

SPRINGVALE PRIMARY SCHOOL

Established 1981



PERSEVERE

LANGUAGE POLICY

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1. TITLE OF THE POLICY:

The name of this policy is SPRINGVALE PRIMARY SCHOOL: LANGUAGE POLICY

2. EFFECTIVE DATE:

AUGUST 2024

3. DATE OF NEXT REVIEW:

The Governing Body will review this policy every three years or sooner if there is a change in the relevant legislative framework; or for operational reasons whenever circumstances so require; or at the request of the Head of Department

4. REVISION HISTORY:

July 2024 – SGB approval 29 July 2024

5. PREAMBLE:

Springvale Primary School ("the School") is a public school by virtue of the provisions of Section 52 of the South African Schools Act, 1996, (Act No. 84 of 1996) as amended ("SASA").*

The Governing Body of the School is empowered by the provisions of Section 6 (2) of SASA to determine the language policy of the School subject to the Constitution (of RSA), other provisions of SASA and any applicable law of the Gauteng Provincial Legislature.

The Governing Body of the School is obliged to determine the language policy of the school, subject to the Constitution and the SEA, 1995 (Act No. 6 of 1995 ("SEA") of the Gauteng Provincial Legislature, by virtue of the provisions of Regulation 46 (a) of the Regulations Relating to Governing Bodies of Public Schools (Gauteng) (Provincial Gazette No. 331 of 28 February 1997 Notice No. 786 / 1997) ("GBR").

In terms of Section 18 (1) of SEA the language policy (as therein defined) of a public school must be made by its governing body after consultation with the Gauteng Department of Education ("GDE"), subject to the approval of the Member of the Executive Committee for Education ("MEC") and in accordance with the framework of principles, set out in Section 18 (2).

The Minister of Education in terms of Section 6 (1) of SASA is empowered to determine, and has determined, norms and standards for language policy in public schools by notice in the Government

Gazette (Government Gazette No. 18546 of 19/12/1997 – Government Notice No. 1701, as amended by Government Gazette No. 18887 of 15/5/1998 – Government Notice No. 665).

The Minister of Education has further, in terms of Section 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996 (“NEPA”) determined national policy in terms of Section 3 (4)(m) of NEPA regarding norms and standards for language policy in public schools (Government Gazette No. 18190 of 4/8/1997 – Government Notice No. 1080, as amended by Government Gazette No. 18546 of 19/12/1997 – Government Notice No. 1700); and

NOW THEREFORE, being mindful of the afore going, and in particular, the Constitution of the Republic of South Africa, the Governing Body of the School, after due consultation with all stakeholders, determines the language policy of the School to be that set out hereunder:

6. PURPOSE OF THE POLICY

- 6.1. To promote and develop all official languages.
- 6.2. To establish multilingualism as an approach to language in education.
- 6.3. To identify and determine a Language of Learning and Teaching (LoLT) as well as the approved language/s to be offered to learners at the school.
- 6.4. To ensure that no form of discrimination takes place on the basis of language

7. DEFINITIONS AND ACRONYMS

7.1. DEFINITIONS

TERM	DEFINITION
Admission period	means the period between the commencement date and end date for admissions as determined by the Head of Department.
Application period	means the period from the first day of a parent applying on- line to the last day when the on-line application system available on the Department’s website closes for parents.
Confidential report	means a report containing information about the financial status of a parent, whether the parent can afford school fees and employment details of a parent or information relating to the health,

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TERM	DEFINITION
	misconduct or behaviour of a learner that may be used to unfairly discriminate against a learner.
District Director	means the official of the department delegated by the Head of Department for the administration of admission of learners.
Equitable	means to treat everyone the same way
Fair	means to treat people without favouritism or discrimination
Feeder zone	means the area from which a school accepts its core intake.
Head of Department	means the Head of the Department of Education in Gauteng.
Learner	means any person registered to receive education at the school.
Parent	means— the biological or adoptive parent or legal guardian of a learner; person legally entitled to custody of a learner; or the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) or (b) towards the learners' education at the school
Principal	means an educator appointed or acting as the head of a school
School Governing Body	means the relevant body responsible for governance issues at the school
Sibling	means a learner who satisfies all of the following requirements— he or she is enrolled at the school in the year for which the applicant learner seeks admission he or she resides in the same household as the applicant learner; and he or she has at least one parent who is also the parent of the applicant learner
This school	means (Name of school)
Register of Applications for Admission	means waiting list A and waiting list B of names of learners who have applied for admission to the school
Register of Admissions	means a register of all learners enrolled at the school

7.2. ACRONYMS

ARONYMS	EXPLANATION
HoD	Head of Department
MEC	Member of the Executive Council
SASA	South African School's Act
SGB	School Governing Body
SMS	Short Message Service

8. APPLICATION AND SCOPE OF THE POLICY

The language policy applies to all learners and educators and covers the Language of Learning and Teaching and Language as a subject.

9. LEGISLATIVE FRAMEWORK

- 9.1. Constitution of South Africa, (Act No. 108 of 1996 as amended)
- 9.2. South African Schools Act, (Act No. 84 of 1996 as amended)
- 9.3. National Education Policy Act 1996, (Act No. 27 of 1996)
- 9.4. Gauteng School Education Act, 1995 (Act No. 6 of 1995) as amended)

10. RELEVANT POLICIES AND PROVINCIAL CIRCULARS

Language in Education Policy, published in terms of section 3(4)(m) of the National Education Policy Act 1996, (Act 27 of 1996).

Norms and Standards regarding language policy published in terms of section 6(1) of the South African Schools Act, (Act 84 of 1996).

11. POLICY STATEMENT

11.1. PRINCIPLES AND CONVICTIONS OF THE SCHOOL AND ITS GOVERNING BODY REGARDING LANGUAGE IN EDUCATION

11.1.1. Springvale Primary School serves a Community that is primarily English speaking and is the English medium school of choice in the area. Springvale is accordingly chosen as a School for the High Quality English Medium teaching received by its learners.

11.1.2. Proper communication is essential in the process of teaching and learning. It is essential for the educator to be proficient, and for the learner to be at least reasonably proficient in the language of tuition, for the required degree of communication at both Primary and Secondary school level to exist.

11.1.3. Although learners have the right to be educated in the language of their choice, this must be weighed with the ability of the school to support this choice as well as the disadvantage to the learner to reach his/ her full potential in learning as well as his/ her future in relation to all subjects across the board as well as availability of learning material, teachers and long term results, e.g. the availability of these language choices in Secondary School or even at University.

11.1.4. The interest of the majority of learners must take precedence over the minority. In addition, the school must ensure minimum impact on the majority of learners in applying language immersion programs or the apportionment of time to accommodate low language proficiency Learners. Learners should not be prejudiced by the choice of one learner, or a group of learners, of an unfamiliar medium of tuition.

- 11.1.5. Factors taken into consideration in applying the provisos of reasonable practicability are:
- 11.1.6. The freedom of a learner to choose a medium of tuition,
- 11.1.7. The resources of the school,
- 11.1.8. The extent to which the learner is likely to benefit
- 11.1.9. Other learners are likely to be prejudiced by, tuition being offered to the learner in the chosen medium.
- 11.1.10. Time allocated by the Department to language tuition
- 11.1.11. Ability of all educators to communicate in the chosen language
- 11.1.12. Availability of High quality teachers in all areas of tuition
- 11.1.13. The medium of education in High School
- 11.1.14. Future available resources to build on the availability of teachers
- 11.1.15. The communication survey held by the SGB during 2013 and the overwhelming response regarding language
- 11.1.16. Having regard to the human and material resources presently available to it, the School is best equipped to meet the educational needs primarily of learners whose mother tongue is English. Accordingly, the needs of such learners will be prioritized by the School whenever it may be necessary to prioritize.
- 11.1.17. The School is committed to apply the principles as set out by relevant legislation and the application thereof in a fair and just manner.

11.2. PROHIBITION

- 11.2.1. No learner may be unfairly discriminated against, whether directly or indirectly on grounds of his/her language.
- 11.2.2. Language testing may not be used as an admission requirement.
- 11.2.3. The Principal may engage the GDE concerning the admission of a learner, or refusing to admit a learner, whenever he/she is in good faith and on reasonable grounds; and believes that it will be in the best interest of neither the applicant learner, nor other learners, to do so by reason of the lack of proficiency of the former in the medium of tuition of the school.

11.3. MEDIUM OF TUITION (LoLT) (Language of Learning and Teaching)

- 11.3.1. The medium of tuition at the School is English

11.3.2. Depending on the resources available to the school, the Governing body must endeavor by the acquisition of suitable equipment or the employment of personnel, or both, to create the means whereby learners, whose mother tongue is not the medium of tuition at the school, can enjoy maximum participation in the learning process through the medium of the mother tongue; provided that any such measures shall not have the result that teaching time is unduly affected or abbreviated to the detriment of learners whose mother tongue is the school's medium of tuition, or who choose to be taught in that medium.

11.3.3. The educators of the School are encouraged to acquire the skills necessary to teach in a multilingual environment and the Governing body undertakes, within the means reasonably available to the School for such a purpose, to provide financial support for that purpose. The Governing Body will be informed by their learning experience and any other relevant factors or circumstances in deciding whether to modify the policy set out in 3.1. The Governing Body will, in the pursuit of the objects of this paragraph, liaise with and seek the assistance of the GDE.

11.3.4. Choice of language in teaching (LoLT)

11.3.4.1. Every learner or prospective learner has the Constitutional right to receive education in the official language of his/her choice at a public school, such as *English*, where such education is reasonably practicable.

11.3.4.2. The parent of the minor learner exercises the right of the learner to choose the language of his/her tuition. That choice must be made upon the application for admission of the learner to the School.

11.3.4.3. Subject to the extent to which the school may legally refuse to do so, where the language of teaching, chosen by the applicant learner, is the medium of tuition of the school and where there is a place for that learner in the relevant grade, the school must admit that learner.

11.3.5. The provisions of the norms and standards referred to in the preamble are noted, in particular those to the effect that "it is reasonably practicable to provide education in a particular language of learning and teaching if at least *35 learners in Grade 1 to 7 in a particular grade request it. The Governing Body records that under prevailing circumstances at the school, and having regard to the skills and number of available educators, as well as the fact that subject teaching is offered, the quoted provisions constitute unreasonable subordinate legislation. Upon receiving such a request, the Principal and

Governing Body must engage with the GDE and, failing the production of a reasonable and viable plan by the latter to accommodate the request, reject the request and furnish written reasons for doing so.

- 11.3.6. The Principal must keep a record of, and notify the GDE of, any requests for teaching in a language medium not offered by the school.

11.4. **PROMOTION OF MULTILINGUALISM**

11.4.1. The realities of the new South Africa require multilingualism of our learners and future leaders. It is also in the best interest of learners of the School that, apart from English and Afrikaans, they learn to read, speak and write in an indigenous language.

11.4.2. The Governing Body notes that attempts to maintain *Northern Sotho* as a teaching subject in the past failed because it was a non-compulsory subject and the learners did not take the study of it seriously. The Governing Body also notes the pressure of attrition of teaching establishments due to fiscal constraints, and the resultant need to apply the services of available educators, including those the School is able to employ from its own resources, to the efficient teaching of compulsory subjects.

11.4.3. Any changes will be determined by the GDE rollout.

11.4.4. The learners at the School will be taught and will be required to know the national anthem, which will be sung by the whole school as frequently as possible at the school assemblies, as directed by the school Principal.

11.5. **MEASURES TO ENABLE LEARNERS OF THE SCHOOL TO BECOME COMPETENT IN ITS MEDIUM OF TUITION**

11.5.1. The Principal and staff will take the necessary steps to assess the English language competence of each learner during the course of the Grade 1 to 7 year. The process will be undertaken during English language classes by means of recognized language laboratory assessments. Learners will be required and encouraged to progress through the language course until their language competency matches their chronological age.

11.5.2. Where funds permit the school library will purchase, and stock, multilingual books and material which will encourage reading as a means of improving language skills

11.6. COMMUNICATION WITH PARENTS

11.6.1. Whilst noting that at present the overwhelming majority of parents favor communication with them to be in English, all communication will go out in the language being taught at Springvale Primary School.

11.7. LANGUAGES AS SUBJECTS

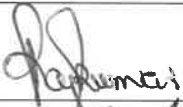

11.7.1. All language subjects must receive equitable time and resource allocation.

11.7.2. On completion of Grade 7, each learner should have acquired satisfactory standards of competence in at least two of the official languages.

12. SHORT TITLE

This policy shall be called (**Language Policy of SPRINGVALE PRIMARY SCHOOL**)

13. APPROVAL

Designation	Reviewer: Name & Surname	Signature	Date noted
School Principal	J. RAJKUMAR		5/08/2024
SGB Chairperson	D. MATHEBULA		5/08/2024
ISSP: Policy & Planning			
Circuit Manager			
Cluster Manager			
District Director			