



HSV International Primary School

SCHOOL  
GUIDE



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## Foreword: Executive Director

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Dear parents/carers,

I am honoured that you have entrusted us with the opportunity to teach your child this school year.

At the HSV we stand for an important motto. We believe that we have to do the best we can to promote global citizenship and skills that our children will need for lifelong learning. We strive to impart skills that will enable our students to become independent thinkers and problem solvers so that they may thrive in life. We do our utmost to create a safe environment where students are able to learn as much as they can, and offer the best possible education with our enthusiastic and qualified staff.

We endeavour for a good relationship with you as a parent/carer, because we can only achieve educational goals for your child if we work as a team. We believe it is important that families feel fully integrated within school society, so you will always be kept up-to-date with weekly updates on the website and monthly newsletters sent to your inbox. You will also be invited to join us in several activities throughout the year, such as the festive dinners, the arrival of Sinterklaas and the end of school year zomerfeest.

May this schoolyear be very enjoyable and successful one!

*Mr. Hans van der Vlugt*  
**Executive Director HSV**





## Foreword: ID Director

Dear parents/carers,

The Stichting Haagsche Schoolvereeniging (HSV) is an established Dutch and International Primary School, which has been offering quality mainstream and special education to the international community in The Hague since 1986. The International Department is intended for expat families who are living in the Netherlands temporarily.

The emphasis in all classes is on learning in an interesting and stimulating environment, in a way that children enjoy. Our children come from diverse backgrounds with a rich tapestry of educational experiences, cultures, traditions and religions. It is our aim that teachers and pupils share and learn about these from each other. We reflect not only upon our differences but also on our similarities. Another important goal for us is that pupils should have an understanding of the language and culture of their host country, the Netherlands. Parents will have many opportunities to be involved with and support their children's learning as they progress through the HSV.

The International Department of the HSV aims to foster close relationships with the other schools within the HSV. We work particularly closely with the Dutch Department in our Nassaulaan building. Since 2014, the Dutch Department has been part of the national bi-lingual project and this has given us even more opportunities for cooperation.

As we are subsidised by the Dutch Ministry of Education, we are able to offer small class sizes, with a maximum of 20 pupils per class. *Global citizenship, lifelong learning* is our mission. We strive to enable children to become responsible global citizens and lifelong learners in a continually changing world.

Please refer to this guide whenever necessary; it serves as an outline for practical information and regulations on school matters. Current information about the faculty, school calendar, fees etc. can be found in the Annual Update, which is distributed to families at the beginning of every school year.

*Mrs. Lorraine Janet Dean*  
**Director International Department HSV**



## Location Descriptions of the ID

### NASSAULAAN 26 (NSL)

Our Nassalaan building is located in the heart of The Hague and houses a Dutch and International Department. There are seven international and nine Dutch year groups, forming a total of sixteen classes in the building.

The specialist subjects (PE, music and handicraft) are taught by a team of specialist teachers who work across all locations. At NSL the parallel international and Dutch classes go to the specialist lessons together. Children from both departments also join together for location-wide activities and trips. Since 2014, the Dutch department has been part of the national bi-lingual project, expanding even further the opportunities for integration between departments.



### KONINGIN SOPHIESTRAAT 24A (KSS)

KSS is our smallest location, situated in the Bezuidenhout neighbourhood. There is one form entry and seven year groups in the building.

KSS is located adjacent to the Lighthouse Special Education building, with both schools working closely together and sharing playground areas. Certain Lighthouse children integrate for some lessons at KSS. Decisions about integration are made by the leadership and learning support teams from both schools and depends on the needs of the child and availability of places.



### VAN NIJENRODESTRAAT 16 (VNS)

This is the International Department's largest location, situated in the Benoordenhout neighbourhood, in close proximity to many international organisations and businesses. It has two classes per year group, with fourteen classes in total.



*A map of the locations can be found on the back cover of this guide.*

# PART 1

## VISION & MISSION, EDUCATION PROGRAMME & SUPPORT



## Vision and Mission

### *Global Citizenship, Lifelong Learning*

*Our mission is to enable pupils to become responsible global citizens and lifelong learners in a continually-changing world.*

It is the mission of the HSV to inspire our pupils to reach their full potential through quality education that can be adapted to a fast-changing world. Pupils already interact in the international community, but we aim to further encourage global citizenship by teaching pupils about the wider world and how they may partake in it.

To do so we teach them to respect and value diversity; to understand how our society works economically, politically, socially, culturally, technologically and environmentally. We teach the principles of social justice; create activities to promote environmental sustainability; encourage children to contribute to the community, as well as be responsible for their actions.







## OUR MISSION IS ACCOMPLISHED BY:

- Offering the International Primary Curriculum (IPC)
- Limiting class sizes to 20 pupils
- Providing a child-centred environment where independence is encouraged
- Offering teaching strategies and classroom practices that encourage learning in a fun and stimulating way
- Offering a learning environment whereby structure and creativity play a leading role
- Providing differentiated education, where the individual needs of each pupil are taken into account
- Encouraging cooperation between children, teachers and parents based on trust, honesty and tolerance
- Celebrating diversity through the respect and appreciation of the different cultures represented in the school
- Promoting English and Dutch as the two living languages in the school
- Learning about life and culture in the Netherlands, as well as promoting an international mind-set
- Involving children in local initiatives



## INTRODUCTION

The HSV consists of an International and a Dutch Department and although the main core of teaching takes place in the individual classrooms, every opportunity is taken to allow the departments to integrate and work together.

## INTEGRATION OF THE SCHOOL POPULATION IS SUPPORTED BY:

- Representation on the GMR, management and parents' council by staff and parents from all departments
- Joint meetings and teacher training
- Joint assemblies
- International and Dutch pupils learning together, and international and Dutch teachers planning activities and teaching together at regular intervals throughout the school year
- International mainstream and special education children working together
- Jointly organising and celebrating festivals
- The development, by teaching staff, of a common positive behaviour policy

## INTEGRATION ACROSS THE DEPARTMENTS IS SUPPORTED BY:

- A common handbook for all teachers
- A common Human Resource Management policy
- A common whole school behaviour policy
- A common safety plan adapted for the individual locations
- A transparent pupil support structure that includes explicit procedures and policy for high achieving pupils, dyslexic pupils, and children with emotional and behavioural difficulties. Where possible it will align those with the Dutch Department
- Integration is reinforced across the departments with a single curriculum, the IPC.





## INTRODUCTION

The HSV International Department (ID) admits pupils from the age of four to eleven. Our pupils come from all over the world and many different educational systems. For social reasons the policy of the HSV is to place children in age-grouped class bands, therefore pupils are admitted to year groups (maximum 20) according to their age and not their ability.

The HSV not only aims to support pupils' cognitive development but also their personal development. International understanding and host country knowledge (language and culture) are delivered through clearly defined learning goals. Teachers are aware that to fully meet a pupil's needs, individual teaching, learning styles and multiple intelligences should be addressed. This is achieved through activities that are geared to match the individual needs of the pupils, assessing and reviewing previous knowledge before new learning takes place, and allowing pupils to work in a way that enables them to access the learning goals of each subject at their own level. Learning involves taking risks. We support pupils in becoming accustomed to doing this. Our goal is for our pupils to develop the skills to become truly independent learners and to be able to work in a social context.

We work with the concept of developing a growth mindset. It's our belief that the most basic abilities can be developed through dedication and hard work; brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. This complements the International Primary Curriculum's Personal Goals: Adaptability; Communication; Co-operation; Enquiry; Morality; Resilience; Thoughtfulness; Respect.

There is a curriculum framework and teachers use this to plan lessons for the children in their class according to their needs. The mathematics curriculum is taken from the National Numeracy Strategy from the UK and the literacy curriculum takes the National Literacy Strategy as its foundation. The International Primary Curriculum (IPC) is an interdisciplinary approach that is used to teach science, history, geography, ICT, design technology, music, physical education, art, handicraft and community education. There is also an additional science curriculum. Music and physical education are taught by specialist teachers and links are made with IPC where appropriate.

During a typical lesson, previously-covered objectives are first reviewed with the whole group to help the class teacher evaluate understanding of individuals and the class, before new objectives are taught. The activities to support learning may be carried out individually or in small groups depending on the individual pupil or the activities being carried out. The lessons finish with a plenary where the pupils and teacher come together to review the learning that has taken place and to discuss where the lesson will

take them. Pupils who have limited English will be given extra English support by a specialist EAL (English as an Additional Language) teacher, either in a group or individually, as well as receive continuing support from the class teacher and peers.



## THE INTERNATIONAL PRIMARY CURRICULUM (IPC)

The delivery of the IPC is based on up-to-date neurological research about the brain and how we learn. Consequently the school aims to provide a 'brain-friendly' environment in which the learning process is optimised for all children. Another unique element of the IPC is the concept 'international-mindedness' which underpins the entire curriculum; this global perspective promotes international awareness and understanding as a fundamental characteristic of every HSV pupil. The topic, personal and international goals of the IPC are organised into the following mileposts:

- Early Years: ID Reception
- Milepost One: ID1 and ID2
- Milepost Two: ID3 and ID4
- Milepost Three: ID5 and ID6

## EARLY YEARS PROGRAMME: ID RECEPTION

The activities in the reception class are based upon the IPC Early Years Programme and the UK Early Learning Goals for Communication, Language and Mathematics. The IPC learning goals are divided into the following strands: independence and interdependence; communication; exploring and healthy living. All areas of learning and development are important and inter-connected through the specific IPC



topics. The teachers provide a stimulating, fun environment where play forms a basis for learning. Learning takes place on the carpet or in a circle where song, rhyme, discussion, books and games are the order of the day. The children also work together in small groups with adult support and have the opportunity to direct their own learning through a range of learning activities on offer in the class. Much emphasis is placed on playing together and developing social skills and independence.



### MILEPOSTS ONE AND TWO: ID1 TO ID6

In ID1 the objectives from the Early Learning Goals are further developed and dovetail into the teaching objectives for Literacy, Numeracy and the International Primary Curriculum (IPC). The frameworks of the National Literacy and Numeracy Strategies contain sets of yearly teaching programmes illustrating how literacy and numeracy skills can be developed from IDR through to ID6.

The IPC learning goals are split into four age bands covering the primary years from IDR through ID6. Within each age band there are three strands of Learning Goals: subject goals, personal goals and international goals.

As the majority of the pupils have not had the same educational experiences, the class teacher will constantly review the learning of the pupils. This ensures that pupils will not be held back in their learning if the learning of certain objectives has already taken place; similarly, pupils who have missed previous objectives will gain access to the learning support that is needed to remedy the situation. Pupils will be supported in taking risks that allow them to become individual learners, they will be allowed to explore different ways of learning and learn to understand how they can maximise their own learning. Pupils will bring topic assignments home, at their own level, that allow them to find out more about their own family traditions and culture so that this can be shared with their teachers and peers.

## LITERACY

The framework of the National Literacy Strategy - NLS (UK) “sets out teaching objectives for Reception (IDR) to Year 6 (ID6) to enable pupils to become fully literate. It ‘covers the statutory requirements for reading and writing in the National Curriculum for English and contributes substantially to the development of speaking and listening’”. A variety of commercially-produced books are used to support your child’s learning. We aim to equip your child with the skills and desire to access the world of children’s literature. We greatly appreciate support in this aim and expect you to assist us by reading regularly with your child.



## NUMERACY

The framework of the National Numeracy Strategy - NNS (UK) contains a set of yearly teaching programmes illustrating how numeracy skills can be planned and taught from IDR through to ID6. The objectives in the yearly teaching programmes cover all aspects of the National Curriculum for numeracy. The ‘Abacus’ materials published by Heineman UK are used to support the delivery of the programme. Our aim is to promote confidence and competence in using mathematics to solve everyday problems.



## MUSIC, EXPRESSIVE ARTS AND PHYSICAL EDUCATION

The HSV places a major emphasis on the development of music, expression and physical education (PE). All pupils have a minimum of one lesson per week of music, handicraft and PE. From year two these lessons are given by specialist teachers.

For the older pupils at NSL, these lessons are given in half classes with the Dutch parallel class. Music and PE lessons are given in Dutch, thereby increasing the opportunities for learning and using the Dutch language.



### INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

All classrooms have a computer linked to the school network. Computer skills are taught from the reception class onwards. A range of skills are taught that support learning throughout the curriculum. All classrooms have an interactive screen with Internet access to support learning. Every class has iPads and Chromebooks.



### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

English as an Additional Language (EAL) is taught to all children who do not have English as a mother tongue and whose command of the English language is not sufficient for them to access the curriculum with ease. Children from all classes, IDR to ID6, can be eligible for EAL.

The younger children (IDR, ID1 and ID2) are given in-class support from an EAL specialist and their teacher. All children are encouraged to listen carefully and use English actively in the class. In ID3 to ID6 children that are new to English may be withdrawn from class for specific speech and language input. The EAL teacher condenses the language work such as vocabulary, phonics, reading, reading comprehension and basic writing, which the child missed before enrolment in the school. When the EAL child has reached a level of English which facilitates access to classwork, he/she will cease to be periodically withdrawn from class. Instead he/she will be supported in class either by the EAL specialist or the class teacher when the rest of the class go to Dutch.

### HOST COUNTRY LANGUAGE

Dutch is taught to all children whose English is at a level which allows them to fully access the ID curriculum. The focus of the Dutch lessons is to be able to communicate and feel at ease in daily



situations, where the Dutch language is required, both in and out of school. The lessons are interactive, and cooperative learning skills are used to encourage the understanding and speaking of Dutch. Our aim is to provide a safe environment to explore and enjoy Dutch as an additional language. Lessons are differentiated to accommodate the diverse needs of our pupils.

Attention is paid to the following disciplines: listening, speaking, conversation (oral skills), reading and writing (written skills). Children have three Dutch lessons per week, each lasting between 30 and 60 minutes. Learning objectives and materials are linked to routines, culture, geography and the history of the Netherlands. Teaching of grammar and vocabulary are integrated. Translanguaging is used to give children a safe environment and enhance comprehension.

The European Framework of Reference for Languages is used to benchmark pupils' progress in Dutch.

### **IDR to ID2**

Children learn to communicate (listening and speaking) through singing, listening to stories, playing language games, performing, watching Dutch School television *Schooltv*, celebrating Dutch holidays and linking the lessons to the IPC topics.

### **ID3 to ID6**

Children continue to focus on developing their oral language skills in a range of activities similar to those mentioned above. More complex topics are addressed and presentations and discussions take place in order to increase their listening and speaking skills. They learn how to read and write in Dutch using different strategies and methodologies. Children are able to choose reading books according to their level.

To support our activities we often organise additional excursions together with the class teacher. These excursions vary depending on the topic and accessibility from our location.

## **SCHOOL COUNCIL**

Each location has school council representatives from ID4, 5,6, and NA groups 6, 7, 8. The school council works on initiatives in their location, but also meet with council members from the different locations to share what they are doing and discuss school-wide initiatives. One recent topic was location mascots and they are currently working to develop a school-wide school council logo.

## SOCIAL AND EMOTIONAL CURRICULUM

The IPC goals and circle time are an important part of our social and emotional curriculum. The personal goals embody the skills that we want to develop in our pupils.

### Personal goals

<b>Adaptability</b>	We are willing to try and get used to new things
<b>Communication</b>	We can connect with others in different ways
<b>Co-operation</b>	We can work together
<b>Enquiry</b>	We want to find out and learn about things
<b>Morality</b>	We do the right thing and tell the truth
<b>Resilience</b>	We don't give up
<b>Thoughtfulness</b>	We think before we act
<b>Respect</b>	We care about other people's feelings and look after property

### Circle Time

Every ID class has a half hour of circle time scheduled once a week. During this time the children sit in a circle and enjoy taking part in discussions. The weekly circle time enables pupils to reflect on aspects of their lives, to discuss moral and social issues and to express with confidence their understanding of right and wrong and their sense of justice. Pupils learn to listen to each other, to be tolerant of each other's viewpoints and to respect fellow pupils.



Through regular circle time sessions, children develop their social skills and build positive relationships. Circle time helps children develop self-esteem and self-confidence and supports the emotional well-being of the children in our school.

## ADDITIONAL ACTIVITIES IN SCHOOL

There are many times in the school year that the children engage in special activities that enrich our curriculum. Some of these are special events in The Hague or the Netherlands e.g. Walk to School Day

*Schoolbrengdag, Children's Book Week Kinderboekenweek, United Nations World Peace Day  
Internationale VN Dag van de Vrede, National Read Aloud Week De Nationale Voorleesdagen.*

Sometimes the children have the opportunity to participate in Golden Time Activities. Golden Time Activities are special whole school (or class) activities that the children have chosen to participate in. During Golden Time children have the opportunity to participate in special activities with children from other classes. Golden Time Activities include dance, singing, sport, art and craft, cooking and fashion design. In the past parents have run Golden Time Activities. If you are willing to offer a Golden Time activity please let your Head of School know.

## **HOMEWORK**

Homework is an integral and essential part of the curriculum; it is planned and prepared alongside all other programmes of learning. It is set and managed effectively and contributes to the challenge of raising attainment. Class teachers will hand out a schedule to the parents at the beginning of the school year. The support of parents and carers in completing the set homework is seen as essential.



It is the responsibility of parents to provide assistance, encouragement and support. A quiet place should be provided, out of the way of the television or small brothers and sisters. Parents are required to monitor that the amount of homework completed does not exceed the maximum amount of time allocated to a task.

It is the responsibility of the teachers to provide pupils and parents with a homework timetable. EAL, Host Country Language and Learning Support homework should be discussed by the teachers involved and featured in the homework timetable (these subjects should not be given in addition to class homework unless discussed with parents beforehand). Homework set should be varied, stimulating, differentiated and appropriate to the needs of individuals, and time expectations should be discussed with the pupils.

Pupils should take the responsibility for taking home, or copying (older pupils) the homework into their homework book in accordance with the homework timetable. Pupils should always do their very best to complete homework in the time required.

Reading should take place every day in conjunction with other set tasks, and overnight reading should be monitored with the use of a reading logbook. The reading logbook should contain the reading assignment to be completed, and a signature is required from the parent/carer who heard the child read. Recreational reading is expected from the older children at the weekend.



### QUALITY ASSURANCE

#### Internal

How do we ensure that your child receives the best education possible? Quality assurance at the HSV takes the form of lesson observations and regular surveys, using assessment data, as well continual revision of an active school development plan.

The main concern of the school development plan is Teaching for Learning and how we best achieve it. Pupil test results (pupil monitoring system) also allow us to monitor the quality level of the total teaching activities and whether there is enough provision for pupils with little English, those needing curriculum support and those with special educational needs.

Our pupils are compared to the national average of British pupils of the same age. We obtain an individual score for each child outlining the child's performance and his/her strengths and relative weaknesses. This information is used diagnostically to support each pupil in the best possible way.

We also obtain group scores that compare the success rate of all our pupils in a year in different curriculum areas to the British national average. These group scores help us evaluate the effectiveness of our curriculum and whether we need to make any adjustments.

#### External

At the request of the Ministry of Education, Culture and Science, the Education Inspectorate periodically carries out an evaluation of the International Departments of the seventeen Internationally-Orientated Primary Schools in the Netherlands. The inspection focuses on three main questions:

- Is the teaching/learning process of a sufficiently high standard?

- Does the International Department achieve sufficiently high results?
- Are the conditions sufficiently favourable for them to achieve sufficiently high results?

The Dutch inspector uses the ID6 group scores to evaluate our performance as a school over the year to verify that our pupils reach their full potential. Many of our pupils score average or above average on the tests. This is remarkable considering that most of them are not native speakers of English. The ID6 group graphs *Analysis by Process Area* permit a comparison of the results of our pupils with the national results from the UK. The current year's test results can be viewed in the Annual Update.

## EDUCATIONAL VISITS AND CULTURAL ACTIVITIES

Excursions and cultural activities enhance learning in the classroom and are an important part of the school's education programme. The HSV takes advantage of the numerous museums and cultural events that The Hague and its surroundings has to offer. Through their participation, pupils can enrich their life experience and further develop as global citizens.

In the course of a full academic year you may expect your child's class participate in up to four offsite educational visits. The school will subsidise these visits. It is expected that all children will participate in these visits and parents will be asked to contribute towards the cost. Parents are welcome to join these visits in a supervisory capacity.

Depending on the year level and classroom theme, pupils can expect to visit some of the below locations throughout the year :

- Communication Museum, The Hague
- Naturalis, Leiden
- Gemeente Museum, The Hague
- Madurodam, The Hague
- Sealife Centre, The Hague
- Tropen Museum, Amsterdam
- Efteling, Kaatsheuvel
- Het Van Kinderen Museum (The Children's Museum), The Hague





### GUEST SPEAKERS AND PERFORMERS

In addition to offsite trips, a number of guest speakers, performance arts theatres and dance companies visit the school. Where possible the HSV will work closely with its partner the Royal Conservatory.



### SPORTING ACTIVITIES

During the school year, besides the normal gym lessons, the following integrated (ID and Dutch Department) sports activities may take place during school hours:

Event	Year group
Charity Sponsored Run	All classes
Games Day	Reception and ID1
Sports Day	ID2 to ID3
Sports Day	ID4 to ID6



### ANNUAL SCHOOL CAMP - ID6

In the Autumn term, all pupils from ID6 classes and Dutch group 7 will attend a school camp for four days (three nights). The emphasis of the camp is to promote integration of children and staff across the departments and locations. The children usually stay in hostels (not tents). Hostels are chosen that offer the highest standards of child friendliness, safety and hygiene. Wherever possible we will arrange that we do not share the facilities with another school or the public as this makes the camp more pleasurable and safe for the children and their teachers. The cost of the camp can be found in the Annual Update. It is expected that all pupils will attend, as it is a compulsory school activity. Children not attending camp will be expected to attend school. The parents of the ID6 children have the opportunity to attend an evening meeting where the 'camp team' will present the programme and answer questions. The meeting for parents is usually held in September.





## INTRODUCTION

Pupil support means that we adapt our teaching as far as possible to meet the needs, abilities and limitations of each child, so that the child is given the opportunity to develop at his/her own level. Teachers systematically observe and record the progress of pupils in order to highlight the needs of each child and adjust the curriculum as necessary. Therefore, pupil support is not only aimed at children with learning difficulties but also at children who can handle more than the regular curriculum. We are not only focused on adapting the curriculum but also consider, for example, the home situation of a pupil, his/her self-esteem, motivation and attitude to work, learning styles, motor-control difficulties and his/her social-emotional development. Our pupil support system, as well as supporting children who fall behind in one or more of the developmental areas, also pays specific attention to the more able pupils.

## THE SUPPORT TEAM

The support team (Learning Support Coordinator and Learning Support Teachers) is the link between teachers/parents and particular specialists who perform services within our school. For parents and children, the first point of contact is always the teacher, but the support team is always present in the background and can also attend some parent meetings.

## ABBREVIATIONS

IEP - Individual Education Plan

LS Teacher - Learning Support Teacher

LS Coordinator - Learning Support Coordinator

PTE - Progress Test in English

PTM - Progress Test in Maths

SWST - Single Word Spelling Test

CAT - Cognitive Abilities Test

PASS - Pupil Attitudes to Self and School (assessment)

HCO - *Haags Centrum Onderwijsbegeleiding* (Education Advisory Body in The Hague)

SPPOH - *Stichting Passend Primair Onderwijs Haaglanden* (External Learning Support Advisor)

JGZ - *Jeugdgezondheidszorg* (Youth Health The Hague - looking after growth and development for children 4 -19 years)

CJG - *Centrum Jeugd & Gezin* (Youth and Family Centre The Hague - parenting and development support)

## GENERAL PUPIL MONITORING MEETINGS

There are pupil monitoring meetings throughout the year to discuss each class. The class teacher, the LS Teacher, the LS Coordinator and the Head of School attend.

### Possible topics for discussion are:

- Class teacher concerns or questions related to the teaching for learning process in a class (organisation, teaching methods and content)
- Test results of the pupil monitoring system
- Co-operation between the class, the Learning Support Teacher concerned and the efficiency of the learning support input per class
- Identification of children with behavioural problems
- Identification of children with serious learning difficulties
- Reason for referral to the Internal Pupil Support Committee or the External Learning Support Advisor (SPPOH)

## INDIVIDUAL PUPIL MONITORING MEETINGS

Individual pupil meetings take place at regular intervals. The class teacher, Learning Support Teacher and Learning Support Coordinator attend. As a result of a pupil monitoring meeting some of the following decisions can be made:

- to carry out further testing by the Learning Support Teacher
- to provide extra help in class
- carry out additional testing by specialists of the Haags Centrum Onderwijsbegeleiding (HCO)
- to establish or adjust the Individual Educational Plan
- to arrange appointments with parents
- to contact external agencies/specialists (school doctor, social worker, speech therapist)
- to refer for advice to the SPPOH Advisor

## THE PUPIL MONITORING SYSTEM

Pupils are monitored through standardised British tests, curriculum-based assessments, International Primary Curriculum assessments, pupil files and Individual Educational Plans. The purpose of HSV testing is to obtain an objective assessment of the child's performance compared to children in the same age group in the UK. Test results are always confidential and parents may make an appointment to see and

discuss the results. The Standardised British Testing System is independent of the curriculum and includes technical reading, comprehension, vocabulary, spelling, mathematics and a non-verbal assessment.

- IDR:** Reception Baseline Assessment in June and September. Pupil Attitudes to Self and School 1 (PASS) in January.
- ID1:** Progress Test in English 6. Progress Test in Maths 6 in June. Pupil Attitudes to Self and School 1 (PASS) in January.
- ID2:** Progress Test in English 7. Progress Test in Mathematics 7 in June. Single Word Spelling Test A in September. Pupil Attitudes to Self and School 1 (PASS) in January.
- ID3:** Progress Test in English 8. Progress Test in Mathematics 8 in June. Single Word Spelling Test B in September. Pupil Attitudes to Self and School 2 (PASS) in January.
- ID4:** Cognitive Abilities Test A in September. Progress Test in English 9. Progress Test in Mathematics 9 in June. Single Word Spelling Test C in September. Pupil Attitudes to Self and School 2 (PASS) in January.
- ID5:** Progress test in English 10. Progress Test in Mathematics 10 in June. Single Word Spelling Test D in September. Pupil Attitudes to Self and School 2 (PASS) in January.
- ID6:** Cognitive Abilities Test C in September. Progress Test in English 11. Progress Test in Mathematics 11 in June. Single Word Spelling Test E in September. Pupil Attitudes to Self and School 2 (PASS) in January.

## ORGANISATION OF PUPIL CARE

### Internal and external routing

- The class teacher identifies a difficulty and completes an initial concerns form. The child is discussed by the Learning Support team. The class teacher states what learning strategies have been employed in class to date to support the pupil
- Depending on the nature of the concern the class teacher runs a class Individual Education Plan (IEP) for eight weeks
- The class teacher supplies copies of the class IEP to the Learning Support Coordinator showing learning objectives and outcomes. The IEP is evaluated and adapted if necessary. This is discussed with the parents.
- The class teacher may indicate which pupils should be considered for Learning Support, in consultation with the Learning Support Teacher and the Learning Support Coordinator
- If the Learning Support Coordinator deems it necessary that the pupil receives Learning Support, he/she will be allocated Learning Support time if possible and if the parents have given written permission. Pupils may be referred for outside assessments i.e. speech and language, OT

## Pupil Monitoring and Support

- The pupil attends Learning Support lessons at the agreed time
- The Learning Support Teacher periodically reports back on the results and activities to the class teacher. During this review it is decided whether to continue or stop the Learning Support
- The Learning Support Teacher keeps notes each time he/she works with a pupil
- This information is kept in the records of the Learning Support Teacher
- There will be a consultation with the parents at least twice yearly during parent-teacher interviews
- Pupils may at all times be discussed in the Internal Pupil Support Committee which meets 5 times per year
- Pupils who are already enrolled but whose needs cannot be met will continue to attend the HSV if alternative special needs education in English is not available

### 1) The basic elements to the structure of care are:

- No child goes unnoticed
- We have a cycle of regular meetings where every child is discussed. Specialists also observe and flag children
- Pupil results are adequately analysed
- We analyse testing data and monitor writing according to an established procedure
- Information is transferred when a pupil switches classes or schools
- We have a system in place for internal transfers. The Learning Support team works across buildings

### 2) Limitations to care:

- There are limited facilities to fit every pupil into the care system
- We are a mainstream primary school limited by the existing layout of the buildings. We have a commitment to provide affordable international education and are therefore staffed and resourced as a mainstream school
- There are materials to aid most but not all pupils
- Teachers have the right knowledge and skills to aid most but not all pupils

## THE INDIVIDUAL ACTION PLAN

### Step 1: Observation/Signal

- The teacher identifies a difficulty based on the diagnostic analysis of test results (curriculum-based and/or PTE, PTM, SWST, CAT, Reception Baseline Assessment) and group observations and discusses this with the Learning Support Co-ordinator. The Learning Support Coordinator may

observe the child and advise the teacher if needed. Teachers complete an initial concerns form

### **Step 2: Analysis**

- The class teacher will work with the pupil for a period of eight weeks, using an Individual Education Plan (IEP) he/she has written strictly for his/her own use at this point. The purpose of the IEP is to clearly pinpoint the difficulty and to set clear learning objectives. The parents do not need to give permission at this stage but they are informed by the class teacher
- The class teacher will keep a record of the help given to the pupil, the progress made and the amount of time spent
- The class teacher will evaluate the outcome of the support given after eight weeks
- The class teacher may always consult the Learning Support Teacher or the Learning Support Coordinator for help or advice

### **Step 3: Diagnosis**

The class teacher, the Learning Support Teacher and the Learning Support Coordinator will evaluate the pupil's difficulties. The classroom Individual Education Plan (IEP) and the help provided will be evaluated. If it is decided that the pupil, in spite of extra help in the classroom and suggestions by external agencies has not made sufficient progress, the referral procedure for learning support will begin. Individual screening by the Learning Support Teacher will take place using the Aston Index, the Malt, the NEALE Reading Assessment, British Picture Vocabulary Test, WRAPS phonics test (baseline assessment), and social diagrams. The Learning Support Coordinator makes the final decision whether a pupil will receive learning support. Observation by and advice from the External Learning Support Advisor (SPPOH) advisor and the social worker may be indicated. At this stage the parents must again be informed by the class teacher and give written consent for learning support and observations by outsiders. No learning support and outside observations will take place without parental consent.

### **Step 4: Remediate**

- The class teacher will get a signed permission slip from the parents
- The class teacher will meet with the Learning Support Teacher to discuss the class Individual Education Plan (IEP) and its results. Only when parents have given written permission will the Learning Support Teacher and the class teacher agree on learning objectives for the pupil and write an IEP together, to run both in the classroom and outside, assisted by the Learning Support Coordinator if necessary
- The IEP will run for eight weeks. After eight weeks the IEP will be evaluated by the class teacher, the Learning Support Teacher and the Learning Support Coordinator
- Pupils will receive a maximum of half a term of learning support at a time. Children cannot receive

learning support and EAL at the same time

- The parents will be kept informed of the IEP targets and the child's progress by the class teacher
- Parents are encouraged to attend Learning Support lessons so that they are able to support their child at home

### Step 5: Evaluate

- The Individual Education Plan (IEP) will be adjusted if necessary
- Additional measures are: continuation of Learning Support, advice from the Internal Pupil Support Committee, referral to SPPOH or other external agencies, further support offered by a teaching assistant when possible

### Other:

- Pupil Monitoring meetings twice yearly
- Academic progress meetings three times yearly

## SPEECH AND LANGUAGE THERAPY/OCCUPATIONAL THERAPY/ PHYSIOTHERAPY/COUNSELLING/PSYCHOTHERAPY

Speech and language therapy, occupational therapy, physiotherapy, counselling and psychotherapy are not offered by the school, as in the Dutch system, these are considered as medical interventions. Parents should consult their family doctors for a referral to the appropriate outside agencies.

## EXTERNAL LEARNING SUPPORT ADVISOR (SPPOH)

The external learning support advisor (SPPOH) meets regularly with the learning support team to discuss, advise and support the learning support team in cases of complex or difficult learning support issues.

## USE OF DATA

The score of an individual pupil or class can be used to evaluate the learning support needed. An overview of the test results forms the basis of pupil monitoring consultations held between the Learning Support Coordinator and class teachers. Individual score overviews are important when a pupil is referred for learning support and/or a pupil review.



## MORE ABLE AND GIFTED PUPILS

Pupils who can handle more than the standard curriculum are offered enrichment and extension work based upon their abilities and interests. The IPC is a curriculum that allows the more able and gifted to perform at a level more applicable to their needs with open ended research tasks and higher order thinking skills.

## PUPIL FILES AND PRIVACY

According to Dutch law parents have a right to view the contents of their child's school file. The contents of the file should be accurate and complete. The file needs only to contain information relevant to a child's education.

Parent authorisation is needed for professionals from outside the school to access the information in the files. There are exceptions to this:

The school inspector does not need permission to look into pupil's files. When a school inspector visits schools he/she always checks a sample of pupils files.

If parents think that the school has not dealt with a child's file in an appropriate way or they do not agree with the contents of the file, there are three possibilities:

1. File a complaint with the Klachtencommissie (the address is in the Annual Update for parents);
2. File a complaint with the College Bescherming Persoonsgegevens ([www.cbppweb.nl](http://www.cbppweb.nl))
3. Take legal action

If parents wish to view a child's file, they should make an application in writing to the Head of School and it will be made available.

## INCLUSIVE EDUCATION (PASSEND ONDERWIJS) AND PUPIL SUPPORT PLAN

The law for *Passend Onderwijs* started on 1st of August 2014. Schools (formally the school boards) are now responsible for providing appropriate education for every pupil who is enrolled or has applied for a placement. It can be a place at the current school; it can be a place at another school within the *samenwerkingsverband* (partnership) . This obligation by law is called: *Zorgplicht* (duty of care).

In 95% of the cases the current school can offer the appropriate educational support and there will be no change for the pupil. The school offers *basisondersteuning* (basic support), which is the minimum support every school has to offer within the *samenwerkingsverband* (partnership). The school will define in cooperation with the parents what kind of support has to be arranged for the child and will ask the *samenwerkingsverband* (partnership) for extra facilities.

## Pupil Monitoring and Support

If it is not possible to organise appropriate support at the current school, placement at another mainstream school, a Special Mainstream School (SBO) or Special School (SO) school will be arranged.

**For pupils who need more than basic support, there are changes compared to the previous system:**

- Because of the *zorgplicht* (duty of care), the School Director is responsible for providing the appropriate support to all children. The Director is supported by the school Learning Support Coordinator, an advisor of the SPPOH, and a social worker (who is in contact with youth care organisations).
- All requests for a placement at a SO or SBO school must be addressed through the SPPOH, where a team of experts decides the outcome. If they take a positive decision, the child receives an *toelaatbaarheidsverklaring* (eligibility statement).
- The SPPOH has organised the cooperation between schools by dividing them into ten smaller areas: eight areas within the city The Hague, Leidschendam-Voorburg and Rijswijk. Within these smaller areas the schools work together closely, and also cooperate with *Centra voor Jeugd en Gezin* (Youth and Family Centre GGD).
- Within every area there will be at least one (Dutch) school for children with special needs.
- The SPPOH, in so far as is possible, will organise extra support within the area the child is living.
- Passend Onderwijs focuses on *handelingsgericht werken* (target baseline learning)., meaning the focus will be on the possibilities and capacities of the child, rather than the disabilities and deficits of the child. The questions we address are: What are our goals? What is necessary to achieve this? How will this be achieved? Who will be involved? Where will this take place?
- School and parents are asked to work together as partners regarding the extra support for the child.
- Every school has a *schoolondersteuningsprofiel* (Pupil Support Profile). In this document the school describes the kind of support it is able to offer. This document can be found on the school website under *Educational Programme - Policies - Educational Support*.

Further details about Passend Onderwijs can be found on the following websites:

[www.sppoh.nl](http://www.sppoh.nl)

Stichting Passend Primair Onderwijs Haaglanden (SPPOH)

This is the *samenwerkingsverband* in which our school participates, where information is available regarding our specific region/area.

[www.passendonderwijs.nl](http://www.passendonderwijs.nl)

More general information regarding implementation of *Passend Onderwijs* according to the Ministry of Education .

[www.steunpuntpassendonderwijs.nl](http://www.steunpuntpassendonderwijs.nl)

The *Passend Onderwijs* website, with information for parents.

## External Health Agencies

### YOUTH AND FAMILY CENTRE (GGD)

During their years at school, children go through many stages of development. A child grows physically, emotionally and socially. All children living in The Hague or going to school in The Hague are therefore called up at specific moments for examination by one of the Youth and Family Centres in The Hague. Periodic visits help pick up any issues that might otherwise hinder healthy development, at an early stage.



There are Youth and Family Centres situated in different areas of The Hague. These centres also offer services to families on many aspects related to children and parenthood e.g. managing children's behaviour, healthy eating, bedtimes, internet safety, the impact of divorce on children etc. They are here to help both Dutch and international families and have a large team including paediatricians, nurses and social workers. They are also able to provide services in English.

The website is [www.cjgdenhaag.nl](http://www.cjgdenhaag.nl)

## External Health Agencies

### CJG Centrum (for KSS)

Haagse-Hout

Koningin Sophiestraat 120

2595 TM Den Haag

Tel: 0800 285 4070

### CJG Centrum (for NSL and VNS)

Jeugdgezondheidszorg Afdeling Centrum

Paviljoensgracht 1

2512 BL Den Haag

Tel JGZ: 070-7529602

Tel CJG Centrum: 070-752 96 00

## Transitioning to Secondary School

### TRANSITIONING TO SECONDARY SCHOOL - INTERNATIONAL EDUCATION

If pupils continue to study in the Netherlands, they will move on to one of the secondary international schools in or around The Hague. A large majority of HSV pupils choose to study at the International School of The Hague (ISH), while others move on to the European School or International Department of the Rijnlands Lyceum, in Oegstgeest.

As there are a range of English-speaking secondary schools in The Hague, the choice to take a place at the ISH or European school is a parental decision and therefore the parents of ID6 pupils must themselves apply, generally by December of the previous year (check the individual school's policy).

## Transitioning to Secondary School

**The transition of pupils to secondary education is aided by a transition programme, which includes:**

- In November of each year there is a meeting for parents and guardians of ID5 and 6 children. At this meeting there are presentations of the three aforementioned secondary schools.
- The HSV ID6 teachers, the ISH and European school teachers meet to discuss pupils. Academic (including the standardised ID6 test results), social and emotional, and pastoral issues are discussed.
- The secondary schools' transition teams visit the ID6 pupils at the HSV.
- In the ID6 classrooms, discussion about life at secondary school takes place, questions are answered, and information folders and application forms are distributed.
- Open Days are offered to pupils.
- ID6 children have the opportunity to visit secondary schools and experience a range of lessons and meet teachers.

### TRANSITIONING TO SECONDARY SCHOOL - DUTCH EDUCATION

There are some families who decide to stay in the Netherlands and move their children to the Dutch system. This is a process that needs to be carefully thought through and prepared, depending on the abilities and the needs of the individual child.

If you are considering a switch we advise you do this as early as possible. The more time a child can spend in the Dutch system before group 8 (the equivalent of grade 6 and 7), the better.

The amount of time needed to acquire the age appropriate vocabulary and grammar needed to study in Dutch, both orally and in reading and writing, takes many years.

In the Dutch system the children are streamed (according to ability) before secondary school. Decisions are based upon a recommendation from the school and a national standardised assessment in group 8.

The level of secondary school determines whether a child will go to university or undertake professional education. Children need to be fluent in all aspects of the Dutch language to truly perform to the best of their ability in these assessments. Please come see us if you are considering a switch so that we can help you make the decision and assist you in the process.



## INTRODUCTION

Just as pupils never finish learning, nor do our teachers. The concept of lifelong learning is something that we also encourage in our staff. The HSV therefore holds a commitment to the ongoing professional development of its teachers.

## PROFESSIONAL DEVELOPMENT

During the school year, some staff meetings will be devoted to curriculum development time. These are organised by the co-ordinators and are in line with the needs of the school development plan. For information regarding our most recent staff developments please look in the Annual Update. Teachers follow current educational developments, study days and staff meetings that deal with curriculum. Teachers attend courses online, in the Netherlands and abroad. They also have the opportunity to work alongside each other and with each other.

## THE HUMAN RESOURCE MANAGEMENT POLICY (HRM)

Our concern for the welfare and development of our pupils is at the heart of the HSV. Our children deserve the very best in teaching. The HSV human resource management policy (HRM) is designed to support teachers in working and developing to their best abilities. Professional development is organised by the school in line with the school plan; teachers are also encouraged to continue to develop their own specialised skills and the school will support them in this wherever possible.

The HRM cycle is a two-year cycle consisting of a classroom observation, professional conversations, functioning reviews (performance and career development) and appraisals which contribute to the personal development portfolio that all staff are required to maintain in the Dutch education system. This managed by the Head of Schools.



## Teacher Responsibilities and Leave

Each class has a designated teacher (in some cases the teaching responsibility is shared with another teacher). The class teacher will deliver the majority of the lessons, direct support teachers and discuss the learning objectives of their programme with specialist teachers. It is the class teacher who will monitor your child's individual progress over the coming year and discuss this with you at report time.

The majority of the teachers take advantage of the Dutch regulations giving them regular time off during term time. At the HSV, full-time teachers receive ten compensation days during the school year. The school specifically employs teachers to teach on these days, which means there is little disruption to the continuity of the teaching programme.

To help ensure as much continuity as possible during periods of sickness and special leave (not compensation days as described above), the HSV employs a number of fully qualified 'unattached' teachers who are employed to be in school full time and always available to take classes in the event of the absence of the class teachers. These teachers have a programme of teaching and support activities in the event that they are not covering absent teachers. If more than three teachers are absent (not including compensation days - see above) on any one day then the HSV has a shortlist of qualified teachers who are available to substitute. In the case that there are no substitutes available, the school management will consider internal solutions, thereby avoiding having to send pupils home.

Under Dutch labour regulations, a staff member may request day(s) of leave for a specific reason. If leave is granted, a qualified teacher will cover the position.



# PART 2

## Practical Matters

## SCHOOL HOURS

IDR and ID1		ID2 to ID6	
Monday, Tuesday, Thursday and Friday			
08:45 - 10:00	classes	08:30 - 10:15	classes
10:15 - 10:30	break	10:00 - 10:15	break
10:30 - 12:00	classes	10:15 - 12:00	classes
12:00 - 13:00	lunch break	12:00 - 13:00	lunch break
13:00 – 15:00	classes	13:00 – 15:00	classes
Wednesday			
08:45 - 10:00	classes	08:30 - 10:15	classes
10:15 - 10:30	break	10:15 - 10:30	break
10:30 - 12:30	classes	10:30 - 12:30	classes
The break times may vary across locations			

## SCHOOL HOLIDAYS, EARLY CLOSURES AND STUDY DAYS

In the Netherlands, school holidays are phased. This means that the dates of a holiday can vary year on year. The schedule for holidays, early closures and study days can be found in the Annual Update and the school website. Please consult the holiday schedule in the Annual Update before making arrangements. Holidays for the following year are generally published in May on the website.

The school year generally runs from late August or early September to early or late July. There is a two-week holiday in December and May; there are one-week mid-term breaks in October and February. The school also observes the national holidays in the Netherlands. These are: Prince's Day (Prinjesdag), 25th and 26th December, Good Friday and Easter Monday, King's Day (Kongingsdag), Ascension Day (Hemelvaartsdag), and Whit Monday (Pinksteren).

For more detail about this year's school breaks and early closures, please refer to the Annual Update.



## DROP-OFF TIME AND PROCEDURE

### ID2 to ID6

Pupils remain under responsibility and supervision of the parent/carer before 8:15. At 8:15 the teacher on playground duty assumes responsibility. When the bell rings at 08:25, pupils 'line up' and are taken to their classrooms by their class teacher. Lessons for children in ID2 to ID6 start promptly at 08:30. Teachers start the day with an overview of the activities for the whole day, therefore it is important that your child is on time.

### IDR and ID1

If your child is in school grounds before 8:15, he/she is still under the responsibility and supervision of the parent/carer. At 8:15 in the morning the teacher on playground duty takes responsibility.



IDR and ID1 children also line up when the bell goes at 8:25 and are taken to their classrooms by the class teacher. However, they may also be brought to the classrooms by their parents up until 8:45. The teacher prepares the pupils by going through the programme for the day. This is very important so please make sure that your children are on time. By 8:45, parents should have left the school so that the corridors are quiet and lessons can begin.

## LATENESS PROCEDURE

Children who regularly arrive late at school are not only missing out on valuable teaching time but are also not meeting the legal requirement of school hours laid down by the Ministry of Education. Please be aware that lateness is monitored by the school attendance officers and parents who continue to regularly bring their children late to school could be fined by the authorities.



The Attendance Officer *Leerplicht* regards lateness as truancy. The school therefore follows the below procedure to address lateness:

When a pupil is late three times within a short period, the school contacts the parents. This can be done by telephone or by letter. If the situation does not improve, the parents are invited for a meeting at the

school. This occurs if the pupil has been late more than six times. If after this the lateness persists, the school will notify the Attendance Officer (after the pupil is late for the ninth time). The Leerplicht will send the parents a warning letter. After three weeks of taking attendance, the Attendance Officer contacts school to check that the lateness has stopped. If so, the file is closed. If however the problem continues, the parents are invited for an interview with the school Attendance Officer. Often families will be offered assistance, but in some rare cases a police report will need to be made.

### **PICK-UP TIME AND PROCEDURE**

At 12:30 on Wednesday and 15:00 on Monday, Tuesday, Thursday and Friday, the bell rings to indicate that the lessons have finished for the day. We kindly request that you wait outside the school. The children are brought out by the class teacher. Parents are responsible for the timely retrieval of their children. After the bell has gone, you are of course welcome into the school. After 15:30, children may no longer play on the school grounds. On a Wednesday, families must be off the school premises by 13:00.

For safety reasons the teachers hand the children over to their parents or carers. Please support your class teacher by making sure that your child stands with the teacher until you arrive. Please make sure that your child and the teachers are fully informed if another adult is to pick them up. Teachers will not hand children over to adults that they do not know or are unsure about.

Please pick your children up on time. The working day for the teachers continues after the children go home and it is to the detriment of the education of your children if meetings are delayed because they have not been picked up and need looking after.

### **SAFETY DURING PICK UP / DROP OFF**

#### **School Entrance**

To help maximise safety, the entrance to the school is secured. After 09:00 you can only enter the school by pressing the buzzer at the front door of KSS and VNS, or the buzzer at the gate entrance of NSL. The school secretary and the concierges will open the gate or door for visitors during the day.

## Stairs

Please be aware that after school hours school cleaners and workmen will be in the buildings and teachers may not be present, as they are often required to attend meetings at other HSV locations. We therefore ask you to accompany your child if they need to enter the school building after school hours.

## Playground

After school hours, children should be encouraged by their parents/carers to play safely in the playgrounds, as they would during the day with their class teacher. Playing on the school playgrounds is not allowed after 15:30. At NSL the school gates are locked after this time.

## LUNCH BREAK

The majority of children stay at school for their lunch break, although it is possible for your child to go home for lunch (upon request). The HSV does not have a school canteen so please provide your child with an adequate, healthy lunch.

Lunchtime supervisors supervise whilst children eat their lunches in the classroom and play outside (or inside if the weather is bad). Parents pay a contribution for the services of the lunchtime supervisors, which is collected by the Stichting Overblijfcommissie HSV at the beginning of the school year (see the Annual Update for the contribution amount). If you are interested in a role as a lunchtime supervisor please contact your Head of School.

## BEFORE AND AFTER SCHOOL CARE

HSV works with different after school care organisations. Further information on our providers can be found in the Annual Update.



### REPORTING ABSENCES

School must be notified on the first day of absences by telephone before 9:00. You may also write a note which can be given to the class teacher by a sibling or friend (It is important that parents always notify the school in case of illness or a sudden visit to dentist or doctor).

#### Telephone Numbers when reporting absences:

KSS 070 324 3453

VNS 070 328 1441

NSL 070 318 4969

### LEAVE OF ABSENCE

Families wishing to take their children out of school during term time must always submit an application to the Head of School. The Request for Leave of Absence form can be found on the school website under *Parents Info - Leave of Absence*. It must be completed and returned to the Head of School.

#### At four years of age

Leave of absence is always granted for four-year-old children, as they have not yet reached the age of compulsory schooling. Please however, notify the class teacher, in advance of the absence.

#### At five years of age

Five-year-old children may be exempt from school for a maximum of five hours per week. A written application for this should be lodged in advance with the Head of School.

#### At the age of six and over

Families wishing to take their children out of school during term time must return the completed Request for Leave of Absence form to the Head of School, eight weeks in advance, with the exception of medical and dental appointments.

The Director can approve leave for up to ten school days. More than ten school days can only be decided by the Attendance Officer of the municipality where the child resides. Leave of absence is generally always granted under the following circumstances, however, we strongly recommend reading the Leave of Absence Annex from the HSV website before applying to ensure your circumstances are valid:

- Relocation (maximum 1 school day)
- Wedding: blood or marriage to the 3rd degree (in the Netherlands up to 1-2 school days, abroad up to five school days)  
*Supporting documentation: wedding card or copy of the marriage certificate*
- Severe life-threatening disease with no prospect of recovery by blood or marriage to the 3rd degree (no maximum term)  
*Supporting documentation: medical certificate or letter from a doctor*
- Death of blood or marriage (the 1st degree up to five school days; the 2nd degree a maximum of two school days; the 3rd and 4th degree up to one school day. Abroad: 1st – 4th degree up to five school days)  
*Supporting Documentation: funeral card or copy of the death certificate*
- 12 ½, 25-, 40-, 50- and 60-year wedding anniversary of parent (s) /guardian (s) or grandparents. Maximum 1 school day.

Families may also apply for leave for reasons other than those stated above, but you must do so in writing **eight weeks** in advance. Families are entitled to take holiday leave in a situation where a family holiday during the normal school vacation is not possible, but only as a result of the specific nature of the profession of one of the parents. In such a case, a letter must accompany the appropriate form from the employer to support the application.

Please understand that the school's administration is only empowered to grant leave ONCE in any school year for a family. The maximum for any leave authorised by school is ten school days. Outside that time allocation, requests will be channelled directly to the educational authorities.

In case of separated or divorced families where custody is shared, we require that both parents support the request for leave of absence either by having two signatures on the form or separate written correspondence supporting the request.



**Note: Leave of Absence is never granted in the first two weeks of a new school year nor for the convenience (or advantageous cost) of flight bookings.**

Please be reminded that school attendance is compulsory for children over five years of age and that continued absence or arriving late for school is harmful to the progress and development of the pupil. The school management is obliged by Dutch law to contact the Schools' Attendance Officer (Leerplicht Ambtenaar) in the event of frequent absences or continual lateness and this can result in parents having to pay a fine.

## Health and Safety

### PUPIL INSURANCE

All HSV staff and children are insured during school time and school activities, however if your child has an accident and has to visit a medical institution the school insurance will only reimburse the costs that your personal insurance does not cover. Therefore, in the event of an accident please submit the bill, along with the note from your insurance company, explaining what they are prepared to reimburse. We shall then request our insurance company to pay the outstanding amounts. There is a maximum amount that can be claimed per incident. As a parent you are responsible for paying the full amount to the medical institution. The risk of a fine for late or part payment cannot be claimed from the HSV.

### INFECTIOUS DISEASES

In the case of symptoms such as fever, diarrhoea, vomiting or fatigue, please ensure your child stays at home until symptoms disappear.

### HEAD LICE

Please check your child's hair regularly. If you find head lice please let your child's teacher know and we will send a letter asking parents to be vigilant. In our NSL building, volunteer parents organise head lice checks on a monthly basis. If a child is found to have head lice parents are informed through a standard letter sent out to the class. A case of head lice is easily treated and there should be no cause for alarm.



### THE SCHOOL DOCTOR

The school doctor (not on-site) can be consulted for both social and medical concerns.

**For NSL:**

Merel Mattousch, arts JGZ

CJG / Jeugdgezondheidszorg

Tel: 070-7529664

E-mail: merel.mattousch@denhaag.nl

**For VNS and KSS:**

Micheline van Plateringen

Koningin Sophiestraat 120, 2595 TM Den Haag

Tel: 0800 28 54 070, option 2

Email: micheline.vanplateringen@denhaag.nl

### MEDICAL DETAILS

Please provide your child's medical details on the application form. It is necessary that all parents supply the school with the relevant information so we can act accordingly in the case of an emergency.

If a medical condition develops after intake, it is important that the school is made fully aware ASAP.

### MEDICATION AT SCHOOL

There are pupils for whom it is essential to have medication in school. Generally we do not object to this but it is essential that there is good communication between the school and home.

If a pupil needs medication, the parents must make an appointment with the Head of School to arrange this. Administering medication is the joint responsibility of parents/carers, the pupil and the school. It is important there is a written record of the task of each party. The school can only offer support within its limitations.

In our school, pupils are not only in the care of their own class teacher but come into contact with many teachers. It is in the best interest of the pupil that all members of staff are made aware of a condition.

The information will be passed on to all members of the team by the Head of School. Naturally confidentiality is respected.

### SCHOOL MILK

Application forms for school milk are available from the administration office. Parents pay the school milk company directly. School milk will be delivered to school two to three weeks after the application has been made.

### HEALTHY EATING

Attention is given to the subject of healthy eating in the school curriculum, therefore we ask parents to take this into consideration when supplying their children with food for snack and lunch times. With regard to birthday treats, the treats should be of a healthy nature and if sweets are given, pupils will be asked to eat them after school.

A photograph of two children, a boy and a girl, walking away from the camera on a paved sidewalk. They are holding hands. The boy is on the left, wearing a light green shirt and light-colored pants, with a black backpack. The girl is on the right, wearing a dark dress and pink shoes, with a pink and black backpack. In the background, there is a street with parked cars, including a white van, and some buildings.

## ROAD SAFETY

**THE SAFETY OF OUR CHILDREN IS EVERYONE'S PRIORITY**

**For the safety of the children we ask you not to drive your cars into the Nassaulaan street or to drive up to the entrance of Koningin Sophiestraat and Van Nijenrodestraat either before or after school.**

**Cars can be parked without a parking ticket up until 09:00 a.m. in the streets around each location.**

**Parking regulations can change so parents are advised to check before leaving their cars.**

## Timeout, Suspension and Expulsion

Timeouts, suspension and expulsion are important measures to address serious misconduct. Parents of pupils showing undesirable behaviour will be informed as soon as possible. Engaging professional help can be a part of our advice.

### TIMEOUT PROCEDURE

A serious incident leads to a timeout with immediate effect. This is subject to the following conditions:

- In case of a timeout, the pupil is taken out of class for the rest of the day and placed in another group.
- The parents/guardians are informed as soon as possible of the incident and that the timeout has taken place.
- The timeout action can be extended once for one day.
- In severe cases, the timeout can also mean that the pupil is denied access to the school for up to two days.
- Then the pupil may be suspended for up to one week. In all cases the school will attempt to notify parents immediately after the incident occurs - if that is not possible – then as soon as it is possible.
- The parents/guardians are invited to school for a meeting. This is with the group teacher and a member of the board of the school.
- A report will be produced detailing the incident and the interview with the parents. This report shall be countersigned by the parents and pupils and saved in their pupil file.
- The timeout action can only be applied after approval by the management of the school.
- After application the timeout is reported in writing to the Executive Director.

### SUSPENSION PROCEDURE

Not until the next incident, or in the event that a very serious incident occurs, can procedures be made towards a formal suspension. Legal conditions apply. This is subject to the following conditions:

- The Executive Director of the school prior to the suspension shall be informed of this action and asked to approve it.
- During the suspension the pupil is denied access to the school. Where possible, measures are taken so that the pupil's learning can continue.
- The suspension shall not exceed one week.

## Timeout, Suspension and Expulsion

- The parents/carers concerned are called for a meeting with the board to discuss the suspension. They should clearly explain the options and discuss the opportunities and limitations for the pupil.
- A report will be produced detailing the incident and the interview with the parents. This report shall be countersigned by the parents and pupils and saved in their pupil file.

### **The report is sent to:**

- ⇒ The HSV Board (Executive Director)
- ⇒ The attendance officer (Leerplicht)
- ⇒ The Education Inspectorate
- ⇒ Parents can appeal to the Executive Director of the school. The Executive Director shall decide within 14 working days.

## **EXPULSION PROCEDURE**

The occurrence of a serious incident that has major implications for the safety and/or the educational progress of the school, can lead to expulsion. Legal conditions apply. This is subject to the following conditions:

- Removal of a pupil from school is a decision made by the Executive Director.
- Before taking a decision, the Executive Director consults with the teacher and the Director. A report is made to give notice of the suspension and sent to the parents to be signed.

### **The report is sent to:**

- ⇒ The Attendance Officer (Leerplicht)
- ⇒ The Inspector of Education
- ⇒ The Executive Director will inform parents in writing and stating the intention to expel, the parents will be notified of the possibility of lodging an objection.
- The parents are given the opportunity to submit an objection, within six weeks.
- The Executive Director is obliged to inform the parents of the opportunity to object.
- The Executive Director shall take a final decision within four weeks after receipt of the objection.
- An expulsion is possible only after another school, or a school for special education, is found for the pupil to attend.



### INTRODUCTION

The anti-bullying policy of the HSV is part of our Social Safety Protocol, as required by law for all schools.

***HSV aims to create a safe learning environment where children, staff and parents treat each other with respect***



Everyone at HSV is committed to ensuring all children reach their full potential, socially and academically. In order for this to happen, we see it as our full responsibility to provide an environment where the children feel safe and valued. It is particularly important as HSV is a place where people of different cultures, nationalities and religious backgrounds work together. We focus on positive social relationships. We aim to empower all individuals in our schools to challenge, remedy and prevent bullying and create a culture where the rights of the individual are valued.

Successful cooperation between children, teachers and parents is based on trust, honesty and tolerance; concepts which are embedded in the curriculum across the whole school.

All members of the School Community have a right to work in a secure and caring environment. They also have the responsibility to contribute in whatever way they can to the protection and maintenance

of such an environment. Any failure to do so will be deemed as unacceptable.

To be effective in dealing with and preventing incidents of bullying, staff and parents must be knowledgeable about the Friendship and Anti-Bullying Policy. Appendices are available upon request in consultation with your class teacher.

### Friendship and Anti-Bullying Policy

#### Friendship statement

Appendix A: Circle time policy

Appendix B: Resources and practical ideas for teaching Personal Goals and Circle Time

#### Anti-Bullying Statement

Appendix C: Support Group Approach document

Appendix D: The Seven Steps of the Support Group Method

Appendix E: Bullying Flash cards

## FRIENDSHIP STATEMENT

### We believe that:

- Friendship skills are essential to children's learning and development
- A consistent approach to teaching and nurturing friendships will have a positive and potentially preventative role in curbing bullying
- A well-balanced friendship skills program should be consistently taught in every year group and will take into account the developmental stages of the children, focussing on the their ability to empathise with others and express their own emotions .

### Definition of friendship

***"To have good friends, you must be a good friend."***

- Spending time together, having fun, sharing ideas and treats.
- Supporting each other in good times and bad.
- Feeling safe talking to each other about your feelings and problems; respecting each other.
- Having equal shares, not one always the leader and the other following.
- Caring for each other's safety and wellbeing.

### Why is friendship important?

- Friends are vital to children's healthy development and provide children with more than just fun

playmates.

- Friendships help children to develop emotionally, mentally, morally and socially. They practise expressing their own emotions in a socially appropriate manner and responding to the emotions of others.
- Children develop the ability to think through and negotiate different situations that arise in their relationships.
- Having friends positively affects children's school performance. Children who have friends at school generally have a better attitude about school and learning, have better self-confidence and therefore tend to perform better academically.
- Friendships are vital in preventing bullying.

### **How do we promote friendships?**

- Explicit teaching of IPC Personal goals: Communication, Adaptability, Cooperation, Enquiry, Morality, Respect, Resilience, Thoughtfulness.
- Developing a culture of respect in which staff lead by example.
- Assemblies on friendship issues.
- Positive play times: games, supportive supervision and Play Time Buddies.
- Circle time discussions.
- Positive Acknowledgement systems.

## **ANTI-BULLYING STATEMENT**

### **We believe that:**

- Bullying exists in all schools everywhere around the world
- Bullying will never disappear
- Bullying is unwanted and unaccepted
- Through a focus on friendships and positive relationships we can curb bullying.

### **Definitions of bullying:**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. [Stopbullying.gov]

It's usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, and often aimed at certain groups. [www.gov.uk]

### **Bullying can be:**

- Verbal: name-calling, sarcasm, spreading rumours
- Non-verbal: facial expressions, gestures
- Emotional: such as consistently being unfriendly or mean
- Physical: pushing, kicking, hitting
- Racist: gestures, making fun of culture and religion
- Sexual: unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/or focussing on the issue of sexuality
- Online/cyber: sending offensive text messages, emails and abusing the victims via their mobile phones. Cyber bullying often happens outside school but can have a direct influence on what happens in school
- Targeted at those with disabilities or special educational needs

### **Effects of Bullying:**

- Bullying changes group dynamics negatively.
- Children who are involved in the bullying itself, either as the bully or as bystander, are also negatively affected.
- Children who feel rejected by others may experience significant distress and lose self-confidence which has an adverse effect on emotional well-being and also on school performance.

### **How do we deal with bullying?**

We deal with bullying by focussing on friendships and positive relationships. If and when bullying takes place, we use the Support Group approach, as outlined in Appendix B.

### **Cooperation**

The friendship and anti-bullying approach is built upon strong cooperation between all parties where children, teachers and parents work closely together.

### INTRODUCTION

Our relationship with parents and carers is based upon mutual trust and respect; the best interests of the child are at the heart of our work together. We strive to create positive and fun learning experiences for your children and feel responsible with you for their education. To support this we have an open door policy and we will do our very best to keep you informed.

### FACE-TO-FACE COMMUNICATION

If you have questions about the school, you can always ask these via the class teacher or the management team. At all three locations there is a Head of School who is available on a daily basis to answer questions and to support both you and the teachers.

If you have an urgent matter please discuss this briefly with the teacher before lessons start or make an appointment when the teacher does not have responsibility for the children in the class.

The Director of the ID, Ms. Lorraine Dean, is also available to speak to parents but works across all three school locations. It is best to call and make an appointment. The direct number is 070 318 49 62. If no one is available please email her ([ldean@hsvdenhaag.nl](mailto:ldean@hsvdenhaag.nl)) or leave a message.

### EMAIL COMMUNICATION

We all use emails as a useful tool for quick communication especially in a complex environment such as ours. We value its use as a part of our communications strategy between staff in school as well as with our families. However it's only a part of our strategy. We do think it is useful to follow some important guidelines.

- Please always consider whether a face-to-face conversation is more effective. We always welcome parents into our school. We like to talk.
- It may not always be possible for you to receive a reply immediately although we will do our best to respond quickly to you.
- The subject line is most important and helps us to prioritise responses to you.
- Recipients cannot detect tone of voice or other signals which mediate messages.
- Please think twice about who you copy in a mail.



- Emails should only be widely distributed when the contents relates to business or administrative matters. There are many situations where it is more appropriate to discuss issues directly with the class teacher or Head of School. Parents have expressed that they do not want to be copied into emails involving complaints that other parents may have.
- Please take care when you are circulating emails. It is very easy to 'grow' the circulation list of an email and not always very helpful in sustaining effective communications.
- We would prefer you not discuss individuals within the school community by email (children other than your own, parents and staff). A conversation is always the most effective method.

### CLASS INFORMATION EVENING

At the beginning of the school year a class information evening takes place. On this evening you will receive information from the class teacher regarding the daily routines, timetables, curriculum, homework, class rules and expectations. There is also the opportunity to ask questions.

### SCHOOL REPORTS AND PARENT CONSULTATIONS

In the International Department there are five opportunities during the school year for reporting to parents on the progress of their children (four for IDR). Two of these sessions take the form of a parent consultation and three are in the form of a written school report. There are two short reports and at the end of the school year there is a full written report.

<b>Form of Reporting</b>	<b>Month</b>
Short reports (except IDR)	October
Parent consultation	November
Short report	February
Parent consultation	March
Written report	Last week of the school year

Teachers base their assessments on the standard expected of a native English-speaking pupil. The short report gives an indication of pupil's academic progress and effort. The end-of-year report includes written comments for English Language, International Primary Curriculum, Mathematics, and General Performance.

## NEWSLETTER

In addition to letters from your class teacher, Head of School or Director of the ID, weekly news is published on the website on a Friday. There is also a monthly newsletter, which is emailed. The newsletter provides the most up-to-date information about up-coming activities in the school, developments and school life in general. This newsletter is also published on the school's website [www.hsvdidnl.nl](http://www.hsvdidnl.nl). Please ensure that you keep up to date by reading these communications.


## WEBSITE AND TWITTER


The website provides updates on the school's activities, the school calendar, important documentation for parents, videos and photos of classroom activities (via a parent portal) and even local information regarding things to do in The Hague.

You can also follow us on twitter




@HSVschools




Zoeken 


WHO WE ARE ▾ EDUCATIONAL PROGRAMME ▾ ADMISSIONS ▾ PARENT INFO ▾ WORKING WITH US ▾ NEWS ▾ CONTACT ▾ PORTAL



**KONINGIN SOPHIESTRAAT**  
International Department  
More information ▶  
Weekly update and Monthly Newsletter ▶



**NASSAULAAN**  
International Department  
More information ▶  
Weekly update and Monthly Newsletter ▶



**VAN NIJENRODESTRAAT**  
International Department  
More information ▶  
Weekly update and Monthly Newsletter ▶

Mistakes can happen in any workplace, including schools. Schools are required to have a complaints procedure. As a school we feel responsible for providing a safe school with a pleasant educational climate and hope that you will always be able to resolve any issues you may have via the class teachers, Head of Schools, Directors of the ID or the Executive Director (representing the Supervisory Board). However, there may be instances when you feel that you need to take your complaint further. In this case there is a contact person (details on the following pages), who will support you through your issue.

In the complaints procedure, there is a distinction between complaints about abuse of authority by a staff member and other complaints. Abuse of authority can be defined as sexual harassment, discrimination, aggression, violence and bullying. Other complaints can relate to matters such as pupil counselling, application of punitive measures, pupil assessment and school organisation.

With any issue, the first point of contact should go to the person concerned e.g. a class teacher. If you wish to take the matter further, please see the Head of School or International Department Director. If you are still not satisfied, you may then get in touch with the Executive Director, who will work to find a solution on behalf of the Supervisory Board. If there is a serious incident related to abuse of authority, you may call upon the internal contact person, the external confidential adviser or lodge an official complaint with the complaints committee. Contact details of these parties can be found in the following pages. You can also report directly to the School Inspector. The internal contact person may refer you to an external confidential adviser who will talk further with you about the complaint and support your possible further steps. The external confidential adviser is independent and talks with this person are also strictly confidential. If necessary, the complaint will be officially lodged with the complaint committee.

The Haagsche Schoolvereeniging is associated with the Association of Independent School Boards (Verenigde Bijzondere Scholen—VBS) and as such affiliated with the national complaint committee. The complaint committee investigates the complaint and advises the Supervisory Board about measures to be taken. The proper authorities decide what to do with the advice and inform all parties.

### **Internal HSV Contact Persons for Complaints**

Please refer to the Annual Update for the current year's contact.

### **External Confidential Adviser for Complaints**

Mr. Albert van der Zalm

Address: Postbus 53509, 2505 AM Den Haag

Telephone: 070 448 2828 / 06-23814297

Email: [a.vander.zalm@hco.nl](mailto:a.vander.zalm@hco.nl)

### **National Confidential Adviser for Complaints**

Ms. D.H.C. Dane Peeters

Address: Postbus 95572, 2509 CN Den Haag

Telephone : 070 331 52 52

Website: [www.gcbo.nl](http://www.gcbo.nl)

Email: [lkc@vbs.nl](mailto:lkc@vbs.nl)

### INTRODUCTION

Dutch law requires that every school has special elected councils which represent the interests of the pupils, parents and teachers. In our school we have several different groups in which parents can become involved:

1. The MR (Co-Administration Council) which looks at the proposals of the Board and the Management team and considers how they affect the HSV International and Dutch departments (NSL, VNS, KSS).
2. The GMR (Joint Parent Council) which communicates with the Board and Management team and discusses policy for all schools in our Foundation.
3. The PAC (Parents Activity Committee) which organises and runs social events for NSL, VNS & KSS.
4. The team of Class Parents support class teachers in organising class activities and parent's evenings. We also welcome parents to assist with the organisation and preparation of learning resources in the school.

The school website and Annual Update provides information on current committee members. The website also lists meeting dates. If you wish to become involved in a committee or class parent, please contact your Head of School or class teacher.

### PARENT TEACHER COUNCIL (MR)

MR stands for the Dutch word Medezeggenschapsraad. This translates as “Right of say Council”.

In essence the MR is a co-administration council (a mixture between a traditional Parent Teacher Association and a School Council). It is a requirement by Dutch law to have an MR in every school. The MR has an advisory role.

The MR plays an important role in the communication between parents, staff and management by taking a critical look at proposals from the Supervisory Board. The MR can advise or, in some cases, disapprove before a decision is final. The MR is made up of parents and staff from the International Department, (the ID) and Dutch Department (the NA).

School foundations with more than one school under their responsibility, has the legal obligation to include a GMR (General School Council). The issues discussed in the GMR deal specifically with matters that affect the whole of the organisation, such as the budget, Annual Report, school policies and personnel issues.

The MR limits itself to issues at a school level looking after the interests of the different parties it represents and discussing their needs with management. It is therefore important to get to know your MR representatives and let your voice be heard. The members of the MR are listed in the HSV school website, in the Annual Update, and are representative of all sites: Nassaulaan (NSL) Koningin Sophiestraat (KSS) and Van Nijenrodestraat (VNS). The Minutes and Agenda of their meetings are public and hang on the bulletin board at the main entrance all schools and on the webpage ([www.hsvdenhaag.nl](http://www.hsvdenhaag.nl)).

## **JOINT PARENT - TEACHER COUNCIL (GMR)**

The aim of the GMR is to help ensure a high quality education at the schools of the HSV Foundation. It goes without saying that to reach this, a constructive co-operation is necessary between parents, teachers, directors and board members. The GMR is in practice, just like the Supervisory Board, mainly busy with creating conditions to be able to make decisions. The GMR consists of a small group of representatives of parents and teachers. They are the direct communication partner of the Supervisory Board, and discuss the school policy of the HSV Foundation. Any matter concerning just one school remains the responsibility and authorisation of the individual association.

## **PARENT ACTIVITY COMMITTEE (OAC)**

Each location has an activity committee consisting of interested parents/guardians who work with teachers and parents. They help organise special activities at school e.g. Christmas, Sinterklaas, book week, Zomerfeest etc. Further details can be found on the school website.

## **CLASS PARENTS**

Each group has a class parent. At the beginning of the school year the teacher is responsible for organising this. If you are interested, please let the class teacher know before the first information evening of the year. The class parent:

- supports the class teacher in helping to organise class activities and parents' evenings.
- Is the contact for new parents (however, questions regarding your child's educational and social progress should be discussed with the class teacher and not the class parent).
- will be able to answer your questions with regard to the daily routine at school.

Some of the activities of which the class parent may approach you for assistance:

- Class field trips



- Birthday and leaving celebrations
- The end of year school trip
- Sinterklaas (5th December)
- Christmas celebration
- Summer party
- Sports days

### **GENERAL SUPPORT WITH SCHOOL AND CLASS ACTIVITIES**

We frequently look to parents for help with the organisation and preparation of learning resources in the school e.g. covering new books. If you are available to help in the classroom, please approach your child's class teacher.

### **FRIENDS OF HSV FOUNDATION (2HSV)**

The 2HSV foundation was set up to promote the interests of the Haagsche Schoolvereeniging and to offer fundraising support with specific projects in the school. In the past 2HSV has made large contributions, such as upgrading the schoolyard and playground, the purchase of musical instruments as well as iPads and tablets.

More information on how to become a sponsor or a board member of 2HSV can be found on the HSV website, as well as the 2HSV's own website: <http://www.2hsv.nl/>

### DRESS CODE AND JEWELLERY

The HSV does not require pupil's to wear a school uniform. We ask that pupils not wear particularly expensive clothing to school, but equally we do not appreciate overly casual clothing. On days when children attend P.E. lessons, easy clothing is needed to permit rapid changing. For gym class, a HSV T-shirt, shorts and gym shoes are required. The P.E. kit should be kept in the given gym bag, hung on the child's coat peg and taken home each week for washing. Head coverings are not permitted in class, with the exception of those worn because of religious tradition.

Jewellery should not be worn to school. Pupils should limit themselves to a small, inexpensive wristwatch. Earrings are a hazard in P.E. lessons and should be removed. The school is not responsible for any such items brought into school by children.

### USE OF PERSONAL MATERIALS

The school supplies the pupils with all necessary instructional materials. However, pens, pencils etc. may be brought from home. Toys should not be brought into school unless they are requested by the class teacher for 'show and tell' time. All items must fit into their drawer. Bags remain in the hallway on the pegs. All items should be labelled.

The school cannot accept liability for loss of materials that are brought from home.

### MOBILE PHONES

Mobile phones may only be brought into school if requested by the parent for a specific reason. During school hours mobile phones must be turned off and stored in the child's drawer.



### LOAN OF SCHOOL BOOKS AND MATERIALS

Items can be taken home, if carried in a clean, waterproof bag. Parents and pupils are responsible for the return of the item in a good condition. Damages must always be reimbursed.

### **BIRTHDAY INVITATIONS**

Parents should arrange the distribution of birthday invitations outside of teaching hours. We ask that parents refrain from asking teachers to become involved.

### **LOST PROPERTY**

In each location there is a lost property box. Please ask your child's teacher where this is. For everyone's convenience please ensure all items brought to school are clearly labelled with your child's name.

Small and valuable items e.g. keys are kept in the school office. At the end of each term any unclaimed lost property is sent to charity.



### **PRIVACY**

It is the school's practice to show photographs of school activities and events on its website and in other school publications. These may also be included in press releases and advertising. Should you wish your child not to be featured in any such material, please indicate this clearly on the Student Data Form on the website.

# PART 3

Admissions,  
Withdrawals  
& Finance

### ENTRANCE CRITERIA

Admission requirements for the International Department stipulate that children must be:

- either of non-Dutch nationality with parents working temporarily in the Netherlands;
- of Dutch nationality, returning to the Netherlands having already received international education in English for at least two years and need to continue their education in English;
- or of Dutch nationality, expecting to leave the country within two years, where the child will attend an international or English speaking establishment.

Children may be admitted at any time during the school year subject to the availability of places.

### APPLICATION FORM AND NECESSARY DOCUMENTATION

Please complete and submit an application form together with a copy of the pupil's passport and recent school reports (if applicable). Proof of eligibility in the form of a letter from the employer or copy of the temporary contract are also required to complete a child's application. Applications are found on the school's website under *Admissions*.

### CONTACT INFORMATION

**If you have a query relating to your child's application, do not hesitate to contact us either by telephone or email:**

**Telephone:** +31(0)70-318 49 65

**Email:** [jd-admissions@hsvdenhaag.nl](mailto:jd-admissions@hsvdenhaag.nl)

**Completed applications can either be emailed or posted:**

**Email:** [jd-admissions@hsvdenhaag.nl](mailto:jd-admissions@hsvdenhaag.nl)

**Postal address:**

Admissions Office, International Department, Haagsche Schoolvereeniging  
Koningin Sophiestraat 24A, 2595 TG Den Haag , the Netherlands

### VISITING THE SCHOOL

Formal interviews are not required for admission. Instead, we offer small group information sessions once a month at every location to prospective parents. For more information regarding upcoming dates, please visit the *Admissions* page on our website.

## APPLICATIONS TO THE THREE LITTLE SHIPS INTERNATIONAL PRE-SCHOOL

A structured pre-school group is available for children who turn four after the 1st October and cannot enter the reception class. Therefore it is possible for many four year olds who are not yet able to attend school, even though they are school-ready, to attend *Three Little Ships* before starting at the HSV.

- The pre-school is located on Amalia van Solmsstraat 155 in the Bezuidenhout neighbourhood of The Hague, adjacent to the KSS location.
- Parents must apply separately to Three Little Ships and the International Departments of HSV.
- A place at Three Little Ships **does not** guarantee a place at HSV, however Three Little Ships will give priority to siblings of pupils already attending the HSV.

For more information regarding the admission process, please visit the website: [www.threelittleships.nl](http://www.threelittleships.nl)





### RECEPTION CHILDREN

When placing children in the reception classes, we give priority to those who turn four before the 1st of October. During the summer term before the children start school, you will be invited to an induction evening. At this meeting you will learn about the programme in the reception class and receive the *Reception Booklet*. Your children will also be invited to attend the school twice in the summer term before they start. This takes the form of visiting the reception class for one hour on a Wednesday afternoon. During this time the teacher will take time to get to know your child(ren) and familiarise them with the daily routines of the class. Your child should be toilet trained before starting school; if this is not the case then admission will be deferred until such time.

Reception children receive a home visit from their teacher during the first week of term and will start class a week later.

### THE FIRST DAY OF THE SCHOOL YEAR

On the first day of the new school year, the class teachers will be in the playground at 8:25 when the bell rings. The children will then line up in the playground. Parents of children in IDR and ID1 may take their children to the classrooms where the lessons will begin at 8:45.

### STARTING IN THE MIDDLE OF THE SCHOOL YEAR

If your child starts school during the school year, the Head of School will meet the child on the first morning and take them to their classrooms, where the class teacher and pupils will be ready to welcome them. Please make sure that you have completed and submitted the given data form so we have means to contact you if necessary.

### WITHDRAWAL

We appreciate as much notice as possible before the withdrawal of your child. If the school is notified in writing before the 1st of August that your child will no longer be with us at the start of the following academic year, then pre-paid tuition fees will be refunded with a deduction to cover our administrative costs. If children must leave school during the year, four weeks notice must be given, in writing. A refund of any unused portion of the fees paid will be made if a child leaves before the 1st of May. If less than four weeks notice is given then the refund will be calculated on a pro-rata basis. No refunds are given for children leaving after the 1st of May .

### PAYMENT DATES

An enrolment fee is to be paid once a place has been accepted. Once in school, families can pay the parental contribution either annually or in two instalments. You will be notified by letter at the time. When children enroll after the 1st of October, fees are calculated on a pro-rata basis.

**After placement of your child (the first time):** The first instalment must be paid before the date stated in the letter of offer.

**For existing pupils:** The school fee is paid in two instalments: the first payment must be made by the 1st of May to secure a place for the following year; the second instalment is to be paid by the 1st of November.

If you prefer to pay annually, please contact us and we will be happy to arrange this.

### ACCOUNT DETAILS

**Payments should be deposited into the following account:**

Stichting Haagsche Schoolvereeniging Den Haag

IBAN: NL08 INGB 0000 193876

BIC: INGBNL2A

### INTERNATIONAL DEPARTMENT CONTRIBUTION

Parents of the International Department pay a larger contribution than the Dutch Department. This ensures we can provide a high quality international learning environment as well as ensuring an effective curriculum delivery.

### PARENTAL CONTRIBUTION REGULATIONS

#### *Article 1*

A parental contribution is paid to the Supervisory Board of the HSV for each registered pupil .

#### *Article 2*

Parental contribution is paid by

a. the authorised parent;

- b. the guardian, if there is no authorised parent;
- c. the parent who has the right to the pupil's child benefit, or who has the right to the child benefit substitute allowance for the child benefit before income tax due to exceptional costs regarding expenses for provision in maintenance of the pupil.

### *Article 3*

The sum of parental contribution is determined by the Executive Director annually on the basis of parental contribution regulations and on the basis of HCO. policies. The school council (GMR) has the right of consent with respect to the amount and destination of parental contribution.

### *Article 4*

The parental contribution agreement is concluded for the duration of one school year and is automatically renewed for the following school year, except in the case where six weeks' notice is given before the beginning of the new school year by one of the parties.

### *Article 5*

1. The parental contribution relates to the full school year, from *the 1st of August* up to and including the 31st of July of the following year.
2. In case of the death of a pupil, the parental contribution, pertaining to the period after the death of the child, will be reimbursed.

A reduction is given if your child is enrolled after the 1st October or if your child leaves the International Department before the 1st of May.

### *Article 6*

If you want to reserve a place for a certain time the whole period of reservation must be paid in full. When children need to leave school during the school year, four weeks notice must be given in writing.

### *Article 7*

A decision should be made by the parents, within fourteen days, after receiving the agreement as to whether they will accept its terms and conditions. The agreement should be sent to the school administration.

### *Article 8*

The parental contribution has to be paid at the latest, on the due date stated in the invoice received.

### *Article 9*

1. The Supervisory Board can grant exemption from the defined and resulting obligations in these regulations.

Such a decision will be communicated to the concerned parent(s) in writing.

2. Objections to the amount of parental contribution are to be lodged with the board of the Haagsche Schoolvereeniging.

3. The board decides within six weeks after receipt of a notice of objection and notifies the respective person of its decision in writing and with an explanation.

### *Article 10*

The board and school management reserve the right to exclude the pupil from additional facilities, covered by the parental contribution, if the parental contribution is not paid. Fees for the current year are in the Annual Update.





# Schools and Departments of the Foundation

## HSV International Primary School

*One school, three locations*

### **NSL (Nassaulaan) - Dutch and International Departments**

Nassaulaan 26

2514 JT Den Haag

Email: [info@hsvdenhaag.nl](mailto:info@hsvdenhaag.nl)

Tel: 070-3184950

### **KSS (Koningin Sophiestraat) - International Department only**

Koningin Sophiestraat 24a

2595 TG Den Haag

Email: [info@hsvdenhaag.nl](mailto:info@hsvdenhaag.nl)

Tel: 070-3243453

### **VNS (Van Nijenrodestraat) - International Department only**

Van Nijenrodestraat 16

2597 RM Den Haag

Email: [info@hsvdenhaag.nl](mailto:info@hsvdenhaag.nl)

Tel: 070-3281441

## Dutch Primary and Specialist Schools

### **Basisschool Willemspark - Dutch Primary School (English classes start in year 1)**

Address: Frederikstraat 28

2514 LK, Den Haag

Email: [info@willemspark-school.nl](mailto:info@willemspark-school.nl)

Tel: 070-3464038

### **Het Open Venster - Center for Dutch Speaking Dyslexic Children**

Tarwekamp 3

2592 XG Den Haag

Email: [secretariaat@hsvdenhaag.nl](mailto:secretariaat@hsvdenhaag.nl)

Tel: 070-3350959

### **IVIO (Instituut voor Individueel Onderwijs) - Dutch Special Education Primary**

Laan van Poot 91

2566 EA Den Haag

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

Tel: 070-3653892

### **Lighthouse International Special Education**

Amalia van Solmsstraat 155

2595 TA Den Haag

Email: [info@lighthousehsvdenhaag.nl](mailto:info@lighthousehsvdenhaag.nl)

Tel: 070-3355698





Nassaulaan 26 (NSL)



Van Nijenrodestraat 16 (VNS)



Koningin Sophiestraat 24a (KSS)



The HSV has a working relationship and is a member of:

- International Primary Curriculum (IPC)
- The European Council of International Schools (ECIS)
- Dutch International Primary Schools (DIPS)
- Dutch Ministry of Education, Culture and Science of the Netherlands
- Affiliated member of Council of International Schools (CIS)