



SCHOOL GUIDE

2025-2026

OPTIMIST
INTERNATIONAL
SCHOOL



**NUT-FREE
SCHOOL**



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WELCOME TO OPTIMIST INTERNATIONAL SCHOOL

We are a public international primary school situated in Hoofddorp, Haarlemmermeer, in the metropolitan region of Amsterdam, providing primary education from 4 - 11 years old. Our school embraces a vibrant, pluriform identity, actively fostering an inclusive environment where students from diverse nationalities and cultures collaborate, learn, and grow together.

This guide is written for parents and carers who have chosen Optimist International School or who may wish for their child(ren) to attend the school. This guide focuses on our education, operational procedures and practical information. Along with providing you with this guide, we invite you to come and see the school with your own eyes. Parents are always welcome to visit [Optimist International School](#). We would love to give you a tour.

Our languages of instruction are English and Dutch. We use the International Primary Curriculum (IPC) as our core programme. Learning guidance is taken from the British National Curriculum for Language and Mathematics.

Our school offers two learning pathways:

1. the International Programme running from group 1 – 7. This prepares for international secondary education starting at the age of 11. Most learning is in English and approximately 15% in Dutch to allow students to integrate in Dutch society
2. the Dutch Enrichment Programme (DEP), an alternative additional programme for our upper primary running from group 6 – 8. This prepares for secondary education in the Netherlands starting at the age of 12. Learning is in English and Dutch, gradually more Dutch is added with an academic focus

We believe great learning takes you to places beyond your wildest imagination and starts with “I wonder...”. Our slogan “*Bringing out your inner magic*” reflects this. We provide a positive, meaningful, and challenging learning environment in which children use imagination and creativity to explore the rapidly changing world enabling them to become responsible learners, communicators, collaborators, and respectful global citizens.

We hope to build and maintain a good relationship with you as a parent in order to ensure that you and your child(ren) are able to fully integrate within our school community. We will keep you up-to-date with your child’s learning and school matters through our communication and inviting you for several activities throughout the year. We wish all children, parents and teachers a very good and successful school year!

THE TEAM AT OPTIMIST INTERNATIONAL SCHOOL

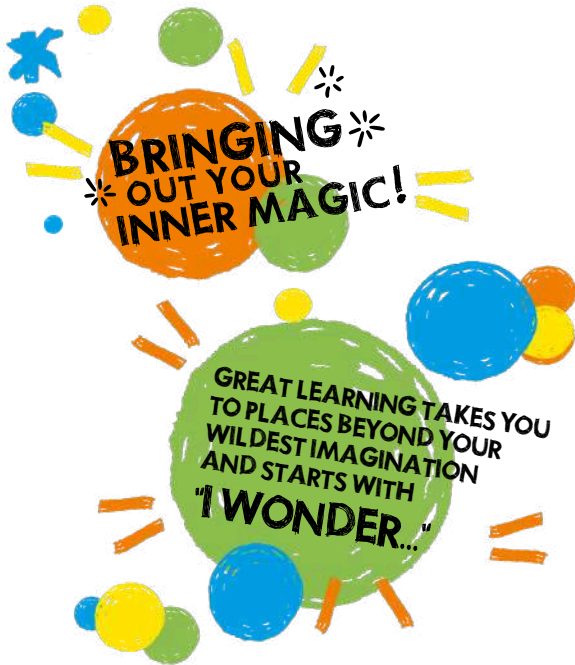




1. MISSION, VISION AND CONTEXT

1.1 OUR MISSION

We provide a positive, meaningful, and challenging learning environment in which children use imagination and creativity to explore the rapidly changing world enabling them to become responsible learners, communicators, collaborators, and respectful global citizens.



"The Dot" by Peter H. Reynolds

This book teaches growth mindset. Growth mindset believes that although you might not be able to do something now (yet), you will be able to do that in the near future with hard work, determination and support. "The dot" is a story about a teacher who believes in a child and the miraculous things that happen when you have a mentor in your life backing you up and cheering you on. Our dot, to be found in our logo resembles our vision on learning, continuously, lifelong.

A love of learning, and inspiring and challenging education: that's what we stand for!

1.2 OUR VISION AND KEY VALUES

WE HAVE AN INQUISITIVE MIND

We use imagination and creativity to explore our world, accept challenges and take risks. We search for a wide variety of learning opportunities. We choose how we demonstrate our learning in a varied manner, such as group work, art activities, role play, multimedia, projects and much more.

WE ARE COMMUNICATIVE AND COLLABORATIVE LEARNERS

Our communicative skills illustrate our abilities, interests and opinions and are an integral part of our curricula. We discuss our skills, knowledge and understanding. We ask questions and give feedback to inspire, share and support each other.

WE ARE INTERNATIONALLY MINDED CITIZENS

We come from different countries, celebrate our identities and are one optimistic community. In every class we value each other's beliefs and cultures, customs, and multilingualism.

We accomplish this by:

- Offering the International Primary Curriculum (IPC) with a focus on not only academic goals but also personal goals and international mindedness
- Offering teaching strategies and inquiry based classroom practices that encourage fun in learning, self-determination and ownership of learning
- Providing adaptive learning, where the individual needs and progress of each student are considered
- Offering a positive learning environment within which safety, structure and creativity play a leading role, whilst encouraging cooperation between children, teachers and parents
- Celebrating diversity through the respect and appreciation of the various cultures represented in the school, developing world citizens
- Promoting the benefits of learning the English language, whilst celebrating and using the various home languages represented in our school as well as the Dutch language and culture

1.3 CONTEXT

Optimist International School is a Dutch subsidised public international primary school. We operate within the framework of the Dutch educational system unlike private international facilities. As we are partly funded by the Dutch government, we can ensure that high quality education at our school remains affordable for expat families.

DIPS

We are a member of the Dutch International Primary Schools (DIPS). The interests of DIPS schools are represented by this association through organisations and institutions such as the Department of Education (OCW) and the Primary Education Council. This gives us the opportunity to work together in a community of Dutch international schools. The principle aim of DIPS is to provide fitting education for children from 4-19 from international mobile families. DIPS schools offer a variety of international programmes, enabling students to continue their education anywhere in the world. DIPS schools teach in English, celebrate home languages and make sure our students also learn Dutch, enabling them to participate in Dutch society. Dutch international schools are acknowledged and funded by the Ministry of Education, Culture, and Science. Therefore eligibility requirements for admission to the schools are based on national regulations.

OBS DE OPTIMIST

We have a connection with a Dutch primary school, OBS de Optimist, our sister school. Sometimes, students of both schools will work together or join to take part in special activities.

INSPECTORATE OF EDUCATION

As a Dutch school we are accountable for high standards, provided by the Inspectorate of Education and the Inspection Framework. The Inspectorate evaluates the quality of education in a school or institution. Our school is part of an investigation cycle of four years. We will use recommendations from the Dutch inspectorate's report to achieve our current goals and to ensure we continue to improve.

FLOREER

Our school is part of the Foundation for Primary Education Haarlemmermeer (Floreer), a public primary education institution which is a branch of the municipality of Haarlemmermeer. This school board governs 16 schools in Haarlemmermeer. Financial administration regarding staff and admissions and human resources is carried out by Floreer.

SAMENWERKINGSVERBAND HAARLEMMERMEER

The Dutch law regarding inclusion (Wet Passend Onderwijs) was put into practice in August 2014. This ensures that schools in the Netherlands form a regional collaborative partnership ('samenwerkingsverband') to make agreements about support available to students and the appropriate place of education. Our collaboration model is called 'Passend Onderwijs Haarlemmermeer'.



YOUTH HEALTH CARE

We consult with an external youth health care team for example our school doctor and school nurse from [GGD](#), our school coach, social workers, speech therapists, physiotherapists, child coaches and educational psychologists.

LOCAL ORGANISATIONS

We have partnerships with specialist providers and organisations for after school activities. We also work with organizations in Hoofddorp such as: [C Punt](#) for culture and art projects and [Sportservice Haarlemmermeer](#) for sports activities.

SECONDARY EDUCATION

Starting August 2026, together with Haarlemmermeer Lyceum, we will be offering secondary education following the International Baccalaureate Programme. Our secondary school will also be located in Haarlemmermeer, next door to our Dussenstraat Campus. We are still in the building phase of this secondary school and will keep our parents updated on the process. For the most up to date information please keep an eye on our website. You can read more about secondary education [here](#).

EXPATS HAARLEMMERMEER

We have a close link with [Expats Haarlemmermeer](#), which offers news, information, advice, cultural articles, events, meetups and services for internationals, expats & Dutch citizens in the Haarlemmermeer area.

AFTER SCHOOL CARE / CHILDCARE

We have partnered up with UniKidz as our afterschool care provider. UniKidz Floriande is located in our school and offers bilingual after- school care (4-13 years), including after school activities. They also provide care during holidays, days off and study days. We collaborate closely to ensure good hand-overs and align our pedagogical philosophy and approach on language acquisition. UniKidz also organises a summer camp in the summer holiday. More information about UniKidz can be found on their website: [UniKidz](#)

There are three childcare centres in the neighbourhood which offer pre and after school care and daily childcare. Staff from those centres bring the children to school in the morning and/ or pick them up from school at the end of the school day. They also provide care during holidays and days off. Children from the ages of 6 weeks to 14 years old are welcome at the childcare.

- Kindergarden Floriande, situated 1 km away from our school buildings, also offers these facilities. More information about Borus can be found on their website: [kindergarden.nl](#)
- Stichting Kinderopvang Haarlemmermeer (SKH, Childcare Haarlemmermeer), which is situated at our site. Their group is called Hasselbraam. They also have a sports group. More information about SKH can be found on their website: [kinderopvanghaarlemmermeer.nl](#)
- HappyKids has several locations in Hoofddorp, one of which in Floriande, and they have a transportation service to school. They also have a sports care group. More information about Happy Kids can be found on their website: [happykids.nl](#)





2. ORGANISATION OF SCHOOL AND CLASSES

2.1 OUR CLASSES

Our school offers two learning pathways:

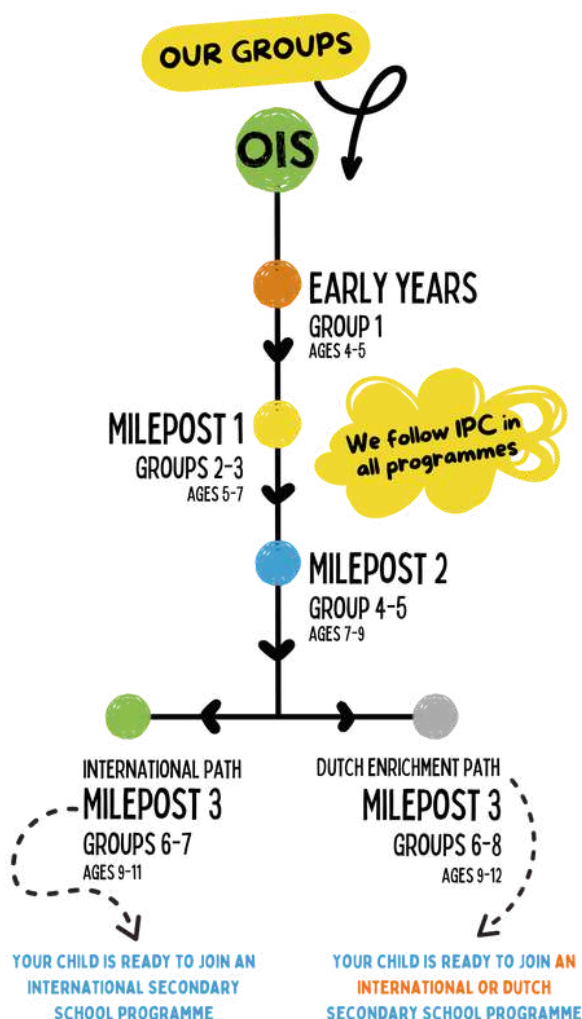
- the International Programme (**INT**) running from group 1 – 7. This prepares for international secondary education starting at the age of 11. Most learning is in English and approximately 15% in Dutch to allow students to integrate in Dutch society
- the Dutch Enrichment Programme (DEP), an alternative additional programme for our upper primary running from group 6 – 8. This prepares for secondary education in the Netherlands starting at the age of 12. Learning is in English and Dutch, gradually more Dutch is added with an academic focus

School year 2025– 2026 OIS started with 270 students divided into 15 groups:

- **Two groups 1 INT**
- **Two groups 2 INT**
- **One group 3 INT**
- **Two groups 4 INT**
- **Two groups 5 INT**
- **One group 6 INT; one group 6/7 INT**
- **One group 6 DEP**
- **One group 7Up INT; one group 7 DEP**
- **One group 8 DEP**

Students will be placed in a class/milepost along with other students of the same or similar ages. This is the best place for social, and emotional development of children and it enables them to learn best from the curriculum. Exceptions to the age guidelines are made infrequently and only upon careful evaluation by the Senior Leadership Team.

When placing students in a class or splitting a class, we take the profile of the group into consideration: mixed ability levels, social-emotional and learning diversity requirements, English language ability level and gender balance. At the end of each academic year our teaching staff, the Senior Leadership team will decide if a class will remain the same or will be mixed. Depending on the number of students new to a class or leaving, in exceptional cases we might have to split a group or combine two groups during the year.



- To start in Group 1 a student should be four or turn four after 1 October of that year.*
- To start in Group 2 a student should be five after 1 October of that year.
- To start in Group 3 a student should be six after 1 October of that year.
- To start in Group 4 a student should be seven after 1 October of that year.
- To start in Group 5 a student should be eight after 1 October of that year.
- To start in Group 6 a student should be nine after 1 October of that year.
- To start in Group 7 a student should be ten after 1 October of that year.

* Students of group 1 will be placed in Group 2 only if their birthday is before the 1 October term date cut off. Students 4 years old will continue in this class until the following year in which they are 5 years old.

Our grouping system can be compared to other international systems:

OIS		ENGLAND AND WALES	US AND CANADA
Group 0		Reception/Foundation	Preschool
Group 1		Reception/Foundation	Preschool
Group 2		Key stage 1 - year 1	Kindergarten
Group 3		Key stage 1 - year 2	Grade 1
Group 4		Key stage 2 - year 3	Grade 2
Group 5		Key stage 2 - year 4	Grade 3
Group 6		Key stage 2 - year 5	Grade 4
Group 7		Key stage 2 - year 6	Grade 5
Group 8		Key stage 3 - year 7	Grade 6

We aim to have a maximum of 22 students per class.

Classes who have (temporarily) more students are provided with extra teaching support.

We can have single year groups, as well as combination classes, preferably within a milepost. In a combination group children of two year levels are being taught in the same class.

There is a dynamic admissions system; students come and go throughout the entire school year (as is the nature of an international school).

2.2 OUR POPULATION

At the start of school year 2025 - 2026 we had around 40 nationalities within our school.

2.3 OUR TEAM

Our team currently consists of 50 members. All classes have designated qualified teachers. In some cases the teaching responsibility is shared between two teachers, both working part-time. The class teachers are responsible for the learning outcomes of the curriculum offered. Our teachers are all fluent English speakers and come from all over the world. We have over 15 nationalities amongst our staff.

In addition, most have completed their education or teaching experience in an English-speaking country. Teachers within a milepost work collaboratively to produce yearly and termly curriculum planning in order to make sure all students have an equal learning experience.

There are several educational support and/or specialist staff members, such as: Teaching Assistants, the Learning Leader, Multilingual Language Learning (MLL) support, including English as Additional Language (EAL) and Dutch as an Additional Language (DAL), Mathematics specialist, a School counsellor, Child coach, and a Physical education teacher. We also work together with other professionals in education and specialists, internally and externally (see 'Our mission, vision and context').

Teaching Assistants help support the teaching and learning in different classes, so that the classroom teacher may adapt learning to meet the needs of all students and make optimal use of a multi learning-style approach during lessons. Teaching Assistants also provide specialist individual or small group support as part of our inclusion programme. They are assigned to specific mileposts, so that they know all children well.

Since the designated classroom teachers are responsible for their own class, these teachers are involved in all activities, assessments and progress monitored for each of the students that the specialist staff members teach.



3. OUR EDUCATION



3.1 EDUCATIONAL GOALS

Our educational goals and aims of continuous improvement are described in our school plan. Each year our goals and results are analysed in our school self-evaluation.

We offer the International Primary Curriculum (IPC) as our core framework. There are three main types of IPC learning goals: subject, personal and international goals. Numeracy and literacy are critical elements of learning in the primary years, which is why learning guidance is taken from the National Curriculum (NC) 2014 (UK) for language and mathematics. These learning objectives can be found in our [Curriculum Guide](#). We work with yearly and termly curriculum plans to make sure all objectives are covered. We assess students progress using GL standardised assessment tools and we assess students continuously against all learning objectives. Our aim for standardised assessments is to reach the UK average band in English and Mathematics, which is a standardised age score (SAS) of 90 - 110. See the chapter [Our curriculum](#) for more information.

3.2 DEVELOPING A GROWTH MINDSET

We work with the concept of developing a growth mindset. Growth mindset is the idea that, with effort, it is possible to increase talents and abilities. Students who demonstrate a growth mindset believe that their abilities develop overtime, tend to seek out opportunities to gain new knowledge and broaden their skills, and do not typically shy away from challenges (Kazakoff and Mitchell, 2017). This view creates a love of learning and a resilience that is essential for great accomplishment. We achieve this by:

- Conducting activities that give students the chance to practise language that promotes growth mindset
- Making students' progress visible, through our visual Reflective Learning Journey, for example by distinguishing stages in learning, (beginning, developing and mastering) and working with rubrics and success criteria
- Displaying visible reminders of growth-mindset vocabulary, for example by using inspirational posters
- When giving feedback to students, using prompts that facilitate a growth mindset and focus on next steps of learning
- Modelling growth mindset as an educator



3.3 INQUIRY BASED AND DEEP LEVEL LEARNING

Inquiry based learning is realised by a thematic approach that integrates different concepts such as literacy, numeracy, science and art into meaningful contexts. Inquiry based learning is a method that involves higher order questions and encourages curiosity. This not only helps students to understand the skills gained by following the International Primary Curriculum but also drives the development of conceptual understanding. Deep level learning is also based on working with themes, providing activities and assignments that focus on developing higher order thinking, such as evaluating, analysing, and creating. This approach helps students develop a growth mindset. Students choose how they demonstrate their learning in a varied manner, such as group work, art activities, role play, multimedia, projects and much more.

3.4 COMMUNICATIVE AND COLLABORATIVE LEARNING

Communicative skills are important to illustrate our abilities, interests and opinions and are an integral part of our curricula. Students discuss their skills, knowledge and understanding. They ask questions and give feedback to inspire, share and support each other.

3.5 LESSON STRUCTURE

The opening of the lesson is usually intended to engage students' attention and activate prior knowledge. It is often related to the theme of the IPC-unit. The lessons start with sharing a clear goal with the students, referred to as the 'What': what the students need to know, understand or must be able to do by the end of the lesson). We also discuss the 'Why': why this learning is relevant. We make the learning goal explicit by clarifying what success looks like, using rubrics, called the 'How'. After the instruction, which usually includes a focus on learning strategies, teaching staff and students practise together (guided practice), followed by independent practice, which helps students to improve their fluency and retain what they have learned. Checking understanding, giving effective feedback is important throughout the lesson.

Activities to support (extend) learning may be carried out individually or in small groups, depending on the educational needs of the students or the activities being carried out. The lessons usually finish with a plenary where the students and teacher evaluate the learning that has taken place and/or look ahead to the next learning goal.

A predictable and clear lesson structure creates a positive task-oriented working atmosphere, which allows students to increase in self-confidence and independence. By using a visual timetable we provide structure for the day and familiarity.



3.6 HOME LEARNING

We initiate school-to-home and home-to-school communication about learning activities. We do this to:

- Engage parents in their children's learning
- Help inform parents about the learning happening in class
- Offer further stimulation and enthusiasm for school and learning

Besides this we acknowledge that some students have skills which could be improved by practising these skills at home. We call this home learning.

- Home learning encourages opportunities to rehearse specific key skills such as learning the times tables
- Home learning helps foster good organisational habits which is good preparation for the demands of secondary education (especially for Groups 6, 7 and 8)

Home learning can be any work or activity which a student is asked to do at home (either on their own or with parents). This can be work or an activity to be done by the whole class which reflects former learning in class. It can also be an individual activity based on the specific needs of a student.

Home learning should be enjoyable and manageable for all concerned whilst recognising that students should have plenty of free time after school in which to enjoy their childhood. As the students progress through the school, home learning time increases and more is expected of the children.

If a student is absent due to illness, we will not send learning home as we would assume that the student is too ill to work. If a student is absent for a length of time, the teacher and parents will agree what should be done, how it should be marked and what sort of support will need to be given. If parents have any problems or questions about the home learning, they should in the first instance contact the student's class teacher.

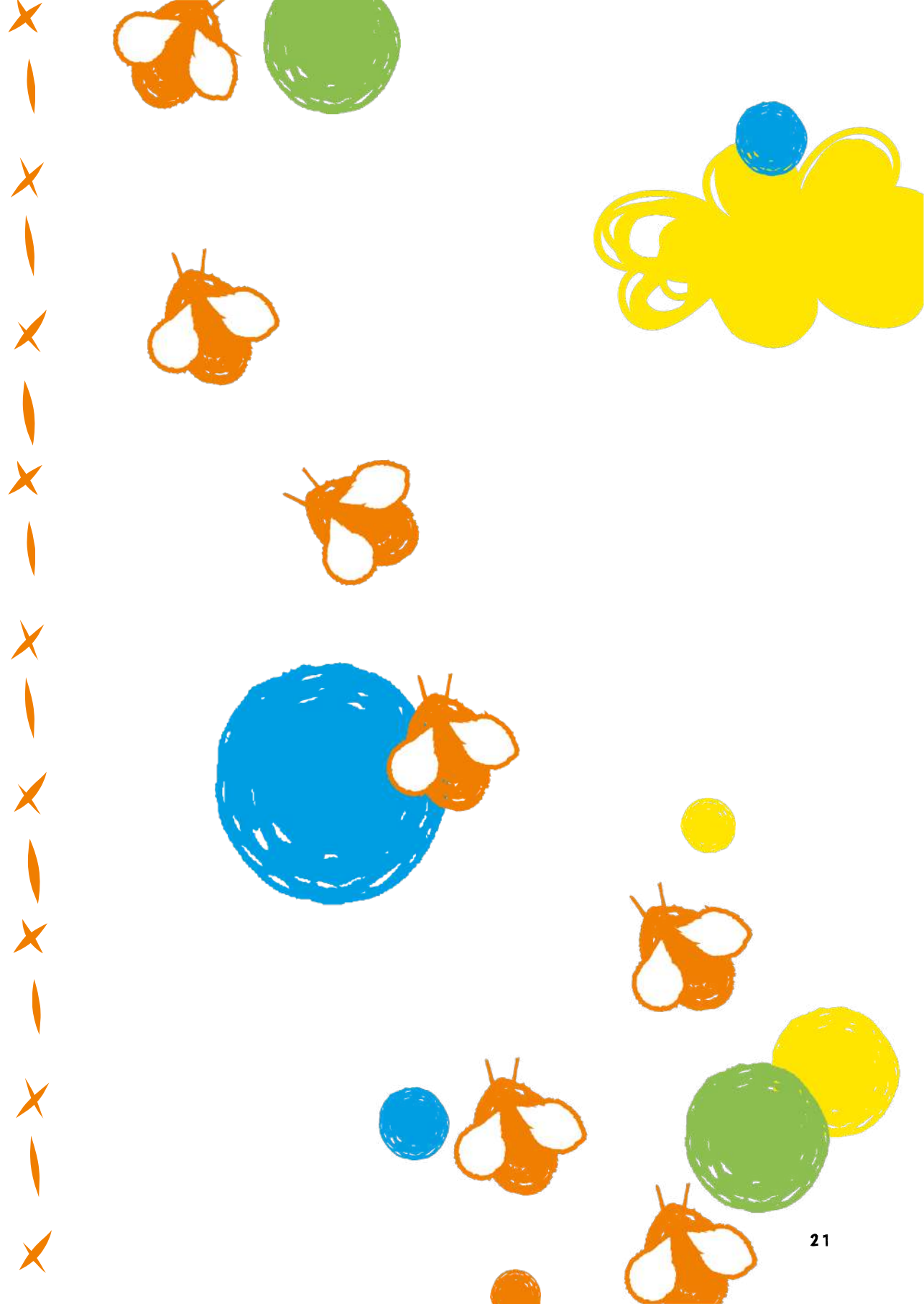
In our curriculum guide we also have summarised advice for parents for supporting their child at home, for example questions to ask your child.

**IN OUR CURRICULUM GUIDE WE
DESCRIBE OUR PROVISION AND ADVICE
REGARDING HOME LEARNING**

3.7 QUALITY CONTROL

Optimist International School is constantly improving and adjusting the educational programme. To determine and improve the quality of our education we:

- Work with quality tools. With questionnaires, looking for learning visits, school diagnosis and analysis of formative and standardised assessments we evaluate and analyse different aspects of our education. This enables us to determine the areas of improvement
- Determine the levels of satisfaction by asking parents, staff, and students if they are satisfied with the education we offer and/or our school policy once a year through questionnaires from Scholen met Succes
- Have collective ambition and developmental conversations with all staff to ensure individual development contributes to school ambitions school, and to ensure school policies and procedures are evident in classroom practices
- Arrange peer visits and visits by the Leadership team. This gives insight into the education provided in each class. The impressions of these visits will be brought to the Senior Leadership team meetings to discuss the quality of our education







4. OUR CURRICULUM

The International Primary Curriculum (IPC) is our main framework. Since numeracy and literacy are critical elements of learning in the primary years, we also deliver these as individual subjects within the daily time table. Numeracy and literacy are taken from the National Curriculum 2014 (UK). Whenever possible we relate this to the IPC-units.

4.1 EARLY YEARS (GROUP 1)

Learning in Early Years (Group 1) is based upon the IPC Early Years Programme (IEYC) and the UK Early Learning Goals. The IEYC is a precursor for the International Primary Curriculum (Groups 2-7). The IEYC learning goals are divided into the following strands: independence and interdependence, communication, exploring and healthy living.

During the Early Years students develop quickly and we recognize that all students are special and unique. We support learning that is both enjoyable and challenging and develop children's ownership in their learning, autonomy and independence.

We create rich learning environments that consider the needs, interests and developmental stages of each student. We provide a stimulating, fun environment where play and learning through continuous provision forms a basis for learning with a balance between child-initiated play and teachable moments. Students also work together in small groups through a range of learning activities. Much emphasis is placed on playing together and developing social skills and independence.

DETAILED EXPLANATION OF THE EARLY YEARS CURRICULUM AND APPROACH CAN BE FOUND IN OUR [EARLY YEARS STANDARD](#)

4.2 WORLD CITIZENSHIP

At our school, citizenship and sustainability are key pillars that guide our educational vision. We aim to equip students with the knowledge, skills, and values to thrive globally, including in their host country. Through our Citizenship & Sustainability Policy, we prepare students for future education and careers worldwide while fostering responsibility and ethical awareness.

World citizenship is integrated into the International Primary Curriculum (IPC) and our PSHE program, Jigsaw. Our goals include:

1. Fostering Cultural Integration: We bridge home cultures with multiculturalism and Dutch culture. This involves nurturing respect for diverse cultures, languages, and traditions while encouraging active participation in both local and global communities. We support third-culture kids in navigating complex identity issues, fostering a strong sense of belonging and intercultural competence.

2. Promoting Diversity and Inclusion: Our learning environment embraces differences, encouraging open dialogue and mutual respect. We value every student's story as a contribution to our shared learning experiences.

3. Emphasizing Multilingualism: As a Language Friendly School, we encourage the use of mother tongues alongside English and Dutch, enhancing cultural connections and communication.

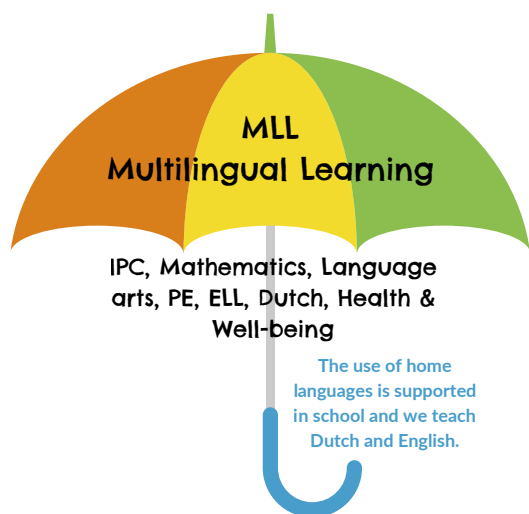
At OIS, we address global crises by focusing on education, emotional support, and community involvement. We incorporate global challenges into the curriculum, fostering awareness and empathy among students through IPC and Jigsaw. We maintain a neutral stance and prioritize a safe environment, encouraging open dialogue while being mindful of students' emotional well-being.

When charity activities are appropriate, we select one charity per year, ensuring it aligns with student interests and community values. Participation is always voluntary, and we strive for balance to avoid overburdening families. Our goal is to cultivate globally responsible citizens who contribute to meaningful causes. This decision is made by school leadership in consultation with the parent council.

FOR MORE DETAILS, REFER TO OUR [CITIZENSHIP & SUSTAINABILITY POLICY](#) AND OUR [WORLD CRISIS POLICY](#).

4.3 MULTILINGUAL LEARNING

Our overachieving vision is that all learning at our school falls under the MLL umbrella. All of our students are multilingual learners who arrive in our school with differing levels of English language. We aim to support their learning not only in English but to use the knowledge, skills and understanding they have in their home language(s) to enhance and support their learning in English. As a Language Friendly School we celebrate and actively stimulate and encourage all the languages that our students bring in to school and hence into their learning. Our specialist MLL teachers offer small group support, in class support and also support teachers with strategies, tools and skills to enable children to access the curriculum. Some of these tools are translating devices, a language buddy, pre teaching in their own language, assessments or tasks translated into their own language etc.



4.4 IPC (GROUPS 2-7)

Through the IPC, our core curriculum at Optimist International School, learners are encouraged to be informed, globally competent, future-ready, socially conscious and motivated to positively contribute within a local and/or global context.

The IPC provides teachers with thematic units of learning, which outline key activities and tasks that ensure the delivery of the IPC in the classroom. The units of learning are specifically designed for each 'milepost' on appealing themes that provide age appropriate learning. A 'milepost' is two years of learning driven by a selection of Learning Goals; there are 3 mileposts across 6 years of primary schooling. A range of subjects (Art, Design, Technology and Innovation, Geography, Health and Well-Being, History, ICT and Computing, Music and Science) are included in each thematic unit. Each unit of learning has been carefully developed to support teachers of the IPC to implement the internationally researched curriculum maintaining the focus on improving learning.

It has been argued that there is a need for increased focus on soft skills as we enter the fourth industrial revolution; with increasing levels of artificial intelligence, equipping learners with skills that artificial intelligence cannot emulate is more important than ever before. With this in mind IPC has developed the Personal Learning Goals with the view to develop character and attitudes. The 8 Personal Learning Goals are all things we can be: Adaptable, (a) Communicator, (a) Collaborator, Empathetic, Ethical, Resilient, Respectful, (a) Thinker.

Teachers share a learning letter at the beginning of each new IPC unit with the title of the unit, subject learning goals that will be taught and links to other subjects for example Mathematics and English Language Arts.

4.5 ENGLISH LANGUAGE ARTS (GROUP 1-7)

English Language Arts is taught using the UK National Curriculum learning objectives. The progression of students through the school is taught through different genres (fiction, non-fiction and poetry) focusing on the learning areas of: spoken language, writing composition, word reading, reading comprehension, spelling, handwriting and vocabulary, grammar and punctuation. The product at the end of a unit of learning could include writing a letter, writing a story with flashbacks, newspaper reports, presenting a poem or a play. Where possible IPC units of learning are linked to the English Language Arts units.

SPECIFIC OBJECTIVES OF ENGLISH LANGUAGE ARTS CAN BE FOUND IN OUR [CURRICULUM GUIDE](#)



4.6 MATHEMATICS (GROUP 1-7)

Mathematics at Optimist International School is taught using the UK National Curriculum learning objectives. The mathematics curriculum progresses through the school under the following broad learning areas: number and place value, addition, subtraction, multiplication, division, fractions, decimals, percentages, ratio and proportion, algebra, measurement, geometry, statistics. The curriculum progression means that students are introduced to the different areas at an age appropriate level and develop and deepen their understanding as they progress through the curriculum. Mathematical concepts are taught through concrete, pictorial and abstract methods using a wide range of manipulatives.

SPECIFIC OBJECTIVES OF MATHEMATICS CAN BE FOUND IN OUR CURRICULUM GUIDE.

4.7 DUTCH AS ADDITIONAL LANGUAGE (DAL)

At Optimist International School, Dutch forms part of the learning in all classes. We aim to have a percentage of 15% Dutch in all classes of the international programme (INT). In our Dutch Enrichment Programme (DEP) there is a higher percentage of Dutch, as we prepare students for Dutch secondary (bilingual) education. More information can be found on our website.

In Early Years teaching is part of the learning through play philosophy and the Dutch teachers link all learning with the themes and learning goals that the Early Years students are focusing on. From Group 2 to Group 7 students have 2 Dutch lessons a week with the focus being on social Dutch. Lessons are interactive and taught around a theme through books, games, videos. The specialist Dutch teachers also teach the students about important events in Dutch culture, this includes Sinterklaas and Prinsjesdag.

Additionally extra Dutch language learning is offered through the lunch play time supervisors, some PE lessons or instructions being in Dutch. Our aim at OIS is to expose our students to Dutch language and culture so as to support families while they are living in the Netherlands.

SPECIFIC OBJECTIVES OF DAL CAN BE FOUND IN OUR CURRICULUM GUIDE.

4.8 PHYSICAL EDUCATION (PE)

PE is taught by specialist PE teachers and all students have a PE lesson in a nearby sports hall twice a week. The PE curriculum uses the Dutch curriculum learning objectives and autonomy, fair play, team work and the IPC personal goals are integrated into the learning. The broad PE learning goals are: balancing, tumbling, swinging, jumping, throwing and catching, endurance and play behaviour. These skills progress through the curriculum and students practise them through games and sports.

SPECIFIC OBJECTIVES OF PE CAN BE FOUND IN OUR CURRICULUM GUIDE.

4.9 ART, MUSIC AND CULTURE

To enhance the activities of the IPC, we ensure that the students actively participate in various activities, allowing them to absorb and reflect on various cultural disciplines such as music, drama, media, dance, heritage and literature, across all mileposts.

At OIS we support language learning through music by engaging children in singing, rhythm games, and musical storytelling. This helps them build vocabulary, develop clear pronunciation, and gain confidence in expressing themselves in English and other languages, while also nurturing a lifelong love and appreciation for music.

As an additional support to the cultural education they receive at school, we work closely with C Punt, the Centre for Art and Culture in Hoofddorp, by taking part in various workshops per year. Our cultural coordinator oversees the balanced selection and organisation of these activities. We refer to this as our 'Cultural Menu'.

4.10 HEALTH AND WELL-BEING

Our Health and Well-being curriculum is guided through the Jigsaw resources that allows teachers and students to engage in a mindful approach to Personal, Social, Health Education (PSHE), emotional literacy, social skills in a comprehensive scheme of learning. The approach allows us to integrate the IPC personal goals as well as global citizenship objectives that fit into our school vision of international minded learners.

Teaching strategies are varied and through the lessons there is a mindful approach to preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. These themes are: Me in my World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

4.11 DIGITAL LITERACY

Digital literacy is used across the school to complement, reinforce and support the curriculum. Students learn:

- Fundamental technology skills using digital devices, such as operating a computer or tablet, navigating the internet safely, and utilizing essential software applications
- Information literacy through which students learn how to find, research, evaluate, and use digital information effectively and ethically

Digital Communication and Collaboration, developing the ability to communicate and collaborate using digital (communication) tools essential for modern learning and future workplaces. This includes the use of platforms and learning appropriate online behaviour, understanding digital footprints, and fostering respectful interactions in digital environments

The use of smart boards, Chromebooks and tablets in all classrooms opens up many possibilities.

 THINKER	I can ask questions / I can find out when where what why how
 ADAPTABLE	I can try new things
 RESILIENT	I can try again / I never give up
 COLLABORATOR	I can work together / I can take turns / I can share / I help
 COMMUNICATOR	I can listen / I can say/show...
 RESPECTFUL	I am caring / I can agree and disagree / I can look after my things / I can tidy up
 EMPATHETIC	I can celebrate / I think before I do
 ETHICAL	I make the right choice

4.12 SPECIAL PROGRAMMES

LANGUAGE FRIENDLY SCHOOL

We are an accredited Language Friendly School, which means that we make sure all languages are visible in school and ensure that they are all equally valued. We include home languages in our learning, a key factor for inclusion and quality learning, and it also helps to avoid knowledge gaps and increases the speed of learning and comprehension. It can boost learners' confidence and self-esteem. We include parents in language activities.

EXTRA (CURRICULAR) ACTIVITIES

To support the IPC, we organise small excursions for each class that match the unit(s) the students are working on, for example visits to gardens, museums, farms, the coastline and/or woodland nature walks. These trips are organised during school hours, under the supervision of teachers. We also celebrate our multilingual and multiculturalism with events like Intercultural day, a language parade, parents reading in school in their mother tongue. We include Dutch cultural activities in our Dutch lessons.

Additionally we participate in special events in Haarlemmermeer, for example Children's Book Week (Kinderboekenweek) and sports tournaments.

SCHOOL LIBRARY

Our school library is visited by all classes every week, where students are encouraged and supported to choose books that can be taken home. We have an extensive multilingual selection as well as English books. Students receive a library bag from school to transport books.

TRY OUT DIFFERENT SPORTS IN YOUR NEIGHBOURHOOD

Noord Holland Actief is the sports platform of Haarlemmermeer. Here you will find different sports that are offered to you and your children in and around Hoofddorp. This platform offers you a chance to try out several activities or sports. You can practice different sports. Have a look online for more details and click on the button 'aanbod' to see what is available via <https://www.noordhollandactief.nl/>

4.13 ASSESSMENTS AND MONITORING PROGRESS

Assessment at Optimist International School is an ongoing process of observing, collecting and analysing evidence to decide where the students are in their learning, where they need to go, what the next step is and how they can get there. For new students we use the initial weeks to complete start assessments. This allows us to have an accurate starting position and also to be on the same page with the parents. Following this, we can begin to monitor progress and decide upon suitable educational needs. These start assessments also give indication of any possible gaps in learning.

Our School counsellor helps to choose the right level for the start assessment in special situations (when we see children are on a different level).

The teachers assess on a regular basis against all learning objectives to plan next steps and lessons and differentiate instructions. This means that student's progress is being monitored closely. For this we use an online student tracking system, Learning Ladders. This enables us to track and analyse data, create reports, and share learning information with parents via the portal Ladders at Home, which has translation options.

Alongside this we do standardised testing. This is a way of assessing children within an age group to see if they are making appropriate developmental progress in relation to a majority of children of their age in the UK. These tests are independent of the frameworks used for teaching. This way we can monitor their long term progress. This is also a way for the school to monitor the quality, coverage and balance of our curriculum. Also these standardised assessments are monitored in Learning Ladders to compare with progress on individual objectives. We engage in standardised assessments for the core subjects English and Mathematics, Reading, Spelling, cognitive ability and students' attitudes and mindsets to self and school. Our aim is to have an average standardised age score (SAS) equivalent to the UK average band of 90 - 110.

In our yearly School self-evaluation we analyse all our results and also the transition to secondary education. In chapter 6 we describe how we monitor student progress.

4.14 SWIMMING

Swimming is an important part of our PE programme and is offered to students in groups 3 and 4 and takes place at Sportcomplex Koning Willem-Alexander (SKWA). Transportation from and to school is included in the programme.

Each year, the swimming time slots depend on the pool's availability, and partly take place outside regular school hours.

This programme is offered voluntarily as we want every child to have the opportunity to swim, regardless of their financial situation.

However, please note that the continuation of the swimming programme depends on sufficient parental contributions. If there are too few payments, the swimming programme will be cancelled for the year. The voluntary fee is a partial parental contribution to help cover expenses such as pool access, bus transportation, and qualified swimming instructors.

School swimming is a subsidised programme, so costs are lower than private lessons. The school provides for organisational and staff costs.

The programme is organised and supervised by school staff, with additional support from volunteering parents. Please note that the continuation of the swimming programme also depends on the availability of enough volunteers to support the sessions.

Swimming lessons include the option to earn diplomas (A, B, C), though diplomas are not guaranteed. We also recommend additional swimming lessons outside of school.

Participation in the swimming programme is voluntary. If a child does not take part, they remain at school until 14:30 and join an alternative activity, which may be combined with children from other groups.

For more details on the fee, please refer to our fee policy.







5. FAMILY. SCHOOL PARTNERSHIP, COMMUNICATION

PARENTAL ENGAGEMENT RECOGNISES THE IMPORTANT ROLE BOTH PARENTS AND TEACHERS PLAY IN DEVELOPING POSITIVE ATTITUDES TOWARDS LEARNING AND EDUCATION FOR CHILDREN, BUILDING THEIR MOTIVATION AND CONFIDENCE AS LEARNERS, AND FOSTERING THEIR ENJOYMENT OF LEARNING.

Our aim is to:

- Encourage parents to participate in their child's education and in the life of the school
- Ensure that parents feel welcome in our school and are encouraged to work alongside us
- Provide opportunities to enrich the learning experience of the child, bringing together the resources of home and school

5.1 COMMUNICATION

OIS gives a high priority to communication, openness and transparency towards parents.

Our main mode of communication is via our school app 'Parro', for example for teacher notifications, newsletters, activity information, absences. Parro also offers the opportunity for parents to adjust privacy settings regarding the use of pictures of their child. It also includes a calendar that is regularly updated.

The teacher is always the main and first contact for parents. If parents have any questions or concerns regarding the development of their child, we ask them to make an appointment to discuss this with the teacher, so that we can take the time to do this properly and talk with you personally.

We don't communicate regarding concerns or the development of a student through Parro or email. This must be done in person to avoid misunderstandings.

General school contact details can be found on the last page of this school guide.

It is our school policy not to share or distribute (email) addresses or phone numbers of parents to other parents.

We plan **three individual parent-teacher learning conferences per year**, in September, January and June. The Milepost team leader, the Learning Leader, school coach or local health specialist could be part of the meeting. During these meetings the progress of students will be discussed. An end of the year progress report will be provided by the teacher. Throughout the year parents have access to Learning Ladders parents portal (Ladders at Home), so they are able to monitor their child's progress.

At the beginning of the year, we organise an **in-class parent-teacher session** per class where teachers share the programme for their class. This session also provides parents to meet their child's teacher in person and for them to welcome you to our school. Additionally we arrange a **general parent information session** for all parents about school matters and school development. Besides this, we organise a **information evening about future academic choices** including our Dutch Enrichment Programme (DEP), secondary education and the Dutch and international education systems after primary school.

During the year we aim to organise a parent **workshop** for all parents, generally with a specific topic, e.g. raising multilingual children.

Around the end of each term we plan **Learning Celebrations**, led by students, during which they share their learning experiences with parents. The students make their own learning visible by showing materials or activities of their choice.

Practical information about the current academic year, with our school calendar, including school activities, study days, holidays, meetings can be found on our [website](#).

In addition to this, we provide monthly **Newsletters** via [our website](#), to inform parents about learning in the different classrooms. We also have school **social media** pages for Facebook, Instagram and LinkedIn. You can find these by clicking the links below.



We initiate **school-to-home and home-to-school communication about learning activities**.

For example we allow students to bring reading books home, we provide parents with a letter introducing them to the learning objectives of an IPC unit, ask students to gather materials for an IPC-unit or have them take learning they accomplished at school, home. We do this to:

- Engage parents in their children's learning
- Help inform parents about the learning happening in class
- Offer further stimulation and enthusiasm for school and learning

Besides this we acknowledge that some students have skills which could be improved by practising these skills at home. We call this home learning. In the chapter [Our education](#) our home learning policy is explained further.

MORE TIPS ABOUT HOW PARENTS CAN SUPPORT THEIR CHILD(REN) WITH THEIR LEARNING CAN BE FOUND IN OUR [CURRICULUM GUIDE](#)



5.2 VOLUNTEERING COMMUNITY

We encourage family and community members to support our school and students. Parental support is highly appreciated at many levels, such as reading activities, library activities, logistical assistance, special activities (such as excursions), events and specific expertise. We welcome all parents to come into school and use the school facilities.

For new families we have a **Welcome Team**, which serves as non-school specific settling-in support. They also offer specific connections to current parents, in which they try to link parents in their own language or with some other connection (e.g. area where they live, previous country, or company they work with) if requested.

Every class has a **Class Parent**. Class parents serve as a liaison between the class teachers and the parents. Class parents are parents who volunteer to assist their child's class teacher with class and school-wide activities. They are also a welcoming informal network of support to new parents and a source of assistance to the class teacher, on all sorts of non-educational matters. Class parents do not have a formal role in the school like the elected members of the school Participation Council (PC), their role doesn't involve communication between parents and school about learning or teaching concerns, complaints, individual opinions, school policies or other school matters.

Class parents run the class parent **WhatsApp group**. The class WhatsApp traffic is intended for announcements about practical matters and the provision of information. It is not intended for one-on-one conversations, discussions, disagreements or emotionally charged messages. We explicitly ask parents not to use the app group to express complaints about children/the teacher or to disclose information about their child. This entails insecurity for all those involved and is not in the interest of cooperation around children. In the group no pictures of children can be shared by parents, because of privacy reasons.

Class parents, along with the Welcome Team, are also a welcoming informal network of support and a crucial source of assistance to the class teacher on many non-educational matters. Assistance can include: organizing volunteers for group activities, helping organize class displays, activities, etc. As a group, the Class Parents also work together on the organization of events and seek support from other parents in school willing to volunteer in their own class or school-wide, for example school trips, sports events and decorating the building during events.

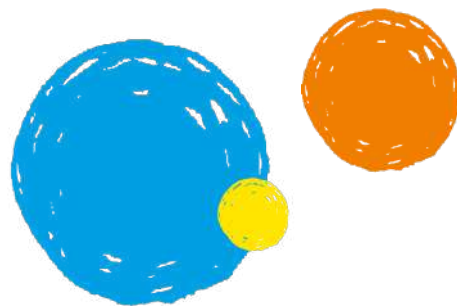
We also have **regular volunteers** who assist teachers with specific support such as weekly swimming lessons, running the library, reading with children.

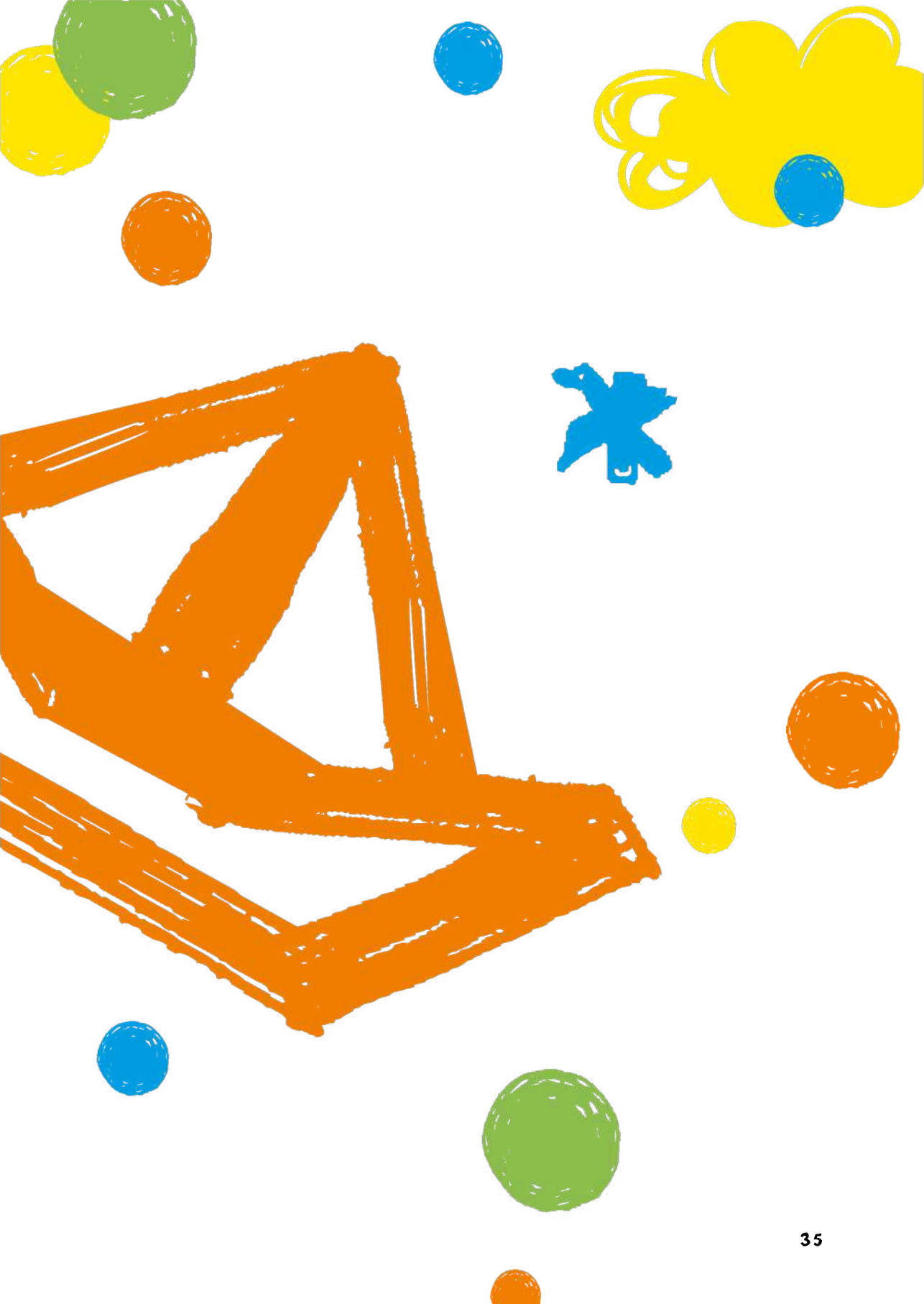
At the beginning of each school year, we advertise all these voluntary opportunities in school and hope to recruit as many parents as possible to join our volunteering community in a role that suits them taking into account their availability. Parents who have occasional time available often register as an **activities volunteer** and could be contacted by teachers, class parents or specific event organisers to help at specific moments.

5.3 PARTICIPATION COUNCIL (PC)

The school Participation Council (PC) consists of elected representatives from the parent and staff community. Their contribution and support plays a vital part in school development. The PC has an advisory role and sometimes has to give consent on certain topics, in accordance with participation council regulations. At the moment, the PC consists of three parents and three teachers. Some PC's are also represented in the GMR (Gemeenschappelijke Medezeggenschaps Raad), which is the overarching PC for all primary schools within our board.

The PC can be contacted through email: mr.ois@floreer.nl. Information about the PC and minutes of meetings are on our [website](#).









6. STUDENT SUPPORT AND TRANSITION

Student support means that we adapt our teaching to meet the needs and abilities of each student. First of all, it's crucial that teachers know their students well. We monitor the students from their first days at school in terms of both academic performance and personal development. This is done by systematically observing and recording the progress of students. We do not only monitor academic performance, but also motivation and attitude to work, learning styles, motoric skills and social-emotional development. Therefore, student support is not only aimed at students with learning difficulties but also at the more able students, students who can handle more than the regular curriculum.

Student support begins within the classroom itself, led by teachers and the Teaching Assistants. Our aim is to ensure we meet the diverse needs of our students by tailoring our teaching around each individual student needs. We also have a School counsellor who is there to provide internal support by having regular consultation with the teacher and by doing observations in the classroom.. The School counsellor can also assist with organising external support. More on this in the next chapters.

6.1 ORGANISATION OF STUDENT CARE

The School counsellor is the link between teachers/ parents and specialists who provide services within our school. The first point of contact is always the teacher, but the care team is always there to assist when needed. The class teacher may indicate which students should be considered for learning support, in consultation with the School counsellor.

Depending on the nature of the concern the class teacher runs a an Individual Education Plan (IEP) for six - eight weeks. The IEP is evaluated and adapted if necessary. This is recorded in notes and discussed with the parents. f there are more external specialists involved we draft an Education Perspective (OPP) for a longer period of time to ensure clear communication and future educational plans.

We participate in Samenwerkingsverband Passend Onderwijs Haarlemmermeer. The support profile of Haarlemmermeer sets out the vision of appropriate education (passend onderwijs).

Our School Support Services are explained in 6.2, which entails our educational offer, both basic support and the possibilities for extra support for students with special educational needs. The limitations of our offer are also described in 6.2.

6.2 SCHOOL SUPPORT SERVICES

At OIS, we are committed to supporting every student to thrive – academically, socially, and emotionally. Our support system is tiered, offering basic support, extra support, and clear boundaries to ensure we provide high-quality care within our international context. Our basis support applies to various areas of support. The IPC (International Primary Curriculum) places high cognitive demands on students, including younger children. It focuses on conceptual understanding, independent thinking, and inquiry-based learning. This approach suits many learners, but may be challenging for students who require a highly structured or repetitive learning environment.

BASIC SUPPORT

Our basic support is designed to meet the needs of most students within the classroom.

This includes:

- Enrichment, extension, and additional instruction in the classroom
- Basic diagnostics for significant reading difficulties and/or dyslexia, significant math difficulties and/or dyscalculia, (highly) gifted students
- Short-term interventions (6-12 weeks) by a Teaching Assistant to help students reconnect with the group's level

Teachers are supported by:

- Multilingual Learner (MLL) Specialists: Provide targeted English language support for students new to English, either one-on-one or in small groups.
- Specialist Teachers: A Maths Specialist and a Language Specialist offer short term (6-12 weeks) small group interventions (up to 5 students) with the help of TAs. This includes interventions like Numicon for Maths and enrichment for students needing extra challenge. Support is provided up to two sessions of 30 minutes per week.
- Teaching Assistants (TAs): Are assigned to classrooms to support differentiated instruction and short-term (6-12 weeks) small group interventions. They support areas such as literacy, math, executive functioning, or social-emotional development. Support is provided up to two sessions of 30 minutes per week.
- Student Coach: programmes and trainings focused on social safety and social-emotional development and talent conversations.

EXTRA SUPPORT

When a student's needs exceed our basic offer, we may refer to external specialists, in consultation with parents. This can involve:

- Guided behavioural support, or some issues with work attitude and/or behaviour
- Extended observation or in-depth diagnostics
- Multiple challenges related to severe reading difficulties and/or dyslexia, significant math difficulties and/or dyscalculia, (highly) giftedness, or speech and language difficulties

This can include the following staff:

- Multilingual Learner (MLL) Specialists: Provide targeted English language support for students new to English, out of school hours as an intensive short term programme.
- Speech and Language Therapists
- Occupational Therapists
- Mental Health Services (via GGD or iHub)
- Professionals of Passend Onderwijs (Inclusive Education) a framework that helps schools, parents, and support teams work together. Inclusive Education ensures that every child receives the support they need to learn and grow, regardless of their abilities or challenges.
- Professionals of the ZAT-overleg (Zorg- en AdviesTeam), a meeting at school where professionals such as the school counsellor, the teacher, and external experts like a school social worker or youth health care worker come together to discuss how to best support a student with extra needs.

Externals are involved with the parents' permission, aiming to find the right help early on.

We develop an **Individual Education Plan (IEP)** when we provide an extra intervention in a specific area for a limited period of time. We develop a **personalised support plan (OPP)** and discuss this with families and professionals, when a child is significantly behind on multiple areas despite in-class intervention, when we expect to involve Passend Onderwijs, or when we expect to not be able to meet the needs of a student.

STUDENT PERSPECTIVE ON SUPPORT

During a meeting with the Student Council (Years 5–8) in December 2025, students shared that support at school becomes clearer when teachers use simpler language and explain more often who students can go to when they need help. New students in particular benefit from clearer guidance. Most students feel safe asking for help and find that support helps them grow and realise their abilities. They believe students should be involved in conversations about their education plan from Group 4 or 5 onward. The Student Council recommends using schoolwide assemblies to explain support processes and encouraging teachers to regularly invite student ideas during the school day.

LIMITATIONS

First of all, we have strict government admissions criteria that have to be met by families, demonstrating they are here on a temporary basis, justifying the need for international education. Students coming from a Dutch primary school are only admitted when parents have a date set for relocation in the near future with proof from the employer, in order to prepare for that move.

The IPC places high demands on students focusing on conceptual understanding, independent thinking, and inquiry-based learning. It may not be the right fit for children who:

- Need extensive structure, repetition, or individual adaptation
- Struggle with open-ended learning or flexible classroom environments
- Are not school-ready or fall significantly behind in multiple areas

In such cases, a Dutch school with a more structured curriculum and full access to national support services may offer a better match. While we aim to be inclusive, our capacity is limited by our international curriculum and structure. We may not be able to accept or continue the enrolment in the following situations:

- Our maximum class size is 22 students
- The maximum number of students who don't speak English yet (English as Additional Language learners) is 4 per class
- Cognitive or social-emotional needs require individual learning pathways in one or more subjects, or 1 : 1 support
- A student is in the process of a Toelaatbaarheidsverklaring (TLV)
- When CCP is involved already, the initial school of registration has the duty of care
- When learning or behaviour support is not accessible for our students to Dutch-funded services such as Auris arrangements or reimbursed dyslexia, or other providers of the Dutch support network ('sociale kaart'), due to language and system limitations

- Parents fail to share essential information about their child's development or needs at time of enrolment or later
- When a student's needs go beyond what we can provide, we seek for help from Zorg Advies Team (ZAT) and Passend Onderwijs. If parents do not give permission for this, we may not be able to fulfil our legal duty of care, which could mean we can no longer offer the right support at our school, which means we will support parents to find another school

THE RIGHT TO BE HEARD

In line with the right to be heard as part of the "Strengthening the position of parents and pupils in appropriate education Act":

- All parents and students, regardless of age, have a say in developing, adapting and evaluating their OPP
- Students' perspectives are collected and recorded in their OPP, including what action the school took as a result of their input. Students' input is included in the plan in an age-appropriate and meaningful way.
- Only after discussing or adjusting the intervention part ('handelingsdeel') of the OPP with parents and students, and after approval of parents, the school formalizes the plan

In 2025-2026 we ask our Student Council to give feedback on our Student Support Services. We will include their feedback in the school guide, and to what extent text was adjusted accordingly.

6.3 SCHOOL COUNSELLOR

The School counsellor plans regular group consultations with the teachers (approximately 5 – 6 times per year) to discuss all students. They discuss the educational needs of the students and their progress in the different areas. Possible topics for discussion are:

- Class teacher's concerns or questions related to the teaching or the learning process in a class (organisation, teaching methods and content)
- Test results of the student monitoring system
- Efficiency of the learning support input per class by the Teaching Assistants
- Identification of students with behavioural problems or learning difficulties
- Reason for referral to external support specialists

Besides these regular group consultations, teachers and/or the School counsellor can plan meetings to discuss individual students. Possible topics or actions are, to:

- Carry out further testing by Teaching assistants or external specialists
- Provide extra help in class
- Establish or adjust an Individual Education Plan (IEP)
- Arrange appointments with parents
- Contact external agencies/specialists (school doctor, health care experts, social worker, speech therapist, occupational therapist, physiotherapist, child coaches, educational psychologists and counselling)

6.4 MORE ABLE AND EXCEPTIONAL STUDENTS

Students who can handle more than the standard curriculum are offered enrichment and extension work based upon their needs, abilities and interests. IPC is a curriculum that allows the more able and gifted to perform at a different level, due to its inquiry-based nature with open ended research task possibilities. IPC allows teachers to enhance the higher order thinking skills of these students, for example by encouraging questioning, having students connect concepts in more complex contexts, having students make inferences with real world examples, having them analyse, discuss, evaluate and encourage creative thinking. Also our Mathematics and Language provision provides opportunities for extension.

6.5 LEARNING LADDERS

Parental engagement is very important to us as a school and we aim to share learning, progress and attainment with parents through our school's online student progress tracking system, Learning Ladders. We are able to customise and use the tools to monitor progress in all our curriculum areas and track progress and attainment against learning goals. Through Learning Ladders we are also able to generate end of year school reports that we share with parents through the Ladders at Home portal. This portal allows for communication with parents as teachers are able to share progress and evidence linked to the learning goals and parents are able to view this, translate this information into over 100 languages and to also download and print reports. Within this system we are also able to track data and analyse data, analyse gaps and in this way make adjustments and adaptations to planning and groupings of children to allow for extension and intervention.

6.6 PARENT-TEACHER LEARNING CONFERENCES AND REPORTS

We plan three individual parent-teacher meetings per year, September, January and June. During these meetings the progress of students is discussed. The Ladders at Home portal provides up-to-date progress for parents. End of year reports are issued in June, which include attainment and progress. If parents have concerns or questions, data and/ or assessments can be discussed with the classroom teacher at any time by making an appointment.

6.7 TRANSITION & TRANSITIONING TO SECONDARY SCHOOL

At Optimist International School students are supported and encouraged to achieve to the best of their ability. Only in exceptional circumstances, might a student be required to repeat a year. This will be fully discussed with parents, teacher and our School counsellor. Repeating a year should be of personal or academic benefit to the student.

The education received at Optimist International School is designed to prepare students to continue an uninterrupted learning programme by meeting the educational level requirements of the UK and the international education systems, regardless of the chosen secondary school.

We have two learning pathways in upper primary: the international programme to prepare students for further international secondary education, and the Dutch enrichment programme (DEP) to prepare students for Dutch (bilingual) secondary education. It is up to the parents to decide what will be the most suitable form of secondary education for their child once he/she has finished Group 7 or Group 8 of the Dutch Enrichment Programme (DEP).

In August 2026, a new international secondary school will open its doors in Haarlemmermeer. This public school will offer high-quality international education for students from across the region and beyond.

The school is the result of a strong collaboration between Optimist International School and Haarlemmermeer Lyceum Tweetalig, in partnership with educational foundations Floerer and Dunamare Onderwijs. Together, they bring a shared commitment to inclusive, future-focused education that is deeply connected to the local and international community.

The new school will offer the International Baccalaureate (IB) curriculum, known worldwide for its inquiry-based and student-centered approach. The full IB continuum—Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP)—will be available for students aged 4 to 18. The focus will be on nurturing curiosity, critical thinking, and global citizenship.

In addition to academic development, students will be encouraged to explore their personal identities, communicate effectively, and collaborate meaningfully with others. The school aims to support students in becoming responsible, confident, and compassionate individuals. As part of the Dutch International Schools (DIS) network, this new secondary school will contribute to the broader international education landscape in the Netherlands. It will also maintain close ties with the bilingual (tweetalig) streams at Haarlemmermeer Lyceum Tweetalig, creating opportunities for cross-cultural learning and exchange.

Parents will be informed about the application and enrolment process in early 2026, with clear guidance provided on how to register their children for the first intake.

More information about the school, including enrolment details and curriculum specifics, will be made available in the lead-up to the opening.



We also cooperate with three secondary schools nearby: The International School of Haarlem (distance approximately 10 km) an international secondary school, Haarlemmermeer Lyceum in Hoofddorp (distance approximately 1 km), offering a bilingual international programme for non-Dutch speakers, and Het Rijnlands Lyceum International School, Oegstgeest, (distance approximately 25 km) an international secondary school.

If you would like any advice on any other school in The Netherlands or abroad, you can contact the Senior Leadership team.

Every November we organise an evening where we provide parents and students with more information about secondary education, our Dutch Enrichment Programme (DEP), and the Dutch school system. We also invite secondary schools during this meeting to give parents/ students more information about these specific schools. Secondary schools also organise their own information evenings (usually in January) for interested parents and students.

Naturally, the staff at Optimist International School will offer advice to parents and provide copies of reports, references and any additional information another school may require.

If you are leaving the country and need specific documentation for the new school, please contact the school office. We request that you give the school office and our staff ample time to collect the information needed.



7.SCHOOL LIFE





7.2 ABSENCE, ILLNESS, LATE ARRIVALS AND LEAVE

7.1 SCHOOL ENTRY AND EXIT

The school is open from 08:00am and lessons end at 2:30pm, for our Waddenweg Campus. Our doors open at 8:20am, and our school hours start promptly at 8.30am until 2.45pm, at our Dussenstraat Campus. The staggered starting and ending times allows for parents to travel between the locations for drop-offs/pick-ups at both locations. During the school day there are two breaks during which students have time to eat (snack or lunch) and to play outside. Our Groups 1 and 2 have extra time to play outside.

At the end of the school day students from the Groups 1 - 4 are only allowed to leave once the teacher has seen the parent who is collecting them. Parents wait outside to collect their child. Parents need to ensure that, if their child has permission to go home alone, this has been discussed with the class teacher. If students are to be collected by someone other than their parents, the class teacher needs to be notified. Staff from the afterschool/ morning childcare organisations bring and collect children at an agreed place in our building.

If parents know that they will be unavoidably late for pick up time, they should phone the school office to inform us. Supervision by staff will end 15 minutes after school ends and students must then be supervised by parents. If parents are repeatedly late, an appointment will be made with the teacher, and Senior Leadership team to discuss alternative possibilities for childcare/collection.

We strongly advise all parents who live within a radius of 2 km to come by foot or bicycle, because of limited parking availability.

To guarantee the safety and maintain a good relationship with the local community, please respect the following agreements. Do not double-park your car and leave it unattended. Do not park on pavements forcing pedestrians onto the road or block driveways. Do not park on private property. We advise you to give yourself extra time to park safely.

Consistent daily school attendance for children between the ages of 5 and 16 is compulsory in the Netherlands and necessary to ensure academic progress. We monitor lateness and absence continuously and encourage all parents to ensure the children consistently arrive at school on time and that absence is limited to unavoidable reasons such as a sickness preventing attendance at school or appointments that cannot be made outside of school hours (Doctors/Dentists, etc.)

Below is a summary of rules and regulations, processes and procedures relating to absence but a full description including forms and parent guideline scan also be found on [our school website](#).

ABSENCE REPORTING

It is important to notify us of absence. When your child is absent from school due to illness or doctor visit etc, please make sure to inform the school ahead of time via our school PARRO app. Details and log-ins are provided to all new parents.

The school is required by law to record the reason(s) for any students absence and to report any unauthorised or apparent excessive absence (lateness/sickness), especially where connected to a school holiday (holiday extension), to the Attendance Officer.



APPLICATIONS FOR LEAVE OF ABSENCE

In exceptional circumstances we are able to grant leave during term time. There are two types of exceptional leave: **Special Leave and Holiday Leave** and the appropriate form must be completed.

A **Special Leave Form** is used to request leave for reasons such as a family wedding abroad, moving house, appointments for administrative purposes, etc. There is a list on the form of potentially allowed reasons and number of days permitted.

Parents are expected to take holidays during school holidays which are communicated well in advance however a **Holiday Leave Form** can be submitted where a parent is unable to take holiday with his/her child/children during the official school holiday period(s) due to the specific nature of his/her profession.

Compulsory Education assumes that you comply with the standard school holidays. Any extra holidays will only be granted in exceptional circumstances, due to the 'specific nature of the profession' of one of the parents.

Leave of absence can be granted for four-year-old students, as they have not yet reached the age of compulsory schooling. Please however, notify the class teacher, in advance of the absence to discuss dates and duration prior to making plans. The Senior Leadership team can approve special leave for up to 10 school days in extreme circumstances. If you want your child to have additional leave of more than ten days in a school year then you must submit a special request to the Attendance Officer (leerplichtambtenaar).

ILLNESS & LATE ARRIVALS

If your child is sick or has an appointment, please input this in the PARRO app before 7:45 AM or as soon as you know they will be absent. Teachers can see this and plan accordingly, and it also automatically updates our student attendance system.

If you are running late (e.g., missed a bus connection, car trouble, overslept), we appreciate a message as well. If we have not heard from you and no leave of absence has been granted, the school will call you before 9:00 AM to ensure your child's safety.

If a child is not in class ready to learn at 8.15 they will be noted as late. We encourage all parents to aim to be at school at 8.00 when the doors open as this allows for a calm moment before class and also allows margin for sudden events (traffic, late buses, etc.) Parents are responsible for the arrival of their children at the correct time. You will be contacted if your child arrives late regularly.

If your child is late 3 times in one 3 month period the teacher will contact you. If a child is late 6 times in one 3 month period the teacher will contact you again and help you find solutions. If lateness continues then the teacher will pass on your child's attendance file to the School Councillor who will make an appointment to discuss punctuality with you.

In case the situation does not change, we will invite parents to meet with a member of the Senior Leadership team. We ask late arrivals (parents and students) to respect the learning that is taking place. Students should enter the classroom without parents, quietly and not interrupt the lessons.

When a student is absent due to illness for more than 3 consecutive days, the school will contact the parents and enquire how your child's recovery is progressing, what agreements on school work are in place and whether it is known when the student will return to school. This will be repeated after the agreed period of return has expired and the student is still not present. When a student is ill for longer than 5 consecutive days or more than 4 times in a 3 month period or when there are concerns about the student's health, parents will be invited for a consultation or will be referred to the school doctor.

If we see that a student has had an unauthorised absence or has arrived late on a regular basis, we have to inform the Attendance Officer. Repeated absences will be taken seriously and entered in the student's file. Punctuality and absence are noted on your child(ren)'s School Report.

7.3 SCHOOL HOURS, CALENDAR, AND HOLIDAYS

According to Dutch law students have 940 lesson hours per year, which refers to lesson hours excluding breaks. The government decides on school holidays per region, and national bank holidays. School holidays, days off, activities and all other important days are included in our School year calendar 2025-2026 which can be found on the school website.

Additionally we schedule a few study days. During study days the students are free, but the teachers will come to school. These days are planned for team building, and professional development. We will always inform parents as far in advance as possible.

All hours are counted in our Work Division plan. We have a school time table to meet these requirements and to spread all subjects.

7.4 BREAK TIMES, FOOD AND DRINKS

Students have their morning break time at around 10am and their lunch break at 12pm. Food and drink is brought from home. Most students bring a small lunch box with a range of different foods that they like to eat. We encourage students to eat healthy food and to develop healthy social eating habits. We try to model good eating habits and healthy food choices, so ensure that you provide a nutritious lunch. We respectfully request that sweets, gum, party bags, chocolate spread, and carbonated drinks are not sent into school. Some students are allergic to certain ingredients or have dietary restrictions and would rather not be exposed to these foods. We are a nut-free school.

It is helpful if the children have their names on their beakers/drink cartons and lunch boxes. In keeping with our desire to be as environmentally friendly as possible we encourage all students to use reusable beakers and each student receives an Optimist beaker. We also encourage parents to provide their children with fruit (for their snack and/ or lunch).

Snacking during lessons is not allowed. We encourage students to drink water in between lessons.

7.5 ALLERGIES AND MEDICAL CONDITIONS

Some of our students suffer from potentially serious allergies or medical conditions. Parents are asked to note any serious medical conditions on the General Application form as part of the enrolment process for their child, and pass through relevant medical information when necessary.

In our Medicine policy on the website we detail our procedures.

We are a nut-free school. No nuts please, as several students and staff have severe allergies. If your child is a fussy eater, try to pack a range of different things that might tempt him/her at lunchtime. Please notify the class teacher and school office in writing of any food allergies or special diets for health or religious reasons.

MORE INFORMATION REGARDING MEDICAL CONDITIONS CAN BE FOUND IN OUR MEDICINES POLICY AS PART OF OUR SAFETY POLICY.

NUT-FREE SCHOOL



7.6 YOUTH HEALTH CARE & SMOKE FREE SCHOOL

We have a good relationship with a school doctor, school nurse and a doctor's assistant. If you have any questions about your child's health, growth, upbringing, eating, sleeping, bed-wetting etc. you can always consult a member of the Youth Health Care team (GGD). The GGD can be reached on weekdays from 08:30am -12:30pm and from 1pm to 5pm. Their telephone number is 023 789 1777 or email frontofficejgz@vrk.nl. They facilitate consultations at our school during parent evenings.

At the age of five and again when in Group 7 students are offered a brief health check. You will receive more information about this at the relevant time. The school doctor or the school nurse can also be consulted by the school if, together with the parent(s), we have any concerns about the health or development of one of our students. The school can also discuss a child - anonymously - with Youth Health Care if we need advice on what steps should be taken to provide a child with the correct help or guidance. The names of students who have recently joined us from a different school are passed onto our Youth Health Care team so that they can request access to the child's health records. If you object to this sharing of information please inform the Senior Leadership team. For more information about Youth Health Care we refer you to the GGD website: www.ggdkennermerland.nl/jeugd.

In group 2 students are screened by our speech and language therapist.

Our School counsellor coordinates consultations with specialists of the GGD.

Our school area is smoke-free, that means that we have a smoking ban in and around our school area which is imposed and will be strictly controlled during school hours.

7.7 INFECTIOUS DISEASES AND HEAD LICE

The relevant guidance provided by Youth Health Care is available at the school. Parents are requested to inform the school if their child has been diagnosed with a contagious disease. If a contagious disease is detected contact should be made with the Senior Leadership team. If necessary, the school will contact Youth Health Care to determine what further action is necessary. The director may exclude students who have, or are suspected of having a contagious disease. Parents of the children who belong to the same class as the affected student may be informed if necessary. The school reserves the right to send the student home in case of doubt.

Please check your child's hair regularly. If you find head lice please let your child's teacher know. A case of head lice is easily treated and there should be no cause for alarm. Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Successful treatment should kill crawling lice.

MORE INFORMATION REGARDING TREATMENT OF HEAD LICE IS AVAILABLE AT OUR OFFICE.

7.8 EMERGENCY CLOSING

The director, or his/her appointed replacement, is authorised to announce the closing of the school if an actual or potential hazard threatens the safety and well-being of students and employees. The decision to close the school shall be made upon consultation, if possible, with members of the school board, teaching staff, and/or other agencies responsible for the safety and well-being of the community. Contact will be made via Parro to inform parents of any closures or emergencies.

7.9 TEACHER ABSENCE AND COVER

Under Dutch labour regulations, a staff member may request (a) day(s) of leave for a specific reason. Teachers can also be absent because of illness. If a teacher is ill or absent we always try to arrange cover for his/her group. Unfortunately this is not always possible and instead the students are divided up amongst the other groups. When cover is not available, the students will always be received at school on the first day but after that they can be sent home if cover is still unavailable. If such a situation arises you will be informed of this through PARRO.

MORE INFORMATION ABOUT OUR PROCEDURE IS DESCRIBED IN OUR EMERGENCY REPLACEMENT (ERP) PLAN.

7.10 TEACHER STUDY DAY

Since learning is at the heart of all we do, also our professional development as teachers is important to extend our expertise. Days devoted to staff professional development are referred to as 'professional development (or study) days'. These days can be found in our school year calendar (on our information poster and website).

7.11 SCHOOL PHOTOS

The school photographer visits the school each year. The photographer takes individual photos of all the students and will also photograph siblings together. In addition, a class photo is taken of each group. The price of the pictures will be indicated with the picture set, and parents may decide whether to purchase the pictures directly from the photographer. The dates when the photographer will be with us are provided in the school calendar and in the news letter.



7.12 PRIVACY, VIDEOS, PHOTOS

For teaching, guiding students and general administration, student data is recorded. The recording and use of this personal data is limited to information that is strictly necessary for their education. The data is stored securely and access to it is limited in accordance with AVG (GDPR).

Students information is only shared with other organisations if parents give permission for this, unless this exchange is required by law. Parents have the right to view data from and about their child(ren), and have it corrected or removed if necessary. If you have questions, please contact the teacher or the Senior Leadership team.

On occasions we may make short video recordings of your child's class for training/ coaching/staff development purposes. These videos are for internal use only and will not be published via the internet or made available to outside agencies. Parental permission will be requested before recording commences.

For the use of images and digital recordings of students in school documents, school website, social media or the press, we seek parents' consent. Sharing our learning through pictures on these platforms is a great way to engage parents. When no consent has been given, we will exclude the student during image and digital recordings or make sure their face is unrecognisable. Parents are welcome to contact us should they wish for an image or digital recording of their child to be removed.

OUR BOARD (STICHTING OPENBAAR PRIMAIR BASIS ONDERWIJS HAARLEMMEER, FLOREER) HAS A PRIVACY POLICY, AND AS A SCHOOL WE DERIVED A PRIVACY AVG POLICY FROM THIS, WHICH IS ON OUR WEBSITE

7.13 CONFIDENTIAL PERSON

Optimist International School has assigned a teacher to support parents and students with confidential issues. This person will act independently whilst respecting the privacy of parents and students. Our confidential people are Ms. Katie Zalewska (Dussenstraat) and Ms. Sabrina Guzman (Waddenweg). Contact should be made via email: katie.zalewska@floreer.nl and sabrina.guzman@floreer.nl.

Floreer also has an internal confidential person, her name is Bernadette and her email: info@in-b-tweenadvies.nl

For an educational or organisational question, remark, compliment or complaint please contact the Senior Leadership team.

7.14 BIRTHDAYS

When it is your child's birthday he/she can bring in a small treat (a "traktatie") for his/her class. Please keep any class treat small and modest and gender-neutral. Parents should arrange the distribution of birthday party invitations outside of teaching hours. We ask that parents refrain from asking teachers to become involved.

7.15 PETS

While there are benefits to the interaction between children and animals, we also need to be aware of the risks associated with the presence of animals on school grounds. The presence of dogs in and around schools is a controversial subject. The presence of a dog may cause a student who has allergies to have a reaction that is detrimental to the health of the child.

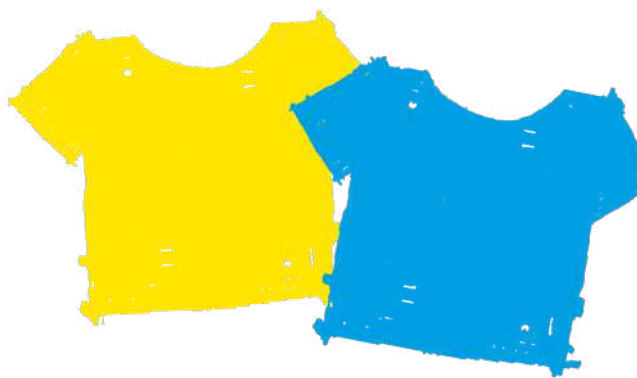
To ensure our school is safe and comfortable for all users, the Senior Leadership Team has developed the following requirements regarding dogs in and on school grounds. Dogs are not allowed in the school or classroom unless they are serving as an aid to a staff member, parent, child or visitor.

In such cases, an up-to-date vaccination record must be provided for the animal. Dogs are also not allowed on school grounds during the hours in which students are present. During non-student hours dogs must be leashed.

7.16 CLOTHING

No uniform is required. Students are encouraged to come to school in comfortable clothing in which they can move freely. Plimsolls, soft-shoes, or slippers are required for indoor use. Please dress your child in clothing that is easily washed so that they may enjoy the activities provided, especially children in Early Years. Since these activities include play-dough, painting, glue, sand and water play, it is difficult for younger students to "stay clean". We have painting aprons the students wear during messy or wet activities. If you require further protection for your child's clothing, you are welcome to provide your own apron or smock.

Regarding PE lessons, we request parents of students in Early Years to dress your child in clothing and shoes which make dressing and undressing easy for them when they have PE lessons. You are requested to bring sports clothing, e.g. shorts or jogging trousers, T-shirt and suitable sports shoes which are not used as outdoor shoes (to protect the gyms' floors) in a backpack or bag. Please check the footwear regularly, since children are growing fast and their shoe size changes. To prevent injuries to themselves and others, students are not allowed to wear jewellery or accessories during PE lessons. These items can be given to the PE teacher during the lessons, or the class teacher before walking to the gym. Long hair must be tied back.



7.17 PERSONAL BELONGINGS (AND LOST PROPERTY)

If your child wishes to bring something of interest to show the teacher or other students, please explain to your child about taking personal responsibility for their own belongings. Some teachers set aside a weekly time for sharing and talking about precious items from home (show and tell). She/he may give the item to the class teacher for safekeeping.

Throughout the school year a lot of items, especially clothing, are left behind at school. We strongly advise you to put the name of your child on his/her bag, on clothes and sneakers. Lost property is put into crates in the reception area. Items which are not recovered are ultimately donated to charity. The school cannot accept any liability for lost or damaged items such as watches, jewellery, purses or any other similar items.

7.18 MOBILE PHONES & SMART WATCHES POLICY

The use of mobile phones and smart watches in primary schools in the Netherlands is not allowed due to their negative impact on concentration and performance. Research shows that non-educational use of mobile phones and smartwatches disrupts students' focus, which affects their ability to learn and engage with others.

At Optimist International School, mobile phones and smart watches are not permitted for non-educational purposes in the classroom. Mobile phones will only be allowed if they are necessary for the lesson content, such as in lessons on media literacy or for students with medical needs or translation requirements. In these cases, specific agreements will be made with the teacher. Mobile phones and smart watches must be switched off during school hours and kept in the child's bag or a designated location as agreed upon with the class teacher.

Students may not take phones outside during break times. If a child needs to contact home, they may use the school phone. All communication should go through the office, not via mobile phones or smart watches. The school is not responsible for any loss, damage, or theft of personal devices.

**MORE INFORMATION CAN BE FOUND IN OUR
MOBILE PHONE AND SMART WATCH POLICY.**

7.19 EMERGENCY RESPONSE TEAM AND FIRST AID

Each school is required to set up a system whereby it can provide emergency assistance. At our school several staff members have completed a course where they are trained to act effectively in case of accident or emergency (they are known in Dutch as 'BHV-ers, Bedrijfs Hulpverleners). They also receive an annual refresher course. This team organises a fire drill at school twice a year.

Parents must provide telephone numbers where they, or an alternative designated adult, may be reached in the event of illness or injury of their child. These details can be provided during the enrolment process. Please send written notice to our office if any contact numbers change during the year.

If something happens and your child needs emergency care during the school day we take the following steps:

- If it is only a minor accident then the student is treated by his/her own teacher, sometimes assisted by one of the BHV-ers. As mentioned above, at our school several teachers have received the proper training to respond correctly to accidents or emergencies
 - If we are in any doubt then we call the parent(s) and if you are unreachable then we call the alternative designated person you provided us with. Parents then take the lead and decide how they wish to proceed
 - If you are not at home and the alternative designated contact person is also unreachable then a member of staff will take your child to a doctor, or if necessary, to the local hospital
- *If it is a very serious accident then of course we immediately call Emergency Medical Services (112), as well as seeking urgent contact with the parent(s)

**MORE INFORMATION CAN BE FOUND IN OUR
SAFETY POLICY.**



7.20 TV/MULTIMEDIA USE

We recognise the value of television and multimedia when used to supplement the curriculum. Teachers will exercise their professional judgement when choosing to use television and/or video. We responsibly use this medium to support curriculum objectives, when it is age appropriate and in rare cases for entertainment purposes.

7.21 VISITORS

All visitors are required to check in at the office upon arrival in accordance with our visitor protocol state the nature of their visit. Students' guests from other educational institutions must receive permission from the classroom teacher in advance of any visit. Normally, such visitors are quite welcome for short periods of time.

7.22 INSURANCE

The school board has a collective accident insurance policy for students which provides maximum cover for cases ranging from dental to fatal injury. This insurance covers only such injuries which are not covered by the student's own health insurance policy. It applies to injuries incurred on the way to school, in the school and during school activities such as trips and excursions.

Damage to property such as mobile phones, electronic devices, spectacles, clothes or bicycles is not covered by this insurance.

7.23 TRANSPORT DURING EXCURSIONS

To support IPC and to enrich our curriculum trips are organised during school hours, under the supervision of teachers and volunteers (parents). On occasions, the use of private cars (belonging to parents) for transporting small numbers of students may be required.

TO MINIMISE THE RISK DURING TRANSPORT AND TO GUARANTEE SAFETY, RULES FOR ALL TYPES OF TRANSPORT (PRIVATE, BUS, TAXI, PUBLIC TRANSPORT AND BIKE HAVE BEEN DRAWN UP. THESE CAN BE FOUND IN OUR SAFETY POLICY.

7.24 CHARITIES & DONATIONS

Unfortunately, the world faces natural hazards, wars, or disasters. When we hear the news, it affects us, even more when it hits close to home (of our families). Often, we try to find a way to help, turning our empathy into action. As a school policy we don't actively participate in or set up fundraising activities, like collecting and donating supplies or raising money.

At OIS, we address global crises by focusing on education, emotional support, and community involvement. We incorporate global challenges into the curriculum, fostering awareness and empathy among students through IPC and Jigsaw. We maintain a neutral stance and prioritize a safe environment, encouraging open dialogue while being mindful of students' emotional well-being.

When fundraising is appropriate, we select one charity per year, ensuring it aligns with student interests and community values. Participation is always voluntary, and we strive for balance to avoid overburdening families. Our goal is to cultivate globally responsible citizens who contribute to meaningful causes.

FOR MORE DETAILS, REFER TO OUR CITIZENSHIP & SUSTAINABILITY POLICY AND OUR WORLD CRISIS POLICY.



8. CODE OF CONDUCT

OUR BASIC PREMISE IS THAT EVERY STUDENT SHOULD FEEL SEEN, APPRECIATED AND SAFE. ONLY THEN WILL HE OR SHE BE ABLE TO LEARN.

THE SCHOOL'S SAFETY POLICY SETS OUT HOW WE SHOULD BEHAVE TOWARDS EACH OTHER.

8.1 SCHOOL RULES

We apply the following basic rules of conduct and monitor compliance. All involved are expected to adhere to the established rules of conduct. The purpose of the code of conduct is to:

- Create a good social teaching and learning climate, in which all those involved feel comfortable and secure
- Contribute to the prevention of abuse of power in a broad sense
- Promote and monitor safety, health and welfare for all those involved with the school
- Protect the privacy of everyone involved

Our rules of conduct are:

- We accept and respect each other and the school creates room for everyone to be different; sex, character, religion, race, physical and/or mental impairment and we promote equal rights for all students, staff and parents
- We have courtesy, consideration and show respect for those in authority and our peers. This means that we are polite to everyone, listen to each other, and talk calmly and in a friendly manner (which means we neither tease, nor bully)
- We are careful with each other and each other's belongings
- We walk calmly in the school building

IN CASE OF VIOLATION OF THE CODE OF CONDUCT WE FOLLOW THE PROCEDURE PROVIDED IN OUR SAFETY POLICY.

8.2 PEDAGOGICAL CLIMATE

Most importantly, we believe it is important to prevent behavioural problems by behavioural the Senior Leadership Team:

- We approach the students with an **open and positive attitude**
- We ensure **predictable** teacher behaviour.
- The students know where they stand, what is expected of them and what the limits are. We are clear and consistent ("do what you say and say what you do"). All teachers react in the same way to ensure consistency across the school
- We provide **structure** so that the students know what is coming (such as a visible daily schedule with a fixed sequence of activities)
- We exercise a **positive control** on behaviour to stimulate desired behaviour. This means that there is more positive than negative feedback (ratio at least 4: 1)
- We focus on **positive reinforcement**. If behaviour needs to be addressed this is done appropriately and in a small setting (away from the attention of other students as much as possible)
- We are **proactive**. Because we know our students, we know in which situations they need our support. We examine in advance where the problems can arise and respond to them. We also make agreements in advance with those students who have difficulty in certain situations
- We ensure that students are always **under the supervision of a teacher**, including when they are outside or when changing clothes for the PE lessons. In this way, students know there is always someone around who they can go to with questions or problems
- We enable and invite both students and colleagues to participate in a safe manner – both physically and mentally – and anticipate and **prevent threatening or unsafe situations**
- We assume that **behaviour is learned** and it is often not unwillingness but powerlessness. If students find it difficult to behave in a certain

way, we examine what these students need and we teach them the necessary skills for achieving their goals. In addition to social-emotional methods and our own expertise (such as a behaviour specialist and a child coach), we may also use external assistance

- We speak to a student about his/her behaviour (the behaviour is the problem and not the student as a person)
- We believe it is important to work closely with parents when seeking to improve behaviour, keeping the lines of communication short. We also work together by involving colleagues and learning from and with each other in dealing with specific behaviour
- We make students aware of their duties through open communication, by being role models for them, providing examples of suitable conduct, such as being respectful, courteous and friendly

With an exciting curriculum and effective behaviour modelling, we aim to create a positive school climate. Our starting premise is that behaviour is learned. If students continually have difficulty with certain behaviour we look into the possible cause or trigger of this behaviour and what the student needs.

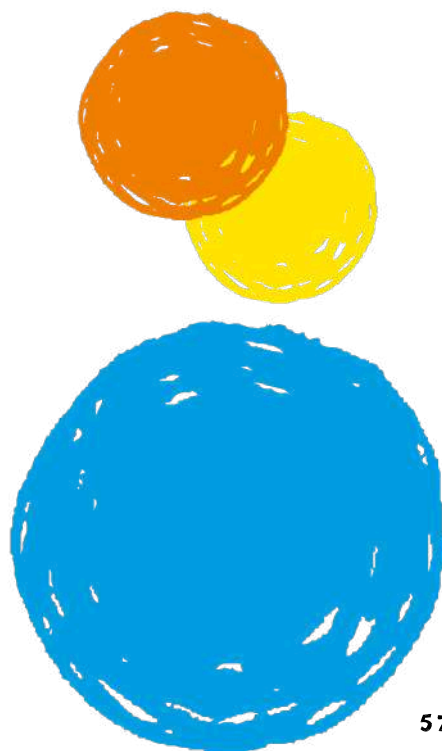
We relate to the personal goals of the IPC. These IPC goals and daily circle time are an important part of our social and emotional curriculum. Also behaviour aspects related to these subjects are discussed. Teachers relate as much as possible to current events and those that are relevant to the students.

We monitor the social-emotional development of our students also, with a standardised assessment, twice a year for all groups: Student Attitudes and mindsets to Self and School (PASS). PASS provides insight into students' attitudes and mindsets that may have a negative impact on their attainment. PASS looks at nine attitude factors.



8.3 INTERVENTIONS ON BEHAVIOUR PROBLEMS

Sometimes things go wrong, despite our best efforts. To be able to deal with difficult situations, a step-by-step plan has been devised. This can be found in our Safety policy. It acts as a roadmap giving clear directions, and can be applied to multiple situations. The step-by-step plan is derived from the Floerer protocol 'Suspension and removal'. In addition to sanctioning, we also remain in discussion with parents to ensure that we find the best solution for the student. We usually use an Individual Education Plan (IEP) to support the student with their social-emotional skills.



8.4 BULLYING

Bullying is a problem that we face and tackle seriously. There is a difference between teasing (one-off) and bullying (structural). We recognize the difference between teasing and bullying, and handle cases of either with care. We do not tolerate bullying or teasing at our school.

Our conditions are:

- We see bullying as a problem for all parties directly involved: students (bullied students, bullies and the silent group), teachers and the parent(s)
- When a staff member picks up on signals of bullying behaviour whether these are his/her own observations or information received from parents or students, they will act accordingly
- The school wants to prevent bullying. Should it occur, the victim and bully will have a conversation with the teacher (and in some cases with each other) with the aim of resolving the situation and preventing any further issues
- If bullying occurs, teachers (in cooperation with the parents) will respond and take a clear position
- When bullying, despite all best efforts, re-emerges, then the school takes a more direct approach
- If the problem is not addressed correctly or the approach does not produce the desired result, then the confidential adviser becomes involved. The confidential adviser (Mrs. Katarzyna Zalewska) coordinates bullying and can investigate the problem, consult experts and a suitable authority

IN OUR SAFETY POLICY OUR INTERVENTIONS ON BULLYING ARE DESCRIBED IN DETAIL

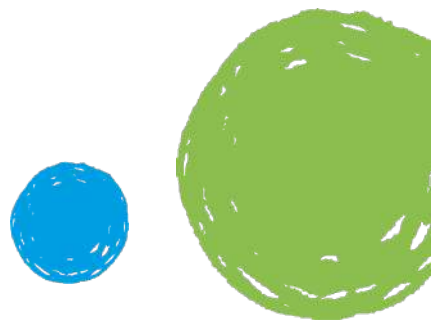
8.5 RIGHTS AND OBLIGATION

Working relationships can sometimes break down. We value parents being open with us, and you have every right to expect the same from us. We give a high priority to communication, openness and transparency towards parents. If we are made aware of a potential or occurring problem then we act accordingly. It may be that as a parent of a child at the school you are concerned or unhappy about something regarding school life. In principle, we assume that most complaints can be addressed satisfactorily between ourselves (the school and the parents), and we encourage you to express any concerns or dissatisfaction in the following way:

- To the teacher, if it concerns something that happened in the class
- To the school Senior Leadership team if it concerns something which transcends the classroom setting
- To the Participation Council if it is an issue which needs to be discussed from a broader perspective

If you cannot reach a satisfactory resolution with the teacher or the school Senior Leadership team then you can present your complaint to the governing body or, for an entirely independent investigation, to the National Complaints Committee. The order in which issues should be dealt with is set out in a complaints procedure which can be found on the Floreer website (www.stichtingfloreer.nl)

IN OUR SAFETY POLICY OUR PROCEDURES ARE DESCRIBED ON CONFLICT RESOLUTION



8.6 EDUCATION OMBUDSMAN

For information about school inspections, please contact the education ombudsman at info@owinsp.nl, onderwijsinspectie.nl.

For any questions you have about education in the Netherlands you can call: 0800 - 8051. To register a complaint you can make confidential contact with the education ombudsman by calling:
0900 - 111 3 111







9. ADMISSIONS, APPLICATION AND FEES

9.1 ADMISSION PROCESS

IN ORDER TO PROPERLY SUPPORT YOU DURING THE ADMISSION PROCESS WE HAVE A DEDICATED ADMISSION POLICY WITH DETAILED STEPS WHICH IS REGULARLY UPDATED. YOU CAN FIND OUR ADMISSIONS POLICY BY ON OUR [WEBSITE](#).

Application is open to parents of children who are 3 years or older at the time of application. Applications of younger children are considered from the moment they turn 3. For more information about our Early Years standards, we refer to our policy document which can be found on the website.

Application to our school can only be through our Open Apply portal. The admission process begins when you contact us with your enquiry through our website, by phone or Open Apply. We will offer help and advice as you need it, to enable your family to become part of our school family.

Please pay attention to the legislation in The Netherlands, this states that students must attend school from their 5th birthday and continue until the end of the year of their 16th birthday. In practice, almost all children in The Netherlands are in school from the age of four.

9.2 SCHOOL FEES

SCHOOL FEES, PAYMENT STRUCTURE, CONFIRMATION OF A PLACE AND WITHDRAWAL FROM SCHOOL INFORMATION CAN BE FOUND IN OUR DETAILED [SCHOOL FEE POLICY HERE](#), OR ON OUR [WEBSITE](#).

Once accepted, students may start at the agreed moment or have discussed a postponement with the Admissions Manager.

AT OIS STUDENTS MAY COMMENCE SCHOOL FROM 4 YEARS OF AGE ONCE THE APPLICATION PROCESS HAS BEEN COMPLETED.

9.3 RESERVING YOUR CHILD'S PLACE FOR THE CURRENT OR SUBSEQUENT YEAR

NEW LEARNERS

If you would like your child to attend Optimist International School as they turn four it is possible to reserve a place in an Early Years class advance of their birthday providing places are available for the anticipated start date.

PLACEMENT OF SIBLINGS AT OIS

When you have a child attending our school, brothers and sisters will be given priority in the application process.



OPTIMIST INTERNATIONAL SCHOOL

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