

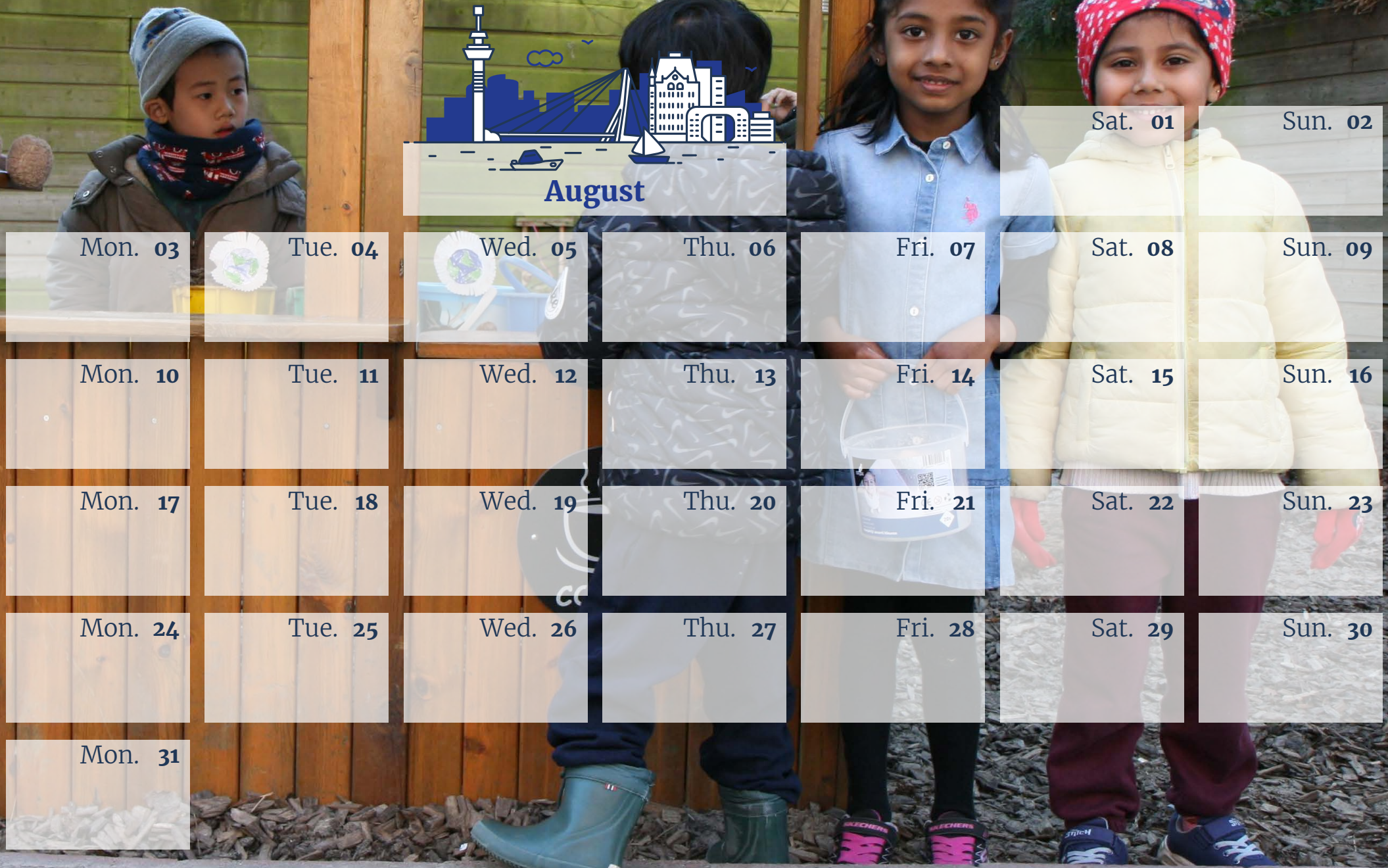
School Brochure
2026-2027

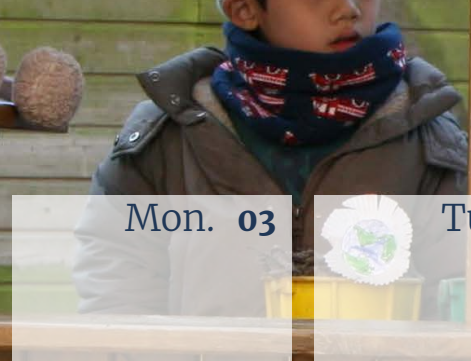
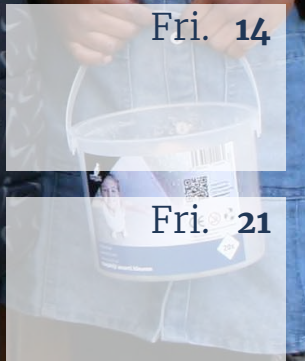


Harbour

International

School Brochure 2026-2027



															
Mon. 03		 Tue. 04	 Wed. 05	Thu. 06		Fri. 07		Sat. 08		Sun. 09					
Mon. 10		Tue. 11		Wed. 12		Thu. 13		Fri. 14		Sat. 15		Sun. 16			
Mon. 17		Tue. 18		Wed. 19		Thu. 20				Sat. 22		Sun. 23			
Mon. 24		Tue. 25		Wed. 26		Thu. 27		Fri. 28		Sat. 29		Sun. 30			
Mon. 31															



Harbour International Department

Harbour International is a diverse primary school representing over 60 nationalities, providing a safe, caring and inclusive environment where every child receives personalised support. The school welcomes international and transient families, ensuring continuity in learning while promoting academic excellence, intercultural understanding, critical thinking and the skills needed for future success. We aim at developing caring, happy, confident and adaptable learners through a high-quality, values-led international education. This is supported by the IPC personal goals of respect, communication, thinking, collaboration, ethics, resilience, adaptability and empathy, which help students make a positive contribution to an ever-changing world.

This booklet aims at providing you with important information for the school year 2026–2027. We will also keep you informed about our school activities via our newsletters and Seesaw (the app we use to communicate with parents). If you have any further questions, please contact the school so that we may assist you. We hope we can answer most of your questions with this booklet and on behalf of the staff of the school we wish you a fantastic school year!

Practicalities

Harbour International Primary School
Graaf Florisstraat 56
3021 CJ Rotterdam
Telephone: 0031 (0)10 448 22 66
Website: www.harbourinternational.nl

Stichting BOOR

The Board of Education for Rotterdam (BOOR) is the managing group for both primary and secondary public education in the Rotterdam area. All of our staff are employed by BOOR and meet the high standards set by them.

Dutch International Primary School

Harbour International is also a member of the Dutch International Schools (DIS) network, a collaborative group of primary and secondary schools dedicated to providing high-quality international education for the international community in the Netherlands. Established through a Dutch government initiative, DIS schools receive government funding to help make internationally recognized education accessible at affordable tuition fees. As a professional network, member schools work together to strengthen educational quality through shared expertise, quality assurance, and ongoing professional development for staff. For more information about the Dutch International Schools network: www.dutchinternationalschools.nl.

Moving on

Once pupils have successfully completed their primary education at Harbour International, they may move to an international secondary school of their choice. If your family plans to remain in Rotterdam, the children may continue their international education here and a large majority of our children (85% in 2026) transferred to the Rotterdam International Secondary School (RISS: www.riss.wolfert.nl). 10% of our students moved to another international school in the Netherlands (in Delft and Den Haag) and the last 5% moved overseas.

The Harbour Team and classes

For the school year 2026–2027, Harbour International will be composed of 14 classes. These will include two groups combining children in group 0 and 1, two groups 2, two groups 3, two groups 4, two groups 5, two groups 6 and two groups combining children in group 7 and 8. The maximum number of children in each group will only exceed 22 children in rare circumstances. In addition to our Senior Leadership Team, our team is also strengthened by other staff members, teachers, supporting staff and specialty teachers. The complete list of our team members can be viewed on our school website (under the heading “our Team”).

Conditions for admission

Harbour International School is a state-funded school and must comply

with regulations on admission of students. These rules are to be found in the Primary Schools Act (Wet Primair Onderwijs), article 40, paragraph 5. The Harbour International provides education for families with children between the ages of 4 and 11 who are living for a limited period in the Netherlands.

Our school can only accept:

- Children with a non-Dutch nationality (or: also a non-Dutch nationality) who have a parent working or studying in the Netherlands for a limited time.
- Dutch children who have had at least two years of international education while their parents were employed or lived overseas.
- Children with the Dutch nationality whose parents will be stationed abroad within two years and for at least two years. This is to be proven with a written statement of the parent's employer.





September

Tue. 01

1st day of school

Wed. 02

Thu. 03

Fri. 04

Sat. 05

Sun. 06

Mon. 07

Tue. 08

Wed. 09

Thu. 10

Fri. 11

Sat. 12

Sun. 13

Mon. 14

Tue. 15

Wed. 16

Thu. 17

Fri. 18

Sat. 19

Sun. 20

Mon. 21

Tue. 22

Wed. 23

Thu. 24

Fri. 25

Sat. 26

Sun. 27

No school (Study day)

Mon. 28

Tue. 29

Wed. 30



Student Basic Support Offer

Duty of care (Zorgplicht)

When your child is enrolled at our school, it is our duty to offer your child a suitable educational placement. All schools in Rotterdam offer the same basic support. Every school provides help to children who need it. The foundation must be solid. That is why we call this basic support. All students are entitled to make use of this. If a student needs more help, this is initially provided through the school's basic support. This may involve, for example, support for students with dyslexia, help for students who have difficulty concentrating, or guidance for students with learning difficulties.

Our school is affiliated with the PPO Rotterdam partnership. Within the partnership, agreements have been made regarding basic support at all primary schools in Rotterdam. Basic support for all schools consists of the following components:

- all schools meet at least the quality requirements of the Education Inspectorate;
- all schools work according to the principles of action-oriented working (HGW);
- educational support is well organized at all schools;
- all schools offer preventive and mildly curative interventions.

More information about PPO Rotterdam, the basic support offer and extra support can be found on www.pporotterdam.nl.

As part of our Basic Support offer, we have a variety of teachers and non-teaching staff who are present at our school to ensure our students are properly supported. Details can be found below.

Language and mathematics

Specialists available to the school:

- Learning Support Coordinator, learning support teachers and EAL specialist teachers.
- Speech Therapist at school
- Mathematics specialist – introduction and teacher training Maths No Problem

By using teacher observations and the standardised scores from our pupil monitoring system, the school tracks the progress of the children in language and maths. Support is offered in 3 forms (Wave 1, 2 or 3, ranging from extra attention from the classroom teacher to a documented plan made by the learning support department for wave 3). This plan can take two forms:

- **A Learning Support Plan** – where the child's progress is monitored and evaluated by the learning support department – but the child follows the goals of the classroom.
- **An Individual Education Plan** – where the child's progress is monitored and

evaluated by the learning support department – but the child's learning goals are separate to the goals of the classroom

EAL: English as Another Language

All teachers support the development of English as an Additional Language (EAL). Children who are new to English receive additional support from the EAL department in small groups two or three times per week, depending on their level of English proficiency. The aim of this support is to help children access the classroom curriculum while developing their English skills in a small-group setting. As a child's English proficiency improves, this support is gradually reduced and replaced by targeted in-class assistance. EAL teachers work alongside classroom teachers to provide additional support in areas such as reading, phonics, writing, mathematics, and IPC through push-in EAL lessons. This collaborative approach helps children continue to develop their language skills while fully participating in classroom learning.

Our EAL teachers work exclusively with children from Groups 3–8. This happens in small Groups. Children from Groups 0–2 do not receive EAL support from the EAL teachers; younger children acquire language through play and a language-rich environment with appropriate early learning activities.

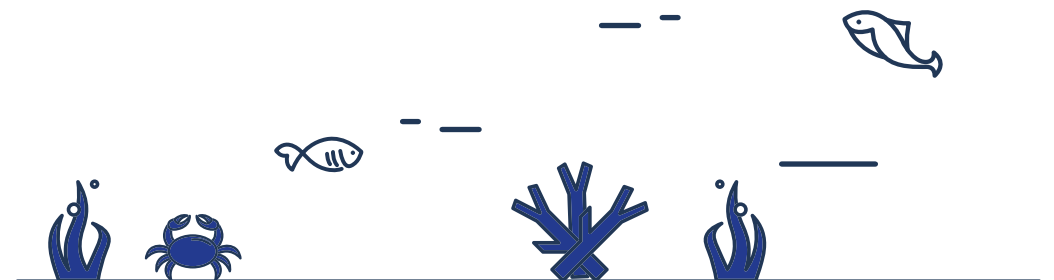
Speech Therapist

A speech therapist from the organisation "Speak and Listen" is present at school one day a week to support children with speech and language difficulties. Speech therapy for children is usually covered by Dutch Health Insurance.

Maths Specialist

The maths specialist works closely with the teachers in order to imbed practises required for our new maths programme Maths No Problem. This involves:

- Teacher training in delivering the programme
- Lesson observations and collegial coaching sessions





				Thu. 01	Fri. 02	Sat. 03	Sun. 04
Mon. 05	Tue. 06	Wed. 07	Thu. 08	Fri. 09	Sat. 10	Sun. 11	
Mon. 12	Tue. 13	Wed. 14	Thu. 15	Fri. 16	Sat. 17	Sun. 18	
Mon. 19	Tue. 20	Wed. 21	Thu. 22	Fri. 23	Sat. 24	Sun. 25	
October Holidays	October Holidays	October Holidays	October Holidays	October Holidays			
Mon. 26	Tue. 27	Wed. 28	Thu. 29	Fri. 30	Sat. 31		
Study day - no school	1st day of school after the October Holidays						



Social Emotional Development

Specialists available in the school:

- Pastoral Care Lead
- School Social Worker

The children's feelings about school and themselves are monitored using the yearly PASS survey. (Pupils Attitudes to School and Self). It is the duty of the Pastoral Care Lead to monitor the emotional needs of the school population and seek extra support where necessary.

Our 2026 PASS wellbeing survey shows pupils across the school feel strongly positive about their learning environment, with over 90% positive scores for both feelings about school and preparedness for learning. Self-belief and confidence in learning have been identified as our key area for continued growth, and our pastoral and teaching teams hold regular meetings to support individual students and identify class-wide trends. In the 2026–2027 academic year, we will be focusing as a whole school on building pupil confidence, resilience, and a positive sense of self as learners.

The Pastoral Care Lead also monitors issues such as lateness and absenteeism, and works closely with our school social worker, referring children and/or families to her when necessary.

Behaviour, Attention and Attitude to work

The Pastoral Care Lead supports children with social / emotional behavioural difficulties. It is the responsibility of the Learning Support Coordinator to support (with the help of outside agencies) children with behaviours as the result of attention difficulties or mild autistic spectrum disorders.

Motor skills and physical development

The school has a qualified gym teacher who provides lessons for children from group 1 – group 7/8. In some circumstances the gym teacher can provide advice to the parents. Children with suspected motor skills developmental issues are referred either to the CJG (school doctor) or parents are advised to find a physiotherapist / occupational therapist in their local area. No specialist in this area is present at school.

Medical support and personal care

No specialists are present. All teachers have basic first aid training. In case of a child needing support due to health or personal circumstances a care plan is written by either the learning support coordinator / the Pastoral Care Lead, the parents and the (medical) organisation who works with the child and his/her family.

Support for the younger child

Children in the Early Years may need time to adjust to school life, and we recognise that this transition is different for every child. Where appropriate, flexible arrangements, such as starting with half days, can be made to help children settle in comfortably. Children are expected to be toilet trained before starting school; however, we kindly ask parents to provide a spare set of clothes in case of accidents. We understand that separating from parents and spending a full day at school can be challenging for some children. Our caring staff will always provide reassurance, support and encouragement to help every child feel safe, secure and confident as they settle into their new environment.

Limits to support the school can offer

The school is unable to support children whose needs cannot be met within a mainstream classroom environment. This includes children who do not meet the school's entry criteria, require specialised medical care or toileting support, use a wheelchair, or are blind or deaf. The school may also be unable to admit children whose academic, behavioural, or social-emotional needs require specialist provision beyond what the school can offer, or where parents do not support the school's values. Parents should also be aware that English-language secondary school options for students with special educational needs are limited.

Pupil Progress

The progress of each pupil is closely monitored throughout the school year by the classroom teachers through curriculum-based assessments. Additionally, standardised UK tests for reading, spelling and mathematics are also used. The pupils are tested in mathematics and reading from Group 3 upwards at the end of the school year. Spelling is assessed twice a year. This assists the school in ensuring that the pupils are attaining the appropriate level according to their age and ability. Standardised tests also provide valuable information for the pupil's next school. All test results are recorded by the Learning Support Coordinator who, in consultation with the classroom teacher, provides extra help when deemed necessary. Pupil monitoring meetings are arranged to discuss each group. The class teacher and the Learning Support Coordinator are present.

Possible topics for discussion are:

- the general development of each child
- test results from the pupil monitoring system
- identification of children with behavioural problems
- identification of children with learning difficulties

There is regular contact between the Head of School and the Learning Support Coordinator throughout the school year.



November

Sun. 01

Mon. 02

Tue. 03

Wed. 04

Thu. 05

Fri. 06

Sat. 07

Sun. 08

Mon. 09

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Wed. 11

Thu. 12

Fri. 13

Sat. 14

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Fri. 20

Sat. 21

Sun. 22

Mon. 23

Tue. 24

Wed. 25

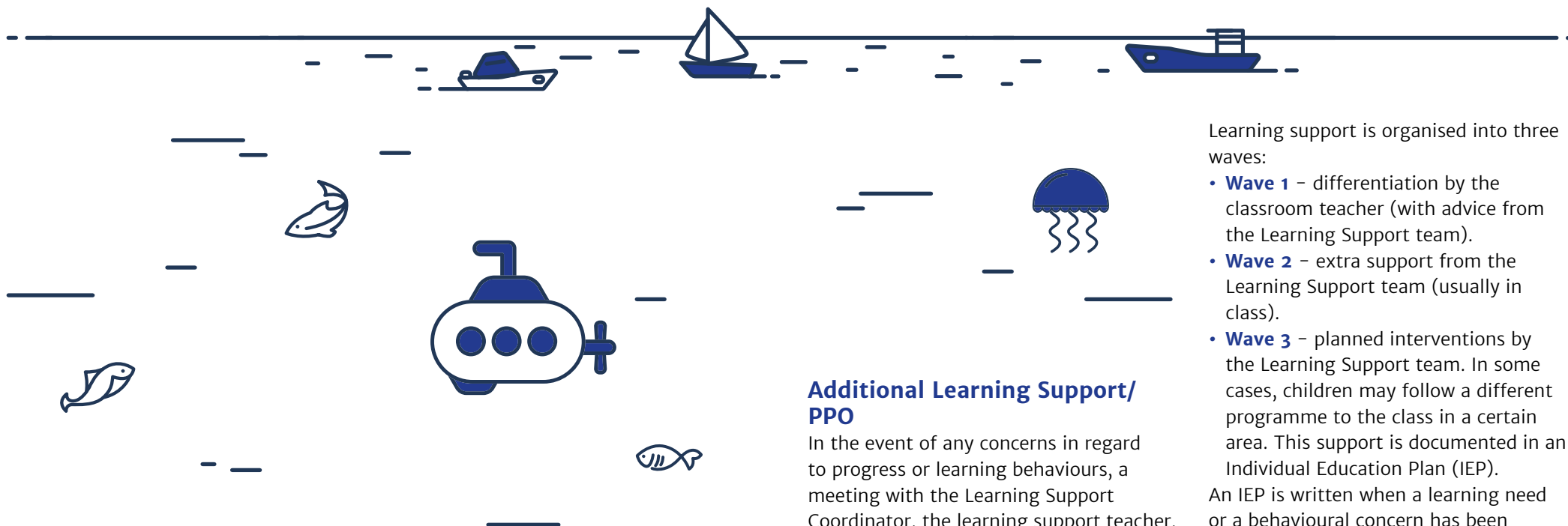
Thu. 26

Fri. 27

Sat. 28

Sun. 29

Mon. 30



Range of Assessments

The following standardised assessments are used at our school:

- **Group 3:** Progress Test in Maths 7, New Group Reading Test, New Group Spelling Test
- **Group 4:** Progress Test in Maths 8, New Group Reading Test, New Group Spelling Test
- **Group 5:** Progress Test in Maths 9, New Group Reading Test, New Group Spelling Test, Cognitive Abilities Test A
- **Group 6:** Progress Test in Maths 10, New Group Reading Test, New Group Spelling Test
- **Group 7:** Progress Test in Maths 11, New Group Reading Test, New Group Spelling Test, Cognitive Abilities Test C
- **Group 8:** Progress Test in Maths 12, New Group Reading Test, New Group Spelling Test, Cognitive Abilities Test C (if not completed in Group 7)

Additional Learning Support/ PPO

In the event of any concerns in regard to progress or learning behaviours, a meeting with the Learning Support Coordinator, the learning support teacher, the classroom teacher and the parents will be held.

Sometimes it is decided to request observation and testing by external experts. This leads to concrete advice that can be processed in school. In severe cases, the school can decide to refer a child to special education. No decision is taken without the parents' prior knowledge. However, referral to special education is frequently not possible due to the language barrier, a limited stay in the Netherlands and the limited availability of special education in English. Passend Primair Onderwijs (PPO) Rotterdam is an external agency who works closely with the Learning Support Coordinator to provide support and guidance of children with special educational needs.

Learning support is organised into three waves:

- **Wave 1** – differentiation by the classroom teacher (with advice from the Learning Support team).
- **Wave 2** – extra support from the Learning Support team (usually in class).
- **Wave 3** – planned interventions by the Learning Support team. In some cases, children may follow a different programme to the class in a certain area. This support is documented in an Individual Education Plan (IEP).

An IEP is written when a learning need or a behavioural concern has been identified. The Learning Support teacher or the Learning Support Coordinator writes this plan in collaboration with the classroom teacher. This plan consists of learning targets which are evaluated after a short period of time – usually six weeks. Individual Education Plans are monitored by the Learning Support Coordinator. These are always discussed with parents.

Timetable for Reporting to Parents

- **September:** Welcome to class information meeting
- **October:** Initial parent meeting
- **November:** Pupil-led conferences
- **February:** First written report
- **February:** Second parent meeting
- **June:** Second written report & final parent meeting



WELCOME TO OUR LIBRARY

NON-FICTION

DICTIONARIES

THESAURUSES

ATLASES



December

Tue. 01

Wed. 02

Thu. 03

Fri. 04

Sat. 05

Sun. 06

Sinterklaas, school finishes at 12:00

Mon. 07

Tue. 08

Wed. 09

Thu. 10

Fri. 11

Sat. 12

Sun. 13

Mon. 14

Tue. 15

Wed. 16

Thu. 17

Fri. 18

Sat. 19

Sun. 20

Study day - no school

Mon. 21

Tue. 22

Wed. 23

Thu. 24

Fri. 25

Sat. 26

Sun. 27

Winter Holidays

Winter Holidays

Winter Holidays

Winter Holidays

Winter Holidays

Mon. 28

Tue. 29

Wed. 30

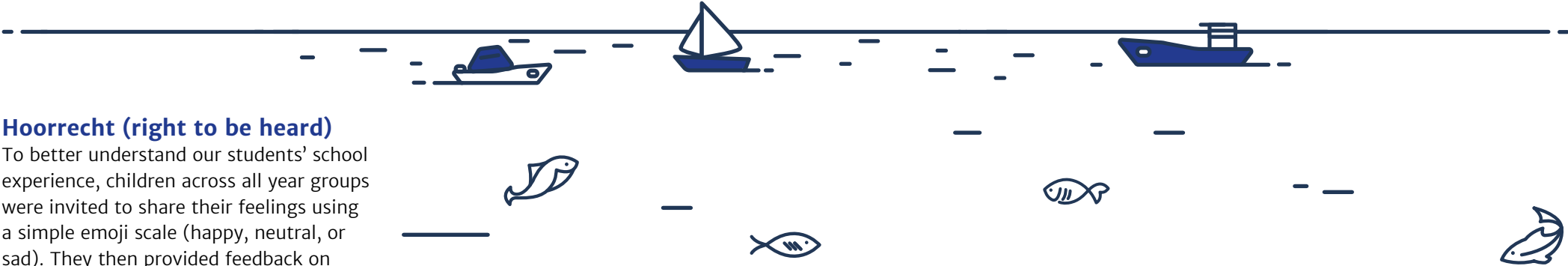
Thu. 31

Winter Holidays

Winter Holidays

Winter Holidays

Winter Holidays



Hoorrecht (right to be heard)

To better understand our students' school experience, children across all year groups were invited to share their feelings using a simple emoji scale (happy, neutral, or sad). They then provided feedback on what makes them feel positive about school, alongside the elements they find more challenging. In addition, our older students identified specific areas where they require extra support and shared practical suggestions on how we might achieve this together.

The survey was tailored to different age groups: Group 1 and 2 teachers facilitated the process for our younger learners, while the upper school students were interviewed by two Student Council representatives, supported by our Learning Support Coordinator.

Groups 1–2: In four out of the five classes the children considered school as a happy place to be, accounting for 84% or more of the total distribution.

- **What students love (positives):** Interacting with peers and trusted adults; opportunities for active movement; unstructured time and being outdoors; self-expression, music, and the pride of gaining new knowledge.
- **Challenges:** Some learning tasks, particularly those involving writing; emotional & Separation (Anxiety, missing their parents); social & Playground Dynamics (learning to deal with friends who are unkind).

Groups 3–8: For 9 out of the 11 groups, the children considered school as a happy place to be, consistently tracking at **75% or higher** of the number of children asked.

- **What students love (positives):** **Gym** and **Friends** are the top answers across almost every single age group. The younger classes frequently highlight **Play/Fun**, while older classes explicitly mention **IPC (International Primary Curriculum)**, **Technology**, and **Special Events**.
- **What students need:** what students need: Maths, writing, handwriting and Dutch/ Language are the main subjects where students would like to improve.
- **The tips:** Students were remarkably clear about what actually helps them learn. Their requested strategies fall into three distinct categories: **Visual & Concrete Support, Clarity in Delivery and Differentiation**.
- **Next Steps:** It is clear that, for our children, school is much more than just a place to study—it's a vital hub for social connection and friendship. To truly support their well-being, we need to ensure that social-emotional

development and academic growth go hand-in-hand in our curriculum. Our students in Group 3 and above shared some wonderful, specific insights into what helps them learn best. We plan to share this feedback with the whole team at the start of the school year. This way, we can align our curriculum goals with the teaching methods that resonate most with our classrooms.

An overview of our Curriculum

Global Citizenship (IPC – International Primary Curriculum).

At our school, global citizenship is part of everyday life. With staff and students representing over 60 nationalities, our community is a vibrant reflection of international diversity.

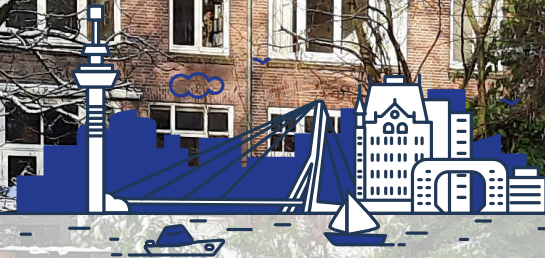
We use IPC to help develop children's knowledge, skills, and understanding across a broad range of subjects. The IPC plays a key role in promoting

global citizenship through its engaging, thematic units that explore different cultures and global issues. It encourages international mindedness, helping students to respect and understand a wide range of perspectives.

The curriculum also supports the development of essential personal goals such as respect, adaptability, and cooperation, while building skills in communication, collaboration, critical thinking, and problem-solving. This well-rounded approach helps our students grow into informed, responsible global citizens.

Each year group follows a carefully mapped curriculum pathway with topics designed to inspire curiosity and enthusiasm. We follow a two-year rolling programme to ensure comprehensive coverage of learning goals.

For more information about the IPC, please visit the IPC website: www.internationalcurriculum.com/international-curriculum/primary



January

Fri. 01	Sat. 02	Sun. 03
Winter Holidays		
Fri. 08	Sat. 09	Sun. 10
Fri. 15	Sat. 16	Sun. 17
Fri. 22	Sat. 23	Sun. 24
Fri. 29	Sat. 30	Sun. 31

Mon. 04	Tue. 05	Wed. 06	Thu. 07
Study day - no school	1st day of school after the Winter Holidays		
Mon. 11	Tue. 12	Wed. 13	Thu. 14
Mon. 18	Tue. 19	Wed. 20	Thu. 21
Mon. 25	Tue. 26	Wed. 27	Thu. 28



To supplement the IPC, we also teach the following subjects:

Writing

We believe that Literacy is the cornerstone of a child's education and a crucial skill for their future success. Literacy is not just about reading and writing; it is about understanding and interpreting the world around us. At Harbour International, we focus on developing the children's love of storytelling through the Talk 4 Writing approach. Talk 4 Writing is a research-based approach to writing, which enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Lessons are fun and interactive and the children are provided with opportunities to orally rehearse a range of texts through words and symbols, which is beneficial to those who are new to English.

Reading

At Harbour International, reading is taught through a combination of phonics and guided reading. Phonics is taught from Group 1 using the Sounds-Write

approach. The Sounds-Write approach is an evidence based synthetic phonics curriculum, to teach children how to read, spell and write. The program connects reading and writing by helping students segment words into sounds (for writing) and blend sounds together (for reading). In every lesson, the children have the opportunity to revise, learn a new sound and apply it into writing or reading. The phonics lessons are complemented by the Oxford Reading Tree guided reading programme. This is a programme with levelled books designed to give the children opportunities to develop vocabulary, practise word reading and develop their comprehension skills.

Mathematics

At Harbour International, we use the Maths No Problem scheme of work in Groups 1 to 8. This scheme is based on the Singaporean approach to maths teaching. It is highly exploratory and focuses on equipping the children with a deep conceptual understanding, strong verbal reasoning skills and the ability to solve one mathematical problem in many different ways. This is a research-based approach which is underpinned by the CPA approach (Concrete, Pictorial and Abstract). Children will learn mathematical terminology and learn to explain their thinking using the appropriate vocabulary and create maths journals, where they explain their thinking in depth. We have been using

maths no problem for 5 years and it has transformed the children's understanding and enjoyment of mathematics. If you would like to know more about this approach, please visit the website at www.mathsnoproblem.com

Mathematics in Early Years

At Harbour International, we have introduced Maths No Problem in the Early Years. This is a programme that we have used in the rest of the school for the past 5 years. In the Early Years, children begin to develop a deep and long-lasting understanding of the world of mathematics. This proven, research-based solution encourages learning through play and helps children in the Early Years begin to develop a deep understanding of the world of mathematics. The children use research-based stories, picture books, role play and lots of interactive activities to ensure that they develop a hands-on approach to mathematics and begin to learn to explore mathematical concepts. This programme will prepare them for the demands of the curriculum when they move into Group 2 and beyond. We began trialling this in September 2024 and have a review scheduled for 2026.

Dutch Language and "All about the Netherlands"

The main purpose of our "Dutch Language and All about the Netherlands" programme aims at teaching social

and conversational Dutch, so that our students can participate in activities in the Dutch community. Our weekly lessons with the "All about the Netherlands" aim at increasing the children's knowledge about The Netherlands and its culture. The part of the programme teaching Dutch as an additional language (also weekly) aims at improving social language skills, not at reaching literacy.

Physical Education (P.E.)

A qualified gym teacher delivers gym lessons to all the children. Younger children have their P.E. lessons within our school premises. It is important for these children to wear comfortable clothes that can easily be taken off if necessary. Children from group 0 to 3 will need to bring a pair of gym shoes that are easy to put on (for ex. With Velcro). Older children (Group 4-8) walk to a local gym to receive their lessons. These children must bring gym clothing and non-marking white-soled shoes to each gym lesson. Children should not wear any jewellery during the gym lesson for safety reasons.

As part of the P.E. programme, children from Group 4 currently attend weekly swimming lessons at the local pool. Both swimming and P.E. lessons are compulsory and all children are expected to take part unless they have a letter from a doctor explaining why they are unable to participate in these lessons.



Mon. 01	Tue. 02	Wed. 03	Thu. 04	Fri. 05	Sat. 06	Sun. 07
Mon. 08	Tue. 09	Wed. 10	Thu. 11	Fri. 12	Sat. 13	Sun. 14
Mon. 15	Tue. 16	Wed. 17	Thu. 18	Fri. 19	Sat. 20	Sun. 21
Mon. 22	Tue. 23	Wed. 24	Thu. 25	Fri. 26	Sat. 27	Sun. 28
Spring holidays	Spring holidays	Spring holidays	Spring holidays	Spring holidays		



Technology

We have a qualified Technology teacher. All children, including the younger groups, receive weekly technology lessons. These lessons cover a wide range of learning. The goals of these lessons are to expose children to as many different forms of technology as possible so that they can adapt to new challenges and learn to be safe and responsible in their use of technology. This is accomplished through using various devices and software, as well as developing problem-solving skills and logical thinking through coding and group work.

The children will complete projects, such as creating a “choose your own adventure” game, coding a robot to find a treasure, learning how AI works, developing and recoding a stop-motion animation, making digital music and art, designing dream houses in 3D and creating coding for an animated game.

Music

At Harbour International, music lessons are offered by a music specialist once per week. Each session is planned to provide children with a wide range of learning experiences that nurture and stimulate their development as young performers and creators. Listening and responding to music is also at the core of their musical experience in the classroom. Our aim is to support our students’ growth with the

cognitive, psychomotor, and affective components that music as a subject in schools provide.

Joining or Leaving the School

Harbour International has admission and leaving procedures, which all families need to follow. Admission to the school is based on documents provided and a personal meeting with the parents and pupil(s). The admissions officer is the first point of contact for admission. A place for a pupil is based on availability of spaces in each class and the placement is made according to the child’s date of birth. Deviation from this rule may happen and is always decided upon consultation with the parents. A non-refundable deposit of € 300 will be asked to reserve a place and cover administration costs.

Before a child can be deregistered from the school, we must have the new family home address and new school details. When leaving, the child will receive a leaving certificate from the Rotterdam City Council signed by the Head of School, as well as a final school report. It is essential that the family informs the City Hall where they are registered if they are leaving The Netherlands.

It is also important that our school is kept informed of any change of address or telephone numbers.

School Fees

The school fees for the full school year 2026–2027 are € 4500,- (per year and per child) and are non-negotiable. Children who enter our school during the school year or leave earlier than the end will benefit from a discount calculated pro-rata. Details can be found in our Terms and Conditions. School fees can be paid in one instalment or split into two or three instalments. Parents have the responsibility to pay the fees on time. A significant part of the school fees is used to pay for the extra salary costs to enable smaller class sizes, as well as contributing towards other areas e.g., lunchtime supervision for each child, school trips (excluding camp fees for Groups 6 and 7/8), cultural education, maintenance and cleaning costs, resources such as books, furniture, computers etc.

School Holidays & Study and Administration days

In addition to standard school holidays, the children do not have school when our staff has either training days or administration days. An updated version of the calendar for 2026–2027 is available on our website and on the calendar pages of this brochure.

A typical day at the Harbour International

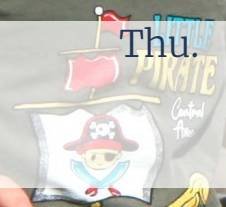
School Hours:

Monday, Tuesday, Thursday, Friday:	08:45 – 15:00
Wednesday:	08:45 – 12:30

Lessons start at 08:45 sharp. Doors open at 08:30. Please ensure that your child arrives promptly every day. It is essential that your child begins the day with their classmates so they may start learning activities together and participate in group interaction. If your child is late three times within a 6-week period, a letter will be sent home requesting you to meet with our Pastoral Leader and discuss this. Children should be collected punctually at 15:00 and on Wednesdays at 12:30. If you are going to be unavoidably late, please contact the school immediately and indicate the alternative arrangements you have made for the pick-up. If someone unknown to the school picks up your child, you will need to have informed us in advance about this change.





Mon. 01 Study day - no school	Tue. 02 1st day of school after the Spring Holidays	Wed. 03	Thu. 04	Fri. 05	Sat. 06	Sun. 07
Mon. 08	Tue. 09	Wed. 10	Thu. 11 	Fri. 12	Sat. 13	Sun. 14
Mon. 15	Tue. 16	Wed. 17	Thu. 18	Fri. 19	Sat. 20	Sun. 21
Mon. 22	Tue. 23	Wed. 24	Thu. 25	Fri. 26 Easter weekend - no school	Sat. 27	Sun. 28
Mon. 29 Easter weekend - no school	Tue. 30	Wed. 31				



Snack and lunch at school

All children eat a snack and their lunch at school in their classroom. Each child needs to bring a packed lunch, a snack and a water bottle on Monday, Tuesday, Thursday and Friday. Wednesdays are shorter days (only a snack and a drink are needed). We do not have the facilities to heat food up.

We are a **nut-free** school: Since some staff members and students are highly allergic to nuts, nuts must not be included in your lunch boxes (Please avoid any types of nuts, not only peanuts). If in doubt, leave it out or contact our administration office for clarification.

As a school, we promote healthy eating and the following are not permitted: sweets, chocolate, chewing gum, glass bottles or fizzy drinks. During the lunch break, professional supervisors (called overblijf teachers in Dutch) are paid to supervise the children during lunch and playtime.

Homework

Homework might be given for the following reasons:

- to support, extend and reinforce work in the classroom.
- to promote independent learning.
- to develop good study habits.

Children are encouraged to take their reading and library books home so that

reading becomes part of their daily routine. Older pupils may be need to use non-fiction or research material in their home language to support project work at home.

School Trips and School Camp

School trips are planned throughout the school year. These may be cultural and/or linked to an IPC topic to enhance the learning experience. Parents will be informed of trips beforehand, and parent volunteers may be asked to accompany the teacher(s). School Camp takes place once a year, with Groups 6, 7 and 8 going away with their teachers. This takes learning outside the classroom, with children taking part in various outdoor activities to develop resilience and teamwork. The cost of School Camp is not included in school fees, and parents will be asked to pay for it separately.

Birthday treats

Children are welcome to celebrate their birthday at school by bringing a small, nut-free treat to share with their class during snack time, such as a plain cupcake, fruit or a small box of raisins. If bringing cupcakes, parents must provide a full list of ingredients to help accommodate allergies and dietary requirements. Please do not bring treats if you are unsure of the ingredients and avoid large cakes that need to be cut in class.

It is possible for parents to also give party bags (preferably without large amounts of sweets). The party bags will be handed out by the teachers at the end of the school day and will be taken home, where parents can monitor what their children can eat.

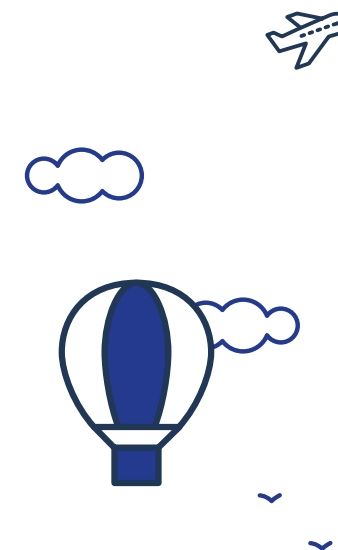
Headlice

It is the responsibility of all parents to check their child's head weekly for lice and nits. If we detect any lice on your child's head, you will be contacted and other parents in the same group will receive a message asking them to be vigilant and check their child's head. Anybody can get lice. Our school sees it as an unpleasant but everyday problem and we have to deal with it in a sensible way.

Your child is sick or injured while at school

If your child is sick or unable to come to school for any other reason, please report this as soon as possible (via Seesaw or telephone). Our school needs to be informed on the day of absence before 08:30 am. If your child becomes ill at school, we will call you on one of the contact numbers you provided us with at the beginning of the school year and you will be asked to come and pick up your child.

If your child is injured at school, our staff will make an assessment and provide first aid support. In a life-threatening



situation, the school will call the emergency number. In all other situations the parents will be contacted and will decide if they want to contact the family doctor.

Children's diseases

School children can easily pick up germs and bacteria from one another. If your child has a contagious disease such as chickenpox or conjunctivitis, please mention this when you are informing the school about your child being sick. We might need to inform other families (whilst keeping your child's name out) as some diseases might be dangerous for pregnant women or individuals with weaker immune system.



Thu. 01

Fri. 02

Sat. 03

Sun. 04

Mon. 05

Tue. 06

Wed. 07

Thu. 08

Fri. 09

Sat. 10

Sun. 11

Mon. 12

Tue. 13

Wed. 14

Thu. 15

Fri. 16

Sat. 17

Sun. 18

Mon. 19

Tue. 20

Wed. 21

Thu. 22

Fri. 23

Sat. 24

Sun. 25

Mon. 26

Tue. 27

Wed. 28

Thu. 29

Fri. 30

May Holidays

May Holidays

May Holidays

May Holidays

May Holidays



Absenteeism and Special Leave

The Leerplichtambtenaar is an official in charge of checking that the rules regarding Leerplichtwet (compulsory education law) are followed. According to Dutch law, schools are responsible for monitoring and controlling all absences of their children from school. Our school is legally required to monitor absences and inform the Leerplichtambtenaar when any child misses more than sixteen hours of school over a period of four weeks. The school must also inform the Leerplichtambtenaar if a child has been late too many times for school. Once the Leerplichtambtenaar has received such information from the school, the parents will be contacted to determine what action may be taken.

Only in a few specific circumstances can schools grant permission for children to miss school during the school year. Schools may grant permission for a child to be absent from school for events such as weddings, funerals, religious holidays and moving house. A special form must be requested from our administration office and completed in advance (with at least six weeks' notice of the absence unless the reasons invoked were unforeseen).

Absences at the beginning of the school year can never be granted by our school, and all such absences will be reported to the Leerplicht. This could result in parents being fined if the Leerplichtambtenaar determines that the regulations have

been broken. If you are unsure about any of this or if you are facing a particular situation, please contact the school administration office for advice. Our school will contact you if your child is missing too much schooling or is persistently late.

Other practicalities

Library

Children may borrow books from the school library. Each child will be given their own library bag to keep their library books in. Books may be borrowed for one week. After a week, children must return the book to the library so they may take out another book or they may renew their old book for another week. The library is run by parent volunteers, so if you have any spare time, parents, please volunteer!

After school clubs

Every year, we organise a reasonable range of co-curricular activities during the lunch breaks and after school. These vary from year to year, depending on the availability of space and staff expertise. All information on current clubs is shared with parents at the start of the school year or/and during the school year for new students. Clubs are run by teachers and outside organisers. Some of these clubs are free whilst others may be subject to a fee.

After School Care (BSO)

It is possible to make use of after school care service (BSO) for your child. Care during school holidays is also possible. Both are subject to additional costs.

These organisations are separate from school and may have a waiting list. Therefore, new families are strongly encouraged to contact the organisations below as soon as possible to reserve spaces. Once registered with the following BSOs, the child can be picked up from our school at pick up time and taken to the BSO premises.

www.kinderdam.nl/binnenstebuiten

www.hunwereld.nl

www.hutspot.info

www.roetsj.com

Our school community

Parent Support Group

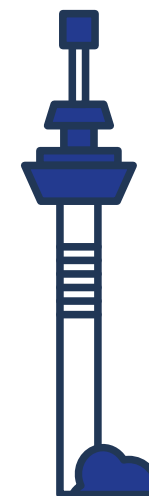
The Parent Support Group (PSG) helps organise school events, fundraising activities and community gatherings throughout the year, including coffee mornings, the International Food Festival, family picnics and games afternoons. Parents can contribute as much or as little time as they are able, whether by attending meetings or helping occasionally. Funds raised by the PSG provide additional resources and support special events for the school community.

Parents interested in getting involved can contact the PSG directly for more information:

psg.harbourinternational@gmail.com.

Activities/lessons for parents

The school helps to organise classes of interest to parents. In the past, these have included Dutch and English lessons but can also include well-being classes such as Pilates and Mindfulness. This is based on the interests of the parents and changes depending on the availability of instructors. The list of all activities and lessons organised at our school for the parents are shared regularly via our newsletter and Seesaw.





Sat. 01

Sun. 02

Mon. 03

Tue. 04

Wed. 05

Thu. 06

Fri. 07

Sat. 08

Sun. 09

May Holidays

May Holidays

May Holidays

May Holidays

May Holidays

Mon. 10

Tue. 11

Wed. 12

Thu. 13

Fri. 14

Sat. 15

Sun. 16

1st day of school after the May Holidays

Mon. 17

Tue. 18

Wed. 19

Thu. 20

Fri. 21

Sat. 22

Sun. 23

Whit Monday - no school

Admin day - no school

Mon. 24

Tue. 25

Wed. 26

Thu. 27

Fri. 28

Sat. 29

Sun. 30

Mon. 31



Health, Safety and Wellbeing

Pastoral Care and Support– why it is important

Our school believes that by nurturing our students' wellbeing, we set the stage for optimal learning and allow our students to fully engage in their education. Effective pastoral care goes beyond simply addressing student concerns; it actively incorporates a supportive and nurturing school environment that values respect and personal growth. Eleanor Babbs is our designated pastoral leader. Working together with our staff, outside agencies, parents/carers and pupils (and sometimes our Learning support coordinator or/and outside agencies), she provides when needed support around student welfare, behavioural and attendance issues.

View on Safety – Better Safe than Sorry

Our school pursues an active policy aimed at safety. We list and evaluate risks on a regular basis and use the information to draw up a plan in order to adjust possible dangerous situations. In order to keep this knowledge up to date, courses are given on a regular basis. We also have the correct number of emergency response workers among our staff as is required by the Health and Safety Service (BHV). Fire drills are held regularly to ensure that both children and staff know exactly what

to do in case of an emergency. We work closely with the local fire department. Every year, the fire brigade visits our school in order to give us safety advice. We also have a lockdown procedure in place, which is also periodically practised.

The school takes the emotional safety of all children seriously. We promote high levels of respect and care for each other and help children to resolve their differences. We have a positive behaviour policy and an anti-bullying policy in place. Contact anti-bullying coordinator: Eleanor Babbs: eleonorb@harbourisbr.nl

Medication / First aid

First Aid basic training is given to all staff members. However, staff are not allowed to administer paracetamol, aspirin or any other sort of medication. Parents have sole responsibility for administering such medication themselves. It is the duty of the parents to inform the class teachers and administration office about any medication their child is taking. We make exceptions for medication when there is written notification from a doctor and/or when the parents have filled in a medication form. If you need more information, you may contact your class teacher or our administration office.

Accident Insurance

During school hours (including excursions and sporting events) and for one hour before and after school (including travel

to and from school) pupils are insured against accidents. The insurance does not cover damage to clothing, glasses etc. If your child has an accident during school hours, parents must fill in an accident form given by the school and return it within 48 hours from the time of the accident.

Property / Liability

The school is neither responsible nor liable for the loss of pupils' personal property. Mobile phones, smart watches and any other valuable items are not allowed to be used during school time. Parents are responsible for any loss or damage to their children's belongings.

We advise all parents to take out a Third-Party Insurance to cover any damage to school property caused by a pupil in the school (such as breaking a window) as this is the responsibility of the parents. This usually can be done via the bank with which the family has opened an account.

Smoking

Smoking is not permitted anywhere in the school (this includes the playground).

Dogs

For safety reasons, it is not allowed to bring dogs (however small or large) into the school premises (that includes the playground). Exceptions will be made for dogs accompanying a visually impaired person.

Meldcode

The Rotterdam 'meldcode' domestic violence is an action plan for professionals and organisations for (suspicion of) domestic violence and child abuse. The school has a legal obligation to act according to this code. The action plan offers support to professionals by clarifying what is expected from them. This is not only important for the professional, but also contributes to effective help for the victim and offender.

For whom is the meldcode? The meldcode is aimed at professionals and organisations who offer education, help, care or support in the Rotterdam region. They can be teachers, social workers, doctors, (psychiatric) nurses and guardians.

Want to know more? You can find the complete text and explanation on www.huiselijkgeweld.rotterdam.nl

Wayca Arrindell has been appointed as our official Aandachtsfunctionaris (Safeguarding officer). As Aandachtsfunctionaris for protecting the welfare of children and vulnerable adults within the school. She will ensure that safeguarding policies are followed, respond to concerns or allegations, and work with external agencies when necessary to promote a safe and supportive environment.



June

Tue. 01

Wed. 02

Thu. 03

Fri. 04

Sat. 05

Sun. 06

Mon. 07

Tue. 08

Wed. 09

Thu. 10

Fri. 11

Sat. 12

Sun. 13

Admin day - no school

Admin day - no school

Mon. 14

Tue. 15

Wed. 16

Thu. 17

Fri. 18

Sat. 19

Sun. 20

1st day of school after the
Admin Days

Mon. 21

Tue. 22

Wed. 23

Thu. 24

Fri. 25

Sat. 26

Sun. 27

Mon. 28

Tue. 29

Wed. 30



Handle with Care

At our school – like all schools in Rotterdam – we also work with Handle with Care in addition to the reporting code. There are children in every classroom in the Netherlands who experience violence at home. Many children simply go to school the next day. The teacher often does not know that something serious has happened. A teacher can mean a lot to a child and if a child receives support in the familiar school environment and feels safe there, this can help reduce stress. This gives the child the peace necessary to learn and develop.

How does Handle with Care work? After a domestic violence incident in which the police have been involved, a signal is sent to the school the next school day stating that the student in question could use extra support. The signal only contains the child's name, date of birth and the code word "Handle with Care". At our school, the contact person for Handle with Care is Wayca Arrindell. The message that the school receives contains no further substantive information. It is also immediately deleted and therefore will never be stored in the student file. The received signal lets the teacher know that something has happened at the child's home and ensure that support is provided to the child that day.

GDPR regulations

As per May 2018, the whole of Europe is obliged to adhere to privacy regulations (Algemene Verordening Gegevensbescherming). Our board, Stichting BOOR, has made a protocol which all BOOR schools, including ours, strictly adhere to. All personal records are safely stored and access is limited.

It is also our duty to closely monitor your child's privacy with regard to photographs. Every child starting with us will not be photographed by our staff and pictures will not be posted anywhere unless parents grant us written permission to do so.

As a parent, you have the right to access your child's personal data, request corrections, updates or deletion of the data, withdraw consent (where applicable), and object to further processing in certain circumstances. Requests to access your child's data should be sent by email to the school administration. The school board is required under the GDPR to have a Data Protection Officer who oversees compliance with data protection regulations. The privacy officer at our school is Jennifer Hijdra-Erno.

Details about our GDPR regulations and how we apply them can be found on our website.

School Health Professionals

School doctor

The Dutch healthcare system organises regular check-ups with the school doctor for all Group 2 and Group 7 pupils who are registered at our school. Parents will automatically receive an appointment card when their child is due for a check-up. The school doctor can be consulted about any worries you might have about your child.

For more information, you may contact the **CJG Noord**:
Eudokiaplein 31
3037BT Rotterdam
website: cjgrijnmond.nl

The school nurse assigned to our school is **Jamila Faloun** and her contact details are below:

Telephone: 088-2010 000 or
0623424677

Email: j.faloun@cjgrijnmond.nl



School dentist

It is possible for your child to be examined by our school dentist and twice a year, the school dentist visits the school. The visits are not compulsory and if you prefer, your child can be treated by your own family dentist. For those families who wish to make use of the school dental service, enrolment forms are available from the administration office.

Beukelsdijk 107-109
3021 AE Rotterdam
010-411 69 60

baliebeukelsdijk@mondzorgvoorkids.nl



						Thu. 01		Fri. 02		Sat. 03		Sun. 04	
Mon. 05		Tue. 06		Wed. 07		Thu. 08		Fri. 09		Sat. 10		Sun. 11	
Mon. 12		Tue. 13		Wed. 14		Thu. 15		Fri. 16		Sat. 17		Sun. 18	
						Last day of school		Start Summer Holidays until Monday 30 of August. First day of school: Tuesday 31 of August					
Mon. 19		Tue. 20		Wed. 21		Thu. 22		Fri. 23		Sat. 24		Sun. 25	
Summer Holidays		Summer Holidays		Summer Holidays		Summer Holidays		Summer Holidays					
Mon. 26		Tue. 27		Wed. 28		Thu. 29		Fri. 30		Sat. 31			
Summer Holidays		Summer Holidays		Summer Holidays		Summer Holidays		Summer Holidays					



School Social Work

A registered school social worker is available for consultation by special appointment. The school social worker may assist you in dealing with social-emotional problems, particularly when a family has moved to a new country. Parents may also consult her about any worries they have concerning child-rearing issues and inter-personal family issues. The social worker may assist pupils/parents in adjusting to their new surroundings and environment and we encourage our families to make use of her services when necessary. There are no costs involved.

Our school –social workers details:

Angelique van Gelder – Inluzio Rotterdam

Kipstraat 37, 3011RS Rotterdam.

Telephone: 06 83678531

Email: angelique.vangelder@inluzio.nl

School Governance and Procedures

School governance

Stichting BOOR

Schiekade 34

3032 AJ Rotterdam

School Council: Medezeggenschapsraad (MR)

The Medezeggenschapsraad (MR) is a legal obligation of each school. It is composed of parents and members of staff from our school. Parent representatives are nominated via elections (by the other parents). The MR advises the school on various matters concerning the school and helps define and formulate school policy. The MR meets once a month or more often if needed. There is an open discussion for the last half an hour and any parent is free to attend this part of the meeting. The meetings are conducted in English.

More information about our MR, their contact details and the minutes from past meetings can be found on our website. The MR can be contacted via their email: mrharbourinternational@harbouribsr.nl

This school guide has been approved by our School Council (MR).

Quality Assurance

Our schools follow the sector annual plan, which also contains the cyclical planning of the various quality activities. The quality activities consist of both drafting and adjusting policy/planning documents—such as the school plan with a development section per school year—as well as research aimed at educational quality. Examples of this research include audits and satisfaction surveys.

The 4D model “data, interpretation, goals, action” forms the basis for the cyclical approach to educational quality. The 4D model entails that data is collected, made accessible, and interpreted. Based on this, goals and actions are determined, which the schools execute (action). Evaluation subsequently takes place based on data, creating a cyclical process. This process takes place at both the school and sector levels.

Arbitrator (Klachtencommissie)

The school attempts at every level to resolve misunderstandings that may arise between pupils/staff/parents. In the first instance we ask you speak to the class teacher about any concerns you may have. If after this you still feel like the problem has not been resolved, then you can seek an appointment with Jesse Bywater, our Interim Head of School. If this does not lead to a solution, you can contact the board, BOOR foundation. A complaints officer is associated with the BOOR foundation: Mrs. Marjel Sterrenberg. You can send your complaint by e-mail to: klacht@stichtingboor.nl, stating your name, the e-mail address where you can be reached and your telephone number. The complaints officer will then contact you.

Stichting BOOR is affiliated with the National Education Complaints Committee (LKC). You can always file a complaint with the LKC. If you have not

previously taken the step to the school or BOOR foundation, the LKC will make every effort to establish this contact. More information about the working method of the LKC can be found on the website: www.onderwijsgeschied.nl/commissie/landelijke-klachtencommissie-onderwijs-lkc

For confidential issues which you may prefer not to discuss with either the teacher or the Head of School, you may contact our school confidential counsellor, Anna Roeven. She is not a mediator and works for our school. If you prefer, you may also contact one of the external confidential counsellors. These counsellors are independent and they do not work for our school or for BOOR. Their names are: Seema Ouweneel (seenema@xs4all.nl), and Arnoud Kok (arnoud@purpl3.nl).

A detailed description of the role and tasks of the complaints officer, the external and internal confidential counsellors, the national complaints committee and the confidential inspectors are described in the applicable complaints procedure of the BOOR foundation.

View the procedure on BOOR board www.stichtingboor.nl/over-ons/regelingen-en-formulieren/



