

School Guide 2023-2024

Basisschool Karel de Grote



Table of Contents

1. About the school

- 1.1. General information
- 1.2. Mission and vision

2. Education

- 2.1. Organisation of education
- 2.2. The team
- 2.3. Teaching the young child
- 2.4. Quality assurance and school plan

3. Support and safety

- 3.1. Extra support for pupils
- 3.2. Safety at school

4. Helpful information for parents

- 4.1. How parents are involved
- 4.2. Voluntary parental contribution
- 4.3. Reporting illness and requesting leave
- 4.4. Admission policy

5. Development and results

- 5.1. Testing
- 5.2. Final test results
- 5.3. School recommendations
- 5.4. Social development

6. School hours and childcare

- 6.1. School hours
- 6.2. Childcare
- 6.3. Holiday schedule
- 6.4. Who can be reached when?

Foreword

This school guide is intended for parents, carers and others involved in our school. In this guide you will find practical information such as school hours, holidays, study days, school rules and childcare. It describes how we organise education and the choices we have made in this respect. Furthermore it states what we consider important and how we differ from other primary schools. Good communication between parents/carers and school is important. After all, primary school is an important part of a person's life. Both for the children and for you.

In the school guide, you will also read relevant information about the involvement of parents/carers in the school and the other ways in which we inform you. This school guide has been established with the approval of the parents' section of the participation council (medezeggenschapsraad, MR).

We hope you enjoy reading it.

On behalf of the Karel de Grote team



1. About the school

1.1. General information

Contact details

Basisschool Karel de Grote
Mendelssohnlaan 217
5653BB Eindhoven
0402512628
www.bskareldegrote.nl
kareldegrote@skpo.nl

School board

Stg. Kath. en Prot.-Chr.
Onderw. Eindhov. e.o.
Number of schools: 36
Number of pupils: 10,387
www.skpo.nl

School management

Principal
Jacky Klerkx
j.klerkx@skpo.nl

Partnership

Our school is a member of Samenwerkingsverband Passend Onderwijs Eindhoven e.o: the Partnership for Appropriate Education Eindhoven..

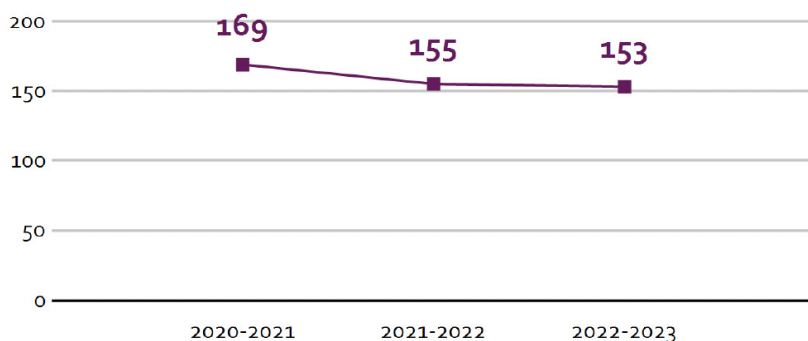
Number of pupils

Number of pupils in 2022-2023



2022-2023

Number of pupils in recent years



The school's pupil numbers have been stable in recent years. The school had 155 pupils on 1 October 2021 and 153 pupils on 1 October 2022.

1.2 Mission and vision

Characteristics of the school

Small groups

Playing together and working together

Learning the Dutch language

Broad development

Parent participation

Mission and vision

Our education...

serves to support pupils in developing a critical attitude towards, and trains them to be proactive citizens in, today's society.

Our teachers...

guide the learning process and design it as efficiently as possible.

The most valuable knowledge...

consists of knowledge, skills and attitude that make the pupil a proactive participant in society.

Learning happens best...

when an active attitude is required of the learner to make meaning of the material to be learned. Better learning happens when learners know how best to learn. Learning benefits from good reflection and feedback. As a teacher, reflection and feedback allow you to monitor and determine pupils' level of understanding and skill development, on the basis of which you can plan further steps in the learning process.

Evaluation is...

focused on the potential of the (individual) pupil and examines the extent to which the pupils get the most out of themselves.

Identity

Basisschool Karel de Grote is a regular primary school. We use the curriculum year class system. We have small groups, so there is a lot of attention for all pupils. Our education serves to help pupils develop a critical attitude towards society and to train them to become proactive citizens for today's society.

Our population is multicultural. We see this as a richness. Pupils are introduced to diverse cultures and learn to treat each other respectfully. The emphasis is on learning the Dutch language, but we also pay attention to the broad development of our pupils. For instance, art teachers teach the subjects dance, music, theatre and visual education. In all groups, iPads are used to support the pupils' educational development.

Engaged parents/carers and an engaged school are prerequisites for pupils' study success. Together, we ensure that pupils can develop to their full potential.

2. Education

2.1. Organisation of education

Groups at school



















Our pupils are grouped as follows:

- **Year classes:** pupils are grouped by ageFilling in teaching time

What is teaching time?

















































By teaching time we mean the hours in a week that the pupil is at school. The content of teaching time may vary from school to school. Children are entitled to a sufficient number of hours of education.

Filling teaching time for years 1 and 2

Subject	Year 1	Year 2
Language, reading and writing	 8 u 15 min	 8 u 15 min
Calculating/Maths	 2 uur	 2 uur
Expressive education	 4 u 45 min	 4 u 45 min
World orientation	 4 u 15 min	 4 u 15 min
Physical education	 5 uur	 5 uur
Social-emotional development	 30 min	 30 min
Music	 30 min	 30 min
Traffic	 15 min	 15 min
English	 30 min	 30 min

Teachers may deviate from the above timetable. They adapt their teaching offerings, according to the educational needs of the pupils.

Filling teaching time for grades 3-8

Subject	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Reading	 7 uur	 6 u 30 min	 5 u 30 min	 5 u 30 min	 4 u 45 min	 4 u 45 min
Language	 7 uur	 7 uur	 6 u 45 min	 6 u 45 min	 7 uur	 7 uur
Calculating/ maths	 5 uur	 5 u 30 min	 5 u 45 min	 5 u 45 min	 5 u 45 min	 5 u 45 min
World orientation	 1 u 45 min	 1 u 45 min	 2 u 30 min	 2 u 30 min	 3 uur	 3 uur
Artistic and creative education	 2 u 30 min	 2 u 30 min	 2 u 45 min	 2 u 45 min	 2 u 30 min	 2 u 30 min
Physical education	 1 u 30 min	 1 u 30 min	 1 u 30 min	 1 u 30 min	 1 u 30 min	 1 u 30 min
Philosophy	 30 min	 30 min	 30 min	 30 min	 30 min	 30 min
English language	 45 min	 45 min	 45 min	 45 min	 1 uur	 1 uur

Teachers may deviate from the above timetable. They adapt their teaching offerings, according to the educational needs of the pupils.



Extra facilities

Our school has the following extra facilities:

- Library
- Technology room
- Playroom
- Game library

2.2 The team

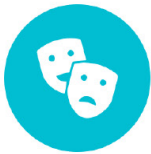
Permanently employed at our school are:

- 13 teachers
- 1 physical education teacher
- 1 educational assistant
- 1 facilities assistant
- 1 administrative assistant
- 1 internal supervisor for the lower grades
- 1 internal supervisor for the upper grades
- 1 principal

We work together with four art teachers from CKE. For eight weeks, the children are taught by an art teacher, so that in one school year all disciplines (dance, visual arts, music and theatre), are covered.

Subject teachers

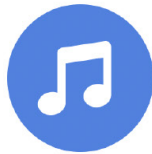
The following subject teachers are present at our school:



Drama



Arts and Crafts



Music



Play and Movement /
Physical Education



Science and
Technology

Staff leave

When a teacher is absent due to illness or for any other reason, a substitute is arranged. The basic principle here is that the pupils' education can be given as optimally as possible. We want to keep the school's organisation intact as much as possible. Sometimes we do not succeed in finding a substitute. We may then choose to divide the pupils among the other groups for one day. In extreme cases, we have to decide to cancel school time for a group. We always inform the parents/carers as soon as possible and ask them to keep their child at home for one day. If this is not possible, the school will provide childcare. We try to keep school time cancellations to a minimum.

2.3 Teaching for the young child

Our school has additional education for the young child: Childcare and Early Childhood Education (Vroeg en Voortijdse Educatie, VVE)/preschool-playroom. We cooperate with a childcare organisation in the school building, Korein Kinderplein.

Our school is linked to Korein, childcare and BSO (Buitenschoolse Opvang, after school care), and together we form the Spilcentrum Genderdal. The Korein location is a meeting point for children and parents from different cultures and backgrounds. We experience this as very enriching.

On behalf of our team, we welcome your child(ren) to our daycare centre and BSO on the Mendelssohnlaan in Eindhoven. We anticipate your child's different developmental phases. To do that properly, we work with a baby group, a toddler group, a playgroup and a BSO group for children aged 4 to 12. Our location organises activities appropriate to your child's age and in line with their development. Our team is enthusiastic, committed and well-trained.

Moreover, we have an eye for each child and give each child personal attention, thus contributing to their development, each at their own pace. More information can be found at www.koreinkinderplein.nl.

2.4 Quality assurance and school plan

What is quality assurance?

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

Goals in the school plan

Our school plan runs from 2019 to 2023. With the approval of the SKPO board and the participation council, we have chosen to have our next school plan start at the same time as SKPO's course plan. This means that we will write an annual plan for this and next school year and the next school plan will start in January 2025.

The goals in our annual plan are focused on opportunity

- opportunity-rich education
- challenging and innovative education
- world citizenship
- sustainability

Vision of citizenship

Our education serves to help pupils use critical thinking towards society and train them to become proactive citizens for this ever-changing society.

Group 1-2

In the groups 1-2 we work with the goals of Basisontwikkeling: Basic Development. With Basisontwikkeling, the world enters the classroom. To promote participation in society, we work on the following objectives in groups 1-2 on a daily basis.

- Being active, taking initiatives and making plans;
- Communicating and language;
- Playing and working together;
- Exploring the world;
- Arts and crafts;
- Imagination and creativity;
- Dealing with symbols, signs and meanings;
- Self-direction and reflection;
- Investigating, reasoning and problem-solving.

Group 3-8

In order to promote participation in society, we work daily on the following objectives in groups 3-8.

- I develop my own identity;
- I deal with diversity in a respectful way;
- I investigate;
- I ask questions;
- I listen to others;
- I form my own opinion and can substantiate it;
- I work together with others;
- I help others.

For the subject World Orientation, we use the method Blink in groups 3-8, in which knowledge, skills and attitude are the starting points. Our teachers guide the learning process. During these lessons, pupils follow their interests, try things out and learn by doing and discovering for themselves.

How do we achieve these goals?

The goals in our year plan are discussed during the school's study days, group discussions and development talks with staff. We evaluate the year plan at the end of the school year.

3. Support and safety

3.1. Extra support for pupils

What is the School Support Profile?

Sometimes pupils need extra support. The school support profile states what extra support the school offers in addition to the basic support. The document also states what goals and wishes the school has for the future. In addition, contact with parents about support is addressed. Together, teachers, the school management and the board draw up the school support profile.

Future offering of extra support

In the coming school year, we will focus on the following points in order to be able to guide pupils (with an extra support need) even better.

Pedagogical action

We will adjust our pedagogical climate so that it has a positive influence on the development of our pupils.

Maths

We will evaluate our maths teaching: method, teacher skills and maths results. After the evaluation, we formulate goals we will work on in the coming school year.

Collaboration

We work intensively with all those involved with a pupil. We believe that all those involved have a shared responsibility when it comes to pupil development.



Qualified specialists at school

Language and mathematics

Specialists working in this area of expertise:

- Internal supervisor
- Remedial teacher
- Speech therapist
- Reading specialist

All parties involved together look at the educational needs (didactic and social-emotional needs) of the child. Extra help is provided in small groups or individually at school during school hours.

The Remedial teacher is present for two half-days a week and the speech therapist is present for 2.5 days a week.

Social-emotional

Specialists working in this area of expertise:

- Behavioural specialist
- Internal supervisor
- Physiotherapist

Behavioural specialist

One internal supervisor is a behavioural specialist. She supervises pupils at school. Parents/guardians, the behaviour specialist, the teacher(s) and the internal supervisor discuss which goals will be worked on. The behavioural specialist also coaches the teachers in their contact with pupils.

Physiotherapist

One half-day a week, the physiotherapist supervises pupils at school. Parents/carers, the physiotherapist, the teacher(s) and the internal supervisor discuss which goals will be worked on.

Behaviour, work attitude and approach to tasks

Specialists working in this area of expertise:

- Behavioural specialist
- Internal supervisor
- Physiotherapist

One half-day a week, the physiotherapist supervises pupils at school. Among other things, she works on pupils' impulse control.

Motor and physical development

Specialists working in this area of expertise:

- Physiotherapist
- Physical Education teacher

Physiotherapist

See previous information.

PE teacher

One day a week, pupils receive physical education from the PE teacher.

Medical treatment and personal care

Specialists working in this area of expertise:

- There are no licensed specialists for this area of expertise.

3.2 Safety at school

The anti-bullying program

The anti-bullying program has been developed by school. It describes the steps we follow when bullying behaviour occurs at school. If necessary, all those involved are informed of these steps.

Social and physical safety

Our school monitors pupils' perceptions of social safety. We take surveys via SCOL (Sociale Competentie Observatie Lijst: Social Competence Observation List) and WMK (Werken Met Kwaliteit: working with quality).

Once a year, all pupils take a social safety survey. Among the pre-schoolers, so-called safety thermometers are used. These are then discussed and appropriate actions are taken.

Anti-bullying coordinator and confidential advisor

We have agreements within the team, whereby everyone has a role in preventing or solving bullying behaviour.

Function	Name	Email address
confidant	Angelika Bongenaar	a.bongenaar@skpo.nl
confidant	Bisera Pennings	b.pennings@skpo.nl

4. Helpful information for parents

4.1. How parents are involved

Involved parents/carers and an involved school are prerequisites for children's educational success and thus lay the foundation for equal opportunities for all young people in Dutch society. We believe that parents/carers and the school have a shared responsibility when it comes to children's development. To ensure that it will be a good school year, it is important that we, pupils, parents/carers and all team members of Spilcentrum Genderdal work together.

Communication with parents

Parents are informed in the following ways:

We would like to keep parents/carers informed of events at school. This is done in the following ways.

- All parents/carers receive a school calendar at the beginning of the school year. This calendar lists all important dates.
- We inform parents/carers mainly through the school app. At the beginning of the school year, parents/carers are informed (again) about this app.
- Every month, parents/carers receive a newsletter via the school app.
- Twice a school year, pupils and parents/carers receive a report card.
- On our website www.bskareldegrote.nl, parents/carers will find practical information about the school and information and photos of activities that have taken place.
- If it is necessary for parents/carers to be informed individually about their child, we invite them to a meeting.
- We encourage parents/carers to contact school on their own initiative to ask questions or engage in discussions about their child or the school.

Complaints procedure

Conversation

We realise how special it is that you entrust your child(ren) to us. In cooperation with you, we do our best to let your child(ren) develop optimally. Sometimes however, you may have different expectations from us or we see things differently. This could cause you anger or sadness. After all, it is about your child(ren). This requires careful and respectful communication. Communicating emotions in an e-mail, for example, can have all kinds of unwanted effects for you, but also for us, and your child would not benefit from this. We therefore consider it important to talk about sensitive matters and not write about them. For this reason, we would like to ask you to request a meeting at an appropriate time. Always talk to your child's teacher first. If you cannot work it out together, then contact the internal supervisor or the principal.

Complaints procedure

If you cannot come to an agreement with the teacher and the school management, you can make use of SKPO's complaints procedure. In applicable cases, there will be a discussion with the board. First, you will contact the board secretary of SKPO: Ms J. de Jonge Baas, j.dejongebaas@skpo.nl.

You can find the complaints procedure including tips on how to act on the website: www.skpo.nl.

The full complaints procedure, which describes the process for handling complaints, is also available for inspection at the school.

Complaints concerning undesirable behaviour

In the event of complaints about undesirable behaviour at school, such as bullying, sexual harassment, discrimination, aggression and violence, parents/carers and pupils can call on the support of the school's internal confidential counsellor. You can seek her advice and support at any time. This confidant listens to you and provides information about possible follow-up steps. In addition, SKPO has an independent external confidential advisor to whom you can turn for guidance or advice.

Contact details internal confidential counsellor group 1 to 3

Angelika Bongenaar
040 2512628
a.bongenaar@skpo.nl

Contact details internal confidential counsellor group 4 to 8

Bisera Pennings
040 2512628
b.pennings@skpo.nl

Contact details external confidential advisor

Eveline Voncken-Evertz en Kim Baesjou
085-0043224
kcc@devertrouwenskamer.nl
www.devertrouwenskamer.nl

Duty to report sexual violence

In the event of complaints from parents and pupils about a school situation, which may involve lewdness, sexual assault or any other sexual offence by a school employee towards a minor pupil, the school is legally obliged to inform the authorities. Subsequently, the authorities are obliged to make a report to the police.

Trust inspector

For independent advice in the event of a complaint, you can also contact one of the trust inspectors of the Education Inspectorate at telephone number 0900-111 3111 (local rate), on weekdays from 8 am to 5 pm.

National Education Complaints Committee (LKC)

For further information, please contact the National Complaints Committee for Education. Contact details:
www.onderwijsgeschillen.nl/over-ons/contact

Parent participation

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

- Participation Council
- Informally

Parents/carers are involved in the following activities at our school:

- helping out during lunch breaks
- helping as 'headlice pickers'
- preparing activities together with teachers
- helping out during activities at school
- driving to and/or participating in excursions

4.2 Voluntary parental contribution

What is the voluntary parental contribution?

Schools can ask parents to contribute to the costs. Conditions are that this contribution is voluntary and the parents in the Participation Council have agreed to it. The contribution would go towards outside class activities.

There is no voluntary parental contribution at our school. There are no other school expenses. We do not ask parents for a contribution. All pupils are allowed to participate in the extra activities offered by the school.



4.3 Reporting illness and applying for leave

About school attendance and unauthorised absence:

Schools are obliged to report unauthorised absence to the school attendance officer. Sometimes, a pupil cannot attend school and there is permissible school absenteeism. On the website of the central government (www.rijksoverheid.nl) it states when the absence is permissible.

Are you not able to go on holiday during the school breaks? In exceptional cases, you can ask the school management for permission to take leave [outside the school breaks](#).

This is how you report your child ill:

If your child is ill and cannot come to school, this must be communicated to the school as soon as possible. You can report your child ill via the school app. We would like to hear from you before 8.25am.

We will contact you by phone if your child is not at school and we have not heard anything. We do this to prevent anything happening to your child on the way to school without you and us knowing about it. Should your child need to leave school during school hours by themselves, because they have to go to the doctor, for example, we will only let the child go if we have received permission from you.

This is how you apply for leave for your child:

There are two types of leave you can apply for.

- Holiday leave
- Leave for important circumstances (wedding, moving house, etcetera).

To apply for leave, you should submit a form to the principal well ahead of time. You can ask your child's teacher for this leave form. Attached to the form is an explanation of when leave will or will not be granted. If leave is requested for several days, a meeting will be held with the principal.

If the number of leave days for a pupil exceeds the allowed, the school attendance officer will decide. The school attendance officer will always contact the school.

On our website, www.bskareldegrote.nl, you will find the heading 'Leave' under the 'Parents' tab. There you will find more information about holiday leave and leave for serious circumstances.

4.4 Admission policy

Basisschool Karel de Grote is a regular primary school. It is important that we can meet your child's educational needs. On our website, www.bskareldegrote.nl, you will find the heading 'Support profile' under the 'Parents' tab. The school support profile states what support the school can offer to pupils who need it and the status of the basic and extra support offered by the school.

If you have registered your child at school, it is important that we get a complete picture (didactic and social-emotional development) of your child. During a conversation with you, we will further explain how we intend to do this.

5. Development and results

5.1. Testing

We use curriculum methods for the subjects maths, language, grammar, reading comprehension, world orientation and self-orientation. The methods give direction to the teachers' lessons. During and after each lesson, the teacher checks how the pupils have completed the lesson. If necessary, extra explanation is given to the pupil(s) during the lesson or at another time.

Each chapter is followed by a test. Again, the teacher reviews the results of the test and discusses these with the pupils. If necessary, lesson material is repeated.

Twice a year, pupils take a standardized test and fill in surveys aimed at social and emotional development. After this, an action plan is drawn up. This plan describes how the teacher will work with the pupils in the next period.

5.2 Final test results

What is the final test?

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

Note: starting from school year 2023-2024, the final test will be replaced by the progression test. The progression test takes place in February and gives pupils an equal chance to apply for their preferred secondary school that best suits their level at the end of March. The results of the progression test will be visible for the first time in the school guide of school year 2024-2025.

Reference levels

The Education Inspectorate checks whether education in schools is of an adequate level. Pupils' 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 adequately or insufficiently.

What are reference levels?

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

- What percentage of pupils with the final test achieved the basic level (this is also called the fundamental level).
- What percentage of pupils have achieved the target level with the final test. This is a higher level that pupils can achieve.

The fundamental level (basic level) and the target level (higher level) are also called the 'reference levels'. In other words, they tell what level the school's pupils have achieved in the areas of language and maths. To see whether the school has scored adequately or insufficiently, they are compared with signalling values from the Education Inspectorate.

What are signalling values?

The minimum percentage the school must achieve at both levels is predetermined. This is because these percentages are set by the Education Inspectorate. If the school scores less than this set minimum value, this may be a signal that something is not going well at the school. This is why these minimum scores are called 'signalling values'.

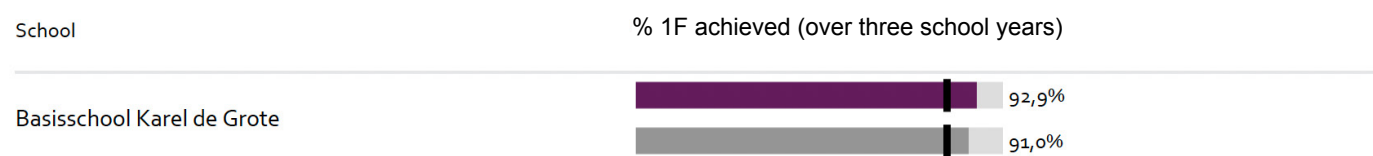
If the percentage of pupils in the school for both the fundamental level and the target level are at or above the signalling values, the results in that school year are sufficient.

Note: For the assessment of school years 2022/2023 and 2023/2024, in addition to the unchanged signalling values, the inspectorate uses so-called correction values when assessing learning results. More information can be found on the inspectorate's website (Beoordeling leerresultaten PO (Assessment learning outcomes PO) 2022-2023).

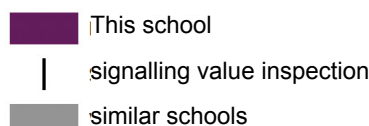
In the 2022-2023 school year, 19 out of 19 pupils participated in the final test.



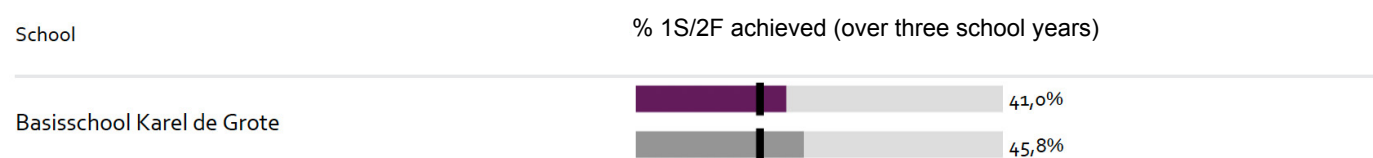
What percentage of pupils achieve the fundamental level?



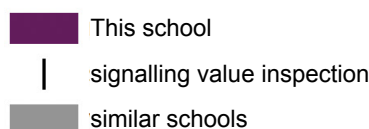
Legenda % 1F behaald



What percentage of pupils achieve the target level?



Legenda % 1S/2F behaald



5.3 School recommendations

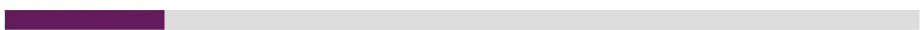








The recommendation is established on the basis of the following information.

- Leerling in Beeld tests (Pupil in Focus, formerly CITO tests)
- method-related tests
- NIO (Nederlandse Intelligentietest voor Onderwijsniveau, Dutch Intelligence Test)
- work attitude
- social-emotional development
- wellbeing

In group 7, pupils and their parents/carers are informed of the preliminary recommendation during an interview. In group 8, pupils and their parents/carers receive the preliminary recommendation before 1 February. In February, pupils take the (national) transfer test. If the result of the transfer test is higher, and a higher advice is in the pupil's interest, the school will give a higher final advice.

Once the group 8 pupils have been registered at the secondary school, the group 8 teacher ensures that the pupils' data is sent to the secondary schools. This data is collected in the educational report. Secondary schools base their decisions on the final recommendation and further consultation with the primary school.

What school recommendations did the school give to pupils in 2021-2022?

Schooladvies	Percentage leerlingen	
vmbo-b		17,4%
vmbo-b / vmbo-k		13,0%
vmbo-k		4,3%
vmbo-k / vmbo-(g)t		17,4%
vmbo-(g)t		13,0%
vmbo-(g)t / havo		8,7%
havo		17,4%
havo / vwo		4,3%
vwo		4,3%

5.4 Social development

Vision on social returns

What do schools mean by social returns?

Children learn and develop skills at school that are needed to get on well with others. And to contribute to society. These are skills such as cooperating, solving arguments and being self-sufficient and independent. These skills make school a pleasant and safe environment and also improve learning performance. Children participate in society in a positive way.

Our core values from the vision of social returns are:

(Working and learning) Together

Ownership

Positivity

Our education serves to make pupils develop critical attitudes towards society and train them to be proactive citizens for today's society. Our population is multicultural. We see this as a richness. Pupils are introduced to diverse nationalities and cultures and learn to treat each other respectfully.

Working method Social results

The teachers organise the lessons in such a way that pupils experience a pleasant alternation between working alone, cooperating and playing together. The teachers discuss with the pupils how the activity went. What went well? What can you pay attention to next time? In this way, pupils learn skills they will also need in society.

In addition, the teachers use the 'De Geluyskoffer' ('The Suitcase of Happiness') method as a source book. During these lessons, 7 themes recur in every group: what is happiness, positive thinking, gratitude, talents, self-confidence, dreams of the future and spreading happiness.

6 School hours and childcare

6.1 School hours

Our school has a continuous schedule (short lunch break, all children stay at school, one or more afternoons off per week).

	Morning		Afternoon	
	Pre-school care	School time	School time	After-school care
Monday:	07:30 - 08:30	08:30 -	- 14:45	14:45 - 18:30
Tuesday:	07:30 - 08:30	08:30 -	- 14:45	14:45 - 18:30
Wednesday:	07:30 - 08:30	08:30 -	- 12:30	12:30 - 18:30
Thursday:	07:30 - 08:30	08:30 -	- 14:45	14:45 - 18:30
Friday:	07:30 - 08:30	08:30 -	- 14:45	14:45 - 18:30

	Childcare
	Schooltime

Monday:	After-school childcare provided by Korein
Tuesday:	After-school childcare provided by Korein
Wednesday:	After-school childcare provided by Korein
Thursday:	After-school childcare provided by Korein
Friday:	After-school childcare provided by Korein

6.2 Childcare

Before-school childcare

Before-school childcare is arranged in cooperation with [Korein Kinderplein](#), in the school building. There are costs involved.

Inter-school care

No childcare is provided during lunch break.

After-school care

After-school childcare is arranged in cooperation with [Korein Kinderplein](#), in the school building. There are costs involved.

Care during holidays and school holidays

Childcare is available during days off and school breaks.

6.3 Holiday schedule

Holidays 2023-2024

Holidays	From	Until
Study day 1	05 October 2023	
Autumn break	14 October 2023	22 October 2023
Study day 2	01 December 2023	
Christmas break	23 December 2023	07 January 2024
Study day 3	08 January 2024	
Spring break	10 February 2024	18 February 2024
Study day 4	04 March 2024	
Easter Monday	01 April 2024	
May break	20 April 2024	05 May 2024
Study day 5	08 May 2024	
Ascension Holiday	09 May 2024	10 May 2024
Pentecost Monday	20 May 2024	
Extra holiday week	08 June 2024	16 June 2024
Study day 6	25 June 2024	
Summer break	06 June 2024	18 August 2024

The Friday before every break, pupils have the afternoon off. They will have classes in the morning (until 12.00am, noon).

6.4 Who can be reached when?

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

	Days	Time
Teachers	Monday to Friday	After school
Autumn break	Monday to Friday	Appointment on request
Study day 2	Monday to Friday	Appointment on request