

Harbour
International

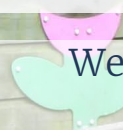
School Brochure
2025-2026



Harbour

International

School Brochure 2025–2026



Fri. 01	Sat. 02	Sun. 03
Summer holiday	Summer holiday	Summer holiday
Fri. 08	Sat. 09	Sun. 10
Summer holiday	Summer holiday	Summer holiday
Fri. 15	Sat. 16	Sun. 17
Summer holiday	Summer holiday	Summer holiday
Fri. 22	Sat. 23	Sun. 24
Summer holiday	Summer holiday	Summer holiday
Fri. 29	Sat. 30	Sun. 31
Meet and Greet for new families Summer holiday	Summer holiday	Summer holiday

Mon. 04	Tue. 05	Wed. 06	Thu. 07
Summer holiday	Summer holiday	Summer holiday	Summer holiday
Mon. 11	Tue. 12	Wed. 13	Thu. 14
Summer holiday	Summer holiday	Summer holiday	Summer holiday
Mon. 18	Tue. 19	Wed. 20	Thu. 21
Summer holiday	Summer holiday	Summer holiday	Summer holiday
Mon. 25	Tue. 26	Wed. 27	Thu. 28
Summer holiday	Summer holiday	Summer holiday	Summer holiday



Harbour International Department

Harbour International is an internationally minded primary school being privileged to represent over 60 different nationalities. We pride ourselves on the caring and safe environment we provide for the whole community and the individualised education we provide for all children.

This booklet aims at providing you with important information for the school year 2025 – 2026. We will also keep you informed about our school activities via our newsletters and Seesaw. Please also check our website for the latest information:
www.harbourinternational.nl.

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!

The Harbour International Team.

Practicalities

**The Harbour International
Primary School**
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3021 CJ Rotterdam
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Email addresses:

Head of school (interim): Jesse Bywater
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Other enquiries: Katia Taylan
katiat@harbouribsr.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.

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 the family plans to remain in Rotterdam, the children may continue their education at our international secondary school, the Rotterdam International Secondary School (RISS):
Website: <https://riss.wolfert.nl/>

The Harbour Team

- **Jesse Bywater:** Head of School (interim)
- **Other members of Staff and classes:**
For the school year 2025–2026 Harbour International will be composed of 16 classes. These will include two groups 1, two groups 2, two groups 3, three groups 4, two groups 5, two groups 6 and two groups combining children in group 7 and 8. A new group 0 for children turning 4 during the school year will open later in the year (either in October 2025 or January 2026). 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. The complete list of our team 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 of Dutch nationals who will be moving overseas within two years (proof of future posting overseas will be required in this case).



Mon. 01 Summer Holiday	Tue. 02 First day of school	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
Mon. 29	Tue. 30					



Mission and Vision

Our vision (our ambition for our pupils)

To educate our pupils to become caring, happy, confident people, who can adapt to our ever-changing world successfully, whilst being ethically and purposefully engaged in making a positive impact on their world.

Our mission (how we will achieve it)

By providing a high quality, values-led international education, within a safe, stimulating environment where all are supported to achieve their best.

Student Support Offer

(Ondersteuningsaanbod)

Duty of care (Zorgplicht)

As a school it is our duty to ensure that the child's needs are being met. This applies to children who are

already enrolled at our school and children who register. This is called basic support (basisondersteuning). If a student needs more help, this will initially be from the basic support of the school:

The school provides basic support for students in all areas of the curriculum. (differentiation).

In case of extra needs the school can provide support for the students, for example students with dyslexia. The school liaises with outside agencies to support students with more complex needs if the child's needs can be met in the regular classroom situation.

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

- all schools meet at least the quality requirements of the education inspectorate.
- all schools work according to the principles of needs-based education. (HGW handelingsgericht werken.)
- educational support is well organised at all schools.

- all schools offer preventive and slightly curative interventions. The full explanation of the basic support can be read here: <https://pporotterdam.nl/wpcontent/uploads/2024/09/Uitwerking-Basisondersteuning-maart-2024.pdf>

Language and mathematics

Specialists available to the school:

- Learning Support Coordinator 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 – extra attention from the classroom teacher
- Wave 2 – extra support in the class from the learning support department
- Wave 3 – documented plan made by the learning support department. 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 departments – but the child's learning goals are separate to the goals of the classroom.

English as Another Language (EAL)

All teachers are EAL teachers. However, children who enter and do not speak English are withdrawn in small groups by qualified English language teachers. As the child's proficiency increases, this support is phased out and is replaced by extra support in the classroom. (push-in EAL lessons)

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.





October

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Autumn holidays

Autumn holidays

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Autumn holidays

Autumn holidays

Autumn holidays

Autumn holidays

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Autumn holidays

Mon. 27

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Wed. 29

Thu. 30

Fri. 31

Study and admin day



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

Social Emotional Development

Specialists available in the school:

- Pastoral Care Lead
- School Social Worker

The children's feelings about school and themselves is 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. The Pastoral Care

Lead also monitors issues such as lateness and absenteeism. Furthermore, the Pastoral Care Lead 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 0 – 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.

Limits to support the school can offer

The school cannot support children:

- Who do not meet our entry criteria
- Who need specialised medical care / toileting facilities
- Who use a wheelchair
- Whose academic or behavioural needs cannot be met in a regular classroom environment
- Who are blind or deaf.
- Whose progress (academically or socially emotionally) cannot be met in a regular classroom environment
- Whose parents do not support the values of the school

Parents must be aware that secondary school options are limited in English for children with special educational needs.

Hoorrecht (right to be heard)

We have given all the children the opportunity to let us know how they feel about the support available to them at school. We did this by asking two of our student council members to ask questions to groups 3 – 8. The children in group 1 and 2 were questioned by the classroom teacher.

Of the children who answered in groups 1 – 2, 90% of them were happy with the support they received from their teacher. Of the children who answered in groups 3 – 8, 87% of them were happy with the support available to them at school. Only two children had suggestions for improvement. We will use these results to continue to strive to make learning accessible and fun for our students.

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.





November

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We use the International Primary Curriculum (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:
<https://internationalcurriculum.com/international-curriculum/primary>

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

Literacy - Writing and Reading 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 use of Talk 4 Writing. Talk 4 Writing is a research-based approach to writing, which has been successful around the world. The children have opportunities to learn about the features of different text types, the associated language and grammar and opportunities to write on a weekly basis. Lessons are fun and interactive and the children learn words and sentence structures through words and symbols, which greatly aids those who are new to English and those who have a good grasp of the language. This is currently a 2 year trial and we will review it in 2026.

Reading

At Harbour International, children learn to read from Group 1. They do so

using a synthetic phonics programme called Sounds- Write. This programme draws upon well-established theories of learning and teaching, shown to improve reading and spelling outcomes and accelerate learning. The children follow a consistent programme that explicitly teaches segmenting, blending and word reading combined with spelling patterns. In every lesson, the children have the opportunity to revise, learn a new sound and apply it by writing. This draws direct connections between reading and writing and provides the children with daily opportunities to apply their phonic knowledge into their writing. The children also engage in explicit reading lessons, where they read Oxford Reading Tree levelled books and learn comprehension strategies. Sounds- Write is currently being piloted as part of a two-year trial, with a review scheduled for 2026. In contrast, we have been using Oxford Reading Tree (ORT) for over a decade.

Mathematics

At Harbour International, we use the Maths No Problem scheme of work in Groups 2 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 <https://mathsnoproblem.com/>



December

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Study and admin day

Winter holidays

Winter holidays

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Winter holidays

Winter holidays

Winter holidays

Winter holidays

Winter holidays

Winter holidays

Winter holidays

Mon. 29

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Winter holidays

Winter holidays

Winter holidays



Mathematics in Early Years

At Harbour, 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.

EAL - English as an Additional Language

Our EAL teachers work with children from Groups 3-8. They support the language learning of children who have a home language other than English and who require support in accessing the class curriculum. 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. The EAL teachers also collaborate with class teachers to support them with EAL in the classroom.

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. The part of the programme teaching Dutch as an additional language aims at improving social language skills, not at reaching literacy.

Our weekly lessons with the “All about the Netherlands” aim at increasing the children's knowledge about The Netherlands and its culture.

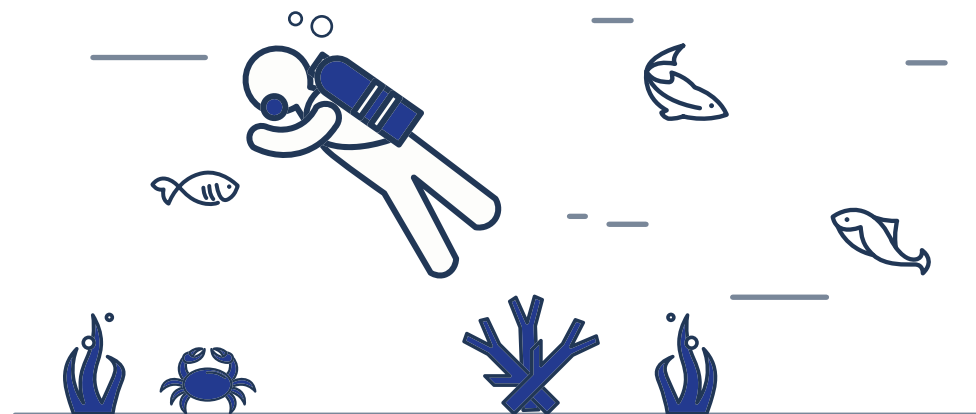
Physical Education (P.E.)

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.

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 a 3D art exhibition and creating coding for an animated game.





Thu. 01
Winter holidays

Fri. 02
Winter holidays

Sat. 03
Winter holidays

Sun. 04
Winter holidays

Mon. 05
Study and admin day

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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. A non-refundable deposit of €200 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. The child will then receive a leaving certificate from the Rotterdam City Council signed by the Head of School. This is given to the family at the same time they receive the 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.

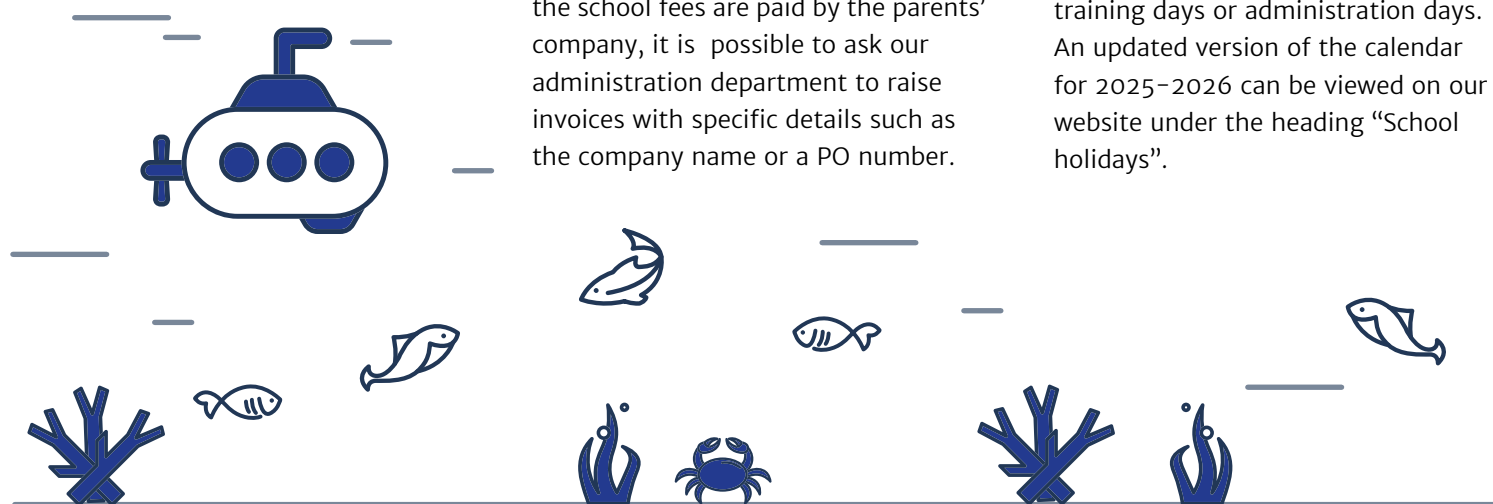
School Fees

The school fees for the school year 2025-2026 are € 4250,- (per year and per child) and is 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 2025-2026 that are shared with parents during the application process (and when the child starts in our school). Fees can be paid in one instalment in September or split in two instalments (September and January) or three instalments (September, December and March). Parents have the responsibility to pay the fees on time. If the school fees are paid by the parents' company, it is possible to ask our administration department to raise invoices with specific details such as the company name or a PO number.

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 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 2025-2026 can be viewed on our website under the heading "School holidays".





February

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Spring holidays

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Spring holidays

Spring holidays

Mon. 23

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Fri. 27

Sat. 28

Study and admin day



A typical day at 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.

All children eat a snack and their lunch at school in their classroom. Please ensure your child brings a packed lunch, a snack and a water bottle on Monday, Tuesday, Thursday and Friday. Wednesdays are shorter days and 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 an important activity in their daily routine. Older pupils may be required to carry out work for projects at home using reference books in their home language.

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 these trips beforehand and parent volunteers might be asked to accompany the teacher(s). Dates of these trips will be announced in advance by the teachers via Seesaw.

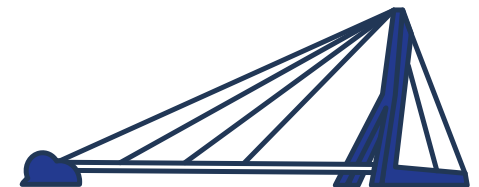
School Camp will take place once a year, Groups 6, 7 and 8 go away on camp with their teachers for two and three nights. This takes the learning outside and the children take part in various outdoor activities to develop their resilience, team building and creativity skills. The cost of this trip is not included in school fees and parents will be asked to pay for it separately.

Birthday treats

Birthdays are very special moments and the children are very welcome to

celebrate their birthday in school. They may bring a small treat to share with their class at snack time, e.g. a small plain cupcake, a small box of raisins or some fruit. We kindly remind you that we are a nut-free school and that you should not bring any food item that contains any type of nuts. If you choose to bring cupcakes, please ensure the class teacher receives a full list of the ingredients (as allergies are not limited to nuts and we also have children who may not eat certain food items). Do not bring any food into school if you are unsure of the ingredients it contains. Also, do not bring large cakes that need to be cut up in class.

It is possible for parents to also give party bags (and we suggest they do not contain 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 is being eaten by their child.





March

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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 (without giving out names of course) as some diseases might be dangerous for pregnant women or individuals with weaker immune system.

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.

Absenteeism and Special Leave

If your child is ill and cannot attend school, you must contact us (via Seesaw to the class teacher or via telephone) on the day of absence before 08:30 am.

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 inform the Leerplichtambtenaar when any child misses more than sixteen hours of school over a period of four weeks. The school may 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 Pastoral Leader monitors absences and will contact you if your child is missing too much schooling via absence or persistent lateness.

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 reserves spaces.

- <https://www.kinderdam.nl/binnenstebuiten>
- <https://www.hunwereld.nl/>
- <https://hutspot.info>
- <https://www.roetsj.com/>



April

Wed. 01

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Sun. 05

Easter weekend

Easter weekend

Easter weekend

Mon. 06

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Sun. 12

Easter weekend

Mon. 13

Tue. 14

Wed. 15

Thu. 16

Fri. 17

Sat. 18

Sun. 19

Mon. 20

Tue. 21

Wed. 22

Thu. 23

Fri. 24

Sat. 25

Sun. 26

May holidays

May holidays

Mon. 27

Tue. 28

Wed. 29

Thu. 30

May holidays

May holidays

May holidays

May holidays



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 Special Education Needs co-ordinator 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.

Range of Assessments

The following standardised assessments are used:

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)

Learning Support

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



May

Mon. 04

May holidays

Tue. 05

May holidays

Wed. 06

May holidays

Thu. 07

May holidays

Fri. 01

May holidays

Sat. 02

May holidays

Sun. 03

May holidays

Fri. 08

May holidays

Sat. 09

May holidays

Sun. 10

May holidays

Mon. 11

Tue. 12

Wed. 13

Thu. 14

Ascension Day

Fri. 15

Admin Day

Sat. 16

Sun. 17

Mon. 18

Tue. 19

Wed. 20

Thu. 21

Fri. 22

Sat. 23

Sun. 24

Mon. 25

Whitsun

Tue. 26

Study and admin day

Wed. 27

Thu. 28

Fri. 29

Sat. 30

Sun. 31



Our school community

Parent Support Group

The PSG regularly meets to plan special events. Parents may support the PSG without attending the meetings and the PSG will update families via email or the use of their self-run WhatsApp group. In all cases, parents can help occasionally, regularly or even just once. Special activities and events are organised throughout the year such as regular coffee mornings (often themed with guest speakers), a yearly International Food Festival, picnics for families, etc.

If you wish to support fundraising for the children of our school, please consider joining the Parent Support

Group. Everyone is welcome to do what they can, when they can. Even a few hours dedicated to supporting our school will go a long way!

The money raised by the PSG is used to provide extra resources and sponsor special events for all the children and/or families. For more information, please contact 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.

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 Care Lead. 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.





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
Mon. 29	Tue. 30					

Study and admin day

Study and admin day



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 admin about any medication their child is taking. We make exceptions for medication when there is written notification from a doctor and when the parents have filled in a medication form. If you need more information, you may contact the class teacher or our administration office. Parents will always be contacted when their child is sick or has an injury in school.

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.

All parents must provide the school with two telephone numbers so they may be contacted in case of an emergency. It is important to keep this information up to date.

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 (including on 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

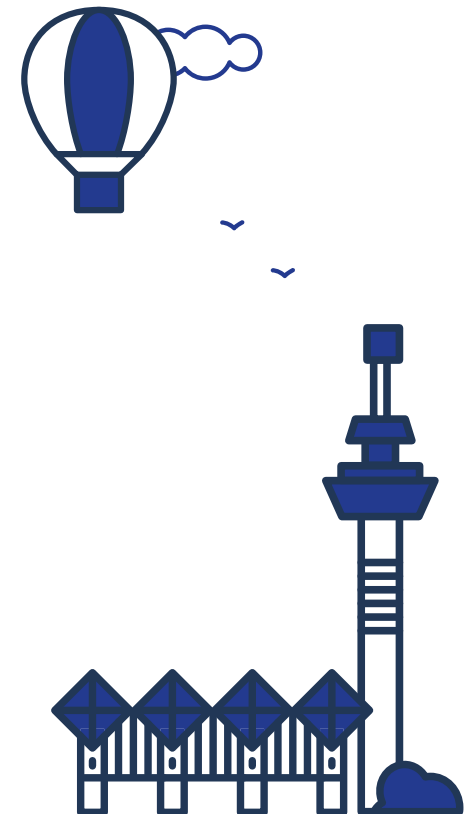
The Rotterdam 'meldcode' domestic violence is an action plan for professionals and organisations for (suspicion of) domestic violence and child abuse. The school has a legal obligation to act according to this code. The action plan offers support to professionals by clarifying what is expected from them. 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, she is responsible 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.





July

Wed. 01

Thu. 02

Fri. 03

Sat. 04

Sun. 05

Mon. 06

Tue. 07

Wed. 08

Thu. 09

Fri. 10

Sat. 11

Sun. 12

Mon. 13

Tue. 14

Wed. 15

Thu. 16

Fri. 17

Sat. 18

Sun. 19

Study day and start
summer holiday

Summer holiday

Summer holiday

Mon. 20

Tue. 21

Wed. 22

Thu. 23

Fri. 24

Sat. 25

Sun. 26

Summer holiday

Summer holiday

Summer holiday

Summer holiday

Summer holiday

Summer holiday

Summer holiday

Mon. 27

Tue. 28

Wed. 29

Thu. 30

Fri. 31

Summer holiday

Summer holiday

Summer holiday

Summer holiday

Summer holiday



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. For details about our GDPR regulations and how we apply them, please consult our website:

<https://www.harbourinternational.nl/our-school/school-policies/>

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

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 social workers details:

- Angelique van Gelder
Stichting Maatschappelijk Werk
Kipstraat 37, 3011RS Rotterdam.
Telephone: 06 83678531
Email:
angelique.vangelder@wmoradar.nl





School Governance and Procedures

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.

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

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: Mr. 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: <https://onderwijsgeschillen.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), Arnoud Kok (arnoud@purpl3.nl) and Jakkie Ames (jakkie_ames@hotmail.com).

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
<https://stichtingboor.nl/over-ons/regelingen-en-formulieren/>

