



GREYTON HOUSE VILLAGE SCHOOL
A CHILDHOOD TO REMEMBER



PROSPECTUS 2021

IT'S NOT ONLY ABOUT MUD, PAINT, FUN & GAMES. WE STRIVE TO NURTURE A LOVE FOR LEARNING WITH PRACTICAL, CREATIVE, PHYSICAL AND LITERATURE BASED TEACHING.

OUR ETHOS

Greyton House is an independent English medium preprimary, primary & high school in a village at the foot of the Riviersonderend mountains in the Overberg region. With an emphasis on creativity and the promotion of country values, we offer small classes for our learners who are drawn from our diverse community.

The school's professional orientation is learner centered and we embrace the opportunity to make full use of Greyton's beautiful and accessible natural environment. Our ethos of **CARE** defines the core values that the school aims to inculcate through our curriculum and practices:



**PLAY GIVES CHILDREN
A CHANCE TO PRACTICE
WHAT THEY ARE LEARNING.**

Through nurturing a love for learning, our school's mission is to provide an essential foundation for lifelong learning that will enable its alumni to be confident, well informed, skilled, creative, adaptable and entrepreneurial adults. Through a well balanced curriculum that includes practical approaches to science, mathematics and technology, literature based literacy, creativity through visual art, drama and music, and age appropriate physical education, children experience A Childhood to Remember.



ALUMNI TESTIMONIAL

Kyle Blumberg: PhD
Philosophy NYU, GH
from (grade 7-12)

“ *Attending GHS benefited me enormously. This was largely due to the quality of my teachers. They saw education as an end in itself, rather than just a means. That is, they emphasized the goodness of understanding things for their own sake. Getting kids to see this is a kind of gift, and is probably one of the reasons why I've chosen to keep studying. For instance, we once hiked up to see the rare Disas in the foothills of the Greyton mountains. On another occasion, we went into the nature reserve in order to observe the differences between the leeward and windward sides of a mountain (in terms of plant life, animal life, etc.). These sorts of experiences have stayed with me, and given me an appreciation for the natural world.* ”

GREYTON HOUSE HIGH SCHOOL

REDEFINING EDUCATION FOR RECONNECTED FAMILIES

OUR JOURNEY

Greyton House Village School has experienced tremendous growth in the past two years, with many families opting to find a remote working solution to raise their children in the countryside. This shift in lifestyle thinking has led to increased enquiries and requests concerning an English medium High School solution for Greyton.

Many existing Greyton House families are finding themselves in the position where one child reaches grade 8 whilst the younger sibling is still in primary school. The options currently available to them are nearby Afrikaans medium schools, boarding school, home schooling or the entire family leaving Greyton.

A HIGH SCHOOL IN A VILLAGE

The Fourth Industrial Revolution has introduced the possibility of flexi- remote working, potentially changing the way we work and creating the possibility for families to reconnect with a balanced life. The recent disruption by COVID-19, and the subsequent lockdown, has accelerated this possibility into a reality. Many organisations now look more favourably at work from home strategies and families are looking for ways to establish their own new normal. The lockdown has also fast- tracked the development and availability of a vast array of online learning resources and as such opening the doors to redefining educational offerings from learning institutions across the board.

This change has lined up constructively with our unique learning programme design consisting of a blended model of e-learning, off-site learning, and traditional classroom teaching. This allows us to leverage the advantages of smaller class numbers and draw on web-based resources, but also engage with the large selection of expertise and offerings residing in the village. Our aim is to increase learner exposure to real life learning whilst delivering an academically grounded educational experience. We are therefore excited to welcome our first intake phase of grade 8 and 9 in 2021.



**DEVELOPING
FUTURE-READY
LIFE LONG
LEARNERS.**

In Greyton House Primary our vision is to give your child a childhood to remember, where a love of learning is cultivated, and the pursuit of knowledge becomes second nature. This vision continues into the High School, where we navigate the most sensitive of the adolescent years as a parent-school partnership, to lay the foundations for future-ready young adults.

OUR UNIQUE LEARNING FRAME WORK

0.1 Learners will be set up in a classroom, with a dedicated teacher and access to their own electronic devices. The academic work for the week, breaks and other co-curricular activities will be time-tabled as per a traditional High School.

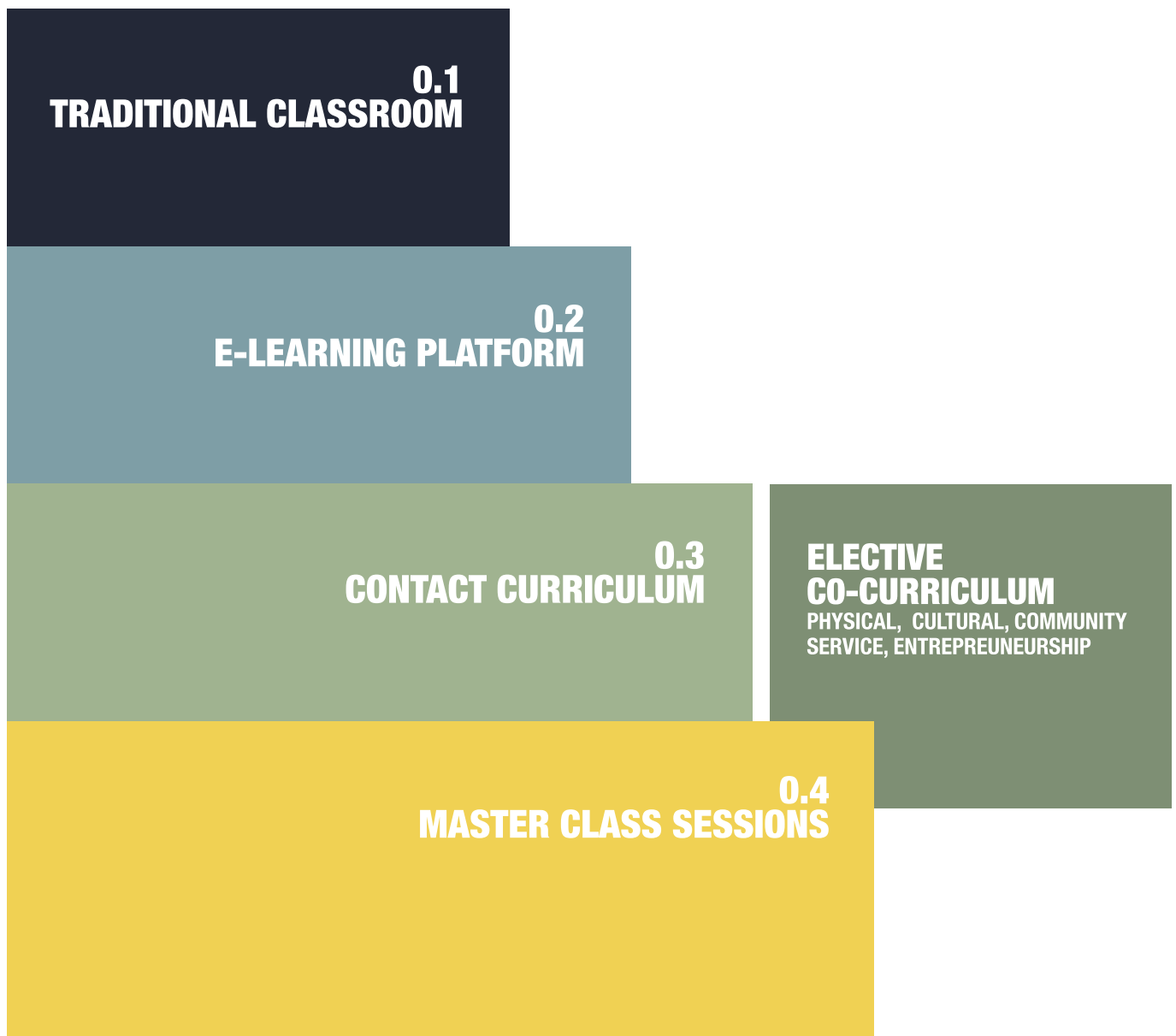
0.2 For the specific lesson at hand, the initial delivery of new content will take place via an e-learning platform, which for the 2021 academic year will be ThinkDigital.

Learners will be required to log on and in a self-paced manner work their way through the resources, video material, quizzes and tasks for the first part of the lesson.

0.3 For the second part of the lesson learners will be required to exit the E-learning Platform and engage with the Contact Curriculum.

Here the teacher will facilitate revising the content through an enquiry-led process, drawing on tasks, texts and resources prepared by Greyton House staff.

0.4 Learners will therefore engage with material independently, followed up immediately by teacher support and consolidation or troubleshooting in the Master Class sessions.



CURRICULUM CONSIDERATIONS

Greyton House High will be CAPS compliant, which means that as a baseline we follow the CAPS curriculum in terms of time and content covered per subject and align our Final Examinations with the national assessment guidelines.

All subject areas will be driven by enquiry-led learning, aimed to develop the skills and way of work required to help learners engage with any curriculum they are required to move onto. Where possible, projects and assignments will be integrated across subjects to make optimal use of assessment requirements and allow for meaningful investigations where learners can re-engage and internalise concepts.



CO-CURRICULAR ACTIVITIES

While small class numbers assist in academic achievement, they do come with some challenges. What about sport, cultural activities or the secondary socialisation skills that require the numbers of a typical high school? We intend to address this using our Elective Co-Curriculum model.

The model requires learners to complete basic participation items under four categories: Physical, Cultural, Community Service and Entrepreneurship. The purpose here is to offset some of the disadvantages of the small school environment for this age group, but also intentionally develop critical workplace skills such as communication, planning, organising, problem solving and time management.

Greyton as a village is filled with opportunities from where to pursue such activities. These range from mountain biking, hiking, trail running and horse riding for the active, to collaborating with the various local businesses, events, or initiatives in creative, entrepreneurial or social outreach pursuits. Our aim is to interview each learner and their family at the start of the year and collectively compile a co-curricular plan for each individual.

In a nutshell....

Greyton House is for you and your child if you want:

- *Small class sizes.*
- *A unique, blended curriculum of teacher-taught and learner-explored knowledge.*
- *Master Class sessions.*
- *An individualised Co-Curricular programme.*
- *A vibrant learning culture in a village setting.*
- *Development of future skills beyond the school curriculum.*
- *A structured but relaxed environment.*



**TO PLANT A GARDEN IS TO
BELIEVE IN TOMORROW.**

AUDREY HEPBURN

Only 90 minutes from Cape Town, Greyton is famous for its old school charm, with roaming horses, grazing cows and surrounded by canola and wheat fields. Children can walk and ride their bikes to school safely, with no traffic! Greyton is also becoming known as THE destination for MTB and trail-running in the Overberg. The pristine nature reserve and waterfalls, including the Greyton to Macgregor trail, is a huge attraction due to its accessibility and safety. Running alone in the nature reserve is a daily routine for some locals, and children learn that our beautiful environment is part of our everyday life - country living at its best.

GREYTON HOUSE PUPIL BURSARY PROGRAMME

The origins of South African teachers training lie in the Overberg of the Western Cape. During the 18th century Moravian missionaries from Europe settled in the Baviaanskloof, which is today the historical mission town of Genadendal, which is four kilometers away from Greyton. The first teachers' training college was established in Genadendal in 1838. The missionaries also established their own school and, subsequently, throughout the 20th century, several government primary schools were established. These schools were situated within the villages that grew from the Genadendal/Greyton locality, as well as a secondary school in Genadendal. The most recent addition is Greyton House, an independent school established in 1999, which provides English-medium primary education. From this rich history in education, Greyton House, draws inspiration to tackle the challenges for education today in this region.

Those challenges, at root, are poverty and a public education system that, in this part of the Overberg, does not provide access to secondary and tertiary education for the majority of its learners. In addition, the lack of public provision of quality English medium education means that children who are not first language Afrikaans speakers or are bi-lingual in English and a variety of other languages, do not have access to an English home language level of education. Their parents recognise proficiency in English as necessary for success in tertiary education and participation in the economy that will lift them out of poverty.

In 2007 an international study, How the world's best performing schools come out on top, showed that children who receive inadequate primary education for three or more years, suffer an educational loss which is largely irreversible. The provision of a conducive language environment is crucial to their progress towards secondary and tertiary achievement. In England, for example, pupils who are failing at age 11 have only a 25% chance of meeting the standard required at age 14. South Korea and Finland, two high performing education systems, prioritise primary education. Alumni of Greyton House who have achieved excellence in secondary school and have graduated from universities testify to the effectiveness of its primary programs.

**TO LEARN TO
READ IS TO
LIGHT A FIRE;
EVERY SYLLABLE
THAT IS SPELLED
OUT IS A SPARK.**

VICTOR HUGO



South African educationists are well aware of the long term consequences of this problem. For instance, in a recent radio debate, Ahmed Essop, a research associate at the University of Johannesburg highlighted the connection between gaps in the basic education of many children and success at tertiary institutions. The findings of a recent survey include: the 40% drop out rate at universities; 40 to 50% of youth without a degree not able to get employment; 6% of youth with degrees cannot get gainful employment (globally it is 2%). Earlier this year, another educationist emphasised on SAfm radio the near impossibility of significantly improving the mathematics skills and Matric maths results of many secondary school students because of gaps in their foundational knowledge which has to be established in primary schools.

The Greyton House governing body has recently approved an ambitious plan to introduce twenty (20) new pupils from disadvantaged communities over the next two years, and is seeking bursaries for these pupils. This bursary programme is designed to provide an opportunity for children in the environs of Greyton and Genadendal who are inadequately served by the public primary school system and who cannot afford private education. The intent is to enable these children to succeed at high school, and to instill in them the confidence and ambition to do so and to pursue professional careers.

THE FINDINGS OF A RECENT SURVEY INCLUDE:

40%

DROP OUT RATE AT UNIVERSITIES

40% - 50%

OF YOUTH WITHOUT A DEGREE ARE NOT ABLE TO GET EMPLOYMENT

6%

OF YOUTH WITH DEGREES CANNOT GET GAINFUL EMPLOYMENT (GLOBALLY IT IS 2%)

