



School guide

2023-2024



Public primary school Michiel de Ruyter



You can also find the information in this document at scholenopdekaart.nl

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Foreword

Dear parents/guardians and other interested parties,

You have the school guide of the Michiel de Ruyterschool in front of you. In this guide you will find practical information such as school hours, holidays, study days and childcare.

The Michiel de Ruyter is a medium-sized primary school in Randwijck Amstelveen. Together with BSO Kinderrijk we offer education and care in our beautiful school building.

At the Michiel de Ruyter we trust each other, we help each other, we work together, we have fun and everyone matters. We want children to develop optimally into people who are kind, respectful and skilled. The employees want to inspire, educate and create a pleasant learning environment in which the children and the employees gain knowledge and develop skills. We think it is important to teach children to make their own responsible decisions. We offer frameworks within which children can make their own choices and we guide them in doing so. We want to teach children that they become aware of why they do something and what the effect is on themselves and others.

If you are curious about the Michiel de Ruyterschool and would like to experience the atmosphere, you are welcome for an exploratory meeting and/or a guided tour. We are happy to show you our beautiful building and tell you about our education. You can register for one of the information meetings.

This school guide has been developed together with the parent-teacher association of the participation Council (MR). We wish you a lot of reading pleasure.

Yours sincerely,

Management Michiel de Ruyterschool

1 About the school

1.1 General information



Contact details

Public primary school Michiel de Ruyter

Laan Rozenburg 6

1181ER Amstelveen

020 6431596

<http://www.obs-michielderuyter.nl>

info@obs-michielderuyter.nl

School board

Amstelwijs, foundation for public primary education.

Number of schools: 11

Number of pupils: 3,490

<http://www.amstelwijs.nl>

School management

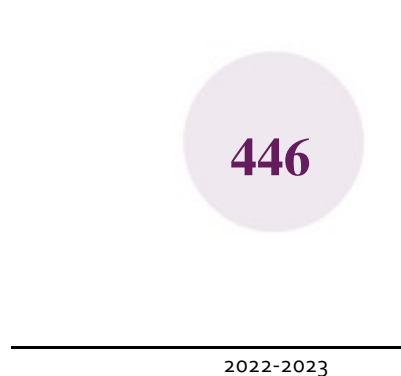
Function	Name	E-mail address
Director	Nienke Egtberts	directie@obs-michielderuyter.nl
Deputy Director	Bastian Bottemanne	directie@obs-michielderuyter.nl

Partnership

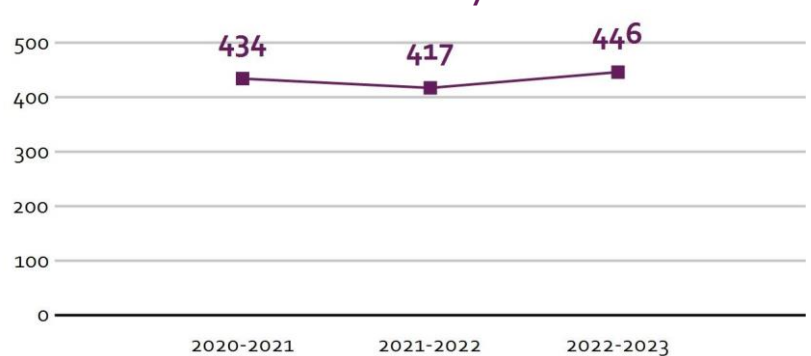
Our school is affiliated with Amstelronde suitable education.

Number of students

Number of students in 2022-2023



Number of students in recent years



Together with the MR, the school has decided to start this school year with 5 kindergarten groups 1/2. There are two parallel classes from each groups 3 to 8. We aim for a maximum group size of 28 students.

1.2 Mission and vision

Characteristics of the school

Trust and security

Growth and development

Learning together and discovering together

Room for talent development

Take care of each other and the environment

Mission and vision

The Michiel de Ruyterschool values:

- Trust and Safety
- Growth and Development
- Responsibility for yourself and others

Trust and Safety

We are a school where we trust each other, where we help each other, where we work together, where we have fun and where everyone matters.

Growth and Development

We want children to develop optimally into people who are kind, respectful and skilled. As a team, we want to inspire, educate and create a pleasant learning environment in which the children and the staff gain knowledge and develop skills.

Responsibility for yourself and others

We think it is important to teach children to make their own responsible decisions. We offer frameworks within which children can make their own choices and we guide them through this process. We want to teach children to be aware of why they are doing things and the effects on themselves and others.

Identity

The Michiel de Ruyter is a public primary school. At the Michiel de Ruyterschool everyone should feel welcome. We respect each other's identity. With our admission policy, we ensure that the school reflects the diversity in the neighborhood and in society in general. We think it is important that children, coming from families with very different backgrounds, meet each other, respect each other and interact with each other. When we think of diversity, we not only think of different cultures, but also of religions, education levels, talents, views on life, etc. Our ideal image is a society where people do not exclude one another, but reach out to one another. We want to pass that on to our children. We

find it enriching when children from different backgrounds interact with each other. This creates understanding for each other and prepares the students to later participate in and contribute to a sustainable society as a respectful, committed global citizen with an open attitude to life.

2 Education

2.1 Organization of education

The Michiel de Ruyterschool is a regular primary school. We work with an annual curriculum system and use modern teaching methods. For example, we work with Snappet and Blink. Snappet is an education platform in which the children largely process the teaching material on a tablet/chromebook at their own level. This concerns the core subjects of mathematics, language and spelling for groups 4 to 8. The method Blink offers subjects history, geography, nature/technology and citizenship education in conjunction.

In groups 1 to 2 we work thematically. In groups 3 to 8 we work partly thematically (with Blink) and partly with separate teaching methods.

We form a school together. Each child is responsible for their own learning and we guide children in this process. We work with various cooperative working methods. We think it's important to work together and help each other. That's why we put the students in groups. We regularly do group activities in the school, for example group 8 students who help in group 3 with language / reading games or group 6 who helps with crafts in group 4.

Subject teachers

Subject teachers are specialist teachers in their field and provide the school with a quality impulse for this subject. At the Michiel de Ruyterschool there is a music teacher for all students. There is a physical education teacher for groups 3 to 8 and a Spanish teacher for the students of group 6.

Plus class (Skills class)

The plus class is for children who, despite compacting and enriching, are insufficiently addressed at their level. In the plus class, these children learn to gain insight into their thinking process and to be responsible for their own learning process. The emphasis is on 'learning to learn', the learning process and not the product, the importance of making mistakes and learning from them, self-reflection and cooperation. This is practiced by working together on various assignments and projects. Children from groups 1 to 8 can participate in the plus class.

Child coaching (SEN setting)

Some children can use an extra helping hand in their social-emotional development. There may be (failure) anxiety, stimulus sensitivity, pressure behavior / AD(H)D or behavioral problems. We offer these children six to eight coaching sessions at school in which attention is paid to helpful thoughts and/or behavioral alternatives, practicing with these, evaluating after trying out the thought and behavioral alternatives in daily practice and listening to and learning from each other. The children also learn that they are not alone or different. We are currently coaching in the field of fear of failure and social manners. Our ambition is to expand this in the future.

Groups at school

Our students are grouped in the following way:











- **Grade curriculum:** students are grouped based on age

Educational hours

















































What is Teaching Time?

By teaching time we mean the hours in a week that the student is at school. The interpretation of teaching time can differ per school. Children are entitled to sufficient hours of education.

Interpretation of teaching time grades 1 and 2

Trade	Grade 1	Grade 2
Working with development material	 10 hours	 10 hours
Physical education	 6 hours	 6 hours
Language activity including English	 3 hours	 3 hours
Numeric awareness	 2 hours	 2 hours
Other, e.g., anti-bullying training, public speaking	 3 hours	 3 hours

Interpretation of teaching time in grades 3 to 8

Trade	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	 5 hours	 3 hours	 3 hours	 3 hours	 3 hours	 3 hours
Language	 6 hours	 8 hours	 8 hours	 8 hours	 7 hours	 7 hours
Mathematics	 6 hours	 6 hours	 6 hours	 6 hours	 6 hours	 6 hours
Social studies	 1 h 30 min	 1 h 30 min	 2 h 30 min	 2 h 30 min	 3 h 30 min	 3 h 30 min
Artistic and creative education	 2 h 30 min	 2 h 30 min	 2 h 30 min	 2 h 30 min	 2 h 30 min	 2 h 30 min
Physical education	 1 h 30 min	 1 h 30 min	 1 h 30 min	 1 h 30 min	 1 h 30 min	 1 h 30 min
English language	 30 min	 30 min	 30 min	 30 min	 45 min	 45 min
Other, e.g. anti-bullying training, public speaking	 1 hour	 1 hour	 1 h 45 min	 1 h 45 min	 1 h 30 min	 1 h 30 min

Mandatory extra educational activities

In addition to subjects such as language, math, English and physical education, there are often additional activities at primary school. Primary schools decide for themselves which extra educational activities they include in the curriculum (or education program). Your child is required by law to participate in all activities associated with the curriculum.

Extra educational activities organized at the Michiel de Ruyterschool are:

- school garden project
- games day (gr 1-2) and sports day
- school trip and school camp
- parties including Sinterklaas, end-of-year dinner (in the evening), open stage show
- visit cultural institutions such as library, dance school, museum
- excursions to petting zoo, various places of worship, etc
- guest lessons at school from various institutions such as library, police, secondary schools, the municipality, blind spot lesson etc - reading breakfast

Exemption from educational activity

Do you not want your child to participate in an extra educational activity? Then you can [ask the board of the primary school for an exemption](#) (Amstelveen school board). If your child is exempted, it must participate in an alternative activity.



Additional facilities

Our school has the following additional facilities:

- Play room
- Gym
- Studio for arts and crafts
- Professional kitchen
- Room for the children's coach - for children who can use a helping hand
- Room for the internal plus class (Skills class)

2.2 The team

The Spanish teacher provides a basic Spanish course for all children in group 6.

Subject teachers

The following teachers are available at our school:



Music



Play and movement / movement education



Spanish

Staff leave

In principle, we try to solve the replacement of sick or absent teachers internally. We ask teachers who work together to take care of each other's classes or we ask a colleague to come and work extra. We also try to solve long-term replacement internally. If this is not possible, we will look for an external replacement.

2.3 Additional childcare for the young child

Our school has no additional childcare for the young child. We work together with a childcare organization in the school building; Kinderrijk

Early childhood education (VVE) is part of the educational disadvantage policy (OAB). The school population of the Michiel de Ruyterschool does not currently require a VVE program.

2.4 Quality assurance and school plan

What is quality assurance?

Schools work with a plan to improve the quality of their education. The plan helps them to continue to provide education that satisfies all involved parties. Quality assurance is about how the goals in the plan are achieved.

Goals in the school plan

Our school plan describes what we work on in a school year. For each change topic, it is described how we map the quality and how we work together on innovation. The school plan is an internal document that is discussed and evaluated with the Participation Council (MR). The plan is updated annually.

We work with the Blink World teaching method in which the teaching goals of citizenship are fully integrated. This does not require additional teaching materials for citizenship. The children are offered knowledge and skills and are encouraged to develop their own views with a curious and open attitude.

For the exact interpretation of citizenship (per core objective), we refer to the website of [Blink](#).

How do we achieve our goals?

How we achieve the goals and how we keep track of them is also part of the school year plan. The goals for citizenship are monitored using the Blink teaching method.

3 Support and safety

3.1 Extra support for students

What is the School Support Profile?

Students sometimes need extra support. The school support profile states what extra support the school offers, in addition to the basic support. The document also states the goals and wishes of the school for the future. In addition, contact with parents about the support is also included. Teachers, the school management and the board together draw up the school support profile.

Our school is a regular public primary school where every child is welcome. Together with our subject specialists and experts in various fields and the IB (internal guidance), we look into and discuss what we can offer to children who register at our school. We will always look for the best possible and 'appropriate' form of assistance and support when this is desired.

We refer to the school website for full details [school support profile](#).

Parents and young people with questions about appropriate education can contact [Support center Amstel & Meer](#).



Future offer of additional support

We are currently coaching in the field of performance anxiety and social behavior in our SEN setting (Special Educational Needs). Our ambition is to expand this offer in the future.

Graduated specialists in school

Language and mathematics

Which specialists work in this area?

- Dyslexie specialist
- Internal supervisor
- Remedial teacher
- Specialist gifted children

Children who fail the pupil monitoring system receive remedial teaching (rt) from the group teacher. This rt period is usually short and focuses on closing gaps. If the rt in the class is not sufficient, the student is discussed with the internal supervisor. If necessary, the internal supervisor will conduct a diagnostic examination.

Reading: the school follows the national dyslexia protocol.

Mathematics: the school follows the Serious Mathematics Diagnostics protocol.

Social emotional development

Which specialists work in this area?

- Behavioral specialist
- Internal supervisor
- Specialist gifted children

The KANVAS pupil monitoring system monitors the social-emotional development of children. KANVAS provides action advice that the teacher can implement in the classroom. If necessary, students are discussed with the internal supervisor.

Part of KANVAS is that the children are questioned about their own social functioning in the classroom.

In addition, the children's perception of social safety is measured using the VenstersPO questionnaire.

Behavior, work attitude and task approach

Which specialists work in this area?

- Behavioral specialist
- Internal supervisor
- Specialist gifted children
- certified Taakspel teachers

Behavior

The Kanjertraining and Taakspel are used to prevent unwanted behavior. Remarkable behavior of children is discussed with the behavior specialist. If necessary, follow-up steps are taken together with the specialist.

Work attitude and task approach

Taakspel is used to teach a good work attitude and task approach. Taakspel is a game that students play in teams during regular lessons or activities. The teacher and the students discuss which class rules apply during Taakspel. The teams receive a number of points before they start. When they have enough points left when the game is over, they are eligible for the pre-discussed reward. With Taakspel, students adhere better to the agreed class rules. This reduces restless and disruptive behavior. Students can then work better and task-oriented. In addition, a more pleasant class climate is created. The study 'What works against bullying' shows that Taakspel also has a positive influence on bullying behavior. All teachers are authorized to work with Taakspel.

Motor and physical development

Which specialists work in this area?

- Remedial teacher

In years 1 to 4, every pupil is screened by the specialist gymnastics teacher.

Children who fail in the screening receive motor remedial teaching from the subject teacher.

Medical treatment and personal care

Which specialists work in this area?

- company emergency responders

Our school adheres to the Protocol for Medication Provisions and Medical Treatment at Schools of our school board (Amstelwijis).

The school has trained personnel who know how to act in the event of a medical calamity or in the event of a fire.

3.2 School safety

Anti-pest program

We use the Kanjertraining method. The Kanjertraining promotes mutual trust in the group. Trust is the basis for creating peace in the classroom, promoting social safety and a pleasant school climate. The Kanjertraining consists of a series of lessons with accompanying exercises to maintain a good atmosphere in the classroom (preventative) or to improve it (curative). The Kanjertraining is included in the database for effective youth interventions of the NJi as effective according to strong indications. The method has an extensive pupil monitoring system (KANVAS) that is recognized by the Cota and is used by the Education Inspectorate to measure the social benefits of children.

Social and physical safety

Our school monitors the social safety perception of students. We conduct a questionnaire via the Survey Tool of VenstersPo.

In addition, we monitor the social safety perception via the KANVAS questionnaires.

Anti-bullying coordinator and confidential advisor

Function	Name	E-mail address
anti-bullying coordinator	Monique Ruigrok	monique.ruigrok@obs-michielderuyter.nl
anti-bullying coordinator	Anne Marie Hoogvorst	annemarie.hoogvorst@obs-michielderuyter.nl
confidential advisor	J. Welten	j.c.welten@gmail.com

4 Useful information for parents

4.1 How parents are involved

No school without parents!

We think working with parents is very important. We see the cooperation with the parents as an equal dynamic triangle: parent, the school and the children. Together we give the school a warm heart.

We stand next to each other and monitor the development of the children together. How are things going in class and at school? How do we ensure that the children enjoy going to school and feel safe and comfortable enough to learn?

Communication with parents

Parents are informed in the following ways:

We use Kwieb as a communication app between teachers and parents with the aim of increasing parental involvement. Kwieb offers parents, among other things, the possibility to send messages to the teacher, to send a sick report or to sign up for a parent meeting. For example, the school uses the app to send the newsletter. The teacher uses the app to send messages about the class. In the Kwieb environment there is a monthly calendar with activities during the school year.

Parents can set their preferred language in the Kwieb app, so that the app and messages from school are translated into their preferred language.

Complaints procedure

When people work together, sometimes things go wrong. As a parent, you may be dissatisfied with things going on at school. In our experience, complaints are best resolved when you, as a parent, contact the teacher directly. If you cannot come to an agreement with the teacher, you can contact the IB-er or the director of the school. If you cannot come to an agreement with them or if the complaint is of such a serious nature that you would like advice, you can approach the contact persons. He/she listens to you and gives you information about possible next steps and advice. Our school has two contact persons for parents.

Contacts:

You can read the official Amstelwijds complaints procedure [here](#) (procedure from the school board). Here you will also find the contact details of the external confidential adviser.

Parent participation

Parent participation is organized in the following way at our school:

- Parent council
- Participation Council

Parents are involved in the following activities at our school:

Parent council (ouderraad)

Parents in the parent council are mainly concerned with organizing (fun) activities such as Sinterklaas, Christmas and the summer party. The parent council asks the parents for a voluntary parental contribution.

Participation Council (medezeggenschapsraad)

Parents and staff are involved in school policy through the participation council. The participation council discusses various topics. For a number of subjects, the school must request advice or consent from the Participation Council before a decision is made. The Participation Council is therefore an important way of discussing policy at school.

Class parent

The class parent is the first contact with the teacher for activities and situations where the help of parents/guardians is required.

Parent coffee mornings

There are parent coffee mornings for parents/guardians and the school to meet. It is important for the school to know what is on parents' minds and for example what questions parents have.

4.2 Voluntary parental contribution

What is the voluntary parental contribution?

Schools may ask parents for a contribution towards the costs. The conditions are that this contribution is voluntary and that the parents in the Participation Council have agreed to it. The contribution is for activities outside of the lesson activities.

We ask for a voluntary parental contribution of € 75.00 per child per year.

We pay for the following:

- additional cultural activities or outings
- summer party
- Christmas decoration
- School trip
- Sinterklaas celebration

There are other voluntary school costs. The following activities are funded from this:

The school asks parents/guardians to contribute to participation

- school gardens: €27.50 per child. This starts in group 5 and is completed in group 6.
- school camp: €130 per child. The children go on a 3-day school camp in group 8.

The Parent Council Foundation Michiel de Ruyter

The Stichting Ouderraad MdR asks parents/guardians for a voluntary contribution (see above). We hope that as many parents/guardians as possible will pay the parental contribution so that the parent council can continue to organize fun extra activities for our students. If the parental contribution is not paid, children will not be excluded from these activities.

Friends of the Michiel Foundation

The school has a friends foundation. The parents can voluntarily contribute to this. This contribution is used for additional educational resources for all children at school. Examples include: Chromebooks, cooperative games in the classroom, material for gym classes, licenses for language and math accounts to supplement the material offered. An average of €58 per family per year is donated to the Friends of the Michiel Foundation.

Lunchtime School Care (TSO)

At our school, every child remains at school for their lunch break. We call this the Lunchtime School Care (TSO). The children eat with the teacher and play outside under the supervision of pedagogical employees of Kinderrijk and staff of the school.

There are mandatory costs of €113 per child per year for lunch break supervision. This amount is lower when children start at our school later in the school year.



4.3 Reporting sick and requesting leave

About school absence

Schools are obliged to report unauthorized school leave to the attendance officer. Sometimes a student cannot go to school and we can give permission for school leave on request. The website of the central government (www.rijksoverheid.nl) states when an absence is permissible.

Is it not possible to go on holiday during the school holidays? In exceptional cases, ask the school management for permission for leave [outside school holidays](#).

This is how you report that your child is sick:

You can preferably report that your child is sick via the Kwieb environment. This also applies to doctor or dental visits. Of course this can also be done by telephone.

We will contact you if a student has not been reported and is absent.

This is how you request leave for your child:

You can request school leave for a wedding, funeral, etc. with the application form for leave. The form can be found on our [website](#) or you can pick it up at the administration. The management will assess the application and grant leave if the application meets the specified criteria. The criteria can be found on the application form for exemption from school attendance. Leave taken without the permission of the management is regarded as unauthorized absence from school. The school management is obliged to report this to the attendance officer.

4.4 Admission Policy

Admission policy for 4-year-olds in Amstelveen and Ouderkerk aan de Amstel

The primary schools in Amstelveen and Ouderkerk aan de Amstel use a joint form of registration and placement for future four-year-olds. With this method of registration and placement, every child has an equal chance at a preferred primary school under equal circumstances. Children can go to a primary school as much as possible in the vicinity of their home and parents can choose any primary school in Amstelveen and Ouderkerk aan de Amstel.

More information can be found on our school website, the website of the municipality of Amstelveen or the website of our school board (Amstelwijjs).

5 Development and results

5.1 Intermediate tests

In groups 3 to 8 we use DIA tests and CITO tests to measure the interim results. This means that the students have a test period twice a year in which their knowledge of math, reading and spelling is tested. We use the results of these tests to evaluate our education and to possibly adjust the education for the class or for a specific student. We include the learning graphs of the oldest pupils in the report cards and, if necessary, these are discussed during the parent-teacher meeting.

We make an analysis of the tests taken and write an evaluation. We use the program [Leeruniek](#).



5.2 Final test results

What is the final test?

Up to and including the 2022-2023 school year, all students take a final test at the end of primary school. This is mandatory. With the final test, students can show what they have learned in primary school. The teacher provides a recommendation for the student's level of secondary education. Does the student score better on the test than the teacher's advice? Then the school must reconsider the advice. This is not necessary with a lower score. The final test is not an exam, students cannot pass or fail.

As of the 2023-2024 school year, the final test will be replaced by the transfer test. The transfer test takes place in February and gives students an equal chance to register at the end of March for the

secondary school of their preference that best suits their level. The results of the transfer test will be visible for the first time in the school guide for the 2024-2025 school year.

Reference levels

The Education Inspectorate checks whether education at schools is of an adequate standard. The students' final test results play an important role in this check. From 1 August 2020, the Inspectorate will use reference levels to determine whether a school is performing sufficiently or insufficiently.

What are reference levels?

A final test measures for the components Dutch language and mathematics:

- What percentage of the students with the final test passed the basic level (this is also referred to as the fundamental level).
- What percentage of the students have achieved the target level with the final test. This is a higher level that the students can achieve.

The fundamental level (basic level) and the target level (higher level) are also referred to as the 'reference levels'. So they show what level the students have reached at the school in the areas of language and mathematics. To see whether the school has scored sufficient or insufficient, they are compared with signaling values from the Education Inspectorate.

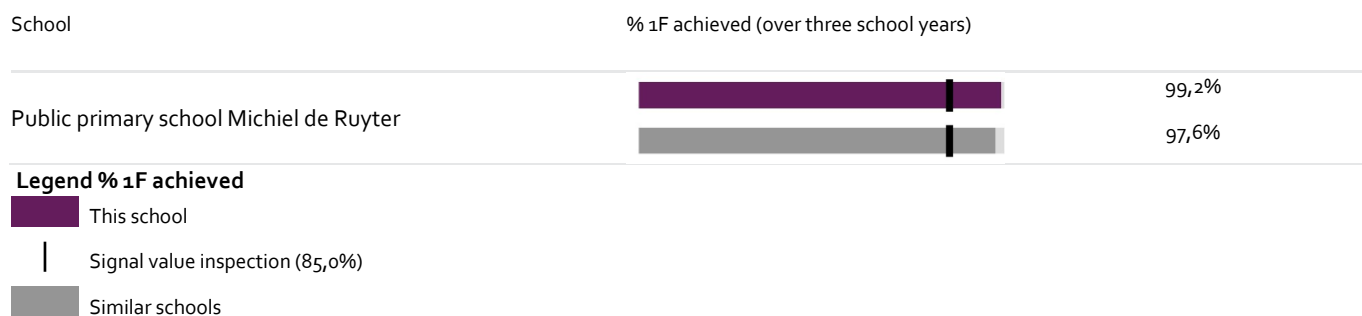
What are signaling values?

The minimum percentage the school must achieve at both levels is determined in advance. These percentages are determined by the Education Inspectorate. If the school scores below this set minimum value, this may be a signal that something is not going well at the school. That is why these minimum scores are called 'signaling values'.

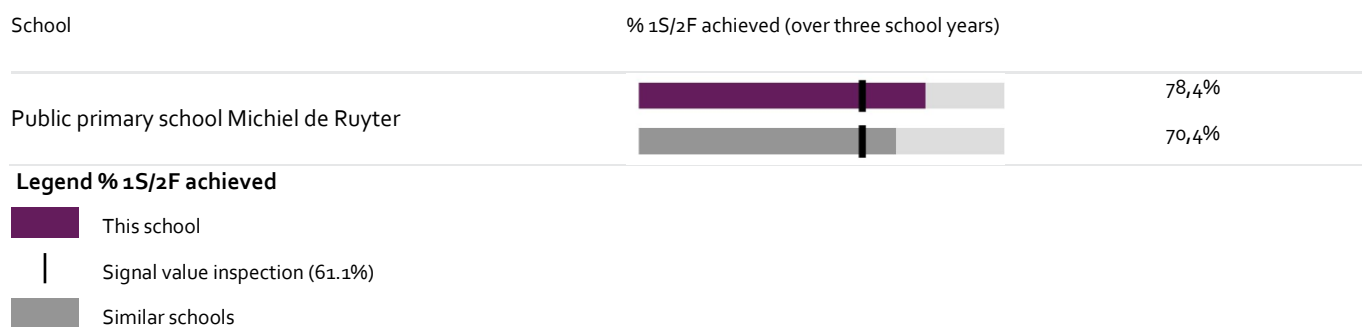
When the percentage of pupils at the school for both the fundamental level and the target level are at or above the signaling values, the results in that school year are sufficient.

Please Note: For the assessment of school years 2021/2022 and 2022/2023, the Inspectorate uses so-called correction values in addition to the signaling values when assessing the learning results. More information can be found at [the website of the Inspectorate \(Assessment of learning outcomes primary school 2022-2023\)](#).

What percentage of students achieve the fundamental level?



What percentage of students achieve the target level?



5.3 Secondary School recommendation

Secondary school recommendation

number of pupils per school type in 2023-2024:

VMBO-B = 0

VMBO-B/K = 0

VMBO-K = 1

VMBO-K/T = 1

VMBO-T = 1

VMBO-T/ HAVO = 4

HAVO = 6

HAVO/VWO = 8

VWO = 35

What school advice did the school give to the students in 2021-2022?

School advice	Percentage of students
vmbo-k / vmbo-(g)t	3,5%
vmbo-(g)t	8,8%
vmbo-(g)t / havo	10,5%
havo	8,8%
havo / vwo	15,8%
vwo	49,1%
onbekend	3,5%

5.4 Social development

Vision on Social competencies

What do schools intent with social competencies?

Children learn and develop skills at school that are necessary to deal with others in a good way and to contribute to society. It's about skills such as working together, solving arguments and being able to look after yourself. These skills make it pleasant and safe at school and improve learning performance. Children participate in society in a positive way.

Our core values:

Trust and Security

Caring for each other

Zero tolerance for bullying

At the Michiel de Ruyterschool we trust each other, we help each other, we work together, we have fun and everyone matters. We want children to develop optimally into people who are kind, dignified and skilled. The employees want to inspire, educate and create a pleasant learning environment in which the children and the employees gain knowledge and develop skills.

We use the method for social-emotional education of children [Kanjertaining](#). We try to speak the "Kanjertaal" with the entire school. We use the student tracking system of the Kanjertaining.

Working method Social competences

The core values of the school are determined with input from the school team, the parents and the children.

The Kanjertraining is a teaching method that best reflects our core values.

The vision is expressed by the teachers, the parents and the children through our actions. Our actions should reflect our core values. This cannot be measured. We repeat and practice, with trial and error.

6 School hours and childcare

6.1 School hours

We provide lunch-time supervision of students, the so-called TSO. All children remain at school during lunch time.

	Morning		Afternoon	
	Daycare	School	School	After school care
Monday	-	08:30 - 12:00	12:45 - 14:45	14:45 - 18:00
Tuesday	-	08:30 - 12:00	12:45 - 14:45	14:45 - 18:00
Wednesday	-	08:30 - 12:15	-	12:15 - 18:00
Thursday	-	08:30 - 12:00	12:45 - 14:45	14:45 - 18:00
Friday	-	08:30 - 12:15	12:45 - 14:45	14:45 - 18:00

	Childcare
	School time

Monday: All groups

Tuesday: All groups

Wednesday: All groups

Thursday: All groups

Friday: Groups 1 to 4, morning only

6.2 Childcare

Care before school start

There is no day care available prior to school start.

Lunch-time care

Childcare during the lunch break is arranged in collaboration with Kinderrijk, in the school building. There are costs involved.

After-school care

After-school care is arranged in collaboration with Kinderrijk, in the school building. There are costs involved.

Childcare during school holidays

Childcare is available during days off and school holidays.



6.3 Holiday Schedule

Holidays 2023-2024

Holidays	By	Up to and including
Autumn break	October 23, 2023	October 27, 2023
Teacher training	October 30, 2023	
Free from 12.15 pm	05 december 2023	
Teacher training	06 december 2023	
Free from 12.15 pm	22 december 2023	
Christmas break	25 december 2023	05 January 2024
Teacher training	February 16, 2024	
Spring break	February 19, 2024	February 23, 2024
Teacher training	March 28, 2024	March 29, 2024
Easter Monday	01 april 2024	
May holiday	29 april 2024	May 10, 2024

Whit Monday	May 20, 2024	
Teacher training	June 21, 2024	
Free from 12.15 pm	19 July 2024	
Summer vacation	22 July 2024	30 augustus 2024

6.4 School contacts

It is possible to speak to the staff at school at the following times:

	day(s)	Time(s)
Administration	Monday, Tuesday and Thursday	8.00-15.00
Youth support service in school	Thursday	8.00-12.00
School management	Monday to Friday	8.00-16.30
Internal Counselor	Tuesday to Thursday	8.00-16.30
Teachers	Monday to Friday	after 2.45 pm

The above staff can be reached via our parent app Kwieb or by telephone on 020 6431596.

The youth worker is present in school every week. You can contact the youth worker without an appointment for advice about growing up/raising your child(ren), support for children or families who are dealing with divorce or for children that are generally unhappy.

