



**GREYTON HOUSE VILLAGE SCHOOL**  
A CHILDHOOD TO REMEMBER



# PROSPECTUS

**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



**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.* ”



**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%)**

