approved COO
1.0	2025/03/07	Original draft		

4. Definitions

Term	Definition
School	Refers to Flanders Campus, located at 139 Berg Ave, Heatherdale AH, Akasia, 0182.
Learner	A student enrolled at the school.
Parent/Guardian	A person with parental responsibilities and rights, as defined in the Children's Act, 2005 (Act No. 38 of 2005), or a legal guardian of a Learner.
Educator	A person employed by the school to provide education and related services.
Staff	All employees of the school, including Educators and administrative personnel.
School Governing Body (SGB)	The statutory body established in terms of the South African Schools Act, 1996 (Act No. 84 of 1996), responsible for the governance of the school.

Principal	The person appointed by the SGB to manage the school.
Head of Department	The individual responsible for the management of a specific department or phase within the school
Day Learner	A Learner who attends the school during the day but does not reside in the boarding house.
Boarder	A Learner who resides in the school's boarding house.
Extracurricular Activities	Activities offered by the school outside of the regular academic curriculum.
School Premises	All buildings and grounds owned or controlled by the school.
Code of Conduct	The document outlining the expected behaviour and disciplinary procedures for Learners.
South African Schools Act (SASA)	The South African Schools Act, 1996 (Act No. 84 of 1996), as amended.
Children's Act	The Children's Act, 2005 (Act No. 38 of 2005), as amended.
Protection of Personal Information Act (POPIA)	The Protection of Personal Information Act, 2013 (Act No. 4 of 2013), as amended.
Department of Basic Education (DBE)	The National Department of Basic Education.
Provincial Education Department (PED)	The Gauteng Provincial Education Department.
Umalusi	The Council for Quality Assurance in General and Further Education and Training.
SACE	South African Council for Educators.
OHSA	Occupational Health and Safety Act.
Personal Information	As defined in POPIA.
Electronic Communication	Communication through electronic means, including email, social media, and online platforms.

Data Breach	Any unauthorized access to or disclosure of personal information.
Family Groups	The smaller pastoral groups that students are divided into, each with a designated staff member.
MOD	Staff member on duty.
Exeats	Authorized absences from the boarding house.
Assessment	The process is used to identify, gather, and interpret information against the required competencies in a qualification to make a judgement about a learner's achievement.
Credit	A measure of the volume of learning required for a qualification or part-qualification is quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification. One credit is equated to ten (10) notional hours of learning.
Qualification	A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose, intended to provide qualifying students with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the National Qualifications Framework (NQF) and certified and awarded by a recognized institution.
Exemption	The facilitation of movement of learners between and within the three sub-frameworks of the NQF, between institutions and within institutions, to enable access, progression, and mobility (Notice 505 of 2014, National Qualifications Framework Act, No. 67 of 2008. p.12; Articulation policy for the post-school education and training system of South Africa, January 2017.)

5. Acronyms

NQF	National Qualifications Framework
SAQA	South African Qualifications Authority
DBE	Department of Basic Education
PED	The Gauteng Provincial Education Department.
SACE	South African Council for Educators.

6. Institutional Overview

Praxis School is an independent online school that follows the national curriculum. Flanders Campus is one of our physical facilities to access the NSC curriculum in preparation to write IEB examinations. We complete two phases of the curriculum:

- Senior Phase (Grade 8 - 9)
- FET Phase (Grade 10 – 12)

Praxis also allows its students to complete the Cambridge International British education curriculum, offered by Cambridge Assessment International Education (CAIE), in preparation for external examinations of the following:

- Cambridge Upper Secondary (ages 14-16): Leads to the International General Certificate of Secondary Education (IGCSE) or O Levels.
- Cambridge Advanced (ages 16-19): Prepares students for university with Advanced Subsidiary (AS) and Advanced (A) Levels.

6.1 Registration and Accreditation

- Praxis Education (PTY) LTD Exam Number for NSC (IEB): 11546
- Pearson UK Centre Number: 94958

6.2 Educational Philosophy

At Flanders Campus, we believe in harnessing the transformative power of technology to cultivate digitally empowered learners who are critical thinkers, creative innovators, and collaborative problem-solvers.

Rooted in the rich context of South Africa, our philosophy emphasizes the ethical and responsible integration of technology to enhance learning, foster global connectivity, and prepare students for the demands of a rapidly evolving digital world.

We strive to create a dynamic and future-forward learning environment where technology catalyses personalised learning, inquiry-based exploration, and the development of essential digital literacies, empowering our graduates to be adaptable, resilient, and impactful contributors to society.

6.3 Curriculum and Phases

Flanders Campus offers a dual curriculum pathway, offering students the choice of preparing for both the South African Independent Examinations Board (IEB) examinations and external British Cambridge examinations:

6.3.1 IEB

- Senior Phase (Grades 8-9): Focuses on building a strong foundation and preparing learners for the senior phase (NSC curriculum).
- FET Phase (Grades 10-12): Prepares students for the NSC (IEB) examinations.

6.3.2 Cambridge

- Cambridge Lower Secondary (Roughly Equivalent to South African Grades 8 and 9). This stage builds upon the foundations of Cambridge Primary and is designed to develop students' knowledge and skills in key subjects, preparing them for IGCSE.
- Cambridge IGCSE (International General Certificate of Secondary Education) (Roughly Equivalent to South African Grades 10 and 11). IGCSE is a globally recognized qualification where students typically take a range of subjects. In South Africa, IGCSE is often considered comparable to the Grade 10 and 11 levels of the NSC.

- Cambridge International AS (Advanced Subsidiary) Levels (Roughly Equivalent to South African Grade 12). AS Levels are advanced qualifications that build upon IGCSE and are taken in the final years of secondary education. AS levels can be used to gain university entrance in South Africa but require a certificate of exemption from Universities South Africa.
- Cambridge International A (Advanced) Levels are a further progression from AS Levels and are highly regarded by universities worldwide. These are a level higher than the South African Grade 12.

6.4 Admissions Procedures

6.4.1 Application process

- Prospective students must submit a completed and signed "Application for Admission" form via the Flanders Campus admissions webpage, together with all relevant documents (as indicated in section 4 of this policy).
- Upon receipt of the application, the school will review the documents and notify parents/guardians of the application's status, as well as any other documents that may be required in support of the student's application.
- The admissions office may schedule an online assessment to evaluate the student's academic readiness. The assessment's outcome will contribute to the final admission decision.
- Once all requirements have been met and all relevant documents have been submitted, applicants will be informed of the outcome of their application in writing.
- All discussions and information related to the application process are deemed confidential and will only be shared with the student's legal guardian(s).

6.4.2 Document submission

- All required documents (as detailed in section 4) must be submitted with the application.
- The school reserves the right to request additional documentation as needed.

6.5 Age norms

Students must meet the approximate age requirement by June of the year of admission.

Flanders Campus will admit a student in a Grade as determined below:

- Grade 8: Approximate age 14 (Must not exceed 15 in the following year).
- Grade 9: Approximate age 15 (Must not exceed 16 in the following year).
- Grade 10: Approximate age 16 (Must not exceed 17 in the following year).
- Grade 11: Approximate age 17 (Must not exceed 18 in the following year).
- Grade 12: Approximate age 18 (Must not exceed 19 in the following year).

6.6 Admission Documents

- The following documents are required to be submitted when applying for admission to Flanders Campus:
- Completed and signed "Application for Admission" form.
- Certified copy of the student's identity document, passport, or birth certificate.
- Certified copies of valid permits (temporary or permanent residence, student visa) if applicable.
- Certified copies of parents'/legal guardians' identity documents.
- Latest school report (if applicable).
- SAQA equivalency certificate (non-citizen applications)
- Official transfer card from the previous school (if applicable).
- Birth certificate or acceptable proof of date of birth.
- School character reference from the previous school.
- Parental consent form authorizing the release of student records from the previous school.
- Payment of the non-refundable administration fee and/or boarding enrolment fee.

6.7 School Zoning

School zoning is irrelevant for admission to the school.

6.8 Admission of non-citizens

Non-citizens applications will be considered if student/s are in possession of one of the following permits issued by the South African Department of Home Affairs:

- temporary or permanent residence permit,
- student study VISA.

6.9 Parent/Guardian Responsibilities

- Parents/guardians must acknowledge and agree to all school policies and terms and conditions.
- Active participation in the student's education, including support for teachers and ensuring homework completion, is expected.
- Attendance at parent-teacher meetings to discuss academic progress is mandatory.
- Parents/guardians are responsible for ensuring their child understands and adheres to the school's code of conduct.
- Parents/guardians are required to report any misconduct or false statements that could harm the school's reputation. All such information will be treated with confidentiality.
- The student will be educated in the English medium.

6.10 General

- This policy is subject to change at the school's discretion.
- The school reserves the right to make final decisions regarding admissions.
- This policy is within the limits of South African law.

7. Revise of this Policy

Review and amendment of this policy will be done in line with the approved institutional policies and regulatory requirements. This will take place in consultation with the relevant quality assurance structures at the departmental and institutional level, under the auspices of the official custodian of this policy, namely the Principal and the SGB Chairperson.