

School guide

Maartenscollege

Tweetalig mavo/havo/vwo • International Baccalaureate



2022

2023



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1. Day-to-day practicalities

Regular 50-minute schedule

Lower Secondary (1 to 3)

lesson 1	08.20 - 09.10
lesson 2	09.10 - 10.00
break	10.00 - 10.20am
lesson 3	10.20 - 11.10 am
lesson 4	11.10 - 12.00
break	12.00 - 12.30 pm
lesson 5	12.30 pm - 13.20 pm
lesson 6	13:20 - 14:10
break	14:10 - 14:20
lesson 7	14.20 pm - 15.10 pm
lesson 8	15.10 - 16.00
lesson 9	16:00 - 16:50

Upper Secondary (4 to 6)

lesson 1	08.20 - 09.10
lesson 2	09.10 - 10.00
lesson 3	10.00 - 10.50 am
break	10.50 - 11.10 am
lesson 4	11.10 - 12.00
lesson 5	12.00 - 12.50 pm
break	12.50 pm - 13.20 pm
lesson 6	13:20 - 14:10
lesson 7	14.10 - 15.00
break	15:00 - 15:10
lesson 8	15.10 - 16.00
lesson 9	16:00 - 16:50

Shortened 40-minute schedule

Lower secondary (1 to 3)

lesson 1	08.20 - 09.00
lesson 2	09.00 - 09.40
break	09.40 - 10.00
lesson 3	10.00 - 10.40 am
lesson 4	10.40 - 11.20 am
lesson 5	11.20 - 12.00
break	12.00 - 12.30 pm
lesson 6	12.30 pm - 13.10 pm

Upper secondary (4 to 6)

lesson 1	08.20 - 09.00
lesson 2	09.00 - 09.40
lesson 3	09.40 - 10.20 am
break	10.20 - 10.40 am
lesson 4	10.40 - 11.20 am
lesson 5	11.20 - 12.00
lesson 6	12.00 - 12.40 pm

50 minutes or 40 minutes?

Lessons generally last 50 minutes; on special days (study days and report meetings, for example) we use a 40-minute timetable. Both timetables are shown here. The lower school and ISG have different break times from the upper school so that there is more space in the auditorium for all students. These times are also shown in Zermelo.

Schedules and changes: Zermelo

The class schedule is in Zermelo. If a teacher is absent, sometimes another teacher takes over the lesson. This is also sometimes a student from KlasseStudent. Students then work independently under supervision. First and last hours drop out more often in case of absence. Especially in the first class, we try to have as few lessons cancelled as possible.

Absence

Absence in case of illness or doctor's visit must be reported to school by a parent/carer no later than 9.00 in the morning.

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Reporting sick can be done via Somtoday: on the 'absence' tab, the parent/carer can choose 'sick' or 'medical'. Medical is in case of an appointment with a healthcare provider such as dentist and GP. This can also be done via the school answering machine: 050-5375200 (option 1).

Going home sick

The student always reports to the control room first, in case of absence it can be done at the reception. The control room staff member contacts a parent/guardian and only after the latter has given permission can the student go home. In the event of excessive absenteeism, the school doctor and/or compulsory attendance officer may be called in.

Reporting sick 18+

Parents/carers remain responsible for reporting sick even after the student turns 18. The only possible exception to this rule is when students aged 18+ live independently. Only in that case can parents/carers choose to transfer their responsibility to the student.

Requesting leave

Leave outside school holidays must be requested from the department team leader eight weeks before the desired leave. A parent/carer can do this by sending an e-mail to the relevant team leader.

- Year 1&2 dhr P. Severijns p.severijns@maartens.nl
- hv3, v4, v5, v6 mw L. Tillema l.tillema@maartens.nl
- mh3, m4, h4, h5 mw S. Schuurman s.schuurman@maartens.nl

The rector or the compulsory school attendance officer decides within eight weeks and informs the parent(s) accordingly. For more than ten school days (at one time or in one school year), the school contacts the compulsory attendance officer and forwards the application.

Religious commitments

No application is needed to fulfil religious obligations, a student is entitled to do so. However, this must be communicated to the rector at least two working days in advance.

Truancy

The rules on truancy can be found further down in the school guide.
See page 20.

Bicycle, moped and scooter shed

For parking bicycles, mopeds and scooters, Maartenscollege has a guarded bicycle shed. Students can also have their tyres inflated and/or minor repairs carried out at the guardhouse.

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Vakanties

Type of holiday	Holiday period
Autumn holidays	15 to 23 October 2022
Christmas holidays	24 December 2022 to 8 January 2023
Spring break	25 February to 3 March 2023
Easter	7 to 10 April 2023
May holiday	22 April to 7 May 2023
Ascension	18 and 19 May 2023
Pentecost	Monday 29 May 2023
Summer holidays	22 July to 3 September 2023

Important dates

An annual summary is available on the Maartenscollege website.

No rights can be derived from the dates below.

www.maartenscollege.nl/praktisch/downloads

No class due to study day

Monday, 10 October 2022

Friday 13 January 2023

Earlier time off / 40-minute schedule

Thursday 22 September 2022

Wednesday, 26 October 2022

Friday 18 November 2022

Tuesday 6 to Thursday 8 December 2022

Monday, 6 February 2023

Tuesday, 7 March 2023

Tuesday 4 to Thursday 6 April 2023

Thursday, 8 June 2023

Take home report

Week 49 (5-9 December 2022)

Week 14 (3-7 April 2023)

Week 29 (17-21 June 2023)

Parents' evenings (19.30-21.00)

Learning year 1: Wednesday, September 14, 2022

Student year havo 5 and vwo 6: Thursday, September 15, 2022

Student year havo 4 and vwo 5: Monday, September 19, 2022

Year 2: Wednesday, September 21, 2022

Student year havo-vwo 3 and vwo 4: Monday, September 26, 2022

Grade mavo 4: Wednesday, September 28, 2022

Learning year mavo-havo 3 Thursday, September 29, 2022

Mentor interviews

Week 50 (12-16 December 2022)

Week 15 (10-14 April 2023)

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Student-parent-teacher conferences (10-minute interviews)

These are online in Teams

Tuesday 17 January 2023 18.30-21.30

Monday 17 April 2023 18.30-21.30

Travel

Week 40 (5-7 October 2022): bridge camp

Week 19 (8-12 May 2023) school trip havo 4, vwo 4 and vwo 5

Week 29 (17-21 May 2023) trip to Taizé (for interested students, all grades)

Spring 2023 exchange 3rd class

Summer school

Thursday 20 July to Thursday 30 July 2023 (including Saturday morning 22 July). There is more information about the summer school on page 17.

Various activities

In addition to regular lessons, there are other activities to learn with and from each other.

Year 1 (grade 7) camp

The camp in the year 1 (grade 7) is all about getting to know classmates, the school and the mentor. People make agreements with each other and with the mentor about the coming school year. Students also start their portfolio at this time.

Commemorate

'Remembering' is a project for the third grade. Part of the students then delve into the history of the war years in the Dutch East Indies. They depict their findings in an exhibition. First-class students visit it and receive an explanation from third-class students.

The other group of students deals with the war years in our own country and Haren in particular. By bicycle, the first-graders pass by the houses where these people lived, and large signs are placed with their photos.

Debating

Students also learn with and from each other by debating. All classes take part in the annual debate competition, after which it is decided who can call himself the best debater. During this interdisciplinary debate project, debates are enthusiastic, substantive and sometimes fanatical.

Travel

In the 3rd, 4th and 5th grades, we organise various trips. In Year 3, all students go on an international exchange. They visit abroad for a week and the foreign students come here for a week. Havo 4 and vwo 5 go on excursions to Paris, Vienna or other European destinations during the travel week. In the same travel week, vwo 4 does an interdisciplinary project with also a multi-day excursion as part of it.

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3. Organisation

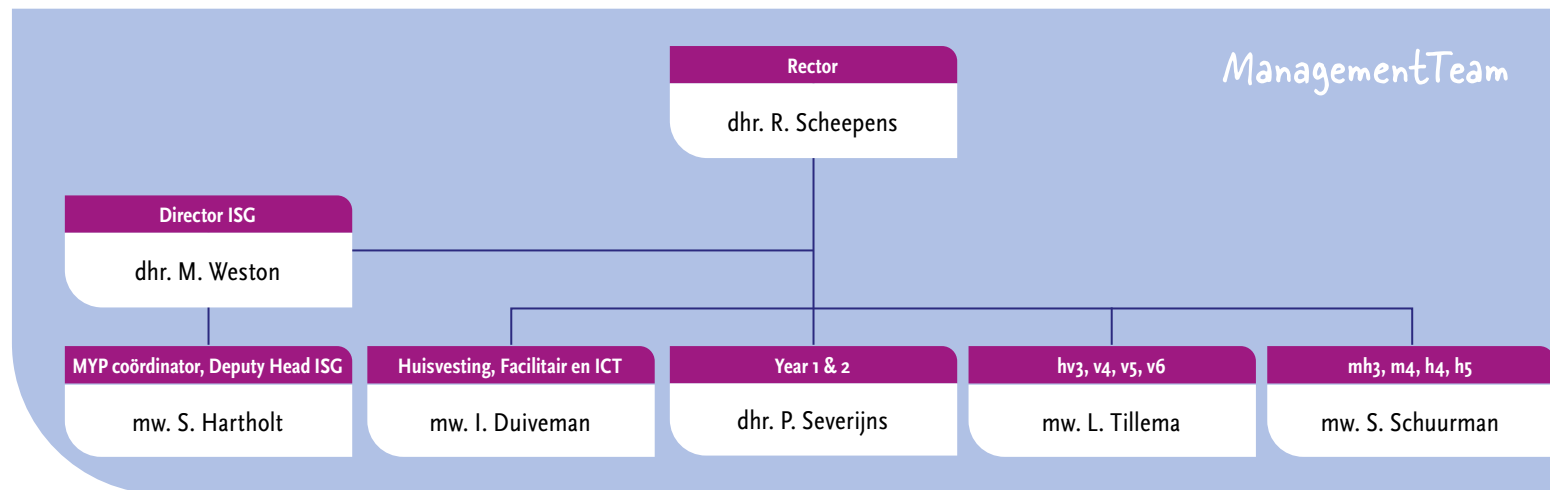
Management

Maartenscollege is part of the Carmelcollege Foundation. The rector is ultimately responsible for the entire Maartenscollege, including the International School Groningen. He leads the complete management team as shown below. The bilingual department has three teams, each with its own team leader. The International School has one team leader in addition to the ISG director. In addition, there is the 'housing' team with its own team leader.

The e-mail addresses of the management team can be found in the 'staff overview' list at the back of this school guide.

Carmelcollege Foundation

Maartenscollege is part of Stichting Carmelcollege. This is a foundation that links secondary schools throughout the Netherlands. The schools that fall under the Carmelcollege Foundation enjoy a high degree of autonomy and independence, but together they form a solid alliance of expertise and experience in secondary education. Central to Carmel is care for people.



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International School Groningen

The International School Groningen (ISG) is a school located on the campus of Maartenscollege. The ISG offers an international curriculum to students aged between 11 and 19. Students from Maartenscollege can do their final two years at the ISG in an international environment, in the IB Diploma Programme (DP). Both schools work closely together and strengthen each other.

Communications

Maartenscollege mainly uses Somtoday to communicate with students. That is where they receive messages. E-mails sent by the school to students go to the Maartens e-mail address that each student has. E-mails to parents go to the addresses known to school.

Somtoday and ManageBac

Personal and absence data are in Somtoday for all students. For upper secondary students, this is also the system where they can see their digital learning resources, study timetables and their grades. Within Somtoday, students receive short messages from teachers.

In all years of the MYP, in addition to Somtoday, we also use the system ManageBac for all lesson planning, homework and reports. All activities for Service As Action, the Community Project and the Personal Project are also tracked in this. ManageBac is specially designed for the International Baccalaureate programmes.

Microsoft Teams

In times of online education, we use the programme Teams (Microsoft). This programme can be downloaded free of charge and can also be found in the student portal of the website.

Student parent teacher conferences (10-minute conversations) also take place in Teams via the student's account. The relevant teachers schedule these talks in due course.

4. Education

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What is important to our identity is that we are an interconfessional school and an International Baccalaureate (IB) World School.

Interconfessional

An interconfessional school means that all faiths are welcome. Knowledge is only half and we believe it is important to reflect together on the questions that do not always have answers. We do this in the subject “philosophy of life and social studies”, among others, but this is also addressed in other subjects.

International Baccalaureate (IB) World School

In addition, we are an International Baccalaureate (IB) World School because we believe that education can be the key to a better world. This means that we train students to become critical and responsible world citizens with respect for themselves and others. A student has developed confidence in their own strengths and has a strong moral compass. So that is more than just a fitting diploma in their pocket.



International education

We work with an international education programme, the IB Middle Years Programme (MYP), in which students do many projects and work together to learn other skills besides knowledge. These are also called executive skills. These include: research skills, thinking skills (such as being able to analyse information), collaboration skills, communication skills, personal skills (such as planning and reflecting on own work).

Bilingual education (tto)

In our lower secondary school, students receive a number of subjects in English. As a result, they learn to speak, read and write English well. Depending on the level, this is 10 or 18 hours. In the lessons table on page 12 you can see how the lessons are divided.

Cross-curricular projects

All years include at least one cross-curricular project (Interdisciplinary Unit (IDU)). In addition, in 3rd grade there is a Community Project in which students contribute to the world around them. This is somewhat similar to a social apprenticeship.

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IB Learner profile

As IB World School, we use the IB Learner Profile as a guideline in this respect. We want to work on these ten characteristics every day in our education.

The IB Learner Profile describes the learner as follows:

1. We are **INQUIRERS**.

You ask through and try to find your own answers to the questions that concern you.

2. We are **KNOWLEDGEABLE**.

You delve into important topics and issues in your life and in the lives of others. You are aware of current developments.

3. We are **THINKERS**.

You recognise problem situations and come up with your own ideas.

4. We are **COMMUNICATORS**.

You work and communicate well with others. You can express yourself well with ease and confidence in more than one language (at least in Dutch and English!).

5. We are **OPEN-MINDED**.

You appreciate other cultures. You understand that life stories, norms and values of other people or groups may be different from yours and you show understanding and respect for that.

6. We are **PRINCIPLED**.

You have a strong sense of justice. You feel responsible for your actions and their consequences.

7. We are **CARING**.

You are empathetic and sensitive to other people, their needs and feelings. You contribute positively to the lives of others around you and feel responsible for your (learning) environment and nature.

8. We are **RISK TAKERS**.

You face challenges with confidence and are not afraid to make mistakes in the process. You are resilient and can overcome setbacks.

9. We are **BALANCED**.

You pursue this health, for yourself and for others around you. You are nuanced and do not let others throw you off balance.

10. We are **REFLECTIVE**.

You know where your strengths and weaknesses lie and how to develop yourself. You learn from the thinking and actions of yourself and others.

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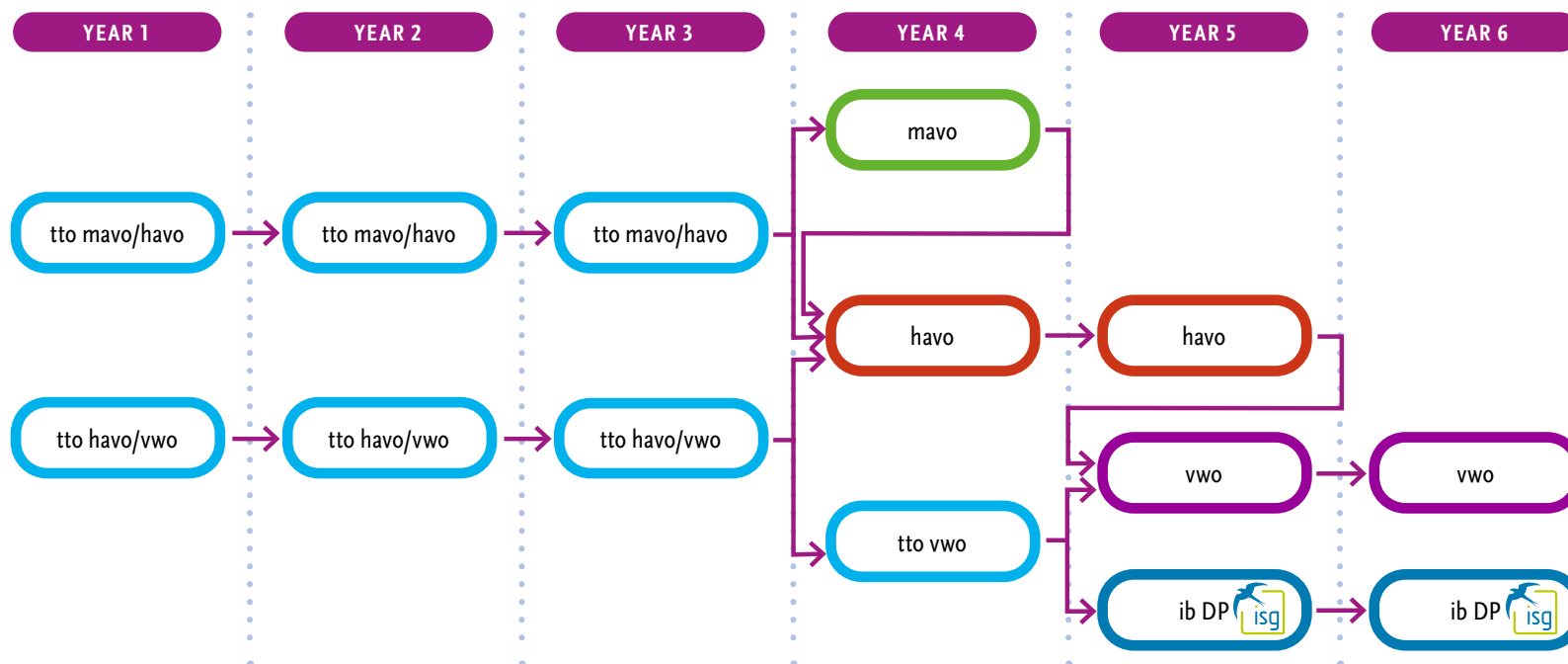
Combination classes

For the first three years, students are in a combined mavo-havo or havo-vwo class. This gives them a view of their own level and after three years they know what suits them.

After vwo 4, students can choose to continue with either the vwo examination in vwo 5 / vwo 6 or the IB Diploma Programme at the International School Groningen (ISG), which is also part of the Maartenscollege.

Flow chart

Below is a schematic representation of the flow-through options available to our school.



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Criteria-based assessment

In addition to consciously focusing on these skills, we distinguish between four categories within each subject. On each test, students are assessed on one or more of these criteria. Each teacher hereby gives feedback to his student on how he can do (even) better next time.

Below is the overview of those criteria. So we no longer speak of a (dis)sufficient on a test but we are primarily concerned with what our students show and how they progress in their learning. During the school year, a report card goes home three times. This shows how the student is doing in each subject per criterion.

Subject Group	criterion A	criterion B	criterion C	criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

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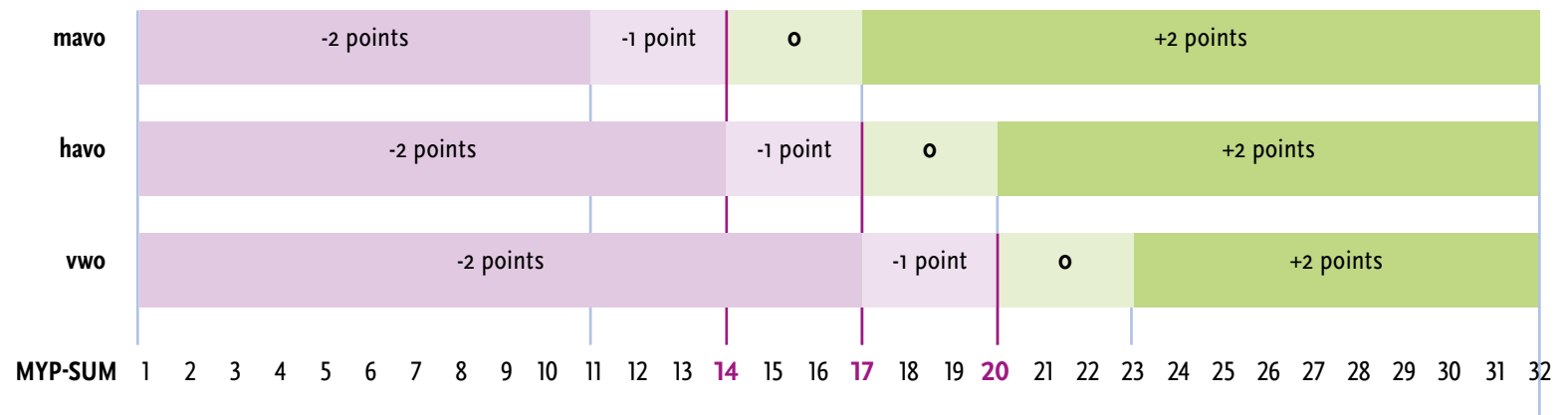
Pass or fail?

At the end of the school year, we determine whether a student can move on to the next year. We do this on the basis of the four assessment criteria for each subject. For each criterion, a student can get a maximum of 8 points. The student can get a total of 32 points on the four assessment criteria. That total (MYP-SUM) determines the student's score per level.

For the transition, we then look at deficit points and compensation points, see the table below.

For mavo, the student needs 14 points,
for havo 17 points and
for vwo 20 points.

Example: Suppose a student scores 3, 2, 4 and 5 out of 8 points for Dutch on the individual criteria levels. The total score is then 14 out of a total of 32 points to be achieved, which is sufficient at mavo level.



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Lesson allocation per year

We have two types of classes per academic year in junior high: combination mavo/havo class (with about 10 teaching hours in English) and combination havo/vwo class (with about 18 teaching hours in English). There are a total of 31 teaching hours per week in year 1, 2 and 3. In year 2, a student receives German in addition to French. In the third year, the science subject splits into biology, chemistry and physics and economics is introduced as a new subject. In year 3, you will also choose between design, visual arts and music. For mavo/havo 3, a student chooses between German and French (havo/vwo 3 keeps both languages until the end of year 3).

Maartens hour (year 1 and year 2)

During the Maartens hour, each student can choose from extra support (planning and organising / Dutch / English / maths) or enrichment (choir, drama, art, extra sports, giftedness module, robotics, etc.). We deliberately keep the group small and the atmosphere is different because students are not working for a grade but for their own growth.

Box purple hue = course taught in English	Bilingual IB Middle Years Programme							examination programmes				
	mh1	hv1	mh2	hv2	mh3	hv3	v4	mv4	hv4	h5	v5	v6
ak geography	2	2	2	2	2	2	3	4	3	3	4	3
bv visual arts	2	2	2	2	2	2	2	4	2	2	2	2
bv cultural & arts education (cko) / culture & arts							1		2		1	
bv art in general (kua)									1	2	2	1,5
bv artistic and cultural education (kckv)					1							
cp community project					1							
dsn design	2	2	2	2	2	2	2					
ec business economics							2		3	4	3	3
ec economics					3	2	3	4	4	4	3	3
and English	4	4	3	3	4	4	4	4	3	3	3	3
and IB English											3	3
gs history	2	2	2	2	2	2	3	4	3	3	3	3
kt Latin							4				5	4
lm philosophy of life & civics	1	1	1	1					2	2	2	2
lm civics								2				
lo physical & health education	3	3	2	2	2	2	2	2	2	1	2	1
Maartens hour	1	1	1	1								
mentor hour	1	1	1	1	1	1	1	1	1	1	1	1
mu music	1	1	1	1	2	2	2	4	2	2	2	2
mvt German			3	3	3	3	3	4	4	3	3	3
mvt French	3	3	2	2	3	2	3	4	4	3	3	3
nl Dutch	3	3	3	3	3	3	3	4	4	3	3	3
nl nt2 Dutch as a second language	3	3	3	3								
sc bi biology					2	2	3	4	4	3	3	3
sc na physics					2	2	3	4	4	3	3	3
sc science	3	3	3	3								
sc chemistry					2	2	3		3	3	3	3
wi mathematics	3	3	3	3	3	3		4				
wi mathematics A							3		3	3	3	4
wi mathematics B							3		3	4	4	4

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Within the school, there are various forms of student guidance.

The control room (0.69)

The control room administers absences, leave, sick reports and undesirable behaviour, among other things. This provides us with student information for mentors, team leaders, parents and the compulsory attendance officer. The policy is to intervene quickly when necessary.

The incident room is also the place (if the mentor or a teacher cannot be reached) where a student can go if they feel uncomfortable or unsafe. In addition, the emergency room is the point of enquiry for all school matters. The door is always open.

Bullying

Anti-bullying policy

We want everyone to feel safe and at home at Maartens. That is why we are alert to bullying. Attention is paid to this in the mentoring lessons and there is an annual workshop for year 1 (grade 7) with interactive theatre.

In our anti-bullying policy, we distinguish two roles within the school. There should be a point of contact where students and parents can report bullying. Someone must also coordinate the bullying policy at school. At our school, these are several people.

Bullying contact point

Confidential counsellors are the point of contact for undesirable behaviour, including bullying. The confidants possess the necessary skills and knowledge about taking care of and guiding students who encounter undesirable behaviour. Of course, students who feel bullied can also report this to their mentor or to a teacher they trust, and often these cases also end up with the team leader. We think it is important that students know they can always turn to someone.

Coordinating anti-bullying policy is Ms Lydi Tillema. As a member of the school management, she is responsible for the development of school rules and agreements, including those on bullying. She ensures that school safety (and specifically bullying) is regularly on the agenda and that there is an anti-bullying protocol at school.

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Confidential counsellors

At Maartenscollege, there are two confidants who have the door open for students who want to consult someone about an unpleasant experience or situation. These are situations related to insecurity, (sexual) harassment, violence, fears and more. A confidant can help students find solutions. They handle personal stories with discretion and integrity. So students need not fear that sensitive information will be disclosed.



Raoul Wilson



Sterre Streekstra

There are two confidants, one male (Raoul Wilson) and one female (Sterre Streekstra) so students can choose who they want to share information with. They can be reached daily at school and also by e-mail. The e-mail addresses are: r.wilson@maartens.nl and s.streekstra@maartens.nl.

Confidential inspector

In case of questions or complaints about sexual abuse and sexual harassment at school, students can turn to the confidential inspector in addition to the school management or the confidential advisor. He can be reached at the Central Hotline for sexual abuse and sexual harassment, which can be reached every working day under the telephone number 0900-1113111.

Other external opportunities for advice and assistance

Help with bullying

www.pestweb.nl

030-2856617

Cyberbullying hotline

www.pestenislaf.nl

Children's phone

www.kindertelefoon.nl

Children and young people can call every day between 11am and 9pm

0800-0432

Internet use

www.HoeZoMediawijs.nl

Support for parents on their children's use of the internet

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Mentors

Every student has a mentor. This one plays an essential role in guiding students. The mentor regularly talks to students, with and without the parents. Students keep a portfolio, which shows their progress. The mentor also guides the class as a group. Together with the mentor, the class agrees on group rules and together they set goals for that year. Based on the group results achieved, the mentor reviews with the group what is needed to improve the results. Up to and including the examination year, the timetable includes a mentor hour.

Apprentice-mentor

The student mentors are students from higher classes who help the mentor. They enjoy helping newcomers to school find their way at Maartens. They make sure new students feel at home quickly.

Career counselling

As early as the year 1, students are concerned with their continuation after secondary school. We pay attention to five career competences: motive reflection, quality reflection, work exploration, career direction and networking.

The deans guide year 3 students in their choice of profile. After that, career guidance (LOB) focuses on an advanced study. The deans provide mentors with materials and the latest information. In addition the deans are available for individual discussion. Finally, it is important to realise that this is something

the student does not do alone. School - in the form of the mentor and the dean - and parents help students choose well, so that Parent evenings and mentor talks

We have several parent evenings at the Maartens. In September, at the beginning of the school year, there is a general parents' evening for each grade. Here year-specific information is given and parents can meet the mentor.

In December and in spring, there is a mentor conversation following the results. This conversation is led by the student (supported by the mentor where necessary): the students tell us how the school year is going, what they want to achieve and who and what they need to do so.

For year three, the second mentor interview (in spring) is devoted to the subject package (choice of profile or sector). See the annual timetable on [page 8](#) in this guide.

Student-parent-teacher conferences

Twice a year, we organise a conference evening. This gives parents and students the opportunity to talk to a number of subject teachers. These talks last 10 minutes and are held in all years. We expect the student in question to actively participate in the discussion.

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Additional support

Student coach (LECO)

The student coach is a support mentor who can take over supervision for students who need extra support.

Support coordinator (OCO)

In the school, there are two support coordinators: Ilja Kamies and Darinka Verschoor. Together with the student coach, they draw up a development perspective plan (OPP) for students with additional support needs and engage external expertise where necessary. The support coordinators, the student coaches and a remedial educationalist together form the Internal Support Team. Further information about our school's support profile can be found on the website (practical/downloads).

VO Groningen Stad cooperation association

Maartenscollege is part of the VO Groningen Stad cooperation association. The secondary schools in the region work together to offer all students appropriate education. Within the partnership, agreements have been made about the basic support and extra support of the affiliated schools.

Need more information? Go to the site www.swv-vo2001.nl

Dyslexia

Students with dyslexia are mainly supported by their subject teachers in class, who are advised by the support coordinator. Various arrangements are possible, such as extra time, adapted assessment and laptop use. We can advise on applying for, using audiobooks and Daisy players. For information or questions about these arrangements, please contact the support coordinator. Maartenscollege broadly follows the recommendations of the Protocol Dyslexia VO.

Students support learners (LOL)

Older students can also sometimes help if a lower secondary student finds a particular subject difficult. We call this LOL: Students Support Students. For a small fee, the older student provides tutoring to the lower secondary student.

Tutoring

At Maartenscollege, we offer various forms of support for lesson content.

Homework class

Three days a week, right after school, there is an opportunity to join a homework class at school.

On Monday, Tuesday and Thursday, homework class is in/near room 2.70, from 14.20 to 16.00.

There is no charge for the homework class.

Summer school

To prevent a student from just staying in one subject, we offer summer school. This is the first week of the summer holidays and can only be done with the permission of the report meeting. In some cases, two subjects are tutored.

Students attend school for ten extra days from 09.10 to 16.00. Led by a study supervisor, students work in small groups.

On the last day, this concludes with a final test with which the student demonstrates that the level has been raised to a satisfactory level.

To encourage satisfactory results for promotion to the next grade (and thus avoid summer school), we also sometimes offer spring school in the May holidays.

The summer school does come at a cost.

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Privacy

The General Data Protection Regulation (GDPR) regulates the processing of personal data. This law also applies to the data we record in the school's student records. Students aged 16 and older must give their parents permission to access data originating from the school, such as the information in the student tracking system Somtoday. Maartenscollege assumes that this permission was given when the application form was signed, unless clear objections were made via a separate e-mail to somtoday@maartens.nl.

The privacy regulations can be requested from the school administration and can be found on the school website (at the bottom of the main page).

Digital cameras and mobile phones

Even outside class, in and around the school, on websites and social media, we respect the privacy of fellow students and staff. This also means that no video and/or audio recordings are made at school to which people have not given their permission. Of course, there are lessons in which the phone can be used. The teacher then gives permission for this.

Locker check

In the interests of everyone's safety, Maartenscollege reserves the right to check students and student lockers for alcohol, drugs, weapons and fireworks.

Whistleblower scheme

The Whistleblower Scheme is intended for parents, students and staff who wish to report serious wrongdoing (or reasonably substantiated suspicions thereof), relating to the institutions/schools of the Carmelcollege Foundation and the Executive Office, where a social interest is at stake.

According to the procedure described in the Whistleblower Regulation, suspected wrongdoing can be submitted to the Integrity Committee. The regulation is not intended to cover complaints from parents, students and staff covered by the Complaints Committee and the Appeals Committee on Irregularities in the Final Examination.

A suspicion of wrongdoing within the school can be referred to the Integrity Committee through the confidential advisers (see above). If the suspicion of wrongdoing concerns the confidants themselves, this can also be done through the school management

7. Rights and obligations of students

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Students at Maartenscollege have both rights and duties. For example, they have a right to a good education and a duty to come to school when there are classes or other types of activities.

House rules

- We treat each other in a respectful manner: staff among themselves, students among themselves and staff and students with each other.
- We arrive on time to our appointments and in classes.
- We eat and drink in the auditorium or outside.
- For coats, we have coat racks and lockers.
- Phones are especially distracting during class. Hence we agree that they are simply switched off then. There are trays in every classroom for phones.
- Together, we spend a large part of the day in and around the building. Together, we have to make sure it stays tidy. For this, we use the many waste bins that are both inside and outside.

The school rules can be downloaded at <https://maartenscollege.nl/praktisch/downloads/>

Student statute

The school has a student statute. This sets out the rights and obligations of students and staff. Among other things, it states that students have the right to freely express their opinions (without offending others, of course), to publish a school newspaper with other students and to freely determine its content. Students have the right to hold meetings with each other on matters concerning the school, making use of school facilities. Students also have the right to see teachers make efforts to provide proper education. These are just a few examples. The full student statute can be found on our website.

Student Council

The student council consists of a number of students from the first to the sixth grade, who represent the interests of the students. The council is also elected by students. In practice, the student council deals with the hiring and assessment of new staff, handling student complaints and critically reviewing and commenting on school matters that affect them.

The student council can be reached at lera@maartens.nl.

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Unauthorised absence

Too late

The first 3 times late are only noted in SOM. From the 4th time onwards, the student must keep up one hour each time on Tuesday the 8e or the 9e class hour. More than 30 minutes late to class without a permitted reason means no longer admitted to class and counts as unauthorised absence of the entire class.

Truancy

Any truant class will be made up twice on Tuesday and/or Thursday 8e and 9e class hours. Each truant hour is considered as truancy, so, for example, a student who plays truant for two class hours in a row has played truant twice.

For unauthorised absences, it does not matter whether a student was late or absent unauthorisedly for the whole lesson. We add “tardiness” and “truancy” together again for that purpose and then apply the following set of consequences: at 3x we call the parents; at 6x the parents and student are invited to a meeting together; at 9x the preventive consultation of Compulsory Education; at 12x the student is formally reported to Compulsory Education.

Lesson removal

There are various reasons why a student may be sent out during the lesson. The student reports to the control room at that time and to the teacher at the end of the lesson. The control room also keeps parents informed. This starts with an e-mail (after three times), then parents and student are invited to a meeting with the team leader (after six times) and from this point on, the student can be suspended internally. Should it even come to a 9th time, parents and student are invited for a meeting with the rector. From this moment on, the student can be suspended externally.

Suspension and expulsion

A student may be suspended for (repeated) misbehaviour. This period of suspension can, according to article 13 of the Inrichtingsbesluit W.V.O., be a maximum of one week. If a student (repeatedly) misbehaves seriously, the rector may decide to permanently expel this student from school according to articles 14 and 15 of the Inrichtingsbesluit WVO. Permanent expulsion of a student subject to compulsory education takes place only after consultation with the inspector.

More about the emergency room, rules and agreements including on absenteeism and truancy are on the website.

Smoking

The school grounds are smoke-free. There is a restricted smoking area in the car park outside the school grounds.

8. Working with parents

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Maartenscollege sees school and parents as partners with the same goal: to contribute maximally to the student's development. We work with a number of forms of parent participation and co-determination: the sounding board group and the co-determination council.

Sounding board group

Each teaching team has a parent sounding board group, which meets several times a school year in the presence of the team leader. During these meetings, matters directly related to education are discussed.

Multiple students

Upon reaching the age of majority, the relationship between the school and parents changes. This mainly involves the following: the school sends invitations and reports to the adult student and parents no longer have automatic access to the student's grades in Somtoday. (NB. Parents/carers remain responsible at our school for reporting the student's absence, even if the student is 18 or older)

Providing information to divorced parents

Divorced parents are both entitled to the same information about their minor children. This is only different if a court order can be shown limiting the right to information, information is also not provided to the other parent or information provision is not in the child's interest.

Complaints scheme

Those involved with the school (such as (former) students, parents/guardians/carers, staff, volunteers) may raise complaints about behaviour and decisions (or the failure to do so) of the Executive Board and all those who work in and for the school or are part of it.

Usually, complaints are settled within the school between those involved. A complainant can also turn to the (external) confidential advisor in the event of a complaint, who can help him/her resolve the complaint. Complaints that are not resolved between a complainant and those directly involved are submitted to the team leader according to Article 2.3 of the Complaints Regulations.

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If this initial treatment, in the perception of the complainant, also does not lead to a satisfactory resolution of the complaint, the complainant may turn to the rector. The rector will then take a decision.

In addition, the complainant can always, during the school's handling of the complaint, refer his/her complaint to the complaints committee.

The manner in which complaints are handled is laid down in the Complaints Regulations of the Carmelcollege Foundation. The complaints procedure can be requested from the school management.

The postal address of the Complaints Committee Stichting Carmelcollege is: PO Box 864, 7550 AW Hengelo.

Employee participation

At the Maartens, we work together: parents, students, teachers, support staff and the school management. Each from our own role. In our participation council, all parties come together.

Through the MR, students, parents and staff have a say in the board's policy. The rector consults with the MR on behalf of the school management. The ground rules for this are laid down in the School Participation Act (WMS). In addition, the MR itself can also put policy issues on the agenda and bring them to the attention of the school management.

At Maartenscollege, the MR consists of six staff members, three parents and three students. The MR can be reached at mr@maartens.nl.

External information sources

Parents & education
www.oudersonderwijs.nl

Education Inspectorate
www.onderwijsinspectie.nl

Schools on the map
www.scholenopdekaart.nl

VO Groningen Stad cooperation association
www.swv-vo2001.nl

International Baccalaureate (IB)
www.ibo.org

IB Middle Years Programme
www.ibo.org/programmes/middle-years-programme

International School Groningen (ISG)
www.isgroningen.nl

9. Finance

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Free teaching materials

The school receives reimbursement from the government for textbooks and teaching materials necessary for the educational programme. By teaching materials, we mean: theory books, workbooks, project and table books; the school's own teaching materials; digital teaching materials; distribution costs and consumables in some subjects such as drawing paper, paint, wood and metal.

Some learning resources we ask you to purchase yourself. This can sometimes be done at school, or from our distributor but also from a (web) shop of your own choice or by borrowing books from the library.

Voluntary parental contribution

Our school does not receive money from the ministry for extra activities and facilities that fall outside the regular curriculum, but which we consider important for students, education and the school. In order to still be able to offer activities and facilities, the school asks parents/carers for a voluntary contribution. This enables us to pay for atlases, dictionaries, tools and suchlike. We also ask for a contribution via the voluntary parental contribution to the costs incurred by the school for things such as the hire of lockers, excursions and trips abroad.

Level and composition of voluntary parental contribution

An itemised overview of the items of the voluntary parental contribution can be viewed via maartenscollege.nl/downloads > Financial:

- View the total overview of parental contributions school year 2022-2023
- See how parental contributions are structured with specification parental contribution 2022-2023.
- One of the items in this specification concerns the contribution for bilingual education. This voluntary TTO contribution of €375 per school year covers the following costs, among others:
 - Membership of the International Baccalaureate Organisation;
 - Membership of the Nuffic TTO schools network;
 - licence fees for the IB student monitoring system ManageBac;
 - International workshops from the International Baccalaureate Organisation that all teachers must attend for teaching in the IB Middle Years Programme;
 - Content and Language Integrated Learning (CLIL) courses that all teachers must take for teaching in English and, in addition, English training for teachers;
 - additional costs incurred by the school for international teaching methods;
 - additional costs incurred by the school to recruit international teachers.

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On 17 November 2022, the amount and composition of the voluntary parental contribution for 2022-2023 was approved by the parent section of the participation council.

Voluntary parental contributions can always be paid in instalments. This also applies to trips abroad.

Parents/carers always have the option to contribute only for certain facilities/activities.

When parents do not contribute to the voluntary parental contribution, we do not exclude a child from participating in activities or facilities. However, we do ask for your understanding that our extra offerings can only take place as long as the vast majority help to bear the costs for them.

Digital invoicing

To collect the parental contribution, Carmelcollege Foundation uses digital invoicing via WIS Collect. When the overview of school fees is ready, parents receive an e-mail containing a link to the WIS Collect web address. Once logged in there, parents can select which activity or service they want to contribute to. There is then a choice of three payment options (via iDEAL, via invoice or via direct debit). With direct debit, payment in instalments can be chosen. Wis Collect is also used for refunds.

Insurance

The Carmelcollege Foundation Board has taken out school accident insurance for the students of its schools. The insurance applies only to accidents that happen to students during school hours or during school-related activities.

This includes internships and sports competitions and while coming directly from home to school and vice versa and/or the place where the activities or work takes place, respectively. This insurance is supplementary, i.e. one's own (health) insurance must be used first.

A summary of the special conditions of the accident insurance policies and the insured amounts is available at school or from the Carmelcollege Foundation administrative office (telephone number 074-245 55 55).

A payment from the school accident insurance does not constitute recognition of legal liability. With regard to third-party insurance, please refer to 'Damage caused to third parties'.

Accident insurance has been extended to include comprehensive travel insurance. This is in force during all trips, camps and excursions, which take place by or under the auspices of the school.

Damage caused to third parties

The Carmelcollege Foundation may be held liable for damages suffered by third parties. The Foundation has insured itself and the school's employees against this risk by means of third-party liability insurance. The liability insurance has an excess, but this does not mean that all damage suffered will be compensated and that liability will be recognised in all cases. Each case is assessed separately.

For liability to be recognised, it must be established that the board, school management, a teacher or other employee can be blamed for negligence (section 6:162 of the Civil Code and section 6:163 of the Civil Code) for failing to provide adequate supervision. The person holding the board and/or its employee(s) liable must prove that there was insufficient supervision and therefore negligence.

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The Education Total Policy taken out by Carmelcollege Foundation does not cover claims for compensation for damage caused with or by a motor vehicle within the meaning of the Motor Vehicle Liability Insurance Act (WAM).

Loss, theft and destruction

The Carmelcollege Foundation does not have insurance for students against loss, theft or destruction of students' property. Students should therefore store their belongings as securely as possible and preferably label them with their name or another registration number. This applies in particular to bicycles, mopeds and scooters. These should be securely locked and parked in the designated areas.

By law (Art 6:169 of the Civil Code), parents are liable for damage caused by children under 14. If a child is older than 14 but younger than 16, parents can evade liability under certain circumstances. They must then prove that they cannot be blamed for their child's behaviour, for example because they could not have prevented their child's behaviour. Children aged 16 and over can be held personally liable for their actions.

In principle, Carmelcollege Foundation recovers damage caused by a student to grounds, buildings or inventory from the student's parents. It is therefore important that parents and guardians or adult students take out adequate third-party insurance. Adult students are naturally liable for any damage they cause.

If a group of schoolchildren is guilty of inflicting damage, any member of that group may be held liable for the damage inflicted, regardless of whether they actually caused damage. The student concerned is liable for the total amount and must then sue the persons, who are co-responsible for the damage, themselves.

Sponsorship

Carmelcollege Foundation adheres to the national 'Covenant: Primary and secondary schools and sponsorship'. According to the covenant, sponsorship should, among other things, be in accordance with good taste and decency. It must also be compatible with the pedagogical and educational task and objective of the school. Furthermore, it must not affect the educational content and/or continuity of education. The complete covenant can be found on the website under downloads.

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School plan

Maartenscollege has made some clear decisions in its profiling in recent years. In 2019, we have sharpened the Maartens' school profile as a bilingual and international IB World School. The new five-year plan reflects this and can be summarised in these five points:

- We also want to make elements of bilingualism and IB didactics visible in the upper school.
- The basic processes (roster, organisation) need to be in place.
- The pedagogical relationship with students (ownership, working relationship student-teachers, rules of conduct) must be in place.
- IB didactics (inquiry, formative learning culture) can be developed much further.
- Didactics, pedagogy and organisation must fit together and be balanced.

Details of these points are in the school plan, which can be downloaded from our site.

Lower secondary educational outcomes

In lower secondary, we look at two indicators to determine outcomes.

First, the “lower secondary rate”. This is the percentage of students who enter Year 3 from the year 1 (grade 7) without delay (without doubling).

Second, we look at the “educational position relative to PO recommendation”. This indicates the percentage of students in year 3 who are at a higher level than their primary school recommendation indicated. A positive percentage means that more students move up than move down.

School year	Lower Secondary rate 1-2 (norm: at least 95%)	Position relative to advice PO (norm: at least 0%)
2018-2019	96%	18% higher
2019-2020	98%	10% higher
2020-2021	97%	41% higher

From this one can deduce that students at Maartens move on very smoothly from the year 1 (grade 7) to year 3, and in the process they end up on average (much) higher than their school recommendation indicated. We are proud of that.

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Educational outcomes upper school

On the right are the results for the past 3 years. The upper secondary success rate is the percentage of students who do not stay on after the third grade. The CE mark is the average mark students obtained on their Central Written Examination. The pass rate is the percentage of students who obtained the diploma that year. The minimum national standards are listed in the table in the top row.

* Due to the corona crisis and the temporary closure of schools, the central exam (CE) in 2020 did not take place. The tables below therefore lack the central exam figures for school year 2019-2020.
 ** The 2022 exam results had not yet been processed when this school guide went to press because the third period continued into the summer holidays.

For a further overview of educational results, please refer to Schools on the Map. There you will find information on the school's intake, progression and outflow, pass rates, examination marks and data on parents' and students' appreciation.

Early school leaving (ESL)

ESL occurs when a student leaves school without a diploma that offers sufficient opportunities on the labour market. The starting qualification is a diploma at vwo, havo or mbo level (mbo level 2). Because (frequent) truancy increases the risk of dropping out, Maartenscollege has a clear truancy policy.

In case of repeated unauthorised absence or frequent lateness, we first speak with the student and parents concerned. We then contact the school attendance officer.

The figure below shows a comparison of Maartenscollege's dropout rate compared to national figures. Fortunately at Maartens hardly any early school leavers. In the case of early school leavers without a starting qualification, we are obliged to report the student to the Regional Reporting and Coordination Point for Early School Leavers.

MAVO

School year	Upper Secondary success MAVO (norm 87%)	CE mark MAVO (norm 6.18)	Success rate
2018-2019	85%	6,32	93%
2019-2020	98%	*	100%
2020-2021	95%	6,07	96%
2021-2022	**		

HAVO

School year	Upper Secondary success HAVO (norm 81%)	CE mark HAVO (norm 6.25)	Success rate
2018-2019	84%	6,35	92%
2019-2020	88%	*	93%
2020-2021	81%	6,17	86%
2021-2022	**		

VWO

School year	Upper Secondary success VWO (norm 82%)	VWO CE mark (norm 6.26)	Success rate
2018-2019	88%	6,44	90%
2019-2020	92%	*	98%
2020-2021	90%	6,22	94%
2021-2022	**		

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In case of repeated unauthorised absence or frequent lateness, we first speak with the student and parents concerned. We then contact the city's truancy officers.

The figure below compares the percentage of early school leavers at Maartens College with the national figures. Fortunately at Maartens hardly any early school leavers. In the case of early school leavers without a starting qualification, we are obliged to report the student to the Regional Reporting and Coordination Point for Early School Leavers.

	2018-2019		2019-2020		2020-2021		performance standard	target standard
	number	% vsv	number	% vsv	number	% vsv		
Lower Secondary	0	0%	1	0,3%	2	0,5%	0,5%	0,1%
vmbo Upper Secondary	0	0%	0	0%	1	0,9%	2%	1%
havo/vwo Upper Secondary	0	0%	1	0,3%	1	0,3%	0,5%	0,1%
Total	0	0%	2	0,2%	4	0,5%		

11. Abbreviations

Below are the abbreviations used in this school guide

- AVG** General Data Protection Regulation, which regulates the processing of personal data
- IB** *International baccalaureate*, the international school system to which the Maartens has joined
- IDU** *Interdisciplinary Unit*, a project involving multiple subjects
- ISG** International School Groningen (also part of Maartenscollege)
- LECO** student coach, extra support for students with those needs
- LOL** students support students, tutoring given by (upper secondary) students to (lower secondary) students
- MR** participation council
- Mvt** modern foreign language
- MYP** *Middle years programme*, the international education programme for the lower years of Maartenscollege
- MYP sum** the total of assessment on four criteria within a subject
- OCO** Support coordinator, coordinate and support student coaches
- Tto** bilingual education
- ESL** early school leaving

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Surname	Intermediate	First name	Function	Mail work
Field	of	Floor	Dutch teacher	f.vandenakker@maartens.nl
Baert		Maaïke	Dutch teacher	m.baert@maartens.nl
Baum Bletterman		Thom	Physical education teacher	t.baumbletterman@maartens.nl
Bend-Heerkes	of der	Sandra	Visual arts and CKV teacher	s.heerkes@maartens.nl
Bennett		Caroline	English LA and EAL teacher and Careers counsellor MYP	c.bennett@maartens.nl
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Goddard		Marné	Maths teacher	m.goddard@maartens.nl
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Moorman		Chris	Concierge	c.moorman@maartens.nl
Mul		Bert	Geography teacher	b.mul@maartens.nl
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