HOLLANDSE SCHOOL Limited

School guide

School year 2021 - 2022

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Introduction

Dear parents,

With this school guide we hope to inform you about the way that we, the School Board and staff, shape the education and upbringing at the HSL. Many subjects that matter to you, your children and our school are covered in this guide. Subjects of both organisational and educational nature will also be addressed.

The HSL is a widely known educational institute in Singapore and abroad. The school has a 100 year old history and is the largest Dutch language school abroad. At the HSL, a great social atmosphere and optimal educational results go hand in hand. We aim to create a school environment where children learn a lot and enjoy coming to school. This is supported on a daily basis by our team of tight knit, enthusiastic and highly motivated teachers, administrative and auxiliary staff. As a Dutch school with an international dimension, we place great importance on creating the best possible climate to live and work in, creating a homey feeling. The HSL offers a child friendly, safe and well organised environment, where children are challenged to targeted learning in cooperation with their peers.

Our school guide is updated annually and contains important information for the full academic year. We recommend reading the school guide carefully and saving your copy for reference. Should you have any questions or remarks after reading this document, please don't hesitate to contact us.

You are most welcome!

On behalf of the team,

Sjoerd Nanninga
President Board of Directors
Hollandse School Limited

Meino Meines
Principal
Hollandse School Limited

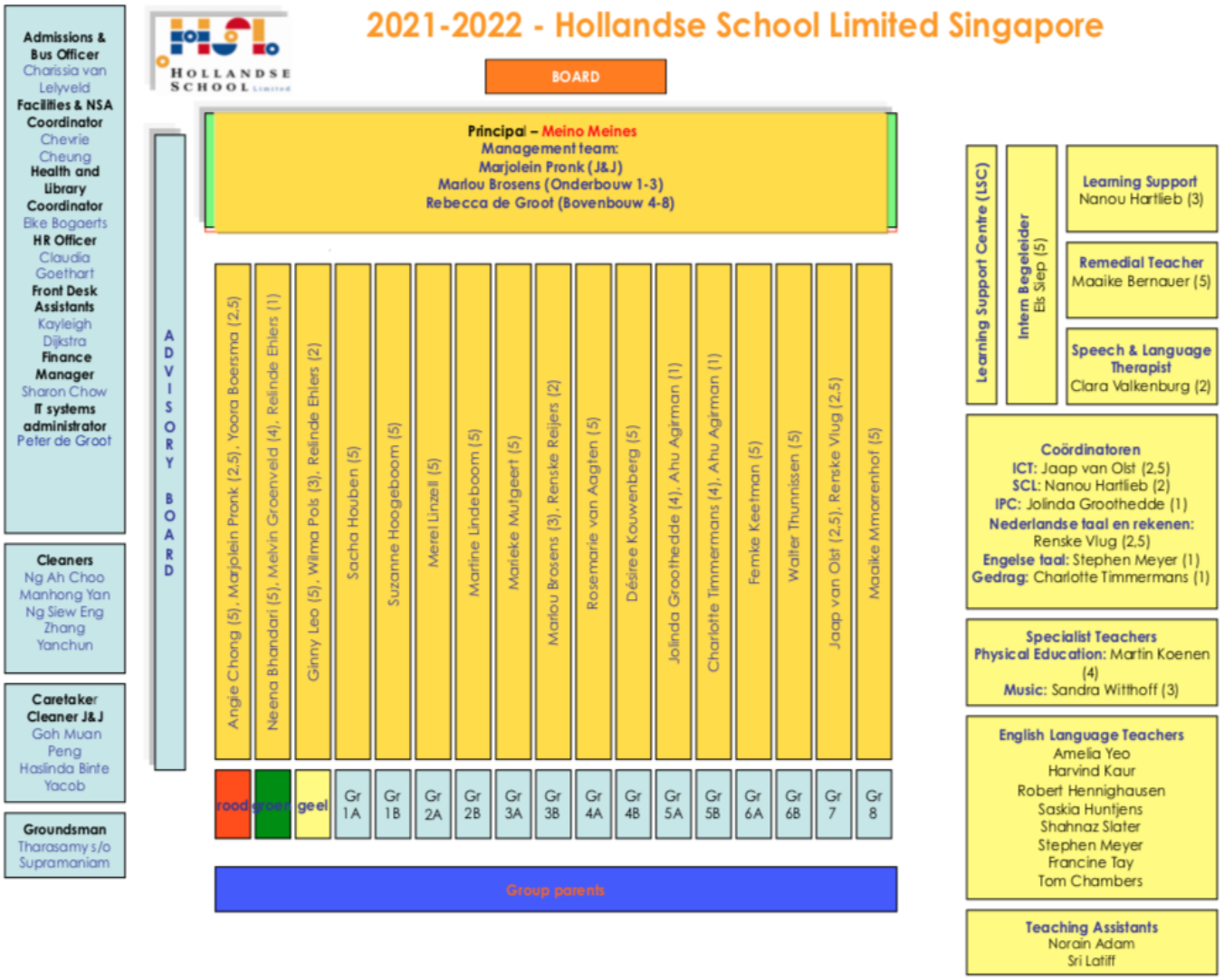
1. Our school: who, what, where

1.1. Contact details

Hollandse School Limited
65 Bukit Tinggi Road
Singapore 289757
Tel: +65 6466 0662

Admissions: admissions@hollandseschool.org
General enquiries: adminhsl@hollandseschool.org
CPE registration number: 198202285D

1.2. Organisation chart



1.3. School Board

The school board consists of the following members:

- Sjoerd Nanninga (president)
- Milo Schoonheijm (treasurer)
- Vera Jansen (secretary)
- Mariola Wolters (member)
- Hannah Olijkhoek (member)
- Willem van den Wijngaart (member)
- Elodie Maertens (member)
- Esther Wijker (member)
- Tham Wan Loong (member)
- Baey Cheng Song (member)
- Cho Form Po (member)

1.4. E-mail addresses

- Principal directiehsl@hollandseschool.org
- Board bestuurhsl@hollandseschool.org
- Advisory Board adviesraad@hollandseschool.org

- Administration
  - Admissions admissions@hollandseschool.org
  - General enquiries adminhsl@hollandseschool.org
  - Finance department financialhsl@hollandseschool.org
  - School Health Coordinator health@hollandseschool.org
  - Library bibliohsl@hollandseschool.org
  - Extra curricular activities nsa@hollandseschool.org

- Jip & Janneke
  - Group Yellow jenjgeel@hollandseschool.org
  - Group Green jenjgroen@hollandseschool.org
  - Group Red jenjrood@hollandseschool.org
  - Group Blue jenjblauw@hollandseschool.org

- Physical Education/sports sport@hollandseschool.org

- Woodlands transport services
  - Registration schoolbus@hollandseschool.org
  - General schoolbus@hollandseschool.org

Group- and specialised teachers can be contacted at their school email address. These email addresses will be provided to you directly by the teachers.

2. Hollandse School Limited

Dutch education with an international dimension

2.1. A brief history

Dutch children have received education in Singapore since as early as 1920. For the first eight years, this took place in the billiard hall of the Hollandse Club - at that time still situated on Cairnhill Road. In 1928, the 'K.P.M. School' was founded for children of KPM employees ('Koninklijke Pakketvaart Maatschappij': the royal cargo company). The school was situated on Orange Grove Road, where part of the old building can still be found at the Shangri-La Hotel tennis courts. A plaque commemorates the building's earlier destination.
In October 1984, the current school building on Bukit Tinggi Road was officially opened by then Minister of Education, Mr. Deetman. In the academic years 1994-1995 and 1997-1998, extensions were added to the building. The new building for the school's pre-school Jip & Janneke was opened in 2002. The school building was expanded with a new wing, currently housing groups 4, speech therapy and music class in 2007-2008. The Mr. Dolaplein was also expanded with two new classrooms then. The latest addition to the school building were two extra classrooms, added to the school over the 2014 summer break.

2.2. Name

In the past, the name Hollandse Lagere School (HLS) was used. Since the start of the primary school and the opening of the new building, our school became a 'Limited' and the official name of our school changed to Hollandse School Limited (HSL).

2.3. Form of governance

The Hollandse School Limited has a neutral–special signature and is a legal entity (Limited) by Singapore Law, which means that the school is independent. It does not depend on any governmental organisation or any ideology and is also no partner to any other schools in an institutional sense. All parents are members of the Hollandse School Limited.
The School Board consists of representatives of the so called founding members (Shell, ABN-AMRO, Heineken and Philips) and specially appointed representatives. The School Board monitors the school management. Daily operations are the responsibility of the school's principal, who is supported by a management team of three members. The School Board is held accountable during the AGM, which takes place at least once a year. The School Board can be reached by email at: bestuurhsl@hollandseschool.org

2.4. Location

Our school is located in the 'Republic of Singapore', a small city-state in southeast Asia. Singapore has a tropical climate with temperatures varying from 25 to 35 degrees Celsius. The school is situated in a quiet residential area, close to the Bukit Timah Nature Reserve. Several other international schools are in the immediate vicinity of our school: the Singapore Korean

International School is right next to HSL, while Chatsworth International School and the Swiss School are across the road from us. Their proximity allows us to cooperate closely in a number of ways.

2.5. Student number

We started this school year with an enrollment number of around 240 students in our primary school and around 40 preschoolers at Jip & Janneke.

2.6. Vision of the HSL

Vision:

"In shared ownership, cooperative learning takes place continuously in preparation for a global modern day society"

The HSL team aims to help children in their learning, to make sure that they enjoy learning and to equip them with skills for life. The HSL stands for:

Inspiring Teachers.
Passionate Learners.
Skills for Life.

We are *inspiring teachers* who help children to learn and to enjoy their learning, so that they become *passionate learners* who develop *skills for life*.

Our vision on education:

"Learning is a continual process, where new and consolidated learning takes place when knowledge, understanding and skills are acquired. Learning takes place in a safe environment and in all aspects of social, emotional, creative, physical and academic development, and international mindedness."

In this chapter we would like to explain the type of education the HSL stands for.

2.6.1. International dimension

Our school takes up a special status among Dutch language schools abroad: it is a Dutch day school in Singapore. We attach great importance to offering Dutch and Belgian children abroad the possibility of a Dutch primary curriculum, while at the same time offering an excellent connection to an international academic career in Singapore or elsewhere.

We offer students the option to choose either the Dutch secondary curriculum or the international secondary curriculum after they graduate from the HSL. Our school has an international character. We do not only welcome students from schools in the Netherlands and Belgium, but also from other schools abroad (including international schools). Many students have lived in several countries around the world and bring with them a huge international experience. Because of this international character and because of our objective

to equip the students with several options after finishing their primary education, we offer a high quality English program to guarantee that our students are always able to successfully transfer to an international or Dutch educational system. Our curriculum is therefore focused on expanding this international dimension.

2.6.2. Learning for the 21st century

Learning for the 21st century has the objective to prepare students for the 21st century. We expect ongoing significant social changes in the 21st century, demanding students to be prepared for a dynamic world, continuously demanding adjustments and innovations. Technology makes information and ideas permanently available in an interactive way. Teachers coach, teach and, together with their students, learn to make choices, validate information, make connections and participate in the development of knowledge.
Our students are growing up in a knowledge-based society. This knowledge-based society requires people that can independently function and develop their talents: critical, independent, flexible and responsible people who continue learning their whole lives and who are capable of cooperating and acquiring new knowledge (Cooperative learning).

2.6.3. Knowledge of learning

Our knowledge of learning and developing has hugely increased by extensive research on the working of the brain. For instance, we now know that when the brain is active, it literally makes connections inside our head. Learning is all about making connections between what is already learnt and what is new. The knowledge that is now available about how our brain operates and how we learn is applied in the educational program at HSL.

2.7. Our Mission

Together with the School Board and the teaching staff, we have developed a mission based on the above mentioned insights that provides direction in our educational program and in our objectives:

"The Hollandse School in Singapore offers an exemplary educational experience with an international dimension and the best possible connection to both Dutch and international educational programs."

Our school has a twofold mission:

1. We offer children the opportunity to continue with their Dutch language primary education and we guarantee a proper connection to the (secondary) school curriculum in the Netherlands.
2. In addition, we offer the students who graduate from the HSL the option to successfully transition to an international secondary curriculum.

“The Hollandse School in Singapore wishes to be an exemplary school with a combined Dutch and international curriculum, where the child’s learning process is pivotal. We are a school that emits openness, respect, and passion and where learning is fun. In a safe environment with a lot of individual attention our students can live up to their full potential."

The HSL chooses a profile with a strong Dutch curriculum (language and mathematics), bilingualism and IPC as focal points.

2.8. Focus on learning

The HSL’s mission conveys that our students’ learning process is our focal point. This includes our desire to continuously develop as an organisation and to never stop looking closely whether we can improve our educational program or organisation, the implemented tools, the professionalism of the team, the facilities, and the interior design of our school in order for our students’ learning to continue to grow.

2.9. Professional education

At the HSL we offer high quality education that accommodates the different ways different students excel. We are considerate to individual needs, interests and targets.
We make learning personal in order to provide every child with the education it wants and needs. In order to facilitate this personal learning, skills have to be acquired. These skills can be categorized as follows:

- Functional skills
- Thinking and learning skills
- Personal skills

Functional skills are language and math skills, and ICT.

Thinking and learning skills are skills that children need to acquire to become effective learners. Mastering these skills enables children to increase their learning results, because they develop the ability to:

- improve their results by applying various learning approaches in different subjects.
- learn how to learn and to monitor, evaluate and change the way they think and learn.
- become independent learners that know how to develop their own ideas, how to gain knowledge and how to apply what they have learnt in different contexts.

Personal skills are skills acquired to develop personal effectiveness, at HSL they are personal objectives. Mastering these skills allows one to realize self-management and to maintain effective social and working relationships.

2.10. Do what works!

The continuous improvement of our school leads to us having to make various choices based on our vision. We endeavor to choose whatever provides the maximum effect in our daily

educational setting. Not just the primary subjects Language (Dutch and English), Reading and Mathematics, but also our SCL and IPC programmes are increasingly supported by extensive and readily applicable scientific information about education.
The education scientist dr. Robert Marzano produced a meta-analysis of 30 years of educational research. His books have had a major impact on the road to a 'research based' approach on educational improvement in schools. The HSL is currently working on the implementation of nine didactical strategies which, according to Marzano, have demonstrated a proven effect on students' learning results.

Michael Fullan, a Canadian Professor in Education, has been involved in the educational development of math- and language programs for primary education in the Netherlands since 2007. Our policy is therefore based, amongst others, on his book: 'Learning Places: A Field Guide for Improving the Context of Schooling', the advice of renowned Dutch educational institutes, and the *Language Pilots* and *Mathematics Pilots* available on the internet.

2.11. Continuous improvement process

The Dutch language curriculum is developed annually for all grade levels, which is described in our Yearplan 2021-2022. The long-term objectives are included in our 'Schoolplan 2019-2023'.
Within the English language curriculum, we strive for the students who have been enrolled at HSL for at least three years to continue in an international educational system as 'mainstream English' students. This concerns students who continue in secondary education after group 8 as well as students who leave Singapore at a lower grade level.

2.12. Tasks within HSL

2.12.1. Principal and management team

The school's management team is made up of the principal and three management team members. Pre-school Jip & Janneke, the lower grade levels (groups 1-4) and the higher grade levels (groups 5-8) are managed by these three management team members.
The management team is responsible for the implementation of the school policy. The principal bears final responsibility and reports to the school board of the Hollandse School Limited.

2.12.2. Learning Support Centre (LSC)

The HSL has learning support teachers. The special educational needs coordinator (or IB) counselor manages our Learning Support Center (LSC). She is responsible for the extra support given to our students and for the LSC policy at the HSL. She is also the first point of contact for support questions from both teachers and parents and coordinates the special needs program and bears the responsibility for the special educational needs policy at the HSL. The LSC team also consists of a number of people who offer support: a remedial teacher, behaviour coordinator and a speech therapist. They also maintain relations with LSC's at other Singaporean schools and will, where necessary, call in external support.

2.12.3. Coordinators

The school's coordinators play an important role in HSL's development. They initiate extra support, conduct educational research, coach the teaching staff, and play an advisory role in formulating our policy.

Coordinators:

- Coordinator English language
- Coordinator ICT
- Coordinator International Primary Curriculum
- Coordinator Dutch Language
- Coordinator Mathematics
- Coordinator Structural Cooperative Learning
- Coordinator Behaviour
- Coordinator Early Years

2.12.4. The group teachers

The school management will advise the school board about the number of teachers that would be required for the following year in March of each school year. A difficult decision each time around, because at that time we will not have a prospect of the exact number of new student applications and many parents will not yet know whether they will remain in Singapore.

Additionally, sometimes teachers leave during the year. This usually happens with locally hired teachers who leave for a new posting elsewhere. At the same time, we might have to engage new expat teachers in the middle of the school year, because of an unexpected higher number of applications.

Whenever a group teacher becomes ambulant to fulfill a coordinators role, a contracted teacher will take over their teaching tasks. Together they are responsible for the group, but the final responsibility remains with the group teacher, who is in class most of the time.

New teachers are initially hired for three years, after which a contract renewal of one year on each occasion will be offered when performing according to expectations. For any vacancy it is considered what profile the prospective candidates need to have. A teacher may be hired locally or on expat basis.

A hiring committee, consisting of the principal, one or more team members and an Advisory Council member has the end say in the final candidate. Job interviews with candidates may be conducted in The Netherlands or in Singapore. During the hiring process, the expertise of the stichting NOB is often hired, since the selected teacher makes all the difference in educational quality.

2.12.5. Substitute teachers

There can be various reasons why a teacher cannot be present, like illness or family circumstances. In these cases classes are continued with the support of our substitute teachers. Substitute teachers who are allowed to work at the HSL are fully accredited teachers and they are required to intern in each class prior to their first "substitute stint". They remain continuously and fully informed of all practical and educational developments at the HSL. We are always looking to involve people in the Dutch community in Singapore with an educational degree (PABO or the equivalent) in our school. This way, we try to guarantee good quality replacements for our regular teachers this way.

2.12.6. Specialty teachers

- Physical Education (PE)/dance:
  The groups 1 to 8 have PE-lessons twice a week.
  The pre-school groups also attend dance-/movement class by their own group teacher once a week.
- Music
- English

2.12.7. Support staff administration

The administration office is an important part of our school

- Admissions officer
- Facilities coordinator
- School health coordinator
- Personnel and Organisation officer (HR)
- Frontdesk officer
- Financial administration
- IT-infrastructure officer

Essential in the HSL-organisation, is the large group of cleaners, our maintenance man, our (traffic) guards and transport officers (school bus).

2.13. Personnel development

It is of the essence for the HSL personnel to be informed of all developments in the field of education and to continuously work on increasing their expertise.
HSL is a learning school, where employers are continuously schooled themselves. HSL stimulates this by initiating classroom consultations, moment coaching and InterVision. In addition, we have our own training budget based on the school's development needs. We have regular and specialty teachers who have gained vast experience in one or more domain(s). Through team-teaching and sharing each other's knowledge and skills, we can rely on a strong and experienced team to work with our children. Our support staff also participates in our team building activities and receive functional training.

3. Preschool Jip & Janneke

3.1. Introduction

Our pre-school Jip & Janneke is part of the Hollandse School Limited. Our pre-school has several groups, each holding a maximum of 18 toddlers per day, a full time English speaking Singaporean pre-school teacher and a part-time Dutch teacher.

3.2. Organisation

Both the Dutch and the English teachers are responsible for the various activities in the daily programme. This way, the children will get acquainted with both languages.
The teachers are being supported by two “assistants”. They are responsible for all cleaning, diaper changes and all other domestic chores in the classroom.
The final responsibility for our preschool is borne by the Hollandse School Limited principal. Daily operations at our pre-school are run by the preschool management team members.

3.3. Education

3.3.1. Educational starting points

At Jip & Janneke, we work with an annual unit cycle. Units from the International Primary Curriculum (IPC) are offered in the ‘Early Years’ program.

These units focus on the four development areas of the younger child:

- social and emotional development
- language development
- preliminary math development
- motor skills development.

In the area of language development, teachers will define objectives per unit in terms of vocabulary and language comprehension. By doing so, we work on extending vocabulary and language comprehension in both languages.

The program contains various activities, allowing the teachers to work on the development of emotional-, social-, motor- and cognitive skills: skills the children will need for future social relationships and for a good start in primary school.

3.3.2. Program/activities

When children are working on their activities, often several developmental areas are simultaneously stimulated. The teachers alternately play a supporting and leading role in these activities. Below is a list of developments we work on in our preschool.

3.3.3. Cognitive skills

Learning to think is about processing different types of information that enter via the sensory system. How this information is stored and how it is connected to earlier experiences; learning to make these connections, thinking, doing, acting, discovering and experimenting. From making a simple jigsaw puzzle to being able to name the colors and understanding the concept of time. Language is a tool for ordering and identifying experiences. Activities to further develop the cognitive skills are, for instance, outdoor play and “working” in the different development corners in the classroom. We also apply meaningful materials to increase the cognitive skills of your child.

3.3.4. Speech and language development

Language development is a very important aspect in our preschool. After all, language is communication. All day long we and the children interact through language. By using spontaneous language and by creating meaningful, interactive situations, we focus on the oral language development, language comprehension and vocabulary. By telling and reading stories, books and poems, teaching new words and singing songs, we help your child to further develop in these areas.

3.3.5. Bilingualism

Bilingualism is a natural aspect of Jip & Janneke because of the presence of both a Dutch and an English teacher. Children learn to differentiate the two languages by connecting its use to the different teachers in our classes. Research also shows that bilingualism can be especially successful in young children. Both languages are spoken throughout the day and we aim to provide a good balance between Dutch and English.

3.3.6. Preliminary literacy

Preliminary literacy is an aspect of language where children are often confronted with the literate world we live in. They are discovering the function of language.
By often reading to them and by “reading” on their own, the children learn to understand the language in books. Children grasp the concept of the relationship between written and spoken language.
We also pay attention to symbols, for instance by reading picture books, having the children recognise their own names, and by the teacher’s writing of a test in creative applications.

3.3.7. Preliminary numeracy

Children are confronted with counting, numerals and number symbols at an early age. They gain insight in the various functions or meanings of numbers and counting. Activities to increase numeracy are games and songs that incorporate counting, building small or big towers, or reading books in which counting and numbers are prominent. Because the teacher consciously applies meaningful materials, the children gain insight in and will be able to interpret given amounts.

3.3.8. Social and emotional development

The teachers create situations and activities that incorporate interaction amongst the children and between the children and teachers. This teaches the children how to relate to themselves and to the other. Doing things independently, complying with agreements made within the group, and being more aware of the others, are concepts that are continuously offered. Learning how to participate in group activities, playing in the various developmental corners, and playing outdoors are all activities that support the development of social and emotional skills.

3.3.9. Motor skills development

We make a distinction between gross and fine motor skills.

3.3.9.1. Gross motor skills

Gross motor skills involve whole body movements like walking, jumping, crawling, climbing, rolling, throwing, and assuming positions. Growing from uncontrolled and redundant movements to more controlled coordination and smooth rhythmic movements. Specific activities to improve motor skills are playing outdoors, active games, and the imagination game in the various discovery centers in the classroom. In addition, different types of aspects of movement are covered in the music lessons and the Physical education (PE) classes.

3.3.9.2. Fine motor skills

During the day there are many activities that help improve the fine motor skills of your child. These activities offer various aspects of fine motor skills development, like development of a preferred hand, eye-hand coordination, one-dimensional spatial understanding and learning to move rhythmically and flexibly. By working with different materials creatively, by making jigsaw puzzles, by drawing, and by working with construction materials, your child's fine motor skills will further evolve.

3.3.10. Play development

Children who have self-confidence, who are curious, who take the initiative and who feel safe will enjoy their play. This is demonstrated by the measure in which children are engrossed in their activities. Playing and self-selecting activities unconsciously help children take a new step in their play development. Activities that focus around play development are, for instance, simple role plays, board games with teacher guidance, and participating in group activities.

3.3.11. Portfolio

The student portfolio is a collection of your child's work in various stages of its development. This provides teachers, parents and children a clear image of the child's learning process. Twice a year, prior to the parent teacher meetings, the portfolio is issued to your child to take home (end of November and June). Hereby we hope to stimulate parents to go through the portfolio together with their child. Parents bring the portfolio back to school for the meeting. At the end of the pre-school, the portfolio makes its final journey to your home.

4. Primary school education

4.1. The organisation

We see to it that HSL students maintain their transfer options to an education in the Netherlands, Belgium or an international secondary education and we aim for the smoothest school transfer possible. We chose the most common and most structured form for our class set up: the age group class assignment system. We spread out all subject content over the school year while our students are assessed at various moments in the school year.

4.1.1. Class assignment

Within the age group assignment system, we assign students to a grade level appropriate for their age. However, in specific cases there may be prevailing reasons not to do so. When assigning a student to a different age group seems more meaningful, this will be considered and discussed with the teacher, the IB coordinator and the MT/school principal, upon which a decision is reached with the parents. We often request extra information about the student and advise to have the student assessed by an educational expert.

4.1.2. Group size

The number of students per group can vary tremendously each year. After consideration and depending on the group situation, it may be decided that whenever a group exceeds 24 students, assistance will be assigned to this class or the class may be split up. This decision will be taken with the School Board and management.

4.1.3. Extra support programme

Within the age group assignment system there is special attention for individual support. The first person responsible for this is the group teacher. The group teacher is supported by our IB coordinator and Remedial teachers (LSC). For more information please see chapter 6.

4.1.4. Result based working

Differentiation and team work to bridge differences
The differences observed by the teachers help them analyze these differences and base their action plans on. Therefore the teacher will offer differentiation in the areas of instruction, differentiation and alternating in applying work forms, differentiation in the curriculum offered and in the learning time offered.
By results oriented working we wish to use the data available to improve our educational program. In practice this means collecting and using test and observation data to achieve improved student results.

The characteristics of results oriented working are:

- Working with (realistic) high expectations
- Setting objectives at all levels
- Specifically designing the educational programme and -process
- Measuring and analysing the results: are we signaling trends?
- Reflecting on the educational process
- Adjusting the instructions, the program and sometimes the objectives

We talk about students' results at several levels within our school. The teacher discusses the results with the students. The discussion at group level takes place between the group teachers and with the SEN coordinator. The results of the school in its entirety are discussed within the team and are led by the management, the SEN coordinator and the language– and mathematics coordinators. The school results are discussed with the school board annually.

4.1.5. Action based working

We have implemented action based working (Handelingsgericht werken, or HGW) at the HSL. Action based working contributes to improving the quality of our curriculum for both our regular students and our students with additional educational needs. By taking the educational needs as a starting point, we ensure that each student in our school is offered education that is suitable for them as much as possible. In this process, we ask ourselves the following critical questions:

- How do we look at students?
- How do we talk about those students that aren't doing as well as we would like them to?
- How do we communicate with students, parents and each other?

With HGW, we focus on the possibilities and educational needs of our students.

Action based working includes the following seven points:

- The programme centers on the students' educational needs .
- There is coordination and interaction between the student, the teacher, the parents, the group and the learning environment.
- The teacher pivotal. The teacher offers an appropriate educational programme and contributes in a crucial way to the positive development of the student in the area of learning, work ethic and social and emotional functioning.
- We consider the positive aspects of the student, the teacher, the group, the school and the parents.
- We value the close cooperation between teachers, students, parents, and internal and external counselors to achieve an effective approach.
- We work with a purpose, formulating both short- and long-term objectives for learning, work attitude, and the social and emotional development of all students. After that, we evaluate these objectives in a cycle of planned actions.
- Our method is systematic, gradual and transparent.

4.1.6. Working with group plans and individual action plans

The action based working cycle is a preventive measure.
The responsibility for a student with a special educational need is initially borne by the group teacher. He or she creates the group plans based on the group's learning results and needs. The group plan is an important characteristic of action based working. It stimulates differentiation in instruction and learning time. It offers insight into the learning curves and personal development of all students throughout the year. It provides the SEN coordinator with concrete starting points for action oriented guidance of teachers and it improves the transition to a new group. Group plans are dynamic, meaning they are regularly readjusted. The organization of a group plan is described in our educational planning guidelines. By using group plans the method no longer dictates the curriculum, but it is the teacher that directs the educational program. This makes it appropriate for all students in the group.

For some students it is necessary to draft an individual action plan for their learning needs and specific support. This may involve students with an individual development perspective. They are following a program divergent from the rest of the group. The teacher works closely with the SEN coordinator, the remedial teacher, the parents and the student.
Parents of students with an individual development perspective are regularly invited for an evaluative meeting by the group teacher. The remedial teacher or the SEN coordinator usually also attends these meetings.

4.1.7. The IGDI-plus model

To guarantee that all children are receiving instructions at the appropriate level we use the IGDI-plus model for giving instructions at three different levels. By applying this model the teacher is able to alternate instruction time on one of the three different levels with independent working time where the students apply cooperative work forms (SCL).
A lesson based on the IGDI model is as follows:

- Start of the lesson with a review, setting the learning objective and updating the advance knowledge;
- Interactive group instruction with time for questions, thinking out loud, using examples, demonstrations, exchanging experiences by thinking-sharing-exchanging;
- Guided practice run with short and clear assignments;
- Independent processing; individual, in pairs or in teams with SCL, allowing time for extended instructions for those students who need it;
- Giving feedback;
- Rounding off for all students, making the connection back to the learning objective.

4.2. The curriculum

Our curriculum consists of the core subjects Dutch- and English language, mathematics, and IPC. These subjects play an important role in all classes. For English, we would like to refer to paragraph 4.8. The quality of our educational level is closely monitored with the *CITO Student Tracking system.* The *CITO* comes with a package of tests which determine students' progress.

4.2.1. Language

4.2.1.1. Groups 1 and 2

In groups 1 and 2 the foundation is laid for both vocabulary as well as language and reading skills in Dutch and English. By offering differentiation and a varied package of materials and activities in these groups, children learn to develop at their own pace. The offered activities focus on vocabulary, verbal language skills, comprehensive listening, story comprehension, language awareness, preliminary literacy, and letter knowledge. Within the IPC units, students are working on learning goals in line with their different types of intelligence and learning styles.

4.2.1.2. Group 3

We start teaching the core subjects language, reading and writing methodically by the time students have reached group 3. Being able to read well literally opens up your world, since you have access to all kinds of information once you can read. For this age group we use a method called *Veilig Leren Lezen* (learning how to read safely), the kim-edition. An integrated program of (comprehensive) reading, spelling, composition, vocabulary and verbal language development is offered in 12 themes.
By offering different learning streams, this method allows for differentiation options. Each child's reading development is carefully monitored by an evaluation of their development upon the completion of each theme. This allows the continuous adjustment of each child's individual reading program in the course of their reading process.

4.2.1.3. Groups 4 - 8

We use the method *Taal actief 4* (Language Active 4) for our groups 4 through 8. This method allows a full language program for language and spelling, including a fully integrated vocabulary learning curve. Within different themes, the method differentiates on three different levels. In addition, extensive extra materials are available for our linguistically gifted students. For students needing extra support in vocabulary we have *Vocabulary Extra*.
Taal actief 4 sets learning objectives for both students and teachers. The learning lines listening, speaking, composing, spelling and grammar are fully incorporated within this method.
Spelling is also covered in separate classes, again catering to students at three different levels. *Taal actief 4* is based on the IGDI model, which means the start of the learning process consists of classical instructions, followed by independent study, to a greater or lesser degree guided by the teacher.

4.2.2. Reading

In reading development, we attach value to the stimulation of reading motivation and experience. We do this in various ways throughout the school year. Starting in group 1, there are daily reading sessions in class, book presentations by students or written book reports. Students visit the school library at least once a week to check out new books to read.

We offer different reading stimulation activities on a yearly basis, like the Dutch ‘Children's Book Week’, the Dutch “National Reading Event’ and the ‘Children's Jury’. Whenever possible, we also look forward to welcoming authors or illustrators to our school in relation to ‘Children's Book Week’.

For technical reading we use the method *Estafette* in our groups 4 through 8. In one school year, this method offers 4 different textbooks to offer the students various types of texts. New learning challenges are integrated in these books. The method structurally works on reading words, sentences and texts, focusing on correct, smooth and fluent reading. There is also room to work on prosody.
The method offers differentiation options so that both strong and weaker readers are offered a programme that meets their learning needs.
Refining reading skills is a daily segment in our groups 4 through 8. While the focus is mostly on technical reading development in groups 4 and 5, this slowly shifts to comprehensive reading in group 6 and onwards.
In the development of comprehensive reading, we weekly use *Nieuwsbegrip XL* ('News Comprehension XL'). Based on texts about current events, the children practice reading strategies like predictions, summaries, or explanations of anaphora.

4.2.3. Mathematics

4.2.3.1. Groups 1 and 2

For our mathematics curriculum in groups 1 and 2, we use the method *Rekenrijk*, which mostly takes place alternately in small circles. We cover the areas of comparing, ordering, matching quantities, counting, number comprehension, measuring and time. Besides that, the teachers stimulate working on the mathematical goals in a variety of play- and learn corners. Playful learning is stimulated while using the *KIJK!* observations and previous lessons from *Rekenrijk*. Moreover, a variety of educational math apps and activities from *Gynzy* is used during several activities.

4.2.3.2. Groups 3 thru 8

In groups 3 through 8 we use the math method *Wereld in Getallen (World in Numbers)*, which connects well with our current levels of reference. In this method differentiation is offered by working with an ‘Extra Support Book’ or a ‘Plus Book’. Each day of the week has a regular math subject. For instance, every Wednesday we will work on measuring, geometry, time and monetary calculations. The method includes software for our Digiboards as well as practice software for the children. The latter is deployed as part of instruction processing and is adaptive (at each individual child’s level).
The adaptive math program 'Rekentuin' is used in all groups and different math domains are practiced.
The students’ progress is assessed by the method-bound tests and by the independent, non-method bound CITO mathematics tests.

4.2.4. World orientation

In World orientation (geography, biology, history and physics/engineering) subjects are offered within the different units (themes) of the International Primary Curriculum (IPC). You can find more information about the IPC in chapter 4.7.

4.2.5. Creative subjects

Our creative subjects, like drama, drawing, arts & crafts and physical education are also drawn from the International Primary Curriculum.

All music classes are conducted by English speaking teachers. All groups have music lessons once a week. Whenever music is central in a certain IPC unit (theme), the music lessons will be connecting to this IPC unit to make the lesson as meaningful as possible for the children. For physical education/sports we refer to paragraph 4.10.

4.3. Methods used

We use the following methods:

- Dutch Language
    - *Schatkist* - groups 1 and 2
    - *Veilig leren lezen* - groups 3
    - *Taalactief 4* - groups 4 - 8
- Advanced technical reading
    - *Estafette*
- Comprehensive reading
    - *Nieuwsbegrip XL*
- Mathematics
    - *Wereld in getallen* - groups 3 - 8
- English
    - *LCP New Generation Literacy*
    - *Jolly Phonics*
    - *Oxford Reading Tree*
    - *Raz-Kids online reading programme*
    - *International English*
    - *English skills for Grammar World*
    - *Big Write*
    - *Hamilton Trust*
    - *Navigation Guided Reading*
- World Orientation
    - IPC-units
- Topography
    - Computer programmes (*Topomania*)
- Music
    - *Moet je doen!* (You should do this!)
    -

- Writing
    - *Novoskript*
        - Groups 1 and 2
    - *Pennenstreken*
        - Groups 3, 4 and 5
- Arts & crafts
    - Arts & crafts - *Moet je doen!*
- Drawing
    - Drawing - *Moet je doen!*
- Dance/drama
    - Dance/drama - *Moet je doen!*
- PE
    - Basic PE Lessons

4.4. School facilities

Our primary school has 23 classrooms. There are two English resource rooms, a music room, an art room, a children's kitchen, a Learning Support Centre, two remedial teaching classrooms and a speech therapy room. In addition, our school has an extensive school library and a large gymnasium.

Our pre-school Jip & Janneke has four classrooms.

All rooms that are used by children and adults for longer periods of time are air-conditioned.

In front of our main building we have a beautifully laid out sports- and recreation field. Due to our sun policy, we also have several covered areas for our students for all weather outdoor play (out of the sun and the rain).

4.5. Assembly

Each Friday morning all primary students congregate in the gymnasium, with either the lower grade levels (groups 1 through 4) or the higher grade levels (groups 5 through 8). During the assembly, which lasts about 15 to 30 minutes, we inform the children about: all new and departing students, the various school events, charities, themes we are working on, current events (cultural assemblies), group presentations, etc. All birthdays are celebrated in the last Friday of the month assembly. The objective of the assembly is to create a sense of solidarity in our school and to demonstrate our newly acquired knowledge and skills.

4.6. Structural Cooperative learning

Structural cooperative learning (SCL) was introduced as a tool to teach our students to structurally work together. SCL is implemented at various moments in the daily program. All HSL teachers (J&J, group teachers, specialty teachers) use these structures of Structural Cooperative Learning and cooperative class management in order to create continuity for all students.

Kagan
SCL was developed by Dr. Spencer Kagan. His SCL-concept offers a powerful and structured form of cooperation that seamlessly fits in with the HSL's vision on education.

4.6.1. Class management

SCL brought structure in class management at the HSL. In class, students work in a fixed team for 6 to 8 weeks. This is their 'home team' for that period of time. Within their home team, students will work in pairs, with the whole team or individually. To enhance their motivation to work together, the teacher will initiate team- and class-building activities. These are separate activities that are conducted with the team or the whole class to improve and maintain the mutual relationships between the students.

In each class, the teacher uses a silence signal and arranges the sound level by indicating which "voice" students can use to talk ("buddy voice", "team voice", "group voice", "classroom voice"). Students have one of the four different roles within the team each week (team chief, time-keeper, etc.) on rotation.

To create learning experiences, we use SCL structures (work forms used for structured cooperation exercises). These forms have names, like *Find someone who, Duo Coach* and *Mix and Match*. The SCL structures guarantee an equal and active participation in the learning process of each student.

4.6.2. SCL works!

At the HSL we see that SCL really works. Structural cooperative learning has a significant positive effect in the following areas:

- students achieve a higher level of thought by cooperating with other students
- there is a positive learning environment in the classrooms and the whole school
- all students are actively engaged in the learning process
- students acquire social skills that are fully integrated in the SCL structures
- there is mutual acceptance of and appreciation for each other's qualities
- students enjoy learning
- teachers enjoy facilitating children's learning
- teachers apply SCL as a tool to be able to work at different levels in one classroom.

4.6.3. International dimension

Our students grow up in an international environment. They relocate frequently, which means it is essential for them to have the proper adjustment skills for fitting into their new surroundings. By offering SCL structures we work on the development of thinking skills, communication skills and social skills. This way we prepare our students to the best of our abilities for the ever changing world. In addition, the skills our students acquire are universal and are not only valuable in the Netherlands or in Belgium, but also anywhere else they might go.

4.7. International Primary Curriculum

Over 3000 schools in different countries worldwide are using the International Primary Curriculum (IPC) now. There are also more than 200 schools in the Netherlands that recognize its added value.

The HSL makes great use of the IPC for the classes in geography, history, ICT, art, physical education, world orientation, music, nature and mechanics and international developments.

The IPC is an international curriculum that is offered in Dutch at the HSL. One of its objectives is to allow the students to develop an international perspective of the world.

The IPC is concentrated around themes that appeal to the students' skills and there is room for knowledge and insight. These themes are offered for the duration of a unit and takes a number of weeks.
Each theme relates to a situation in the student's home- and host country. Where the home country might be different for some, the host country is the same for all students. By working with both a home- and a host country, the IPC curriculum becomes meaningful to all students.

Cooperating, doing your own research, making connections, and finding solutions for problems are all important IPC elements. The IPC stimulates an active learning attitude in students, where the learning process and objectives remain at the center.

During the units (themes), we work on 4 specific objectives. These objectives form the foundation of the following objectives:

- Knowledge related objectives (knowing)
- Skill related objectives (being able to)
- Insight related objectives (understanding)
- Personal objectives (research, respect, cooperation, adjustability, care, flexibility, ethics, communication)

Knowledge related objectives are tested in writing. The children receive flashcards to practice at home and in school. This starts at milepost 2 (see below).

Skill related objectives are observed by mode of an assessment program. This assessment allows us to precisely indicate what is expected of the student and it allows the teacher to guide their learning process in detail. At the same time, students can assess themselves to see where they are in relation to achieving their objective.

Insight related objectives are harder to assess. By asking the students questions and by having them provide explanations, it is possible to assess their comprehension.

Personal objectives are not bound by mileposts. These skills, knowledge and insights are stimulated throughout the curriculum at the HSL. It is a preparation for working and learning in a multicultural and ever-changing society.

The process of a unit:

1. Entry point	encouraging students to take interest in the new theme.
2. Knowledge harvest	collecting existing knowledge.
3. Explanation of theme	explaining the themes' "big picture".
4. Subject areas	the subjects vary per unit, suitable for the theme.
5. Exit point	celebrating and looking back on everything that has been learnt.

At the entry point or at a certain subject field, parents or other external parties may be asked to come in and address the class as experts. If it is befitting the unit, excursions within Singapore will be offered. For the exit point, parents or other groups may be invited to watch, discuss and celebrate with the children what has been learnt.

Before we start with a new unit, parents are informed of what the children will be working on.

The themes are designed for four different age groups called mileposts:

- *Early Years* : Jip & Janneke, groups 1 and 2
- *Milepost 1* : groups 3 and 4
- *Milepost 2* : groups 5 and 6
- *Milepost 3* : groups 7 and 8

Until the fall midterm break, we spend less time on IPC objectives in our groups 3 due to their extensive language and reading program.

Parents are regularly invited to join us for an IPC exit point in order to closely monitor their children's learning process.

4.8. English

4.8.1. English lessons

The HSL's vision statement reflects our emphasis on English as a subject throughout the school.

English is taught by a group of dedicated teachers with diverse and complementary backgrounds. They follow a detailed and systematic approach that adheres to the British National Curriculum and that has been adapted to fit the needs of the children at the HSL. It ensures a consistent, coordinated and thorough approach to English language instruction at the HSL.

The three main goals of the English curriculum are:

- To introduce English to young children so that they can express themselves confidently in everyday situations. In Jip & Janneke, the children are exposed to English on a daily basis through the presence of an English-speaking teacher.
- To prepare the students for a transfer to an international school at the end of or during their primary school studies.
- To prepare students for enrolment in a bilingual or international school upon returning to the Netherlands.

4.8.2. Lessons per group (per week)

The time devoted to English lessons during school hours is as follows:

- Group 1 5 x 45 minutes
- Group 2 5 x 45 minutes
- Group 3 5 x 45 minutes
- Group 4 5 x 45 minutes
- Group 5 5 x 45 minutes
- Group 6 5 x 45 minutes
- Group 7 5 x 60 minutes
- Group 8 5 x 60 minutes

Formative assessments are used to continually assess the children's reading and writing ability. We also use SAT's (Standard Assessment Tests) to provide the summative assessment.

4.8.3. Approach and content

New students are assessed to ensure that they receive the right level of support.

Children with very little or no knowledge of English are taught in small focused groups (English Support Classes) to help them build their confidence and extend their vocabulary so that they are able to assimilate more easily into the mainstream English class. It is recommended, where possible, that new students with no experience with the English language take English lessons prior to their arrival at the HSL.

Differentiation is achieved through the screening of children based on the children's educational needs. Even with the screening, there are still typically wide ranges of proficiency levels in each class. A range of pedagogical strategies is applied to ensure that students of all proficiency levels get the required attention while keeping lessons dynamic and motivating.

Groups 1 and 2

The children are taught the sounds of the alphabet mainly through games and play. A typical lesson includes conversation, rhymes, songs, drama, a story and craft activities. These activities are all built around the sound of the week, appropriate to their age and interest levels. As they progress, the children are able to use their phonic knowledge to decode simple words and read them aloud with confidence. They also begin to spell and write words that match their spoken sounds. In group 2, children are issued 'Bob books' to support their reading.

Groups 3 and 4

The children are introduced to the various text types. We look at fiction, non-fiction texts and poetry. There is a greater emphasis on reading and writing at this stage. The children begin to read and write simple sentences. We also use the *Oxford Reading Tree* scheme to support their reading, which allows children to monitor and record their progress in reading.

Groups 5 - 8

The students are exposed and encouraged to read a variety of reading materials at their individual level.

Reading comprehension and continued development of writing skills is an important part of the English curriculum in Groups 5, 6, 7 and 8 as it exposes them to different writing styles and new vocabulary. It also improves their analytical skills.

Group 8 students also explore contemporary issues relevant to themselves and the world around them to develop their argumentative skills in both speech and in writing. The goal is to have prepared students for entry into mainstream English studies in an international school by the end of the year.

A variety of writing tasks are set through the 'Creative Writing' exercises to improve their sentence structure, level of accuracy, planning, drafting, organisation, editing and paragraphing. Students read and write through several writing styles, including:

- Expository (e.g. biography, descriptive, essay, informational report)
- Narrative (e.g. adventure, mystery, personal narrative)
- Procedural (e.g. experiment, "how to", and recipe)
- Persuasive (attempts to convince readers to embrace a particular point of view e.g. advertisement, editorial, essay)
- Transactional (e.g. letter, email, invitation, and postcard)

4.8.4. Homework

Revised homework policy will be published later in this School guide.

4.8.5. How can parents help?

The greater the exposure to English outside of school, the better the chances of success for your child will be. Fortunately, English is all around us in Singapore. You can also help your child in the following ways:

- Seek out some English-speaking company for your child. Finding a context for the language outside of school is important.
- Expose them to English with children's films, comics, magazines, theatre and television programs.
- Read to them in English and, for older children, help them to get started with an English book by reading the first few chapters with them. Show interest in what they are reading.
- Encourage a positive and receptive attitude towards English.

An overview of the English programme is given in an annual presentation at the beginning of the school year. Furthermore, we will send out regular updates via Social Schools.

4.8.6. Communication

Parents will have an opportunity to meet with their child's English teacher during the Parent Information meetings. If you have any questions regarding your child and the English classes, please do not hesitate to contact the teacher involved at any time by email or by arranging a meeting with the English teacher concerned.

4.9. Physical education

Exercise is essential for children's full development. Also, physical education at a primary level is meant to introduce students to a wide range of sports and movements.
HSL has a big, well equipped and air-conditioned gymnasium and an artificial turf field with an athletic track course, surrounded by more artificial grass. All classes use the gym twice weekly. The big field is intensively used at recess time and is also available for sports events and extracurricular activities. PE lessons are conducted by our PE teacher who focuses on motor skills, coordination, technique and games.

4.9.1. General

The policy behind the PE lessons is closely related to our school's policy and the school-wide objectives. In consultation with the coordinators, the IPC- and SCL forms and themes are integrated into the lessons.
Students' progress is automatically monitored by our student tracking system and in the biannual report cards.

4.9.2. PE Teachers

The teachers responsible for the PE lessons in our school are always fully accredited and licensed physical education professionals. The regular PE teacher is in charge of groups 1 till 8.
Together with the group teacher, the PE specialty teacher will inform parents about any possible motor skill delays, physical restraints or special points of attention.

4.9.3. Learning results

The PE learning results are closely related to the core objectives, as formulated in the physical education program in 'Van Gelder's' PE method.

4.9.4. Activities

We offer the following exercise activities:

- Ball/team sports where basic technique and tactics are covered.

- Climbing activities that aim to make students aware of their own skills and try to reset their boundaries.
- Gymnastic activities that aim to improve the general gross motor skills. We have many types of gymnastic equipment at our disposal.
- Periodic fitness tests in the form of shuttle runs.
- As students become familiar with a wide variety of sports, we offer the option to refer them to specific sports clubs.
- During the dance/movement lessons, assignments are given in a playful way and set to music. The focus is on the student's creativity and expression.

4.9.5. Didactic and pedagogical aspects

The HSL sets out to be a sports- and exercise oriented school. This is why we have so-called "brain breaks" in the classrooms in addition to the PE lessons. "Brain breaks" are exercises that quickly and effectively disrupt the physical and mental condition of the students in class and will help them regain their focus. These exercises stimulate and activate the brain. We also offer a wide variety of extracurricular activities consisting of (sports) activities, like multisports, football and Karate.

4.9.6. Conditions

All PE installations are set up with safety in mind: our PE program guarantees your child's safety within acceptable risk margins. Our coaching is adjusted to both individual and group needs.
We use our PE time efficiently and have a high level of activities. The teachers provide a respectful pedagogic climate and an active and independent role for students, where cooperating and helping each other is key.

As a precaution, our teachers have acquired the necessary, up-to-date first-aid knowledge and skills. By communicating directly with our administrative department, emergency services can also be called in if necessary. By using an accident index, we are always monitoring possible hazards and their prevention.

4.10. Musical development

Music is an important expressive and creative subject within our curriculum. During the music lessons, we want to create an opportunity for the children to explore the essence of sound and to use it for his or her own creative purpose. Music is a core subject and of fundamental importance to the development of a well-balanced individual. During music lessons we will cover aspects such as performance, composition, improvisation, and music technology.

4.10.1. Music lessons

The music curriculum comprises listening and responding, performing and composing activities. Focused listening is emphasized, both for its sheer enjoyment potential and for its essential role in composing and performing. The child is encouraged to listen with attention to sounds in the environment and gradually to become aware of how sound is organised in

music. Performance incorporates a balance of singing and instrumental playing of his/her own work and the work of others. Ways of using sound are explored in composing, both with the voice and with a widening range of musical instruments and technology. Musical performance is balanced with opportunities to hear and to make a personal response to music of different styles, periods and cultures, including an international / Dutch repertoire in its varied forms. Interrelated activities for listening, performing and composing are applied. Music lessons are based on Orff Schulwerk in Groups 1, 2, 3, 4 and 5. The influences of the theories of Dalcroze and Kodaly are also evident. The programme fosters a holistic approach to music education, it integrates:

1. singing
2. speech activities
3. listening, playing and movement to the music from different times and cultures
4. folk dances, circle dances, creative dances
5. playing non-tuned percussion instruments
6. exploring tuned instruments
7. body percussion
8. reading, analysing, performing and creating music.

It is an approach to which all students may contribute and experience success. The children begin with simple tasks and gradually transfer to more complex and challenging activities according to their ability. Children can immediately begin making music that is both stimulating and satisfying, without the demand for technical ability.
The music lessons in Groups 6, 7 and 8 will include technology while enjoying and creating music. The teacher will identify comfortable ranges for pupil's voices and select music that encourages continued participation in music. Pitched and unpitched instruments will be added to song literature. Computer technology will be used to compose music and facilitate music notation.

4.10.2. Lessons per group (per week)

The time devoted to music lessons weekly is as follows:

- Jip & Janneke 30 minutes
- Groups 1 and 2 45 minutes
- Groups 3 - 8 45 minutes

The music teacher is also engaged in the musical production of Group 8. The pupils will compose and write the music for this special performance.

4.10.3. Evaluation and assessment

Twice a year students receive a report card which includes information about their musical development, including: response and contribution, listening and appraising, presentation skills, expression, singing and playing musical instruments.
The assessment is done in the same structure as the IPC assessment:

- Focussing on beginning, developing and mastering
- Engaging students as well in self-assessment
- Learning connected to personal learning aims

Activity	Beginning	Developing	Mastering
Singing	The child lacks confidence in singing and often sings out of tune. The child also finds it difficult to sing at the correct tempo and often sings too fast or too slow. The child is unwilling to sing alone and, as part of a group, often sings quietly.	The child can sing a familiar song as part of a group in tune and in keeping with the tempo and rhythm. The child has some difficulty when singing alone and often sings too fast or too slow, or out of tune.	The child can sing a familiar song in tune and keep with the tempo and rhythm. He/she rarely makes mistakes and is a confident singer both alone and as part of a group.
Beat and Rhythm	The child can play a beat or/and rhythm when shown by the teacher. He/she sometimes forgets the notes or changes the beat without realizing. The child has difficulty in creating his/her own rhythm to play.	The child can play a rhythm to a steady beat when shown by the teacher. He/she can create his/her own rhythms to play but sometimes needs help. The child usually remembers rhythm and beat.	The child can play a rhythm to a steady beat with little or no teacher help. He/she often creates his/her own rhythms to play and keeps to the beat and tempo.
Playing musical instruments	The child lacks control when playing tuned and untuned instruments and finds it hard to keep to a rhythm. The child is able to copy the teacher or another child, but is unable to work alone.	The child displays some control and rhythmical accuracy when playing tuned and untuned instruments. He/she performs better as part of an ensemble, but is beginning to work alone.	The child plays tuned and untuned instruments with control and rhythmical accuracy. The child works well as part of an ensemble and alone.

5. Information and communication technology at HSL

5.1. Introduction

We are aware that information and communication technology (ICT) has a strong influence on just about every aspect of our society. A good educational system should reflect the developments in this society; it should follow them or even, if at all possible, lead in societal changes.

5.2. Vision

Our ICT vision is formulated as follows;

> *1. ICT at the HSL is a set of learning tools that make the learning process as efficient and effective as possible. ICT is visible in all phases of the learning process and is used by both the teacher and the student.*
>
> *2. ICT at the HSL prepares children for the society of tomorrow. Media takes on a more vital role in society and students must be made aware of this. Students are more likely to be successful in tomorrow's society if they have the right set of knowledge, skills and understanding regarding technology and media.*

The ICT vision clarifies that ICT is very important at HSL. Children will learn to manage computers in a playful way, which will prepare them better for not only secondary school but also for a fast-changing environment. Children will develop the knowledge, insight and skills needed to direct their own learning, which is aptly befitting the lifelong learning experience.

5.3. Use of ICT

The use of ICT at the HSL can be divided into three segments:

5.3.1. International Primary Curriculum

Within the IPC we also strive to achieve the crucial ICT skills objectives. These objectives also include the ICT core objectives of the Dutch Primary curriculum.
The four main goals are; creating & innovating, information skills, computational thinking and media literacy.
These skills are offered in a recognisable context for the students. For example, a volcanic research can be the context for learning to search, find and use information on the internet. A language activity on icons and signs can be the starting point for students to design their own icons on the computer, where they are also learning to use new programs.
A unit on ‘The Netherlands becoming The Netherlands’ in group 7 is an opportunity for students to make informative videos, presentations, animations, and programmes, thus focussing on two of the main ICT objectives: creating and innovating.

5.3.2. Digital Learning curve, ICT as a tool for learning

The content of our curriculum is adjusted to the learning level and work pace of the individual student by using adaptive, differentiated educational software. With this software we create a digital learning curve that allows us to support and monitor students' development.
The software connects closely to our spelling, math and language methods. In groups 1 through 4, the students additionally work with various apps on the iPad. In groups 5 through 8, we use Chromebooks for practice sites and we focus on creating new information with what has been learned (eg. creating a mindmap of something that has been learned), along the method's educational programs.
Teachers use the data from the educational programmes to suit the educational needs of the students even more.

5.3.3. Digital literacy

Digital literacy comes in all kind of forms and shapes. Digital literacy can be seen as media education. Of course, parents play a major role in this process.. In addition, the groups 4,5,6,7 and 8 work with various digital environments that teach students the standards, values, dangers, opportunities and possibilities of the internet. The employment of this knowledge is the ultimate goal of course. Wherever possible, the teacher will make a connection between what's happening in class and expand the knowledge and skills regarding digital literacy. For example, discussing digital literacy during a day opening or after an item on the news.
Growing up and understanding the media and internet also means making mistakes. Within a safe school environment, "good practices" are shared, between students and teachers and between teachers. Even when it goes wrong, there is an open atmosphere to discuss this and tips are given to do better next time.

5.4. 'Blended learning'

At HSL we use the *Google Workspace*. This platform enables a flawless connection between the classroom environment and the digital environment. This means (mainly) the upper grade level students can work more independently. Also, the students can continue learning and working after school hours. This digital environment also allows improvement of communication lines, to watch instruction videos, to store and share student work.
In daily practice this means that our group 1/2 students are already first introduced to working on the iPad. Besides the educational apps creating books, photos and/ or videos is one of the learning objectives. In groups 3/4 these skills are further expanded and are the iPads deployed to practice digitally with the learning methods . In groups 4/5/6/7/8 students work on iMacs and Chromebooks. The Chromebooks are ideal for working in Google apps and offer the opportunity to use the software which belongs to the schemes of work. The students have their own accounts which they are responsible for, under the supervision of the school. The iMacs in class are used for the printing of documents, editing photo- or video projects and/ or making 3d models.

6. Learning support profile

The learning support program describes how at HSL we try to adjust our educational program to the educational needs of all our students, including our special needs students, in the best way possible.

6.1. Customized education

At HSL we provide a customized educational program: a programme that is suited to the possibilities, talents and educational needs of our students. We apply the action based working cycle to ensure that all our students receive an educational programme that is most suited to their individual learning needs.

In class, the teachers work with group planning sheets and group documents. The educational needs of each individual student is charted within these planning sheets . The enhancing and prohibiting factors of each student are mapped out in order to find out what the student needs to achieve learning. Students are then clustered in a standard group, plus group and special care group. These groups are variable and always in motion. Students show growth and develop throughout the year, while the teacher is observing and testing whether objectives are being attained. This leads to regular evaluations and learning dialogues with the students. In the group action plan the teacher describes the approach, differentiation, evaluations and effects, thus considering the educational program in advance. The group planning sheet may require an interim evaluation and is structurally evaluated after six months into the program. Based on this the educational needs are re-evaluated and if required, the group planning sheet will be adjusted. This evaluation will be repeated at the end of the school year, allowing for a thorough and well considered handover. The circle is round.

6.1.1. Student care protocol

In our student care protocol, Levels of learning support, we describe the steps to take from the moment a teacher first observes a problem in the area of behavior and/or cognitive development in a student. If it appears that a student is not sufficiently supported by our standard offer of extra guidance in the form of an (short) individual action plan, extended instructions, and/or remedial teaching, a SEN (Special Educational Needs) procedure is started. More information on Levels of learning support: Levels of learning support HSL
Due to the lack of a Dutch language network providing special student care and Dutch language special education in Singapore, we at HSL highly value the realization of an appropriate educational program for all.
Should it be established that the HSL cannot offer the adequate and appropriate support program for a student, we will search for a more appropriate educational environment for this student in Singapore or in the Netherlands, together with the parents.

6.1.2. Seeing and respecting differences

Within their class, teachers are dealing with the differences between their students on a daily basis. Differences in levels of intelligence and differences in learning styles, but also in educational and support needs. Part of our students transfer to our school from different types of international schools. Managing this diversity makes the teachers' work fascinating and challenging, but also tricky and precarious. It is important for our teachers to recognize and anticipate these differences. In addition, we strive to provide a safe and challenging learning environment with respect for the differences.

6.2. Group visits and group evaluations

The group meeting with the teacher and SEN coordinator takes a central position in the action based working cycle. The students' results, group plans and students' well being are discussed during the group meetings four times a year. Prior to each group meeting, a group visit is scheduled. During this visit, the IB coordinator observes the teaching- and learning processes of the children that take place in class. The social climate in the classroom is also observed. The results are discussed at a group level to evaluate what has been learned in the previous period and to formulate considerations for the period ahead.
If necessary, an individual student meeting might follow the group meeting.

6.3. The student tracking system and LVS tests

For reading, language and mathematics HSL uses modern methods that comply with the core objectives. For our curriculum assessments we use method-bound and non-method-bound tests, like the CITO student tracking system. CITO tests allow us as a school abroad to track the development of our students in comparison to the national Dutch standard. For our preschool and groups 1 and 2 we also use the registration lists that are part of the *KIJK!* program. To track the social and emotional development of the students from group 3 onwards we apply an observation program called *ZIEN!* THis observation method is used to map out social and emotional competences.

The non-method bound tests are conducted at the time frame indicated by CITO. An annual calendar is used to set these dates. The fixed CITO testing periods for groups 1 through 7 are in January/February and in May/June. The group 8 students have CITO tests in October/November and the final test in May. For groups 7 a portal test is conducted for those students departing for the Netherlands.

6.3.1. ParnasSys

We use ParnasSys as our administrative and student tracking system at the HSL. The results of both method-bound and non-method-bound tests are stored in this system. Observations, reports of meetings with parents, and information from external organisations are also part of the individual student folder.

6.3.2. Individual testing

For a number of students at HSL we conduct personalized tests. This involves an adjustment in the test conducted, for instance because the student is following their own personalised learning curve. In that case, it might happen that an earlier or later CITO test is conducted. This can only be done after extensive conferral with the SEN coordinator and in consultation with the parents.
For students carrying a dyslexia or dyscalculia statement or for students with very weak motor skills some adjustments are allowed while conducting a test. These adjustments are always discussed in advance with the SEN coordinator and the parents and are noted with the test results in ParnasSys.

After extensive consultation, a specific learning curve will be crafted for those students that are given personalised tests. This process will be analysed by the Learning Support team on an annual basis to ensure these students are correctly assessed in terms of level and approach.

6.4. Speech and language therapy

A part-time speech therapist is available at the HSL. This helps in early detection of speech and language impairments (articulation, sentence construction, vocabulary, auditory memory and story construction). Speech and language development may be stimulated by specific exercises and parents and teachers can be informed. Students can also be referred for further speech therapy or treatment.

The speech therapist will conduct class observations of all the students at Jip & Janneke and in our groups 1. The results will be discussed with the group teacher and IB coordinator. Whenever discrepancies are found, parents will be invited for a meeting where advice and exercises will be made available and/or a treatment course will be started to help the child on very specific terms.

The speech therapist will also screen all the group 2 students by using the VTO screening instruments. This gives the therapist insight in general language development, articulation, listening skills, attention span and auditory memory. These results are also shared with the teacher and IB coordinator and the results of the screening are stored in ParnasSys. Parents of students with minor speech therapy indications will be invited for a meeting.
Should the student require speech therapy, this will be conducted during school hours where possible. Payment is to be borne by the parents. The speech therapist sends the final speech therapy assessment report to the parents. The parents decide whether this report should be included in the student's ParnasSys file.

If parents wish to consult the speech therapist for an observation and/or assessment of their child outside of the regular screening context, they can ask the IB coordinator for the application form.

6.5. Gifted students

At HSL we want to meet the educational needs of gifted students in the cognitive field. A protocol has been developed to better meet these educational needs. In this way we tailor our education offer to the needs of the student with a developmental advantage, so that he / she is sufficiently challenged and continues to develop in the cognitive, metacognitive (work approach) and socio-emotional area.

The protocol offers a theoretical framework to identify the student with a development advantage at an early stage. In addition to the theory, it provides guidelines for an action-oriented approach and describes the various options and the corresponding method. In drawing up this school-specific policy for giftedness and highly- giftedness, use is made of the DHH program, digital action protocol for giftedness.

The HSL has a giftedness protocol that describes what the HSL does to identify a possible development advantage and /or more giftedness. It also describes what the HSL offers to guide these students. This protocol can be requested from the LSC.

6.6. Multilingual students

Target: The children are able to understand instruction language well and can actively participate in the lesson.

Language support is for children in the age of 3-6 years old who are not or little exposed to the Dutch language (home and / or school situation) before they are registered at the HSL. Some children are little exposed to the Dutch language or there is little exposure at home due to being multilingual in the family.
If this is the case, the children are entitled to 1 year of language support. If this is not enough and there is still room in the language support group the next year (max. 6 children), it can be continued for another year.
1st year = 2 x 30 minutes per week
2nd year = 1 x 30 minutes per week

Entitlement to a 2nd year is based on observations by the (previous) teacher and the language supporter. An important point of discussion is the added value of language support in comparison to the range of teaching in the classroom. This is discussed within the Learning Support team and is specifically noted in the group overview at the end of the school year.

Jip and Janneke
Multilingual children of Jip and Janneke receive targeted language support six months before they go to group 1 in preparation for the transition to full Dutch education. The aim is that this takes place 2 x 30 minutes per week. In addition, through a rich learning environment and playful learning, plenty of attention is paid to stimulating the Dutch language. At the start of group 1, a new assessment is made as to whether further language support is required.

6.7. Students with specific educational needs

Direct supervision of these students is initially always the responsibility of the group teacher, in consultation with the SEN coordinator. Time in class suffices, but sometimes additional practice at home is required for specific subjects. It might also be necessary to (temporarily) provide additional guidance. Whenever this situation occurs, the teacher will discuss the student with the Learning Support team. The individual action plan ensuing will always be communicated to the parents. Whenever this is deemed necessary and there is room within the remedial teaching program, the student can be given extra support lessons outside of the classroom.

When in spite of intensive guidance at school a significant delay remains in terms of learning results, it may be desirable to contract external expertise that will specifically address the student's cognitive skills. There is a Dutch child psychologist in Singapore. This practice offers research options as well as further guidance and support.

A personal plan will be made for students with a declaration of **dyslexia** or **dyscalculia**. This plan describes what type of support the student needs and what guidance will be offered. The support will initially be given in the classroom. If and when necessary, additional support can be given by our LSC.

6.8. Students with specific behavioural needs

In case of behavioral issues the group teacher is also the first in line to provide special support. The behavioral issues should be minor, however, and of such a nature that the extra attention of the teacher required for the student does not structurally influence the group process and still leads to successful learning results.

When there are more serious behavioral issues they will be discussed with the school's management, the SEN coordinator, the teacher and the parents. Within the HSL team there is a behavioral coordinator available. She can share observations and ideas with the teacher and the parents to draw up an individual action plan together.
Additional assessments or a referral to external organizations or another form of education are also some of the options available.

Parents of students with behavioral issues have the option to contact a Dutch language educational practice in Singapore. This practice offers various assessment options and any subsequent guidance needed.

The HSL has a behavior protocol in place that includes clear guidelines about unacceptable behavior and what steps to take inside and outside of the classroom. This protocol is available on the HSL website.

6.9 Students with a development perspective

At HSL, our action based working methods provide an early and adequate adjustment to the educational needs of our students, but some students may still need an adjusted development perspective for one or more learning curves.

When students have been assessed at a maximum capacity at the end group 6 or 7, which means they are not expected to achieve the group 8 objectives, they will be given an individual learning pathway. The individual learning pathway end objectives and interim objectives per subject area as well as a secondary education perspective (possibly to be determined at a later stage). In addition there will be an individual action plan, stating more concretely how the teacher will realize the objectives.

6.10. Students with specific motorical needs

Motor skills are a very important part of a child's development. It is important to detect motor skill delays as early as possible, because early treatment is the most effective. For both fine and gross motor skills we follow the student's development through observation. Parents of children with severe motor skill development delays may be referred to one of the various external institutions in Singapore with experts in the areas of physiotherapy and ergotherapy.

6.11. Physically impaired students

The HSL is situated on a hill side and two out of the three levels in our school are easily accessible without stairs. On the ground floor we have a wheelchair accessible toilet. In the past HSL was able to take a student's physical handicap into account when assigning their class to a specific classroom. When building the new wing in 2008 several ramps were also installed to accommodate wheelchairs. This being said, some parts of the school are still not easily accessible to students with a physical handicap.

6.12. Policy for students with long term illness

In case of a long term absence due to hospital commitment, the teacher will provide homework assignments for the student, possibly with instructions from the method manuals, in consultation with the parents.

6.13. External student support

There are many ways to offer a student external support in Singapore. For instance speech therapy, physiotherapy, occupational therapy, behavioral therapy and psychological or psychiatric support. The fact that this support is all offered in the English language however might be counterproductive in some cases.
For further specialized assessments parents can contact very fewl Dutch language specialists, like an educationalist and a psychologist.

In addition parents may always decide to have their child assessed in the Netherlands. This is usually done during a school holiday.

As a rule, all students follow the applicable schedule. Should at any moment the use of external experts for extra support or care for a student be needed and only be available during school hours, it will be possible to arrange but conditions apply. Proper consultation between parents and school and a constructive and reasonable attitude from both parties are required.

7. Health

7.1. Health

In this section you will find information about health in the tropics. Living in the tropics is new for a lot of children and parents and this asks for a mental and physical adjustment. If you have questions about the subjects described below or any other health related issues you can contact the School Health Coordinator at health@hollandseschool.org.

7.2. Information booklets

For new parents the International Medical Clinic's 'Guide for Singapore' is available at our reception. We also offer information material about common diseases in Singapore, in both Dutch and English.

7.3. Medical information

At the registration at the HSL and at the beginning of every school year, parents of all children (including Jip en Janneke) fill out a medical form about the medical conditions of their children. This information is important in medical situations and emergencies. The School Health Coordinator should be informed about all changes in for instance allergies and medication use.

7.4. Allergies

In case your child suffers from an allergy or intolerance, or when your child develops an allergy during the school year, the School Health Coordinator should be informed so that we can inform other parents and take this into account (e.g. during school trips or birthdays). Because there are children at this school that suffer from dangerous allergies to nuts and peanuts, these products are not allowed into the school. Also for birthday treats, parents should take this into consideration. Examples of prohibited food are: Nutella, Toblerone, peanut butter and chocolate with (hazel)nuts.

7.5. Medication

When your child needs medication during school hours, you need to fill out and sign a 'Medication Form'. This includes both long term medication (e.g. epipen or other allergy medication) and short term medication (e.g. antibiotics). Without this form, it is not allowed to use medication at school at all, even if the medication is kept by the child itself.
This 'Medication Form' is available at the Frontdesk, both physical and digital. After signing the form, it will also be signed by the School Health Coordinator and Principal. Afterwards, the medication can be kept and distributed at school. Parents remain responsible for all medication use of their children. The distribution of medicine to the children is a favor of the school and parents agree that the school cannot be held accountable for this administration.

7.6. Contagious infectious diseases

When your child suffers from any contagious disease, the School Health Coordinator should always be informed. Examples of diseases that have to be reported are: mycoplasma, impetigo, chicken pox, hand-foot-mouth disease. In most cases, children should stay at home until the contagious period is over and a medical doctor can confirm this. In case of impetigo, children can come to school when the lesions are completely dry and treated with antibiotics for at least 48 hours. For more information, please contact the School Health Coordinator.

7.7. Sickness during school hours

During the day at school, it is possible that your child becomes sick or suffers from any injury. In that case, we will inform the corresponding parents via telephone. After discussing the issue with one of the parents, it is possible that we decide that the child could take some painkillers or that he/she should be picked up. Children that suffer from fever are not allowed to come to school or stay at school. Picking up children can be done by parents, helpers or other family/friends. But: we only contact parents or the 3rd person of the family, and we never contact any other helper/family member by ourselves. We need permission by one of the parents before someone can pick up children. Children that have to leave school because of injury or sickness cannot go home by taxi, alone or by public transport. In emergency situations we will do anything in our power to help, according to the Parental Consent Form.

7.8. Sun policy

Because of the location of Singapore, there is a very high radiation. This can cause skin burn, heatstroke and on the long term also skin cancer. We discuss the risks of sunlight with the pupils and prevent exposure to direct sunlight as much as possible. It is prohibited to wear a HSL hat, other headgear is not allowed. We also recommend to wear sunscreen.

7.9. Mosquitoes

In Singapore, there are several diseases that can be distributed by mosquitoes, including dengue. The HSL tries to prevent mosquitoes as much as possible, this is weekly done by a external pest control company. For more information you can contact the School Health Coordinator. Also, more information can be found at www.dengue.gov.sg or www.hpb.gov.sg. To prevent mosquito bites, there are several plasters and sprays available.

7.10. Head lice

Unfortunately, also the HSL suffers from head lice time to time. Every class has 1 or more volunteers that do lice checks in week 1 and 3 after every school holiday. In case we find lice eggs, parents are informed. They should start treating their children at home, and the teachers and other parents will be informed through Social Schools. In case of living lice, the child should be picked up and cannot stay at school until they are treated. If your children suffer from lice outside the regular checks, please inform the School Health Coordinator and/or teachers so that we can inform other parents.

7.11. Haze

The air quality in Singapore in general is very good. But, because of industry and fire in surrounding areas sometimes there is Haze. According to the seriousness of the haze, the school can be closed or we will not allow the pupils to play outdoors. The HSL has developed a Haze policy based on the guidelines of the Singaporean government. We follow the information distributed by the Singaporean government. To monitor the air quality, please look at https://www.haze.gov.sg. The HSL Haze policy is also published on the HSL website.

8. Safety

8.1. Safety at the HSL

We take great care for the safety of the children, the school buildings and the environment. Throughout the school year we make sure to keep up our safety measurements:

1. Each year all electricity cabinets are checked for safety.
2. Our fire extinguishers are controlled by a licensed firm.
3. The fire alarm system is checked 4 times a year and tested by a licensed company.
4. Once every trimester there is a fire drill and/or a lockdown drill, in which all students and adults present at school, participate.
5. Our PE Hall and outdoor play equipment is checked for safety by certified companies.
6. Our water tanks are cleaned and certified on a yearly basis.
7. The school premises are serviced by a pest control company every week.
8. Parking lot safety is closely monitored 24/7 by the security guard and our team members.
9. After school hours, the teachers escort the groups 1 & 2 students safely to their bus. Groups 3 thru 8 students will go to their buses independently but accompanied by their classmates.

You as a parent can also support us in making our school as safe as possible.

1. If you bring and pick up your children yourself, please keep them under observation and prevent hazardous situations in the parking lot, playground, when crossing the street, etc.
2. If your children commute by school bus please inform them of the importance of safety in the bus. Students are expected to listen to their bus driver and attendant, to remain in their seats and to wear their seat belts at all times. We also ask you to report any hazardous situation you encounter immediately to both the bus service provider Woodlands and to the school's Admissions Officer.

8.2. Entering the school and parking

The school has 24-hours security. The security officers monitor the school building and the premises. The security officers are responsible for the registration of the visitors, the traffic control and managing the traffic flow at the Swiss Club parking and at the drop off zone at Swiss View. The main task for our security officers is to guard the safety on our premises for students and parents and to minimise the traffic congestion around the school.

8.2.1. Parking

- The Swiss Club parking area at the intersection of Bukit Tinggi Road is accessible to HSL parents from 7.30 to 9am. One of the HSL guards supervises the parking area. If it is full he will close the entrance to this parking area.

- The drop off zone on Swiss View is also monitored by a traffic guard. Children can alight there and continue to walk up to the HSL alone via the staircase.
- The IES parking area remains, as before, inaccessible to HSL parents. One of the HSL guards will supervise the area.
- Parking alongside Bukit Tinggi Road is prohibited by law. Parking along the road is at parents' own risk.

8.2.2. Drop off Swiss View

The drop off zone along the Swiss View road is mainly meant for taxis and for parents dropping off their children in the morning. Due to high traffic volume, only school buses are allowed to use the school main parking facility.

8.2.3. Opening and closing of the entrance gates

At 8.30 am in the morning school starts and therefore we close all entrance gates to the school at that time (entrance gate by Mr. Dolaplein, gate by staircase on Swiss View and the Main gate). The only available entrance to the school during the day is the small side gate by the guard house.

Every day the gate at the side entrance (next to the Mr. Dolaplein) will be opened half an hour prior to the end of the school day: at 2.00 pm.

8.2.4. HSL visitors registration

During school hours (between 8.30 am and 3.30 pm) all visitors are required to register at the guard house. The visitor is issued a temporary visitor's pass which allows them to enter the HSL premises.

8.2.5. No access on weekends

Sometimes it happens that students leave something behind at school, or that parents would like to show the school to friends or family when they are here to visit. The HSL is closed on weekends and therefore visitors are not admitted.

8.2.6. CCTV cameras

CCTV (Closed Circuit TV) cameras have been installed at the HSL to monitor and control the buildings. The images will solely be used for security purposes.

8.3. Calamities

The HSL has several protocols in place in order to be able to face calamities. Each calamity requires an assessment of what is wise under the circumstances.
We have an evacuation plan in place. The main idea of the evacuation plan is that help will be provided until external aid workers (police, paramedics or firefighters) are on site and able to take over. In case a calamity occurs, parents will be informed.

9. Quality evaluation

9.1. Quality evaluation

The quality of the curriculum has been much in the public eye these last couple of years. The Quality Act (March 1998) and the Act on Education Supervision (spring 2002) dictate the conditions schools have to meet with regards to quality maintenance. The latter act especially stipulates the relation between the school's own responsibility and the role of the national inspectorate in this matter.
At HSL we have been using the integral quality management system since September 2011; the system shows us the connection between the different subject areas in our school. To include certain priority standards at the implementation of our quality management system, we consciously started at the primary process: providing education and evaluating the quality of this process. This is why HSL has chosen the framework set by the inspectorate (Onderzoekskader 2017 primair onderwijs), being fully aware that certain elements (financial and HR aspects) are not or hardly represented. The inspectorate visited HSL in November 2019 for their once in every four years inspection visit. The inspectorate has applied a valuation framework in which 5 quality areas are considered: educational process, school climate, educational results, quality assurance and ambition and financial management The final report is published on the HSL website and on the website of the Dutch inspectorate.

9.2. Objectives

The quality management system aims to regulate, monitor and support the quality of the curriculum. To this end, the following activities are proposed:

- Check regularly which contains the quality of the school: are we doing the right things?
- Check systematically whether the objectives are being realized: are we doing things well?
- Ascertain how to visualize the quality: how do we measure what we want to know?
- Having others test the image too: do others think the same?
- Determine what the consequences of acquired results are: what do we do with the information retrieved?

9.3. Relation to inspectorate

With our quality management system 'Integraal' we are following the national tendency of schools' autonomy with regards to upholding their quality and conducting their own quality evaluation. By doing so, HSL is creating a thorough system of quality evaluation covering the elements quality provision, quality assurance and quality improvement.

9.4. Quality management by whom and for whom?

9.4.1. Parties involved

The quality of a school is determined by all who are in larger or lesser extent involved in the school. Primarily, quality benefits the students, their educational process and the results thereof ('learning is key, education the tool'). Whenever measuring and determining the quality of the school, the students also form an important source of information. All parties involved in the school take part in the dialogue determining and monitoring the quality. This explains why the most relevant internal parties, with their specific roles and responsibilities, are heavily involved and have an active part in the quality management system.

9.4.2. Students

The primary process in our school is the learning process of our students. HSL' s quality is mostly reflected in the quality of our students' learning. That is why the central question to students in the quality management system is: What have you learned and to what extent did school contribute to this? Self-evaluation to students means reflecting on their own learning, but also providing feedback to those who are supposed to be supporting them in their learning endeavors. Students are also involved in our quality evaluation. This may be done by having open conversations about personal experiences at HSL and about how HSL could further improve from a student's perspective (learning conversations with students).

9.4.3. Staff members

Our staff members, especially the teachers, are well qualified to judge the quality of learning and educating. First off we critically regard our own actions and the effects they have. This is done in an evaluation cycle: objectives meeting, appraisal, assessment meeting, 360 degree feedback, InterVision and intercollegiate consultation. One of the most important feedback tools is conducting regular student and staff surveys. On top of these, staff members contribute to the development of the educational quality by attending training and study sessions, by participating in meetings and work groups, and by cooperating in investigations.

9.4.4. Parents

Parents contribute to our quality management system by their presence in meetings (in the Advisory Council) and by supplying feedback to the school. To facilitate the latter a parental satisfaction survey is conducted once every two years amongst HSL parents. In accordance with the Act on Education Supervision school is held accountable to parents by keeping a continuous dialogue with these parents about the quality of the school and its curriculum.

9.4.5. Primary education, secondary education, business organizations

Primary education on the one side and business organizations on the other fulfill towards secondary schools the role of supplier and customer. By maintaining regular contact, both in a formal and an informal way, school should keep abreast of the possibilities and requirements of these relations and, where possible, adjust the level of quality to these

possibilities and requirements. The international or national primary and secondary schools are approached for feedback in order to receive information about the quality delivered by HSL.

Quality management of the school development actions:
Upon implementation it is essential to monitor the improvements in order to assess whether the actions are reaching the required results. The HSL has the following tools:

- Every six weeks: random collection of data of teachers, students and results. With the CIM they are analyzed and these outcomes used for recommendations and conclusions.
- Following the above the MT drafts a report in cooperation with the CIM. The MT uses this report for accountability towards the school board.
- Half yearly: ParnasSys, this database is filled with important information sources, like student observations, dialogues with students and parents and method bound or non-method bound (CITO) test results. This allows for trend analyses to be made every six months in order to map out the domain trends throughout the school.
- Together with the CIM the MT drafts an accountability report for the school board based on this analysis.

IM = Special Needs Coördinator/Management team
CIM = Coordinators/Special Needs Coordinator/Management team
MT = Management Team

Subject	6 Weekly	Half yearly	Half yearly
Dutch language	• Method bound tests • Observations • Student teacher dialogues • Written student products (compositions, dictations, work books)	• CITO • AVI • DMT • CPS tests (preschoolers) • Trends ParnasSys	• Multi-annual trend analyses per school year in ParnasSys
English language	• Method bound tests • Observations • Student teacher dialogues • Student writing products (compositions, dictations, work books)	• InCas • PIPS (for younger students, to be implemented)	• Multi-annual trend analyses per school year in ParnasSys
IPC	• Student teacher dialogues • Student papers/presentations • Results 'Assessment for learning/ Digital Portfolio (in process)		• WO CITO in higher grades • Overall result 'Assessment for learning' outcomes
Mathematics	• Method bound tests • Observations • Student teacher dialogues • Student mathematics products (math papers, work books, math products)	• CITO • Mathematics and Arithmetic	• Multi-annual trend analyses per school year in ParnasSys

10. Admission and registration

10.1. Admission

Our students mostly come from a Dutch and Flemish educational background (Belgian or Dutch passport). There are also many students who transfer to HSL in Singapore from NTC locations or international schools.

New parents are welcome to request an introductory meeting with the principal. The admissions office would be happy to organize this for you. You may also make an appointment with the admissions office for the children to see the school before their first school day.

10.1.1. Formal registration

How to register your child(ren)?
We kindly request that you download the various forms from our website and return the completed and signed forms to us by email admissions@hollandseschool.org

To formally register your child(ren) at the HSL you need to complete and sign the 'Registration Form/ Inschrijfformulier HSL', and the 'Student contract'. Also, you must provide a copy of the passport and, if already in your possession, a copy of their *Foreign Identification Number* (FIN). Should your child have dual or more nationalities and carry more than one passport, please advise us accordingly upon registration.
**Please note: the 'student contract' is a required document by the Ministry of Education in Singapore (Private Education Act No. 21 of 2009) for all primary school students.*

The IB coordinator requires several forms to assign your child to a specific grade level/class, including the 'Inschrijfformulier HSL/Registration form HSL' and the 'Onderwijskundig rapport/Educational report' (or OKR, separate versions for lower or higher grade levels) need to be downloaded from our website.
In certain cases you may wish to delay informing your child's current teacher about your relocation and we do our best to be understanding. Please inform us of this situation and give us an indication when to expect the educational report.
We can begin placing a child as soon as we have received the following documents in soft copy:

1. the HSL registration form (including the medical form and parental consent form)
2. the educational report (onderwijskundig rapport, or OKR) or, in case of an international education, the educational report (EDR).

10.1.2. Educational registration

In addition we'd also like to receive:

1. a copy of your child's or children's passport(s) and, if already in your possession, a copy of their Foreign Identification Number (FIN)

2. a copy of the most recent school progress report
3. student's test results file (e.g. CITO, LVS, KIJK)
4. possible assessment results
5. the most recent action plan, where applicable
6. the student contract
7. recent (passport size) photo of the registered student.
8. vaccination records
9. the Facebook Disclaimer

10.2. Register for Jip & Janneke

To be placed in our preschool your child needs to be at least 2 years old.

Once we have received your application and when your child is placed, you will receive a confirmation email. No later than two weeks before the start date, you will receive an invitation from the respective group.

When registering your child(ren), you must sign the Admission Policy.

10.3. Register for primary school

10.3.1. Jip & Janneke students transition to the HSL primary section

Jip & Janneke students transition to the HSL primary section on the first Wednesday after their fourth birthday. The Jip & Janneke students are already part of the school community and therefore have ample opportunity to prepare themselves for the transfer to group 1. In preparation, the students visit group 1 on the Wednesday prior to their fourth birthday. Parents are actively encouraged to attend an informative meeting with the principal and J&J management team member and receive an extensive tour.
The following transfer criteria apply:

- children are admitted to group 1 on the first Wednesday after their fourth birthday
- children who turn four years old between 1 June and 30 September are admitted to primary school on the first day of the new school year
- children whose fourth birthday falls in the month of December are admitted to primary school on the first day after the Christmas holiday
- children who arrive in Singapore from abroad may start at HSL at any given moment.

10.3.2. Registering 4 year olds

If you are already living in Singapore and your child is turning four within the next six months, we invite you to register your child for our primary school in order to expedite our planning for group 1.

When registering your child(ren), you must sign the Admission Policy.

10.4. Admission Policy

For our admission policy details please see the HSL website.

10.5. School fee

10.5.1. Trimesters

The terms for the academic year 2021 - 2022 are:

- 1st trimester: 16 August 2021 – 17 December 2021
- 2nd trimester: 10 January 2022 – 1 April 2022
- 3rd trimester: 18 April 2022 – 24 June 2022

10.5.2. Pre-school Jip & Janneke

The school fee for the year 2021 - 2022:

For the school year 2021 - 2022, the school fee from 8:30 am -12 pm has been set as at S$13,874 (5 days) and $8,325 (3 days).

- Term 1, 5 days : SGD 6,175
- Term 1, 3 days: SGD 3,705
- Term 2, 5 days : SGD 4,116
- Term 2, 3 days : SGD 2,470
- Term 3, 5 days : SGD 3,583
- Term 3, 3 days : SGD 2,150

Extended school hours from 12 pm – 2:30 pm will be charged in three termly instalments as below:

- Term 1, 3 days : SGD 2,793
- Term 1, 2 days : SGD 1,862
- Term 1, 1 days : SGD 931
- Term 2, 3 days : SGD 1,807
- Term 2, 2 days : SGD 1,205
- Term 2, 1 days : SGD 602
- Term 3, 3 days : SGD 1,643
- Term 3, 2 days : SGD 1,095
- Term 3, 1 days : SGD 548

The invoices will be sent out by 1st June 2021, 1st October 2021 and 1st February 2022. There will be a 30 day payment term stated in each invoice.

School and public holidays are not charged. Unfortunately it is not possible to make up for any days missed. There will be no reimbursement for illness or absence.

A non-refundable entry fee of S$ 3,745.00 is required for all new applicants; you will be invoiced for this as well. This amount will be charged when we receive your application form.

Should you have any queries about school fees, please contact the school's management or the treasurer of the School Board.

10.5.3. Primary school

The registration fee consists of two components:

- S$ 535 per child (non-refundable) upon application
- S$ 3,210 per child (non-refundable) upon confirmation of being admitted to the school

The relevant amount will be invoiced after HSL has confirmed receipt of all the required enrolment forms and is non-refundable.

The school fees for the school year 2020 - 2021 are S$ 23,150.
This amount must be paid in three installments, three weeks before the start of the term in question. Invoices for these terms are sent out in June, October and February.

The tuition fees include regular school materials like books, notebooks, writing materials, game materials, etc., as well as expenses for yearly events like sports day, year-end performances, Kings' Day, Sinterklaas and the annual school excursions.

For our group 6, 7 and 8 camps a separate fee is due. More information will be provided during the information evening.

Should you have any queries about school fees, please contact the school's management or the treasurer of the School Board.

10.6. Short term registration (up to 6 months)

- If you indicate on the registration form your child will be attending HSL for 6 months or less, the registration fee will be: S$1,872.50.
- Should the student remain in school beyond this period of time, another S$1,872.50 will be charged in addition to the regular school fees.

10.7. Commencing during a term

If a student joins the school after the commencement date of a term, the following fee structure will applies:

- Join after 17 October 2021 - 50% of the first term fees
- Join after 20 February 2022 - 50% of the second term fees
- Join after 16 May 2022 - 50% of the third term fees

10.8. Returning to the HSL

Students who are registering at the HSL for a second time will only be charged half the registration fee (S$ 1,872.50).

10.9. Welcoming new students

New students are supported in finding their place in the group – both in a social and an educational sense. Each new student is paired with a ‘buddy’. This buddy helps the new student to find their way and feel at home at the HSL for the first few weeks. During the first assembly (lower grade levels/higher grade levels) after the new student begins, the buddy will help them introduce themselves to the whole school. The teacher keeps in touch with the parents and discusses the integration of your child with you in a formal meeting after the first four weeks.

10.10. Welcoming new parents

The ‘New Parents committee' organizes a few coffee mornings each year. These events are held especially for new parents. This morning presents a perfect opportunity for parents to get to know each other and to ask any questions they may have about living in Singapore.

10.11. Suspension and expulsion

The Hollandse School has drawn up a protocol for the suspension and/or expulsion of students and/or parents in the case of serious, repeated and unacceptable behavior and threats. You may find the HSL protocol on the school’s website.

11. Withdrawal

11.1. Withdrawal and departure

The cut off dates for withdrawing students are as follows:

- 3 September 2021 for the second term of the school year 2021- 2022
- 14 January 2022 for the third term of the school year 2021- 2022
- 18 April 2022 for the first term of school year 2022 - 2023

In case you are withdrawing your child from school, please download the deregistration form from our website and send the completed and signed form by email to admissions@hollandseschool.org

If the withdrawal notification has been received before the three cut off dates mentioned above, only the current term fees need to be paid. Should the withdrawal take place after these dates, the school fees for the following term will be fully charged.

For a withdrawal during the following term, the fees will be calculated as follows:

- Withdrawal before 17 October 2021 - 50% of the first term fee fee
- Withdrawal before 20 Februari 2022 - 50% of the second term fee
- Withdrawal before 16 May 2022 - 50% of the third term fee

The withdrawal deadlines also apply to students who have not yet started at the school but are registered to do so. HSL is not obliged to reimburse the registration fees or the school fees.

12. Transferring

12.1. Introduction

It is common to depart from an international school prematurely. Yearly about 20% of our students say farewell to our school. On this occasion, the fully updated student portfolio is issued to you, the parent, so you can submit it to your child's next school.

To guarantee an up to date student portfolio at the time of your departure, we'd like to request you to inform us of your imminent departure at the earliest possible time. You may download the withdrawal form from our website.

12.2. Jip & Janneke students

The educational program offered at HSL pre-school is an excellent preparation for the HSL primary program. We hope you will consider this when going over the options when choosing a primary school.

When your child starts in group 1, you will be advised of your child's group assignment about one month in advance. The pre-school teacher will take the applicable children to the primary school building to have a look in their new classroom. Your child will participate in one trial session in her/his new class.

Our Jip & Janneke to primary school transfer policy is as follows:

1. children are admitted to group 1 the first Wednesday after celebrating their 4th birthday
2. children turning four years old between 1 June and 30 September will be admitted to primary school on the first day of the **new** school year.
3. children turning four years old in the month of December or in the first week after the Christmas break will be admitted to primary school the first day after the Christmas break.
4. If a child starts in group 1 after 1 January, the child will continue in group 1 the following school year.

Before your child will start in group 1 there will be a so called handover meeting where your child's development will be discussed with the new group 1 teacher. The observation results will also become available to the new teacher through Parnassys, our student database.

Parents receive an end report about the time their child spent at our preschool. This end report will be discussed with the parents in the final preschool parent teacher meeting.

12.3. Primary school students

12.3.1. Transferring to a Dutch primary school

Many students continue their academic career at a Dutch or international school in the Netherlands, Belgium or anywhere else in the world. We are happy to support you in submitting the proper information upon applying to the student's next school.
The student portfolio that you as a parent will receive will contain:

- The educational report, written by the group teacher, including information about whether the student received any special education support, about his/her behavior, work ethic and social and emotional development. This will be further supplemented with remarks from the English language teacher.
- CITO LOVS test results with an English interpretation guide.
- Action plans (if applicable).

It may happen that the prospective school asks for the school report cards issued to you twice a year.

12.3.2. Transferring to an international school

Group 8 students that are definitely transferring to an international secondary school upon graduation will receive a final progress report card in English.
Some international schools also request the translated school reports from the last two, sometimes even three years. When transferring to an international school it is possible to have the HSL school progress report translated into English by our regular school translator. The costs for the translation are to be paid by the parents.

The procedure is as follows:

1. Parents download and complete the **'withdrawal form and application form for report cards translation'** from the website and submit this document to admissions@hollandseschool.org
2. The translated report cards are checked and signed by the school management and sent to you in PDF format.

In peak periods, when many reports need to be translated, the turn-around time for translations can be up to 3-4 weeks. Please keep this in mind if you have a deadline for submitting the report cards.

12.3.3. Secondary school

Every year the HSL organizes multiple information sessions about the secondary education options at one of the international schools or at the HSL. These sessions take place at the international schools and are meant for parents with children in groups 8, in order to inform them about the transition to an international secondary school at an early stage. At these sessions information will be provided about one particular school. Should this school have their own Dutch language teacher, then naturally the Dutch language curriculum will also be

discussed. In general there will also be information about secondary schools in the Netherlands.

In April of each year our group 8 takes the CITO Final primary education test. Information about this test will be provided prior to the actual testing dates.

The secondary school advice is prepared most carefully and based on data from the student portfolio, all student reports, and all general CITO LOVS results. Meetings take place between the group 8 teachers and the IB coordinator. In February the advice will be provided in written form and discussed with the parents. This applies to all students, including those transferring to an international education.
TIP: Only parents can apply to the international/national school of their choice, and we'd like to point out that application deadlines may vary widely.

When choosing an international secondary school it is important to know whether the student can be placed in the *Mainstream* English curriculum. Any student who has attended HSL for three years or more should be able to meet this standard. Sometimes the school demands extra testing to assess the level of proficiency. The English teachers can offer advice to the parents of our group 8 students.

12.3.4. Guidelines for secondary school advice

All group 8 students will receive a final secondary school advice before 1 March of the school year. This advice explains which type of secondary education fits the student best. Based on this advice, the parents can enroll their child at a school that offers the advised type of secondary education.

At the end of the group 7 school year we will give out a provisional school advice, which is given in a meeting with both the parents and the student. This provisional advice reflects what we think is a suitable advice for the student at that point in time. As group 7 can be a bit early to properly determine what a suitable advice will be for some students, a joint advice (such as VMBO/HAVO) can be given as a provisional advice. We will also discuss learning goals for the student in that meeting, which allows the student to work on those before a final advice is given in February of year 8. In November of year 8, there will be another meeting with the parents and students. In this meeting, we will discuss the report card and the CITO test scores. We will also assess if the overall learning development is still in line with the provisional advice, as given in year 7.

To determine a secondary school advice, the school assesses the following aspects of the child's development:

- Overall development of the child (cognitive, socio-emotional, etc)
- Work ethics and attitude
- Performance

These criteria are further explained below:

A. Overall development of the child

Besides looking at the child's cognitive skills, we also assess his/her socio-emotional development and talents. We focus on the child's ability to work with others in a positive manner, the child's listening attitude towards teachers/fellow students and to what degree the child is able to solve problems/conflicts in a constructive way.
Using information from previous report cards, the ZIEN school administration system, observations in class and meetings with parents and students themselves, we keep track of the socio-emotional development of the children. Some children have had a didactic examination at some point in their education. The results of such tests will also be used to come to a well-informed and conclusive advice.

B. Work ethics and attitude

To determine the work ethics and attitude of the student, we use the following criteria:

- To what extent can the student focus on the task at hand?
  Is the presentation of the work neat and well-structured?
- To what extent is the student able to work independently, after a short instruction is given?
- To what extent is the student capable of working on multiple tasks and planning them independently?
  How does a student handle personal learning goals and homework?
- To what extent is the student motivated to learn and make assignments? *Does the student work independently or does he/she need to be motivated by the teacher?*
- To what extent is the student capable of formulating their own learning goals and does he/she take responsibility for these goals?
- What is the student's attitude towards homework?
  Is the homework consistently made and learned?
- To what extent does the student ask for help when having difficulties finishing a task?
- To what extent does the student show determination and resilience?
  Does he/she consistently try again, even if he/she finds it difficult?
  Does he/she tend to avoid new challenges?
- To what extent is the student able to reflect on their own work and to form new learning goals from that reflection?
  Does he/she learn from earlier mistakes?

C. Learning Performance

To get a complete and comprehensive understanding of the learning performance, we assess various aspects: the work made in class, CITO test scores (from group 6 onwards) and the results of the various reports, written assignments and presentations the student has done. To form an advice that suits the learning performance of the student, we use the criteria that are used in The Netherlands, as set by CITO.

CITO Standardisation

The national standard as set by CITO is the objective standard we use to measure the child's learning development. CITO tests are taken twice per annum.

The scores at the HSL range from I to V. These scores reflect how a student performs related to other students in the same year. The scale has 5 levels:

Level I: 20% highest scoring students
Level II: 20% scoring above national average
Level III: 20% scoring the national average
Level IV: 20% scoring below national average
Level V: 20% lowest scoring students

In order to use the CITO scores to form a secondary education advice, we focus on the scores for maths, reading comprehension, studying skills and spelling. The guidelines for each type of secondary education are explained below:

First grade	Admission criteria
VMBO-Basis	Predominantly V-scores
VMBO-Kader	Predominantly IV-scores
VMBO-TL	An equal amount of III-scores and IV-scores
HAVO	Predominantly II scores
VWO	Predominantly I-scores

Dutch secondary education orientation

In group 7, we start the secondary education orientation for the students by explaining what the Dutch educational system looks like. We believe it is important that the students have a good understanding of the various types of education in The Netherlands. We also advise the parents to start orientating the types of education and schools in The Netherlands. A helpful guide to do so is the VO-gids, which can be found at www.devogids.nl. We also discuss this guide with the group 7 and 8 students.

All Dutch secondary schools are represented in this guide. The guide is accompanied by the website www.devogids.nl. The schools present themselves in the guide, it explains which types of schools are available and when these schools will organise an open house. You can also visit the 'open house calendar' at the website. You will also find a 'scholenwijzer' and a step-by-step plan to find a suitable school for your child(ren).

13. The Parents

13.1. Involvement

We value a good cooperation between school and parents a collaboration that is based on having the child's best interest at heart. This makes the parent the school's partner in education and together we can reach the best possible connection to guide and stimulate in its learning and development. Teachers are the most important dialogue partners for the parents. In case this appears to be insufficient, there is always the possibility of engaging with the IB coordinator, a management team member or the principal in order to gain more background information. We greatly value parents showing their engagement in their children's education, by contributing in a positive critical way and helping teachers and School Board to positively develop HSL.

13.2. Information

As a parent you will be kept informed through:

- The HSL website
- The HSL school guide (to be found on the HSL website)
- The Social Schools App
- The weekly Social Schools newsletter. Automatically generated, published on Saturday.
- Our educational magazine; Secondary Education
- The grade level newsletter from your child's teacher, prior to the start of a new IPC unit. This will inform you of what your child has learned and is about to learn in the next unit.

Across the hall from the administration office you will find a message board for parents. You may find information about all kinds of activities and things related to living in Singapore on this message board. You may also publish your own notifications or announcements here.

At the start of the school year an informative meeting takes place. This evening is all about providing information to parents regarding educational matters like educational vision, use of study materials, homework, etc.

At the start of the school year parents are invited to the parent information meeting. In these meetings we focus on the coordination between parents and teachers with regards to the child's development. As a school we are highly interested in how you see your son or daughter, so we can connect to your child's educational needs more easily.

Twice a year parents receive written progress reports. Parents are also invited to discuss the progress of their child or children three times a year. On the school year calendar you have received at the start of the year all dates for these parent teacher meetings have been registered.

Parents are invited to attend an IPC exit ceremony on a regular basis, thus getting a firsthand look at their child's learning process. There will be other moments as well, where you can watch your child perform or see your child's work. Additionally, parents are often involved in school celebrations.

13.3. Having a say

The Hollandse School Limited is a private school. All parents are members of this *Company Limited*. This is indicated by parents on the 'student contract'. At the **Annual General Meeting** parents can voice their opinion on school policies regarding all educational, financial and governmental aspects.

13.4. Advisory council

The School Board and management support an open communication line between the Board, the team and the parents. They regularly discuss the school policy and organization with a fixed body of representatives of these last two groups.
To this effect the Advisory Council (adviesraad, or AR) was set up. This name was chosen because it has consultative powers only. Management and Board have drafted a set of rules and regulations for the new Advisory Council.

The Advisory Council consists of five members or less, being:

- Three parents or less (elected by and from the parents)
- Two teachers (elected by and from the team)

The two teachers are responsible for keeping the rest of the team informed.
The Advisory Council meets at least once every two months and submits their advice on anything related to the school's organization and educational policy. Some subjects will be treated confidentially. At least twice a year the Advisory Council will meet with a School Board representative.
Subjects that may be discussed in the AR are the yearly activity program, teacher hiring procedures, the International Primary Curriculum, the homework policy, the playground and school safety.

The Advisory Council needs parent feedback in order to be able to do their work properly. In case you have any suggestions, questions or ideas about the school's organization or policies, please contact the Advisory Council at: adviesraad@hollandseschool.org

13.5. Group parents

At the HSL parents can sign up for a role as group parent at the start of the school year. From the candidates available a group parent is selected by the team. The most important task of the group parent is to support the teacher in organizing the group's activities. Also, the group parent fulfills a social task by liaising with new parents. The group parent can function as an intermediate between school and parents in some respects, but will refer questions to the teachers or management.

The management team meets with the group parents once a year. This meetings mostly covers practical matters and the responsibilities of the group parent.

13.6. Parental support

A school cannot function properly without the continuous practical support of a large number of parents. At the HSL many active volunteers stepping up in the library, as group parents, as creative activity volunteers, during festivities, excursions and many other, more incidental events.

13.7. Meeting with us

You may always approach the teacher for a meeting. In case you wish to see the school management, please make arrangements with the administration office.

13.8. Complaints

First and foremost, complaints should be addressed directly to whomever it concerns. This means a parent cannot submit their complaint about a teacher to the School Board before discussing the matter with the teacher in question.
There is a complaint procedure for parents. This procedure is as follows:

Level 1

Parents direct their complaint to the teacher in question directly.

Level 2

Should the complaint not be settled between parents and teacher, then the school principal is also involved in the issue. The principal may also already be involved in the first instance, but only upon the approval of both parties.

Level 3

If the issue is not resolved upon the principal's involvement, the issue can be submitted to the Advisory Council. The AR will consult with all parties involved and try to settle the matter at hand.

Level 4

In case the nature of the complaint makes mutual settlement impossible or if the outcome is unsatisfactory, the School Board will assist in looking for a solution. We would also turn to the Complaints Regulation for Dutch Education Abroad, which is available at our school. HSL is part of the National Complaints Committee of the Association of Special Schools ('Landelijke Klachtencommissie van de Verenigde Bijzondere Scholen op algemene grondslag'.)

http://www.onderwijsgeschillen.nl/klachten/landelijke-klachtencommissie-onderwijs/

13.9. Counselor

Within this complaints structure we are obliged to contract a counselor who is otherwise not directly involved in the school.
For the school year 2021-2022 our counselor is Mr Joeri Gianotten.

- telephone: +65 9023 4260
- email address: joeri@accelerasia.com

It is the counselor's job to:

- Be the contact for complaints.
- Decide whether the situation could be settled mutually or whether the issue is cause for an official complaint.
- Refer the complainant, if and when necessary and/or desirable, to other organizations (for instance the counseling inspector in the Netherlands).
- Treat the issue with the utmost care and meet the confidentiality obligation regarding all aspects of any case.

13.10. Counseling inspector

Schools and counselors may approach counseling inspectors for questions, advice and support regarding any misconduct in education, like:

- Sexual intimidation and sexual abuse
- Physical violence
- Bullying
- Violence
- Discrimination

It is the counseling inspector's job to:

- Serve as a point of contact.
- Advise on possible steps to take.
- Assist in taking steps leading towards a solution.
- Upon request: assist in submitting a formal complaint or accusation.

The counseling inspector in the Netherlands can be reached daily during office hours (between 8am and 5pm). When calling from abroad you may contact the office through the Utrecht inspectorate office (+31(0)30 670 6001), when calling from within the Netherlands the number is 0900-1113111.

14. School hours, recess times and holiday schedule

14.1. School hours

14.1.1. Preschool Jip & Janneke

J & J	Monday thru Friday	Extended day
Drop off	8.15 - 8.45 am	
Pick-up	12 noon	2.30 pm

Jip & Janneke opens at 8.15 am. Children taking the bus to school are escorted to their classroom by the bus attendant. Personal drop off can be done between 8.15 and 8.45 am. Parents can sit with their child and do one of the activities readily available with their child. Teachers appreciate the relationship with parents so parents are welcome. We like for all children to be in by 8.45 am so we can start our daily program on time.

Children taking the school bus home leave between 12 noon and 12.10 pm.

14.1.2. Primary school

Groups	Monday thru Thursday	Friday
1 and 2	8.30 am - 2.30 pm	8.30 am - 1.30 pm
3 t/m 8	8.30 am - 3.30 pm	8.30 am - 1.30 pm

14.2. Recess primary school

- Groups 1-2
  - morning recess varying due to outdoor recess schedule
  - lunch break 11.30 am – 12.00 noon
- Groups 3-4
  - morning recess 10.15 am – 10.45 am
  - lunch break 12.00 noon – 12.30 pm
- Groups 5-6
  - morning recess 10.00 am – 10.30 am
  - lunch break 12.00 noon – 12.30 pm
- Groups 7-8
  - morning recess 10.15 am – 10.45 am
  - lunch break 12.30 pm – 13.00 pm

The groups 3 till 8 have 15 minutes extra lunch break (inside or outside under the supervision of their own homeroom teacher).

14.3. Holiday schedule

The school holiday schedule is available on our website. The calendar was drafted based on the tests calendar, to make sure we use the standardized CITO/LVS tests at the appropriate times. In addition we try to synchronize the holidays with the surrounding international schools to the best of our abilities, as we know older siblings attend these schools. The holiday schedule is proposed to and discussed with the Advisory council each year. The school board makes the final decision based on the Advisory council's advice.

14.4. Numbers of hours of education primary school

Hollandse School Limited meets the legal education requirements for the number of hours of education given per year.

14.5. Leave or absence

We appreciate parents' efforts to plan their vacation within the school holidays and do not take a leave of absence outside of these times. In case you are obliged to take your leave outside of the school holidays for professional reasons, you need to submit a leave of absence form (*afwezigheidsformulier*, available on our website). In consultation with the teacher your child may be given extra homework.
You need to submit the leave of absence form to the administration office at least one week prior to taking your child on leave. The school principal will sign the document and indicate whether the leave of absence is authorized or not. The principal will follow the guidelines as issued by the Dutch Education Inspectorate. The form will be returned to you via your child. A copy of the form will be added to the student portfolio.
In case of familial circumstances students are exempt from their mandatory presence. You may leave immediately and notify the teacher by email or telephone. The time needed to spend with your family can be discussed with the teacher as well.

Should your child need to stay at home due to illness or other urgent reasons, please notify us between 8.15 and 8.30 am.

Our school is regularly monitored for upholding Dutch education regulations, including leaves of absence. Our leave of absence administration is shared with the Education Inspectorate. Also, student report cards indicate the number of absent days and whether this absence was *authorized* or not.

- **Absence is considered authorized in case of:**
    - Attending weddings, deaths, wedding or employment anniversaries
        - Exclusively for 1st and 2d degree relations
    - Relocation of the family
    - With a maximum of once per year: extracurricular leave when parents' profession does not allow holidays in the regular holiday period.

Conditions for extracurricular leave outside of holiday period:

- It is a family holiday
- Your or your partner's employment does not allow holidays in the regular holiday period
- The holiday is not planned in the first two weeks after the end of the summer break
- The holiday does not exceed 10 school days

Each application for an extracurricular holiday will be considered individually.

- Passport and identity card application at the Dutch or Belgian embassy
  - Dutch embassy if appointment is after 2.30pm
    - Opening hours 2pm – 4pm
  - Belgian embassy if appointment is before 10am
    - Opening hours 9am – 12pm
- Medical urgency: based on a written doctor's emergency statement. Please add this form to 'request for student leave of absence.

- **Absence is considered unauthorized in case of:**
  All other situations, like having an extra day of vacation or a long holiday weekend, having foreign guests, making arrangements for non-urgent medical or dental treatment, visits to the Ministry of Manpower and/or Immigration & Checkpoints Authority (both organizations allow appointments outside of school hours), etc.

You will understand how unpleasant it is for both students and teachers when school days are missed. Special occasions and events like our Christmas dinner, Easter celebration and other school bound activities are essential parts of our curriculum.

14.6. Mandatory attendance

Although there is no mandatory attendance regulation in the Singapore educational system, we assume that students in our school comply with the mandatory education attendance act from the day they turn 5 years old (the Netherlands) or starting on 1 September the year they turn 6 years of age (Belgium).

15. Educational development in school

15.1. School development

HSL pays a lot of time and attention to developing and improving our educational program and our organization.

School development is an ongoing process and many subjects we have been working on in the past few years are still on our list for this year. In recent times it seems developments have been becoming increasingly research-based. Educational scientists are coming up with advice for improvements that work in schools. HSL is concentrating on those items that according to our vision/mission improve student learning.

15.2. Objective school development plan

An important objective of this school development plan is to internally give us the chance to work systematically, thus stimulating school development even more. This plan also allows us to show externally what we are working on and where we are going. The plan lets us encourage dialogue between teachers, school board, advisory council and parents.

"The Hollandse School in Singapore offers an excellent learning experience with an international dimension and the best possible connection to both a Dutch language and an international education."

15.2.1. The twofold mission of HSL

Our school has a twofold mission. We offer children the option to continue their Dutch language primary education and guarantee a solid connection to secondary schools in the Netherlands. In addition we offer our graduating students the possibility to successfully transfer into an international secondary school.

"The Hollandse School in Singapore wishes to be an excellent school with a combined Dutch language and international curriculum, focusing on the learning process of the child. We are a school that promotes openness, respect and passion and where learning is fun. In a safe environment with a great amount of individual attention we bring out the best in each child."

The HSL chooses a profile with a strong Dutch language curriculum (language & mathematics) and a focus on English, SCL and IPC.

15.2.2. HSL context

In 2011-2012 HSL started implementing Results based working ('Opbrengstgericht werken', or OGW) and action based working ('Handelingsgericht werken', or HGW). We decided to mainly focus on the language domain, especially the technical reading process. This offers a focus on

learning, on optimizing the learning processes by matching learning results to HGW. The curriculum is based on development working at an individual, group and school wide level. OGW and HGW are implemented in all school subjects.

15.3. Objectives explained

15.3.1. Strengthening the core subjects in our curriculum

Focusing on Dutch language and English language
The Dutch language curriculum is further strengthened in Jip & Janneke, the lower and the higher grade levels in order to bring the results to a level that could be expected at an 'excellent school'. The Dutch core objectives and learning lines are leading. The English language curriculum is based on acquiring the English language as native tongue (Mainstream).

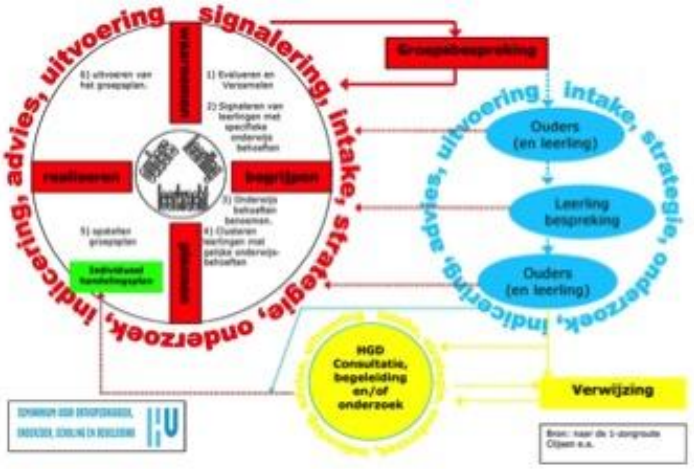
Within the English curriculum we aim to prepare our students who attended HSL for three years or more for a smooth transfer into the 'mainstream English' program of international schools:

1. Students transferring to secondary school upon graduation
2. Students leaving our school from a lower grade level (currently 50% of our outflow)

The learning results of the above subjects are safeguarded by CITO, SATS, PIPS and InCas (all standardized assessment systems), with additional results from method bound tests, learning evaluations and observations and further results of formative assessment moments.

15.3.2. OGW and HGW focus on 'rich' learning results

The school year 2021-2022 will be the tenth year of the implementation of OGW and HGW, and is firstly based on an evaluative cycle and, secondly, on individual or group action plans.



15.3.3. The evaluative cycle in OGW at HSL can be described as follows

- The objectives are determined per individual student or per group.
- The educational results are systematically assessed and recorded. We use a variety of information sources, like student observations, student dialogue, parent teacher meetings and method bound or non-method bound tests (CITO, SATS and InCas), all registered in and mapped out by ParnasSys (our all-inclusive student database).
- Then the learning results are evaluated to reflect on the effectiveness of the educational program provided in the past period.
- Consecutively the objectives and/or educational approach will be improved and adjusted where necessary.

15.3.4. Focus on consolidating the curriculum at HSL.

The curriculum will be further consolidated. The various components will be guaranteed as a system. With the help of Bazalt and the IPC (Fieldwork and IPC in the Netherlands) an educational concept has been created that is based on SCL as a class management method, the IPC, focus on learning through objectives matching the direct instruction model. All this under the 'header' of Marzano (thorough teaching, the nine didactical success components).

15.4. Learning from and with each other

15.4.1. Development is connected to learning

Expanding the professional teaching community through class consultations, team teaching and coaching projects. The current work culture is based on safety and mutual trust, on top of which the culture in our organization has a strong base because the whole management team is involved in assessing the staff members.

15.4.2. Educational offer focusing on a further professional development of the staff members

The professional community should also be enhanced by a theoretical and scientific enrichment of our trade through the HSL educational policy. An educational offer where the development of our teaching staff's qualities is mainly focused on self-development and career planning.
The educational policy is part of the wider policy cycle within HSL. The HSL wishes to offer staff members the room to grow. Education is one of the ways to accomplish growth. Personal and professional growth, benefiting someone within their current position but also allowing someone to develop towards a new function, wherever possible. Education contains all activities aimed at personal development and relates to knowledge, insight, professional attitude or skills. A distinction is made between educational programs for school development (for a current job or function), on personal development or future jobs or functions (career), or mandatory training.

A school is not a singular institution, but is able to ask many other organizations for their help, knowledge and services.

16. Various

16.1. Advisory council

Should you have any queries or remarks for the Advisory Council, you may contact the Advisory council by email adviesraad@hollandseschool.org.

16.2. Board of directors

Should you have any queries or remarks for the HSL Board, you may contact the Board by email bestuurhsl@hollandseschool.org.

16.3. Our school and its immediate surroundings

There is intensive cooperation with several partners

- Our school communicates intensively with the school support section of the Foundation for Dutch education abroad Stichting NOB, www.stichtingnob.nl. This foundation is based in Voorburg. The NOB is an educational organization supporting Dutch language schools abroad in any way possible.
  At NOB educational experts are available to support us with advice and actions and help us solve or prevent problems.
  Educational organization issues like subsidy applications, contacts with the Dutch education Inspectorate or advice in the management field often go through NOB.
  For any queries you might have about education abroad you can call +31 (0)77 465 6767.

- The International Primary Curriculum (IPC) www.ipcnederland.nl , www.fieldworkeducation.com
  Those organizations supports school that offer IPC as a curriculum with educational materials, training possibilities and mutual networks.

In addition, the HSL is a strong networking school, both in Singapore and in the Netherlands

- The Swiss school, the Korean school, Chatsworth International school and the German European school are our neighboring schools. We embarked on a close cooperation with these schools in order to support one another in many fields.
- We have good and regular contact with the Netherlands Embassy in Singapore regarding official statements, passport control and negotiations for HSL visitors. We also work closely with the embassy for occasions like St. Nicolaas' arrival, our King's Day celebration and the Kranji War memorial ceremony.
  http://singapore.nlambassade.org
- For our schooling and training sessions regarding cooperative learning and the observational system 'Kijk' we use the services of Bazalt www.bazalt.nl
- For our training and schooling for IPC we use the services of IPC Nederland, www.ipcnederland.nl
- We exchange information with the Teacher's colleges in the Netherlands whenever their students are interning at our school. Due to Singaporean law, it is only possible to offer internships to interns who already live in Singapore. We are connected to and recognized by the OVDB.
  Opleiding Verzorgende en Dienstverlenende Beroepen – www.ovdb.nl
- Through parents we are connected to companies. This mainly concerns arranging excursions to these companies and their sponsoring of for example sports events.
- There is regular contact with the National Inspectorate Foreign Office in Breda. Any Dutch language school abroad also has to meet all Dutch educational legal obligations. The Inspectorate sees to it that this is what we do www.owinsp.nl
- The HSL confers with other international schools in Singapore at management level in the area of sports exchanges.
- The HSL communicates with Language One and Dutch language teachers working at some of the international schools in Singapore (UWCSEA/GESS).
- Our school is a member of the SICC (Singapore International Chamber of Commerce). Via the SICC the HSL attends meeting with other international schools and has direct contact with the Singaporean government.

16.4. Library

The HSL has a library with a large assortment of Dutch and English books and magazines. The library is runned by a group of volunteers.

16.4.1. Primary School

Starting in group 1, pupils receive a library bag. Group 1 up to group 5 will visit the library weekly at a fixed moment. That day they can return their books in the morning and borrow

new books at the visitation moment. Group 6 to 8 can visit to borrow and return books on any day of the week.

16.4.2. Preschool Jip & Janneke

Pupils from Jip en Janneke do not get a library account or bag, they visit the library with their class. The teachers will borrow books to read in the classroom. In consultation, pupils of Jip en Janneke can get an account and bag so their parents can borrow books for them.

16.4.3. Opening hours

The library is opened on Monday to Thursday from 8.30 am to 3.30 pm. On Friday the library closes at 1.30 pm.

16.4.4. Loss or damage

In case books are damaged or lost, we charge a reimbursement fee of:

- S$ 30.00 each for Dutch books.
- S$15 for English books.

16.5. Festivities

In addition to learning we make time for important celebrations.

- Besides the big Sinterklaas arrival ceremony a Sinterklaas celebration will also be held in school.
- We celebrate Christmas with a Christmas lunch or a Christmas dinner.
- The Easter festivities consist of an Easter brunch for all students.
- King's Day is celebrated with a short, official ceremony for parents and children in our school gym. The Dutch ambassador is always invited to this event. Later that same day there will be festive activities for all children.

Their graduation from primary school is celebrated with our group 8 students and their parents in our yearly group 8 musical.

We also work around the theme chosen for the National Reading Event.

Finally, we spend time in the classrooms on a number of local celebrations like Chinese New Year, Hari Raya and Deepavali. Naturally we keep you informed throughout the year of all activities via posts at Social Schools and the HSL website.

16.6. Religion

The Hollandse School is a non-religious school, which is why religion is not a separate subject in our curriculum. We do pay attention to religious affairs. And we make the most of being part of the multi-religious environment in Singapore. Whenever there is a direct reason, we organize excursions to Buddhist or Hindu temples or events.

16.7. Charities/global awareness

Our vision
From a shared sense of responsibility and awareness about our role in the world we support a number of projects this school year. Our support is based on empowerment to allow the other better, sustainable opportunities. Our focus will be on:

Our fellow man around you
Our fellow man in South East Asia
Our fellow man
Our world

Aimed at children
Aimed at the effects of the living environment
on the life of a child
Aimed at improving daily life
Aimed at building a future
Aimed at initiating sustainable development

For charity our school supports three organisations: Heart for Sumba, Sok Sabay and Make-a- Wish Foundation.
Once a year our school has a 'Charity-week' where our students raise funds for these charities through various activities. Would you like to know more about Heart for Sumba, Sok Sabay or Make a Wish foundation to support these projects as a family? Please have a look at www.soksabay.org/home/ , http://heartforsumba.org/what-we-do/ and www.makeawish.org.sg

We evaluate which organizations will be supported with our Charity proceeds on a two-year basis.

16.8. Physical Education

On PE days, primary school students wear their PE clothes when coming to school. They can carry their PE shoes, a clean set of clothes and a towel in their hand bag.
Showering after PE class is mandatory from group 3 onwards. Students always wear our school shirt for this class. The shirt is for sale at our administration office.

Please mark your children's school clothes with their first name and family name, so loss or mix ups can be avoided.
Due to the precious floor in our gymnasium shoes leaving marks or outdoor shoes are not allowed. This means all students are to wear a special set of PE shoes in our gymnasium.

16.9. Cool box and water bottle

All children are to have their own cool box to carry their food and drink to school. The water bottle can be left on the table so children can drink water throughout the day. Please remember to mark your cool box clearly with your child's first and family name.

Please remember to give your children a healthy snack and a healthy lunch. Candy and carbonated drinks are not considered healthy. For reasons of safety, hygiene and allergies, students cannot heat up, prepare or bake any food they bring.

We have students in school with severe, life threatening (pea)nut allergies. We ask of all personnel and of you, our parents, to not give your child any nuts, peanuts or derivatives to school. We also kindly ask you to take this into consideration when preparing treats of any kind.

16.10. Student Council

The Student Council is a representation of students from groups 5 to 8. The representatives are chosen from and by the students of the school.

The Student Council serves the following purpose:

- The Student Council allows our students to discuss and participate in school matters that concern them.
- Students learn to approach issues with a constructive and positive attitude.
- Students become aware of the fact that they can be a representative for their classmates within the school organisation.
- Students learn the workings of democracy.
- Participation enlarges their sense of responsibility and their involvement in the school.
- Students also learn how to hold meetings (deliberation, discussion and collaboration)

16.11. Mobile phones and etc.

At school we have the following rules regarding electronic devices:

- mobile phones, iPad etc.; they are to be submitted to the teacher upon arrival. Before departure the devices will be returned to the students.

16.12. Social Schools

The management, administration and teachers keep you informed of all information and developments at our school with our weekly generated Social Schools newsletter. This letter contains things worth knowing like activities, events, important facts and dates. Parts of the newsletter are published in English on our school website.

16.13. Parental communication via the HSL website and Social Schools app

HSL parents have access to the parent portal (Social Schools) via a password. Via this portal or Social Schools app you can log in to your child's group. You will find all kinds of information, dates, documents and pictures posted by the teacher in this portal. Via the Social Schools app you will receive messages via your mobile which are related to general school information or specific information related to the group of your child.

16.14. Former students visiting

We love visits from our former students. If they want to, they are allowed to join in their 'old' class for a day. With the team we reached the following agreements:

- Submit your request well ahead of time
- Former students can participate one time for one day per year
- The former student's parent has to sign an insurance form prior to the visit (our administration office has a copy for you)
- The visit will only be scheduled if the teacher of the group concerned has no objectives (it may be that special activities take place in that class on that day)
- The former student will participate in the day program of the group concerned

16.15. No smoking

Our school is a non smoking zone. On the school premises and immediately outside of our gates smoking is not allowed.

16.16. Footwear

All students and HSL staff are to wear shoes with 'fixed heels' for safety reasons. Students are also not permitted to go barefoot outside or within the school.

16.17. School doctor

We have no school doctor at Hollandse School. We are connected to the International Medical Clinic (IMC) instead. It is possible to have your child checked at this clinic. You may always approach this clinic for questions regarding health, inoculations, contagious diseases, etc. upon request our administration officers can provide you with an information booklet from the IMC.

16.18. School supplies

Most of the materials our students need are supplied by school. This includes a proper fountain pen. For carrying school books, assignment books, notes, etc. we recommend the purchase of a good school bag or backpack.

16.19. Schoolbus

The school has a framework contract with Woodlands Transport, the company that provides the bus transport to and from school. Parents may choose to engage in a contract with this provider in order to take up school bus transport. For specific information on this service, you can contact our bus coordinator or you can find this information in the School Bus Manual on our website www.hollandseschool.org. A hardcopy of the manual can also be requested at the admin office. For questions regarding the day-to-day operations, you can contact the Woodlands Transport office at the HSL via schoolbus@hollandseschool.org.

16.20. Toys

Incidentally it is allowed to bring toys to school. The group teacher will inform parents of these occasions. HSL will not be held responsible for lost or broken toys.

16.21. Treats

Whenever there is a celebration, we welcome a treat; preferably a healthy one. We strive to promote healthy living and look forward to your support.
We have students with severe, life threatening (pea)nut allergies. They carry around an EpiPen (injection with instant medication) at all times. We ask all personnel and our parents, to not give your child any nuts, peanuts or derivatives to school (for instance no peanut butter, no Nutella, no nuts, etc.). We also kindly ask your consideration in this respect when preparing birthday treats.

16.22. Invitations (birthday)parties

We kindly request that you hand out birthday party invitations outside of school hours. This will avoid big disappointment among those children that are not invited.

16.23. Insurance

Our school has an accident insurance policy for all students. This insurance does not only cover the students when they are at school, but also applies when they are on the school bus. Sports events and other school outings within Singapore are also covered in this policy.

16.24. Website

Our school has an informative website: www.hollandseschool.org
On our website you will find:

- educational magazine Secondary education
- our holiday schedule
- a digital version of the school guide
- protocols

16.25. Illness/absence

In case of illness/absence please notify school and the Bus company Woodlands (if applicable) in a timely manner, preferable before 8.30 am. You may inform the HSL administration office:

- 6466 0662
- adminhsl@hollandseschool.org

In case of a contagious infectious disease like chicken pox, impetigo, HFMD (Hand -, Foot and Mouth Disease) or mycoplasma, please **always inform the School Health Coordinator immediately**. This is because of the risk of infection for both staff and pupils. Students that suffer from diarrhea or fever are not allowed to come to school.

16.26. Swimming

Swimming lessons are provided at the Hollandse Club, amongst others. There are more options for Dutch language swimming lessons available in Singapore, however.

Attachment 1

17. Addresses

17.1. Hollandse School Limited

Hollandse School Limited
65 Bukit Tinggi Road
Singapore 289757
admissions@hollandseschool.org
adminhsl@hollandseschool.org

Tel: +65 6466 0662
Fax: +65 6467 7582

17.2. Education inspectorate

Inspectie van het Onderwijs (=Education inspectorate)
Location Tilburg (Section Abroad)

Visiting address:
Spoorlaan 420
5038 CG TILBURG

Correspondence address (please include 'Afdeling Buitenland')
Postbus 88
5000 AB Tilburg
The Netherlands

Telephone: 088-669 60 00
Fax: 088-669 60 50

Email address international inspectorate: buitenland@onderwijsinspectie.nl

Telephone Confidentiality inspectorate: +31 (0)30 670 6001.
Parent queries about education abroad: +31 (0)77 46 56 767

17.3. Stichting NOB

Stichting Nederlands Onderwijs in het Buitenland (= Dutch Education Abroad)
Parkweg 20a
2271 AJ Voorburg
The Netherlands

Telephone: +31 (0)70 386 66 46 (general)
Fax: +31 (0)70 387 31 54
Email: info@stichtingnob.nl
Website: www.stichtingnob.nl

Attachment 2

18. School anthem HSL

Singapore, daar leven wij
De HSL hoort daar ook bij
’s Morgens vroeg de bus, mama nog vlug een kus

Elke dag een koelbox mee
De warmte valt niet altijd mee
Maar we wonen hier en maken veel plezier

Al is het ver van Nederland
De school geeft ons een goede band
En daarom zingen wij nu hand in hand

Chorus: School van de tropen, in het verre oosten
School van het spelen, leren met elkaar
Hier leef ik mijn dromen
Hier wil ik altijd komen
School, Holland op de evenaar

Een plaats van pret, een fijne tijd
Van warmte en geborgenheid
Prachtig is het wel, hier op de HSL

Eerst ben je nieuw, je went hier wel
Nieuwe vrienden maak je snel
Soms voor even, soms voor het leven

Ooit als je oud bent en al grijs
Denk je terug aan deze tijd
Je raakt hem nooit meer kwijt

Chorus 3x

(Lyrics by: Sandra de Groot, Pam van Praag, Sandra Schalke and Monique Ulijn - 2003)