



Whoever is illuminated by
God's love radiates His love,
hospitality and kindness. An
illuminated reflector is seen!

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We are De Reflector

In this school guide we present a picture of our school. De Reflector is dedicated to the development of children. Our school is a safe place to discover, experiment, grow and celebrate.

At our school, every child is given the space to discover who they are and what they are good at. We recognise that this can differ for every child. That is why we give children trust and responsibility and offer knowledge, skills, materials, space and opportunities to develop their talents and their identity.

Within our walls we form a small community, in which we as children of God are equal. Together with the children, parents/carers and staff we enjoy all the talents, possibilities and cultural differences. We reflect God's light and love by seeing one another, getting to know one another and loving one another. Will you celebrate with us?

Welcome!

Learning
together is
wonderful and a
lifelong process
for everyone!



Identity as a source

Our school is a practice ground for children in God's Kingdom. We treat one another with love and learn to be there for one another. Together we form a small community.

God loves His children and asks us to love one another. From that love we look at children, offer them a safe place to discover who they are and to develop. We think it is important that children grow up willingly to become who God meant them to be.

Identity as a source

Our school is part of the Hannah school group. As a school group we distinguish ourselves in the way we pay attention to the formation of children as persons. We focus on the love for God, for our neighbours, for ourselves and for creation. Jesus is our example in this.

We see it as our task, together with the parents, to help children discover their own path as followers of Jesus and to recognise that they are valuable just as they are, with all their possibilities and limitations. For this reason, in our schools we take account of different talents, encourage cooperation, learning from one another and from each other's cultures, helping one another, and we pay a great deal of attention to social-emotional development.

The Bible is open every day and teaches us about following Jesus.



Positive school climate

An important foundation within our walls is a positive school climate, because in a safe environment children can develop optimally. We think it is important that every child feels 'seen' at our school, whether there is something to celebrate or something difficult. We work on positive behaviour with School Wide Positive Behaviour Support (SWPBS). Children learn step by step to know and understand their own behaviour and that of others.

Together we learn to treat one another responsibly, respectfully and with care. We look beyond what happens today, so that in the future we can also learn, cooperate and develop in a pleasant way. Like all primary schools, we too have an anti-bullying coordinator (contact details: see appendix 1). We use questionnaires (Working with Quality, WMK) and the PBS incident register to gauge children's experience of safety and well-being. The questionnaires are completed by parents of children in Year 2, 5 and 8, and in the upper years the children themselves also complete a questionnaire. This provides information about motivation, well-being, self-confidence and how they experience school life. On the basis of the results we look at what can be improved in certain

groups and make plans accordingly. We report on this in our newsletters. We also discuss it with the MR (participation council) and during a coffee morning.

Taking care of school belongings

At our school we take good care of school property. Materials such as books, furniture and laptops help us to learn and work well. We teach pupils to take responsibility for these resources and to use them neatly and safely. By paying attention together to careful use, we make sure that everyone can use them pleasantly and for a long time.

Pupil council

We think it is important that our pupils are involved. Each year, the children in Years 5 to 8 choose two representatives for the pupil council. Under the

guidance of the principal, the pupil council discusses how things are going at our school and what could be done differently.

Celebrating

We are a school in which we live and work from the Bible. Together we marvel at God, at creation and at one another. We talk, sing and pray together. With stories from the Levend Water method, we tell the children about life with God.

We like to celebrate beautiful moments in order to enjoy together what God gives us. We do this with parents and sometimes with guests from the Havezatenhuis, for example during the Christmas and Easter celebrations. We also celebrate smaller moments, such as during our weekly openings on Monday afternoons or special moments in the group.



Together
we ensure social
safety at our school.
PBS helps us to get
along with one another
in a pleasant
way.

School as a hopeful place

Our school is a place of hope where children and adults are given trust, where they are allowed to learn, to make mistakes and to look further. Where hope and vulnerability go hand in hand.

Everyone has their own place in society. We aim to see what potential is present in each child and to ensure that it comes to flourish. That sometimes happens with ups and downs, but always in the light of God's love for us all.

The door is open

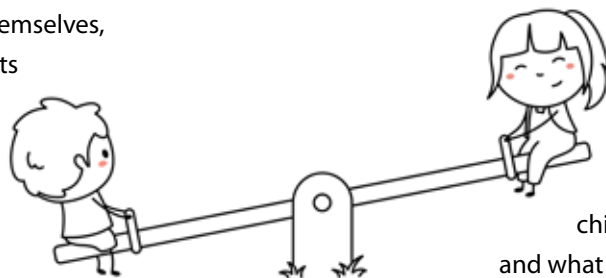
Our school is a meeting place for everyone who wants to learn. Encounters enrich our education, which is why the school doors stand open to the world. We want to be connected with the people who live, work and exist around our school. This works both ways: we receive and we contribute. Together we model how our children can make their own contribution to a hopeful world.

Everyone takes part

Children experience the richness of diversity in talents and possibilities of themselves, of other children, staff, parents and school neighbours. This encourages them to be meaningful to others and to creation, each in their own way and at

their own level. We think it is important that children take their place in life in a self-aware manner. We therefore see citizenship development as something that is present everywhere, from eating and drinking together to resolving an argument, from discovering who you are to encounters in the neighbourhood. We discuss, for example, themes such as cooperation, taking responsibility, doing something for another person, stewardship and wonder.

We do not only think about it, we also get to work. For example, we hold a sports day with other schools in Hengelo or we organise activities in cooperation with the Havezatenhuis (a small-scale care facility), such as baking pancakes together with the elderly, reading aloud or singing. We think it is important to look back together, share experiences and make new plans.



A solid foundation

To prepare the children for their future, we give them a solid foundation. We think it is important that children discover who they are and what they are good at. We work

according to the principle of Action-oriented Work (HGW). The basis for this is a group overview, which sets out how we tailor our teaching to the needs of the children. Through observations and tests we gain insight into the children's performance, including when they are struggling with something. We offer the lesson material on at least three levels: the basic group, a group with extra challenge and a group with extra explanation.

As soon as children start with us, they learn to work independently at their own level, first with a choice board and later with a weekly task. This independence makes it possible for the teacher to offer extra support where needed. The children can also learn together, strengthening and motivating one another.

Vision on the young child

Young children learn above all by doing and discovering. They explore the world by playing. In our teaching we build on this by offering a challenging play environment. We can tell them that a cork floats, but how much nicer it is to discover that yourself at a water table! In this way the child's play is central and forms the starting point for the teacher.

The teacher responds to the ideas, thoughts and feelings of the children and in this way stimulates them to develop.

Within the themes we work on the development of the young child in all kinds of areas. Language, reading, music, movement and circle activities are given content that fits the theme. Through



play the children become familiar with stories, books, letters, counting, comparing, arithmetic, music, dance and movement.

Middle and upper years

From Year 3 onwards we work daily on spelling, reading and arithmetic. In addition, we work thematically, with world orientation as the central thread. Within each theme we pay attention to various subject areas, such as geography, history and nature. The children also work on technology and artistic education in the technology room. Language and reading comprehension are linked to the theme, so that pupils recognise and better understand the content. This stimulates vocabulary development and strengthens language skills.

We actively involve the children in the lesson material and offer learning strategies with which the children can solve problems themselves. In the assignments there is room for experimenting, investigating and discovering. In this way, children learn not only a great deal about the theme, but also about the qualities of themselves and others. In this way we ensure that pupils master all the core objectives of primary education.

An overview of the methods we use:

Bible education	Levend Water
Reading (Year 3)	Veilig leren lezen
Technical reading (from Year 4)	Estafette
Language	Taal Actief



Handwriting	Pennenstreken
Arithmetic	Wereld in getallen
English	Take it easy
World orientation (geography, history, nature and technology)	Blink Wereld Geïntegreerd
Social-emotional development	Positive Behaviour Support (PBS); Kwink
Sex education	Wonderlijk Gemaakt
Road safety	Veilig Verkeer Nederland

We like to use movement and active forms of learning to support the learning process. In addition, all groups receive physical education twice a week from a specialist teacher from Hengelo Sport. From Year 3 onwards, the children also go swimming at the Twentebad pool in Hengelo a few times a year. To inspire and support the children in their creative and musical development, we choose activities

from the cultural programme of the municipality of Hengelo that fit our themes. Some activities take place outside of school or in cooperation with local organisations.

Transition to secondary education

At the end of Year 8 we say a festive farewell to 'our' children. They leave our school to continue their development in secondary education. In Year 7 we give an initial recommendation and in Year 8 a definitive school recommendation for further education. If the progression test (doorstroomtoets) shows that a pupil can handle more, the school recommendation is adjusted. In appendix 2 you will find information about how the school recommendation is formed. In appendix 3 you can see which school choices our education has led to over the past three years.



We teach the children to be open to others, whether nearby or far away, such as the elderly in the neighbourhood.



If you
look at what is
missing you see the
shortcomings. If you
look at what is
there you see the
talents!

Organising and training for the future

We are building a learning and inquiring culture, in which children develop and can identify with a wide diversity of talents and craftsmanship.

To get a good picture of what the children can do, it is important that we observe and measure. We use various systems to follow the children's development, so that we can respond to their educational needs. In addition, we analyse the results to see how we can further improve our teaching and we work as a team on our own development.

Observing and measuring

In Years 1 and 2 we use the observation and registration system Mijn Kleutergroep to follow development. From Year 3 onwards we use observations, conversations with children and tests from Leerling in Beeld (LIB). The Dutch Intelligence Test for Educational Level (NIO) in Year 7 and the progression test (doorstroomtoets) in Year 8 are also part of this.

In addition to learning results, we annually measure the social-emotional well-being of the children via LIB questionnaires, and in Years 5 to 8 via the social safety card of Working with Quality (WMK). Supplemented by conversations with children, parents and experts, we gain insight into the safety, well-being and educational needs of children. In Parnassys we keep a file for every child. The file contains achieved results, meeting notes and, if applicable, reports of special investiga-

tions and information about support needs.

We also look at what can be improved at group and school level. Our scores from children, parents and team members on the WMK satisfaction surveys are generally well above sufficient.

We work according to the 4D method: Data, Duiden (Interpret), Doelen (Goals), Doen (Act). Twice a year we analyse the data about learning results, about what the children think of the support we offer, social safety and thematic work. On the basis of this, we set goals at school and group level. In between, we discuss progress and make adjustments. We report on this in our newsletters. We also discuss it with the MR and during a coffee morning.

Basic support

Support for the whole group (level 1)

To give every child optimal opportunities, we work according to the principle of Action-oriented Work (HGW). The basis for this is a group plan, in which we describe how we tailor our teaching to the needs of different levels within the group, for example through differentiation, intensifying, enriching and deepening, cooperative learning activities, or promoting independence, ownership and social well-being.

The GGD (public health service) is our partner when it comes to children's health. When a child is around 5 years old, the child is invited with its parents for an examination of vision, hearing, movement, growth, health and behaviour. In Year 7 the children are invited once more.

Extra support within the group (level 2)

If a teacher observes that a child is getting stuck in cognitive, physical or social-emotional development, the teacher provides support within the group. Children who need it receive help, inside or outside the group, from our educational support staff, for example with reading, vocabulary or arithmetic.

Extra support within the school (level 3)

If support within the group proves to be insufficient, the internal coach (IB'er) joins in. In consultation with the teacher, IB coordinator and the parents, a suitable next step is determined. Within our team specific expertise is available in the areas of, among others, ASD, ADHD, ADD, behavioural and learning problems and dyslexia.

Within the school, for enrichment or deepening, we offer help in the Mindset group with learning to learn (work attitude, working according to a plan, ways of learning).

Extra support

Extra support with external specialists (level 4)

If extra support is needed, we are in contact with external parties. They think along with us and help

us to make a concrete plan to help a child further. For example, an educational psychologist (orthopedagoog) supports and advises us in the care of individual pupils, for example by examining the child and looking at which help or adjustment supports the child, or by supporting the teacher. We always discuss this with the parents. There are various external partners who come to the school and, together with parents and teachers, think about the right approach, among others:

- an educational psychologist from Klasse;
- a youth nurse;
- a school care supporter;
- Kentalis;
- a speech therapist;
- a children's physiotherapist;
- Language Expertise Team (ETT) for supporting children with a language delay.

A suitable place (level 5)

We do a lot to give every child the place it needs, but sometimes it is better for the child to look for another place. Such a search is always tailor-made, with parents, staff and experts thinking together about the most suitable place for the child. For this, our school is part of Plein Midden Twente. All schools within this cooperative network together ensure that every child in the region has a suitable place of education.

More extensive information about the support levels and how we monitor development can be requested from the principal or the IB coordinator of the school.



Pupil involvement in support

We think it is important that pupils are actively involved in their own development. If a child needs extra support, we discuss this with the child in a way that is appropriate to their age. Together with the child we set goals, evaluate these regularly and discuss the plans we make. In this way we ensure that the support is tailored to what the child needs and we encourage ownership over their own learning process.

When drawing up, establishing, adjusting and evaluating a development perspective plan (OPP), we discuss the content, the child's own development and the desired or required support with the child concerned. The child's input is taken into account in the plan and named.

We are working on asking all students how they experience the support provided at school. This ensures that every student's voice is included and taken into account (hoorrecht, right to be heard).

Educational quality

We monitor the quality of our education in various ways, so that we know on which points we can further improve our teaching. We use cards from Working with Quality (WMK) to collect data via questionnaires. In addition, we analyse the quality of the results the children achieve on various tests, including the progression test (see also appendix 3). With this we regularly evaluate our school plan to determine whether we are on track. In doing so, we continually ask ourselves: Are we doing the right things? Are we doing things well? How do we know? Do others say

so too? And: What do we do with this knowledge? In this way our goals and activities continue to match the changing needs of the school and its environment.

Working on growth

To improve our education, we also work on our own development. As a team we want to learn and discover even more about how our education can be improved. Building on this, in the coming years we will pay extra attention to the following themes:

- The Bible as a source for our education and our vision on citizenship.
- Safeguarding the quality of the core subjects of arithmetic, language and reading, and of the continuous learning path for social-emotional development.
- Setting up the technology room and integrating technology into the lessons.

We work cyclically on our school plan. In our annual plan we choose focal points for the development goals. Team members work on these in working groups and during study days. We account for this to the parents via the MR. We inform you about the progress in newsletters and during coffee mornings.



Working together with parents

We are glad that you entrust your child to us and we are eager to learn what you know about your child. We think it is important to combine that with what we see and measure.

We think it is important to share what children show in their growth process and educational learning process. We share this with the child itself and with the parents. This sometimes happens spontaneously, but there are also planned moments.

Staying informed

In addition to the website we use various ways to exchange information. We use Parro for sharing photos and short messages to keep parents and other parties informed about what is happening in the groups. For general news about the school you receive monthly our newsletter Lichtflits via Parro.

Talking together

At the start of the school year we hold introductory meetings. During the introductory meeting we are pleased to learn what you know about your child and we share expectations. Three times a year you will receive an invitation for a parent-teacher evening. In these conversations the development of your child is central. From Year 5 onwards children may join, and in Years 7 and 8 we expect the children to take part in these conversations. If there is more to discuss, we will schedule a follow-up meeting. Of course, we are also

happy to hear if something has happened that has thrown your child off balance, if you are worried, or if you would like to review your child's records. Before school you can briefly pass something on; for a longer conversation you can make an appointment. Finally, we organise coffee mornings and a parents' evening. During the coffee mornings you can contribute your thoughts on all kinds of matters regarding the school. During the parents' evening we are happy to talk with you about a substantive theme.

Taking part

For a number of tasks we count on your help. For example, together we make sure that the toys and cupboards remain tidy, that head lice checks are carried out and that the children are transported safely to an excursion. Parents who enjoy doing more at our school can help out regularly, for example at events organised by the activities committee.

Activities committee

The activities committee organises activities that contribute to experiencing and celebrating together. Various events are organised every year, such as the Christmas and Easter celebrations, the Sinterklaas party,

the King's Games, the evening four-day walking event and school trips. The more parents help out with carrying them out, the more of a joint effort it becomes! The activities committee consists of a number of parents and a team member (see appendix 1).

Privacy

We like to show others what happens at our school, for example in Parro, in the newsletter, on our website and on social media. Of course we take your privacy preferences into account in doing so. You can change these settings at any time in Parro.

In the event of a move, a transfer to another school, or for some other reason, we ask your permission to share data. We comply with the GDPR in doing so. More information about [privacy](#) can be found on our website.

Financial contribution

As parents you pay various contributions:

- Identity contribution Hannah school group: this voluntary contribution is used for, for example, Bibles or materials for use in lessons.
- Parental contribution – This contribution is voluntary. Even if parents do not pay the parental contribution, the children take part in the activities, such as the school trip, celebrations and camp.

Insurance

All pupils and staff of the school are insured during school activities against the consequences of accidents. You can find more about this [accident insurance](#) and our [liability insurance](#) on the Hannah website. Damage to or loss of personal property is in principle not covered by these insurances. In the case of intentional damage to school property, the school can claim back the costs. Sometimes parents or carers have to pay for the damage.

Parental participation

Parents can also contribute their thoughts via the participation council (MR). The MR consists of parents and staff of De Reflector (names of members: see appendix 1). Through the MR, parents and staff take part in discussions about school policy. For some





In Parro
we can share
things quickly, safely
and invisibly to
the outside
world.



matters the principal needs the approval of the MR. In addition, the MR advises the principal or comes up with an initiative. After every meeting, the MR writes a short piece in the Lichtflits newsletter. The joint participation council (GMR) of the Hannah school group also consists partly of parents. The GMR advises, monitors, considers and decides together with the board of the Hannah school group. More information about the GMR: www.scholengroephannah.nl/gmr

Complaints procedure

It can of course happen that you have a complaint about our school. If you are dissatisfied about something, the first step is to discuss it with the person concerned. If you cannot work it out together, you can submit your complaint to the principal, the board of governors or the IB coordinator (if it concerns your child).

Internal confidential advisor

Sometimes it is difficult to reach a solution with the staff, which is why there is a confidential advisor (contact person) within the school who can help you with this. This person does not solve the complaint themselves, but listens to you and thinks with you about the best next step. If necessary, the internal confidential advisor puts you in contact with a confidential advisor outside the school. The contact details of our internal confidential advisor can be found in appendix 1. Children can indicate via the letterbox in the hall if something is bothering them. The internal confidential advisor or 'listening teacher' then contacts

them in an appropriate manner. At the beginning of each school year, the listening teacher explains the possibilities in each group.

External confidential advisor

The external confidential advisor is an independent party and can help you to draw up a complaint. You submit your complaint to the board of governors or directly to the [Disputes Committee for Special Education](#). In the case of possible criminal offences, the confidential advisor can support you in filing a report with the police and the judicial authorities. The complete [complaints procedure](#) with explanation can be viewed at the school and on the website of the Hannah school group.

Reporting obligation and reporting code

All team members of our school, including the internal confidential advisor, are legally obliged to report any signs or suspicions of sexual abuse by a staff member to the board of governors. The board is obliged to file a police report about this. In addition, every staff member of our school is legally obliged, in the case of signs or suspicions of domestic violence or child abuse, to follow a step-by-step plan, the reporting code, in order to safeguard the safety of the child. You can find more information about the [reporting code](#) on the website of the Hannah school group. The internal confidential advisor regularly reminds the team of the reporting code and regularly brings the reporting code to the attention of the team, for example on a study day.

Opening hours, illness and leave

We like to see the children every day! We miss them when they are not there. That is why we are happy to hear when they are not coming.

School hours

We work with a five-equal-school-days model, which means that all children have the same school hours every day:

Walk-in	08.15 – 08.25 uur
Lessons	08:25 – 12:00 uur
Lunch break	12:00 – 12:30 uur
Lessons	12:30 – 14:10 uur

See the annual planning in Parro for an overview of free days and holidays in this school year. An account of the hours can be found in appendix 4.

Mobile phone

We understand that some children carry a mobile phone with them, for example because of the travel distance. In order to keep the focus on learning and playing together, the children hand in their phones at the start of the school day and are given them back at the end to take home.

Eating and drinking

Between 12:00 and 12:30 the children have half an hour's break. For the first quarter of an hour there is time to eat and drink, after which the children play outside under supervision. In bad weather there is an indoor programme. The lunch supervision (TSO) is

provided by our teachers. The children bring their own healthy snack and healthy lunch.

After-school care (BSO)

For after-school care we cooperate with [Parbédie](#). They offer after-school care in which sports and movement are central. After school, the children walk under the supervision of Parbédie to the care location. For information about care times, holiday care, costs and placement, you can contact Parbédie yourself to arrange care for your child. The costs of the care are borne by the parents.

Getting to know us and enrolling

Parents who are interested in our school are very welcome for an introductory meeting and a look around the school. During such a meeting we talk about our vision and way of working and there is room to ask questions.

Would you like to enrol your child? Please contact the management or fill in the [enrolment form](#).

When may my child start school

From the day your child turns four, they are welcome at school. In the weeks before that birthday, they may already come to get used to it, for a maximum of ten



half-days. In this way your child can calmly become acquainted with the group teacher, the group and the rhythm of a school day.

Reporting illness and absence

Every day we check whether all children are present. We miss them when they are not there. In addition, pupils from the age of 5 are also required to attend school. That is why we like to hear when your child is ill and cannot come, for example due to an appointment with the GP or dentist. You can let us know before school via Parro or by phone between 8.00 and 8.15.



We ask you to schedule medical appointments outside school hours where possible, so that your child misses as few lessons as possible.

Extra leave

It is possible that your child cannot be present for another reason, for example important family obligations. On our website you will find an [overview of valid reasons](#) for extra leave and a form to apply for extra leave.

Is a pupil not at school without a valid reason? We will then find out what is going on and consult with you. If a pupil is too often late or absent, we report this to the school attendance officer. That officer will talk with you and your child to see what is going on and will offer help to prevent further absence. For more information, see the [regional school attendance card of Twentse belofte](#).

Exemption from educational activities

In special cases, parents can request an exemption from certain educational activities, for example on the grounds of religious conviction. This is always done in consultation. Please feel free to request a meeting with the management for this.

Illness or absence of the teacher

If a teacher is ill or absent, we do our utmost to arrange a replacement. When a replacement is really not possible, it can happen that the children get a day off. Of course we try to prevent this!

Appendix 1 - Contact details and addresses

Primary school De Reflector

Judith Pals, principal, [✉ j.pals@hannahscholen.nl](mailto:j.pals@hannahscholen.nl)

Judith Liefers, site leader and anti-bullying coordinator, [✉ j.liefers@hannahscholen.nl](mailto:j.liefers@hannahscholen.nl)

G. Klapwijk, internal coach,

[✉ g.klapwijk@hannahscholen.nl](mailto:g.klapwijk@hannahscholen.nl)

Heleen Roose, internal confidential advisor,

[✉ h.roose@hannahscholen.nl](mailto:h.roose@hannahscholen.nl)

Participation council: Parent section: **Ronald Buikema** (chair), **Jantine Euverman** en **Jan Jaap Akker**. Staff section: **Judith Liefers** en **Lianne Leusink**

Activities committee: **Marjon Buikema**, **Riekje Akker**, **Marrit Meinen**, **Jennita Hiemstra**, **Loozan Kaskhan** en **Eline Wagenmakers**

Hannah school group

Frits de Zwerverlaan 7a

7771 CV Hardenberg

☎ 0523 - 271 580

[✉ secretariaat@hannahscholen.nl](mailto:secretariaat@hannahscholen.nl)

[🌐 www.scholengroephannah.nl](http://www.scholengroephannah.nl)

Cooperative network SWV Twente Oost 23-02

Afdeling Plein Midden Twente

Jan Tinbergenstraat 111

7559 SP Hengelo

[✉ info@swvtwenteoostpo.nl](mailto:info@swvtwenteoostpo.nl)

[🌐 swvtwenteoostpo.nl](http://swvtwenteoostpo.nl)

Youth Health Care (GGD)

☎ 053 - 487 66 70 (on working days only)

[✉ info@ggdtwente.nl](mailto:info@ggdtwente.nl)

[🌐 ggdtwente.nl](http://ggdtwente.nl)

External confidential advisor

School counselling service Centraal Nederland

J. Crielaard - ☎ 06-33141356,

[✉ jcrielaard@centraalnederland.nl](mailto:jcrielaard@centraalnederland.nl)

H. Nieuwenhuis - ☎ 06-10043132,

[✉ hnieuwenhuis@centraalnederland.nl](mailto:hnieuwenhuis@centraalnederland.nl)

Disputes Committee for Special Education

Postbus 394, 3440 AJ Woerden

☎ 070 - 38 61 697

[✉ info@gcbo.nl](mailto:info@gcbo.nl)

[🌐 www.gcbo.nl](http://www.gcbo.nl)

Confidential inspectors hotline

Complaints about sexual harassment, sexual abuse, serious psychological or physical violence: confidential inspectors hotline

☎ 0900-1113111

Appendix 2 - Forming the school recommendation

Leaving primary school for secondary school is a milestone for you and your child. For us, too, it is an important moment. We want all 'our' children to end up in the right place.

Opportunity-rich advice

Opportunity-rich advice means that we look at the possibilities of the child. The aim of the school recommendation is for a child to end up in secondary education at a place that matches their talents and interests. The school recommendation is therefore not a snapshot, but is based on a broad insight into your child's school development. In this way we look not only at the learning results but, for example, also at the work attitude and motivation that the child shows.

School recommendation

We weigh up all the data we have and together arrive at a school recommendation. This takes place in a number of steps:

Year 7	
November	Visit to secondary schools
Middle of Year 7	Provisional school recommendation
End of Year 7	Provisional school recommendation and discussion of intelligence test during report meeting
Year 8	
October/November	Discussion of provisional school recommendation (extra meeting)

January	Internal discussion of recommendation (team and MT) Discussion of pre-recommendation in report meeting
February	Taking of the progression test
March	Reconsideration or adjustment of the school recommendation in the case of a higher score on the progression test Definitive school recommendation Registration at secondary school
April/May	Warm handover to the secondary school for all pupils

Explanation:

- The provisional school recommendation is the school's judgement of the pupil's capacities and learning potential.
- The progression test (doorstroomtoets) is an additional, objective measurement moment, the results of which are taken into account in the definitive school recommendation. The test provides a picture of pupils' mastery in a number of measurable learning areas.
- From the 2023-2024 school year, the school recommendation must be adjusted upwards in the case of a higher score on the final test. Only if an adjustment is not in the pupil's interest may the school recommendation be maintained. If the final test score is lower than the provisional school recommendation, no downward adjustment is made.
- The definitive school recommendation is a weighted judgement of the various capacities and the learning potential of the pupil, on the basis of the provisional school recommendation and the final test. The school's judgement is leading.

Appendix 3 – Results and school choices

Results progression test (doorstroomtoets)

Measured over the past three years, on average 93.3% of our pupils reached the basic level (1F) on the progression test. On this we score slightly lower than comparable schools in the Netherlands. Comparable schools in the Netherlands score 95.7% on this. On average, 58.1% of pupils reach the target level (1S/2F) on the test, which is a higher level.

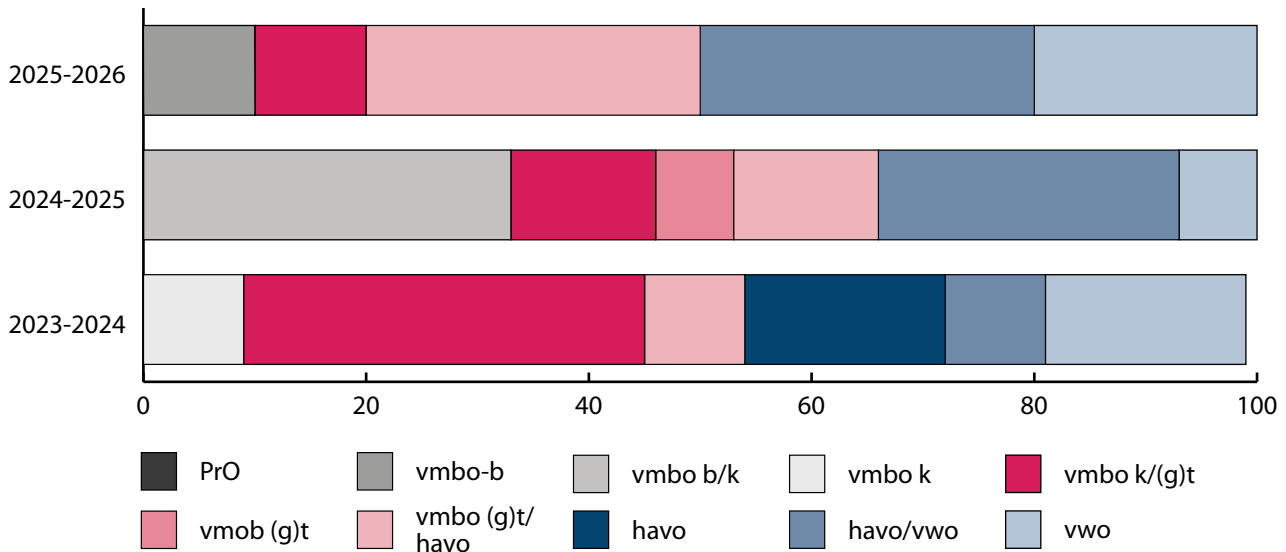
Comparable schools in our country score 55.9% on this. We are working on improving our learning results. The results of the past year show an increase that better matches our population and ambition.

We aim for 100% 1F, 60% 1S/2F

Choice of secondary school

In the chart below you can see which school choices (in percentages) our education has led to over the past years. In this we think it is important to note that this is always tailor-made: together with the parents, we look at what is most suitable for each individual child.

In the first three school years after the transition, we remain in contact with the secondary school. In this way we know that the greater part of our pupils continue to follow the education that was recommended at the end of Year 8.





Appendix 4 - Account of hours

Within school hours, pupils receive at least 7,520 hours of education over 8 school years, not counting lunchtimes and holidays. In Years 1 to 4 we provide on average 880 hours of lessons per year, and in Years 5 to 8 on average 1,000 hours.

The holidays are planned in consultation with the municipality and align as much as possible with the holidays of other schools in Hengelo. In the calendar in Parro you will find, in addition to holidays, study (half-)days for the team. During the study (half-)days the children are free. These extra free days are required

to be planned in such a way that, in addition to the general public holidays, the children have a four-day school week a maximum of seven times per year. A study afternoon can also fall within a four-day school week.

Overview of the number of school hours per year for each group:

Total number of school hours	1410
Hours of school holiday	353
Other free hours	43
Number of school hours per year	1014

COLOPHON

This school guide was written and designed by Pauline Buit, commissioned by and in consultation with the team of De Reflector, and is adopted annually by the competent authority.

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