



2022 - 2023

# School Guide

# Bienvenue

# Welcome

いらっしやいませ

# Bem-vindo

# Bienvenidos

# Benvenuto

***Svaagat hai***

***Sveiki***

***Willkommen***

ようこそ

***Degemer mat***

***Swagata***

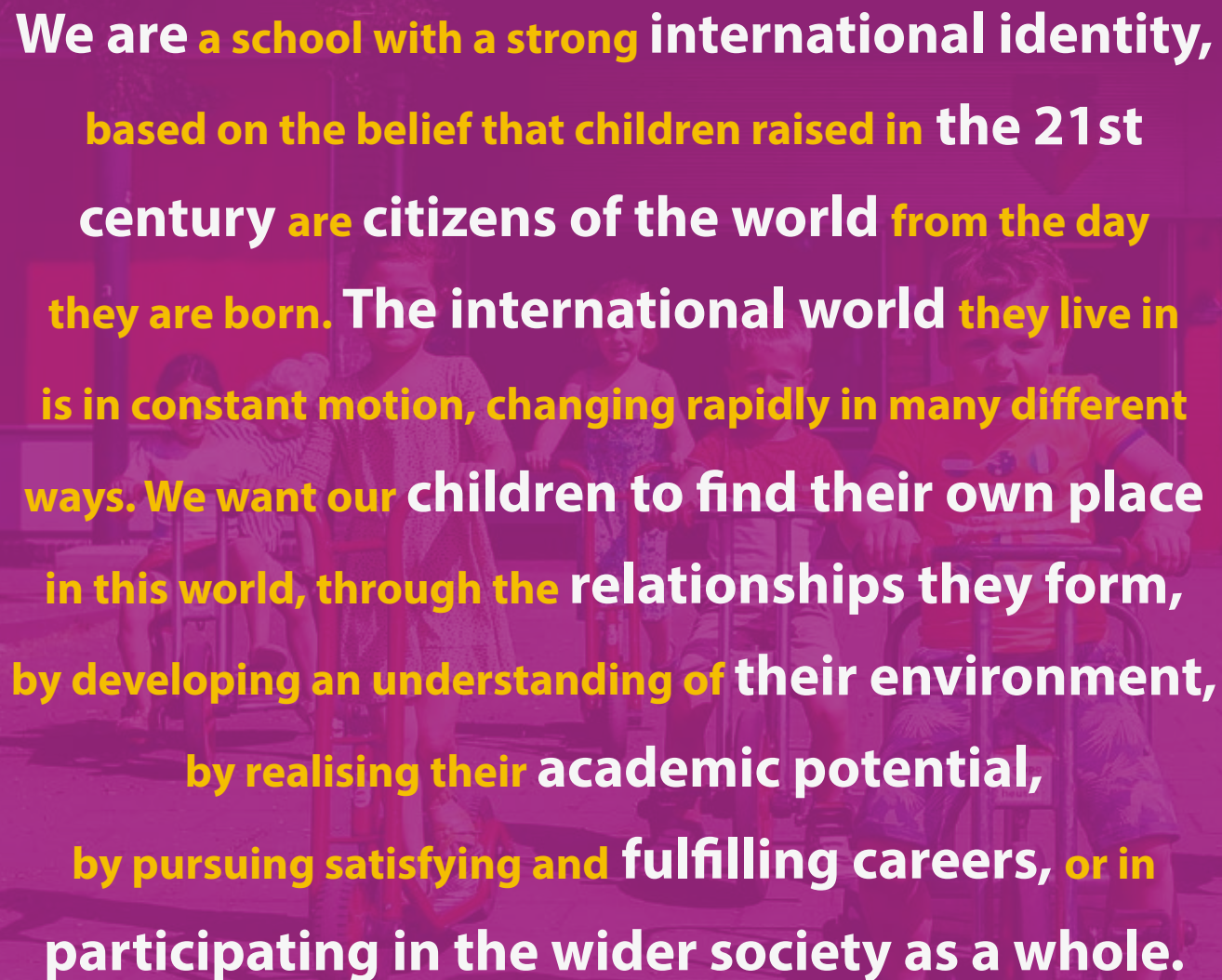
***Kalos Irthate***

歡迎

***Vitejte***





A photograph of several young children on a playground, riding small tricycles. The image is covered with a semi-transparent purple overlay. The text is centered over the image, with some words in white and others in yellow.

**We are a school with a strong international identity,  
based on the belief that children raised in the 21st  
century are citizens of the world from the day  
they are born. The international world they live in  
is in constant motion, changing rapidly in many different  
ways. We want our children to find their own place  
in this world, through the relationships they form,  
by developing an understanding of their environment,  
by realising their academic potential,  
by pursuing satisfying and fulfilling careers, or in  
participating in the wider society as a whole.**

# Introduction

In order to prepare our pupils for a future within that international society, we provide primary education across three different departments: the TPO (bilingual Dutch-English primary education), the International Department (IPS), and the HB-department (education for gifted children). Teaching staff in each department pay attention to the individual needs and potential of each child. Our pupil monitoring system focuses not only on those pupils having difficulties but also on providing a challenge for those who need one. Parents and guardians play a vital role at our school, by helping to shape school policy and leading developments. As members of the Groningse Schoolvereniging Association (VGSV), parents help elect board representatives for the Groningse School Vereniging Foundation (SGSV). Therefore, parents are more involved in shaping school policy. In addition, parental fee contributions ensure that the school is able to provide the most appropriate materials and specialist staff who can meet the specific challenges and give coaching at the highest level.

The education we provide extends beyond the basics of the curriculum. Through the significant investments made by our friendly and dedicated staff, our children achieve the very best according to their ability. We see the pleasure in learning in our pupils (and parents) during their time at school. We want to harness this love of learning so that each child can exceed their own expectations and those of others, as well as feeling an important part of a larger society. We may all come from different backgrounds, but that makes us all equally special.

**We are pleased to welcome you and your child(ren) to the International Primary School of the Groningse Schoolvereniging.**

Due to the Covid-19 restrictions, several activities and developments were not possible over the past two years. However in 2022-2023 we hope to be able to provide education as set out in our school guide.

We wish you lots of fun!

The Board of the Groningse Schoolvereniging

*PS: With 'parents' we automatically include guardians as well.*

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Caring



Internationalization



Diversity



Quality



Innovative



Creativity







# Mission and vision

## 1.1 Our Mission

We are a School Association comprised of parents working together with teachers with the following mission:

**“Helping pupils grow up to be independent world citizens who are able to find their place in various aspects of the international society of the 21st Century; be it in relationships, academics, work, and society, whilst having a keen eye for their expanding environment.”**

Together with parents, the school continues to work on providing exemplary education in a secure atmosphere of mutual respect.

### Core values

The following core values are central to our teaching methodology as stated in our mission statement:

#### **Inclusion & diversity**

Everyone can contribute to and is part of society, regardless of differences in opportunities, culture or background.

#### **Growth & ambition**

We want our pupils and staff to work in a supportive, safe and happy environment. This enables them to reach their full potential and to strive to achieve beyond expectation.

#### **Flexibility & creativity**

We can obtain the best education when we challenge ourselves, reflect, and are open to finding new solutions. With this approach, we promote independence and adaptability.

#### **Communication & cooperation**

Through working together we can offer the best resources to learn useful skills enabling each pupil to embrace future diverse challenges.

## 1.2 Our Vision

To achieve our mission, there are five (5) pillars that are visible in everything we do:

### 1. Challenge

We believe every pupil should work to the best of their abilities, both independently and in co-operation with others. This takes form in teaching staff making a plan with a pupil to develop their unique talents. Pupils work at various levels, ensuring an appropriate academic challenge at their individual level. Teachers differentiate in their resources and instructions. They monitor development and adjust if necessary. In summary, we give special care to children should they need it, both in providing challenges and extra support.

### 2. High Quality resources and material

We offer excellent resources to our students, made possible through the school fee contributed by parents and guardians. We invest in teaching staff, because we believe that smaller classes and specialist teachers contribute to the quality of education (see page 12, 'School fee'). For the younger age groups we strive towards classes of twenty (20) pupils. In addition, thanks to school fees, we have acquired experienced specialist teachers for music, physical education, Dutch as a Foreign Language (DFL), English as an Additional Language (EAL), additional learning support and ICT, as well as native or near native speakers of English.

### 3. International

Our school is a melting pot of cultures from all over the world, both in our international department as well as our bilingual departments (TPO and HB). This enables us to provide a truly international school environment for our pupils. Furthermore, we celebrate diversity, we make the most of our pupils' different cultural backgrounds together.

### 4. ' Learning' school

We continue to improve our educational provision and enhance the expertise of our teaching staff . We do not only challenge our pupils to be the best they can be, but as a team we continue to work on improvement, durability and renewing our resources on a daily basis. We are an ambitious, curious, and strong-minded team (see page 38, 3.6 Quality control).





# Our organisation

**The GSV is a bilingual primary school (TPO) with an International Department (IPS) and a department for the highly gifted (HB). These three departments work together; learning from each other and supplementing educational needs where necessary. Our school organises activities celebrating diversity, learning that everyone has their place in the world. This is how we ensure an international climate in school where pupils can develop themselves to being independent world citizens.**

## 2.1 Bilingual Primary Education (TPO)

As of August 2004, the Dutch classes are taught both in Dutch and English, providing a bilingual basis in primary education. In the youngest age groups, focus is on expanding vocabulary and basic communication in English. Starting in Group 4 we work on reading and writing skills in English. The gym, music, and ICT lessons are (partly) taught in English as well. Reading English books is encouraged.

### Percentage English

The Bilingual Primary Education offers 30% of the lesson time in English for groups 1,2,4,5,6 and 7. For group 3 this will be 15-20%. In 2022-2023 we will also offer the groups 8 30% of the lesson time in English. Also the classes of HB will be offered the same percentage of lesson time in English. It is important to us to measure the impact of this bilingual approach. We are working with the national FoTo research. It is an long-term investigation with testing in Group 1, Group 3, Group 5 and Group 7. it is designed to measure the effects of ESL-learning in relation to Dutch language skills and mathematical skills. No negative effects have been measured on Dutch language skills nor on mathematical skills, yet a positive effect has been noted in regard to English language skills.

In order to teach our pupils well in a second language, it is important to work with certified teachers. We support our staff in their English language skills and didactic abilities in a second language.

Due to the 2020 COVID-19 pandemic and the subsequent closing of schools nationwide, no testing has been done in Group 8. In 2022-2023 we aim to implement a new monitoring system to accurately analyse the learned language skills from Group 6 towards Group 8. Pupils in the department for the highly-gifted are also provided with the same amount of English in their weekly programmes. Pupils who are already proficient in English will be offered resources at an appropriate level. Pupils who enter the school at a later stage receive extra time to attain the acquired levels.

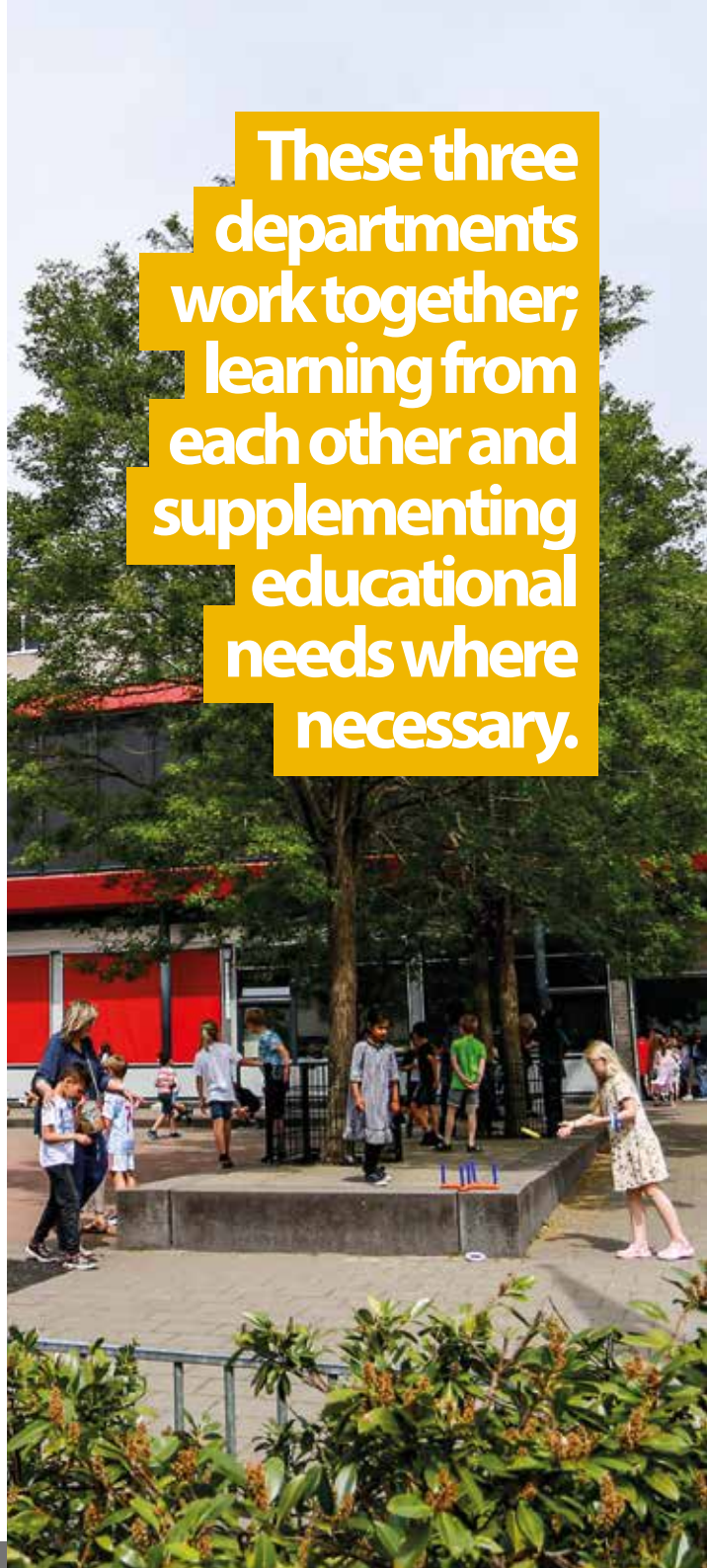
### Teaching staff

Specialist teachers, who are (near) native speakers of English, teach in English as well. They play an important part in the education we offer and in organising the lessons. Class teachers also give some of their lessons in English, for which they receive specialist training. In 2020-2021 and 2021-2022 all teaching staff followed a course in Carlisle. This could be done because the school was awarded Erasmus funding.

### Nationwide project Since

In August 2014 the GSV took part in a nationwide project for Bilingual Primary Education, in which the associated schools aim to offer 30-50% of their lessons in English. Every year, the GSV adds another class to this project. The project took five years. After the evaluation with the project partners, the project was approved by the Ministry of Education, Culture and Science to continue for a further three years. This allows the schools to incorporate findings from an entire primary school career in this pilot, before a definite decision is made to formalise 30+% of primary education in English.

**These three  
departments  
work together;  
learning from  
each other and  
supplementing  
educational  
needs where  
necessary.**



## 2.2 International Department

**In 1986, the GSV opened the International Department, offering education for four to eleven year-olds. These pupils receive their education in the English language, supplemented with two hours of Dutch (DFL) a week. Education in the IPS is based on the English National Curriculum and the International Primary Curriculum. In November 2020 the department moved premises to the Rijksstraatweg in Haren and became the International Primary School GSV.**

### Teaching staff

The teachers in the IPS are all fluent English speakers and most have completed their education in an English-speaking country.

### Integration

It is important to our organisation that Dutch and international pupils integrate. This allows interaction between different cultures, which in turn helps them to develop into world citizens in their local and international community. To this end we organise educational activities that promote and celebrate our diverse and international community with themes such as: celebrations, family, people and/or clothing around the world may be dealt with.

#### **Other examples of activities regarding integration are:**

- Pupils of the IPS are given two hours of Dutch per week
- Most TPO and IPS classes go on school trips together
- IPS pupils and TPO students partake in extra-curricular activities
- Pupils visit each other's celebrations and performances, which are held in Dutch and English.

### Welcome to SKSG/GSV Preschool

We are a joint programme, established in 2012, bringing together the International Primary school of the GSV and the day care of the SKSG. This created a wonderful Preschool programme in Groningen. Our kindergarten is a programme for young children, contributing to providing a solid base for life-long learning for children between the ages of 3 and 4. We provide a safe and stimulating environment where children feel supported and challenged. Our kindergarten is an inclusive environment, aiding the social emotional, cognitive, and physical development of every child. We strive towards every child feeling loved, respected and encouraged to be able to develop themselves optimally. To prepare the children for success in a safe, happy and healthy environment, we provide a curriculum (EYFS curriculum) which enables every child to develop their skills. Our curriculum focuses on literacy, maths, music, physical education, social emotional aspects of learning and topic education. The underlying strategy is to



interest children, to have them be inspired. This offers us a plethora of activities which are fun, practical, creative and stimulating. The children are always at the centre of everything we do, and we therefore understand that every child should be raised on a personal, emotional and academic level. There is one teacher and one assistant present in the classroom. Both are qualified, well-trained, professional and caring. Staff value an open communication with parents, and the relationship is also an important part of the programme. Our friendly, tight-knit, and family-oriented atmosphere helps children to adjust, make friends, learn, and even more important: enjoy themselves.

For more information on the programme, please send an e-mail to: [l.poulsen@g-s-v.nl](mailto:l.poulsen@g-s-v.nl) For more information on enrollment, availability, fees and tax returns regarding our Preschool, please contact the SKSG main office on **+31 (0)50 317 13 90**. You can also send an email to Bianca Rutgers ([b.rutgers@sksg.nl](mailto:b.rutgers@sksg.nl)) or Marjolein Hospers ([m.hospers@sksg.nl](mailto:m.hospers@sksg.nl)) for more information and help.

**SKSG = Stichting Kinderopvang Stad Groningen**

**EYFS = Early Years Foundation Stage from the British National Curriculum**

### **More information**

For more information on the IPS, please see the 'Parent Handbook'. If you wish to contact us directly, you can reach the school on: **+31 (0)50 527 08 18**, or via email: [info@g-s-v.nl](mailto:info@g-s-v.nl). If you wish to enroll your child for Preschool, please contact **+31 (0)50 317 13 90**.



## 2.3 Department for the highly-gifted: HB-department

The HB-department opened her doors in 2010, offering full-time education to highly-gifted children. We offer an adapted learning environment, fitted to their specific needs. This allows the children to develop themselves further and become comfortable with learning. It is important to focus on each learners' educational needs. As a result, the classes in the HB are restricted to 22. The HB offers an environment with like-minded peers, enabling the pupils to connect and aiding their social-emotional development.

### Adapted lessons

HB pupils are offered specialised teaching methods, specific to their needs. We recognise that highly-gifted children learn using insight strategies, as their internal processing differs from that of other children. The children learn using a top-down approach, where they are first being presented with the material as a whole before it is broken down into smaller pieces. As most highly-gifted children also have difficulty automating what they learn, this is given greater focus.





## Adapted material

HB pupils follow a different programme that addresses their knowledge and interests. In addition to the curriculum led subjects, pupils will have the opportunity to study other subjects and activities such as Spanish, science, philosophy and chess. We believe that the subjects on offer allow pupils to apply theories learned into practice. There is also focus on music, drama, and creative arts.

Geography, biology and creative arts are covered through Deep Level Learning (see page 19). Where possible, the department works with the aid of local businesses, art and ecological societies and scientific institutes. We pay special attention to dealing with being highly-gifted, learning to learn, social development and expanding individual interests.

## Smaller classes

In the HB, classes are comprised of no more than 22 pupils.

This enables teaching staff to provide pupils with the necessary attention they need.



**The children learn using a top-down approach, where they are first being presented with the material as a whole before it is broken down into smaller pieces.**



## 2.4 Size of the school

### Four locations

The GSV operates from four different locations. From 1974 onwards, the main building has been situated at Sweelincklaan in the south part of Groningen. The building has 26 classrooms. In August 2012, our second location (with five classrooms) was opened and is located in Componist, at Chopinlaan. In January of 2016 the HB was opened at Hora Siccamasingel. In November 2020 the International Primary School relocated to Rijkstraatweg 24 in Haren. At this location Maartenscollege (Dutch secondary school), International School Groningen (English language secondary school) and the Preschool are located nearby.

### Number of pupils

There are 40 primary school classes and 4 reception classes in our school. The Bilingual department has 26 classes. The IPS has 8 and the HB has 6 core classes. The student body consists of approximately 830 students of which 140 at the IPS and about 110 at the HB. During the school year we open 3 additional reception classes at the TPO (in October, January and April/May) for those pupils turning 4 years old in the course of the school year.

### Small class numbers

We strive to have a maximum number of students per class. For the groups 1, 2 and 3 of the TPO, the maximum is set at 20-22. For the groups 4, 5 and 6 this is set at 28 students. The groups 7 and 8 have a maximum of 30, although this will be reduced to 28 students in the coming years.

### Student population

Our pupils come from all over the region, and all over the world. Almost 60% lives in the south of Groningen, in the districts of Helpman, De Wijert and Klein Martijn. 20% come from other parts of the city. The other 20% of the pupils live in the wider region.





**Our pupils come from  
all over the region,  
and all over the world.**

## 2.5 School day

**At 08:15 the doors open and the children may enter the building. Lessons start at 08:30. During the morning break, there is time for a healthy/fruit snack. We expect our pupils to bring healthy food to school (dairy, fruit, bread, etc). At 15:00 the school day ends. On Wednesdays, the school day ends at 12:30.**

### Lunch times

Between 12 and 1 pm the children of the TPO have the choice to stay in school or return home for lunch. They are looked after by the class teachers and experienced lunch staff, provided by the lunch staff GSV. This foundation is governed by parents and board of the GSV.

The gifted department (HB) started school year 2021-2022 with a pilot. Their school days have no lunch time and school days end at 2:30pm instead of 3pm. In the youngest classes of the TPO and IPS, lunch teachers are present. During outside playtime all classes are supervised by specialist lunch staff. Lunch staff and class teachers communicate closely to ensure a pleasant atmosphere for the children during these times. At the start of the school year, during an information evening, TPO parents are asked if you would like your child to stay at school during lunch times. You will be asked how often your child will be present. The maximum number is 4 times a week, as there will be no lunch break on Wednesdays.

When participating in this, you will be asked to pay through iDeal. The available link will be sent around January 2021. Lunchtimes at IPS are paid for through the school fee and almost all IPS children stay at school for lunch.

### Extracurricular activities

From September to May, the school organises various extra-curricular activities, both during lunch times and after school hours. These activities are supplied by internal and external specialists, by the SKSG, and by the local playground association 'De Helpen'.

**Activities organised by the school include:**





### **Knutsel Frutsel**

creative art lessons



### **Chess**

for groups 6, 7 and 8



### **School orchestra**

organized by  
the music teacher



### **School choir**

organized by  
the music teacher



### **Typing lessons**

for groups 6, 7 and 8



### **Dutch Lessons**

for children in the IPS

Various language courses: Spanish, German, French, and  
(in case of sufficient replies) Russian and Mandarin Chinese.



## **2.6 School Board**

### **Association and foundation Groningse Schoolvereniging**

Our school was established as an association in which parents work together and to which they make a voluntary financial contribution. As a member of this association, parents can influence school policy during the annual General Meeting(s) (see below General Meeting). For membership of the association parents pay a membership fee. The school comes under the Groningen School Association Foundation.

## Board

The board of the Groningse Schoolvereniging Foundation (the school) consists of the director-governor as per 1 August 2022. The director-governor is in charge of the governance tasks of the Foundation and GSV Association, has the daily management of the school, has final administrative responsibility and is accountable to the Supervisory Board of the GSV Foundation. The director-governor is responsible for the quality and management of the school. The director governor, together with the team leaders, forms the school's Management Team (MT). The school's MT leads the school's organization and implements the policy choices made for the various departments.

## Management team

The management team of our school consists of the director-governor and six team leaders. Together they form the management team (MT) and lead the school. In the bilingual department there are three team leaders for lower, middle and upper school. In addition, there is a team leader of subject teachers and specialists. The international department and the department for the gifted each has a team leader. The team leaders are the first point of contact for parents and students. In their departments, they focus mainly on quality and development of education, staff and organizational matters and communication with the parents of their department. The MT meets weekly on Thursday mornings.

## Supervisory Board

As of August 1, 2022, the GSV has a Supervisory Board (RvT). This has created a clear separation between the administrative and supervisory tasks of the GSV Foundation. The Supervisory Board supervises the performance of the Executive Director, fulfilling the role of employer for that position and acting as a sounding board for various issues. The board and supervisors behave in accordance with the Good Governance Code of the PO-Raad, the sector organization for primary education. The supervisory board of the GSV Foundation is also the supervisory board of the GSV Association and therefore forms a personal union.

## Accountability

The director-governor also acts as the Board of the GSV Association (from now on known as the Groningse Schoolvereniging Foundation). This board is accountable to the members of the association for the way in which our school fulfils its own mission and vision.

## Management Statute

The management statute regulates the responsibilities between the director-governor and the team leaders. The management statute is part of the “Governance handbook”. The team leaders lead their departments, focusing primarily on educational development and organizational tasks for their department and the GSV as a whole. Together with the director-governor, the team leaders form the management team (MT).

## Composition

The majority of the Supervisory Board (RvT) consists of members of the Groningse Schoolvereniging, or parents. We find it important that parents, staff and management team work together and each from their own responsibility to realize the same educational vision. The RvT consists of a minimum of five and a maximum of seven members. The members of the RvT are appointed by the General Assembly of the GSV Association (see below “General Assembly”). There is one exception, however, and that is the binding nomination of a RvT member by the MR (Participation Council) of the GSV.

## General assembly

At least once a year the association holds a general assembly (ALV). During the ALV the members discuss the annual report of the association and the board and the RvT is accountable for the conducted policy. At the meeting they also appoint members of the RvT of the Association and therefore also of the Foundation. Furthermore, during the ALV the members are informed about the amount of the parental contribution. An adjustment to the amount of the contribution is determined by the ALV.

## Contribution

We ask parents for a contribution, because we offer more educational facilities in our educational programme than is subsidized by the government.

### These facilities include:

- smaller classes in the international, gifted departments and the younger years of the bilingual classes
- specialist teachers for physical education, music, Dutch/English, Learning support, English as an additional language, computer skills, school trips and other educational visits outside school. The board of the GSV is accountable to the GSV Foundation each year regarding how the contribution is spent. The parental contribution is dependent on means.



**We strive  
to ensure  
diversity in the  
make-up  
of our team.**

## 2.7 Team

### Team composition

The GSV has approximately seventy five (75) teachers. As part of our staffing policy we aim to employ those with an outstanding background in education. Our teachers' individual qualities and specialisms strengthen and improve the quality of our team and standard of education. We strive to ensure diversity in the make-up of our team, providing a balanced composition with regard to age and gender.

In addition to class teachers, we invest in specialist teachers for music, English, PE, EAL, Spanish, Dutch, ICT and additional educational needs. Several teachers are specialised and have special functions within the team regarding their specialisation, such as: IPC-coach, English, Diversity, Arts and Culture, etc. Our support staff, including teaching assistants, ICT support, administration, secretary and caretakers are an integral part of our school team.

*As a school we pay special attention to the development and training of our teaching staff. This has resulted in our school acquiring the label 'Investors in People'. Very few primary schools in the Netherlands have obtained this (see page 23, Investors in People).*

## 2.8 External partners

### External partners

The Inspection office evaluates the quality of education in schools or institutions. Our school is part of a four-year investigation cycle whereby the IPS gets a separate review from the TPO and HB. In 2017 the IPS underwent investigation as part of a thematic study on didactic approach. In 2018 both the TPO and HB underwent an investigation as part of the standard four-year cycle. Both reports outcomes were satisfactory. The inspection reports can be read (in Dutch) on the Inspection's website: [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl).

### Collaboration 20.01

Our school is part of the Collaboration model (Samenwerkingsverband 20.01), SWV. This is a collaboration regarding inclusive education between primary schools in the Provinces of Groningen, and the municipality of Noordenveld in Drenthe. Together they put into practice the vision of the Law for Inclusive Education, which was enforced in August of 2014 (see page 28, 4.1 Inclusive education).

### Educational advisory boards and councils

Other external partners include education advisory boards, such as Cedin, Bureau Meesterschap, Triqs Educatief, International Primary Curriculum, and Deep Level Learning (Ms S. van Enter). These organisations and experts offer additional support to teachers and pupils with learning difficulties and/or developmental issues. They also support our school in educational changes and subject-specific support for teaching staff.

### Advisory Council for International Education Noord-Nederland (AIONN)

The advisory council advises and supports international schools with their educational activities and profiling international education. The AIONN also helps strengthen ties between educational institutions and corporations. The council consists of representatives of educational institutions, international organisations and corporate companies.

### GGD Groningen

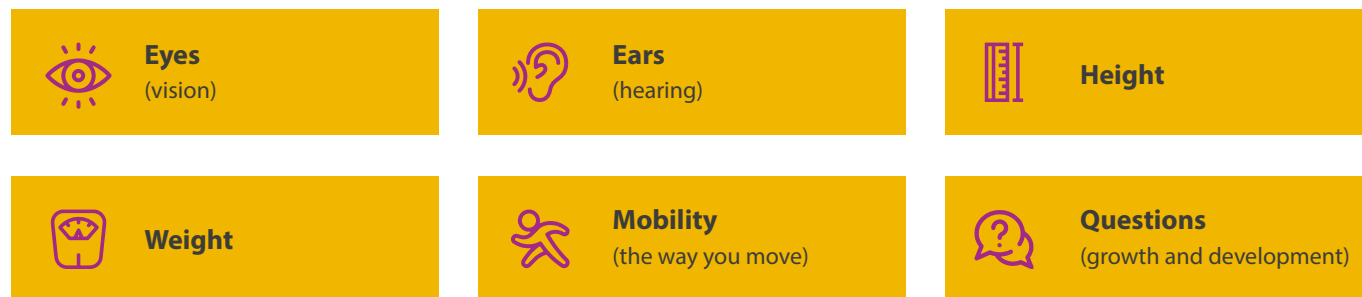
Public Health Service Groningen. The youth health care (JGZ) is for children from 0 to 18 years of age. Parents of children from 0 to 4 years of age and group 2/Year 1 pupils visit the JGZ at the local health clinic (consultatiebureau).

## Health examination in group 2/Year 1

Starting in July 2021, health screenings for 5-year-olds throughout the city and province of Groningen will take place at the health clinic. Previously, this examination took place in group 2 at the elementary school. Because it is important to talk to the parents of these young children, we will invite the 5-year-olds to the clinic with their parent(s). The children in group 7/Year 6 are still examined by the GGD at the primary school. In the province of Groningen, youth health care for children aged 0-19 is provided by the GGD Groningen.

When a child turns 5, you will receive an invitation from the GGD Groningen to make an appointment at the Child Health Care Centre to have your child examined. This health check consists of 2 parts: a parent questionnaire and a physical examination of your child.

During the physical examination, the GGD will at least look at:



## Health examination in group 7/Year 6

When your child is in group 7/Year 6 of the primary school, you will receive a letter from GGD Groningen about the health screening of your child at school. The examination consists of 2 parts: a parent questionnaire and an examination of your child.

### How does it work?

You will receive the invitation for this examination by e-mail (or by letter). The examination of your child will take place at school during school hours. As a parent you do not need to be present. The GGD will ask you to fill out an online questionnaire about your child's health. In the email or letter with the appointment you will find the login information. In the questionnaire you can indicate whether you would like to be contacted by a Youth Health Care employee of the GGD Groningen. If the GGD has any questions regarding the questionnaire you filled out, they will contact you. During the examination at school our doctor's assistant will measure and weigh your child. The only thing your child needs to do is take off their shoes. The GGD needs your permission for this examination.



## Vaccinations

All 9-year old children receive an invitation from the GGD for the DTP and BMR vaccinations. Children receive these vaccinations to prevent them from contracting contagious diseases such as mumps, measles or rubella. Furthermore all 12 year old girls receive 3 invitations for the HPV vaccination. This vaccination is intended to protect them against cervical cancer.

## After-school care (BSO)

The Foundation Child care Groningen (SKSG) provides child care for after-school hours. The staff at the care centre collect the children after school and take them to the BSO. The opening hours of the BSO are based around school hours, free days, and school holidays.

### **Our school collaborates with the following SKSG BSO's in Groningen:**

- SKSG Kids International (Rijksstraatweg 24)
- SKSG Notenkraker (Sweelincklaan 2)
- SKSG Symfonie (Haydnlaan 102)
- SKSG Zuiderzon (Chopinlaan 4)

*More information on SKSG and their locations can be found at: [www.sksg.nl](http://www.sksg.nl). As well as SKSG, we also work with other child care centres, such as De Boomhut (Groenesteinlaan 16a) and Villa Petit Paradis Damsterstede Damsterdiep 233).*



### **Playgroup**

The municipality of Groningen also offers playgroups for children between the ages of 2 and 4 years old. Preschool offered by the GSV and SKSG is an opportunity for children to become acquainted with a new (learning) environment. Once your child is ready for primary education, the staff will hand over information to your child's new class teacher(s). More information can be found at [www.cop-groningen.nl](http://www.cop-groningen.nl).

### **Dutch International Primary Schools**

The GSV is a member of the Association for Dutch International Primary Schools (DIPS). The interests of DIPS schools are represented by this association through organisations and institutions such as the Department of Education (OCW) and the Primary Education council. DIPS members organise study days and meetings in order to develop and improve international education in the Netherlands. The school has connections with Dutch International Secondary Schools (DISS) as well, ensuring a smoother transition from primary to secondary International education.

### **International Welcome Center North (IWCN)**

Our school works closely with the IWCN, to provide international employees, parents/guardians with a smooth and comfortable transition into their new environment. The IWCN is an expat centre, supporting international employees when they arrive in the North of the Netherlands. By working together we hope to offer quality education to both parents and children, expanding their social network in the region.

### **Administrative office**

Financial administration regarding staff and our Association and Foundation is carried out by Onderwijsbureau Meppel.

### **Accommodation**

Syplon Consultants advises the GSV on accommodation and supervises all maintenance and housing matters.



# Educational climate

## 3.1 Six principles

The five pillars of our educational vision are represented in our daily routine

The following principles help us determine our educational climate:

### **Specialist teachers:**

it is our belief that specialist teachers are essential for maintaining the quality of education we offer.

### **Small class numbers:**

we aim to keep class numbers low. For the younger age groups and international department this is 20 pupils.

### **Systematic individual care:**

we have an extensive care system in place for pupils who need to be challenged and/or supported.

### **Independent and task oriented:**

our pupils learn to plan and organise their tasks and the teacher supports and sets requirements.

### **Socially safe environment:**

we aim to create a safe environment. Pupils work together to come up with constructive solutions.

### **Research and cohesion:**

we offer cohesive education and look for creative solutions combined with an inquisitive approach.

## 3.2 Educational goals

**Our goal is to, at least, achieve the new core values for primary education as set by the Department for Education, Culture, and Science. The core values help to formulate our school plan, which states our educational aims and future developments for 2019-2023. Each year, an educational development plan is devised based on the school plan. The school plan 2019-2023 and the school year plan 2022-2023 can be requested at school.**

For our pupils, teachers determine correct and appropriate instructions, activities, and resources to devise an appropriate individual learning plan.

## 3.3 Organisation of lessons

**Our lessons are structured around short instruction as a class, group or individually, recording activities according to level. Where necessary the teacher/support will provide extra instruction.**

### International Primary Curriculum (IPC )

The International Primary School works with the International Primary Curriculum (IPC). This method is specifically designed for primary education and centralises learning in the broadest sense. Challenging goals are set for both the core subjects as well as the foundation subjects in school. In addition, IPC deals with concepts and aspects of our world whilst promoting personal development and citizenship. Furthermore, IPC allows teachers to present the topics in an (inter) active fashion, making students interested in their own learning. IPC has an international perspective, thus helping children make connections between their own culture and that of others. In September 2018, the school has extended the use of IPC to the TPO. We aim to provide coherence in learning throughout the school by implementing this method school-wide. The HB uses a thematic approach in Deep Level Learning as well, ensuring and coherent teaching approach in all departments.

We believe IPC teaches our students the 21st Century Skills and the desired attitude they need in their future.

### Deep Level Learning

Deep Level Learning is a formula based on working with themes which are especially designed for highly-gifted learners and their processing mechanisms. The themes are organised from a top-down perspective, meaning the bigger picture is introduced first. Assignments are focused on developing higher order thinking such as, evaluating, analysing, and creating. By using a thematic approach, students are also learning to develop a growth mindset.

## Working in centres

Children in the youngest age groups learn best through movement and action. They are given the opportunity to work in so-called 'centres'. Different types of centres are set up in the classroom to stimulate various areas of development. Teachers observe and guide children in their overall growth and development.

## Working independently

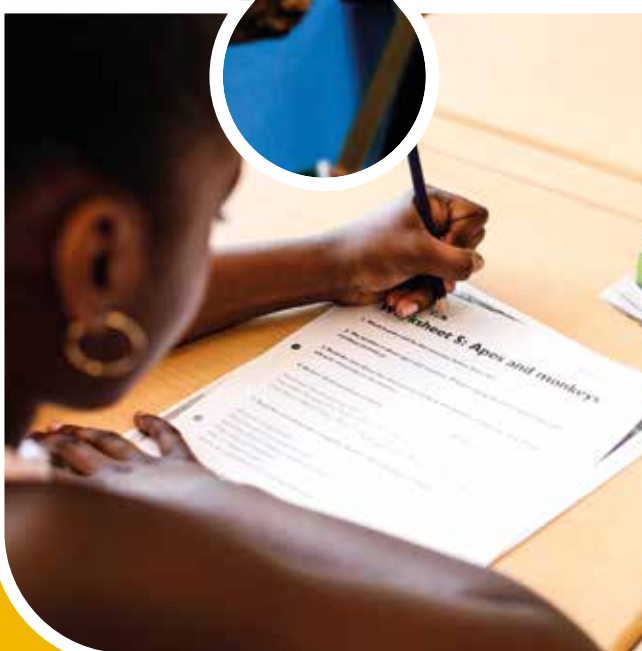
Our pupils are encouraged to work independently, according to differentiation plans made by the class teachers. Children are taught to develop a responsible attitude to planning and organising their school work.

## Homework

To help pupils develop independence and responsibility, the amount of homework given will increase as they progress through the school. In the international department children are given some form of home activity in all classes. Homework helps to develop more independent learning and planning. The homework we assign helps to develop research skills, text comprehension, task-oriented focus and social interaction.









# 3.4 Educational resources

Below are some materials used in the IPS to help us to cover the English National Curriculum.

Literacy:	Read Write Inc
	Oxford Reading Tree
	Springboard
	Prim-Ed
	International English
Numeracy:	Numicon
	Power maths
	Mental Maths
History, Geography, Science, Design & Technology, Art:	International Primary Curriculum
ICT:	Own programme including
	Word, Excel, Prezi, Powerpoint,
	Media skills, Programming skills
Social-Emotional Development:	KIVA
	Emotional Literacy

## Cultural and creative arts

The GSV gives special attention to cultural and creative arts (CKV). Arts and culture contribute to the overall development of our pupils. We aim to expand their cultural awareness, develop their creativity and their ability to formulate an opinion on cultural forms of expression.

All cultural activities are described in our Cultural Education Plan 2020-2024. The Arts and Culture committee prepares these activities. Activities of that school year are linked to the main theme in combination with IPC criteria and themes. All classes utilise the 'Cultural menu'. This menu is offered by the Council of Groningen. All classes visit a performance from this menu. In addition, each year, every class has their own (musical) performance.

*Through our curriculum and extra-curricular activities we look at: music, dance, multimedia, literature, drama, citizenship, philosophy, visual arts, and cultural heritage. For lessons, performances and workshops in these disciplines we invite artists, writers, and theatre companies to our school or, when applicable, visit museums.*

## Music

Musical education aims to develop motor skills, rhythm, melody, and social skills. The focus is put on singing, learning to use rhythmical instruments, listening to music, and moving to the music. Lessons are given as a class. The subject is taught by a specialist teacher. There are weekly lessons for the groups 3 to 8 for the TPO, Year 2 until 6 in the IPS and all HB classes.

The GSV also has its own school orchestra and choir. They perform together, or separately, at ceremonies, celebrations and other festivities in school. Sometimes they perform in the city of Groningen. At the start of every school year, auditions are held. The GSV organises about five performance evenings, throughout the year. These low-key and enjoyable evenings are open to all pupils, from beginner to experienced level.

## Physical Education

**In our PE lessons, the GSV aims for children to develop:**

- Fine and gross motor skills
- Active participation and enjoyment
- Creativity
- Correct handling of materials
- Hygienic standards
- Teamwork

Class teachers supervise the gym lessons for the youngest groups (groups 1 and 2 of the TPO, and F1, F2, and Y1 of the IPS). These classes use the two smaller gym halls in our main building. In groups 3-8 of the TPO; year 2-6 of IPS and all groups of HB, a specialised teacher provides the PE-lessons. These classes are held at Chopinlaan, Sweelincklaan, Rijksstraatweg (IPS) and The Wiardt at Vestedijklaan (HB).

## ICT

The GSV believes that children should be prepared for a world and society in which technology becomes more and more important. In addition to learning how to use a computer/laptop/tablet, we teach our pupils the basics of computer sciences and programming. Lessons are adapted to suit individual learner's level.

Over the past year, staff members have been trained in using Microsoft Teams or Google classroom to provide remote lessons. Due to the COVID-19 lockdown of schools, we set up a programme and organised our lessons online. This enables us to make a quick transition if necessary.

## Computers

Each class has access to 2-4 desktop computers. All pupils of the TPO and the IPS have access to several laptops and iPads, which can be used during class when the teachers sees fit. In the school building at Sweelincklaan, a computer room is present where pupils have their weekly computer lessons. Facilities in the computer room are used by pupils of the TPO and IPS. The HB department provides iPad for all pupils individually. The ICT-teacher provides and supervises all activities in the computer room. Throughout the school, work stations have been set up for pupils to work on their presentations and assignments.

Regarding our internet security and availability, we work with an external partner. All staff can work off-site, assuring that everyone can work and learn from any location; even from home.

## School gardens

Our pupils are introduced to nature and ecological systems through practical lessons at the children's garden (Kinderwerktuin Helpman at the Helperzoom). This garden is part of the Nature and Ecology Education department of the municipality of Groningen ([www.ndegroningen.nl](http://www.ndegroningen.nl)). All classes, except for the youngest age groups of the TPO and IPS will have lessons at the gardens.

## 3.5 KiVa

**At the GSV we prioritise a safe environment for our students by means of educating through KiVa. KiVa is a preventive, school-wide programme, aimed to strengthen a safe social environment and prevent bullying at primary schools. The programme focuses on group forming, ensuring that every child goes to school happily.**

The GSV aims to creates a safe environment for all students and address any incidents as soon as they occur. Within the KiVa programme, group forming is essential. During our 'Golden Weeks' (the weeks following the summer holidays) and 'Silver Weeks' (the weeks following the Christmas break), there is extra room for group activities. All groups/classes work on the same KiVa themes. Each group comes up with social rules and displays them, visibly, in the classroom. Besides rules, consequences of breaking those rules are also discussed, making each student accountable.

*Part of the KiVa programme is being able to right your wrong. Alongside the previously set consequences, the student can be helped to set things right again with another classmate. Questions cards help assuring each party of a conflict feels validated and accountable, making them feel more responsible to find a resolve.*

### **KiVa lessons**

It is our aim to have each group offered KiVa lessons on a bi-weekly basis. These lessons are aimed at group forming and ensuring a safe social climate. The lessons will stimulate children's social skills in order to create a group norm against bullying. KiVa lessons are broken into ten themes; such as: feelings, uniqueness, and recognising bullying. Each year, we will all KiVa lessons will be held, maximising the programme to create and uphold a safe social learning environment.

**Our school has put up several KiVa rules in each class:**

- 1. We like being happy as a group.**
- 2. Angry, sad or happy: my emotions matter.**
- 3. Everybody matters.**
- 4. We are all different; We are all special.**
- 5. We treat each other with kindness.**
- 6. We help each other.**
- 7. We stick up for each other.**

### **Cooperative learning**

The GSV uses the Cooperative learning method to teach pupils to work together, communicate positively and strengthen class bonds. This ensures a positive learning atmosphere, where pupils can develop the social skills they need in the future.



## 3.6 Quality control

### Learning school

The GSV is a 'learning organisation'. We are constantly improving and adjusting our educational programme, seeking to include innovative and exciting teaching methods and ideas. We aim to improve our expertise, to monitor the overall quality of our education. We take special care to ensure we meet all of the educational needs of our pupils. Since the GSV is an independent foundation, we are not reliant on other schools and their plans and ambitions, nor are we dependent on a Board that is not closely related to our organisation. This enables our school to be more versatile and to easily adapt to our pupils' needs.

### Measuring quality

**To determine the quality level of our education, the GSV employs multiple procedures:**

#### Levels of satisfaction (Tevredenheidspeilingen; TP)

We frequently ask parents/guardians, staff, and pupils if they are satisfied with the education we offer and/or our school policy. Formal feedback is sought on a biannual basis.

#### Risk assessment and risk evaluation

We have set criteria which influence safety, health, and the psychosocial workload of both pupils and staff. Part of this assessment is a plan for improving our work environment.

#### Unannounced visits by team leaders and the director

The management team (team leaders and the director) regularly visit all classes unannounced. The visit will last no longer than a few minutes. The management team (MT) will then be able to gain some insight into the education given at any random time. The impressions are relayed at MT meetings to enable discussion on the quality of our education and how to improve it.

#### KiVa

KiVa is a preventive program aimed at strengthening the social safety and combating bullying. At our school, questions are submitted to the children once a year: the so-called KiVA monitor. The questions include well-being and social safety, bullying and friendship relationships in the classroom. With the results of this monitor, the teacher gets a clear picture and can act on it.





### 3.7 Interactive Prowise boards

In 2016 all classrooms were provided with a Prowise or Promethean touchscreen, a digital whiteboard. The use of these boards opens up many new possibilities. Thanks to these interactive boards, resources and materials are supported more visually, actively engaging pupils and keeping their focus. The Prowise or Promethean boards also offer the possibility to store lessons onto the 'cloud' and to share them with other classes and colleagues.

#### Own group page

Most classes have made their own yurls-page, online class board or blog. On these pages, class teachers can store links that are relevant to their specific class.

#### Training

The possibilities are endless within a digital learning environment. For this reason, our team attends various training programmes to ensure optimum use of our touchscreens. The GSV also participates in multimedia projects to enhance our pupils' computer skills. Our IT team keeps tabs on the day-to-day running of our network and computer services, as well as looking for opportunities to grow and improve.

## 3.8 Training and therapy

We offer our pupils speech therapy and (Motoric) Remedial Training in school. In addition, we offer our pupils the opportunity to undergo physical therapy when required. Treatment for eligible pupils is available at the following times: 12.00 to 13.00 or after 15.00 and on Wednesdays after 12.30 or during school hours (after consulting your class teacher).

### In-house Speech Therapy

Ms M. ten Berge carries out annual speech therapy screenings at TPO. Ms Veronique Gilmont does the screening at IPS. The screening evaluates use of voice, speech, and language. In some cases the GGD (Health services) is involved. Should screening acknowledge that a pupil is eligible for speech therapy, a letter will be sent to the parents/guardians. The pupil will receive a referral to the Centre for Speech Therapy Groningen with whom the GSV collaborates (see below). In the IPS Ms. Veronique Gilmont is responsible for Speech Therapy and the screening of it.

### Centre for Speech Therapy Groningen

Logopedie Centrum Groningen is an all-round speech therapy practice for children and adults. They offer support in cases where it is more difficult to communicate with your environment than you would wish. Their job as speech therapists is to optimise your spoken communication. Their all-round practice has a diverse clientele with a wide range in both age and speech problems, making their clients individual needs unique. They primarily focus on breathing control, voice, speech, language and swallowing.

Through their website or by phone, a first appointment is made for you or for another potential client. Upon registering they ask some personal information and a brief description of the speech problem. As they are sometimes inhibited to take calls during the day, please leave your name and phone number on our voicemail. They will call you back at their earliest convenience.

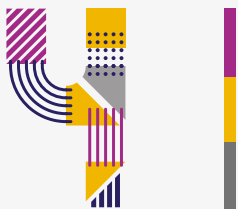
Telephone: [\*\*+31 \(0\)50 313 23 89\*\*](tel:+3120503132389)  
Website: [\*\*www.logopediegroningen.com\*\*](http://www.logopediegroningen.com)  
E-mail: [\*\*info@logopediegroningen.com\*\*](mailto:info@logopediegroningen.com)

### Motoric Remedial Screening

Mr B. Sturing, certified PE teacher, will conduct tests of a student's motor skills if necessary. The screening can result in an advice to continue in MRT, child physical therapy or extra guidance during gym lessons. The target is always to have students gain confidence in their motor skills and move more freely.

**The target is always  
to have students  
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# Pupil Care

**We believe that the education and care we offer should be based on our pupils' individual needs. This has been our view since the school was founded in 1910. This belief is directly aligned with the Law for Inclusive Education (Wet Passend Onderwijs).**

## 4.1 Inclusive education

Inclusive education is education that fits the needs of every pupil that enters the school. We are committed to providing extra support, adapted resources or any physical aid.

As of August 2014, all schools are obliged to provide appropriate care and education for every pupil who wants to attend a specific school. We aim to find the right solutions for the pupils at our own school first. If necessary, we ask for help from other schools (for special education). In the rare occasion where we are unable to accommodate a pupil's needs, we will discuss other possibilities with parents for placement at an alternative school.

## 4.2 Collaboration: Samenwerkingsverband 20.01

To ensure all pupils are provided with an appropriate place for their education in the region of Groningen, regular and special primary schools within the province of Groningen and the municipality of Noordenveld work together as part of a formal collaboration. Within this collaboration, region-wide agreements exist to best ensure the quality of care in inclusive education. As a result of this collaboration, schools may receive financial support to meet individual needs.



### **Training teaching staff**

The aforementioned collaboration also enables our staff to be receive inclusive education training. This includes knowledge and understanding of how to get the best from classroom organisation and individualised learning plans. The GSV also enables staff to be trained as staff coaches (aiding and advising colleagues about using methods for inclusive education) and child coaches, 'kindercoaches' (supporting individual pupils).

## **4.3 School Support Profile: Schoolondersteuningsproffiel (SOP)**

The way in which we offer inclusive education is set out in our School Support Profile, which became mandatory with the new legislation. The profile outlines our provision for pupils with learning difficulties or behavioural problems, and encompasses the care we offer to high-achievers and highly-gifted pupils. Through the Participation Council, parents and teachers can provide input with regard to the profile. The School Support Profile can be downloaded from our website: [www.g-s-v.nl](http://www.g-s-v.nl).

### **International department**

For the pupils of the IPS rely on collaboration with other schools in the area to provide the best possible care for our international pupils who are in need of extensive extra care. Where appropriate we will endeavour to provide extra (specialised) staff and/or financial support.

## **4.4 Pupil care team**

A team of specialised staff ensure quality of pupil care. The team consists of remedial teachers, Special Educational Needs (SEN) staff and a member of the MT (management team). This team coordinates various activities to care, track and support pupils. The SEN staff regularly discuss pupil progress and screening with the class teachers. This collaborative approach ensures early and effective intervention.

## 4.5 Pupils who need extra support and pupils who need an extra challenge

**Pupils who need extra support:** Pupils receive extra support in class or are taken out for individual or small group sessions. In-class support involves the class teacher providing extra support during independent working sessions through differentiation. Learning Support is extra instruction and support for pupils who need this for a variety of reasons. The Learning Support Teacher and the class teacher design a plan for the aid and support of the individual pupil.

### High-achievers

We offer Project groups in the TPO and Horizon (see next page) to pupils who perform above the expected level and/or are highly-gifted. Should a pupil achieve beyond the expected level, the teachers will discuss a plan of action together with the parents/guardians. This usually means providing the pupils with a personalised educational plan and/or offering more in-depth and detailed resources.

### Project Groups

Pupils of the TPO who are able to handle more material and are in need of a challenge are placed in a Project group. Before entering this programme, the class teachers, SEN staff, Project group staff, and the parents discuss the possibilities for the specific pupil.

Pupils who take part in the Project groups are taken out of their regular classes for 40 minutes, twice a week. The Project group consists of small number of children and deals with challenging themes and assignments. These themes could range from philosophy, designing games, solving puzzles and riddles or doing experiments. This way, the pupils are challenge cognitively, they learn to overcome hurdles, and can express themselves creatively. The lessons are based on the methodology of Deep Level Learning (which is also used in the HB). Parents receive a report on activities and their child's attitude and progress made in the Project groups as an accompaniment to the school reports. Pupils are evaluated twice a year to determine if they are still eligible for this extra support system.

### Horizon

High-achievers can also participate in the Horizon project. The school selects pupils who are given the opportunity to participate in educational projects at secondary level. Six secondary schools in the city of Groningen work together with GSV to realise this. Class teachers of group 8 (TPO and HB) and of Year 6 (IPS) determine which pupils are eligible for the Horizon project. Once a week, the pupils will attend classes at a secondary school for part of the day. The classes are offered in four-weekly cycles. The pupils also need to complete assignments which can be done at school.



Participation in the project is voluntary, but needs to be taken seriously. There is a limited number of students able to participate.

## 4.6 Pupil tracking systems

**Tracking our pupils' development and progress enables us to better determine their individual needs and to identify any problems early on. For the TPO and HB we use the Dutch national tests (Cito), which are taken in all Dutch-speaking classes half-way the school year and at the end of school year. The results will be uploaded to ParnasSys, a pupil tracking system that is used in almost all primary schools in the Netherlands. We use this tool to evaluate our education standards and our pupils' progress. In the IPS we track our pupils using internationally recognised tests, including Progress Test Maths (PTM), Progress Test English (PTE), and the Cognitive Ability Test (CAT).**

### Structural Care Plan

The GSV has structurally invested in hours for Learning Support in all departments. Meetings between the class teacher and the Learning Support Coordinator are held four times a year. This is to ensure the adequate guidance and approach for our pupils. Classes in KS1 and the IPS are smaller. The GSV chose to stimulate development in all departments. We do this through choosing our teaching methods and by using various types of differentiation.

Differentiation allows pupils to work on different levels. Project groups in the TPO, reading tutors, highly-gifted learning methods and facilities for pupils to be able to work on projects at secondary school level. In the IPS an English as an Additional Language (EAL) specialist is present. The use of classroom assistants is used frequently within the IPS with classes bigger than 20 pupils or when special attention and care is needed.

The aforementioned is visible in our daily teaching practice. The activities are scheduled, and are therefore of a structural nature. Doing this ensures the continuity and quality of the care we provide our pupils. For instance, our TPO and HB teachers are structurally instructed in English, and pupils with special needs are offered the needed care (Remedial Teaching) on set times.

### Group plan

Children all have different educational needs. The education on offer should accommodate these differences too. Differentiation is a way that enables the teacher to do this. The aim is to have all pupils achieve a certain level, by changing instruction methods and times accordingly. Each class teacher makes a group plan for their class. This plan

contains achievable goals for the entire class. A global overview of the educational content as well as methods and actions which the teacher uses to obtain the goals is included in this plan. The plan also provided an overview which pupils get extra or different instruction types. The Pupil Tracking system and marked tests are used a basis for making the group plan. The class teacher evaluates the plan twice a year, in November and February. When the plan is adjusted, a new group plan is made, based on the results of the end-of-year testing. This new group plan will be discussed and evaluated and is part of the transitional stage into the new school year. The GSV has a School Support Profile, stating exactly how we have formed and are maintaining our pupil care. Parents may request reading this profile.

### Repeating a year

Repeating a class is exceptional at the GSV. This is because we monitor our pupils closely. We only discuss the possibility of a pupils repeating the year when it is in their interest to do so. This joint decision will be made by the teachers involved, SEN staff, and of course the parents. In instances where agreement cannot be reached the director will have the final say.

### Skiping a year

In exceptional circumstances, it is possible for a pupil to skip a year. This pupil should be far ahead of their peers in multiple aspects. There must be clear evidence that there is no academic challenge for the pupil and that there is no connection on a social-emotional level with peers. The decision to let a pupil skip a year lays with the parents, teachers and SEN coordinators. In addition, the pupil must take a psychological and educational evaluation. The psychological evaluation is carried out by an external expert. The educational evaluation can be done at school or externally. The director is ultimately responsible for whether or not a pupil is to skip a class. Once the decision has been made, the pupil will be supported in this transition. The transition into the new class will generally be after the summer, however exceptions can be made where necessary.

## 4.7 Results and Analysis

Schoolwide analysis of test results is organised twice a year. We evaluate the results alongside national testing norms. We strive to achieve this norms and beyond. Therefore, the GSV sets their own goals for the basic educational forming at the beginning of the school year. Per class, these goals are higher than the national norms. The educational coordinators analyse these results and the findings are reported back to the class teachers. The school works with these goals to stay critical of the education it provides.

*PTE (Progress Test English) and PTM (Progress Test Maths) at the IPS show that our pupils score well in comparison with UK averages.*

## 4.8 Secondary school advice

Information evenings are organised for pupils and their parents in group 8 (TPO and HB) and Year 6 (IPS). Different secondary schools support us to organise these. Parents from group 7 (TPO and HB) and Year 5 (IPS) are also welcome to join the meetings. Teachers can inform and advise parents about the choices of secondary education that are available to them. For this we use Plaatsingswijzer for the TPO and HB departments. This tool helps determine the level of education, based on test results from group 6 onwards.

In March of every year, we give advice on the level of secondary education. Group 8 of TPO and HB will then take the final Cito test. The results of this test are used to support the previously given advice on secondary education. Every year we also receive feedback from the secondary schools on how our students have performed in their first year. In the IPS a meeting takes place in the spring term between the Year 6 teacher and each child's parents. In this meeting the secondary school choices for each child are discussed.

### Cito final test

There has been no CITO testing in 2020 due to the COVID-19 pandemic. The results of 2022 are 541,1 on average. Nationally, this average is 534. This means the GSV results are above the national average. In the report, the GSV is compared to similar schools. The score for 2022 is appropriate and in line with our expectations for that year. We set our focus and ambitions for the groups 8 each year; this year they remain within our previous expectations. The COVID-19 restrictions have undoubtedly impacted this year's results. Language is the only area in which we believe we can realise any improvements.

**95% of International primary school students to ISG, Middle Years Programme**

**5% to schools abroad**

**75% of TPO/HB to VWO or HAVO/VWO**

**14% of TPO/HB to HAVO**

**11% of TPO/HB to other secondary education levels**



# Holidays and illness

In the Netherlands education is compulsory from the age of 5, although most children begin school after their 4th birthday. It is the parent's responsibility to enroll children at school and ensure attendance. The following pages outline our procedure with regard to attendance at the GSV.

## 5.1 Procedure concerning extra leave

### Extra holidays

You may apply to the school's director for extra leave. This leave is sought outside the set school holidays. This request should be filed two (2) weeks prior to the intended departure date, in accordance with Dutch legislation (article 13a van de leerplichtwet 1969). The director can acknowledge this special leave where the request is directly linked to the nature of work of one (or both) parent(s). Parents are responsible for providing evidence, which clearly shows why they are unable to take days during regular school holidays.

#### Extra leave may only be awarded in the following cases:

- It may be awarded no more than once a year;
- It may not extend over more than ten (10) school days;
- It may not overlap with the first two (2) weeks of the school year.

### Extra leave due to unforeseen circumstances.

#### Ten school days or less a year

A request for leave may be filed with the director, in exceptional circumstances. These situations include personal circumstances, such as an anniversary or funeral. This type of request will result in no more than 10 school leave days a year. The request should be made with the director in advance, or within two (2) days of the circumstance arising.

### **More than ten school days a year**

You may also file for extra leave for longer than ten school days in exceptional circumstances. This request should be filed with the director at least one month in advance. This is in accordance with article 14.3 of the leerplichtwet 1969. The director will forward this request on the local government authority.

### **Other types of leave**

Extra leave will be granted in instances where medical procedures or family related matters occur. A doctor's note or declaration from social services should be submitted to apply for leave in these circumstances.

### **Objections**

Should it occur you do not agree with a decision regarding your application, you must file an objection within six weeks.

### **Obligation Director**

It is the director's responsibility and obligation to report unauthorised absence to the local authority attendance officer. Legal steps can be taken by the school against parents who willingly, and without authorisation, keep their child(ren) out of school.

**We're  
all different.**





## 5.2 Illness

### Protocol

When pupils repeatedly miss school due to illness, the school is concerned about two things: the health of that pupil and the likelihood of that pupil falling behind. The GSV has a protocol in place that identifies potential problems at an early stage. This protocol was developed in collaboration with the attendance officer and the local health care services.

The protocol works as follows: Where a pupil is absent regularly/frequently (absent for several weeks, regularly absent for several times a month or regularly absent for a part of the day), the GGD will invite the parents for a meeting with a paediatrician or nurse. They will investigate the circumstances involving the pupil's absence and provide necessary advice and/or support. Parents may also contact the GGD themselves. Should parents not respond to the first invitation to attend a meeting, a second is sent. When that proves ineffective, the school will contact the attendance officer. Parents will also be informed when this step is taken.

### Confidentiality

Parental discussions with the paediatrician or nurse are confidential. Parental permission must be given before healthcare workers can pass on information to the school. They can, however, give the school advice on future steps where appropriate.



**We like being  
together as a group.**





# Parents

## 6.1 Parents as members of the Board

Our pupils' parents are closely involved with our school policy. This is because parents are automatically members of the Association GSV and can be elected to board membership. Parents can also vote in new board members of the Foundation GSV during the General Members Assembly.

## 6.2 Participation Council (Medezeggenschapsraad; MR)

Every school in the Netherlands is obliged to have a Participation Council (MR), comprised of members of staff and parents. The MR has an advisory role and gives consent on proposed changes. Both parents and staff have to agree on the contents of the school guide, school regulation and (changes in) school-wide educational goals. Staff members have the authority to give their consent on any changes with regard to their job position. The MR also helps maintain the school's vision. This means the MR can bring up any and all relevant issues concerning the school.

*The MR operates according to the Law of Participation in Schools (Wet Medezeggenschap op school 2007; WMS). This also states the issues the MR is concerned with. Our MR is associated with a special commission: Landelijke Commissie voor Geschillen WMS.*

### Composition and meetings

Our school's MR has four parents and four members of staff. One of the four parents and one staff member will represent the IPS and the HB. Those elected to the MR hold their position for at least three years. After those three years they are eligible for re-election. The MR meets six to eight times a year. The minutes of these meetings can be requested with the secretariat via: [info@g-s-v.nl](mailto:info@g-s-v.nl). Each year the MR publishes an annual report.

## Collaboration with management and the Board

The MR discusses important school business with the director, who is mandated by the Board. On occasion, the director and the board may need to seek advice or consent for their school plans. These plans may include the appointing or discharging of members of staff or possible fusion opportunities for the future. The director is invited to attend MR meetings to inform the members on proposed plans. The MR meets twice a Year with the board.

## 6.3 Class parents

Every class has a class parent. This parent is tasked with liaising between the class teacher and the other parents in that particular class. Class parents regularly help with school and class events. The Class Parent Committee is made up of all the class parents. The TPO and HB have joint Class Parent Committee, and the IPS has its own. The Committees meet five times a year with the team leader. Four of these meetings correspond with the respective key stages and are led by the team leaders. Once a year, the Committee meets with the director. The IPS Class parent Committee meets five times a year with the IPS team leader.

## 6.4 Activity committee

The GSV has a special activity committee that organises various activities in and outside of school, such as those around special celebrations. Teachers work with the committee responsible to execute these planned activities, which are on the school timetable. Parents are asked to support the committee on these days.

## 6.5 Contact with parents

**We keep parents informed using the following means:**

### Information evenings

At the start of each school year, the GSV organises an information evening for parents. At this event, parents are introduced to their new class teacher(s). The class teacher(s) informs the parents of any important business regarding their class for that year.

### Contact evenings

In October and February contact evenings between parents and teachers are organised. This provides the parents with the opportunity to speak with their class teacher on any problems or issues. It is our expectation that all parents sign up for these contact evenings. Contact evenings for the youngest classes of the TPO (groups 1 and 2) and IPS (Foundation 1 and 2, may take place at a different time to the other classes at school.

### Extra meetings

Parents can request extra meetings with their class teacher. The teacher may also request a meeting with the parents, if required.

### School reports

Students receive 2 digital school reports per year for the groups 3 – 8 (TPO), throughout the HB-department, and starting in Y2 of the IPS. Reports are made digitally and will be printed, once per year per student, at the end of the school year. Reports are made available in February and June. For the groups 1, 2, foundation classes and Y1, students will receive one report only during the year.

### Online Parent Portal: MijnSchool

All parents will receive a log in code for our school's parent portal. The portal is a digital, online environment where parents can view information regarding their child and the class. The online portal allows teachers to communicate directly with parents and share any necessary information. The portal also makes it possible to communicate and execute organisational business. This way, parents can access reminders on any planned events within the school.

## 6.6 Pupil information and separated parents

If a pupil's parents are divorced, the class teacher is obliged to provide both parents with information regarding their child(ren) at school. Parents may choose to attend meetings with the class teacher together, or separately. For these special circumstances, the GSV has a so-called 'Divorce document' (Scheidingsdocument) available for download through our website.

## 6.7 Privacy policy

**At our school we take great care regarding our students' privacy. This is stated in the GSV privacy policy (privacy beleid). This policy clearly outlines what our school is doing with (personal) information that is provided to us and what actions we are required (by law) to take to safeguard privacy.**

Most of our received information is given to us by parents/guardians. In addition, teachers and support staff take note of any information necessary to provide support for the student in question, such as test results and progress, but also medical information.

These student reports are kept in our digital administration system, ParnasSys. Progress reports are submitted to our student tracking system. Both these programs are secure and access to this type of information is limited to a certain number of our staff. In order to use digital learning methods in class, we have set clear rules and guidelines on what information suppliers need from our school. This is outlined in user and editor agreements.

*When a member/parent logs onto MijnSchool for the first time, various privacy questions are asked. These can be easily be modified during the school year and school career of the pupils. This way, the teacher has an up-to-date roster with regards to the privacy status of their pupils in accordance with the General Privacy Legislation of the Netherlands and the EU.*



**Parents can get a tour of the school.**



# Admission, suspension and expulsion

## 7.1 Admission at the age of four

Before a child can be admitted at the age of four, an interview will be held with you, the parents. A tour through the school building(s) can be requested. To enroll your child at our school, please complete and submit the admission papers. Once the papers have been received by the administration office, you will receive confirmation. We will place your child in the appropriate age group. Should the enrolments exceed our limit, your child may be put on a waiting list. If the child has an older sibling already attending our school, they will receive priority treatment on the waiting list. There is no waiting list system for the international department.

### Agreements upon placement of a child

**When a child is placed in our school, parents should be in agreement with the following:**

- A child turning four in September or before, will receive an invitation from the class teacher to visit their future class before the summer break;
- Children turning four in August or September of a new school year, may be asked to attend school earlier;
- Should a child turn four in the first six to eight weeks of the new school year, they may attend school from the start of that school year (if class sizes permit);
- When a child turns four years old, teachers and parents will discuss the appropriate celebrations. Four year-olds will not go around the classes, as this proves to be an overwhelming experience;
- Any exceptions from the aforementioned points will only be honoured in special circumstances and with the permission of the class teacher.



## Procedure for pupils to groups 1 or 2 (TPO)/Foundation 2 or Year 1 (IPS)

Legislation states that pupils should attend primary education for eight consecutive years (7 years in the IPS). This means that pupils who start in group 1/F1/2 at the beginning of the school year, could progress into group 2/Y1 at the end of the year. It is, however, our priority that the child in question is socially and emotionally ready. For this, we view the pupil's development from multiple perspectives (cognitively, socially, emotionally, and motorically).

In practice, we look for a levelled development of each individual pupil. The group 1/F1/2 class teacher will discuss any possible moves with the Learning Support coordinator of the groups 2/Y1. Moves that have been agreed upon will be discussed with the parents in May/June.

## 7.2 Admission to our bilingual department (TPO)

**Admission to our TPO department before the start of the school year is as follows:**

### 1. Introduction

- a. Parents who wish to enroll their child before the new school year, will receive information regarding our school via email (school guide, membership regarding the Association GSV, lunch time regulations and financial information). This information can also be found on our website.
- b. The team leader meets with the parents to provide an overview of the education on offer and to explain the organisation of the TPO. Following the meeting, parents will receive a tour of the school.

### 2. Admission form

- a. Parents may enroll their child by submitting the admission form by post, email, or handing it in in person to the administration.
- b. This enrollment, formally declares the intention to attend our school.

### 3. Confirmation admission form

- a. We send parents a confirmation once the admission papers have been received. Official enrollment is complete when the child in question has been placed in the correct class (or waiting list).
  - b. Upon receiving the forms, these are date stamped accordingly.
- The order in which the papers are received, determines the order in which a child will be placed.

#### **4. Didactic testing**

- a. Where appropriate Learning Support staff or a class teacher will administer a didactic test. Specifically, we use methods that test language and maths skills. Testing helps us to make a well-informed decision regarding group placement.
- b. We may ask parents to fill out a questionnaire regarding their child.

#### **5. Requesting information**

- a. Parents are asked for permission to request information on the potential pupil with former schools or other institutions. In case parents refuse to grant permission, the school will stop the admission's procedure.

#### **6. Decision-making**

- a. SEN staff and the respective teacher discuss the pupil's admission based on the administered test and questionnaire.
- b. In some cases, parents are invited to another interview with Learning Support staff to elaborate on specific points of discussion.
- c. The admission's committee decides on placement. This committee is made up of SEN staff and the Director. Team leaders, a class teacher, and an external professional may also be included in the committee if necessary.
- d. After the decision has been made by the committee, the SEN coordinator will discuss this with the relevant class teacher.

#### **7. Final placement**

- a. Admission is finalised when there is space available in the class and if all requirements for placement have been met. Pupils who will attend the GSV after the summer holidays will receive confirmation of their placement after June 1. This is due to the possibility of pupils skipping or repeating a year.
- b. Parents will receive a verbal or written confirmation of their child's admission. This finalises the procedure.
- c. After the procedure is finalised, we ask parents to join the Association GSV. This membership is voluntary (see School Fee, page 12).

#### **8. After placement**

- a. Within three weeks of the admission procedure being finalised, parents and teacher will plan a meeting to discuss the first weeks of school. This conversation will be recorded in the pupil's personal school file.
- b. SEN staff will send the pupil's educational report from the previous school(s) to the class teacher. This has to be done within a month of placement. This too will be filed in the pupil's records.
- c. When a child is admitted to the TPO, this does not extend to placement into the IPS or HB. Should a pupil need/want to transfer to another department within the GSV, they need to submit a separate enrollment request.

## Priority placement

- a. Siblings of current pupils in the GSV, attending a different department, will receive priority should space become available. There are, however, different procedural steps that need to be taken.
- b. Pupils who are currently enrolled in one of the other two departments, receive priority treatment when placed into the TPO. Again, extra procedural steps need to be taken.

## Admission during the school year

A special procedure has been put in place, should a pupil arrive during the school year. Pupils who will attend groups 3 up to 8, will be first tested by the Learning Support coordinator. For the younger pupils a chance to visit the pupils still exists.

## Additional rules and regulations regarding admission to the TPO:

- Parents of four year-olds fill out an intake form prior to their child attending school;
- School keeps parents informed of any progress in the admission's procedure;
- A child that progresses to group 3 or higher will be tested by the school;
- A pupil from group 1 or 2 will be tested (cito) or observed;
- Information will be requested with previous schools, day care or playgroup;
- If requested, a pupil may visit their new class and teacher prior to full attendance;
- Arrangements are made for the first day of school (by the class teacher);
- The team leader or Director will forward the names of pupils with 'concerns' to the SEN staff, prior to finalising placement.

## Rejection

**All pupils, who successfully complete the admission procedure, are welcome at our school.**

**In certain circumstances pupils may be rejected. Reasons for this include:**

- In extreme circumstances, based on former evidence, the pupil may be judged a disturbing influence and safety in the school may be compromised;
- If specialised care as described in the School Support Profile, cannot be made available in school;
- When the maximum number of pupils per class is reached.

## Arrangements for group 1 and 2

**The following additional arrangements regard placement in group 1 and 2, on top of the aforementioned information in this guide:**

- For groups 1 and 2 we strive to adhere to a maximum number of twenty to twenty two (20-22) pupils.

The Board has to agree to a pupil moving into a 'full' class in special circumstances. The school will always strive to keep the number of pupils as low as possible.

Starting primary school can be overwhelming and tiring for the children. Parents and the class teacher can work on a plan to ensure a convenient transition for the pupil. Children can attend school in the mornings at first, before slowly adding afternoons.

## 7.3 Admission to the International Primary School

**The IPS opened to provide education to international students and/or families who reside temporarily in the Netherlands due to the parents' careers. For the full protocol for admission to Dutch International Schools, see appendix III. Protocol specific to GSV is as follows:**

### 1. Introduction

- a. Parents who wish to enroll their child before the new school year, will receive information regarding our school via email (school guide, membership regarding the Association GSV, lunch time regulations and financial information). This information can also be found on our website.
- b. The team leader meets with the parents to provide an overview of the education on offer and to explain the organisation of the IPS. Following the meeting, parents will receive a tour through the school.

### 2. Admission form

- a. Parents may enroll their child by filling in the admission form and sending it by post, email, or handing it in in person to the administration office.
- b. This enrollment, formally declares the intention to have their children attend our school.
- c. The maximum number of pupils in a class in the IPS is 24. Should the enrollments exceed 20, a teaching assistant is appointed to the class.
- d. At all times, the enrollment should meet the additional requirements that are set by the Department of Education, Culture, and Science (see Appendix 3).

### 3. Confirmation admission form

- a. We send parents a confirmation once the admission papers have been received. Official enrollment is complete when the child in question has been placed in the correct class (or waiting list).
- b. Upon receiving the forms, these are date stamped accordingly. The order in which the papers are received, determines the order in which a child will be placed.

#### **4. Requesting information**

The parents are asked for permission to request information on the potential pupil from former schools or other institutions. Where the parents refuse to grant permission, the school will stop the admission procedure.

#### **5. Decision making**

- a. Should there be doubt if the IPS is able to provide appropriate care, a meeting is arranged between Learning Support staff and parents. The parents are asked to elaborate on their child's additional needs.
- b. The admissions committee decides on placement. This committee is comprised of the IPS team leader, Learning support coordinator and the Director (if necessary). If relevant, a teacher and an external professional may join the committee.
- c. After the committee has made its decision, the Learning Support coordinator will discuss this with the relevant class teacher.

#### **6. Final placement**

- a. Admission is finalised if there is space available in the relevant class and if all requirements for placement have been met.
- b. Parents will receive a verbal or written confirmation of their child's admission. This finalises the procedure.
- c. After the procedure is finalised, we ask parents to join the Association GSV. This membership is voluntary (see School Fee, page 12).

#### **7. After placement**

- a. Within three weeks of the admission procedure being finalised, parents and teacher will plan a meeting to discuss the first weeks in school. This conversation will be recorded in the pupil's personal school records.
- b. Learning Support staff will send the pupil's educational report from the previous school(s) to the class teacher. This has to be done within a month of placement. This too will be filed in the pupil's records.
- c. When a child is admitted to the IPS, this does not extend to placement in the TPO or HB. Should a pupil need/want to transfer to another department within the GSV, they need to submit a separate enrollment request.

#### **Priority placement**

- a. Siblings of current pupils in the GSV, attending a different department, will receive priority should space become available. There are, however, different procedural steps that need to be taken.
- b. Pupils who are currently enrolled in one of the other two departments, receive priority treatment when placed into the IPS. Again, extra procedural steps need to be taken.



## Additional rules and regulations regarding admission to the IPS

- Pupils younger than 4 can be placed into preschool once they have reached the age of three;
- School informs parents on progress in the procedure;
- A child that will attend Year 1 or above may be tested by the school;
- A child in Foundation 1 or 2 may be tested or observed if possible;
- The first day of school in the IPS is always on a Wednesday. If the class teachers agrees, a different start day may be set.

## Rejection

**All pupils who successfully complete the admission procedure, are welcome at our school.**

**In certain circumstances pupils may be rejected. Reasons for this include:**

- In extreme circumstances and based on former evidence the pupil may be judged to be a disturbing influence and safety in the school may be compromised;
- If specialised care as described in the School Support Profile, cannot be made available in school;
- When the maximum number of pupils per class is reached.

## 7.4 Admission to HB

**Admission to the HB before the start of the school year is as follows:**

### 1. Introduction

- a. Parents who wish to enroll their child before the new school year, will receive information regarding our school via email (school guide, membership regarding the Association GSV, lunch time regulations and financial information). This information can also be found on our website.
- b. The team leader meets with the parents to provide an overview of the education on offer and to explain the organisation of the HB. Following the meeting, parents will receive a tour of the school.

### 2. Admission form

- a. Parents may enroll their child by submitting the admission form by post, email or handing it in in person to the administration office.
- b. This enrollment, formally declares the intention to attend our school. c. The maximum number of pupils in a class in the HB is 22. Should the enrollments exceed this number, potential pupils are put on a waiting list.

### 3. Confirmation admission form

- a. We send parents a confirmation once the admission papers have been received. Official enrollment is complete when the child in question has been placed in the correct class (or waiting list).

b. Upon receiving the forms, these are date stamped accordingly. The order in which the papers are received, determines the order in which a child will be placed.

#### **4. Required information**

- a. Parents will be invited to school when there is a placement possibility and the IW-test results have been mailed to the HB-department's team leader.
- b. The meeting should determine if a pupil can be permitted to join the HB.
- c. Condition to be met for enrollment is an IQ of 130 or higher.
- d. A prerequisite for admittance is a valid IQ-test proving an IQ of at least 130 (within the TIQ interval).
- e. Parents who have tested their child at another organisation without approval of the school, cannot apply for reimbursement.
- f. Parents will be asked if they will receive reimbursements through the local government or insurance companies. This method of reimbursement is preferred over reimbursement directly by the school.
- g. After the meeting with parents, a meeting will be held with the prospective pupil. Pupils will undergo didactic testing and will be observed in free-play
- h. After the intake with parents a meeting with the pupil follows. Didactic screening and observation are also a part of the placement procedure. Any further information will be asked from the pupil's current/previous school.

#### **5. Conditions for reimbursement IQ testing**

- a. Parents will be asked permission for their child to be tested. GSV will nominate one organisation which can administer the test for the school.
- b. Costs that are made to the organisation nominated by the GSV make up the maximum amount to be reimbursed.
- c. Parents who have tested their child at another organisation without approval of the school, cannot apply for reimbursement.
- d. If parents choose to have IQ testing be done by another organisation than the one nominated by the GSV, can only be reimbursed for the mandatory amount to be paid by the GSV. Any costs exceeding this maximum are not reimbursed by the school.
- e. Full reimbursement will only be met when:
  - I. The organisation administering the IQ test has been contacted in advance.
  - II. The pupil is shown to have an IQ of 130 or higher.
  - III. The pupil can also be appointed a place, next to meeting all previous conditions.
  - IV. Parents will make use of the place available in the HB.
  - V. Reimbursements are made in September of any school year, unless a pupil is admitted at another time.

## 6. Decision making

- a. The admissions committee decides on placement. This committee is comprised of the HB team leader, Learning support coordinator and the Director (if necessary). If relevant, a teacher and an external professional may join the committee.
- b. After the committee has decided, the SEN coordinator will discuss this with the relevant class teacher.

## 7. Final placement

- a. Admission is finalised when there is space available in the relevant class and if all requirements for placement have been met.
- b. Parents will receive a verbal or written confirmation of their child's admission. This finalises the procedure.
- c. After the procedure is finalised, we ask parents to join the Association GSV. This membership is voluntary (see School Fee, page 12).
- d. Admission into the HB does extend to the other two departments of the GSV, IPS and TPO.

## Intelligence test: prerequisite for admission into HB

For placement into the HB, the GSV only admits those pupils who are formally identified as highly-gifted. This means that an intelligence test, administered by a licenced professional (psychologist or pedagogy professional), is mandatory for admission.

## We set the following standards for intelligence tests:

- Instruments allowed for pupils of ages 6 and up is the WISC V; for younger pupils WPPSI is allowed;
- The professional must have demonstrable expertise in the field of giftedness;
- IQ points of at least 130 are required for placement in the HB-department. 130 should at least be part of the interval of the final test results;
- The test has been administered less than two year prior to enrollment. Costs of testing are not refunded by the school. We advise parents to check with their insurance if any form of refund is possible.

## Additional conditions influencing the final decision

- The GSV aims to have six balanced classes in the HB based on age and gender. This can influence a pupil's placement and the order in which a pupil is admitted;
- Prior to final placement, the admissions committee of the HB will request additional information. An educational report is requested from the pupil's former school. If necessary, we will carry out two observations of a pupil in the classroom environment;
- Should there be any indication that a pupil requires extra care, the committee may request a personality test.

This test functions to flag any social-emotional issues that could complicate working in an HB class.

In some instances, this may lead to a rejection;

In some cases the committee may decide to admit a pupil for a trial period of three months. During this time, the pupil remains enrolled in their previous school. Parents are responsible for making arrangements with the previous school, should the pupil be rejected;

Children with severe behavioural problems cannot be placed in the HB;

Children should be able to read (M3 level);

The HB Learning Support coordinator will screen the pupil prior to admission.

The interview and screening will take approximately one hour and fifteen minutes.

The committee decides on admission or rejection, based on the information given.

In any case, parents will be informed in a written statement;

Fifty percent of available places in the HB are allotted to pupils on the waiting list already attending another department at the GSV. The other fifty percent will be filled by pupils on the waiting list attending a different school.

### Priority on admission

In contrast to the other two departments at the GSV, siblings of our current pupils will not receive priority treatment for admission to the HB. Siblings follow the same procedure as above.

### Rejection

**All pupils who successfully complete the admission procedure, are welcome at our school.**

**In certain circumstances pupils may be rejected. Reasons for this include:**

In extreme circumstances and based on former evidence the pupil may be adjudged to be a disturbing influence and safety in the school may be compromised;

If specialised care as described in the School Support Profile, cannot be made available in school;

When the maximum number of pupils per class is reached.

## 7.5 Suspension and expulsion

**As a school, we are in close contact with parents if any problematic behaviour occurs at an early stage to avoid escalation. An early measure may include asking a pupil to go home during the lunch period. Fortunately, suspension or expulsion of pupils is extremely rare at our school. In extreme circumstances a child may be suspended or expelled from school due to serious misconduct.**

Suspension will be reported immediately to the board by the director, both verbally and in written form. A meeting with parents will then be arranged to discuss any further action. A suspension may last for a maximum of one week. Where a return to the school may prove difficult for the pupil, the board will determine if the procedure to expulsion is necessary. Parents may appeal the boards decision and, if necessary, seek legal advice.











# Contact

**For questions, complaints and comments regarding the school please contact the team leaders. Should the question or complaint relate to your child, please first meet with your class teacher(s). In some cases, after conferring with your class teacher(s), the team leader will also be alerted. Should the issue regard educational care, it is advisable to contact the SEN-coordinator. In the rare case that no adequate solution is found, you can also file a complaint with the National Complaint Office.**

## Complaint council VBS

The GSV is affiliated with the Association Special Schools; Vereniging Bijzondere Scholen (VBS). They have regulations in place for unresolved issues. Parents, pupils and staff may file a complaint with the agency if they are unable to reach agreement. It is important that the problem has been discussed at length with the teacher, team leader and/or director before the complaint is filed at the VBS.

### **The following three contact people have been appointed to liaise with the complaint council:**

Mrs S. Beattie, Mrs M. Dijkstra, and Mr B. Snippe. They will be responsible for handling the complaint with: Ms C. Japenga, the VBS liaison officer. You can contact Ms Japenga through the secretariat: +31 (0)50 527 08 18.

## Contact details National Complaint Council

Landelijke Klachtencommissie voor het algemeen bijzonder onderwijs:  
Secretariaat GCBO, Postbus 82324, 2508 EH Den Haag  
(+31 (0)70 386 16 97 | [info@gcbo.nl](mailto:info@gcbo.nl)

# Appendices

## Appendix I: GSV school fee regulations

### 1. Definitions:

- GSV, school: the 'algemene bijzondere basisschool' (general special primary school) GSV in Groningen.
- ALV: the 'Algemene Ledenvergadering' (General members meeting) of the Groningse Schoolvereniging.
- Parent: the parent and/or guardian, responsible for the parental authority or guardianship, or he/she who has the legal right to child allowance or to income tax reduction to replace child allowance. Wherever the parent is referred to as he/him in the agreement, please also read she or her.
- School fee: the income-dependent parental contribution that covers the costs or extra provision that is not fully covered by the government. This makes possible the educational provision characteristic of the GSV, which exceeds that of governmentally-financed primary schools, smaller classes in the younger classes, bilingual education, international education, highly gifted education, extra buildings, extra hours for educational care and specialist staff for lessons which are given by class teachers in other schools. The school fee also includes regular extra-curricular activities such as school trips, museum visits and art/culture-based activities.
- School month: the school year consists of ten school months, beginning with the months of month of October, ending at the end of July.
- Agreement: The GSV-school fee agreement of the IPS (International Primary School), through which the parents are contractually bound to payment of the income-dependent school fee.

**2.** In the case of a new pupil, the agreement cannot be entered into until the parent has applied for admission to the school via the submission of an application form. The parent who has signed the admission application form is obliged to do so before signing the agreement. The agreement can be enforced as soon as the pupil is admitted, is able to receive education or has begun to receive education.

**3.** This agreement makes payment of the school fee compulsory for the enrolled child, and stands as long as a child or children of the family are enrolled at the GSV.

**4.** The amount and use of the school fee is determined by the ALV each year, following a proposal by the School Board in compliance with the right of consent of the participation council as referred to in article 13 under c of the Schools' Participation Council Law. The Board annually reports and sends accounts to the ALV in arrears.

**5.** Placement in a lower income bracket is possible if the parent can prove before 15 September of the school year in question that the parent is eligible for this. Where proof cannot be provided before 1 November the case will not be admitted and the highest possible income bracket will be maintained for that school year. Admissible proof is, e.g.: tax reports and subsidy papers. Should proof not be available before 15 September, the parent can provide other proofs available (tax reports from the previous year) and a preliminary placement into a lower income bracket will be done. In cases where families have lived abroad mostly or entirely that previous year, proof should be in the form of tax reports or salary overviews of that year. Requests made after 15 September will not be heard; the only exception being requests from families who have entered the school after 1 September.

**6.** To determine the appropriate income bracket, the accumulated income of the income tax for both partners for the previous calendar year is applicable. For a parent who does not have a tax assessment, the taxable income from which income tax is deducted applies. If the taxable income does not correctly represent financial capacity, criteria that do lead to a correct representation apply. This procedure holds true for divorced parents or families where one parent lives abroad. In the case where a pupil has only one parent, a form should be filled in and signed. This will lead to the board deciding that a different familial situation is at hand, so that the financial procedures will always be based on the income of one parent. In cases where parents do not communicate any longer, due to a strained divorce or other strained situation, the request will be put aside and the highest income bracket will be upheld. For parents who are not required to fill in tax forms, the taxable salary will be admitted and counted towards evaluation.

**7.** For pupils who join or leave GSV during the school year, the fee is calculated per school month (whereby a partial school month counts as a whole month).

- 8.** Payment of the school can be made in two instalments. The first instalment by November and the second in February. It is also possible to pay in 10 instalments across the school year.
- 9.** The school fee is fixed: Parents cannot tailor their level of payment in relation to specific provision or activities.
- 11.** Parents who have paid the school fee are a member of the GSV association and may exercise their rights connected with this membership. Parents who have not paid the school fee, and subsequently have not made agreements or they have not upheld their end of these agreements, can be excluded from participating in the association as well as being barred from participating in the General Member assemblies.
- 12.** The regulations are determined and adjusted by the GM (General Meeting). The text of the regulations as determined by the GM overrides the content as is printed on the reverse of the agreement.



**Nobody  
is left out.**



# Appendix II: GSV school fee agreement

*The undersigned, to be referred to as parent/carer(s),*

**Date and place:**

**Name parent/carer 1:**

**Name parent/carer 2:**

**Name of child:**

Declares awareness that the GSV is an 'Algemene bijzondere basisschool' (general special primary school), offering an educational provision which fundamentally exceeds that of government financed primary schools, for example with substantially smaller classes in the younger groups, bilingual education and specialist teachers for subjects which in other schools are taught by the class teachers;

Declares the realisation that such provision, which exceeds that of regular primary education, is costly and must be financed by the parents in order to sustain the high level of education at the GSV;

Declares awareness of the GSV School Fee Regulations on the reverse of this contract, and the GSV School Fee Regulations that apply now or may come into effect at a later date following democratic decision, to be accepted as part of this agreement;

Declares, in compliance with the above, for these and for subsequent children, for now and in the future, the choice to pay the income-dependent fee, with the knowledge that admission of pupils to the school is not dependent on entering into this agreement and with the knowledge that it cannot be made obligatory for a parent to enter this agreement but that, once entered into, this agreement can be enforced by law;

Accepts that late or non-payment of the school fee can result in the pupil being excluded from the provisions which are financed through the fee and that, as far as is possible, provision will then be reduced to the level of legal primary education;

Authorizes the GSV to send an iDeal link via Wis-collect payment system.

**Signature 1:**

**Signature 2:**

Knowledge  
of English  
is the doorway  
to the world.



## Appendix III: Admission of students to Dutch International Schools

### Policy document for the state funded Dutch International Primary Schools

Agreed on in the meeting of March 21st 2014

#### Regulations

- International Primary Schools are state funded and therefore have to comply to regulations on admission of students.
- For Dutch International Primary Schools these rules are to be found in the Primary Schools Act (Wet Primair Onderwijs), article 40, paragraph 5.
- The Dutch International Schools agreed with the Ministry of Education that they will align the principles of student admission.

**In essence the regulations state that a student can only be admitted to an international department if he/she complies to one of the following three conditions:**

1. The student has a non-Dutch nationality (or: also a non-Dutch nationality) and has a parent that is working in The Netherlands (or in a Dutch border region) for a relatively short period of time;
2. The student has the Dutch nationality and has lived and gone to school abroad for at least two years because a parent was stationed abroad;
3. The student has the Dutch nationality and has a parent (with whom the student will be living) that will be stationed abroad within two years and for at least two years. This is to be proven by a written statement of the parent's employer.

#### Remarks

##### 1. Admission

The student has to meet one of the conditions above at the date he/she is admitted to the International School. Once a student is admitted, he/she can stay there to the end of the last year of the curriculum of the school (unless expelled for another reason).

##### 2. Primary

In the Dutch educational system there is a relevant distinction between primary and secondary schools. This means that a student who finishes the primary school curriculum cannot automatically enter the secondary school curriculum. He/she has to be officially admitted to the secondary school and at that moment has to meet (again) one of the conditions for admittance as mentioned above.

### **3. School policy**

The conditions for admittance are relevant in the relationship between the school and the Dutch government but do not give parents a right to admission or stay of a student. Within the government conditions schools can still have individual policies on admittance, reference and expulsion.

### **Student administration**

The Dutch International Primary Schools have to be sure that a student complies with the conditions for admission and have to be able to prove that to the government (i.e. Inspectorate). To have such proof, The Dutch International Primary & Secondary Schools have agreed that at least the following information should be available in the school's student administration:

#### **1. For a student complying to condition 1:**

- A proof of foreign nationality (copy of passport or other official government issued document without BSN-number and photo);
- A signed statement of the parent that he/she will be working in The Netherlands (or in a Dutch border region) for only a limited period of time.

#### **2. For a student complying to condition 2:**

- A proof of Dutch nationality (copy of passport or other official government issued document without BSN-number and photo);
- A signed statement of the parent that he/she was stationed abroad, has recently lived there with the student and that the student has gone to a local or international school abroad for at least two years.

#### **3. For a student complying to condition 3:**

- A proof of Dutch nationality (copy of passport or other official government issued document without BSN-number and photo);
- A signed statement of the employer of one of the parents, stating that the parent will be sent abroad within two years and for at least two years. (In case the parent is self-employed: A signed statement of the parent, stating that he/she will go abroad within two years and for at least two years.)
- A signed statement of the parent that the student will move abroad with him/her.

**All proofs and documents should be signed and dated at (about) the moment of admission.**



However, for students entering a Dutch International School directly from a Dutch International Primary School the proofs and documents can be used that were signed and dated at the moment of admission to the International Primary School as long as the stated information is still relevant. As said before, for admission to the International School the student has to comply to one of the three conditions again.

**Our  
education  
keeps  
moving and  
progressing.**







# Groningse Schoolvereniging

*international primary school*

For more information about our school you can always visit our website where you can also find our school guide. If you have any questions for the group teacher you can always address them at school. They are available from 15 minutes before the start of the lessons until 15 minutes after school. If you need more time you can always make an appointment (preferably by email).

For further questions please contact us during school hours using the details below:



## Bilingual Department (TPO)

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Sweelincklaan 4  
9722 JV GRONINGEN

Chopinlaan 2  
9722 KE GRONINGEN



[info@g-s-v.nl](mailto:info@g-s-v.nl)



[www.g-s-v.nl](http://www.g-s-v.nl)



## International Primary School (IPS)

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Rijksstraatweg 24  
9752 AE HAREN



[info@g-s-v.nl](mailto:info@g-s-v.nl)



[www.g-s-v.nl](http://www.g-s-v.nl)



## Gifted Department (HB)

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Hora Siccamasingel 206  
9721 HW GRONINGEN



[info@g-s-v.nl](mailto:info@g-s-v.nl)



[www.g-s-v.nl](http://www.g-s-v.nl)