

Basisschool Karel de Grote

Schoolgids 2024-2025



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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

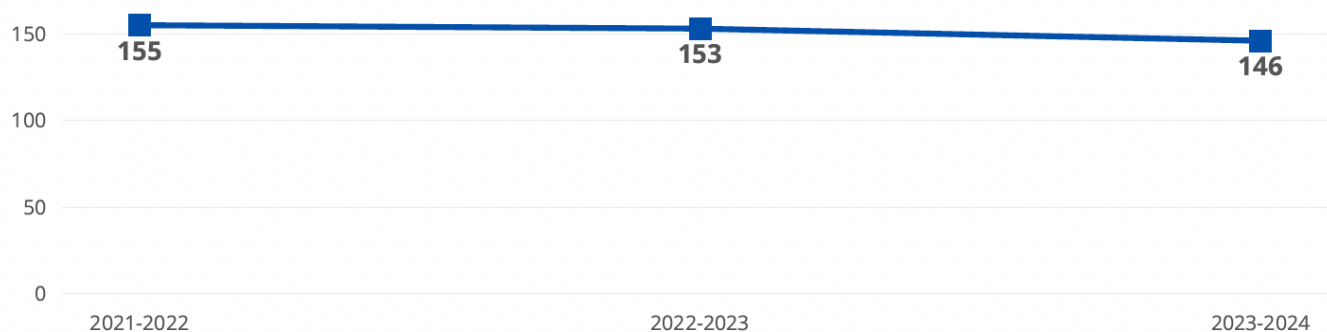
Principal
Jacky Klerkx
j.klerkx@skpo.nl

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 recent years



 2023-2024
146

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

Involvement

Responsibility

Development

Mission and vision

At Karel de Grote, we develop together to become active and critical citizens of society.

Involvement

Involved pupils, involved parents/carers and an involved school together ensure optimal development.

Responsibility

We are aware of our own influence and learn to get the best out of ourselves.

Development

The most valuable development consists of acquiring (self)knowledge and experiences. This is how we succeed in strengthening our skills to become active citizens.

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 view 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.

2. Education

2.1. Organisation of education

Groups at school

Our pupils are grouped as follows:


Year classes: pupils are grouped by age.

Filling 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. Pupils 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 u 00 min	 2 u 00 min
Expressive education	 4 u 45 min	 4 u 45 min
World orientation	 4 u 15 min	 4 u 15 min
Physical education	 5 u 00 min	 5 u 00 min
Social-emotional development	 0 u 30 min	 0 u 30 min
Music	 0 u 30 min	 0 u 30 min
Traffic education	 0 u 15 min	 0 u 15 min
English	 0 u 30 min	 0 u 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 u 00 min	 6 u 30 min	 5 u 30 min	 5 u 30 min	 4 u 45 min	 4 u 45 min
Language	 7 u 00 min	 7 u 00 min	 6 u 45 min	 6 u 45 min	 7 u 00 min	 7 u 00 min
Maths	 5 u 00 min	 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 u 00 min	 3 u 00 min
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	 0 u 30 min	 0 u 30 min	 0 u 30 min	 0 u 30 min	 0 u 30 min	 0 u 30 min
English language	 0 u 45 min	 0 u 45 min	 0 u 45 min	 0 u 45 min	 1 u 00 min	 1 u 00 min

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 continue 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 offers additional education for the young child: Childcare and Early Childhood Education (Vroeg en Voortijdse Educatie, VVE)/pre-school playgroup. We cooperate with a childcare organisation in the school building, Korein Mendelssohnlaan.

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 at 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 pre-school playgroup (peuterspeelzaal) and an After School group (BSO) 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 school year and the next school plan will start January 2025.

The goals in our annual plan are focused on 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.

Core values

Our core values relating to citizenship are:

- equality
- freedom
- coming together

Core values

An important aspect of the legal citizenship mission is the promotion of the basic values of the democratic rule of law. The relevant basic values for education are defined in the legal framework. They are:

- freedom of speech
- equality
- sympathy
- tolerance
- rejection of intolerance
- rejection of discrimination
- autonomy
- sense of responsibility

Based on our identity, we believe it is important for pupils to live life in a conscious manner, not only respecting others and people with different opinions, but also look after these others. We want to give pupils a broad knowledge and a sense of responsibility for society. At school, we therefore teach our pupils to live and work well together with others. The most valuable development consists of acquiring (self)knowledge and experiences. This is how pupils will succeed in strengthening their skills to become active citizens.

Goals

Based on our vision, we have set the goals for citizenship education. For us, each goal involves these components: knowledge, skills, attitude and reflection. Through the chosen goals, we focus on the personal development of pupils and the development of social and societal competences. Our goals are:

1. We raise our pupils to become decent, balanced people who treat (based on clear values and standards) themselves, their fellow human beings and their environment with respect (sociality).
2. We raise our pupils to be people who know what democracy means and act accordingly (democracy).
3. We raise our pupils to be people who (digitally) 'participate', who are (digitally) actively involved in society, who are focused on (digital) cooperation and who want to mean something to others (participation).
4. We raise our pupils to be people who have knowledge of, and respect for, other opinions and beliefs (religions - ways of life), pupils with a good self-image, with their own opinions and their own identity (identity, solidarity, sexuality and diversity).
5. We provide knowledge and a (critical) attitude regarding current, social issues. Our pupils can take a stand and express their opinions on social topics effectively (involvement).
6. We focus on general development and provide our pupils with cultural knowledge for life (cultural development).
7. We give our pupils a view on international relations, on the Netherlands in the world (world citizenship).

How do we reach these goals?

The topics from our annual plan are discussed during study days, group discussions and development discussions with team members. At the end of the school year, we evaluate the annual plan.

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	Mevr. Angelika Bongenaar	a.bongenaar@skpo.nl
confidant	Mevr. Bisera Pennings	b.pennings@skpo.nl
confidant	Mevr. Madeleine Molendijk	m.ladan@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 internal confidential counsellor group 1 to 8

Madeleine Ladan
040 2512628
m.ladan@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 may 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 activities 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

Note: In school year 2023-2024, the final test has been replaced by the progression test. At this time you can still see the results of the final test of 2023.

The results of the 2024 progression test will not be visible until after the summer break. This is in line with the Education Inspectorate's assessment. For more information, visit [the website of the Inspectorate](#).

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 mandatory. 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.

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](#).

Results of the flow-through test (doorstroomtoets)

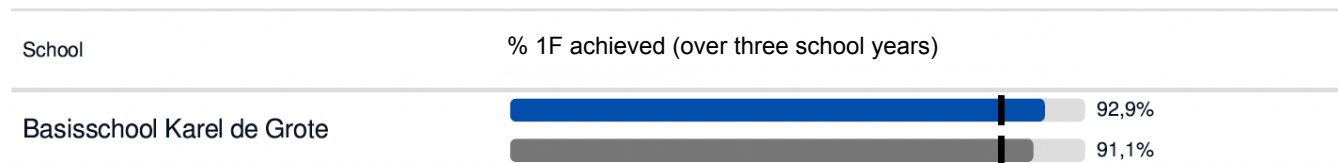
Primary schools must administer a flow-through test to all pupils in group 8. This test shows what level pupils have in language and mathematics, and serves two purposes:

1. It shows which type of subsequent education suits a pupil, based on their language and math skills. It complements other data for the school advice a pupil receives.
2. It provides insight into a primary school's results. The Education Inspectorate uses this information to determine the overall opinion about a school.

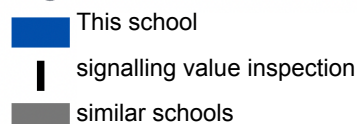
In the 2023-2024 school year, 18 out of 18 pupils participated in the progression test.



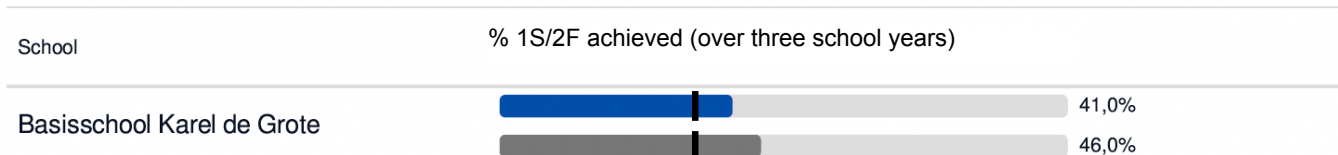
What percentage of pupils achieve the fundamental level?



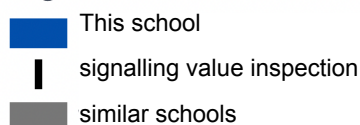
Legenda %1F behaald



What percentage of pupils achieve the target level?



Legenda %1S2F behaald



5.3 School recommendations

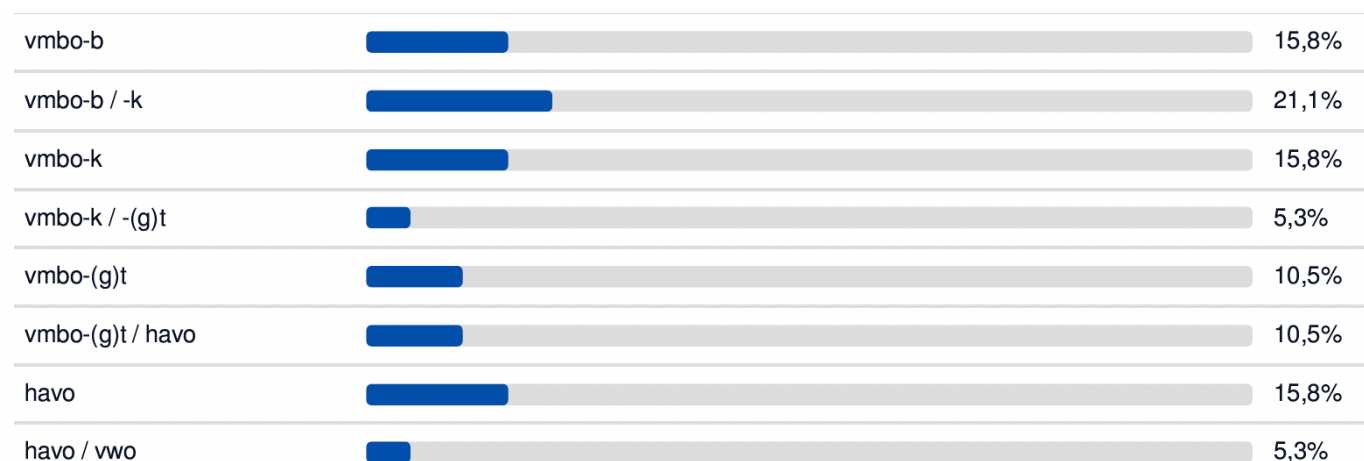
The recommendation is established on the basis of the following information.

- 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) progression test. If the result of the progression 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 2022-2023?



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:



At Karel de Grote, we develop into active and critical citizens of society, together. Our population is multicultural. We view 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? 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 for 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 2024-2025

Holidays	From	Until
Study day 1	04 October 2024	
Autumn break	19 October 2024	27 October 2024
Study day 2	26 November 2024	
Christmas break	21 December 2023	05 January 2025
Study day 3	13 February 2025	
Spring break	1 March 2025	9 March 2025
Study day 4	31 March 2025	
May break	19 April 2025	4 May 2025
Liberation Day	5 May 2025	
Study day 5	28 May 2025	
Ascension Holiday	29 May 2025	30 May 2025
Extra holiday week	31 May 2025	8 June 2025
Study day 6	24 June 2025	
Day of for pupils	4 July 2025	
Summer break	5 July 2025	17 August 2025

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