



THORNTREE PREPARATORY SCHOOL

PROSPECTUS

GRADE R – 7 | SMALL CLASSES | BLENDED LEARNING | 16 ACADEMIC HABITS OF MIND

We offer both online and classroom teaching.

Our focus is on academic excellence and person development for each individual in our school.



Online learning platforms



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CAPS curriculum



ISASA
Independent Schools Association
of Southern Africa



Registered with both ISASA and the IEB

Contact us: 060 408 1961 admin@thorntreeprep.co.za

Our Vision	3
Our Mission	3
Our Values	3
Characteristics of Thorntree Preparatory School	4
Curriculum:	5
- Academic:	5
- The Foundation Phase : Gr R - 3	6
- The Intermediate Phase: Gr 4-7	8
- The 16 Habits of Mind	9
- Environment & Community	10
Teachers' Consultation Hours	11
Parent-Teacher Feedback Meetings	11
Parents in Classrooms	11
Late Arrivals	11
Absence from School	12
First Parents' Evening	12
Orientation and Induction Workshops	12
Communication	13
School Uniform	13
Lost Property	13
Stationery & Textbooks	13
School Diary	14
iPads or Android Devices	14
Outings & Guest Speakers	14
Private Extra-mural Activities	14
Aftercare	15
Healthy Lunchboxes	16
Safety & Security	16
Transport	16
Agreements & Policies	16
Learner's Code of Conduct	17
Contact Information	17



HISTORICAL BACKGROUND

Thorntree Preparatory School is an independent school in the town of Mokopane. It was started in 2016 to fulfil the need for quality primary education to learners of this town. Its vision was to create an educational environment that held the best interest of the child at heart; afforded more experiential learning opportunities for learners; used blended learning and technology to afford learners an additional medium of learning that aligned to and augmented the National Curriculum. Thorntree's purpose is to increase the learner's knowledge, skills, understanding and to encourage positive behavioural habits and thinking that are practiced within and extend beyond the schooling environment.

OUR VISION

Thorntree Preparatory school's vision is to create a joyous learning environment that affords learners the knowledge, skills and mind-set to be successful in their lives.

OUR MISSION

To teach the academic skills, foster the intellectual habits and cultivate the character traits needed for learners to thrive in school and beyond. This will be achieved by:

- Ensuring that the educators are well qualified to teach the various learning areas
- Providing a staff with a high degree of professional integrity
- Providing a safe, caring and happy environment which is conducive to learning
- Maintaining realistic class sizes conducive to optimal learning
- Teaching skills for effective living in a changing world
- Encouraging learners to give of their best, whether academically, on the playground, or coping with the trials and tribulations of growing up
- Providing differentiated learning opportunities and real life experiences
- Offering a blended learning approach in Mathematics and English
- Encouraging the Habits of Mind in all areas academic and otherwise
- Empowering the learner to cope with both success and failure.

OUR VALUES

Our school motto, "Rooted for Success" is based upon the practice of the 16 Habits of Mind and exercising of a growth mindset. These are behaviours, dispositions and reflective thinking habits employed by individuals in all aspects of their lives for successful outcomes. These habits are coupled with the adoption of the following core values that strengthen students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgment and social responsibility.

Our school's values education program consists of the following core values:

- Acceptance
- Respect
- Resilience
- Responsibility
- Excellence.

Of importance is the fact that across our school community (students, staff and parents), we 'walk and talk' the same language relating to our school values and the expectations that go with consistent demonstration of these values. In other words, there is a general expectation that all members of our school community are responsible for demonstrating each of the values which should underpin everything we do.

There is a general expectation that all members of our school community are responsible for demonstrating each of the values which should underpin everything we do.

CHARACTERISTICS OF THORNTREE PREPARATORY SCHOOL

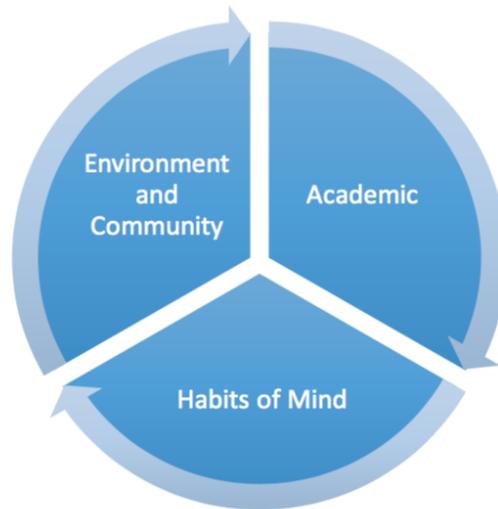
Thorntree Preparatory School is a happy place; a place where the best interest of the child prevails and where the child matters most. We will strive to ensure a happy child through:

- High standards & stated expectations
- Passionate, nurturing & inclusive school
- The National Curriculum
- Small learning communities
- "Whole-brain"/creative teaching strategies
- Positive Behaviour Support and Restorative Justice
- A Bully-free zone
- Disciplined but relaxed environment which is conducive to learning.
- Interactive playground
- Blended learning
- Partnerships with our parents as our stakeholders
- On-going professional development
- Community service.



CURRICULUM

The educational cornerstones which our school's curriculum is based on are:



ACADEMIC:

- Curriculum: The South African National Curriculum & Assessment Policy Statements (CAPS) and Independent Examinations Board (IEB)
- Medium of instruction: English
- Blended Learning
- Employing the Habits of Mind, Growth Mindset and Thinking Skills
- Playball (Grade R) & Physical Education (Grade 1-7)
- Art
- Music
- Audiblox
- Speech therapy
- Occupational therapy
- Play therapy.

In addition to the National Curriculum requirements, Thorntree learners participate in benchmarking Olympiads such as Conquesta. Being an independent school, Thorntree has the flexibility to offer a more robust academic curriculum that enriches and extends beyond the required National Curriculum, and beyond the classroom. We are registered with the IEB Primary School Initiative which affords the school a variety of benchmarking opportunities and validation of school standards.

THE FOUNDATION PHASE: GRADE R, 1 – 3

The foundation phase underpins all future learning to develop a “whole-brain” child by promoting:

- personal, social and emotional well-being
- positive attitudes and a disposition towards learning
- social skills
- knowledge and understanding of the world
- physical development with the emphasis on gross motor and fine motor skills
- creative and enquiring minds
- technological skills required for working online. As a Foundation Phase, we use the app Seesaw, allowing for an interactive, world-class experience of online learning.

ENGLISH

Our English is based on the CAPS literacy programme that is designed to enable comprehensive early literacy achievement. Reading is developed by means of a variety of readers including; Bob books, Oxford Readers and New Way reading programs. A strong phonics-based reading programme lays the foundations for excellent spelling, writing and comprehension skills. The components of Writing, Handwriting, Reading, Language comprehension, Speaking and Listening, and Spelling are addressed daily through Jolly Phonics and Trumpeter, Primary and Creative Comprehension work programmes. Additional support is afforded through the IXL computer based programme.

MUSIC

Music is introduced weekly through exposure to singing, instrumental and movement exercises.

LIFE SKILLS

The Trumpeter Life Skills program is used to introduce a variety of relevant themes and concepts to the young students. The school is committed to real life outings and oral submissions encourage the students to share their personal perspectives and experiences.

MATHEMATICS

The National curriculum covers all aspects of Mathematics, including Sorting and Patterning, Number, Base Ten, Shape, Measurement, Location and Arrangement, Chance, Data and Problem Solving. Students are introduced to a variety of concepts through both “hands on” and “abstract” tasks using the Prac Math programme. Additional support is afforded through the IXL computer based programme.

SCIENCE (GRADE 1 - 3)

The Science curriculum contains a range of teaching experiments to diversify the exposure base. This prepares students for the Intermediate phase. It is devised to stimulate the students creative mind and intuition.

FIRST ADDITIONAL LANGUAGE: AFRIKAANS

Language skills of listening, speaking, reading and the building of vocabulary and phonics are taught through various activities, the Trumpeter and “Afrikaans Geniet Dit” learning programmes. The Afrikaans reading programme encourages the learners to expand their vocabulary and develop effective comprehension skills.

CONVERSATIONAL LANGUAGE: SEPEDI

Language skills of speaking, reading and processing simple Sepedi are taught through various activities.

ART

Fundamental manipulative skills and processes are introduced and developed. The subject matter is integrated with themes being studied wherever possible. The art programme gives the children an opportunity to express themselves according to their own level of ability and to encourage creativity in drawing, painting and craft.

ADAPTIVE EDUCATION

Due to the small class numbers children are assessed almost daily and any suspected barriers are noted and discussed with the relevant teachers for further plans of intervention. If deemed necessary professionals, such as occupational therapists, educational psychologists and/or speech therapists are discussed and recommended to parents to discern the best possible method of support for the concerned child.

PLAYBALL/ PE: (GRADE R – GRADE 3)

Playball classes are held once a week during school time for the Grade R-3 learners. These classes provide assistance in gross and fine motor coordination as well as general sports skills.

The Foundation Phase underpins all future learning to develop a “whole-brain” child.



THE INTERMEDIATE PHASE: GRADES 4 – 7

This phase extends and enriches the children, increasing their critical thinking skills and awareness of the world. This phase ensures self-development and intellectual maturation so that the children will be successful at High School and are ready to fulfil their potential on their chosen career paths. From 2021, all lessons and work will be done through Google Classroom. This allows for a greener school and a more efficient, tech-savvy environment for students and teachers.

ENGLISH

English is taught by integrating the required language skills as indicated in the National Curriculum namely, Listening and speaking, Reading and Viewing, Writing and Presentation, Language Structures and Conventions. A strong emphasis is placed on Reading and Literature at Thorntree. An Annual Book Day and Book Fair are the first terms' highlights. The smaller classes allow for both individual expression and collaborative work in English. Robust discussions around current events and topics of Interest are commonplace. Individual enrichment and extension is enabled to keep all students involved and fully extended through the IXL Programme.

MATHEMATICS

The National Curriculum covers all aspects of Mathematics: Number and Number Systems, Calculations, Mental Skills; Problem Solving; Organizing and Using data; Shape, Space and Measurement including patterns and properties of shape, properties of position and movement. Students are introduced to a variety of concepts through both "hands on" and "abstract" tasks. Further support and extension is provided to each learner through the IXL Programme.

NATURAL SCIENCE & TECHNOLOGY

Natural Science forms part of the core subjects in the primary phase (Gr 1-7). It serves as stimulating vehicle for developing basic skills. Learners are encouraged to develop their natural curiosity, ask questions, devise suitable investigations, collect and observe, check and solve problems, record their findings and draw conclusions through the Scientific method and technological process. The curriculum includes plants and animals, the human body, human influences on the earth, types and uses of materials, seasonal changes, space, sound, music and energy. An annual outing to Bush Pigs Outdoor Environmental facility forms part of the Intermediate Phase learning.

FIRST ADDITIONAL LANGUAGE: AFRIKAANS

Our aim for Afrikaans is to supply each and every child with a sufficient vocabulary to express themselves clearly and effectively with, in writing and speaking. We teach vocabulary, language structures and skills such as critical thinking and interpretation. As with English, reading in Afrikaans is encouraged to improve their comprehension and vocabulary.

SOCIAL SCIENCE

This subject is divided into two components namely History and Geography. Learners study human societies and social relationships over time with a strong emphasis on South African and African history and geography. Various critical thinking, explorative and comparative research and map skills are taught in this subject.

LIFE SKILLS

The necessity to offer learners the opportunity to engage in self-enriching experiences and learning beyond the academics is afforded through the subject Life Skills. Here learners look at personal and

social well-being, the creative arts and physical education. Yoga, physical education through Playball and Music and Art are offered by trained individuals who come in once a week. Aspects of personal and social well-being are addressed by staff and on topics relevant to the learners. Study skills workshops are also included under this subject.

ROBOTICS AND CODING

We are proud to have introduced Robotics and Coding as an Intermediate Phase subject in 2020.

The Intermediate Phase ensures self-development and intellectual maturation so that the children will be successful at High School and are ready to fulfil their potential on their chosen career paths.

THE HABITS OF MIND

We strongly hold that having the correct attitude, disposition, behaviours toward learning and problem solving are what lend to success in its broadest sense. At Thorntree we encourage the want to learn, lend depth and deeper more meaningful learning experiences through adopting and integrating the Habits of Mind into the classroom. These habits are drawn into our teaching and learning through various ways and practiced in and out of the classroom and even at home through the support of parents.

The essential outcome is to develop and expand the dispositions of skilful problem solvers who can apply their learnings to an ever-expanding array of challenges not only in commonly taught subjects in school, but also in their communities, in their world and in their lives. These will ultimately enable young people to engage socially, to be responsible citizens, and to live healthy and productive lives. We want to prepare our students to be morally responsible, law-abiding participants in our multifaceted country.

WHAT ARE HABITS OF MIND?

Habits of Mind are dispositions that are skilfully and mindfully employed by characteristically intelligent, successful people when they are confronted with problems, the solutions to which are not immediately apparent. When we draw upon these mental resources, the results are more powerful, of higher quality, and of greater significance than if we fail to employ those habits.

Employing Habits of Mind requires a composite of many skills, attitudes cues, past experiences, and proclivities. It means that we value one pattern of thinking over another, and therefore it implies choice making about which habit should be employed at which time. It includes sensitivity to the contextual cues in a situation signaling that it is an appropriate time and circumstance to employ this pattern.

It requires a level of skilfulness to carry through the behaviours effectively over time. Finally, it leads individuals to reflect on, evaluate, modify, and carry forth their learnings to future applications. It implies goal setting for improved performance and making a commitment to continued self-modification.

While there may be more, 16 characteristics of effective problem- solvers have been derived from studies of efficacious problem-solvers from many walks of life. (Costa and Kallick, 2009.)

 <p>1. Persisting</p>	 <p>2. Managing impulsivity</p>	 <p>3. Listening with understanding & empathy</p>	 <p>4. Thinking flexibly</p>
 <p>5. Thinking about your thinking</p>	 <p>6. Striving for accuracy</p>	 <p>7. Questioning & problem posing</p>	 <p>8. Applying past knowledge to new situations</p>
 <p>9. Thinking & communicating with clarity and precision</p>	 <p>10. Gather data through all senses</p>	 <p>11. Creating, imagining and innovating</p>	 <p>12. Responding with wonderment and awe</p>
 <p>13. Taking responsible risks</p>	 <p>14. Finding humour</p>	 <p>15. Thinking interdependently</p>	 <p>16. Remaining open to continuous learning</p>

ENVIRONMENT & COMMUNITY

The students' involvement in community and environmental projects are an essential part of our school curriculum. Our school's motto for our outreach arm is: "be the change you want to see in the world." Our aim is to lead by example, to serve others, to respect other cultures and to contribute positively to society.

Each term learners are involved in an opportunity to look beyond themselves and into their surrounding community and reach out with an effort that gives of themselves. Learners donate to various charities, a

newly established community centre, the SPCA and enjoy reading opportunities with another less resourced school.

ENVIRONMENTAL AWARENESS

At Thorntree we have already acted upon reducing our water usage following a water audit conducted in 2016; have conducted a waste audit and sort our waste which is collected by a local recycler. We celebrate and bring awareness to at least one environmental day each term.

Our school's motto for our outreach arm is:

“be the change you want to see in the world.”

Our aim is to lead by example, to serve others, to respect other cultures and to contribute positively to society.

TEACHERS' CONSULTATION HOURS

(Upon appointment)

Monday – Thursday:

12:30 – 13:30 (Gr R-3)

13:30 – 14:00 (Gr4-7)

PARENT – TEACHER FEEDBACK MEETINGS

Parent –Teacher feedback sessions provide an opportunity for parents to connect with the child's teacher, discuss any concern that the parent may have and be given first-hand feedback on how the child is performing academically and overall at school. These sessions are held at the beginning of the second, third and fourth terms. Parents will be notified when these meetings will be held and it is important that parents make appointments to meet their child's/children's teacher/teachers during these times throughout the year.

PARENTS IN CLASSROOMS

We strongly discourage parents from entering classrooms. Learners wishing to leave early must sign out and complete and exit form from reception. Prior arrangement as far as possible must be made with the school. Forgotten items must be dropped off at reception and not to the class. Please do not engage with teachers in quick chats about your child in the hallways or classrooms before school as this compromises valuable teaching time.

LATE ARRIVALS

As late arrivals cause disruption and compromise both teaching and learning, we encourage learners to arrive ten to fifteen minutes before the start of the school day. In the event of late arrival, please report to reception and sign the late arrival register. Number of late days is reflected in the child's report.

ABSENCE FROM SCHOOL

- In the event of your child requiring leave from school, please address your request in writing to the teacher. An exit note must be signed at reception when a child exits the school.
- If an appointment is scheduled during school hours (which should be avoided) a note from parents must be handed at reception from where an early departure slip will be issued.
- Should your child be ill on the morning of school and will not be at school, parents are required to inform the class teacher as soon as possible. A letter from the parent is required upon return to school.
- Under no circumstances may a learner leave the school property for whatever reason during school hours without permission from the Head.
- Should your child be missing a test or exam due to illness, kindly inform the class teacher and liaise with him/her to request a catch up test. The test will be done on the day of return to school at a time convenient to the teacher. A letter will be required upon return to school.

- Note that absence from school for the sake of Holiday is frowned upon and we request that parents refrain from taking their child out of school time for this purpose. Utilise the school year calendar to make holiday arrangements.
- The onus is on the learner to catch up on the work that has been missed.
- Assessment tasks and tests will not be given to learners to take home to complete.
- No requests will be granted for work to be given in advance if a learner is going on holiday.

FIRST PARENTS' EVENING

The first Parents Evening of the year is held around the first week of February each year to allow parents the opportunity to meet their child's teachers and to gain insight into the educational world of their child. This valuable opportunity will provide you with the organisational background to support your child positively for the coming year.

ORIENTATION AND INDUCTION WORKSHOPS

Prior to the new school year, current and new parents are invited to an orientation tea, where all necessary information to facilitate a smooth transition into the coming year is handed out and matters discussed. This usually happens in October.

Parents of children entering grade 4 will attend a separate workshop that will inform them of the adjustments and changes that their child will experience moving on to a new phase, the Intermediate Phase. Guidance, tips and tools will be shared on how to assist your child during this trying year which can be quite overwhelming for a young learner.

The grade 4 learners will also be inducted into the Intermediate Phase through a 3-day long orientation and welcome at the beginning of the school year.

COMMUNICATION

- Office hours: reception is open from 07:20 to 14:00 Monday to Thursday, and 07:20 to 12:30 on Fridays when administrative staff will be available to assist you with any queries.
- Either WhatsApp or E-mail, whichever is appropriate, is utilised to communicate with parents. Please ensure that we are in possession of your current contact numbers and E-mail address.
- The first point of contact regarding learning is via email to your child's class teacher or subject teacher. The teacher will either email or respond to you telephonically as soon as possible. Please remember that during the school day, the teachers' main priority is the education and safety of your child/ren, thus they are not available for long discussions during class time.
- We have an open door policy whereby parents are welcome to make an appointment via reception to discuss any issues of concern with the Head of the School.
- The school Newsletter is an important communication tool between the school and home. Important dates, events and matters will be conveyed to you through the Newsletter which are sent to you via email.

SCHOOL UNIFORM

The school uniform is compulsory and the proper school uniform must be worn at all times. We encourage learners to look neat and presentable at all times. ***Please mark all clothing, lunch boxes and stationery items clearly.***

Uniform includes:

- Uniform items are the school T-shirt with navy blue shorts, skort, skirt or jeans. In winter a navy blue v neck jersey and navy jacket. Woolworths has a lovely navy jacket for winter.
- Comfortable and sensible shoes that do not restrict the child's movement must be worn. No boots above the ankle nor platforms may be worn.
- Hair must be tidy and clean.
- Earrings that are studs or sleepers may be worn. An appropriate neck chain, wrist band and or watch are permitted. Children are encouraged to wear a hat during break times, PE classes, outdoor activities and after school activities. The use of sun block is strongly advised. School T-shirts and hats are ordered through the school.

LOST PROPERTY

Learners are encouraging to take care of their clothing, lunch boxes and stationery items. The lost Property box is situated in the front reception area where learners can locate their lost property. Should your child have come home with another child's property, kindly please return the item to school where it will be placed back into the Lost Property box.

STATIONERY & TEXTBOOKS

Tuition fees do not include the cost of the stationery packs. Textbooks are provided, but workbooks and additional extras that may arise are billed to the parent. A stationery list is handed out during the fourth

term of the previous year. All items on the list need to be brought to school on the first day. Note that it is not necessary to purchase new items each year. Using what you have is encouraged.

SCHOOL DIARY

A school diary is a compulsory item for grade 4-7 learners. It is viewed as a vital homework management tool and serves as communication tool as well for both parents and teachers. It is required to be brought to school every day. An A5/A4 Hardcover book which is listed on the stationery list is the Gr R-3 homework diary. This will go home populated by the teacher every day, and needs to be signed daily by parents.

iPADS or ANDROID DEVICES

Each learner from grade R to Grade 7 will be required to own their personal iPad or Android device for learning. These are to be brought to school daily and fully charged. All background updating and downloads are to be disengaged. We have limited bandwidth and any additional unnecessary usage cannot be

accommodated. Any misuse of the device will result in the device being confiscated immediately and handed to the parent. The misbehaviour will be addressed between the teacher, parent and learner before the device is returned to the learner.

OUTINGS & GUEST SPEAKERS

From time to time, our learners are taken on outings or specialists are brought in to classrooms in order to enhance their learning experiences. Guest speakers come at a cost to the school but outings are at an additional cost to the parent and payment may be required either in cash or billed to your account.

PRIVATE EXTRA MURAL ACTIVITIES AVAILABLE

Thorntree Preparatory School is too small to offer any school sport on a formal basis.

We do however encourage children to participate in sport and cultural activities in the afternoons, as this is essential in children's development, and a good way to get rid of excess energy. Children need to develop physically and participation in any form of activity is encouraged.

ACTIVITIES IN MOKOPANE:

Hockey Academy	Elzette 084 619 9362
Gymnastics	Merene 079 217 8410
Chess	Caroline Smith 082 492 3130
Swimming	Awie or Ronel Hattingh 082 856 1678/ 083 230 8681

Swimming	Vincent Bell 082 786 7850
Swimming	Kobus 083 253 3764
Cricket Academy	Jaco 083 699 0592
Tennis	Blummie 076 183 0669
Tennis	Haman 082 795 9106
Audrey's Horse Riding School	078 866 2486
Ballet	Nedene 082 396 4377
Z Dance Studio	Zane' 084 450 5338
Piano, Flute and Singing	Retha Prozesky 082 688 3257
Culinary Kids	Carryl 083 302 2230
Acoustic Guitar, Drums, Piano Vocals, Multimedia	Hannes 072 635 0402
Tap Dancing	Eldire' 073 012 2460
Art	Inneke 060 793 6233
Crafty Kids	Elsofie 0780172688

AFTERCARE

Aftercare is available at school, at an additional cost. Aftercare includes a delicious cooked meals, supervised homework and playground activities in a homely environment.

Please note: you are required to collect your child promptly at the end of the school day. There will only be supervision for 15 minutes after school at the end of the day. If you cannot meet this requirement, you will need to join the Aftercare programme.

2021 AFTERCARE OPTIONS:	
1 Hour Aftercare from 12:30 - 13:30 Monday to Thursday	R100 per week (Advisable for children in Foundation Phase who have older siblings)
Study Session excluding Lunch 13:45 - 15:15	R450.00 per month (Advisable for Intermediate Phase who require structured and supervised homework and study times)
Full Aftercare Monday to Thursday 12:30 - 16:15, including lunch	R700.00 per month (Advisable for working parents, as your child will be well supervised in the afternoons)
Any Individual Ad-hoc Full Day (strictly by arrangement), including lunch	R50.00 per day

Contact admin@thorntreeprep.co.za for further information.

HEALTHY LUNCH BOXES

These should contain as little processed food as possible with a minimal number of items containing refined sugars, high GIs, colourants and preservatives. Whole wheat bread, fresh fruit, raw vegetables, nuts, raisins, cheese or yoghurt are a far healthier option. No fizzy cool drinks are allowed. Fruit juices should be pure with no added sugar. The best option is to teach your child to drink unflavoured pure water.

SAFETY AND SECURITY

School gates will be closed from -7:20 to 12:30 daily with access by ringing the bell. No child is allowed off the school premises without prior arrangement and permission by the Head.

TRANSPORT

Enquiries can be made at Reception for contact numbers of persons currently running transport services to Thorntree. It is the responsibility of the parent to ensure that the driver is aware of the school times and any changes that may have been affected. It is the parent's responsibility to ensure that the transport arranged for children is legally compliant. Please provide reception with the name of the transport company and driver as well as their contact numbers. Learners using privately arranged transport should be respectful towards their drivers and obey the rules set by them. The school does not accept responsibility for private transport arrangements made by the parents.

AGREEMENTS & POLICIES

Parents are required to sign the Thorntree Admission Agreement at registration. The agreement includes amongst others the following:

Fee payment & notice period

Codes of conduct:

- Parent Code of Conduct

- Learner Code of Conduct

This is the framework which guides the children of our school to behave in a positive manner. It creates a culture of learning and teaching through a discipline system that protects all the students' right to effective education, their right to human dignity and their right to security. Thorntree has compiled this code through broad consultation with others in education and schooling and in an embracing and kindly manner. It will be updated regularly. The Code of Conduct is based on Section 8 of the SA Schools Act (84) of 1996. School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. A Thorntree learner is expected to uphold the values of the school and to represent our school in the most responsible way possible. The ethos of Thorntree Preparatory School is one of nurturing and support so that each child can be the best that he/she can be. Thorntree aims to guide and develop children so that they are ready to contribute effectively to their world in the future. Education is not only the responsibility of the teachers, but also of the students and parents.

THE LEANER CODE OF CONDUCT INCLUDES:

- Our Values
- Dress Code
- School Hours & Absenteeism
- Classroom Conduct
- Homework Policy
- Bullying Policy
- Behaviour & Discipline
- The Merit System
- iPad and Android Device Policy
- Photographs & POPI Act
- Medical History
- Indemnity Declaration

CONTACT INFORMATION:

Address:	133 Pretorius Street, Mokopane, 0600
Cell:	060 408 1961
Email:	admin@thorntreeprep.co.za
Website:	www.thorntreeprep.co.za
Social media:	Facebook & Instagram: Thorntree Preparatory School

