



School guide 2019-2020

Word of welcome

Thank you for your interest in our school and for taking the time to read our school guide.

We are a primary school based on IJburg. With this document we hope to tell you about our school, our vision and our aims. After reading the website new parents often start by familiarizing themselves with our school guide. Choosing the right school for your child is important and not always easy. There are nine primary schools on IJburg, so why choose De Archipel?

- English from year 1 to year 8
- Subject-specific teachers for English, Physical Education and Visual Arts
- A thematic and engaging curriculum (following the principles of OGO)
- A safe, nurturing school environment
- Relatively small school (275 pupils)
- Small classes
- Differentiated teaching to fit the needs of each child
- A focus on developing creativity in art classes
- Enrichment class/program for gifted and talented pupils
- A “Doe-lab” for pupils who can’t sit still, to develop their talents/ showcase their talents
- Good results: Inspection rating “good”

Proud

Last school year De Archipel celebrated its tenth anniversary. This means we have sent off three generations of pupils to secondary school with a wealth of knowledge, skills and memories. At the end of the 2015-2016 school year the school was deemed ‘very good’ by the Education Inspector. For the full report (in Dutch) please visit: [insert link].

In June 2018 the school was visited once more by the Education Inspection as part of a national research project relating to the math curriculum. Again the Inspector praised the school’s professionalism and culture of excellence.

De Archipel takes the principles of Ontwikkelingsgericht Onderwijs (OGO) as the basis of our teaching and curriculum. Engagement is a key factor in this type of education. An engaged and interested child wants to learn!

The school guide is a policy document in which we outline our vision, our aims and values. This to help prospective parents in their search for a fitting school for their child(ren). This document also serves to make ourselves accountable to third parties. This document has the consent of the School Board (MR) and is revised and updated annually. You can also find all the information in this guide on our website.

We hope you enjoy reading about our school. If you have any questions or suggestions, please let us know. If you would like to make an appointment to visit the school, please call 020-3140280 or email: archipel.directie@askoscholen.nl.

We hope you have an interesting and educational time at De Archipel.

Brenda Verkerk (Interim Principal)

Melanie Geensens (Vice Principal)



Visual arts with teacher *Hilje*



enjoying the talent show



Musical 2016 by our very first year 8



Waving goodbye to year 8

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1. The school

De Archipel was founded on IJburg by the ASKO on August 1, 2008. The ASKO (Amsterdam Catholic, Protestant Christian and Interconfessional School Foundation) is the largest organisation for Catholic/ Ecumenical schooling in Amsterdam and surrounding areas. Every day around 900 professionals dedicate themselves to educating roughly 9.200 pupils in 32 different schools.



Archipel is the Dutch word for 'archipelago', meaning an island group, which is what IJburg is. De Archipel's logo reflects the diversity of our children beautifully: the colours and fonts of each letter vary.

Education type: OGO

De Archipel's bases its integrated curriculum on the principles of Ontwikkelingsgericht Onderwijs. Our topic and project-based teaching places the 'real world' at its core; thus, increasing the engagement of our pupils. Real role play and inquiry-based activities provide meaningful content and exploring real problems and dilemma's develops critical action and thinking. Our curriculum prepares children for life: now and in the future. It is a relevant and concrete approach. Learning to read, write and do math is a natural part of this from the very beginning.

English from year 1 up to year 8

We are a **VVTO**-school: this means we teach English as a foreign language from an early age. This is more than the required minimum standard for English in primary education, which stipulates that English should be taught in year 7 and 8. The aim of VVTO is to teach children to speak a foreign language, so they can communicate and collaborate with children from different countries. Children like the challenge of learning a foreign language and are usually very enthusiastic.

2. School hours and lunch

Monday	8.30am – 2.30pm
Tuesday	8.30am – 2.30pm
Wednesday	8.30am – 12.30pm
Thursday	8.30am – 2.30pm
Friday	8.30am – 2.30pm

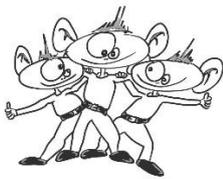
We maintain what we call a ‘continuous schedule’ for the pupils from year 1 to year 8. Per year we maintain an average teaching time of 942 hours. In line with the continuous schedule pupils eat their lunch in the classroom supervised by their teacher. Afterwards they play outside supervised by either teachers, support staff and/or members of the management team. Two times a week the team is further supported by two Daycare Workers from Unikidz, which is paid for with the parental contribution. The Governing Board agreed with this decision at the start of the school year 2017-2018.

3. Our curriculum

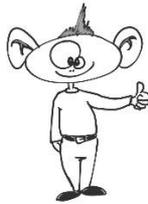
Our values

- ✓ Engagement: (with each other and the curriculum)
- ✓ Responsibility (for yourself, your work and your environment)
- ✓ Safety and trust (to ensure a calm space where you can be yourself)

Hi, I'm Archie the Parchie!



Engagement



Responsibility



Safety and trust

Our mission

In this chapter we will outline our integrated curriculum concept in more detail: Ontwikkelingsgericht Onderwijs (hereafter referred to as OGO).

The relationship between society and the curriculum aims forms the basis of OGO. We believe the key aim of education is to prepare children for participation in society. This is why we focus on the natural curiosity of children and the questions they ask. Pupil engagement with the content of our teaching is very important to us. Developing the knowledge and skills of children contributes to their personal development. The teacher's role is to spark children's interest and to stimulate children in raising research questions. The teacher guides children to develop their problem-solving skills. Both the teacher and the children play an active part in our curriculum. Children who learn to solve their own problems, with or without help, become more confident. The classroom as a safe, inclusive space is vital and we work towards this in all our year groups every day.

The evaluation of the 2015-2019 school plan has been incorporated into our new School Plan 2019-2023. The new aims and associated actions, to improve our education offer, have been incorporated into our School Year Plan 2019-2020 and the long term aims into the School Plan 2019-2023.

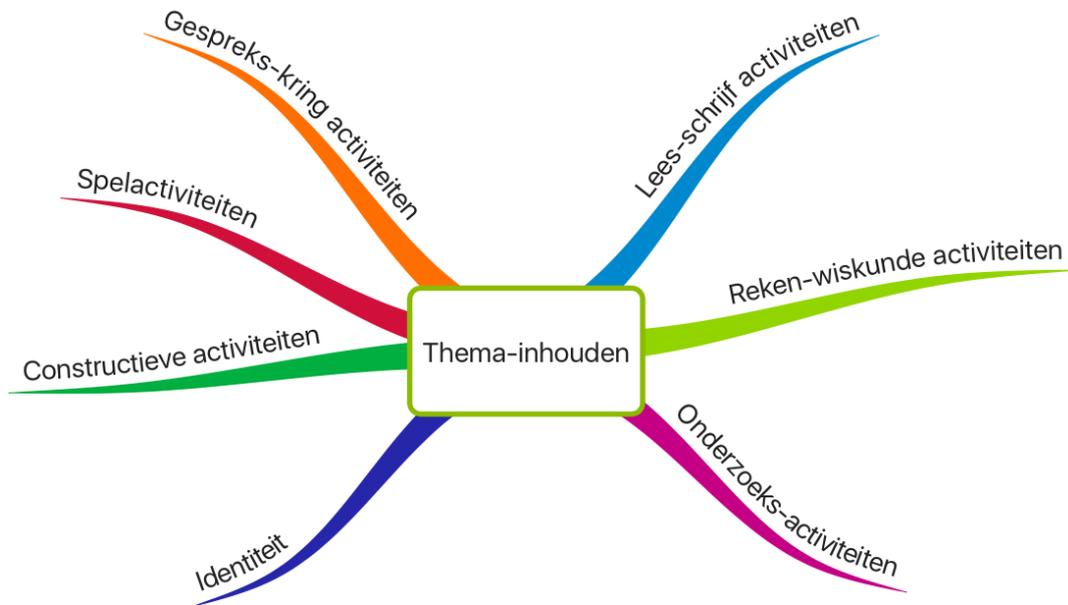
Meaningful and engaging learning

Meaningful and engaging learning asks for coherence. We strive to link all the different subject areas to one central topic. Topic-based teaching is a great way to integrate different subject areas (such as literacy, world studies, philosophy, etc.). A well-chosen topic automatically connects the classroom to the world outside it.

An example: *When our new school building was being built right next to our temporary accommodation, we naturally made this our topic. Year 1/2 visited the building site every day and built their own model in their classroom. The teacher used it to explore language, math and English. The children in year 8 became Project Developers who were tasked with creating their own new*

island. They also built a model and all the other year groups helped. One class focused on the shopkeepers, whilst others focused on public transport, property development and so on.

Based on our topics we offer meaningful activities which increase both the engagement as well as the results of our pupils. When preparing a new topic the teacher ensures that all the different curriculum areas are integrated. For this we use a design tool like the one below.



In lower primary children learn to re-enact the real world in role plays. In upper primary the focus is on researching the world around us. The teachers plan the curriculum aims, but children also input on the types of activities that will shape their topic learning. This is reflected in the choice of topic areas in the classroom, excursions, presentations and exhibitions.

Broad personal development

Besides transferring knowledge, as stipulated in the national core curriculum aims for primary education, we strive to encourage a broad personal development for our pupils. This includes developing the ability to take initiative, to make plans, to communicate, to play and work together, to explore the world, to self-manage and reflect, to argue and solve problems. We work on these aims through the activities we offer. Children learn to plan their work, they learn to express themselves in writing and to present, they conduct research. Our curriculum adds value that will serve our children well at both secondary school and at functioning in society.

Core traits

A child needs confidence, curiosity and emotional well being to learn and develop. These are the prerequisites for learning and we therefore work closely with parents to ensure their development.

Early Years Education

Play activities

In lower primary (year 1 to 4) the children learn mainly through play: they experience the world around them through play. They imitate the actions, the parts, the language and the interactions they see in the real world (which is reflected in their role play in the play house, the bakery, the restaurant, the doctor's office, etc. in the classroom).

Play is also connected to the development of language and thinking: problem-solving together, consulting each other, making decisions together and deciding what will or won't happen. By joining the children's (role) play, the teacher can guide them with questions, tasks and ideas to stimulate their play. Besides and especially during play attention is paid to reading and writing, constructing (with arts materials, building blocks or sand), math and conversation. If the role plays in the classroom are interesting and 'real' to the children, they will be motivated to deepen and expand them.

Topic-based literacy

During a topic the focus is on content. To convey a message a child needs certain skills. It becomes important to learn how to read, to spell and how to use the correct grammar and sentence structures. We teach children these things so they can convey information properly. Our main literacy aim is it to motivate children to be keen readers and writers.

In lower primary (year 1 to year 4): In lower primary it all begins with the (role) play in the different play areas. Pupils pretend to read and write. A child might write a prescription as a doctor or write a shopping list whilst playing house. Through play children discover that reading and writing are means of communicating. They also discover that writing is a way of transferring information to others. You can read back the things you (or the teacher) write down. Through this process children are acquainted with reading and writing. The idea is that literacy serves a purpose, has content and meets the needs of the individual child.

Children benefit from integrated literacy teaching in which reading and writing (spelling and grammar) contribute to both the goal and the content. In our topics we work with a lot of texts written by the children themselves and texts sourced from different types of books, from the internet and from (children's) newspapers. Children are encouraged to discuss what they have read or written with their teacher and their peers. Children are taught to think about the content of the texts, whilst at the same time developing their vocabulary.

Topic-based numeracy:

Year 1 and 2:

Also in the early years numeracy is present in the actions and thinking of young children. Young children discover the world through play. Even in manipulative play children are performing basic numeracy, such as stacking building blocks or weighing apples in the grocery shop. However math is not (yet) always relevant for the pupils as they have little need for accuracy and set rules. Numeracy become interesting and functional in their role play and construction play. How do I pay in the shop? How can I build a round tower? How many building blocks would I need? Do I have enough cups for everyone?

Through meaningful activities we encourage the development of a mathematical approach in children. Numeracy is a recurring theme in the daily routines as well: the calendar, checking absentees (counting), forming a line, etc. Numeracy is integrated into each topic and includes a focus on whole numbers, measuring and geometry. Schematization is also an important part of our numeracy curriculum.

Literacy skills

The first half hour of each school day is reserved for reading to increase reading motivation and skills. This 'reading half hour' can consist of different reading activities, such as quiet individual reading, stories being read aloud by the teacher or book promotions.

In year 4 to year 8: Literacy is expanded and continues to be integrated within a topic. Children want to explore the world around them, also the world further removed from their own daily experience. As children get older their horizons become bigger. We work to provide teaching suited to the experiences and interests of each age group. We now focus on texts about history, geography, science and philosophy. Reading for comprehension (which is about the content of texts and being able to talk about a text in your own words) is a core focus of our literacy curriculum, as are written reports and oral presentations.

During every school day time is set aside to focus on topic work, usually in the afternoon. Furthermore, a lot of time is set aside for structurally teaching key literacy skills. For this reason reading, spelling, language and math are scheduled every morning.

Spelling, grammar and verbs

From year 4 upwards we teach spelling (also of verbs) and grammar five times a week based on the methodology 'Staal'. Staal is based on the approach of José Schraven and it is the first methodology to combine spelling and grammar. Words are first inscribed and later on pupils can spell these words correctly in their own texts. In year 7 and 8 the focus is also on grammar and verb spelling.

We have a Literacy Coordinator.

Numeracy:

Year 3 to year 8:

From year 3 upwards we use the methodology 'Wereld in Getallen' for realistic numeracy. Their approach is to focus on real concrete problems in which pupils have to find the solutions. The teacher uses direct instruction in the lessons to offer rich contexts to numeracy problems as well as to equip pupils with the rules and strategies they need. Teachers focus on automatisisation and repetition to ensure subject matter is internalised.

Lessons are always structured in the same way: starting up, instruction, guided practice and independent work. The children work independently on tablets, which enables the teacher to tailor the subject matter to

the specific level/need for each child's development. We encourage children to also work out their calculations on paper as this is important as well.

The teacher takes the different levels of the pupils in the class into account both during her instruction and during the processing of the subject matter. Pupils who have already mastered the aim of the lesson can work independently and gifted math pupils are also offered enrichment. The teacher also offers extended instruction of those pupils who need it.

We have a Numeracy Coordinator.

Curriculum aims

The teacher is tasked with ensuring that the curriculum is offered in full each school year. Each school is obligated by law to ensure that the core curriculum aims, as set by the Ministry of Education, are realised. The core aims are set nationally. The latest version stems from 2006 and can be read here: <http://tule.slo.nl>.

We continuously evaluate our curriculum and aims. Each term coincides with one topic. The content and aims of each new topic are jointly prepared by our teachers before we start a topic and evaluated at the end. This is done either digitally in Horeb (a digital observation and administration tool) or on paper.

Philosophy and identity

De Archipel has a diverse pupil population, also in terms of diverse religious beliefs. We take this diversity seriously and strive to guide each pupil in their religious development. We discuss the different religions in class, provide information and children share their own experiences. When possible, we integrate philosophy and identity into our topics as well.

Philosophy is also about norms and values. We use stories to examine our own lives and to think about our daily actions. We have an Identity Counselor from Arkade Cilon, Centre for advice and counseling on philosophy and religion in primary education. This school year the children from year 3 upwards will be introduced to different philosophies from around the world. All the major world religions will be included using real objects so that children will be able to look, hear, smell and experience. Children are also encouraged to ask questions and share their own experiences. We want to start a conversation, a dialogue, about what children see and experience at home and in the city. We want to teach children that we are all different and that we can be ourselves by tapping into their own experiences.

De Archipel teaches children how to take part in discussions and dialogues, to embrace diversity, how to deal with differences and to look for similarities. All these skills contribute to positive personal development and citizenship.

We do not pray in school. We do however reserve a moment of silence for pupils who want to pray during our festive meals for Christmas and Easter.

We expect all pupils to participate in school activities.

Arts curriculum

Through cultural education children are introduced to all sorts of art and culture, from their own daily experiences to visiting a theater or museum. We see cultural education as the transfer of norms and values and let children experience learning that touches/moves them. Experiencing culture is vital for this. Not all of our pupils are exposed to arts and culture at home, so we take it as one of our tasks to provide them these experiences.

Cultural education is more than just art. We want to expose children to the cultural field– both productively and receptively – in all sorts of ways: dance, drama, music, literature, film, theater, visual arts, media, museums and cultural heritage.

We have an Arts and Culture Coordinator, who inspires the team with ideas and practical tools. Together with several colleagues she is working on a policy plan for our cultural curriculum.

Visual arts

Our team, our school council and the parents all wanted the school to do more with visual arts. Since the school year 2016-2017 we have appointed a teacher to provide four lessons to each class annually. We have invested, with help from the Parent's Association, in two work benches and tools as well as a designated visual arts classroom.

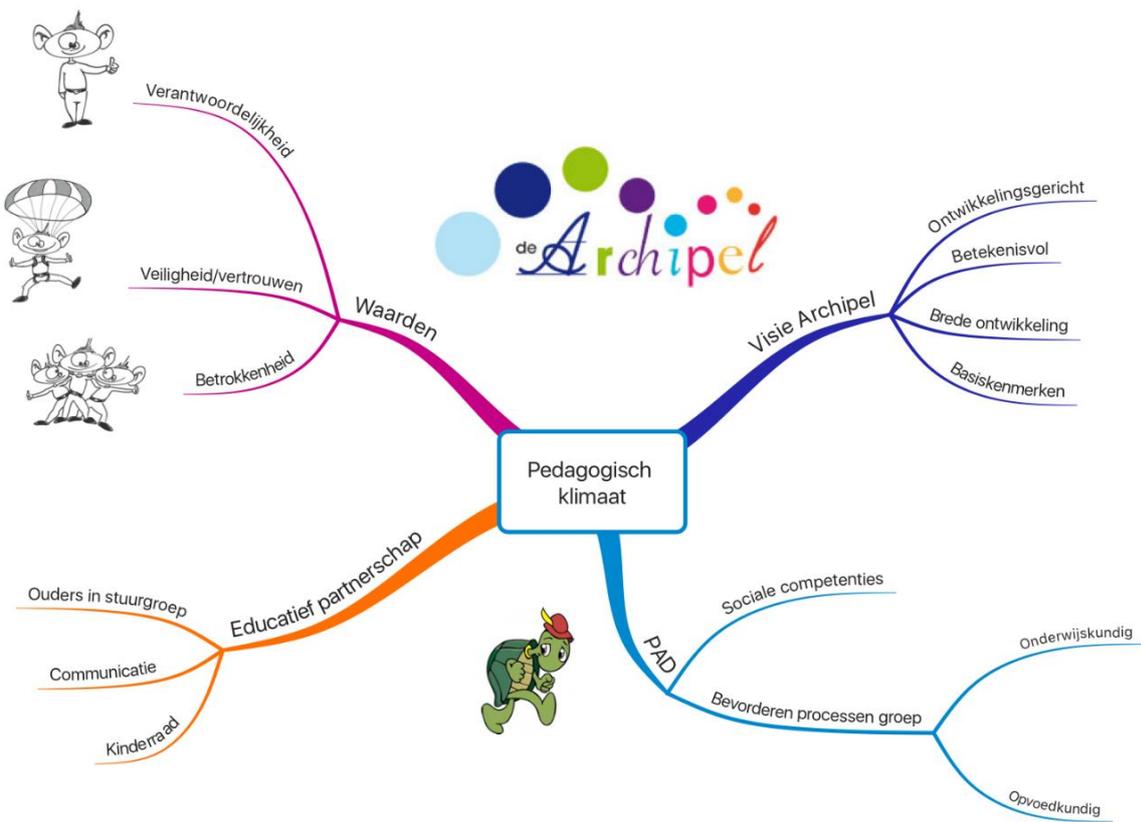
Music

Music is important for a child's development due to its creative and mobile nature. In cooperation with the Amsterdam Music School we provide singing lessons from year 1 to year 8. Class teachers are supported in this by a professional music teacher. In lower primary (year 1 to 4) we follow the ZingZo program and from year 5 upwards we follow Muziektheaterzo.

A safe inclusive learning environment

Our student population is very diverse. Different cultural, religious and social-economic backgrounds are represented at our school. We are very happy about this: we are a reflection of our society and our neighbourhood. Having a diverse student population means we need a clear mission and approach when it comes to educating and ensuring a safe, inclusive learning environment. The school needs to be a safe and pleasant space in which everyone respects each other. To achieve this we have adopted a methodology for social-emotional learning: PAD (a program for alternative thinking strategies). As a team we also established some basic values and school rules we want to uphold. Parents who choose our school also commit to these values and rules.

The mindmap below illustrates how our mission and values are connected to the aims of the PAD methodology and encouraging parental involvement. In Dutch this partnership is referred to as Educatief partnerschap.



Code of conduct:

- We don't exclude anyone.
- No bullying.
- No discriminating.
- No fighting.
- We do not hurt each other.
- In the hallways we walk and talk quietly.
- We walk on the right side of the staircase.
- We keep the school building and grounds clean and tidy.
- We take care of both school and other people's property.
- We use equipment as it is intended.
- If we want to borrow something, we first ask.
- Only one child is allowed in the toilet at a time.
- No toilet breaks during an instruction.
- In the toilet a child has the right to privacy.
- We use only one hand towel.
- Hand towels are to be thrown in the rubbish bin.
- Coats and bags are to be hung on the coat racks.
- Knock before entering.
- Teachers are to be addressed as 'juf' (women) and 'meester' (men).
- We treat teachers with respect.
- We listen to the teachers.

Classroom rules:

- We sit straight up at our tables and on our chairs.
- We raise our hand if we want a turn.
- When the teacher asks for silence, we are quiet.
- We let each other finish speaking.
- We only walk in the classroom with the teacher's permission.
- We keep our drawers clean and tidy ourselves.
- Together we keep the classroom clean and tidy.
- We take care of the school materials in our classroom.
- Everyone gets a turn as a classroom helper.

Student Council

De Archipel also has a student council. Children are able to express their thoughts and wishes and enjoy participating in the decision-making process at school. Each class (from year 1 upwards) elects one representative for the student council. Each school year new representatives are elected. This way many children have the opportunity to be a student council member during their time at our school. Pupils learn to debate, to represent others, to hold meetings, to present and carry out their ideas. They are taken seriously and learn to take responsibility.

Steering committee

A steering committee was formed consisting of teachers, management and parents. The steering committee evaluates the school processes, contributes ideas, works out plans and has a leading role in parent-teacher meetings about our safe and inclusive learning environment. The steering committee also writes policies, such as the Behaviour Policy and the Anti-Bullying Policy. These policies are included in a document titled 'sociale veiligheid op de Archipel' (social safety at De Archipel). This document (in Dutch) can be downloaded from our website.

We track the social-emotional learning of our pupils with 'Hart en Ziel, a pupil tracking system. We also use this instrument to measure pupils perception/feelings of safety. Every year we analyse the data and incorporate the aims and associated actions into the improvement plan.

4. Pupil care

Care coordinator

We have a care coordinator (in Dutch: Intern Begeleider) in school. The Care Coordinator has a lot of teaching experience and she is specialised in OGO. She has completed special training courses in coaching and supporting children with special needs and disabilities. Ester van Oers is our Care Coordinator for year 1 to year 8. Two mornings a week we also have an Inclusive Education Specialist (Passend Onderwijs) who supports us with specific special needs.

Coaching en collegial consultations

Through conversations and classroom visits the Care Coordinator coaches our teachers in the development of their teaching practice. To this aim she might also use video footage. The Care Coordinator is trained in using video footage during coaching as well as using didactic coaching. It is possible that your child is filmed in this process, but the footage is only used for coaching. We are also working more and more with collegial consultations: teachers observe each other's lessons. These might also be recorded on film.

Pupil care

We respect the differences between pupils and we are committed to meeting the needs of all our children. Five times per year the Care Coordinator meets with the teacher to discuss the progress of each pupil. In these meetings the needs of each child are established and, if necessary, plans are made to support each pupil with their extra needs. It could be that a pupil is developing faster and needs to be challenged more or it could be that a pupil needs extra support because they are developing more slowly or there might be problems with their behaviour or attitude. All this information is included in a group plan, and if needed an individual care plan as well. These plans are continuously evaluated and adjusted. If these plans don't yield the desired results, the pupil can then be discussed in a *care meeting*. The *care meeting* is attended by the Inclusive Education Specialist (Mathilda Bongaardt), the Parent-Child Counselor (Bea van der Duin) and other external experts if necessary. Parents are informed if such a meeting will take place. In the *care meeting* suggestions and advice as to what the child needs to progress. One advice might be to conduct psychological or pedagogical observations and research. The Care Coordinator is licensed to conduct some of these researches/tests, others are done by a licensed psychologist. These steps are only taken in consultation with the parents/guardians and with the permission of the parents/guardians.

The Care Coordinator also organizes meetings for teachers to discuss their teaching practice with each other. Topics are also prepared together.

The Care Coordinator and the management team often meet to discuss developments in school. Policy can then be developed, evaluated and adjusted.

The Care Coordinator's main task is coordinating pupil care and supporting processes of change in our education provision. She is also responsible for managing the information center for our teachers, the OGO-library, in which subject literature, support materials and pupil tests are stored.

As dictated by law we adhere to the reporting code Domestic violence.

Tracking pupil progress

At De Archipel we try as much as possible to align our curriculum with the development of each child. We have different tools to track pupil development. Each pupil has a personal file in which we record personal data, such as observations, meetings with parents, research and test results, etc. Parents can view their child's file after meeting with the Principal.

Testing

From year 3 upwards we also track pupil performance with progress tests (CITO), which help us track how is developing. If we feel its necessary we might also conduct a progress test with some pupils in year 2. All the tests are standardized nationally which enables teachers to compare each student to the national average for that group in the Netherlands. The tests are analyzed and discussed with the Care Coordinator. If a child is not progressing as expected in a certain subject area, a plan is made to stimulate the child's development with extra support. Parents are informed of this. In principle the extra support is done by the teacher in the own classroom. We also make use of teaching assistants and specialized teachers. In consultation with parents support can also take place outside the classroom. The Care Coordinator remains involved behind the scenes and coaches the teacher. The test results are also utilized by the management team to assess how a class and the school as a whole are performing in the different subject areas. If necessary, policy changes are made.

Enrichment program and Day a Week school

De Archipel is an inclusive school. Our curriculum supports pupils with divergent developmental needs. This also includes gifted and talented pupils.

This means:

- Not every pupil needs as much or the same type of help.
- Not every pupil is benefitted by the same activities and subject matter.

Teachers need to know what to offer each individual pupil. What can pupils do by themselves and where do they need assistance? For some pupils this means teachers need to offer a more challenging workload. We also have an Enrichment Program which has 15 places available annually. The Enrichment Program is taught by a specialised teacher and submits pupils from both De Archipel and De Willibrord schools.

Day a Week School

Besides the Enrichment Program De Archipel also takes part in the Day a Week School (DWS). DWS Amsterdam offers a weekly learning and training program for gifted pupils from year 5 to year 7. Children meet one day a week with children from their own school and other schools. Four pupils from De Archipel are currently taking part in DWS. To select new pupils, all the pupils in year 5 will complete several Brain Teasers in October/November. The teacher and the Care Coordinator will observe during this process. These observations along with observations throughout the school year, information from the pupil progress log and information from parents are used to select pupils to take part in both the Enrichment Program and the Day a Week School.

Dutch Language (NT2)

In the preparation for each new topic teachers include an extensive vocabulary list for pupils who don't sufficiently master the Dutch language. This to stimulate their vocabulary. The children's process of learning Dutch is imbedded in meaningful activities in the classroom, such as a story table.

New! Parent and child meetings (OK-gesprekken)

This school year we are introducing a new approach to the Parent-Teacher meetings and the report cards. We think the period leading up to the first report card (February) is too long a time to not be discussing your child's development. We also feel that children need to be included in conversations about their own personal development. This sentiment should also be reflected in the way we communicate progress to our pupils. We used to do this twice a year in the form of a report card, but this could be done differently. We want this process to be more interactive and with input from the children. We are currently researching how best to take this forward. We will inform you about this at a later date.

The timings of the Parent-Child-Teacher meetings will also change. We will start the year with a 'kick-off meeting' at which your child will also be present. These meetings will take place in the week starting with 17 September. Parents/guardians will be invited to subscribe to a timeslot through Parro. We will include evening timeslots as well. The second round of Parent-Child meetings (OK-gesprekken) will take place in November, the third round in March and the final round in June.

5. School performance

The Education Inspection conducted a quality assurance visit at De Archipel on June 27, 2016. Their report is full of praise. For five out of eight areas De Archipel scored a Good. You can read the full report (in Dutch) on our website: www.kbsdearchipel.nl.

Summary of the key results:

De Archipel is a quality school and the Education Inspection will maintain its basic provisions

- ✓ De Archipel's school performance is sufficient
- ✓ Teachers are good and teach a challenging curriculum that meets the needs of the pupils
- ✓ The learning environment is supportive, stimulating and ambitious
- ✓ Teaching practice and the quality of the curriculum are stooled on research-mindedness
- ✓ The team works from a communal and vibrant understanding of Ontwikkelingsgericht Onderwijs
- ✓ The team has a professional culture of quality.

6. Admissions

Orientation and/or Open Days

If parents are interested in De Archipel they can request an orientation and receive a tour of the school. During the orientation and tour a member of the managing team will provide more general information on the education we offer at De Archipel and be able to answer questions. It provides parents with an opportunity to get a sense of our school.

It is also possible to visit an Open Morning three times a year. The dates will be announced on our website.

Application process

For more information, please visit: <https://www.amsterdam.nl/onderwijs-jeugd/basisonderwijs/>

Enrolling your child in our school

To enroll your child you can use the application form that you received from the Amsterdam Local Authority.

New rules for enrolling and admitting pupils

In 2015 well over 200 primary schools in Amsterdam adopted a new citywide policy to ensure an equal, transparent and fair admissions process. This brought an end to each district, neighbourhood or school following a different set of rules. The application process is now the same at every school and the allocation of school places is done digitally, simultaneously and according to the same rules. Our school also adheres to this process as well.

Priority for admission

Check if your child has priority for admission at our school. Each child has priority for admission at the eight nearest (participating) schools. You can see an overview of which schools these are by visiting www.amsterdam.nl/schoolwijzer and filling in the postal code and house number for your child's registered address (and the date of birth).

Several schools have their own specific admission protocols, which do not take your residential address into account, for which your child needs to qualify. These schools are: Cheider, Crescendo, Rosj Pina, de Morgenster and gbs Veerkracht.

Application process

Parents of children who will turn four years old in school year 2018-2019 or thereafter have received a letter, a brochure and an application form from the Local Authority.

- ✓ Fill in the application form (do not forget to list your phone number and email address)
- ✓ Your child's name, date of birth and residential address are printed on the application form. Check these are correct.
- ✓ List, in order of preference, at least five primary schools. List your child's first choice at number 1, second choice at number 2, etc.
- ✓ Is our school your preferred choice? Then you can hand in the completed and signed application form (no copies or scans) at our reception.
- ✓ Once we have processed your application form, you will receive a letter or email confirming enrolment.
- ✓ Please check that we have processed all your personal information correctly.

In some cases we might ask for additional documentation. This applies when: your child has a VVE-indication (which is a referral for priority for preschool and elementary school) and/or attends our IKC; the pre-printed information on the application form is not correct or if you use an application form without your child's pre-printed information.

Always use the application form

- ✓ Even if you've enrolled your child at our school or another school previously, it is still necessary to hand in the application form at the school of your preferred choice.
- ✓ If an older brother or sister is already attending the school, it is still necessary to hand in the application form. In this case you do not need to list other schools.

Deadline for submitting the application form

You can find the final deadline for submitting the application form on our website.

A place offer

The digital placement of pupils for the entire municipality is done annually in March, June and November under the joint responsibility of the school boards. Under equal conditions each child is ensured equal opportunities to a place at a school. The goal is to give each child a place at the highest possible school of preference. If a school has enough places all the enrolled children will be admitted. If there are more applications than places, a lottery will be held. If your child does not get a place at your first choice school, then the municipality will look whether there is a spot at your second choice school and then your third choice school, and so on. The following priority criteria are used:

Children who have an older brother or sister at school are placed first (from the moment the enrolled child will attend school). They are guaranteed a place.

Subsequently the children who:

- I.
 - a have an VVE-indication, attend preschool 4 mornings or afternoons for at least 8 months and have priority of admission at the school
 - b attend the IKC (Integrated Child Center) associated with the school 4 mornings or afternoons for at least 8 months and have priority of admission at the school
- II. have a parent with a permanent contract working at the school
- III. have priority of admission at the school.

Once the children with priority of admission have been offered a place, all the remaining applications will be taken into account. If necessary, a lottery will be held (see above).

We currently expect to be able to offer all applicants a place.

Enrolment

If your application was submitted in time, you will receive notice from the school with a place offer for your child approximately two weeks after the final deadline. If you want to use this place offer you must notify the school within the deadline specified in the letter (two to three weeks). This ensures the official enrolment of your child and secures your child's place at the school.

Enrolling from a different school

There is a different application process for pupils who want to enroll in year 2 to 8 from another primary school from outside the borough. The school will first contact the previous primary school and ask about the pupil's results, behavior and social-emotional development. The Principal and the Care Coordinator use this information to assess whether De Archipel can offer the required support for this pupil and thus move to offering a place. You can read the guidelines for this decision in the [School Ondersteunings Profiel](#) (in Dutch).

Pupils who wish to transfer from another primary school on IJburg follow the same application process as pupils transferring from another borough with the following addendum: it is not encouraged to change schools on IJburg during the school year. Exception: sometimes it is in the best interest of the child to change schools as quickly as possible to make a new start. Only if this instance will we deviate from the above process, in consultation and with the approval of both school principals. The below application process will then temporarily be in force. The Amsterdam Local Authority and the school boards have adopted policy in line with the free school choice of parents. This refers to the central application process, which ensures all children have equal opportunities in receiving a place at a school.

Pupils from an SBO-school (school for special educational needs and disabilities)

This refers to pupils with a disability such as:

- ✓ visual impairment
- ✓ auditory impairment
- ✓ mental disability
- ✓ physical and multiple disabilities
- ✓ long term illness
- ✓ children with psychiatric disorders
- ✓ children with severe behavioural problems

For these pupils an admissions process can be initiated by contacting the Principal. In consultation with the S(B)O-school a guidance plan is drafted, because these pupils fall into a specific category of pupils with adjusted provision and are so-called 'reintegrating pupils'. If the required care can be provided in one of our classes, potential financing for extra support will be provided by lokaal PO.

A place offer:

The principles of Ontwikkelingsgericht Onderwijs are the starting point of our curriculum. We want to support children with varying levels and needs as well as celebrating difference. However the care provision for some children with special educational needs and disabilities goes beyond the scope of what we can offer as a primary school. We hereby take into account the interests of your child and our means of providing quality (special) education to your child without damaging the interests of the other pupils.

Key factors:

- ✓ maintaining a safe and inclusive learning environment
- ✓ the desired and feasible expertise of teachers
- ✓ the means of extra support in school
- ✓ the external means of support
- ✓ collaboration with parents
- ✓ feasibility of facilities (buildings and materials)

The Principal and the Care Coordinator take the above into account when making a decision about admittance. The school board under which both the school and the district fall still have a duty of care.

7. The parents

Parental involvement

The child is at the center of everything we do. Both parents and teachers are involved with the development of the child. A good partnership between both will foster the development of the child and ensure that parents and teachers understand each other.

Representative Advisory Board

De Archipel has a Representative Advisory Board (the Dutch abbreviation is MR) as stipulated in the 'Wet Medezeggenschap Onderwijs 1992'. The MR is comparable to a Works Council in businesses. Not only are employees represented in the MR, but also parents whose children attend our school. The MR is made up of three employees and three parents. They represent all the employees and parents respectively. Any parent whose children attend De Archipel can put nominate themselves as candidate. If there are more candidates than places, an election will be organised. The employees select representatives from amongst themselves. Again, if there are more candidates than places an election will be take place.

The MR consults with the management team on a regular basis on topics relating to both the curriculum and organisation of the school. These meetings are public. Each autumn term the MR writes a short annual report on the past school year.

On certain important topics the management team or the School Board are obligated to consult the MR or even obtain their consent. The MR also has the option to address topics to the management team or School Board on their own initiative. Topics that involve the MR are:

- ✓ giving consent on the use of staff, school finances and approving the school guide
- ✓ approving the school plan, which outlines the school policies for multiple years
- ✓ participation in the hiring committee for a new member of staff by one parent member
- ✓ help think about affairs relating to housing

Coming school year the minutes of the Representative Advisory Board meetings will be shared via Parro.

The Parent Association

The Parent Association (the Dutch abbreviation is OR) consists of parents. One member of the managing team is present at the meetings. In the OR the day-to-day routines and issues within the school are discussed. The OR is involved in the preparation of all sorts of activities, such as parties, sports day, etc. At the beginning of the school year the 'voluntary parental contribution' is collected. This contribution is used to pay for different activities that take place in school (such as the school trip, the Sinterklaas celebration, the Christmas celebration, the sports day). The OR, the managing team and the MR together set the amount for the 'voluntary parental contribution'. How the money is spent is accounted for in the annual report.

Helping hands

We try to include our parents with our school as much as possible. One of the most visible ways we do this is by asking parents to accompany and assist during excursions, with celebrations and during our sports day. We rely on the help from parents to be able to carry out these events.

Parental contribution

What is the voluntary parental contribution?

Each primary school receives money from the government to provide children with a good education. However this money does not cover the costs of extra activities such as the annual school trip, celebrating Sinterklaas, Christmas or Easter, school parties, etc. Because these activities are important in contributing to a positive learning environment and school community, we ask parents for a voluntary contribution.

What isn't covered by the voluntary parental contribution?

As an OGO-school we often go on excursions to for example museums. The entrance fee for the museums is paid for by the school, however we cannot always cover the cost of travel expenses with subsidies. In those instances we ask parents to provide an OV-chipcard for their child. This is also voluntary and is separate to the parental contribution.

What is the Parent Association's bank account number ?

The bank account number is NL81INGB0650506073 in the name of KBS De Archipel – Ouderraad. Please cite your child's first and last name.

How much is the parental contribution?

This year the contribution is set at €50,- per child annually (€30,- school trip and €20,- for other expenses).

If parents are not in a position to pay the voluntary parental contribution themselves, it is possible in some cases to apply for compensation with the Amsterdam City Council. If parents want to know if they are eligible, they can contact our Parent-Child Counselor Bianca de Goede. She can be reached by calling 06-83176229 or via email at b.degoede@oktamsterdam.nl.

Information and communication to/with parents

Parro

Virtually all our communication is done via Parro. Parro is a communication app for smartphones, which is linked to our digital pupil tracking and communication system Parnassys. Parents are invited to download the app so they can stay informed of the day-to-day happenings in the classrooms. Parro is also used to send newsletters and classroom updates as well as to plan school activities and Parent-Teacher meetings. Parro can also be viewed as a website which means having a smartphone is not a requirement.

Newsletter

The digital newsletter comes out monthly. The newsletter is posted on our website and a link is sent to all parents via Parro. It provides additional information on school affairs, such as staffing, housing, excursions and updates from the OR and MR.

A calendar with all upcoming important dates for the next period of two months is also included.

These dates are also updated in the school calendar on our website. Before the start of a new school year the dates of the holidays, bank holidays, study days/weeks and days off are indicated.

The dates of a large number of activities and festivities are also included. Practical information such as school hours, the gym schedule and the allocation of staff.

Website

De Archipel has a website. Our website includes information on our school, such as the school guide, the newsletter and the annual school calendar. You can visit our website at:

www.kbsdearchipel.nl

Information during parents evenings

At the start of the school year we organise an information market for parents in each of our year groups. During these evening teachers will explain the way each group works and they will provide information on our topic-based approach. They will also discuss all kinds of practical matters. For parents with children in year 8 the school organises a parent evening in November to inform parents on the procedures for transferring/enrolling to secondary school.

Contact with the teacher

We value our contact with you as a parent. If you would like to speak with a teacher, please make an appointment after school hours. She/he can then make time for you to discuss matters calmly as well as having time to prepare. We encourage you not to discuss matters with the teacher before class as the teacher is focused on the classroom and the children.

Teachers can be contacted via email and Parro. Email addresses can be found on our website. After school hours teachers can also be contacted via telephone on the school's phone number: 020-3140280. **Teachers cannot be contacted on their private/personal phone numbers.** If you received a teacher's personal phone number during for example a school trip, please don't use this number in other instances. This is to guarantee our staff's privacy.

8. Regulations and procedures

Gifts

We take the receiving of gifts to mean the donation of money without expecting a service in return. Gifts are also very welcome and enable us to provide extra services for the children that we cannot finance through regular means. Monetary gifts can solely be transferred to the school bank account. Upon receipt you will receive a receipt (to use for tax claims).

All received gifts are managed by the Principal and expenditure is accounted for in the annual financial report written by the OR.

AVG

All information on the Algemene Verordening Gegevensbescherming (general data protection regulations) can be read on the website of our school trust ASKO:

<https://www.askoscholen.nl/Paginas/Privacybeleid.aspx>

Insurance

The school has taken out an insurance package, which consists of accident insurance and liability insurance. Under the Accident Insurance Policy all those involved in school activities (pupils, staff, volunteers) are insured. The insurance entitles an individual to a (limited) settlement if an accident leads to permanent disability. Medical and dental costs are also partly covered, in as far as the own insurance of the party concerned does not cover the costs, for example due to the mandatory own risk (eigen risico). Material damage (such as broken glasses, a bicycle, etc) is not covered.

Under the Liability Insurance Policy both the school itself as those working for the school (board members, staff, volunteers) are insured against damage claims as a result of unlawful action. In connection to this we bring to your attention two aspects that often lead to misunderstandings:

Firstly, the school or the school board are not (absolutely) liable for everything that happens during school hours and extracurricular activities. If this were to be the case, any damage occurred at school would need to be compensated by the school. This view is held by lots of people, but is based on a misunderstanding. The school is only liable and therefore obligated to provide compensation in case of a culpable error. The school (or those representing the school) must therefore have fallen short in its legal duty. It is possible for a party to suffer damages without there being any unlawfulness on the part of the school. For example: a pair of glasses is damaged during gym class. This damage is not covered by the liability insurance and will therefore not be compensated by the school.

Secondly, the school is not liable for (damages through) unlawful behaviour of pupils. Pupils (or, if pupils are under 14 years of age, their parents) are primarily responsible for their own actions. A pupil who causes damages during school hours or during other school activities through unlawful actions, is thus in the first place responsible (or the parents). It is therefore important that parents/guardian take out private liability insurance themselves.

Parent Child Counselor (OKA)

Every school in Amsterdam has an associated Parent-Child Support Team. Do you have questions about the upbringing or development of your child? You can always turn to the Parent-Child Counselor, pediatrician or youth nurse who are part of the Parent-Child Support Team. They are independent of the school. Questions can be raised about your child (for example eating habits, sleeping, bullying, hyper activeness or being withdrawn) or about your family situation (for example a loss in the family, divorce or fighting). You can drop by our Parent-Child Counselor, Bianca de Goede, or make an appointment to see her in school or

somewhere outside school. Together you can discuss what is going on and what course of action is right for you. Would you like some information or advice? An introduction or guidance from the youth psychologist, or perhaps a training program for your child or you as a parent?

You can contact Bianca de Goede directly on 06-83176229 or at b.degoede@oktamsterdam.nl. You can also visit the Parent-Child Support Team in your neighbourhood. For more information visit: www.oktamsterdam.nl. On the website you can also chat (anonymously) or look up the address of your neighbourhood team. You are always welcome!

Compulsory attendance

De Leerplichtwet (The Compulsory Education Act)

All children in the Netherlands are obligated to go to school as stipulated in the Leerplichtwet (the Compulsory Education Act). The Local Authority enforces compliance with the law and has appointed certified civil servants (Truancy Officers) for this purpose. The Truancy Officers are not connected to a school. As parent/guardian who are obligated to ensure your child is enrolled in a school and that your child is actually attending school and taking classes. In case of illness, or another reason why your child is not able to attend school, you are obligated to inform the school either by phone or in person.

The age for compulsory attendance

Your child can attend school the moment your child turns four years old. From the first day of the month following your child's fifth birthday compulsory attendance is in order and your child is obligated to attend school.

Non-attendance

The Truancy Officers are in regular contact with the schools. They verify that schools are obeying the rules. If a child is not in school for three consecutive days and the reason for their non-attendance is not known to the school, the school is obligated to inform the Truancy Officer. The school is also obligated to inform the Truancy Officer when a pupil is absent on different days for several hours and the school is not aware of the reason. The Truancy Officer investigates why a child is not (or no longer) attending school and what possible problems that are causing the non-attendance need to be resolved. Parents/guardians will be contacted in this instance.

Leave of absence and vacations

In principle children can not obtain (extra) leave of absence to go on vacation with their parents. This also applies when it comes to long journeys or the costs during the peak holiday season. Only if a parent's (seasonal) work means that the family cannot travel together during official school holidays, is there the restricted possibility of requesting a leave of absence outside the school holidays. An employer statement is required stating that no annual leave can be taken during any school holidays, so not just during one specific school holiday.

Leave of absence due to personal circumstances

Only in the instance of personal circumstances, which are unexpected circumstances outside the influence of you as parents, is extra leave of absence possible. For example the death or serious illness of a direct family member. For requests for leaves of absence due to personal circumstances we require evidence in the form of a funeral card stating the date and time of the funeral.

Depending on the number of school days for which extra leave of absence is requested, either the Principal grants permission (requests up to 10 school days) or the Truancy Officer (requests for more than 10 school days). Leave of absence is never granted following a school holiday.

A leave of absence needs to be requested on time. Forms to request a leave of absence can be obtained from the reception.

Starting the new school year all together

The Truancy Officers pay close attention to the fact that all children start the new school year together after the summer holiday. Schools are obligated to inform the Truancy Officer if children are not present on the first day of school. Parents/guardians will always be called up to explain their child's non-attendance to the Truancy Officer.

Violation of the Compulsory Education Act

The Truancy Officers have investigative powers. This means that in the case of a detected violation of the Compulsory Education Act they can file a police report. A police report is handled by the court of justice.

Contacting the Truancy Officers

All parents/guardians can contact the Truancy Officer themselves in case of problems or questions:

Doha Amzour

Truancy Officer (Leerplichtambtenaar)

Onderwijs / Jeugd / Zorg – Leerplicht Gemeente Amsterdam

T 020 253 5177 M 06 82554109

Email: d.amzour@amsterdam.nl

Oranje Vrijstaatplein 2

Postbus 94801

1090 GV Amsterdam

For more information please visit: <https://www.amsterdam.nl/onderwijs-jeugd/leerplicht/extra-verlof/>

Finally

On behalf of the team, the Representative Advisory Board and the School Board we hope that you have been well informed of the goings on in our school. We hope it helps you to choose the right primary school for your child. For any further questions please contact the managing team of De Archipel. Most information can be found on our school website, including our school calendar.