



# School guide 2020-2021



## Child Center Stelle-Zeemeeuw



The information contained within this document can also be found at [scholenopdekaart.nl](https://scholenopdekaart.nl)

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# Preface

Within our child center, the foundation is laid for the entire further development of your child. If the foundation is good, you can build on it firmly. Then you have laid the foundation for secondary education and further studies.

Schools differ. There are different types of primary schools with differences in teaching and parenting, in dealing with each other and results. You want to choose a school that best suits your views on teaching and parenting. With this school guide, our main aim is to help you make the best choice for your child.

In this guide we will tell you how education and care are organized within our child center, and it is also for parents who already have children at our school. For them it is important to receive the new version, so that everyone is up to date with the latest developments. This guide does not tell you everything. It is important that you make an appointment with us. You can then ask your questions, we can tell you more and you can taste the atmosphere.

In addition to this school guide, there is also a school plan available at school. The school plan contains extensive information about the objectives, accountability and future developments within our child center.

At the beginning of each school year, the parents receive an annual calendar, containing all current affairs such as school hours, holidays, etc. Via our school app you can stay informed about current affairs and you can arrange matters such as leave and reporting sick online.

Further information can be found on our website: [www.stelle-zeemeeuw.nl](http://www.stelle-zeemeeuw.nl)

If you have any questions or if anything is unclear, please do not hesitate to contact the principal or the teachers of the school.

# 1 About the school

## 1.1 General information



## Contact information

Child center Stelle-Zeemeuw

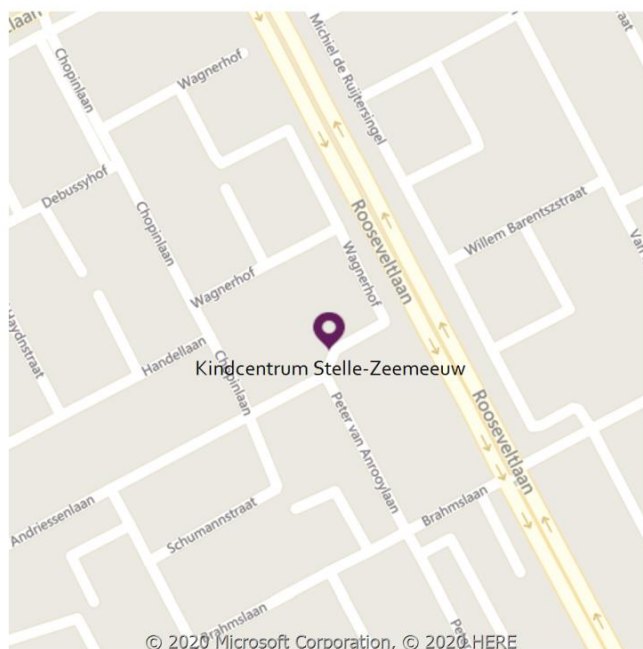
Wagnerhof 3

4536BP Terneuzen

0115694341

<http://www.stelle-zeemeuw.nl>

[admin@stelle-terneuzen.nl](mailto:admin@stelle-terneuzen.nl)



## School board

Stichting voor Protestants-Christelijk Basisonderwijs Midden Zeeuws-Vlaanderen

Number of schools: 6

Number of pupils: 1.240

<http://www.probaz.nl>

## School principal

Position	Name	E-mail address
Principal	C. Karmelk	<a href="mailto:admin@stelle-terneuzen.nl">admin@stelle-terneuzen.nl</a>

## Partnership

Our school is affiliated with Stichting Samenwerkingsverband Appropriate Primary Education Zeeuws-Vlaanderen.

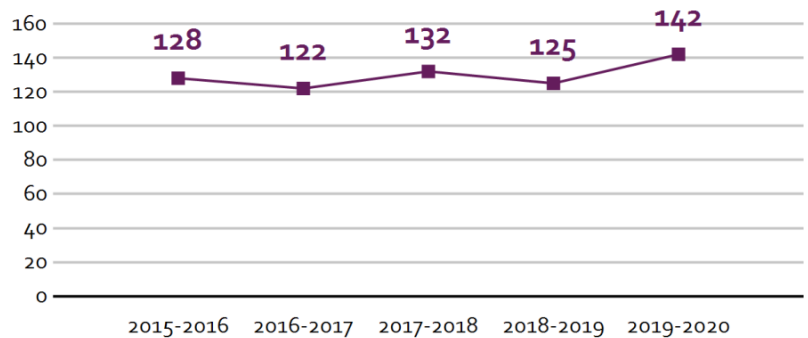
## Number of pupils

Number of pupils in 2019-2020



2019-2020

Number of pupils in the last few years



## 1.2 School profile

**What is a school profile?** The school profile states what the school considers important and what distinguishes the school from other schools. The school profile can be briefly described in key words, but more detailed information can be found under "mission and vision."

## Key words

Fun and enthusiasm

Uniqueness

Developing together

Talent development

Healthy School

## Mission and vision

Child center Stelle-Zeemeeuw is a facility for children aged 0-13, where they come during the day to learn, play, develop and meet others. Our IKC offers a total package within one organization in the field of education, childcare and development, welfare and leisure. We have a common pedagogical and didactic vision on learning and development, based on the development of the child (motor, physical, cognitive, social and creative).

*Developing together - You can be yourself here, that in particular makes this such a great place*

We have a shared responsibility for development. There is also a role for the parent(s) / caregiver(s) in this. The child must feel comfortable enough to talk to employees. We create this safe environment. We offer children a challenging environment in which they are given the opportunity to explore on their own.

*Fun and enthusiasm - You learn with pleasure here*

We are happy to speak to parent(s) / caregiver(s) and children. We do this in a positive atmosphere. This positive energy can be felt when you walk into the building. Together we can do more for the child.

*Uniqueness - Making talent work*

There is equality and acceptance in mutual interaction between child and employee and parent(s) / caregiver(s) and employee. Attention is paid to personal development. Childrens' interests are stimulated and we actively work on discovering talents.

## Priorities

In the coming years we will focus on talent development, exploratory and discovery learning (method 'Teaching power'). We also want to make the children media literate and teach ICT skills.

### ***School year 2020-2021***

We have included the following topics in the 2020-2021 annual plan:

- Implement the 'Teaching Power' method in our educational offer;

- Learning to organize differently; working in units
- Integrating Expliciet Directe Instructie (EDI 2.0) in daily teaching
- Explore social skills methodology (orienting on Kwink)

We have the 'Healthy school' label in the field of nutrition. With this vignette we show that we put extra focus on employee and pupil health. We think it is important to make certain agreements with parent(s) / caregiver(s) and children to strive for health together. These agreements are contained in the document 'nutrition policy'.

Our schoolyard is a **non-smoking** area. A smoke-free schoolyard protects our pupils against the harmful effects of passive smoking. Research shows that young people who see others smoking are more likely to start smoking themselves. Do you help children and young people grow up smoke-free?

## Identity

We shape the Christian identity by offering pupils Bible stories and free stories from the 'Keyword' method. This method works according to certain themes. We are open to other cultures, but do expect respect for our identity. The opening and closing of the day is done by means of prayer, poem or song.

## 2 Education

### 2.1 Grades and teachers

Principal: Miss Karin K. (Tue-Fri)

Deputy principal: Sir Frank (Mon)

Internal supervisor: Miss Anita J. (Tue, Wed)

**Unit 1** (*unit leader: Miss Manouk*)

- De Vlinders (gr. 1/2) Miss Sonja and Miss Anita B. (replacement Miss Tanja)

- De Bijen (gr. 1/2) Miss Loucka (Mon, Tue) and Miss Manouk (Wed, Thu, Fri)

**Unit 2** (*unit leader: Miss Ans*)

- gr. 3 Miss Ans (Mon-Thu) Miss Ria S. (Fri)

- gr. 4 Miss Ria H. (Mon-Fri) + Miss Amber (LIO-intern Thu and Fri)

- gr. 5 Miss Ria S. (Mon, Tue) and Miss Marije (Wed, Thu, Fri)

**Unit 3** (*unit leader: Sir Frank*)

- gr. 6 Miss Joyce (Mon, Thu, Fri) and Miss Kimberley (Tue, Wed)

- gr. 7/8 Miss Karin R. (Mon, Tue, Wed), Miss Andrea (Mon, Tue or Wed every other week and Fri) and Sir Frank (Tue, Wed, Thu)

**Teaching assistants**

- Miss Marjolein (replacement Miss Diana)

- Miss Marsha

### Grades at school

Our pupils are grouped in the following way:

- **Material year grades:** pupils are grouped by age
- **Combination grades:** combining two or more grades, for example grade 3/4
- **Group-breaking level grades:** pupils of different ages are grouped by level for particular instruction or activities

### Staff leave



We arrange staff replacement in case of illness via TCOZ. In recent years, a teacher shortage has arisen. If no replacement is available, we try to solve it with ambulatory staff. In case of staff shortages, it is possible that a grade will be divided among the other grades.

## Professional teachers

The following specialist teachers are present at our school:



Language development



Music



Play and exercise /  
Physical education

## 2.2 Content of teaching time

### What is Teaching Time?

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

### Religion

Every school day is opened with a prayer and a song. Several times a week Bible stories are told, always drawing a line to the present. We use the "Keyword" religion method (grades 1 to 8). Preschoolers also work with the children's Bible, pictures and Biblical picture books. Keyword tries to bring the perception of the child and the world of the Bible closer together.

### Dutch language

Language is a very important school subject. You need language to talk to each other, to organize and explore the world around you. That is why this subject is a spearhead at our school. We want to continuously improve in language teaching. Grades 4 to 8 work with the language method Taal actief. In primary school, a lot of work is done with LOGO 3000 and Schatkist in the field of language stimulation. The words offered to the children are included in the parent letters for each project. In our education we want to devote a great deal of attention to the development of both oral and written language skills (for example, writing stories, speaking engagements, writing papers and group discussions).

### Calculating mathematics

























In grades 1 and 2, the emphasis is on working with developmental materials in which the children are challenged to work with math problems (sorting, organizing, comparing, counting, measuring and weighing). We make use of themes contained within the method "Schatkist". Another method employed by our school is called "Met sprongen vooruit." For grades 3 and 4 we use the "Wereld in getallen" method. Interactive lessons, independent processing lessons and refresher lessons alternate systematically. This method also offers the possibility of differentiation with the use of repetition and enrichment tasks (one, two and three star tasks). From grades 5 to 8 we work on a learning objective basis. The pupils have a Chromebook, where these learning objectives are

completed by means of the “Snappet” method. After instruction and processing, pupils are challenged to process the learning objectives at their own level.

## Snappet

In grades 4, 5, 6, 7 and 8, we work with 'Snappet'. All children have a Chromebook at their disposal. This means that the students no longer use notebooks for arithmetic, language and spelling! We have chosen this because we believe that this way, every child can work even better at his or her own level. The children will immediately receive feedback on their assignments on their Chromebook. In addition to classroom assignments, the pupils can also work on adaptive assignments. These assignments match the performance of the students and give the students the opportunity to practice at their own level. This can be within the learning objective that was worked on in the classroom, but they can also work on learning objectives in which they need extra practice. By using Chromebooks we can also work on ICT skills and components of 21st century skills.

## Content of teaching time grades 1 and 2

Subject	Grade 1	Grade 2
Language	 2 h 30 min	 2 h 30 min
Numeracy	 1 hour	 1 hour
Listening comprehension	 30 min	 30 min
Traffic	 30 min	 30 min
Social and emotional development	 30 min	 30 min
Physical education	 2 hours	 2 hours
Outdoor play	 4 hours	 4 hours
Music	 1 hour	 1 hour
Religion	 1 hour	 1 hour
Working in corners	 5 hour	 5 hour
Working with developmental material	 6 h 10 min	 6 h 10 min
Break	 	 

Subject	Grade 1	Grade 2
Break	1 h 15 min	1 h 15 min

### Content of teaching time grades 3-8

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	3 h 30 min	3 h 25 min	2 h 45 min	2 h 45 min	2 h 30 min	2 h 30 min
Language	5 hours	7 hours	7 hours	7 hours	6 h 45 min	6 h 45 min
Calculus/maths	4 h 45 min	5 hours	5 hours	5 hours	5 hours	5 hours
World orientation	1 h 45 min	2 h 35 min	3 h 20 min	3 h 20 min	3 h 15 min	3 h 15 min
Artistic and creative development	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours
Physical education	1 h 40 min	1 h 40 min	1 h 35 min	1 h 35 min	1 h 35 min	1 h 35 min
Philosophy of life	1 hours	1 hours	1 hours	1 hours	45 min	45 min
English					45 min	45 min
Writing	1 h 30 min	1 h 30 min	1 hours	45 min	30 min	30 min
Break	1 h 15 min	1 h 15 min	1 h 15 min	1 h 15 min	1 h 15 min	1 h 15 min
Corner work	3 hours					
Study skills			30 min	45 min	45 min	45 min
Citizenship					20 min	20 min



## 2.3 Extra facilities

Our school has the following extra facilities:

- Library
- Media library
- Playroom
- Elevator

## 2.4 Preschool and early childhood education (VVE)

### What is early childhood education?

Children at risk of disadvantage receive extra attention for their development through special programs. This way they can get off to a good start at primary school. Preschool education is offered in the playgroup or at daycare. Early childhood education is provided in grades 1 and 2 of primary school. School boards work together with the municipal council for this. Involving parents is very important in both preschool and early childhood education.

Our school offers pre-school and early childhood education. We work together with the playgroup / daycare center in the building of the school, Juultje - Prokino. We use Uk en Puk and Schatkist for this.

We work together in an integrated manner within our Child Center. There is 1 continuous line from 0-13 years. We use the same agreements in the pedagogical and didactic field. Pedagogical employees work in the school and childcare / BSO and the internal counselor has a supporting role in the toddler group. We have joint consultation moments to coordinate matters as closely as possible. To gain a good insight into the development of your child, we work with the observation system "Kijk" in the basement. A number of employees are VVE certified.

We use one registration form. Without counter notification, the toddlers automatically move on to group 0-1 at the age of 4. When a toddler reaches the age of 3 to 3.5 years, participation in the 3+

activity can take place. During the 3+ activity, the pedagogical employee and a teacher try to make the transition to group 1-2 run more smoothly.

For more information about childcare options, please contact:

Prokino

Wagnerhof 3

4536 BP Terneuzen

Location: 06-82 84 94 01

Head office: 0115-686100

[juultje@prokino.nl](mailto:juultje@prokino.nl)

# 3 Support for pupils

## 3.1 Summary School Support Profile

### What is the School Support Profile?

In the school support profile, the school describes how pupils requiring extra support are guided and what resources the school has available for this. Contact with the parents about this is also discussed. Pupils with an extra support request need this support because of, for example, a physical or mental disability, a chronic illness, a behavioral problem or a learning disability.

We perform the basic support well. We tailor education well to the needs of students. We have a student population with a multicultural background. We can offer a lot to language-weak children. Our team has invested a lot in this in recent years, we have a transition class, a homework class and the teachers are trained in providing language stimulation. We also pay a lot of attention to after and extra-curricular activities and sports / health. We would like to maintain this at this level. The relatively high score on yield-oriented working is largely due to its systematic approach. We are regularly working on further improving the organizational competences of teachers for the realization of appropriate education. We do want to make the students even more self-reliant, solution-oriented and more independent. Our expertise in the field of language, especially vocabulary, NT2 and language deficiencies is good. The reception of foreign-language students is in good hands with us.

We are currently experts in:

- Children with learning disabilities
- Children with language problems / language deficiencies
- NT2
- Resilience

We have the ambition to become even more expert in the care of students with a development advantage. The support facilities such as homework class, transition class and an integrated approach for NT2 make us strong in the reception of non-native speakers. We are able to cope with this in cooperation with the Taal Expertise Centrum (Language Expertise Center, TEC) from the surrounding centers / districts. The TEC is housed in the former building of the Zeemeeuw primary school.

### Qualified specialists at school

The following qualified specialists are present at our school:

Specialist	Number of half-days
 Dyslexia specialist	3
 Behavioral specialist	4
 Internal supervisor	3
 Teaching assistant	4

Remedial teacher	5
Language specialist	4
Physiotherapist	1
Speech therapist	1
Teacher supporter	6
Master SEN	6

## 3.2 Safety

### Anti-bullying program

“Goed van start” (“Off to a good start”)

Resilience training and school judo

Prevention team

Completion of “Zien” (“See”) by teacher and pupil

Twice per school year the teachers of grades 3 to 8 complete the student tracking system SEE. The pupils of grades 5 to 8 also do this by means of a survey. This provides information about the well-being of the pupils. Grades 1, 2 and 3 use “Kijk” (“Watch”) as the signaling list.

### Positive attitude and group norms

The 4 core values of the school involvement, trust, safety and respect determine the behavior of the employees in relation to the interaction with and between the children. The teacher focuses on promoting positive group norms in the classroom. The teacher sets an example in promoting a positive group atmosphere. He / she displays credibility and consistent behavior in dealing with children, parents and colleagues.

### The following general rules of conduct apply within the school:

- We call each other by the first name.
- Treat another child the way you would like to be treated.
- Keep your hands and feet to yourself.
- You stay away from the other when you are angry. We play with each other.
- You stay away from someone else’s things.
- We listen to each other.
- Intentionally hurting someone, waiting on someone outside school, chasing and sending messages via Social Media to bully are not accepted.
- Stay out of an argument and call in the teacher. Try to talk together first. Otherwise, go to the teacher. After we finish talking, we can forgive and forget. You tell the teacher when somethings happens that you find unpleasant or dangerous.
- Tell the teacher when someone else is being bullied. If you are bullied, talk about it at home too.

### Goed van start (Off to a good start)

Clear group rules are drawn up and applied in all groups. These rules are set by the children, e.g. the "Goede van Start" method. It is important here that the desired behavior is formulated in the rules. The rules are displayed in a visible place in the classrooms. The pupils conform to these rules by placing a signature or fingerprint. Attention is regularly paid to these rules in discussions with the group.

### **The stop method**

If you want someone else to stop doing 'something' that you don't want, then say "stop, stop!". The other must stop immediately. The stop method can be used if bullying is a problem, but is also effective as a prevention method. A child and also a teacher can clearly indicate the boundary with this method. Until here and no further. In addition, it is also abundantly clear when someone is in violation, or in other words surpasses the stop. This prevents talking back and forth: stop = stop.

### **Surveillance**

Teachers are present on the playground before school and during breaks. They ensure that children observe the rules of conduct and agreements during their play. In situations in which this does not happen, children are held accountable for their behavior and this can have consequences. The teachers take consistent action during surveillance. The agreed school rules are interpreted in the same way by everyone. Striking behavior is shared with the group teacher. If a teacher cannot supervise due to circumstances, he / she will arrange replacement himself.

### **Communication**

Parents are informed of the Bullying Protocol during parent contacts, via the website, Parro and email. As soon as problems with bullying are identified, the group teacher informs the parents. By informing parents at an early stage, this can have a preventive effect so that real excesses can be avoided.

## **Social and physical safety**

Our school monitors the social safety experience of students. We take a questionnaire through the Windows Survey Tool.

Every year, the pupils complete an online questionnaire from Zien, in addition, students from grades 7 and 8 complete the online questionnaire from Vensters. The outcomes are discussed with the group teacher, internal counselor, principal and MR of the school.

## **Anti-bullying coordinator and counselor**

The anti-bullying coordinator at our school is Ms. Karin Karmelk. You can reach the anti-bullying coordinator via [admin@stelle-terneuzen.nl](mailto:admin@stelle-terneuzen.nl).

The counselor at our school is Ms. De Wandel. You can reach the counselor via [sandradewandel@gmail.com](mailto:sandradewandel@gmail.com).



## 4 Parents and school

### 4.1 How parents are involved

Parent(s) and/or carers play an important role in the life of the child. Parents and schools have the same interest: the well-being of the child. Within our Child Center, we see parents as partners, good communication between parents and employees is very important to us. Parental involvement creates a shared sense of responsibility. The school has active parent representation in the parent council (ouderraad, OR) and participation council (medezeggenschapsraad, MR). We attach great importance to mutual trust between parents and teachers. Together, we pursue the same goal: the optimal development of the child. We try to inform parents optimally via information letters, school calendars, our website and newsletters. We also send information letters by email.

As a social worker, Mrs. Cindy Berghuis is connected to our school through Aan-z. She is present in our building on Friday mornings in the odd weeks. You can contact her with all your parenting questions. You can make an appointment with her on a Friday morning without obligation. It is also possible to send her an e-mail: [c.berghuis@aan-z.eu](mailto:c.berghuis@aan-z.eu).

Our school does not have a parental involvement hallmark / label.

### Communication with parents

Parents are provided with information through: school calendar, Parro (app), mail and letters.

### Complaints procedure

The school is obliged to have a complaints procedure for parents, team members and (ex) students. Our school is affiliated with the Landelijke Commissie Klachtenregeling van de Besturenraad (National Complaints Procedure Committee of the Board of Directors). This committee works on the basis of the national model complaints procedure. For disputes, please visit the following site: [www.gcbo.nl](http://www.gcbo.nl)

Address disputes committee for Christian education:

Postbus 82324

2508 EH Den Haag

Phone number: 070-3861697

E-mail: [info@gcbo.nl](mailto:info@gcbo.nl)

The vast majority of complaints will be handled at school by mutual agreement. The Complaints Procedure is available for complaints that cannot be adequately dealt with at school. Complaints can be about, for example, counseling students, discriminatory behavior, violence or bullying. Our foundation has a joint confidentiality committee. You can turn to this committee if you want to report sexual harassment within the school. The complaint must always be submitted in writing and signed to the confidential committee. When the committee receives a complaint, the committee member sitting on behalf of the school concerned

will step back. There is a contact person at our school who can refer the complainant to a confidential advisor. This counselor is the point of contact for complaints and is competent in the field of referral and relief.

Contact person for our school is: Karin Karmelk (principal)

Confidential counselor of our school is: Ms. Sandra de Wandel

e-mail: sandradewandel@gmail.com

The complete model complaints procedure is available for inspection at school. Complaints about sexual harassment, sexual abuse, serious psychological or physical violence: hotline confidential inspectors 0900 – 113111 (local rate). Inspectie van het Onderwijs (Education Inspectorate): info@owinsp.nl

## Parent involvement

At our school, involvement of parents is organized in the following way:

- Ouderraad (parent council)
- Medezeggenschapsraad (participation council)

In both grades 1-2 (de vlinders and de bijen), there is a half hour walk-in for parent(s) / caregiver(s) once a month. You can then work on an activity with your child. The kindergarten teachers provide an information letter for each theme, so that you can also work on the theme in question at home. They also come to visit you. In September, there is a walk-in afternoon for grades 1 to 8. As a parent, you can come and take a look at the class and you will receive an information booklet. In November, we organize parent-child interviews for grades 3-8. In March and June, there are report interviews. The teacher will discuss your child's progress with you and you will also view the developmental charts that we maintain in Parnassys. In between, there is time for an extra meeting in consultation. We also appreciate any form of help from parents with for example: lice control, help with playground supervision, help with sports day or other activities.

## 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 Ouderraad have agreed to it. The contribution is for extra-curricular activities.

We ask for a voluntary parental contribution of € 20,00

With this, we pay for:

- Game material, closing party
- Christmas

- Sinterklaas

There are no other school costs.



### 4.3 School insurance

There is a school insurance policy.

The school has taken out insurance for accidents and calamities for the children.

In grades 4 to 8, the children work with a Chromebook. There are no costs associated with this. We do ask the parents to sign a protocol regarding damage to the Chromebooks caused deliberately or unknowingly by the child. We will always appeal to your own insurance first.

### 4.4 Reporting sick and applying for leave

#### About absenteeism

Schools are obliged to report unauthorized absenteeism to the attendance officer. Sometimes, a pupil may not be able to go to school and there is a legitimate absence from school. The website of the Rijksoverheid (National Government) ([www.rijksoverheid.nl](http://www.rijksoverheid.nl)) explains how and when there is a legitimate absence:

#### Conditions for permitted school absenteeism

- In case of illness, the principal must hear this in time;

- in case of an obligation based on a religious belief, the parent / guardian must inform the principal in advance;
- For absence due to a wedding or funeral, the principal must give permission first

Are you unable to go on holiday during the school holidays? Then you can ask the school management for permission for **school leave outside of school holidays**.

This is how you report sickness of your child:

If your child is unable to come to school due to illness or for another reason, we urge you to report this before 08:30. The absence will be registered and passed on to the relevant teacher.

Reporting is possible via:

- Phone: 0115-694341
- E-mail: [admin@stelle-terneuzen.nl](mailto:admin@stelle-terneuzen.nl)
- Parro

This is how you can request leave for you child:

All forms of leave must be requested in writing and in good time, preferably six weeks in advance. Dedicated forms are available for this at school, the so-called 'Verzoek om extra verlof – formulieren'.

If a child is not yet five years old, additional leave does not need to be requested in writing, although we would appreciate if you report the leave on time. If a child leaves school in the event of non-granted leave, this is regarded as unauthorized absenteeism. The municipality will report this violation to the attendance officer and / or the police, who will proceed to draw up an official report.

# 5 Pupil development

## 5.1 Interim tests

The care protocol and uniform agreements are laid down in our support plan. The developments of all pupils are followed by means of the LOVS of the CITO. The data are transported to our administration system Parnassys. Twice a year, the data are collected in an analysis document and actions / interventions are adjusted. This document is discussed with the entire team and sent to the board.

Three times a year, a multifunctioneel overleg (multifunctional meeting, MFO) takes place in which the developments, progress of the pupils and support needs of the teacher are discussed. If an insufficient answer is found during the MFO, the decision can be taken to submit the relevant student to HGPD and subsequently the zorgadviesteam (care advice team, ZAT). The school has a budget to deploy specific external help if children need it. We first try to guide everything as well as possible at school level. If this does not work, we ask for advice from the ZAT. In the ZAT, people from different fields / disciplines examine the request for help and a specific intervention or approach is sought that can help the child, parents or teacher further. If our internal action-oriented guidance no longer suffices, there will be a possibility to request external guidance or to investigate the possibilities of referring the child. This is also done via the ZAT.

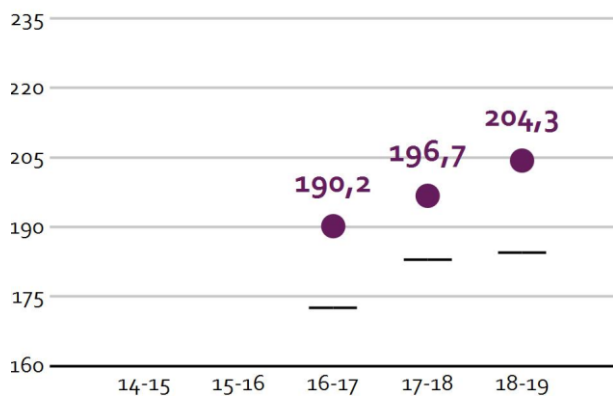
## 5.2 Final test

### **What is the final test?**

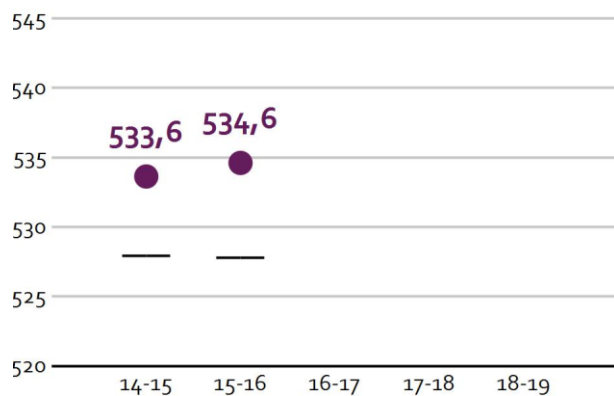
At the end of primary school, all pupils take a final test. This is mandatory. With the final test, pupils can show what they have learned in primary school. The teacher gives the pupil advice for the level of education in secondary education. Does the pupil score better on the test than the teacher's 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.

During the 2019-2020 school year, the pupils from grade 8 did not take a final test because of the limitations during the corona crisis.

### What were the average ROUTE 8 scores in the past years?



### What were the average Centrale Eindoets / Cito Eindoets in past years?



School score
  Inspectorate lower limit of the school comparison group

Please note: no results for the final test are available for 2019-2020. Due to the corona virus, no final test was taken in grade 8 that school year.

## 5.3 School advice

There is talent in every child. We try to get the most out of it. In recent years, the school has achieved good final results that were far above the minimum level of the inspectorate. From grade 6 onwards, the pupil receives a preliminary follow-up advice. We will adjust this in grades 7 and 8. In grade 8, the pupils will receive a definitive recommendation for secondary education before 1 March. We use the adaptive Route 8 test for the final test. In grade 8, students often work on personal goals. Experience shows that children can sometimes make enormous progress with this. If the advice on the final test is higher, we will reconsider the advice. This does not mean that the advice changes by definition. The teacher, internal supervisor and principal talk to each other and discuss all results, the pupil's work ethic, resilience and social-emotional development.

### What school advice has the school given to pupils in 2018-2019?

School advice	Percentage of pupils
vmbo-b	9,1%
vmbo-k / vmbo-(g)t	9,1%
vmbo-(g)t	45,5%
havo	18,2%
havo / vwo	9,1%
onbekend	9,1%

## 5.4 Social development

## View on Social benefits

### What do schools understand by social benefits?

At school, children learn and develop competences that are necessary to interact with others in a good way in all kinds of situations and to contribute to society. These are skills such as cooperation, conflict resolution and self-reliance. Social competences thus contribute to a positive and socially safe climate at school, improving learning performance and the development of citizenship.

Our key words from our view on social benefits are:

Trust

Safety

Respect

The 4 core values of the school involvement, trust, safety and respect determine the behavior of the employees in relation to the interaction with and between the children. The teacher focuses on promoting positive group norms in the classroom. By promoting a positive group atmosphere, the teacher fulfills an exemplary function. He/she shows credible and consistent lifestyle behavior in dealing with children, parents and colleagues. Teachers speak in an "I-language." Positive behavior is rewarded. At the beginning of the school year, introductory activities are carried out in each grade to strengthen the group atmosphere. In these first weeks, the children determine the group rules together. The rules are formulated positively and are visibly displayed in each classroom. Since school year 2014/2015, we've employed the method "Goed van Start" for grades 4 to 8 for this. Grades 1 to 3 use Leefstijl/Bino.

## Working method Social benefits

The core values have been determined in consultation with the team. Not only do we impart these values in the method lessons, we also impart them throughout our actions. As teachers and management, we are aware of our exemplary role.

## 5.5 Quality assurance

### What is quality assurance?

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

All agreements we have made about this can be found in the 'Kwaliteitshandboek' (Quality Manual). This can be viewed by every (new) teacher. Spearheads for the coming school year are always in the

'Jaarplan' (Annual Plan). This is drawn up and evaluated every year.

We strive for good education in which children become broadly-developed world citizens with at least sufficient results for maths and language. As a basis for our quality assurance, we use the model: "Regie op onderwijskwaliteit" (PO raad), i.e. "Management of educational quality." We take care of:

1. Ensuring that pupils can go through an uninterrupted development process and that our education is geared to the progress being made, partly with the help of our pupil and education monitoring system.
2. Determining which measures are necessary for improvement.

For the translation cycle in practice we refer you to the school plan.



## 6 School hours and daycare

The schoolyard is open for pupils from 8:15. From 8:20, there is supervision by at least 1 teacher, parent or teaching assistant, i.e. the schoolyard supervision.

08.20-08.30 walk-in unit 2 + unit 3 (grades 3 to 8)

08.30-08.45 walk-in unit 1 (grades 1 and 2)

**Morning break** (all teachers are outside)

10.05-10.20: grades 3 and 4

10.25-10.40: grades 5 to 8

**Afternoon break** (there is at least 1 supervisor)

12.00-12.20: grades 3 and 4

12.25-12.45: grades 5 to 8

We kindly request that you do not let your child(ren) come to school too early. Grade 3 is located in the building of the adjacent "Ds. Aaneenbrugschool ". The students enter independently. We assume that the children can start class at 8.30 am (Unit 1 8.45 am). When a child is late for no valid reason, the general rule is that this time is made up twice.

### 6.1 School hours

At our school, there is a five equal days model (five identical school days without an afternoon off).

	Morning		Afternoon	
	Pre-school daycare	School hours	School hours	After-school daycare
Monday	07:00 - 08:30	08:30 - 12:00	12:40 - 14:15	14:15 - 18:30
Tuesday	07:00 - 08:30	08:30 - 12:00	12:40 - 14:15	14:15 - 18:30
Wednesday	07:00 - 08:30	08:30 - 12:00	12:40 - 14:15	14:15 - 18:30
Thursday	07:00 - 08:30	08:30 - 12:00	12:40 - 14:15	14:15 - 18:30
Friday	07:00 - 08:30	08:30 - 12:00	12:40 - 14:15	14:15 - 18:30

 Daycare  
 School hours

Monday: 12:00 lunch in the classroom 12:20 playing outside  
 Tuesday: 12:00 lunch in the classroom 12:20 playing outside  
 Wednesday: 12:00 lunch in the classroom 12:20 playing outside  
 Thursday: 12:00 lunch in the classroom 12:20 playing outside  
 Friday: 12:00 lunch in the classroom 12:20 playing outside

## Physical education

Subject	Grade(s)	Day(s) of the week
Gymnastics	Grades 1-2	Friday
Physical education	Grades 3-8	Thursday

Grades 1-2 and 3 exercise in the gym in our building. Grade 3 will start exercising in De Vliegende Vaart from January.

The physical education lessons for grades 4 to 8 are taught in Sportcentrum Vliegende Vaart in Terneuzen. The method we use for this is 'Basislessen'.

## 6.2 Daycare

### Pre-school daycare

Childcare before school hours is arranged in collaboration with [Stichting Prokino](#), in the school building. There are costs associated with this.

### Between-school daycare

There is no childcare during lunch break.

### After-school daycare

Childcare after school hours is arranged in collaboration with [Stichting Prokino](#), in the school building. There are costs associated with this.

### Childcare during days off and school holidays

Childcare is available during days off and school holidays.

## 6.3 Holiday schedule

### Holidays 2020-2021

Holiday	From	Up to and including
Study day (all children free)	07 October 2020	07 October 2020

Study afternoon, from 12.00	16 October 2020	16 October 2020
Autumn break	19 October 2020	23 October 2020
Christmas break	18 December 2020	01 January 2021
Study day (grades 1-2 free)	22 January 2021	22 January 2021
Spring break	15 February 2021	19 February 2021
Study day	22 February 2021	22 February 2021
Easter	02 April 2021	05 April 2021
May break	26 April 2021	07 May 2021
Ascension Day	13 May 2021	14 May 2021
Pentecost + study day Probaz	24 May 2021	25 May 2021
Summer break	22 July 2021	03 September 2021

