

DAINFERN COLLEGE CHARTER					
INCLUDING THE COLLEGE VISION & MISSION STATEMENT					
EFFECTIVE DATE	February 2023	DATE OF LAST REVISION	2017	VERSION :	2023
POLICY OWNER	CEC	ADMINISTRATOR RESPONSIBLE	Communication & Compliance Manager		
RATIFICATION LEVEL	<ul style="list-style-type: none"> • Board of Governors – major policy changes • CEC – minor changes 				
APPLIES TO					
STAFF	X	ACADEMIC STAFF	X	STUDENTS	X
PARENTS	X	VISITORS		CONTRACTORS	

RELATED POLICIES & DOCUMENTS
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SPECIFIC TERMS & DEFINITIONS	
TERM	DEFINITION

VERSION HISTORY				
VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR
2023	CEC	February 2023	Re-format Update language – ‘learner’ to ‘student’ and ‘educator’ to ‘teacher’ Insert ‘Christian’ in 3.1. Re-order the values to FISHAR in 3.1 Remove specifics of Outreach projects	J Pettitt
2017	CEC	2017	Vision – ‘become’ changed to ‘be’ A world of education. An education for the world.	J Pettitt

Dainfern College School Charter

1. Introduction

Dainfern College is a forward thinking, 'cutting edge' coeducational, independent School. Our ethos is Christian and we celebrate diversity. Dainfern College is a place of learning where acceptance and belonging prevail, and 'character, competence and community' are the foundations upon which we continue to build.

2. Vision & Mission

At Dainfern College, we are committed to excellence.

2.1. Our Vision is:

"To be recognised as one of the leading educational institutions in the country".

We offer *"A world of education. An education for the world."*

2.2. Our Mission is:

"Dainfern College develops the skills for life required to unlock unique personal potential and to nurture creative thinkers with the confidence to become leaders – through the provision of an innovative, relevant and quality education".

2.3. Our focus is on developing skills for life, creative thinking and leadership.

3. Key values of Dainfern College

3.1. The ethos of our School and our Core values

The ethos of the School is Christian, underpinned by its core values: Fortitude, Integrity, Self-discipline, Humanity, Accountability and Respect.

3.2. Society and nation building

Our Outreach projects raise awareness and involve our students in community service that encourages them to show compassion for those in need and to be responsible citizens and effective decision makers.

3.3. A multi-cultural, non-racial & non-sexist learning environment

Dainfern College fosters a learning environment in which all members of our diverse community are encouraged to understand, accept and respect each other.

3.4. The School community

Our School community is one in which there is commitment to a shared vision, effective communication, respect and courtesy – in order to form a basis for the partnership between parents, students, teachers, management and support staff.

3.5. Holistic education

A holistic education is one that develops the social, emotional, intellectual and physical potential of the student by developing life skills and fostering the growth of the individual and the community – through the academic, extramural and other elements of the School curriculum.

3.6. Personal success and educational excellence

This refers to the 'unlocking' of each student's potential academically and extramurally. It also refers to the dedication of our teachers and parents to providing educational resources and support so that our students develop a love for learning and a need for actualisation.

3.7. Student-centred Education

A student-centred approach focuses on an individual's needs, abilities and learning styles, and allows for the recognition of such diversity within a spirit of discipline and acceptance – without compromising the integrity of the School.

4. Partners in Education: A Commitment

To give effect to these values and objectives, all staff, students and parents need to make a commitment to abide by and support the policies of the School.

(The School Charter does not replace but informs the School rules and policies of Dainfern College. All members of the Dainfern College community are entitled to due process as outlined in our policy documents. This commitment in no way negates the individual's rights as enshrined in our country's constitution).

4.1. Management and staff of the School are committed to:

- Instilling into each individual student a sound spiritual and moral attitude, based on the values of love, justice, compassion, respect, care, acceptance and tolerance.
- Developing a curriculum of excellence.
- Setting the highest standards of work and behaviour for all students.
- Protecting the dignity of all who are a part of our School community.
- Creating a loving and caring environment for the students.
- Fostering strong communication with parents as the basis for close cooperation.
- Conducting ourselves in accordance with the Code of Professional Conduct of the South African Council for Educators.
- Being heard by parents and students.
- Listening to parents and students and understanding any concerns raised.
- Providing the appropriate time and place for full and confidential discussion.
- Establishing reasonable expectations for solving any issues or problems.
- Establishing a written action plan for any proposed or agreed solution.
- Reporting and reviewing the action plan.
- Providing an opportunity to a parent or student to work towards a solution.
- Recognising that:
 - Parents have a depth of experience with the student.
 - Parental and teacher perspectives may justifiably differ.
 - Parents have multiple commitments.

4.2. Parents/Guardians are committed to:

- Helping and encouraging children to develop strong spiritual and moral values.
- Taking an active and supportive interest in the School's aspirations.
- Taking an active interest in children's work and progress and in this regard attending parents' meetings.
- Supporting the values, authority and discipline of the School.
- Ensuring children abide by the School rules.
- Reading and committing themselves to the relevant policy documents that pertain to them at this School.
- Being heard by teachers.
- Listening to teachers.
- Holding discussions with teachers at a time and place that permit full and confidential exploration of the issues:
 - Concerns will be directed at the teacher only.
 - The issue/problem will be articulated clearly and fully.
 - Teachers will be afforded the opportunity to work towards a solution, which will require sufficient time.

- Recognising that :
 - Teachers are trained professionals.
 - Teachers' perspectives may differ from parents'.
 - Teachers have multiple time commitments.

4.3. Students are committed to:

- Behaving and acting in a manner which reflects the values of the School.
- Respecting and being courteous and cooperative with teachers, other College staff, other students and visitors, at all times.
- Attending School regularly, and on time.
- Aiming to achieve their highest standard in all areas of College life.
- Completing all homework and assignments with pride and to their highest level of competence.
- Wearing the correct school uniform and appearing smart at all times.
- Respecting the feelings and property of other people, both in College and in the community.
- Caring for the buildings, furniture, equipment and grounds of the School.
- Supporting and abiding by the School rules that apply.

The absence of a specific guideline in this School Charter does not relieve an individual of his or her responsibility to behave in what would be considered a fair and reasonable manner in all situations related to the School.