

D H S INFORMATION HANDBOOK

A Heritage of excellence since 1866





DHS

ACADEMIC SUPPORT CENTRE

“Every struggle you face is an opportunity for growth and self-discovery.”

As an academic, mainstream school, DHS offers a variety of quality interventions to support our boys. We celebrate diversity in learning by providing appropriate support where necessary. Through our strengths-based, pro-neurodiversity approach, boys with learning differences can make academic progress.

ASC Values

- **Diversity:** We recognize that each learner is unique, with individual strengths, challenges, interests, abilities and learning needs. DHS is committed to differentiating its educational programme to accommodate a spectrum of learning needs according to available resources.
- **Inclusivity:** We support and celebrate diversity, equality, and collective belonging so every boy can feel secure and comfortable being himself at our school.
- **Progression:** We recognize the learning differences in our learners, and we ensure access, active participation, and advancement of all boys by offering a comprehensive education of the highest standard. We help boys excel through appropriate curricula, software, teaching strategies, learning support and the use of resources and partnerships within the community.
- **Quality:** We value the ongoing research, development, and improvement in the quality of support we provide.
- **Collaboration:** We follow a collaborative approach which always considers the best interests of each boy.

Focused Learning Support

With early intervention, we can identify the boys who require learning support as early as possible. We maximize their individual capabilities using a strengths-based approach and developing self-guided learning.

Through this approach, DHS offers an empowering and enriching learning experience for boys with different abilities, rather than one that is intimidating or discouraging.

We provide learning support for boys who experience:

1. Neurodiversity (e.g., specific learning disorders: dyslexia, dyspraxia, dysgraphia, and dyscalculia; neurodevelopmental differences: attention-deficit/hyperactivity disorder)
2. Speech and/or literacy barriers
3. Memory and/or concentration barriers

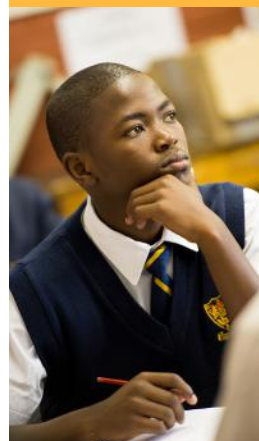
What is the ASC?

The Academic Support Centre (ASC) is the name given to our learning support programme because it is a 21st century model providing hope for those who need that one-on-one nurturing support.

It will initially cater for Gr 8 boys, and they will move up through each Grade or back into mainstream once remediated. The boys will be classroom-based with their teachers coming to the classroom. The class number is a maximum 15 boys. They will join the rest of the school for the various sport and cultural programmes available to them.

The ASC Team will be made up of teachers and a Head of the Centre who is responsible for the overall running. There will also be therapists covering speech and language therapy, and occupational therapy as outsourced structures, should the need arise.

We ensure that our learning support programme is individual to each boy's specific needs so he can benefit optimally from our school curriculum. If your son has support needs, his learning support level will be ascertained on application and re-evaluated every term.



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BGA

 brave generation academy

About BGA – A hybrid education and personal development model

BGA is a highly personalised and flexible education that guides learners towards their passions in a dynamic, collaborative classroom, supported by effective tutors and an active Learning Coach. In today's interconnected world, learning should not be confined to the traditional classroom setting. Our concept embodies a more flexible, accessible, and dynamic approach to education. A Curriculum recognised by the world's leading universities as the gold standard of international education, fully integrated with projects and courses, creating a holistic learning experience that prepares learners for the future. Our educational model is designed to empower Learners to reach their best future through three foundational dimensions: Knowledge, Skills, and Community.

Empowering the Next Generation of Brave Leaders

Knowledge Our Curricula

The American Curriculum

The American curriculum is offered through a partnership with the eCampus Academy and US University Pathways. It allows our Learners to earn a US high school diploma and enrol in an American college or university.

British International Curriculum (Accredited by Pearson)

This curriculum is grouped into the following levels: Year 7-9, International GCSE and AS-Levels. Upon the completion of this curriculum, the Learners sit their A-Levels, through which they can apply directly to most universities in the world. BGA Dual Teacher Role: Learning Coaches and Course Managers.

BGA Dual Teacher Role: Learning Coaches and Course Managers

We embrace a unique approach to education here at BGA, which is why we don't refer to our educators as "teachers". Instead, we have Course Managers and Learning Coaches who fulfil the role of guiding and supporting our Learners.

Course Managers

Course Managers are the specialists who develop and enhance our curriculum, create assignments and quizzes, and provide academic feedback to Learners.

Learning Coaches

The mentors who inspire and support the self-directed learning process, Learning Coaches help Learners to explore their interests, and encourage them to step outside their comfort zones.

Goals & Objectives

- 01** Extend the offerings of BGA to the students and give them a chance to study an internationally recognised curriculum, without compromising on their experience at Durban High School.
- 02** Be a space for those who enroll to work at their own pace, independently, under the guidance and mentorship of the Learning Coaches.
- 03** Offer a unique approach to education that guarantees the development of important skills that go beyond academics.
- 04** BGA goes beyond the traditional classroom setting and creates an inclusive and open environment that extends to the community around us.

As an addition to the Multi-Nodal structure offered at Durban High School, BGA is an added opportunity for learners to complete an internationally recognized curriculum. Without compromising a learner's experience at the school, the BGA Hub at Durban High School would be a stand-alone Academic Academy, based in an unique venue to house the digital and academic requirements of the learners. This will allow the learners the opportunity to work independently, under the guidance and mentorship of the Learning Coaches. Learners shall remain fully registered pupils of Durban High School with access to all of the sport and culture offered but working at your own pace through the curriculum.

Skills

BGA's unique approach to education guarantees the development of important skills that go beyond academics.

What are the skills of a BGA graduated Learner?

- Purpose-driven
- Open-minded
- Innovative
- Motivated
- Adaptable
- Autonomous
- Proactive
- Collaborative
- Critical Thinkers



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DHS BLACKMORE HOUSE

“I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him.”

– Abraham Lincoln

Blackmore House

Blackmore House is a home to 225 boarders at DHS. With a proud record stretching back to 1895, the House is often spoken of as the heartbeat and backbone of the School. Excellence, discipline and developing gentlemen of character are the cornerstones of Blackmore House. We develop Ubuntu, brotherhood and positive masculinity.

The staff of Blackmore House attach a high priority to ensuring that the boys are focussed on doing well in all aspects of School life – academic, sport, cultural, leadership and service. Their needs are well catered for with excellent food, TV, audio-visual facilities, meticulous cleanliness, occupational health and safety regulation compliance, competent laundry services and comfortable dormitories.

Blackmore House offers weekly as well as termly boarding. Boys are allowed to go home on Fridays after 14h30 and return on Sundays between 14h30 and 17h00. Any parent or guardian can be assured that their son is in good hands in Blackmore House while he enjoys the camaraderie for which the House is famous. He is part of a caring, structured and disciplined brotherhood where he is constantly being taught valuable life skills in order to succeed in an ever-changing society. Equally important to the discipline environment, is the pastoral care and rewards systems that the boys receive. Blackmore House will continue to prepare young men for life.

Mission Statement

To provide a safe and welcoming environment that will encourage boys to reach their full potential in all spheres of life by getting maximum use out of the rich resources and heritage available at DHS.

We achieve this by:

- We provide safe secure accommodation that is clean and spacious, well maintained, with 24 hours guarding service, and suitable for boys who are active, robust and adventurous.
- Serving 5 healthy, balanced meals a day (under the supervision of a dietitian) and can provide consistent energy levels throughout the day.
- Ensuring that all boys are actively and regularly participating in the extra-mural programme of the School.
- Ensuring that all our masters are trained in safeguarding care for the boys and maintain the highest levels of surveillance and being present to nurture and assist the boarders.
- Providing suitable facilities and resources for boys to study, do homework, complete projects and pursue academic excellence.
- Giving access to suitable recreational facilities both on the School grounds and in the Boarding Establishment.
- Organising suitable social and recreational opportunities.
- Providing a firm, fair and consistent understanding and reliable application of guidelines and responsibilities.
- Developing young gentlemen of character, ensuring that they become good citizens, good husbands and good fathers.



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Vision Statement

Producing young men of integrity and excellence who will form the heartbeat of our School and eventually of our nation.

As part of the ethos of the School, Blackmore Boarders are expected to uphold the Blackmore House Gold Book to be an ambassador and proud representative for both Blackmore House and Durban High School, as well as to be an active participant in every aspect of the school.

Initiation or bullying is prohibited. There is a zero-tolerance approach towards initiation or bullying of any sort, manner or being. These matters will be dealt with strongly and effectively. Each Boarder participates in an induction programme the weekend before School starts annually and participates in the Closed Weekend activities for the House the following weekend. Boarders will be allowed to go home every weekend thereafter if they choose, providing their extra-mural commitments are met, (except for the other closed weekends during the year).

Only at boarding school can you live with your friends during your most impressionable teenage years. You learn self-discipline and planning, as well as to embrace differences and celebrate diversity. These are valuable assets for anyone in their future field of study or work environment, be it in South Africa or abroad.

Rooms range from 2-man dorms (Gr 12 only) to large dormitories. Prep forms part of the daily routine and is overseen by 3 master and 4 prefects. The house has 2 common rooms, a matric common room and a grade 8 to grade 11 room. There are TVs in the common rooms, big screen in the dining room, an outdoor table tennis and a pool table. Musgrave exeat is allowed only on Sundays and Mondays in full school uniform. The boys walk together in a group and return in a group. This is for safety and security reasons.

Three main home cooked meals, as well as 2 snacks are provided daily for the boys. Their needs are well taken care of by the Housemasters, House Mother, laundry ladies and the maintenance team.

The staff team of Blackmore House include:

- The Superintendent, Deputy Superintendent
- Senior Housemaster
- The House Mother
- The Housemasters
- A Maintenance Team
- A Laundry Team
- Security team
- Catering service provided

Parents are represented by a subcommittee of the School Governing Body that consists of a Governing Body Board Member, the Business Manager and the Superintendent, deputy superintendent and senior housemaster. Any enquiries may be raised through these termly meetings. Safety and security of the individual is a key priority in Blackmore House. The guidelines to life in the Boarding Establishment is set out in Blackmore House Gold Book (code of conduct, policies and values guideline) as well as the Guardian App (anonymous reporting of any bullying or misconduct occurring). The emphasis remains on having each Boarder feeling happy, confident and loved.



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NONPAREIL ACADEMY "Centre of Excellence"

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– Abraham Lincoln

Introduction

The Nonpareil Academy is designed for motivated and academically talented boys whose needs are not met adequately in the traditional high school setting. The selection of students is based on the applicants meeting the basic requirements for admission. These include above average intelligence, high EQ and excellent self-discipline. Boys who are selected for the programme are expected to function at a high level of excellence. The Nonpareil Academy serves as an instrument for further development and progression within the Durban High School context and then in the tertiary education environment.

Objectives

- To develop the boys to a standard of excellence in academics.
- To establish links between the Academy "Centre of Excellence" and tertiary education.
- To establish a challenging academic programme incorporating skills to promote holistic development.
- To inculcate, through specialised philosophies, programmes and initiatives of a higher standard of excellence and performance in our boys.
- To provide a worthy academic philosophy and programme for all age groups to allow them to develop at their own learning levels. This allows the boys to move from Excellence to Influence.



Programme Aims

- To provide a quality education using alternative educational philosophies for age groups and levels within the Centre of Excellence.
- To provide individuals with the technical, physiological, psychological and social knowledge to achieve their full potential.
- To obtain national and international recognition through the Centre of Excellence.
- To have boys participate in various national and international academic award programmes.

Once in the Nonpareil Academy, boys will have the choice of either doing the extension programme, which follows the same syllabus and assessments as mainstream, OR they select the Cambridge International Programme which has a different syllabus of a higher standard. The Cambridge choice requires a higher additional fee which may fluctuate due to the exchange rate.

The Nonpareil Academy will provide the most up to date, comprehensive and high quality training for those wishing to enter the academic arena.

In addition to the academic programme, we also provide the following extension programmes that assist in the development of the holistic education structure that the programme offers:

- Leadership
- Life Skills
- Self-Actualisation
- Public Speaking
- Community Development
- Current Affairs
- Personal Portfolio Development
- Mentorship
- Social Awareness
- Time Management
- Conflict Management
- Etiquette
- Presentation Skills



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Advantages

- The autonomous learning environment to which the boys are exposed, allows them to take responsibility for their own learning and increase their levels of performance.
- Group sizes are smaller and this allows for more one-on-one facilitation.
- Their timetables are more flexible to allow for moving faster through a syllabus or catching up after a school/provincial sport or cultural tour. More time is thus available to do group presentations or revision work during their non-allocated lessons.
- Different methods of teaching are also available to the teacher and the group in terms of lecture methods, group discussions and practical collaboration on power point presentations or just testing the group.

Tertiary Education

- The drop-out rate at first year University level is historically higher amongst boys, often due to a lack of self-discipline. Time Management is an important objective in the Academy and the boys are taught listening skills for lectures, how to research and to present their findings.
- These practices are instilled from Grade 8, which should certainly give them that 'edge' at tertiary level.
- Proper referencing in bibliographies has become more important, particularly when researching using the internet. Referencing is therefore introduced and enforced from the start, using the Harvard method which is used by local and international Universities.



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CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION

Cambridge Assessment International Education

Durban High School is an approved Cambridge International school that offers a unique opportunity to provide our boys with up to date, quality education of the highest international standards.

The Cambridge Assessment International Examinations (CAIE) is a world-class international education programme that gives learners an excellent opportunity to apply to tertiary education institutions worldwide. The highly respected syllabus allows learners to develop a deeper understanding of subjects and, through refined and interactive teaching techniques, they are given the skills to be able to explore their chosen subjects at a more complex level.

Cambridge learners are encouraged to work independently in their studies and to take the initiative in additional research and extra reading for their courses. In doing so, they develop and enrich their knowledge about the subject matter and are

exposed to a university approach to their academic work, which is beneficial for their tertiary education both internationally and locally.

DHS offers three qualifications namely, IGCSE, AS Level and A Level Programmes. On completion of their selected course the boys write examinations set and marked by the University of Cambridge International Examinations Board in the UK. Throughout the year they receive continuous support from the highly experienced and qualified DHS Educators/Facilitators who have undergone professional training and development to ensure quality teaching and learning is achieved.

Grade 8s begin mainstream extension education in the DHS Nonpareil Academy where they are guided in the basics of autonomous learning, i.e. learning to work independently and being given the freedom to do so. Their self-motivation and time management skills are utilised to complete the syllabus in the same process used to teach/facilitate the Cambridge system. If they achieve an aggregate higher than 75% at the end of Grade 8, they may then choose to switch over to the Cambridge International General Certificate of Secondary Education IGCSE.



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“Cambridge programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research.”

– Cambridge Assessment International Education

IGCSE COURSE

(Equivalent to Grades 9, 10 & 11)

This course, offered internationally in over 160 countries, is the world's most popular international qualification for 14 to 16 year olds. It helps learners to develop knowledge, understanding and skills in subject content and intellectual enquiry. There is a range of subjects available and, at DHS, the subjects we can accommodate are offered. Learners have the flexibility to study the subjects they are best at and enjoy. This means the IGCSE is a great foundation for further study, including the Cambridge International AS and A Level. An IGCSE qualification replaces the old “O” Levels and is recognised by leading universities around the world. Prospective employers view it as a valuable certificate of achievement.

AS LEVEL COURSE

(Equivalent to Grade 12 Matriculation Exemption)

The Advanced Subsidiary (AS) Level is equivalent to year 12 of South African schooling. It is typically a 15 month course and may be taken as a qualification in its own right or as a way to progress to the Cambridge International A Level. The grades awarded are A to D, with an ‘A’ pass being awarded to learners showing the highest level of achievement and ‘D’ for a minimum satisfactory performance. If the AS level route is chosen to attend a South African University, subjects passed at a **minimum** of a ‘D’ aggregate will qualify.

A LEVEL COURSE

(Equivalent to first year University)

The completion of the AS Level at an acceptable pass enables progression to the Cambridge A Level. Acceptance into the A Level Course will be on the recommendation of the School.

The A Level is typically a two year course. Good grades in carefully chosen Cambridge A Level subjects can result in up to one year of university course credit. The Cambridge programme fosters the growth of independent, confident and responsible young adults through the intensive nature of the syllabus and the peer-to-peer teaching that takes place. It prepares school learners for life, helping them develop an informed curiosity and a lasting passion for learning that will stay with them through school, university and beyond. Boys who become a part of the Cambridge Programme remain fully integrated in School life and participate in the day-to-day events and activities.



Cambridge Assessment
International Education

Subject Choices

IGCSE Course

(Grade 9 & 10)

- English First Language
- Afrikaans/IsiZulu as a Second Language
- Cambridge International Mathematics
- Physics
- Chemistry
- Geography
- Computer Science
- Accounting
- Biology
- Business Studies
- History
- Economics

AS & A Level Courses

(Grade 11 - 12)

- English First Language
- Afrikaans as a Second Language
- Pure Mathematics
- Pure Mathematics & Mechanics
- Pure Mathematics & Probability & Statistics
- Biology
- Chemistry
- History
- Economics
- Business
- Physics
- Geography
- Computer Science
- Accounting

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ELECTIVES PROGRAMME
Discover New Beginnings



What is the Elective Programme?

The Electives Programme has been introduced to provide the boys of Durban High School with the opportunity to develop vital skills that are not necessarily addressed in the normal school curriculum.

These include critical and entrepreneurial thinking, problem solving and creativity.

Two Semesters per year.

The Electives are split in two semesters throughout the year, the first beginning in January and the second in July. Boys have the option to change their Elective for the second semester.



What has been on offer?

- Basic Life Support
- Business Incubation
- Career Guidance
- Community Engagement
- Educated Groundwork
- Enviro Club
- Film & Television Production
- Financial Literacy for Grade 8 & 9
- Financial Literacy for Grade 10 & 11
- Fishing
- International Studies
- Introduction to Coding
- Logistics
- Machine Learning
- Microbit Robotics
- Public Speaking for Grade 8
- Photography
- Photoshop
- Presidents Award
- Principles of Flight
- Public Speaking for Grade 9
- Python Coding
- Scriptwriting
- Secrets to Attracting Wealth
- Social Media & Digital Literacy
- Sound & Lighting 101
- Sound & Lighting (Advanced)
- Study Skills for Grade 8 & 9
- Study Skills for Grade 10 & 11
- Toastmasters
- Unleash your Inner Warrior
- Web Development

**Courses
Change Each
Semester**

Refer to our
Teachfolk website for
current courses.

www.dhs.teachfolk.com/courses

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Website www.dhs.teachfolk.com/courses

Email Bryan.adam@durbanhighschool.co.za



Our Elective Partners



The different Electives have been carefully chosen to support the normal school curriculum and to address one or more of the following areas:



Electives that put theory into practice

Electives that prepare boys for Tertiary Education



Electives that prepare the boys for the working world



Electives that develop citizenship and cultural intelligence



Electives that enhance sporting and artistic skills (Sports Academy and Performing Arts Academy)



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CHRIS SEABROOKE MUSIC CENTRE

Introduction

In 2007, Durban High School Old Boy, Christopher Seabrooke, funded the creation of Seabrooke's Theatre, which has become a popular venue for many local productions in the city. Once again, in 2016, Chris demonstrated his unwavering support, both for DHS boys and the ethos of the school, by personally funding the brand new state of the art Chris Seabrooke Music Centre, which opened in October 2016.

Facilities

The new Chris Seabrooke Music Centre boasts nine practice rooms, a sound proof project-recording studio and an auditorium. The auditorium seats 90 people, houses a baby grand piano and is fully equipped with instrument backline and sound system. This facility is a platform for young musicians to grow their talent, with endless possibilities. The Chris Seabrooke Music Centre has positioned DHS to become an epicentre for a thriving music programme that will be specific to the culture of the school as well as the province of KZN.



A Heritage of Excellence since 1866...

Music Staff

Singer, songwriter and popular KZN songstress, Ms Natalie Rungan, is the Director of the Chris Seabrooke Music Centre and Head of Music at Durban High School.

Ms Natalie Rungan says "It is very encouraging as an active performing artist to see such amazing support for the future of music education in schools by this world-class music facility. I am motivated and challenged to take on the task of inspiring young minds and developing future musicians in our country."

In addition, the Chris Seabrooke Music Centre employs one additional full-time staff member and ten part-time teachers who teach both music as a subject and extra-curricular music. The teachers are accomplished in their respective fields, with a number of years of experience both as music educators and performers. They are all music literate, which is a non-negotiable requirement of any teacher in this programme.

It is our hope that these teachers will inspire our boys to want to pursue music by being mentors to them.

Specialised tuition for the following instruments:


Classical Piano	Violin	Trumpet	Trombone
Jazz Piano	Guitar	Bass Guitar	Saxophone

Drums / Drum Line / Jazz / Popular Voice / Jazz Band / Choir
– Ms Natalie Rungan



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On Offer

The Chris Seabrooke Music Centre provides the required space and instruments for a wide variety of musical instrument choices for the boys, and this, coupled with demand, has led to the introduction of Music as a curriculum subject.

Currently, boys from Grade 8 to Grade 12 do Music as a curriculum exam subject. In addition, boys do Music as an extra-curricular cultural activity. Boys can choose between the instrument choices associated with the specialist teacher. They can either choose the jazz or classical stream, giving them a balanced exposure to different styles of music. An audition is held during the first week of each year to determine acceptance into the programme.



Boys accepted into the junior programme have two music periods every week, with an individual practical lesson. In Grade 10, Theory, Aural, History and Ensemble are split between teaching periods. It is mandatory that boys start with music in Grade 8 or 9 should they wish to take Music as a subject in Grade 10. It is our aim that by the end of Grade 12 the learner would have obtained at least Grade 7 in Theory and Practical levels, making entry into any tertiary music programme effortless.

In addition, the Chris Seabrooke Music Centre is a marking centre for Trinity College London music exams, which allows music students to register at DHS to do their Trinity Grade in both practical and theory.

Vision

Having music as a subject, together with the Music Centre facilities, has contributed to making Durban High School a destination school. 2017 saw the birthing of the KZN Schools Drumline Competition, which is hosted by Durban High School annually. Four schools participated in 2019, with an audience of enthusiastic, supportive parents and spectators. DHS proved to be the top team and took home the trophy.


This is just one of the events that will continue to build the Music programme at DHS. Our annual Music Concert "Shine" also took place for the first time in 2018, followed by the launch of the first recorded single, "Shine", which features the DHS music boys.

The vision for the Chris Seabrooke Music Centre is not only to benefit the cultural life of DHS, but there are additional plans in place to grow music education and arts in the community at large. Serving the community is a crucial part of the development of DHS boys into well-rounded young men. The music cultural groups and music boys are therefore taken out regularly to events that serve the community surrounding the School, sharing both their talents and time. We are looking forward to seeing this Department grow from strength to strength.



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FOR MORE INFORMATION



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