

School Guide 2026-2027

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1. Welcome to Optimist International Academy

We are excited to present the first school guide of the Optimist International Academy (OIA), introducing you to our vibrant learning community where every student is known, valued and supported. Since 2018, we have grown into a warm, inclusive community where students from many nationalities and cultures learn, play, and grow together.

At OIA, we offer a continuous IB learning pathway, with the Primary Years Programme (PYP) for children aged 4 to 11 and the first years of the Middle Years Programme (MYP 1 and 2) for students aged 11 to 14. This enables students to move naturally from Primary into Secondary, building confidence, independence, and a strong sense of belonging within one connected learning environment. In the coming years, this pathway will continue to develop as we expand our Secondary Programme through the later MYP years and the Diploma Programme (DP).

Welcome to Optimist International Academy-a school where your child thrives, belongs, and learns with curiosity, purpose, and joy.

Ms Anne Marie van Holst – Head of OIA primary

Mr Jon Symmons – Head of OIA secondary

Ms Brenda Stam- Principal Haarlemmermeer Lyceum and OIA Secondary

Contact Details

Key contact information, absence reporting procedures and points of contact can be found in *Chapter 14: General Information*.



2. Mission, Vision and Guiding values

At OIA, we offer a continuous and future-oriented learning pathway from Primary through Secondary, grounded in inquiry, multilingualism and inclusion. Students develop independence and confidence, explore their strengths and grow with purpose.

Mission

At OIA, we are a welcoming international learning community where every child belongs, every language is valued, and local roots connect with global perspectives. We inspire students to grow as curious, caring and confident learners who are ready to value differences in people and contribute to the world around them.

This mission reflects the principles of the [International Baccalaureate](#), while staying true to OIA's own identity as an inclusive, multilingual and locally connected school.

Vision

Our vision is to grow into one continuous international learning community where our students aged 4 to 19 develop the confidence, identity and skills to contribute to an ever changing world. Rooted in our local community, we bring international and local perspectives together across one shared learning journey.

Our connection with Haarlemmermeer Lyceum Tweetalig strengthens this vision by bringing together international and Dutch bilingual education, creating a learning environment where students can move confidently between cultures, languages and communities.



Guiding values

Our guiding values shape everything we do. They guide how we teach, how we learn, and how we work together as a community of students, staff and parents.

We place the learner at the heart of all we do, fostering ownership, resilience and continuous growth

OIA aspires to be a school where students are both supported and challenged to grow in confidence, knowledge, responsibility and ownership. Guided by the IB Learner Profile, our teachers respond carefully to each student's stage of development, needs and potential, helping every learner grow academically, socially and emotionally.

We spark curiosity and connect ideas across disciplines to make learning meaningful

We encourage students to learn, to connect ideas across subjects and how to think, not simply what to think. Through inquiry, questioning, discussion, reflection, and real-world application, they build understanding that is deep and lasting.

Students are encouraged to take an active role in their learning. They reflect, make informed choices and respond to feedback, developing a growing sense of agency over their learning and their actions.

We use assessment and feedback to empower learners to reflect, grow and take ownership of their progress

Assessment is part of learning, not simply the end of it. We use evidence-informed approaches and provide clear, actionable feedback so students understand their development, know their next steps, and can act on them.

In this way, assessment supports improvement, self-confidence, and a growing sense of agency. Rather than defining students, it helps them recognise progress and understand that their effort and choices can make a real difference.

We value diversity as a strength and create an inclusive environment where every learner feels valued

Our school brings together a diverse range of cultures, languages, perspectives, and learning needs. We believe students learn to understand others by listening, engaging, and interacting with each other. This diversity strengthens both learning and the community.

Our students learn best in a culture that promotes a positive environment where differences are celebrated, individual identities, interests and passions are respected.

We promote multilingualism to deepen intercultural understanding, global awareness and develop internationally minded learners

Language is at the heart of learning. Students' home languages are valued and supported throughout their academic journey. English is our main language of instruction, while Dutch is offered as an additional language. In this way, students strengthen their sense of identity, grow in confidence across cultures, and learn to see languages not as barriers, but as bridges.

We believe learning leads to action and encourages our students to make meaningful contributions to their community and the wider world

At OIA, relationships with each other and the world around us matter because they help create the conditions in which students can thrive. When students feel safe, connected, and engaged, they are better able to grow, participate, and contribute.

Students apply their understanding in authentic contexts and see how learning relates to life beyond the classroom. Learning matters most when it leads somewhere. We want students to act with purpose in relation to others and the world around them.



We provide a continuous learning journey while challenge and independence gradually increase

OIA is one learning community with one shared vision from Early Years through Secondary. This creates a coherent learning journey in which approaches, routines, and expectations build naturally over time.

As students move from Primary into Secondary, they gradually gain more independence and responsibility.



3. School Context, Premises and Partnerships

Optimist International Academy is a Dutch-subsidised public international school for primary and secondary education. As part of the Dutch education system partial government funding helps us provide high-quality international education in small classes at an affordable cost for families seeking the right school for their child.

Dutch International Primary and Secondary Schools (DIPS and DISS)

Optimist International Academy is part of the network of Dutch International Schools, which brings together Dutch International Primary Schools (DIPS) and Dutch International Secondary Schools (DISS). This network represents and supports Dutch international schools in their shared mission to provide fitting international education for students aged 4 to 19 from internationally mobile families.

Dutch International Schools offer high-quality international education in a Dutch setting. As part of this network, OIA benefits from collaboration with other Dutch international schools across the Netherlands. Together, these schools offer internationally recognised Programmes that support continuity for families who may move between countries or education systems.

Dutch International Schools are recognised and partly funded by the Dutch Ministry of Education, Culture and Science. Because of this, admission is based on national eligibility requirements for international education in the Netherlands.

OIA School Premises

Optimist International Academy is located in the residential area of Floriande in Hoofddorp, in the Haarlemmermeer region near Amsterdam and Schiphol. Our Primary and Secondary campuses are situated directly opposite each other, creating one connected learning environment. The school is surrounded by green spaces and a range of community and recreational facilities, offering families a safe, welcoming and internationally connected setting.



At OIA we take pride in maintaining a clean, welcoming, and orderly environment, and we ask all students and families to treat the building and its facilities with care and respect.

OIA Primary is based in the modern **In De Breedte** building, where education, childcare and youth services come together in one familiar setting. The Primary location offers purposeful learning spaces, classrooms as well as communal areas, several large outdoor play areas, a library and media resource centre, a science lab and access to a bright, spacious gym hall and smaller gyms.

OIA Secondary is located just across the road within **Haarlemmermeer Lyceum Tweetalig**, a well-equipped bilingual secondary school with a strong international profile. The Secondary location offers modern spacious learning spaces, specialist subject rooms, its own library and media resource centre, science lab facilities, communal areas, and access to a spacious gym hall. A fitness space is also being developed to further support physical and health education and well-being. The building also houses the modern public library of Floriande, offering students another inspiring connection to reading, research and the wider community.

All facilities support reading, research and inquiry, and include English and multilingual books, helping students develop a love of reading while also valuing home languages.

Together, OIA Primary and OIA Secondary provide one continuous international learning journey from ages 4 to 19. Our facilities support the IB approaches to learning, with spaces that encourage curiosity, independence, collaboration, research, creativity and reflection. Students benefit from a fully English-taught international curriculum, while remaining closely connected to Dutch society and the local community around them.

Governance

OIA is governed by two co-operating school boards.

OIA Primary is part of Stichting Floeer onderwijs en opvang, a foundation for public primary education and childcare in Haarlemmermeer. Floeer provides primary education, special primary education and international primary education across 16 schools in the municipality, with several schools also offering childcare.

OIA Secondary is part of Stichting Dunamare Onderwijsgroep, a public foundation for secondary education in the Netherlands. Dunamare brings together 24 secondary schools across the regions of Haarlem, Haarlemmermeer, IJmond, Uithoorn and Harlingen. Together, these schools offer a wide range of educational pathways, from practical education to grammar school, and from Montessori education to bilingual education and technasium.

The two boards work in close co-operation to carry out their board responsibilities for the two divisions of OIA. It is their ambition to consider OIA as one school offering a vertically aligned international educational Programme for students aged 4-19 years.

Samenwerkingsverband

The Dutch Appropriate Education Act (Wet Passend Onderwijs) gives schools in the Netherlands a duty of care to help ensure that every student has access to a suitable educational place, with appropriate support where needed.



OIA Primary and OIA Secondary work within the relevant regional partnerships for appropriate education. OIA Primary falls under Samenwerkingsverband Haarlemmermeer. OIA Secondary is part of Samenwerkingsverband Amstelland en Meerlanden (SWVAM). Through these partnerships, we work with other schools and professionals to explore appropriate support and, where needed, the most suitable educational setting for each student.

Parent and Student Support – Steunpunt Amstel & Meer

Parents and students at both OIA Primary and OIA Secondary who have questions about passend onderwijs, additional educational support, or their rights and options can contact [Steunpunt Amstel & Meer](#), the regional Parent and Youth Support Centre.

The support centre provides independent information, advice and support to parents and students. Parents and students can contact the support centre directly if they would like information or someone to think along with them.

GGD Kennemerland Youth Healthcare

GGD Kennemerland provides preventive youth healthcare for children and young people in the region. Its youth healthcare teams monitor children's growth, health and development, offer vaccinations through the national vaccination Programme, and provide advice to parents and schools on healthy development, well-being and parenting.

Each school is connected to a Youth Healthcare team, usually consisting of a youth doctor, youth nurse and, in primary education, a doctor's assistant. In collaboration with parents and, where appropriate, the school, the team can offer guidance on physical, emotional, social or behavioural concerns. This helps ensure that children and young people receive timely advice and support to help them thrive at home and at school.

After-school care

OIA is delighted to partner with UniKidz as our bilingual after-school care provider. UniKidz Hoofddorp is located within OIA Primary and offers bilingual after-school care for children aged 4 to 13, following the UniKidz International formula.

Our after-school care partner, UniKidz, is bilingual and supports children in using both English and Dutch in an informal, playful setting. This complements OIA's Language Friendly approach and helps children build confidence in communicating across languages.

UniKidz' aim is to create a warm and familiar environment where children can be themselves, relax after the school day and have the space to grow and flourish. UniKidz offers a wide range of activities that encourage children to challenge themselves, explore new interests and discover their personal talents, based on four development areas:

FitKidz – sport and movement

SkillsKidz – making and creating

SoulKidz – heart and soul

MindKidz – development and education

Families can find more information or sign up for UniKidz [here](#).



Possibilities of expanding our partnership with UniKidz to the secondary with an offer for 2-4 years and 11-13 years are being explored.

In addition to our partnership with UniKidz, there are several other after-school care providers in the Floriande neighbourhood, including [SKH Mirakels](#), [Happy Kids Floriande](#) and [Kindergarden Floriande](#). Parents are encouraged to contact these providers directly to discuss availability, registration, opening hours and practical arrangements.

Local partners for sport and culture

OIA works with local partners to enrich students' learning beyond the classroom.

At OIA Primary, Team Sportservice Haarlemmermeer supports our lunchtime supervision by offering active and engaging sports activities during the lunch break, giving students the opportunity to move, play together and return to class refreshed and ready to learn. Furthermore, Team Sportservice Haarlemmermeer supports schools in promoting sport and physical activity. Their work includes physical education support, sports events, tournaments, movement activities and links with local sports clubs. This helps students enjoy being active, develop teamwork skills and build healthy habits for life.

Families can also explore local sports opportunities through platforms such as Noord-Holland Actief, which provides information about sports and activities available for children in and around Haarlemmermeer.

Cpunt is the cultural centre of Haarlemmermeer and offers a wide range of educational Programmes, activities and projects for schools, from childcare to secondary education. Their offer includes cultural education, reading promotion, workshops, performances and projects in areas such as theatre, music, dance, visual arts and media. Through Cpunt, students can explore creativity, self-expression and cultural awareness as part of their wider learning experience.



4. School community

Leadership

OIA is led by two complementary leadership teams, one for the primary school and one for the secondary school, each responsible for the day-to-day development and direction of their own department. Together, as one unified team, they share responsibility for the broader vision and continuous growth of the school as a whole. This structure allows us to be both responsive to the specific needs of each phase of education and coherent in our shared values and ambitions.

We believe that good leadership is visible, approachable, and rooted in a genuine love of education. The Leadership Teams of Primary and Secondary provide the academic, pastoral, and strategic leadership that shapes the culture and direction of OIA, supporting teachers to do their best work, creating the conditions in which students can thrive, and keeping the school community informed, engaged, and moving forward.

Leadership team Primary

The Primary school leadership consists of the Head of School, Deputy Head and Learning Leader for Educational Leadership.

Anne-Marie van Holst

Head of School

Annemarie.vanholst@floreer.nl

Cheryl Embleton

Deputy Head & HR and Admissions Manager

Cheryl.embledon@floreer.nl

Colleen Cropp

Learning Leader/PYP-coordinator

Colleen.cropp@floreer.nl

Leadership team Secondary

The Secondary leadership team consists of the Head of School and the Principal of Haarlemmermeer Lyceum Tweetalig.

Jon Symmons

Head of School

Email: j.symmons@oia-secondary.nl

Brenda Stam

Principal Haarlemmermeer Lyceum Tweetalig

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Lisabete Ferreira

Learning Leader/ MYP coordinator

l.ferreira@oia-secondary.nl



Teaching staff

We have an enthusiastic and professional leadership team in place. We currently have a team of approximately 50 staff members in both Primary and Secondary from all over the world, with around 18 nationalities.

They are fully qualified, caring professionals who bring not only subject expertise, but a genuine passion for working with students from diverse cultural backgrounds. They believe in every child's potential and work hard every day to bring out the best in each learner.

We are proud of our team, and we believe that great teaching makes all the difference.

Support staff

Our support staff support the daily organisation of the school and help create a safe, welcoming and well-functioning environment for students, families and staff.

This includes colleagues in administration, admissions, PR & communication, reception, operations, facilities, swimming coordination in Primary, library & multimedia resource team, and student support. Some support staff also have a specialist role in teaching, learning and well-being, such as our educational specialists, mentors, multilingual & EAL specialists and teaching assistants, as part of our Inclusion team. More information about our student support structure can be found in the chapter 8 on Inclusion, student well-being and Safety.

Administration

The school office is the first point of contact for families for the practical side of school life. Our administrative team is here to help you with enrolment and registration, appointments, invoicing and any general queries you may have. We aim to respond to all enquiries within two working days. You are always welcome to reach us by phone or email. We are committed to making sure you feel informed, supported, and at home in our school community from day one.

Primary

Dussenstraat 34, 2134 DL Hoofddorp

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Secondary

Baron de Coubertinlaan 2, 2134 CG Hoofddorp

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Students

Students are at the heart of everything we do. They come from a wide range of cultural, linguistic and educational backgrounds, bringing different experiences, perspectives and talents into our school community.



Classes PYP and MYP

OIA offers education in both the Primary Years Programme (PYP) and the first two years of the Middle Years Programme (MYP). Students are placed in classes based on their age, previous schooling, development and educational needs. Exceptions to the age guidelines are made infrequently and only upon careful evaluation by the Senior Leadership Team. We aim to create balanced groups in which students can learn, participate and feel part of the school community.

When placing students in a class or splitting a class, we take the profile of the group into consideration: mixed ability levels, social emotional and learning diversity requirements, English language ability level and gender balance. At the end of each academic year our teaching staff in consultation with the Senior Leadership team will decide if a class will remain the same or will be mixed.

Depending on the number of students new to a class or leaving, in exceptional cases we might have to split a group or combine two groups during the year.

In our [Group placement document](#) further information can be found about placement and an Age Equivalent table with birth dates and related year groups.

Primary

In school year 2026 – 2027 OIA Primary started with approximately 220 students divided into 12 groups.

In the PYP, students are taught mainly by their class teacher, with support from specialist teachers and support staff where needed. Classes are organised in year groups, which helps teachers collaborate closely around planning, progress and student support.

Secondary

In school year 2026 – 2027 OIA Secondary started with approximately 40 students divided into 3 groups.

In the following years, OIA will continue to grow the Secondary Programme step by step, this means that MYP3 and the following MYP years will be developed in the coming school years, with the ambition to offer the IB Diploma Programme (DP) as the final phase of the OIA learning pathway.

In the MYP, students are taught by subject teachers and supported by a mentor. The mentor is the first point of contact for students and parents and supports students with learning habits, well-being and personal development.

As OIA continues to grow, class structures may develop from year to year. The school carefully considers class composition, staffing and student needs to ensure a safe, inclusive and purposeful learning environment.



5. Whole school learning values

Learning at OIA

At Optimist International Academy, learning begins with curiosity. We encourage students to ask questions, think for themselves and make sense of the world around them. For families, this means a school where children are both supported and challenged to grow in confidence, knowledge and responsibility.

Our approach is inquiry-based, internationally minded and rooted in strong relationships. Students learn through questioning, discussion, reflection and real-world application. They are encouraged to take an active role in their learning, respond to feedback and gradually develop greater independence.

Assessment is part of learning and the backbone of our Programme coherence. We use clear goals, evidence-informed assessment and actionable feedback to help students understand their progress and know their next steps. In this way, assessment supports growth, self-confidence and a developing sense of ownership.

Language, identity and inclusion are central to learning at OIA. English is our main language of instruction, Dutch is offered as an additional language, and students' home languages are valued and supported as part of their identity and learning journey. We see difference as a strength and language as a bridge between people, cultures and communities.

OIA offers one continuous international learning journey from Early Years through Secondary. As students move through the school, expectations, routines and approaches build naturally over time. The learning environment remains familiar, while challenge, depth and independence gradually increase.

OIA is a Candidate School for the International Baccalaureate Primary Years Programme and Middle Years Programme, with future development towards the Diploma Programme envisaged. As a Candidate School, OIA is actively developing towards full authorisation as part of its ongoing quality development.

IB Learner profile

[The IB learner profile](#) The IB Learner Profile helps make visible the kind of learners and people we want students to become curious, reflective, balanced and able to communicate and think critically. Alongside this, students develop Approaches to Learning skills through everyday classroom practice. These include thinking, communication, research, self-management and



social skills, such as organising their work, managing time, working with others, reflecting on feedback and sharing ideas clearly.

World Citizenship

At OIA, world citizenship and sustainability are important parts of our educational vision. We help students develop the knowledge, skills and values they need to participate responsibly in local and global communities. Our aim is to help students become thoughtful, compassionate and responsible citizens who can contribute positively to the world around them.

Through the IB curriculum and our personal, social and health education, students explore themes such as identity, culture, diversity, inclusion, sustainability, responsibility and ethical decision-making. We encourage them to understand different perspectives, respect different cultures, languages and traditions, and reflect on their own role in the world.

As an international school in the Netherlands, and closely linked to Haarlemmermeer Lyceum Tweetalig, we support students in connecting their home cultures with Dutch culture and the wider international community. We value each student's background and see multilingualism as an important part of identity, communication and intercultural understanding.

When global issues or crises arise, we approach these with care, using age-appropriate and neutral discussion while protecting students' emotional well-being. Where appropriate, the school may support a charity or community action linked to student learning and school values. Participation is always voluntary.

Information technology and Digital Citizenship

At OIA, technology is used as a tool to support learning, inquiry, creativity and collaboration. Digital tools are integrated across the curriculum where they add value to learning and help students develop the skills they need to work confidently and responsibly in a changing world.

Students learn to use technology for research, communication, creation, presentation and problem-solving. In Primary, tablets, Chromebooks and classroom screens may be used to support individual, paired and group learning. In Secondary we have a one-to-one laptop policy. Students use laptops as a learning tool both inside and outside the classroom.

Digital citizenship is an important part of our curriculum. Students learn how to use technology safely, respectfully and ethically. This includes online safety, privacy, digital communication, the use of AI, information literacy, responsible use of social media and understanding their digital footprint.



6. Primary Years Programme (IB-PYP)

The PYP curriculum

The Primary Years Programme (PYP) is the International Baccalaureate framework for children aged 4 to 11. It supports students to grow into curious, confident and caring learners by connecting learning to meaningful questions, real-world contexts and personal experiences. Students learn through individual subjects and through units of inquiry that explore big ideas and real-world questions:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Alongside these inquiries, students develop knowledge and skills in key subject areas: Language, Social Studies, Mathematics, Arts, Science, and Personal, Social and Physical Education. English is the main language of instruction, Dutch is taught as an additional language, and children's home languages are valued as part of their identity and learning journey.



Play-based and continuous provision in the Early Years

In the Early Years, group 1, play is an essential part of how children learn. Within the IB PYP framework, play-based learning supports inquiry, curiosity and reflection. At OIA, we create rich and purposeful play opportunities that help children explore, ask questions, develop ideas and make sense of the world around them.

Through both guided play and child-initiated play, students develop important social, emotional, cognitive, language and physical skills. They learn to communicate, collaborate, solve problems, take risks and build independence.

Our Early Years classrooms include *continuous provision*, meaning that carefully planned rich learning areas and materials are available throughout the day. These areas allow children to revisit ideas, practise skills, follow their interests and deepen their learning over time.

Teachers play an active role in continuous provision. They observe children closely, guide and extend their play, introduce language and concepts, and ensure that learning remains connected to age-appropriate goals. This helps children follow their interests while continuing to develop the knowledge, skills and understanding needed for their next steps.

The PYP Exhibition

Learning at OIA is not only about understanding. It is also about taking meaningful action. Students are encouraged to use their learning to make a positive difference in their classroom, community and beyond. In the final year of Primary, students complete the PYP Exhibition, a culminating inquiry in which they explore, research and share an issue or opportunity that



matters to them. Students exhibit the attributes of the Learner Profile developed, while celebrating the transition to their next phase of education.

Subjects in the PYP

Alongside the transdisciplinary units of inquiry, students develop knowledge, skills and understanding in specific curriculum areas. These areas are planned carefully across the year groups and are connected to inquiry where meaningful, while also allowing time for explicit teaching and skill development.

Mathematics

Mathematics follows a clear progression of learning objectives based on the UK National Curriculum. Students develop understanding in areas such as number, calculation, fractions, decimals, percentages, measurement, geometry, statistics and, in later years, ratio, proportion and algebra. Concepts are taught through concrete, pictorial and abstract approaches, using manipulatives, visual models, reasoning and problem-solving.

Dutch

Dutch is taught as the language of our host country. In Early Years, Dutch is connected to play-based learning and classroom themes. From Group 2 onwards, students have Dutch lessons that focus on communication, participation, vocabulary and cultural understanding, also including Dutch writing and spelling. Lessons are interactive and may include books, games, songs, videos and important aspects of Dutch culture, such as Sinterklaas, Kinderboekenweek and Prinsjesdag.

Physical Education (PE), Sports and Swimming

PE is taught by specialist PE teachers. Students have PE lessons in a nearby sports hall, where they develop movement skills, confidence, teamwork and fair play through games, sports and physical challenges. The PE curriculum is based on Dutch curriculum learning objectives and includes areas such as balancing, tumbling, swinging, jumping, throwing and catching, endurance and play behaviour. These skills are developed progressively as students move through the school.

Sportservice Haarlemmermeer also supports active play during lunchtime by organising games and activities for students. In addition, OIA takes part in local sports tournaments and events, such as athletics, volleyball and other sporting activities. Students in Groups 3 and 4 also participate in swimming lessons as part of the school Programme.

Art, Music and Culture

Students explore creativity and expression through visual arts, music, drama, dance, media, heritage and literature. Music also supports language development through singing, rhythm, pronunciation and storytelling. We have a specialist Music teacher. We also work with cultural partners such as Cpunt to enrich learning through workshops and cultural activities, coordinated through our Cultural Menu.

Health and Well-being

Health and well-being are part of the curriculum and wider school life. Students learn about emotions, relationships, identity, healthy choices, resilience, personal safety and respect for others. These lessons support social-emotional development and link to our vision of internationally minded learners.



Digital Literacy

Digital literacy is developed across the curriculum. Students learn to use digital tools safely, responsibly and creatively. This includes basic technology skills, finding and evaluating information, using digital platforms, understanding online behaviour and communicating respectfully in digital environments.

PYP Assessment

Assessment in the PYP is an ongoing part of teaching and learning. Teachers use observations, student work, conversations, reflections, unit tasks and portfolios to understand where each student is in their learning, what progress they are making and what their next steps should be. Assessment in the PYP includes both formative and summative assessment.

Formative assessment takes place throughout the learning process and helps students practise, receive feedback and improve. Teachers monitor progress against the learning objectives continuously in the OIA curriculum, including language, mathematics, Dutch, English language learning, physical education, health and well-being, and the units of inquiry. Assessment helps teachers identify strengths, gaps, possible stagnation and additional support or challenge at an early stage. It is used to adapt teaching, respond to students' needs and monitor the quality, coverage and balance of the curriculum.

Summative assessment takes place at key moments in a unit and allows students to demonstrate what they have learned, in areas such as literacy, reading, spelling, mathematics, cognitive ability and attitude towards school and self. These also help to monitor the quality, coverage and balance of the curriculum.

Students are encouraged to reflect on their own learning, helping them understand what they are learning, how they are growing and what they can do next. For new students, start assessments and teacher observations during the first weeks help us build a clear picture of their starting point, learning needs and possible gaps.

When a student is structurally working at a different year group level, learning goals may be adapted. This is discussed with parents and, where appropriate, recorded in an individual support plan or personalised support plan.

PYP Reporting progress

OIA reports student progress through ongoing communication, parent-teacher meetings, student reflections and written reports. Reporting is part of a continuous dialogue between school, students and parents.

OIA uses **Toddle** to support teaching, learning, assessment and communication with parents. Through Toddle, teachers can document learning, track progress, collect evidence of student learning and share relevant updates with families, such as examples of work, reflections, photos of learning activities or unit information.

Parents receive written reports at the end of the school year. Reports describe progress, strengths, areas for development and next steps. Where appropriate, student reflections are included. If a student is working on objectives from a different year group level, receives specific



intervention, or has an individual or personalised support plan, this is discussed with parents and reflected in reporting where relevant.

Parent-teacher or student-parent-teacher meetings provide opportunities to discuss progress in more depth. Students are encouraged to take an age-appropriate role in reflecting on their learning and sharing their next steps. These are scheduled in:

- September: A first moment to connect with your child's teacher, discuss how your child is settling in, and share anything that may help us support them well from the start.
- February: A moment to look together at your child's progress, celebrate growth, discuss any areas that need support and agree on helpful next steps
- June: An opportunity to discuss the final report, reflect on your child's progress and agree on next steps for the following school year.
-

Educational Visits & Extra-Curricular Activities

At OIA, learning is enriched through experiences beyond the classroom. Educational visits, excursions and special activities help students connect their learning to the world around them and make concepts more meaningful and memorable.

These experiences may include museum visits, theatre performances, nature walks, sports events, cultural activities, guest speakers, workshops, fieldwork or visits linked to a Unit of Inquiry, subject area or project. Such activities support curiosity, creativity, collaboration and real-world understanding. In group 7 we organise a 3-days school camp.

Educational visits are planned with clear learning intentions and are connected to the curriculum wherever possible. Parents are informed in advance about practical arrangements, costs, supervision and any specific requirements. Where appropriate, parent volunteers may be invited to support these activities.

7. Middle Years Programme (IB-MYP)

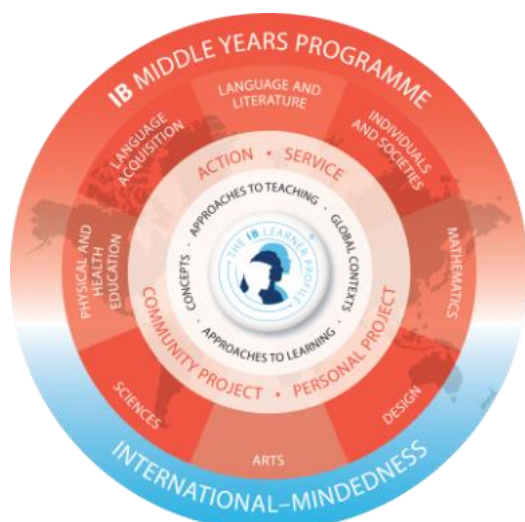
MYP Curriculum

The Middle Years Programme (MYP) is the International Baccalaureate framework for students aged 11 to 16. It combines subject depth with conceptual learning, helping students make connections across disciplines and between school and the wider world.

Although subjects become more distinct in Secondary, students do not learn them in isolation.

The MYP uses concepts and global contexts to help students explore big ideas, connect learning across subjects and understand why their learning matters. These global contexts include:

- Identities and relationships
- Personal and cultural expression
- Orientations in space and time
- Scientific and technical innovation
- Fairness and development
- Globalization and sustainability



Subjects in the MYP

In the Middle Years Programme, students follow a broad and balanced curriculum designed to support academic growth, personal development and international mindedness.

As OIA Secondary grows, the subject offer will develop further. In 2026–2027, OIA Secondary will start with MYP 1 and MYP 2. In the following years, the Programme will continue to expand step by step towards the full MYP and, in the longer term, the Diploma Programme.



Language and Literature - English

Language and Literature supports students in developing strong communication, analytical and creative skills. Students learn through reading, writing, speaking, listening, viewing and presenting. They explore a range of texts and develop their ability to understand, interpret and express ideas clearly.

As the MYP develops, OIA also plans to offer Dutch Language and Literature for students who are able to study Dutch at a more advanced or near-native level.

Language Acquisition - Dutch, French or Chinese Mandarin

Language Acquisition is designed for students who are developing proficiency in an additional language. It focuses on communication, confidence, cultural understanding and the ability to use language in meaningful contexts.

In 2026–2027, OIA Secondary will offer Dutch Language Acquisition for students who are developing Dutch as an additional language. Students are also be offered an additional language choice of Chinese or French.

Mathematics

Mathematics in the MYP supports students in developing numerical understanding, reasoning, problem-solving and the ability to apply mathematical thinking in different contexts. Students explore mathematical concepts, patterns and relationships, and learn to communicate their thinking clearly.

Differentiation takes place within the classroom to provide appropriate challenge and support. As the MYP develops, pathways in mathematics will be reviewed to ensure students are well prepared for future study, including the Diploma Programme.

Sciences

In the MYP, sciences help students understand the natural world through inquiry, investigation and evidence-based thinking. Students develop scientific knowledge and skills through topics connected to biology, chemistry, physics and environmental science.

The sciences encourage curiosity, practical investigation, critical thinking and responsible decision-making. Students learn to ask questions, design investigations, analyse data and reflect on the impact of science in society.

Individuals and Societies - Geography, History, Civic Education and Economics

Individuals and Societies helps students understand people, places, cultures, systems and historical developments. This subject area may include elements of geography, history, global citizenship, economics, politics and culture.

Students learn to investigate different perspectives, use sources, understand change over time and make connections between local and global issues. This supports their development as thoughtful, informed and responsible citizens.



Design

Design in the MYP encourages students to solve problems creatively and systematically. Students use the design cycle to investigate needs, develop ideas, create solutions and evaluate their work.

Design may include digital design, product design, technology, media or other creative problem-solving contexts. It helps students develop innovation, resilience, collaboration and practical thinking.

Arts - Visual Arts, Music and Drama

The arts give students opportunities to express ideas, explore identity and develop creativity. Students may engage with visual arts, performing arts, music, drama, media or other creative disciplines.

Through the arts, students learn to experiment, reflect, communicate and appreciate different forms of cultural expression. The arts also support confidence, imagination and personal voice.

Physical and Health Education

Physical and Health Education supports students in developing movement skills, teamwork, confidence, resilience and healthy habits. Students learn through physical activity, games, sports and reflection on personal well-being.

The subject also encourages fair play, cooperation, goal-setting and understanding the importance of physical and mental health. As part of the wider OIA approach, students are supported in making positive choices for their well-being and personal development.

Mentor Hour / OIA Hour

In addition to the curriculum subjects, OIA aims to support students in acquiring skills they need to manage their lives personally and socially. Topics such as Digital Citizenship and Approaches to Learning will be covered.

Allocated time for subjects in schoolyear 2026-2027

No. lessons per week of 45 minutes		
Subject	MYP 1	MYP2
English language and literature (ELL) or English as an Additional Language (EAL)	3	3
Dutch as an Additional Language (DAL)	3	3
Chinese or French	3	3
Integrated Humanities	3	3
Mathematics	4	4
Arts (Drama and Visual Arts)	3	3
Design	2	2



Science	3	3
Physical and Health Education	3	3
Music	2	2
OIA hour	1	1
Mentor hour	1	1

Service as Action

Service as Action is an important part of the MYP at OIA. It encourages students to use their learning to make a positive contribution to others, the school community, the local environment or wider society.

Service as Action is connected to the curriculum and to students' personal development. It may involve raising awareness, helping others, improving something in the community, taking part in a project, organising an activity, or working with others towards a shared goal. Meaningful service is not only about doing something for others, but about understanding a need, acting respectfully and reflecting on the impact of the action.

Through Service as Action, students develop empathy, responsibility, collaboration, perseverance and international mindedness. They are encouraged to recognise their own strengths, take initiative, consider different perspectives and reflect on how their choices can contribute to positive change.

MYP Projects

Projects are an important part of the MYP. They encourage students to investigate, plan, create, reflect and present their learning. Through projects, students develop important Approaches to Learning skills such as research, communication, self-management, collaboration and critical thinking.

As OIA Secondary grows, in MYP 3, students complete the *Community Project*, which gives them the opportunity to work individually or collaboratively on a service-related project connected to a need in the community. Students investigate an issue, take action and reflect on the impact of their work. The project may be shared with the school community through a presentation or exhibition.

In the later years of the MYP, students complete the *Personal Project*. This is an independent project based on a personal interest, goal or challenge. Students plan and manage their own process, create a product or outcome, and reflect on their development as learners. The Personal Project helps students demonstrate the skills they have developed throughout the MYP and prepares them for greater independence in the Diploma Programme and beyond.



MYP Assessment

Assessment in the MYP is an ongoing and integral part of teaching and learning. Its main purpose is to support student progress by making learning visible, giving meaningful feedback and helping students understand their next steps.

Teachers use a range of assessment approaches, including classroom assessments, projects, student work, observations, conversations and reflections. Assessment is used to understand progress, identify strengths and areas for development, and plan appropriate support or additional challenge.

In the MYP, students are assessed against clear IB subject-specific criteria. Each subject has four assessment criteria, and each criterion is assessed using achievement levels from 0 to 8. Teachers explain the criteria to students and make clear which criteria are being assessed in a task. Feedback is linked to these criteria, helping students understand what quality learning looks like, where they are in their learning and how they can improve.

Assessment in the MYP includes both formative and summative assessment. Formative assessment takes place throughout the learning process and helps students practise, receive feedback and improve. Summative assessment takes place at key moments in a unit and allows students to demonstrate what they have learned.

MYP assessment focuses not only on what students know, but also on how they understand concepts, apply skills, think critically, communicate ideas and transfer learning to new situations. Students are encouraged to reflect on their learning, respond to feedback and take increasing responsibility for their progress.

As OIA Secondary grows, assessment routines may develop further. In the upper years of the MYP, students may take part in more formal assessment periods or test weeks to help them build study skills, manage deadlines and prepare for future examination conditions in the Diploma Programme.

MYP Reporting progress

Progress is shared with parents through regular communication, written reports, parent-student-teacher or parent-student-mentor conversations and learning moments. OIA uses **Toddle** to make learning visible and support communication between school and home.

Parents remain important partners in the Secondary years. As students become more independent, regular communication and clear insight into learning help school and home support each student both academically and personally.

Educational Visits and Extra-Curricular Activities

In the MYP, educational visits, workshops, fieldwork and cultural activities support subject learning, interdisciplinary projects and Service as Action. These experiences help students apply learning in real-world contexts and engage with the wider community.



8. Multilingualism

OIA is a multilingual school community. English is the main language of instruction. Dutch is taught as the language of our host country and additional languages are offered in Secondary. Our language approach supports students in developing communication skills, intercultural understanding and multilingual competence.

Multilingualism and International Mindedness

OIA is a multilingual school community. Our students bring many languages, cultures and experiences into school, and we see this as a strength. Multilingualism supports intercultural understanding and helps students engage with an increasingly connected world.

OIA Primary is a certified Ambassador [Language Friendly School](#) (LFS) and our bilingual after-school care via our partner UniKidz also has a recognised as a Language Friendly School environment. This means that we actively welcome and value all languages spoken by our students and families.

We aim to create a rich language environment in which students feel confident to use language, take risks and learn from one another. Throughout the school year, we create opportunities for students, families and staff to share and celebrate the languages, cultures and nationalities that shape our school community, for example through Intercultural Day, language activities, parent reading moments, cultural celebrations and other school events.

Home Languages

Home languages are an important part of students' identity, family life, culture and emotional development. We encourage families to continue using and developing their home language(s) at home by reading, speaking, telling stories, discussing ideas and maintaining cultural traditions.

A strong home language supports general language development and can also support learning in English and Dutch. In school, students may draw on their home language to understand new concepts, prepare ideas, collaborate with peers or make connections between languages before.

This approach helps students access learning while continuing to develop confidence in English. We aim to make home languages visible and valued through multilingual displays, a wide collection of books in different languages in our MRC/library, and opportunities for students and families to contribute to the school's multilingual environment.



English as an Additional Language (EAL)

English is the main language of instruction at OIA. Many students join our school with different levels of English, and we recognise that learning through an additional language takes time, support and confidence.

Our small class sizes, purposeful interaction and language-rich learning environments help teachers support students closely. Teachers use scaffolding strategies such as visual support, modelling, sentence starters, key vocabulary, repetition, peer collaboration and guided talk. In addition, EAL support is provided by specialists where needed. This support helps students access the curriculum, participate in learning and develop confidence in using English for communication and academic purposes.

Host Country Language: Dutch

Dutch is the language of our host country. At OIA, learning Dutch helps students connect with the local community, participate in everyday life and develop a stronger understanding of Dutch culture and society.

Dutch is taught as part of the school Programme in both Primary and Secondary. Students enter OIA with different levels of Dutch, so teaching and learning are differentiated to meet students' needs and stages of development.

In Primary, Dutch language learning focuses on communication, participation and cultural understanding. Students are encouraged to develop confidence in using Dutch in meaningful situations, while gradually building the vocabulary, language structures and written accuracy needed to use Dutch more independently. Dutch lessons also include age-appropriate cultural learning, helping students understand Dutch traditions, such as *Sint*, *Prinsjesdag* and *Kinderboekenweek*, Dutch events and everyday life in the Netherlands.

In the MYP, Dutch will be offered through an appropriate language pathway, depending on students' prior experience, proficiency and learning needs. In 2026–2027, OIA Secondary will offer Dutch Language Acquisition for students who are developing Dutch as an additional language. As the MYP develops, OIA also plans to offer Dutch Language and Literature for students who are able to study Dutch at a more advanced or near-native level.

Language Profile

When a student joins OIA, the school collects information about the student's language background. This may include the language(s) spoken at home, previous school languages, English language development and any other languages the student uses or understands.

This information helps the school understand each student's linguistic profile, plan appropriate support and recognise the knowledge and experiences students bring into the classroom. In the MYP, language profiles may also inform placement in appropriate Language Acquisition or Language and Literature pathways.



Language Learning

Language learning at OIA includes both learning language and learning through language. Students use language to ask questions, investigate ideas, explain their thinking, listen to others, reflect on learning and communicate their understanding.

The progression of students through the school is taught through different genres, such as fiction, non-fiction and poetry. Students are encouraged to express themselves confidently, respectfully and creatively in more than one language and through different forms of communication.

- Oral communication
Listening and speaking are developed through discussion, collaboration, questioning, presenting and social interaction.
- Written communication
Reading and writing are developed for enjoyment, information, instruction, reflection and communication across the curriculum.
- Visual communication
Viewing and presenting help students understand and communicate ideas through images, symbols, gestures, digital media and other visual forms.



9. Inclusion and support

Inclusion Team

At OIA, student support is built on close collaboration between school, parents and the student. By sharing relevant information and agreeing on clear next steps, we can better understand each student's needs. The school makes every reasonable effort to provide support within the possibilities of our setting.

In Primary, the *class teacher* is the main day-to-day point of contact for students and parents. The class teacher knows the child well and works closely with the Inclusion Team when additional support is needed. In Secondary, this connecting role is mainly held by the *mentor*. The mentor monitors the student's well-being, learning habits and overall development, and works with the Inclusion Team where appropriate.

Our *Inclusion Team* supports students, teachers and families in creating an inclusive learning environment. The team helps identify and respond to students' learning, language, social-emotional and well-being needs. It takes a proactive approach, identifying needs early, putting the right support in place, and monitoring progress over time.

The *coordination of the Inclusion Team* in Primary is led by the School Counsellor. In Secondary, support is led by two coordinators: one dedicated to OIA and one working across the broader Haarlemmermeer Lyceum. Together with school leadership, teachers, mentors, specialists and external partners, they oversee a layered network of support for students.

Internal support provided by the Inclusion team may include expertise from the School Counsellor, multilingual specialist, EAL specialist, Mathematics or Language specialist, child coach, Teaching Assistants in Primary, student support coaches in Secondary, and other members of the wider Inclusion team. Where concerns relate to social safety, sensitive situations or safeguarding, the confidential counsellor or anti-bullying coordinator may also be involved.

OIA also works with *external partners* where additional expertise or guidance is needed. This may include collaboration with youth healthcare services (GGD Kennemerland), the local partnership for *passend onderwijs*, therapists, educational psychologists, or other professionals, always in consultation with parents where appropriate.

Layers of support

At OIA, we recognise that every student learns differently. Some students may need additional support at different moments in their school journey to access the curriculum, participate fully and thrive at school. Additional educational needs refer to situations in which a student



experiences barriers to learning, participation or well-being and may need support beyond the usual classroom provision.

These needs may relate to different areas of development, including communication and interaction, cognition and learning, social-emotional development, mental health, sensory or physical needs, language development, giftedness or medical needs. Needs may be temporary or longer-term, and they may change over time. We therefore view support as a continuum, rather than as a fixed label.

Layer 1: Support in the classroom (basic support)

Most support starts in the classroom. Teachers and mentors provide first-line support through strong teaching, differentiation, clear routines, observation, feedback and close communication with students and parents. This may include additional instruction, enrichment, extension, adapted materials, visual support, language scaffolding or support with learning habits and organisation.

Layer 2: Targeted internal support (basic & extra support)

When a student needs more targeted support, teachers or mentors work with the Inclusion Team to identify next steps. This may involve short-term interventions, small-group support, coaching, additional guidance or specialist input.

Layer 3: External or specialist support (extra support)

Where additional expertise or assessment is needed, OIA may involve external professionals, always in consultation with parents where appropriate. This may include youth healthcare services, therapists, educational psychologists, mental health services or professionals connected to *passend onderwijs*. OIA works with the relevant regional education partnership for Primary and Secondary.

When additional support is provided for a specific area over a limited period of time, this may be recorded in an individual support plan or IEP. For students who need more substantial or longer-term support, OIA may develop a personalised support plan, known in Dutch as an OPP or *Ontwikkelingsperspectiefplan*. This plan describes the student's educational needs, development perspective, support arrangements and how progress will be monitored and reviewed with parents, in secondary also with students and, where appropriate, external partners.

Possibilities and limitations of support

In line with Dutch law on *Passend Onderwijs*, OIA aims to support students within the regular school setting wherever possible. At the same time, our ability to provide support is shaped by our international curriculum, staffing, facilities, class composition and the level of specialist provision available.

The IB curriculum places high expectations on students. It is inquiry-based and concept-driven, and asks students to develop independence, flexible thinking, collaboration and the ability to work with open-ended learning experiences. While we support students carefully, this approach may not be the right fit for every child.



There may be situations where a student is not school ready or requires a level or type of support beyond what OIA can reasonably provide, such as an individual learning pathway in one or more core subjects, intensive one-to-one support, highly specialised care, or support that cannot be organised safely or effectively within our setting. There may also be situations where we can't accommodate a student as another school already has the formal duty of care, a student is in the process of a *Toelaatbaarheidsverklaring* (TLV) or when another school is already involved in a formal support or placement process.

It is essential that parents share relevant information about their child's development, learning, behaviour, health and support needs at the time of enrolment and during the school journey. If important information is not shared, this may affect the school's ability to provide appropriate support.

If a student's needs exceed what OIA can provide, we work with parents and relevant external partners to explore next steps. This may include further assessment, additional external guidance, adjustments to the support plan or, where necessary, guidance towards a different educational setting that can better meet the student's needs.

Differentiation and Giftedness

OIA values the full spectrum of learners. High ability is also a reason for tailored support, and we are committed to challenging every student appropriately, including those who are gifted or talented.

Differentiation is part of everyday teaching at OIA. Teachers plan lessons with a range of entry points, levels of challenge, and learning pathways, so that all students can engage meaningfully with the curriculum. Through inquiry, conceptual learning and open-ended tasks, students are encouraged to think deeply, ask questions, make connections and take increasing ownership of their learning.

For students who consistently demonstrate high ability, we offer enrichment opportunities. This may include greater depth, complexity, independence, creative problem-solving, research opportunities or extension within the curriculum.

Students who are identified as highly gifted may have specific social-emotional needs alongside their academic strengths. Our inclusion team supports these students holistically, helping them feel understood, appropriately challenged, and connected to the school community.

Transitions, Progression and Year Group Placement

At OIA, we pay careful attention to transitions. This includes joining our school, moving from one year group to the next, moving from Primary to Secondary, and, for some families, settling into a new country and education system. Transitions can bring new routines, expectations, teachers, classmates and learning environments. We aim to help students feel prepared, known and supported.

When a new student joins OIA, we take time to understand their background, previous educational experience, language profile, learning needs and social-emotional development. The first six weeks are considered an initial observation and assessment period. During this time, we



use start assessments, teacher observations and conversations with parents and students to understand the student's starting point and identify any support or challenge needed.

OIA carefully monitors each student's academic, social-emotional and personal development. In most cases, students' progress with their age group. In exceptional circumstances may the school consider repetition of a year, acceleration, additional time in a phase or placement in a different year group. Decisions about progression or year group placement involve discussion with parents, relevant teachers, the Inclusion Team and school leadership. The student's learning progress, well-being, age, previous schooling, language development and future pathway are all taken into account. The final decision rests with the school.

We also pay specific attention to the transition from Primary to Secondary. Primary and Secondary staff work together to share relevant information about students' learning, well-being and support needs. Students are supported in developing the independence, organisation and learning habits needed for Secondary, while still feeling connected and guided as they move into a new phase.

For families who are new to the Netherlands, OIA can also provide guidance and signposting on practical matters, such as understanding the Dutch education system, local services and the transition into school life in the Netherlands.

Student and Parent Voice

We believe that students and parents are partners in the learning and support process. Their perspectives are essential to understanding what a student needs and to making support meaningful and effective. In line with Dutch legislation on *passend onderwijs*, students with a personalised support or development plan have the right to be heard.

We seek student and parent feedback broadly about our support structure, for example through conversations, surveys, and our student and parent councils. This feedback is reviewed yearly and considered when we evaluate and further develop our school-wide support offer. This helps us continue to improve our support structures and strengthen the partnership between students, families and school.

When additional support is needed, we involve parents and the student in developing, reviewing and adjusting support plans. At OIA we use age-appropriate ways to support their participation. At Primary this may include a child-friendly My Learning Plan, a Talent Whisperer conversation with our Talent Coach, or the "Teken je gesprek" approach. Documents and conversations can be provided in the child's identity language where appropriate. Their input is recorded and considered when the plan is developed, reviewed or adjusted. This helps students identify what supports their learning and reflect on their needs, progress and the support they receive. In this way, they are encouraged to take increasing ownership of their learning and development.

As part of this process, parents are asked to agree to the intervention part of a development perspective plan (OPP) before the plan is formalised. We also expect parents to share relevant information and to work with the school and, where needed, external partners to support their child's development.



10. Safety and well-being

Personal and social education

Well-being at OIA is a shared responsibility. It involves teachers, mentors, support staff, parents, and students themselves. We regularly check in with our students, listen to what they tell us, and adjust our approach based on what we learn. We monitor students' well-being, engagement and sense of safety over time. This includes the use of tools such as the Social Safety Survey and the GL PASS in Primary, which help us better understand how students are experiencing school. The outcomes are used to identify patterns, respond to concerns and strengthen support at individual, group and whole-school level.

Code of Conduct and Positive Behaviour

At Optimist International Academy, we are committed to maintaining a safe, respectful and inclusive learning environment in which all members of the community feel valued, supported and heard.

All members of the school community are expected to treat one another with kindness, honesty, empathy and respect. Behaviour that compromises the well-being, dignity or safety of others — including bullying, discrimination, harassment, intimidation, exclusion or inappropriate online behaviour — is not accepted.

Students are encouraged to take responsibility for their actions, reflect on the impact of their behaviour and actively contribute to a positive school culture. We believe in open communication, restorative approaches and collaborative problem-solving, with a focus on learning, growth and mutual understanding.

As a school community, we are guided by the principles of well-being, inclusion, safeguarding and international mindedness. Our shared expectations help create an environment in which everyone can learn, participate and thrive.

Safeguarding and Social Safety

At OIA, every student has the right to feel safe, physically, emotionally and socially. We are committed to providing a positive, respectful and inclusive environment in which students can learn, grow and thrive. Our approach to safety brings together behaviour, safeguarding, well-being, crisis response, physical safety and daily school routines.

Safety coordinators monitor both social and physical safety at OIA, and confidential persons.



Confidential Support

Every student has the right to speak to someone in confidence. Our school has designated confidential counsellors (*vertrouwenspersonen*) to whom students and parents can turn when they have concerns that they feel unable to discuss through regular channels.

The confidential counsellor listens without judgement, helps to clarify options, and can guide students to the appropriate support or complaints procedure where needed. Confidentiality is maintained, except when safety is at risk.

Anti-Bullying Policy

OIA does not tolerate bullying, intimidation, discrimination, harassment, violence or behaviour that compromises the safety and well-being of others. Every student has the right to feel safe at school, physically, emotionally, and socially. We are committed to a school environment where students are treated with respect and dignity, and where bullying and exclusion have no place. We take a proactive approach to social safety.

This means teaching students about respectful behaviour, peer relationships, and the impact of their actions on others as part of everyday school life. When bullying occurs, we take it seriously. We act swiftly, involve all parties, and follow a clear protocol that prioritises the well-being of the student affected while also working with those responsible to understand and change their behaviour. Parents are involved where appropriate, incidents are recorded, and follow-up is monitored.

We have a dedicated anti-bullying coordinator who monitors the social climate in school, responds to incidents, and works with students, parents, and staff to resolve and prevent problematic situations.

Where behaviour involves serious harm, discrimination, sexual harassment, online exploitation or safeguarding concerns, the school follows the relevant safeguarding and safety procedures.

Risk Inventory and Evaluation

The RI&E coordinator supports the school in identifying, monitoring and following up on risks related to health and safety in the school environment. This role is part of OIA's wider physical safety procedures.

Code for Domestic Violence and Child Abuse

OIA follows the national *Meldcode Huiselijk Geweld en Kindermishandeling*, the Dutch Reporting. This provides a clear framework for how staff respond when there are concerns about a student's safety or welfare at home or in another context. Staff are trained to recognise signs of harm and report concerns to the Safeguarding Coordinator and school leadership. Where necessary, OIA may consult or liaise with external agencies, including Veilig Thuis, available on 0800 2000.



Emergency response team and first aid

Each school is required to set up a system whereby it can provide emergency assistance. At our school several staff members have completed a course where they are trained to act effectively in case of accident or emergency (they are known in Dutch as 'BHV-ers, Bedrijfs Hulp Verleners'). They also receive an annual refresher course. This team organises a fire drill at school once or twice a year.

Medical conditions

The well-being of every student is our highest priority. If your child has a medical condition, allergy, or requires regular medication, we ask that you inform the school in writing before or at the time of enrolment, and again at the start of each new school year if anything has changed.

Medical information is treated with strict confidentiality and shared only with the staff members who need to be aware. For students with serious allergies or conditions (such as anaphylaxis, asthma, diabetes, or epilepsy), we will work with you to put a personal care plan in place. Please note that staff are not permitted to administer prescription medication without a written request and consent from a parent or guardian.

Please note that Primary is a nut-free school. No nuts please, as several students and staff have severe allergies.

Monitoring and linked policies

OIA monitors social safety through student feedback, safety monitoring and incident registration. Findings are used to review our approach and take follow-up action where needed. Full procedures are described in the Primary and Secondary Safety Policies and related policies, including school trips, swimming, medicines, privacy and mobile phones. See our most up to date policies on [our website](#).



11. Family–School Partnership and Communication

Communication

Our primary communication platform is Toddle, through which you will receive news, updates, teacher messages, and important school communications. Please ensure your contact details are always up to date so that we can reach you when needed. We share regular news articles and important dates via our [website](#).

In Primary, the class teacher is the first point of contact for parents. In Secondary, the mentor is the first point of contact. The class teacher or mentor knows the student well and is best placed to respond to questions about learning, well-being and day-to-day school life. Where additional support or specialist input is needed, they will help connect parents with the right person. Teaching staff communicates regularly with parents about the learning taking place in class. This may include information about the current Unit of Inquiry in Primary, MYP units or projects in Secondary, key learning goals, important concepts and skills, and ways in which parents can support learning at home. We aim to make learning visible and understandable for families, so that conversations about school can continue beyond the classroom.

We hold regular parent-student-teacher parent-student-mentor meetings, where you can discuss your child's progress in depth (See Chapters 6 & 7). We encourage students to play an active role in these conversations, reflecting on their own learning is a valuable skill in itself.

Beyond formal moments, you are welcome to contact teachers and mentors by email or to schedule an appointment. We ask that conversations with staff members are arranged in advance, so that we can give you the time and attention you deserve.

Throughout the school year, OIA organises general information sessions and parent workshops for both Primary and Secondary families. These sessions may focus on topics such as the IB Programmes, assessment and reporting, student well-being, multilingualism, transitions between from Primary to Secondary, or future pathways. We may also offer workshops on broader parenting-related themes, such as supporting children's independence, online behaviour, or growing up in a multilingual and international environment. These sessions are intended to help parents better understand the school's approach and to support a strong partnership between home and school.



Primary also organises Learning Celebrations, where students share their learning with parents and make their progress visible through selected work, activities or presentations. In the final year of the PYP, students take part in the PYP Exhibition, where they investigate a topic of personal and global relevance and share their learning, action and reflections with the school community.

In Secondary, students are also given opportunities to share their learning through presentations, exhibitions of learning, interdisciplinary projects, Service as Action activities and showcases linked to MYP units. These moments support reflection, communication and student agency, and help make learning visible to parents and the wider school community.

We listen, too. We regularly ask parents for feedback through surveys and informal conversations, and we use what we hear to improve. Your perspective matters to us.

Volunteering and Community

Volunteering

OIA is more than a school, it is a community, and communities thrive when people contribute to them. We warmly invite families to get involved in school life, in whatever way suits their time, interests and experience. Whether you have an hour to spare or a particular skill or experience to share, there is always a way to make a difference.

Parents and family members can volunteer in many ways at OIA: participating in the Participation Council, helping at events and school trips, supporting reading or library activities, supporting swimming lessons in Primary, sharing cultural traditions or professional expertise in the classroom, contributing to community celebrations, or simply being a welcoming face for a new family arriving mid-year. These contributions enrich school life enormously, for the students, the staff, and the wider community.

Class parents

In Primary Class Parents support the class teacher with practical, non-educational matters, such as helping to organise volunteers for class activities, trips or events. They also help create a welcoming informal network for parents, especially for families who are new to the school. Class Parents do not have a formal decision-making role and do not deal with learning concerns, complaints, individual issues or school policy matters. These should always be discussed directly with the class teacher, mentor or school leadership. Class Parents may also manage a class WhatsApp group. These groups are intended for practical announcements and information only. They are not intended for discussions, complaints, sensitive matters or emotionally charged messages. For privacy reasons, parents should not share photos of children in these groups.

Welcome team

OIA also has a Welcome Team to support new families as they settle into the school community. Where possible, the Welcome Team helps connect new parents with current families, for example through a shared language, neighbourhood, previous country or other connection. At the start of each school year, we share volunteering opportunities with parents and invite families to register their interest. Parents who are occasionally available can also sign up as activity volunteers and may be contacted by teachers, Class Parents or event organisers when support is needed. If you are interested in volunteering or have ideas for community activities,



please get in touch with the school office or speak to your child's mentor. New ideas and new hands are always welcome.

Participation Council

As required by Dutch law, every school in the Netherlands has Medezeggenschapsraad (MR), or Participation Council (PC). The PC is a formal body made up of elected representatives of parents, staff and –just for secondary- students.

It is consulted by school leadership on a range of policy matters, including the school's educational direction, safety and well-being policies, the school guide and the holiday schedule. Depending on the issue, the MR has the right to be informed, to give advice, or to give formal approval before a decision is taken.

The PC does not manage the daily running of the school and does not handle individual cases. Its role is to represent the broader perspective of parents, students and staff, and to help ensure that important decisions are considered carefully and transparently.

The PC meets regularly throughout the school year and shares updates with the wider school community. We encourage parents to follow the work of the council and to consider putting themselves forward for election when vacancies arise. You do not need to be an education expert; you simply need to care about the school and the students in it.

Parents can also contribute to school life in many other ways, for example by attending information evenings, volunteering, joining school activities or staying in close contact with their child's teacher. Open and regular communication between home and school makes a real difference.

The PC can be contacted through email:

Primary

Mr. Kevin Lobbezoo

Mr.ois@floreer.nl

Secondary

Coming soon.



12. School Life

School Life outlines the daily routines, practical arrangements, and shared expectations that shape students' day-to-day experience at OIA.

At OIA, we aim to create a school environment in which students feel safe, supported, and connected. Clear routines and shared expectations help children develop independence, confidence, and a sense of belonging within our international community. As an international school community, we recognise that many families may be new to the Dutch education system. We therefore aim to communicate routines and expectations as clearly and supportively as possible.

School life whole school

School holidays

See our most up to date holiday and study day list on [our website](#).

Physical Education, Health

Students are expected to participate actively in PE lessons and to come prepared with appropriate sportswear and equipment. If a student is unable to participate due to illness or injury, parents are asked to inform the school or PHE teacher in advance.

For safety reasons, jewellery should be removed or secured and long hair tied back during PHE lessons.

Physical Health Education in Primary

In Primary, PE focuses on movement, coordination, cooperation, and developing confidence through active play and physical activity. Students participate in a variety of activities appropriate to their age and stage of development. Children should come to school with practical clothing and suitable footwear on PE days. Families will be informed by the class teacher about specific PE schedules or requirements.

Physical Health Education in Secondary

PHE is an important part of the curriculum at OIA Secondary, supporting students' physical health, teamwork, and personal resilience. Students are expected to participate fully in PHE lessons and to come prepared with appropriate sportswear. A PHE bag containing clean indoor or outdoor sports shoes, shorts or leggings, and a T-shirt should be brought to school on PHE days. Students who are unable to participate due to illness or injury should bring a note from home and inform their PHE teacher in advance. PHE lessons can take place at different locations. Therefore, it is obliged for students to come by bike on days they take these lessons.



Teacher Absent Cover

Teachers, like all professionals, occasionally need to be absent due to illness, training, or other circumstances. We take our responsibility to provide continuous, high-quality education seriously and always aim to minimise disruption to student learning.

When a teacher is absent, we make every effort to arrange cover as quickly as possible, prioritising qualified cover teachers who are familiar with our school and curriculum. Families will be informed of longer-term cover arrangements where relevant.

Teacher Absence Cover in Primary

In the Primary school, continuity, familiarity, and emotional safety are especially important for children. Wherever possible, cover arrangements will therefore be organised in ways that maintain consistency and minimise disruption to the daily routine.

When a teacher is absent due to illness, the school will first try to arrange cover. If no cover can be found, students may be split across other classes. In exceptional cases, classes may be sent home. In rare cases of prolonged teacher absence, when no part-time or bank teacher is available, the school follows the Board's ERP plan: students attend school with an adapted schedule, focusing on core subjects. Classes may be sent home on a rotational basis spread over the school.

Teacher Absence Cover in Secondary

In secondary school, students may occasionally be asked to work independently on set tasks when cover cannot immediately be arranged.

We understand that changes to the timetable can be unsettling, and we aim to communicate these to students and families as promptly as possible through our school communication platform. Longer-term absences, such as extended illness or parental leave, will be handled with continuity of learning firmly in mind, and parents will be kept informed of any arrangements made.

In rare cases of prolonged teacher absence, when no part-time or bank teacher is available, the school follows the Board's ERP plan: students attend school for an average of three hours per day, focusing on core subjects. Groups may alternate between morning and afternoon sessions, and classes may be sent home on a rotational basis within each milepost.

School life in Primary

OIA Primary aims to provide a calm, welcoming, and engaging learning environment in which children feel safe to explore, learn, and grow. The school day is carefully structured to balance inquiry-based learning, play, movement, creativity, and social connection. Clear routines and strong communication between home and school help children settle confidently into daily school life.

School Day and Timetabling PYP

The Primary school day is designed to provide children with a balanced rhythm of learning, play, rest, and movement throughout the day. Alongside classroom learning, students participate in specialist lessons such as Physical Education, Music, Dutch and, where applicable, English as an Additional Language (EAL).

Learning in the PYP is inquiry-driven and collaborative. Children regularly work in pairs, and in groups, and are encouraged to take increasing ownership of their learning as they grow through the Programme.



Please note that occasional timetable adjustments may take place due to excursions, events, performances, swimming schedules, or special learning activities. Families will always be informed in advance of significant changes.

School hours Primary

Mo-Tu-Th-Fr
8.00 – 15:00

- *Around 10:00 Snack time: 15 minutes snack, 30 minutes outdoor play*
- *12.30 - 13.30 Break time: 30 minutes lunch, 30 minutes outdoor play with activities initiated by PE-teachers and Sportservice Haarlemmermeer*
- *15.00 School ends (exception groups 3 and 4 on Tuesdays swimming until 15.30)*

We
8.00 – 12:30

Arrival, routines and pick-up

Children may arrive at school from 8:00 to 8:15. Lessons begin promptly at 8:15, so students should be ready and settled by then to ensure a calm and positive start for everyone. Morning routines help children transition smoothly into the school day.

At the end of the day, children are dismissed to parents or authorised caregivers. If someone else will collect a child, parents must inform the school in advance. Families are asked to support safe and timely arrivals and departures.

If a child is late or absent due to illness or appointments, parents should notify the school via the agreed communication channels.

At the end of the school day students from the Groups 1 - 4 are only allowed to leave once the teacher has seen the parent who is collecting them. Parents wait outside to collect their child. Parents need to ensure that, if their child has permission to go home alone, this has been discussed with the class teacher. If students are to be collected by someone other than their parents, the class teacher needs to be notified. Staff from the afterschool/morning childcare organisations bring and collect children at an agreed place in our building.

If parents know that they will be unavoidably late for pick up time, they should phone the school office to inform us. Supervision by staff will end 15 minutes after school ends and students must then be supervised by parents. If parents are repeatedly late, an appointment will be made with the teacher, and Senior Leadership team to discuss alternative possibilities for childcare/collection.

Student council

The Student Councils of both Primary and Secondary give students a voice in school life and school development. Through the Student Council, students can share ideas, raise topics that matter to them and contribute to making OIA a positive, inclusive and engaging learning community.

Student Council members represent the views of their peers and meet regularly with staff to discuss ideas, feedback and possible improvements. This helps students develop responsibility,



communication skills and active citizenship, while ensuring that student perspectives are heard and taken seriously.

Parking

We strongly advise all parents who live within a radius of 2 km to come by foot or bicycle. There are four parking areas around the school for families. Please note that dropping off or parking on Dussenstraat in front of the school is not allowed. We kindly ask families to use the designated parking areas to ensure safety and smooth traffic flow.

Break Times, Food and Drinks

Students have a morning break around 10:00 and lunch break around 12:00. Food and drinks are brought from home.

We encourage students to bring healthy, nutritious food and to develop positive social eating habits. Please do not send sweets, chewing gum, party bags, chocolate spread or carbonated drinks to school. OIA is a nut-free school, as some students have allergies or dietary restrictions. Please label lunch boxes, bottles and beakers clearly with your child's name. To support sustainability, we encourage the use of reusable bottles and containers. Students are also encouraged to bring fruit for snack and/or lunch.

Attendance, Absence and Late Arrivals

Regular school attendance is compulsory in the Netherlands for children aged 5 to 16 and is essential for students' learning, progress and well-being. We therefore monitor attendance, absence and lateness carefully.

Parents are expected to ensure that their child arrives at school on time every day and that absence is limited to unavoidable reasons, such as illness or medical appointments that cannot be scheduled outside school hours.

If your child is absent due to illness, a medical appointment or another reason, please inform the school in advance via the Parro app. Login details are provided to all new parents.

By law, OIA is required to record the reason for every absence. Unauthorised absence, frequent lateness, repeated illness-related absence or absence connected to school holidays may be reported to the Attendance Officer. Full procedures, forms and parent guidelines are available on the school website.

Illness and Late Arrivals

If your child is ill or has an appointment, please report this in the Parro app before 7:45, or as soon as you know your child will be absent. This allows teachers to plan accordingly and updates the school attendance system.

If your child will arrive late, please also inform the school through Parro. If we have not received a message and no leave has been granted, the school will contact parents before 9:00 to confirm the child's safety.

Students are expected to be in class and ready to learn by 8:15. Children who arrive after this time will be marked as late. We encourage families to arrive from 8:00, when the doors open, so



children can start the day calmly and on time. Late arrivals should enter the classroom quietly and independently, without interrupting learning.

Regular lateness will be followed up by the school. If lateness continues, parents may be invited to meet with the teacher, school counsellor or a member of the Senior Leadership Team to discuss support and solutions.

When a student is absent due to illness for more than three consecutive school days, the school will contact parents to ask about the child's recovery and expected return. If illness continues for more than five consecutive school days, occurs frequently, or raises concerns about the student's health, parents may be invited for a consultation or referred to the school doctor.

Unauthorised absence, frequent lateness or repeated absence may be reported to the Attendance Officer and recorded in the student's file. Attendance and punctuality may also be noted in the student's school report.

Applications for Leave of Absence

Leave during term time is only granted in exceptional circumstances. Parents must submit the appropriate leave request form in advance.

Special leave may be requested for specific reasons, such as a family wedding abroad, moving house or essential appointments that cannot take place outside school hours. The form explains which reasons may be accepted and the maximum number of days that may be granted.

Families are expected to take holidays during the official school holidays. Holiday leave during term time can only be requested when a parent is unable to take holiday with their child during the school holidays due to the specific nature of their profession.

The Senior Leadership Team may approve leave for up to 10 school days in exceptional circumstances. Requests for more than 10 school days in one school year must be submitted to the Attendance Officer (*leerplichtambtenaar*).

For four-year-old children, compulsory education has not yet started. However, parents are still asked to inform the class teacher in advance and discuss the dates and duration of the absence before making plans.

Swimming

Swimming forms an important part of life and education in the Netherlands and is included within the Primary Programme at OIA for groups 3 and 4. Through swimming lessons, students develop confidence, water safety skills, physical coordination, and independence. The fee and participation are voluntary; parents only pay for the lessons; transportation and supervision are at no extra cost. However, if there are insufficient paid participants, these lessons will not continue.

Swimming lessons take place during the school day and are organised in collaboration with qualified swimming instructors and facilities. Information about swimming schedules, locations, transport arrangements, and practical expectations will be shared with families in advance. Children should come prepared with appropriate swimwear, towels, and any additional items requested by the school or swimming provider. For safety and independence reasons, we



encourage clothing and belongings that children can manage themselves as much as possible. At certain points during the year, students may participate in clothed swimming activities as part of water safety education. Families will be informed beforehand when special clothing is required.

Parents may occasionally be invited to attend viewing moments or diploma swimming events. Further information will be communicated by the school.

Personal belongings

Students should bring only the items they need for the school day. Toys, valuable items, and personal electronic devices should generally remain at home unless specifically requested for a learning activity. The school cannot accept responsibility for lost, stolen, or damaged personal belongings, although we will always do our best to help reunite students with lost items. Found items are collected in designated lost property areas for a reasonable period of time before being donated or disposed of.

GGD Youth Health Care

OIA works closely with the Youth Health Care team from GGD Kennemerland, including the school doctor, school nurse and doctor's assistant. Parents can contact the GGD for questions about their child's health, growth, development, eating, sleeping or general well-being. Students are offered a health check around the age of five and again in Group 7. Parents will receive further information when this applies to their child and will be informed if any follow-up or further support is recommended.

With parental involvement, the school may also consult the school doctor or nurse if there are concerns about a student's health or development. The school may ask the GGD for anonymous advice when guidance is needed on how best to support a student.

The GGD can be contacted on weekdays via 023 789 1777 or frontofficeigz@vrk.nl. More information is available at www.ggdkennerland.nl/jeugd. Our school counsellor coordinates consultations with GGD specialists.

In Group 2, children are also screened by a speech therapist. Our School counsellors coordinate consultations with specialist of the GGD.

Infectious Diseases and Head Lice

Parents are asked to inform the school if their child has been diagnosed with a contagious disease. If needed, OIA will consult Youth Health Care to determine the appropriate next steps. In some cases, the school may inform parents of classmates or ask a student to stay at home until it is safe to return.

Parents are also asked to check their child's hair regularly for head lice. If head lice are found, please inform the class teacher. Head lice are common and can be treated effectively. They are not linked to poor hygiene and do not spread disease. Students with head lice do not usually need to be sent home during the school day, but should be treated as soon as possible.



Birthdays

Children may bring a small treat for their class on their birthday. We ask parents to keep treats modest, inclusive and gender-neutral.

Birthday party invitations should be arranged outside teaching time. Teachers cannot be responsible for distributing invitations or managing birthday party arrangements.

School life in Secondary

OIA Secondary provides a structured and supportive learning environment in which students are encouraged to develop independence, responsibility, and strong connections within the school community.

The school building is accessible to students during school hours only, unless a specific activity has been arranged outside regular times.

School day and Timetable MYP

Our school day is structured to balance focused learning, creative exploration, and time for social connection. Work will often be done in double periods, so the timetable reflects our inquiry-driven approach, giving students the space and time they need to engage deeply with their learning while also allowing for movement, collaboration, and well-being.

Below you will find the timetables for our secondary Programme. Please note that times may occasionally vary due to school events, trips, or other activities. Families will always be informed in advance of any changes to the regular schedule.

Regular days

1 ^e	08.30-9.15
2 ^e	9.15-10.00
3 ^e	10.00-10.45
Break	10.45-11.15
4 ^e	11.15-12.00
5 ^e	12.00-12.45
Break	12.45-13.15
6 ^e	13.15-14.00
7 ^e	14.00-14.45
8 ^e	14.45-15.30
9 ^e	15.30-16.15
10 ^e	16.15- 17.00

Days with a shortened schedule

1 ^e	08.30-9.00
2 ^e	9.00-9.30
3 ^e	9.30-10.00
Break	10.00-10.15
4 ^e	10.15-10.45



5 ^e	10.45-11.15
Break	11.15-11.45
6 ^e	11.45-12.15
7 ^e	12.15-12.45
8 ^e	12.45-13.15
9 ^e	13.15-13.45
10 ^e	13.45-14.15

Personal Items and Storage for Students

Students are responsible for their own belongings during the school day. Each student has access to a personal locker, which should be used to store bags, coats, and other personal items securely. We encourage students to bring only what they need for the school day and to leave valuable items at home wherever possible.

The school cannot be held responsible for lost, stolen, or damaged personal belongings. If something is lost, students should check with facilities. Items that are found will be kept for a reasonable period before being donated or disposed of.

Cycling to School

Many of our students cycle to school, which we actively encourage as a healthy, sustainable, and independent way to travel. Bikes must be parked in the designated bike storage area and locked securely. The school cannot accept responsibility for bicycles that are lost, stolen, or damaged on school premises. We ask all students who cycle to school to do so safely and responsibly, following Dutch traffic rules. Parents are encouraged to review basic traffic safety rules with their children, particularly for younger or newer cyclists.



13. Staff information

At Optimist International Academy, a dedicated team of teachers, coordinators, and support staff bring a wealth of international experience, expertise, and genuine passion for education to our school community every day. Each member of our team is committed to creating a safe, inspiring, and inclusive environment in which every child can grow academically, socially, and personally.

See our most up to date staff information on [our website](#).



14. General information

Contact information

Primary Campus

Dussenstraat 34
2134 DL Hoofddorp
The Netherlands
Telephone: +31 23 303 5924
Email: info@optimist-international-school.nl

Secondary Campus

Baron de Coubertinlaan 2
2134 CG Hoofddorp
The Netherlands
Telephone: +31 23 563 1644
Email: infotweetalig@haarlemmermeerlyceum.nl

Who to Contact

For questions about your child's learning, well-being or daily school life:

Primary: the class teacher is the first point of contact.

Secondary: the mentor is the first point of contact.

Admissions enquiries

For admissions enquiries for both OIA Primary and OIA Secondary, please contact:

Cheryl Embleton

Admissions Manager

cheryl.embleton@floreer.nl

Reporting an Absence

If your child is absent due to illness or another reason, please inform the school before the start of the first lesson.

Primary

Parents must report their child's absence before 08:15 via Parro; automatically registered in Parnassys. Please be remember to report absence daily, not just on the first day.



Secondary

If you are sick and cannot come to school, your parents/guardians must report this to the school before **9:00 a.m.** by phone at **023 - 5631644** or by email at **verzuimtweetalig@haarlemmermeerlyceum.nl**. If you are still sick for a longer period, including after a weekend, your parents/guardians must report you sick again.

If you have an appointment with, for example, a GP, dentist, orthodontist or another healthcare provider, your parents/guardians must inform the school at least one day in advance.

Updating contact details

To ensure that we can reach parents quickly and share important information, families are asked to keep their contact details up to date. Please inform the school administration of any changes to your address, phone number, email address or emergency contacts as soon as possible. Parents are also responsible for keeping their consent preferences up to date, including permission for the use of photos and videos. These preferences can be changed by contacting the school administration. More information can be found in the section on **Privacy and GDPR**. Any changes of contact details should be made known to either the school offices in person, in writing or via email to the school administration.

Smoke free school

Our school area is smoke-free, that means we have a smoking ban in our school area which is imposed and will be strictly controlled during school hours. The same goes for alcohol and other drugs. It is forbidden to use or be in possession of these during school hours and other school activities. Students using or bringing alcohol or drugs to school activities will be removed from the premises and 'geschorst'. In all cases parents will be informed.

Emergency closing

The director, or his/her appointed replacement, is authorised to announce the closing of the school if an actual or potential hazard threatens the safety and well-being of students and employees. The decision to close the school shall be made upon consultation, if possible, with members of the school board, teaching staff, and/or other agencies responsible for the safety and well-being of the community. Contact will be made via Parro to inform parents of any closures or emergencies.

Devices and Mobile Phone Policy

OIA is a phone-free school during the school day. Mobile phones and personal devices, including earbuds or headphones, should be switched off and stored away unless a teacher gives permission for a specific learning purpose. In case of urgency, parents and students can be reached through the school office.



We encourage students to use breaks for rest, movement, eating together, social interaction and outdoor play. Where students need to complete schoolwork on a laptop during break time, this should take place in an agreed area and only for school-related purposes.

Privacy and GDPR

The General Data Protection Regulation, known in Dutch as the AVG and in English as the GDPR, sets out how schools must handle personal data. At OIA, personal data is handled with care and only processed when this is necessary to register students, provide education, monitor progress, communicate with parents and meet legal obligations.

Data is stored securely and access is limited to staff members who need this information for their work. When we use digital systems, learning platforms or external service providers, agreements are made about how personal data is processed and protected. Student data is not sold or leased to third parties.

In some cases, the school is required to share information with external organisations, such as school attendance authorities, the Dutch Inspectorate of Education, DUO, the GGD/school doctor and partners involved in *Passend Onderwijs*.

Parents are asked to indicate their consent preferences for the use of photos and videos of their child. This includes whether visual material may be used in internal school communication, newsletters, the school website, social media or promotional materials. Parents can change or withdraw consent at any time by contacting the school administration. Changes do not apply retroactively to material that has already been published.

Parents and students have rights regarding personal data, including the right to request access, correction, restriction or deletion where legally possible.

Insurances - personal belongings

Primary

The school board has a collective accident insurance policy for students which provides maximum cover for cases ranging from dental to fatal injury. This insurance covers only such injuries which are not covered by the student's own health insurance policy. It applies to injuries incurred on the way to school, in the school and during school activities such as trips and excursions. Damage to property such as mobile phones, electronic devices, spectacles, clothes or bicycles is not covered by this insurance.

Secondary

Insurance

OIA Secondary is part of Dunamare Onderwijs. Dunamare has chosen a comprehensive insurance package arranged through Ecclesia Risk & Benefits.

The school is not liable for loss or theft of students' personal belongings. Insurance matters often involve secondary coverage, meaning that parents'/guardians' basic and supplementary health insurance, personal liability insurance (AVP), and travel insurance always take precedence. Coverage is also subject to maximum amounts.



Collective accident insurance

OIA Secondary holds a Collective Accident Insurance for students, staff, and volunteers. It covers death and/or permanent disability resulting from an accident during school activities, including travel to and from the destination. It also covers medical and dental costs resulting from an accident. This too involves secondary coverage, where parents' basic and supplementary health insurance always takes precedence. Accidents involving motorized vehicles are never covered under this Collective Accident Insurance.

Continuous travel insurance

The travel insurance covers all trips and excursions organized by the school and applies throughout Europe only — not for travel outside Europe. Baggage, medical costs (secondary), and special costs such as repatriation are covered. For specific insured amounts, please refer to the policy. Regarding medical expenses, parents'/guardians' health insurance takes precedence, and any remaining unreimbursed portion can be claimed under the travel policy.

We advise parents/guardians whose child travels frequently to take out supplementary travel insurance, as coverage is subject to maximum amounts.

Cancellation insurance

The school has not taken out a collective cancellation insurance for school trips. If a trip is cancelled by a student or parents, the school will not provide a refund.

We advise parents/guardians to take out a cancellation insurance for their child when participating in school trips.

Liability of OIA secondary

Dunamare Onderwijs has taken out a liability insurance for its students. It provides secondary coverage for damage caused by a student to third parties, unless intent is involved. The policy also covers situations where a student suffers damage as a result of a fault by (staff of) Dunamare Onderwijs and/or oia secondary. "Secondary" here means that damage must first be claimed through the parents'/guardians' own personal liability insurance (AVP).

Parents/guardians remain responsible 24 hours a day for their children's actions or omissions. If that policy offers insufficient or no coverage, a secondary claim can be made on Dunamare's policy.

We advise you to take out a personal liability insurance (WA insurance), as the school's liability insurance only provides secondary coverage.

At OIA secondary we do our utmost to prevent accidents or theft during school hours. However, things occasionally go wrong — such as a damaged bicycle in the bike shed, damage to glasses during sports activities, or a missing smartphone. We take such matters seriously, but the school is not liable.

Furthermore, the school is not liable for damage resulting from unlawful conduct by students. Students — or rather their parents/legal representatives — are themselves responsible for their actions. A student who causes damage during school hours or other school-organized activities will therefore be required to cover that damage personally. It is therefore important that parents/guardians have a personal liability insurance. In the case of criminal offenses, the police will be notified, and a report may be filed.



Transportation during excursions and school trips

To support IB and to enrich our curriculum trips are organised during school hours, under the supervision of teachers and volunteers (parents). On occasions, the use of private cars (belonging to parents) for transporting small numbers of students may be required. To guarantee safety for all types of transport (private, bus, taxi, public transport, bike and walks guidelines are described as part of the Safety policies of Primary.

Complaints procedure

Working relationships can sometimes break down. We value parents being open with us, and you have every right to expect the same from us. We give a high priority to communication, openness and transparency towards parents. If we are made aware of a potential or occurring problem, then we act accordingly. It may be that as a parent of a child at the school you are concerned or unhappy about something regarding school life. In principle, we assume that most complaints can be addressed satisfactorily between ourselves (the school and the parents), and we encourage you to express any concerns or dissatisfaction in the following way:

Primary	Secondary
To the teacher, if it concerns something that happened in the class	By speaking to the mentor of your child
To the school Senior Leadership team if it concerns something which transcends the classroom setting	To the school Senior Leadership team if it concerns something which transcends the classroom setting or if the mentor can't help you or if you have a complaint about the mentor.
To the Participation Council if it is an issue which needs to be discussed from a broader perspective	To the Participation Council if it is an issue which needs to be discussed from a broader perspective
Internal confidential counselor OIA Primary External confidential counsellor Floreer	Internal confidential counsellor OIA Secondary External confidential counsellor Dunamare
	In rare cases it might be necessary to consult the principal of the school, Ms. B Stam.

Confidential Counsellors

For sensitive, personal or confidential concerns, parents, students and staff may contact the confidential counsellor for advice, support and guidance. This can be done before making a formal complaint. The confidential counsellor can help explore options, provide information about possible next steps and offer support in situations involving well-being, social safety, integrity or interpersonal concerns.

If you cannot reach a satisfactory resolution with the teacher or the school Senior Leadership team then you can present your complaint to the governing body or, for an entirely independent



investigation, to the National Complaints Committee. The order in which issues should be dealt with is set out in a complaints procedure which can be found:

For primary: on the Floerer website (www.stichtingfloreer.nl)

For secondary: on the Dunamare website (<https://www.dunamare.nl/>)

For serious concerns regarding social safety, such as intimidation, violence, discrimination or sexual misconduct, parents, students and staff may also contact the Confidential Inspector (Vertrouwensinspecteur) of the Dutch Inspectorate of Education. The confidential inspector provides independent advice and guidance in situations involving safety or integrity concerns. Confidential Inspector (Inspectie van het Onderwijs):

Tel: 0900 111 3 111

Website: [Dutch Inspectorate of Education](http://www.onderwijsinspectie.nl)

Suspension and removal

Sometimes things go wrong, despite our best efforts. To be able to deal with difficult situations, a step-by-step plan has been devised. This can be found in our Safety policy. It acts as a roadmap giving clear directions and can be applied to multiple situations. The step-by-step plan for Primary is derived from the Floerer protocol 'Suspension and removal'. In addition to sanctioning, we also remain in discussion with parents to ensure that we find the best solution for the student.



15. Admissions and financial matters

At Optimist International Academy, we warmly welcome families from around the world who are looking for a high-quality, international education that travels with their child. Whether you are relocating to the Netherlands for a new professional chapter or preparing for a move abroad, we are here to make the transition as smooth and supported as possible.

Our admissions process is designed to be personal, transparent, and collaborative. We take the time to get to know each family, your child's background, learning profile, and aspirations, so that we can ensure OIA is the right fit and that every student starts their journey with us feeling confident and welcome. From the first enquiry to the first day of school, our Admissions Team is on hand to guide you every step of the way.

OIA offers places in both our Primary (PYP) and Secondary (MYP) Programmes. All applications are handled through our online Open Apply portal. Families interested in joining OIA can find the most up-to-date information about admissions, eligibility and the application process on our [website](#). OIA follows Dutch government regulations for access to international education. This means that families must meet the relevant eligibility criteria before a student can be admitted. In our Admissions and Fee policy you can also find details about school fees, payment procedures, deadlines and standard terms and conditions, for example of reregistration or deregistration.

Applications are reviewed by the admissions team in consultation with school leadership and, where relevant, the Inclusion Team. Decisions are based on the admissions criteria, available places, previous schooling, language profile, educational needs and OIA's ability to provide an appropriate learning environment.

We advise families to read the Admissions Policy and Fee Policy carefully before applying. If you have questions about eligibility, placement or the admissions process, please contact the admissions team.