



# School plan

Atalanta 2019-2023



Atalanta Primary School

## Table of contents

<b>1. THE SCHOOL AND THE COMMUNITY</b>	<b>2</b>
<b>2. PRINCIPLES OF SCHOOL MANAGEMENT</b>	<b>4</b>
<b>3. OUR SCHOOL CONCEPT</b> Vision, mission and ambition	<b>8</b>
<b>4. STATUTORY REQUIREMENTS</b> Quality and quality monitoring What do our pupils need? School hours Our teaching content Reference levels Caring for our pupils Action-oriented working Procedures for assigning additional support School support profile	<b>12</b>
<b>5. ANALYSIS OF SCHOOL PERFORMANCE</b>	<b>16</b>
<b>6. LONG-TERM DEVELOPMENTS</b> Medium-term plan	<b>18</b>
<b>7. RELATED SCHOOL DOCUMENTS</b>	<b>20</b>



The background features a close-up, shallow depth-of-field photograph of several colored pencils. A large, semi-transparent white circle is overlaid on the right side of the image, framing the text. The pencils are in various colors, including blue, yellow, green, and pink, and their tips are visible.

Chapter 1

# The school and the community



Atalanta Primary School is an interconfessional school that provides education based on Christian norms and values. Children and parents of a different religious persuasion are welcome at Atalanta, provided they respect the standards, values and principles of our school.

Atalanta Primary School is one of the seven schools in Woensel-Zuid and situated in the Mensfort neighbourhood. This is a green neighbourhood, with many facilities where children can play. On 1 October 2018, 204 pupils were enrolled at our school. Our pupils mainly come from the Mensfort, Kronehoef and Rapenland neighbourhoods in the city district of Erp. Twenty percent of the parents with school-age children living in the neighbourhood choose to send their children to a more distant school.

Mensfort is one of the nineteen development areas in Eindhoven. Local residents, housing associations, the police, 'Dynamo jeugdwerk', 'Lumens in de beurt', the school and the municipality work together to create a neighbourhood where people can make a good home for themselves and lead enjoyable lives: a safe and strong residential area where quality of life is high.

Atalanta Primary School strives to be a school that represents, supports and is in tune with the neighbourhood. A neighbourhood that is characterized by diversity across a broad spectrum. We see this mix of cultures, religions and social backgrounds as an opportunity for our pupils. Our task is to guide them as they grow and develop on their path towards a promising future. Our approach is based on our social mission:

Qualification: development of cognitive skills  
Socialisation: making a contribution to society (citizenship)  
Personal development: developing pedagogical and social skills

Our school is part of SPILcentrum Mensfort. SPIL stands for Spelen, Integreren, Leren (Play, Integrate, Learn). Korein is our SPIL partner. Since 2018, our educational support staff have reported directly to the school's director and the school's internal support coordinators (IB) and the VVE coordinator also assist the toddler groups and after-school care. We work together to achieve continuous development and improvement based on a shared vision. We use the pedagogical-educational SPIL framework plan and the "Pre-school and early school education plan" (VVE plan) for this.

## Representative of, supportive of and in tune with the neighbourhood

A child daycare centre, 't Parelbosch, is also located in the neighbourhood. We collaborate with the management and employees responsible for the relevant days of toddler care to achieve a seamless transfer of children from 't Parelbosch to our primary school.

The background features a close-up, slightly blurred image of several colored pencils in various colors (blue, yellow, green, pink, purple). A large, semi-transparent white circle is overlaid on the right side of the image, containing the chapter title and subtitle. The overall aesthetic is bright and educational.

Chapter 2

# Principles of school management

## MISSION, VISION AND AMBITION

### MISSION

Our schools are located in Eindhoven and the surrounding area: a promising and uniquely dynamic environment where progressive collaboration is self-evident. We at SKPO attach great importance to creative and independent thinking and have high expectations when it comes to learning and development because we know this approach is effective.

Our ambitions are clearly visible in our day-to-day school management. When we make choices, we always consider whether they contribute to the children's development. For us, a happy child who visibly enjoys learning is proof that our education is of high quality.

### AMBITION

Every child has the right to a good education. Sometimes children need that little bit extra. We tailor our education to suit each child every day so that they can confidently join together in taking responsibility for a good future. We achieve this through our own highly motivated professionals and collaboration with partners. Our approach is always based on our core values: development, individuality, responsibility and connection.

#### Development

be enthusiastic and motivated to learn  
be ready to experience the rewards of learning and development  
be ready to focus on learning across a wide range of subjects

#### Individuality

be self-confident and continue to believe in yourself  
stand up for your right to be yourself, with all your 'idiosyncrasies'  
be ambitious and take initiative  
show resilience in the face of adversity  
be flexible and versatile

#### Responsibility

actively participate in society  
show respect and have a moral compass  
embrace responsibility for yourself and others  
think in terms of opportunities and possibilities

#### Connection

initiate action and collaborate  
be important to others  
respect norms and values  
act inclusively towards others  
be open to others

Our shared ambition is reflected in the objectives for the pupils, staff, partners and organisation and gives direction to our actions.

#### Pupils: education for the future

- Broad development of children; future-oriented.
- Stimulate the development of children as independent people, but connected to others.
- Children with self-knowledge and self-confidence who want to be there for each other.
- High-quality education with an appropriate focus on cognitive development within a meaningful context.

#### Staff: dynamic craftsmanship

- An organisation that offers professionals opportunities and responsibility.
- Recognize and exploit the qualities and versatility of all professionals.
- Managers who encourage the development of teachers.

#### Partners: together we can achieve more

- A school and parents who trust each other and focus on developing children.
- Achieve continuous development for the children together with our partners.
- Actively contribute to achievement of the social mission.



### Organisation: constantly evolving

- Independent schools that collaborate with the community and with each other.
- Opportunity for development, with a matching structure, culture and processes.
- Efficient, transparent and sustainable day-to-day operation.

### MANAGEMENT VISION

SKPO has a collective ambition; together we want to offer children the very best there is. We are convinced that the most successful approach is to assign responsibility for achieving this goal to the professionals on the work floor in the organisation. The values we stand for are clearly expressed in the management vision. Schools make their own choices, in collaboration with their team and the community in which they operate. Having the authority and confidence to make choices leads to high commitment and responsibility, thereby creating the preconditions for development and quality. Connection inside and outside



well-managed and sound basis, and a healthy dose of audacity.

The professional culture of SKPO:

- In everything we do, we ask ourselves whether those actions contribute to achieving our ambition: 'Every child has the right to a good education.'
- For us, a professional culture means having a clearly defined ambition, being capable of communicating that ambition and making appropriate choices.
- As a result, SKPO's ambition is visible in all layers of the organisation.

# Every child has the right to a good education

the school and within SKPO is encouraged and organised without compromising anybody's individuality. Our management approach is based on this subsidiarity principle. Each school has its own director with final responsibility for education, staff and finances. SKPO's ambition and frameworks offer optimal scope for policy choices at school level. **WORKING ON QUALITY; QUALITY ASSURANCE AT SKPO**

SKPO is an ambitious organisation. We have faith in children and in each other, and our work is shaped by a shared ambition. We are committed to open dialogue, both internally and externally. This requires trust, an ambition that consistently and perceptibly permeates the organisation, a

### WORKING ON QUALITY AT SKPO

SKPO's schools and Executive Board consciously monitor quality. Working on quality at SKPO is based on two fundamental principles:

1. Measuring results against 10 quality indicators
2. Learning from and with each other; strengthening dialogue and leadership.

The Executive Board, our schools, the Supervisory Board and JPC are involved in determining our quality assurance processes (and systems). They have a clear role in the dialogue on quality within SKPO.

The quality indicators reflect our objectives in terms of our pupils, staff, partners and organisation. As a result, the school's development path is always assessed from an integrated perspective. We answer two important questions through the indicators and our critical dialogue: "How do we know if we are performing well" and "Are we doing the right things to achieve our ambition?" Our 10 indicators are:

*Pupils: education for the future*

1. Our pupil's final and intermediate results in cognitive subjects: reading comprehension, technical reading, spelling and arithmetic/ mathematics.
2. The socio-emotional development of our pupils.
3. The focus on broad development.
4. The number of pupils at the school: the outflow during the school year in question and the school's market share in the neighbourhood.
5. The pupils' feeling of social safety.

*Staff: dynamic craftsmanship*

6. The average sickness absenteeism and the frequency of sickness absenteeism among the staff in the schools.
7. Staff satisfaction.
8. The focus on the staff's professional development.

*Partnership: together we can achieve more*

9. Parent satisfaction.
10. The involvement of parents, such as participation and educational partnership.

**What do we do with the indicators, what are the benefits?**

The indicators tell us whether our school is

basically in order. They make our dialogue objective and help us decide whether we are achieving our objectives.

**Learning from and with each other; investing in dialogue and leadership**

Children and colleagues are given the opportunities they need to grow, develop and learn. As an organisation, we are committed to open dialogue, both internally and externally. We rely on curiosity, craftsmanship and acceptance of joint responsibility. We facilitate and strengthen our dialogue to learn and develop together.

In respect of collective themes, we come together at content-focused network meetings. For example, we have the Plenum (directors' meeting), the IB network, the VVE network, the Talent network and network groups of ICT professionals and administrative staff. All these networks use our Intranet to connect outside the physical networking events as well.

In addition to the network meetings, we strengthen dialogue and leadership through collegial school discussions, peer inspections and the Best Teacher Guidance project led by emeritus Professor W. van de Griff.







Chapter 3

# Our school concept

## VISION

At Atalanta Child Centre we achieve great results together! It is a place where the team, children, parents and partners matter. Together, we contribute to everyone's development based on values of respect, safety, trust, responsibility and individuality in an environment where the children are responsible for their own learning activities and taught to treat each other with respect and empathy.

The children are involved in structuring and organising the teaching activities. The school determines the balance between the basic curriculum and each child's personal development. We achieve this by carefully assessing the children's needs and actively involving the children in the teaching and learning process.

## MISSION

Our motto is: Growing together... Atalanta Primary School is a school that represents, supports and is in tune with the neighbourhood. A meeting place for children, parents and local residents where collaboration is the shared starting point. Where the talents of children, parents, team members and partners are used to build and improve development activities. A place where our values are supported and communicated. A school where nobody is invisible and everybody feels safe and free. A school where we think in terms of opportunities. Where every child with its talents is seen as a meaningful member of the society of the future.

At Atalanta Primary School we work in a positive teaching and educational climate where our values are central. "Golden Triangle"



collaboration (see [leraar24.nl](http://leraar24.nl)) between the school, child and parent is central to this. We offer an attractive working and learning environment that encourages the broad development of

children. We achieve this by identifying the educational needs of each child and taking into account the input, interests and talents of the children.

## AMBITION

Our ambition focuses on education's social mission:

Qualification: development of cognitive skills

Socialisation: making a contribution to society (citizenship)

Personal development: developing pedagogical and social skills

We have formulated the following objectives and identified the required teacher skills in line with this mission based on a strengths and weaknesses analysis, (see SWOT analysis, available for inspection at school).

## QUALIFICATION

Our educational approach is based on eight guiding principles, see also <http://curriculumontwerp.slo.nl/spinnenweb>

*Learning content:* At Atalanta, we offer education across a broad range of subjects, working within a defined structure:

- The lessons in the morning focus on arithmetic, reading comprehension, spelling and language, at an appropriate level for the child. We use contemporary methods, which are benchmarked against the primary school education reference levels.
- The lessons in the afternoon focus on thematic/project-based working. Non-language subjects, music, technology, expression, physical education, media literacy and culture are integrated in these activities. The children have a say in the educational offer and the idea is to discover their talents.

The children and teachers jointly set goals that match the child's personal development.

adapted based on feedback from the children. The children have a say in which subjects are offered and the form teaching takes.

*Teacher's role:* The teacher alternately leads and guides in the classroom while applying the direct instruction model, among other techniques. The teacher is fully aware of the learning pathways and reference levels and adapts the teaching approach and material accordingly.

The teacher assumes the role of guide and coach

# A pleasant and safe living and working environment

in respect of personal development. The teacher varies the teaching forms used in an approach designed to build knowledge, executive skills, studying skills and learning skills. The teacher's role is dynamic, with a constant shift in focus in order to match the needs of the group and the individual children.

*Learning environment:* The learning environment is attractive, well-organised and challenging. It stimulates a questioning attitude and encourages the children to be inquisitive. The children are aware of the target standard set for each subject and kept informed of their performance. This means that each child knows where personal development is needed. Learning mainly takes place at school. Efforts are also made to encourage the child to learn in and from the "real world".

*Educational tools:* We use different learning materials from varied sources. ICT plays a prominent role within our educational activities. Children are prepared for life in a society characterised by

sustainability, internationalisation, globalisation and digitalisation.

*Assessment:* The educational concept requires a way of assessing/tracking children that measures their development. We explore/research which method and system are suitable for our educational concept.

*Time:* The morning focuses prominently on the core subjects, which are taught based on a fixed schedule.

The afternoon is reserved for thematic/project-based education.

*Groups:* We teach the core subjects in a mixed-group format; the children receive education at their level of attainment. The thematic/project-based activities are offered in various collaborative forms that may also mix different academic years.

## PERSONALITY DEVELOPMENT

The children develop social and emotional skills that help them understand themselves and others. This personal maturity helps them make a positive contribution to society in later life. Developing social and emotional skills is a continuous process and included in all aspects of the total educational offer.

\\

We use a PBS (Positive Behaviour System) to build a pleasant and safe living and working environment at Atalanta. In order to extend the children's personal and social development, the school has adopted a school-wide integrated





approach that complies with Positive Behaviour System (PBS) principles. We offer a programme in line with the objectives of PBS in the area of social and emotional learning.

Children at Atalanta are aware of their living environment and capable of making a positive contribution to it. They form opinions based on an inquisitive, explorative and investigative mindset.

Social awareness is stimulated through projects and themes. Existing forms of collaboration, including the arrangements set up with Vitalis, the after-school programme and Stichting Leefbaar Mensfort will be continued and/or expanded. The themes and projects are offered in an integrated approach based on goals associated with citizenship and socialisation.

### Teaching skills

#### PEDAGOGICAL

The teacher closely models his activities on pedagogical principles and creates a living and working climate that is characterised by high expectations in relation to well-being and involvement. He uses the educational triangle - school, child and parents - as a powerful tool to develop and provide guidance for the children. The teacher is aided by an empathic "understanding of children" and

an ability to interact with them positively and resolve issues

effectively. This requires the teacher to engage with the children at a personal level, while maintaining a professional approach.

#### DIDACTICAL

The teacher has much to offer didactically. The educational content is tailored to the child's level and learning needs. He matches the instruction and organisation to the group as effectively as possible. Collaboration with parents, both pedagogically and didactically, is essential for the children's development. This requires an open, honest attitude and sincere interest on the part of the teacher.

The objectives described above require the teachers and whole team to work in accordance with a profile characterized by the following soft skills:

- Ownership
- Strategic thinking
- Solution orientation
- Perseverance
- Communication skills
- Inquisitiveness
- Result focus
- Collaboration



The background features a circular frame containing several sharpened colored pencils in various colors (blue, yellow, green, pink, purple). The pencils are arranged in a way that they appear to be part of a larger set, with some in the foreground and others blurred in the background. The overall aesthetic is clean and educational.

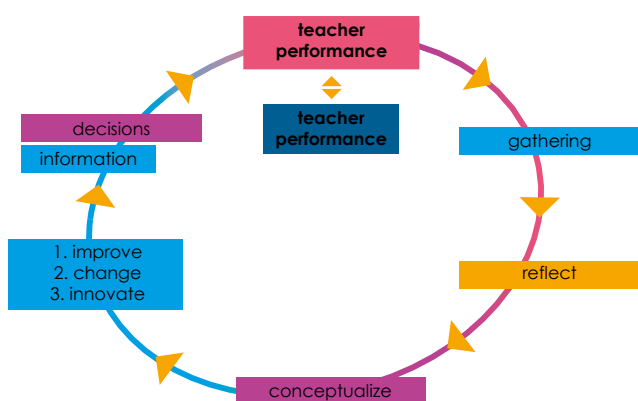
Chapter 4

# Statutory requirements

The government has set statutory requirements for all primary schools in the area of quality and the educational structure. This chapter describes how Atalanta Primary School meets the requirements defined for quality assurance, teaching content and pupil care.

### QUALITY AND QUALITY MONITORING

Strong teachers are the backbone of effective education. Tracking and improving educational quality are achieved through a cyclical and systematic approach based on the sustainable learning cycle.



Source: Spittler&Buijs, 2014

Our school has implemented a quality assurance system. We use different data to continuously improve the education we offer. For example:

### WHAT DO OUR PUPILS NEED?

The children attending Atalanta come from widely divergent cultural and social backgrounds. The children joining the toddler groups and young children groups start from different levels. These differences are most pronounced in their Dutch language proficiency and social skills. Parents are involved in their child's development in a number of ways. The extent to which parents can support their child's cognitive, social and societal development depends on the social context, their educational qualifications and their command of the Dutch language. Some families and children have only lived in the Netherlands for a short time when they start school with us. The reasons for migrating to the Netherlands differ and require the school to provide different forms of guidance and support for each child (and parent).

Working from a safe living and learning environment, we tailor our educational and support offer to all the characteristics of our target group. Supporting children during their development is a joint responsibility that requires active partnership with the parents.

We offer education in Dutch. The children are "immersed" in a Dutch-speaking environment from the time when they are admitted to the SPIL centre. To ensure that language tuition continues to the greatest possible extent in the home environment, we offer the children and their parents different forms of support and guidance.

Child	Team	Parents	Management
<ul style="list-style-type: none"> <li>Parnassys, pupil monitoring system</li> <li>ZIEN, pupil monitoring system for social and emotional development and safety</li> <li>CITO/IEP</li> <li>Method tests</li> <li>KIJK</li> <li>WMK satisfaction survey questionnaires</li> <li>Child interviews</li> <li>Observation</li> <li>Pupils' Council</li> </ul>	<ul style="list-style-type: none"> <li>WMK/Kijkwijzer classification</li> <li>Group discussions</li> <li>Development interviews</li> <li>Schooling</li> <li>Teaching teams</li> <li>Study days</li> <li>Class visits</li> <li>Peer inspection</li> <li>WMK satisfaction survey questionnaires</li> <li>School self-evaluation (SZE)</li> <li>Networks:</li> <li>ICT, VVE and Administration</li> </ul>	<ul style="list-style-type: none"> <li>WMK satisfaction survey questionnaires</li> <li>Parent Team PBS</li> <li>Coffee mornings</li> <li>Parent initiatives</li> <li>Class parent sounding board</li> <li>PC and PA</li> </ul>	<ul style="list-style-type: none"> <li>Schooling</li> <li>360 feedback (lifestyle)</li> <li>Peer-to-peer coaching</li> <li>Networks, including Plenum and IB</li> <li>Coaching</li> </ul>

See the quality and annual cycle framework.



The SPIL centre differentiates its total offer as far as practically possible: we offer different structures and methods that suit the child.

The school is a pivotal point in the neighbourhood. Our participation in the “Kernteam” (core team), a neighbourhood support initiative, leads to shorter lines of communication and children receive the right care and guidance more quickly. We increase the opportunities open to our children by setting up relationships between the SPIL centre and partners that can provide support for development based on a different discipline. To achieve this, we cooperate closely with the neighbouring health centre and other professional institutions that offer support to children and parents within their sphere of expertise.

### SCHOOL HOURS

The school opens its doors every day at 8.25am and classes start at 8.30am. The classes end at 2.45pm, except on Wednesday when the classes end at 12.15 pm.

Our pupils receive 25.5 hours of tuition each week based on a weekly schedule of 28.75 hours. The weekly timetable details how these hours are

used. The times per subject are shown in hours. Adjust in: See weekly timetable (available for inspection at school).

### OUR TEACHING CONTENT

We use the latest methods and systems based on an annual plan. A summary of the methods, tests and observations used by the school is available (available for inspection at school).

### REFERENCE LEVELS

At our school, we work with the reference levels <1F, 1F and 1S/2F. Our target for school leavers going on to attend secondary school is to achieve at least 90% attainment of level 1F in arithmetic and language/reading.

### OUR PUPIL CARE

The Ministry of Education has set statutory requirements for all primary schools in the area of quality and the educational structure.

We measure the quality of our education based on the following assessments/registration system:

Assessment	Sept	Okt	Nov	Dec	Jan	Febr	Mrt	April	Mei	Juni
Reading comprehension						M3-M8				E3-E7
Spelling						M3-M8				E3-E7
Spelling - verb conjugation						M7-M8				E7
Arithmetic						M3-M8				E3-E7
AVI/DMT		3-7				M3-M8				E3-E7
Quick Scan						M3-M8				E3-E7
Zien!		3-8				3-8				
KIJK!			P/1/2			P/1/2				P/1/2
IEP test								14&15		

The test results, registration systems and observation data are analysed three times per school year and are discussed at group level, pupil level and school level. The teacher skills are also part of the discussions.

## ACTION-ORIENTED APPROACH

We work in an action-oriented manner. This means that we work in a systematic and cyclical way, focusing on the educational needs of the pupils and the support needs of the teacher. The whole cycle of action-oriented working in combination with the associated instruments such as the group overview and group plan has been implemented at our school. In the coming years, we will focus more strongly on improving/optimising the group plan and group overview instruments.

## PROCEDURES FOR ASSIGNING ADDITIONAL SUPPORT

The teachers in the group offer a differentiated educational offer in order to match the educational needs of the pupils as closely as possible. The internal support coordinator supports the teacher in this. The educational needs of a pupil may be complex and the basic level of support may be insufficient. In this situation, the internal coordinator reviews the available support options together with the parents and the teacher. We distinguish between moderate and intense support.

### Moderate support

- Preventive support
- Involvement of the ambulatory SKPO home service coordinator, arranged by the school.

### Intense support

- A support package at the primary school or transfer to a special-needs (primary) school
- Organised by 'Samenwerkingsverband Passend Onderwijs PO Eindhoven'

- Approved by the Admissions Committee (Commissie van Toelaatbaarheidsverklaringen)

In order to meet the needs of our pupils, we offer the following basic support packages:

- Feeder class for pupils with deficient language skills (groups 1 to 4).
- Hotspot for pupils who require a greater challenge, over and above the more advanced educational offer in the group.
- Group-wide working: pupils with a personal learning pathway attend classes in another group.
- Transfer to primary school De Wereldwijzer
- for pupils (newcomers) who have lived in the Netherlands for less than 1 year and have not yet received any education.

## SCHOOL SUPPORT PROFILE

The school support profile (SOP) details the basic support and extra support we offer. The support packages described in the profile indicate the extent to which the school can accommodate the child's educational needs. This profile is dynamic; ongoing developments within the school and our educational offer mean that our ability to accommodate these needs is subject to change. Please refer to the SOP for details.



The background features a collection of colorful pencils in shades of blue, yellow, green, and pink, arranged in a fan-like pattern. A large, semi-transparent white circle is overlaid on the right side of the image, containing the chapter title and subtitle. The overall aesthetic is bright and educational.

Chapter 5

# Analysis of school performance



The following instruments are used to analyse school performance:

- the outcomes of WMK survey questionnaires (working with quality cards)
- School self-evaluation LVS CITO and IEP Final Assessment
- ZIEN! and KIJK!

See SWOT (available for inspection at school).



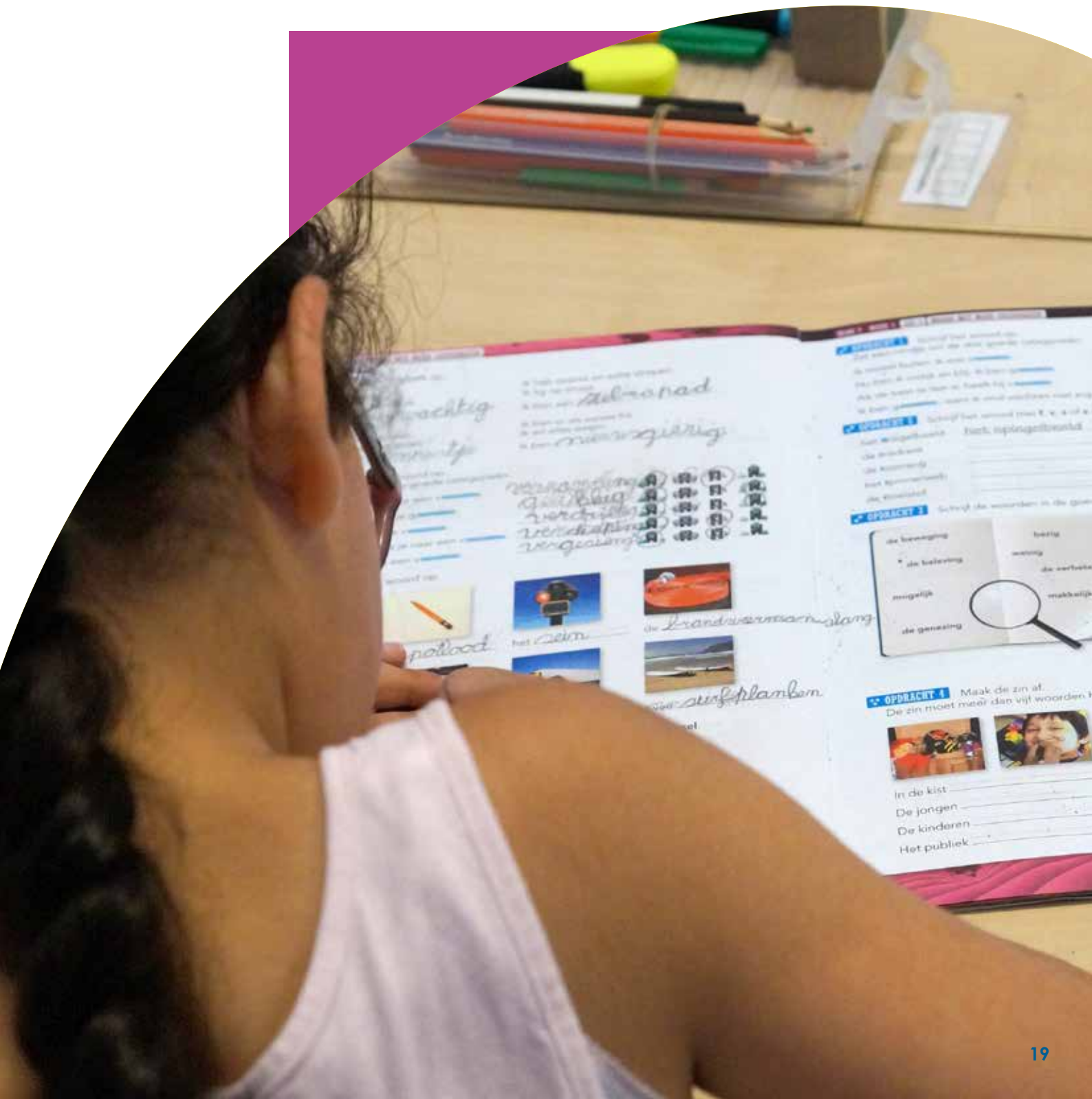
The background of the page is a close-up photograph of several colored pencils. The pencils are in various colors, including blue, yellow, green, and purple. They are arranged in a way that they appear to be fanning out from the top left towards the bottom right. The image is framed by a large, semi-transparent white circle that covers most of the page. The text is overlaid on this circle.

Chapter 6

# Long-term developments



See the 2019-2023 Medium-term Plan including priorities (available for inspection at school).





The background features a close-up, shallow depth-of-field shot of several colored pencils (blue, yellow, green, pink) scattered on a surface. A large, semi-transparent white circle is overlaid on the right side of the image, framing the text.

Chapter 7

# Related school documents

- Medium-term plan, annual plan
- Safety questionnaire (group six, seven and eight) including action points

#### Other documents

- Annual report (medium-term plan evaluation, learning and teaching process, etc.)
- Results and analysis of satisfaction surveys
- Parent/pupil population analysis
- Quality assurance: quality cards (including baseline measurement)
- RI&E/Arbomeester risk assessment for schools (including sickness absenteeism)
- Care plan (basic support), trend analyses (pupil care)
- SPIL care plan
- School support profile (SOP)

#### Related management documents:

- Strategic policy plan
- Competency cycle
- Training plan (management)
- Safety plan
- Suspension and expulsion procedure





