



GVP SCHOOL GUIDE

2025 - 2026

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WELCOME AND INTRODUCTION

Welcome to the Gwendoline van Putten School (GvP School)! We're pleased to present the updated 2025–2026 School Guide, designed to help you get to know our school, our educational vision, and how we operate daily.

Inside, you'll find clear information about:

- Our mission, ambitions, and the results we've achieved
- The structure of our education system (CXC curriculum)
- The guidance, support, and care available to our students
- Our school culture and rules, and how we maintain a safe learning environment
- The ways students, parents, and staff actively participate in school life—through the Participation Council and the Student Council

This guide serves as a quick and accessible reference for all members of our school community. If you have any questions or require additional information, please feel free to contact us at any time.

SCHOOL BOARD

The Foundation for the Promotion of Secondary Education in St. Eustatius is the governing body of the GvP School. Its goal is to provide high-quality secondary education without religious distinction, while respecting the wishes of parents concerning religious instruction, and always in line with applicable laws and regulations.

The Foundation is led by a school board composed of five to seven members, all of whom are residents of St. Eustatius.

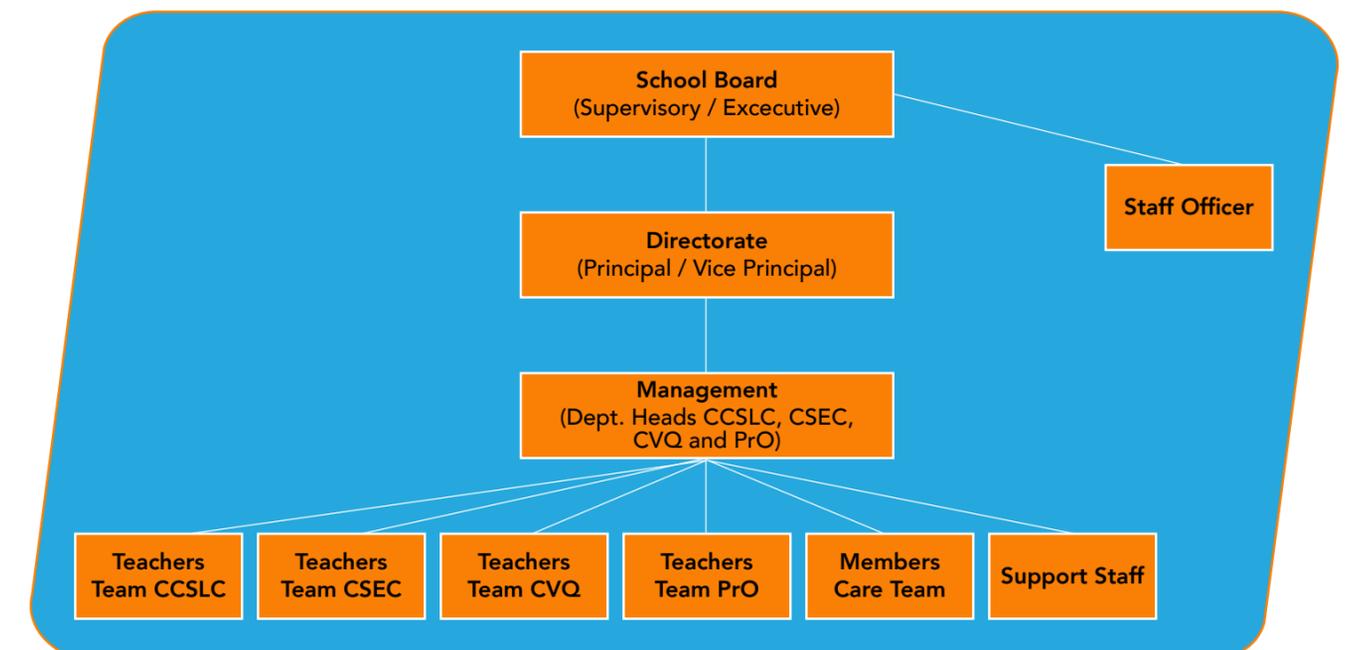
- Two board members serve as executive members, overseeing daily operations.
- The remaining members function as a supervisory board, providing oversight and strategic direction.

The school board is supported by Staff Officer Mr. C. Lindo, who assists in the coordination and administration of board responsibilities.

MEMBERS OF THE SCHOOL BOARD

| | | | |
|----------------|--|---------------|-----------------------------|
| President: | <i>Ms. Candidia Woodley</i> | Board Member: | <i>Mr. Reynold Oleana</i> |
| Secretary: | <i>Mr. Jair Hooker</i> | Board Member: | <i>Mr. Paul Rosenmoöler</i> |
| Treasurer: | <i>Ms. Myrurgia Schmidt</i> | | |
| Staff Officer: | Mr. C. Lindo | | |
| Email: | board@gvpschool.com | | |

The GvP School Directorate consists of the Director, *Mrs. F. Lagcher*, and Deputy Director, *Ms. V. Bennett*.



PRESIDENT OF THE SCHOOL BOARD'S ADDRESS

Dear Students, Parents, Teachers, Staff, and Valued Partners,

On behalf of the Board of the Gwendoline van Putten School, it is my pleasure to welcome you to the 2025-2026 academic year. Each school year represents both a new beginning and a continuation of our shared journey to provide the highest quality of education for our young people.

The past years have not been without challenges. We have faced financial, structural, and social pressures that have tested our resilience as a school community. These challenges, however, have also brought out the very best in our community: resilience, creativity, and an unwavering commitment to our youth. Yet, through the dedication of our teachers, the perseverance of our students, the support of our parents, and the commitment of our many stakeholders and partners, we have continued to grow stronger together.

Looking ahead, the future of the GvP School holds promise. Plans for our new school building are steadily taking shape, ensuring that our students and staff will soon benefit from modern, safe, and inspiring facilities. At the same time, we remain deeply focused on supporting the holistic development of every student. Most importantly, we continue to place our students at the heart

of everything we do, ensuring that they are well prepared, not only academically, but also as engaged citizens ready to contribute to the development of Statia and beyond.

This journey is not one we take alone. It is strengthened by the support of our parents, the trust of our partners, and the collaboration of all stakeholders who share in our vision for education. Together, we will continue to overcome obstacles and seize opportunities that lie ahead.

To our students: We encourage you to embrace this school year with curiosity, determination, and pride. To our teachers and staff: we are grateful for your unwavering commitment to excellence and to nurturing the next generation. To our parents, stakeholders, and community partners: your trust, collaboration, and advocacy remain essential to the success of our school.

Together, we will continue to turn challenges into opportunities and to build a future that reflects both our shared values and our highest aspirations for the youth of Statia.

I wish you all a successful and inspiring 2025-2026 school year.

Ms. Candida Woodley
President of the Foundation

GVP SCHOOL MISSION AND VISION

It's our mission to be a school where respect for each other and everyone's belief is part of the preparations for a successful future on Statia, the Caribbean and the world. We want to offer challenging education in which students can develop their talents optimally by learning to operate in a safe and inspiring learning environment inside and outside the school.

The 4 educational pillars of GvP's mission are:

- a challenging curriculum;
- education that is inspiring to students;
- tailor made education – catering to the strengths of each student; and
- enhancing students' sense of self and community spirit through extra-curricular activities.

MEET THE MANAGEMENT TEAM

PRINCIPAL'S GREETING



Dear GvP School students, parents, and stakeholders, welcome to the school year 2025-2026. New faces, new routines, and new opportunities lie ahead, and we enter them together. At GvP School our culture is clear: we know you, we care for you, and we are there for you every day. Your learning and well-being come first. Our practical, academic, and vocational programs address diverse strengths and needs. Extracurriculars and clubs offer leadership, exploration, and community.

Students: we will help you discover interests, develop talents, and reach goals. Learning takes courage. Ask questions, try, make mistakes, and try again. If you need space or extra challenge, we will support you. Teachers and support staff: your presence tells every student, "You matter." Thank you for the steady care that builds confidence, belonging, and success. Parents and guardians: thank you for your trust. We value partnership and will keep you informed and involved. Your questions and insights help us serve your children better.

This year we commit to three habits: Look out for each other; Speak up for what is right; and Take care of our school. We will celebrate progress and solve problems together. Let us make 2025-2026 a year of learning, courage, kindness, and community that reflects the promise of GvP School.

– Mrs. Fleur Lagcher

VICE PRINCIPAL'S GREETING



Dear Parents and Students, As we begin this new academic year, I extend my warmest greetings to each of you. A new year brings with it fresh opportunities for learning, growth, and achievement. Together, we will continue to build on the strong foundation of academic excellence, character development, and community spirit that defines our school. To our students: approach each day with curiosity, determination, and respect. Remember that every challenge is a chance to learn and every success is the result of effort and perseverance. To our parents: we value your trust and partnership. Your continued support and encouragement play a vital role in shaping the educational journey of your children. Let us work hand in hand to make this year a rewarding and inspiring experience for all. I wish you a joyful, productive, and successful school year ahead.

– Ms. Vanessa Bennett

CCSLC DEPARTMENT HEAD GREETING



Dear Parents, Guardians, and Students, *(Theme: Time – Use It, Don't Lose It)*

As the clock resets on another academic year, I'm honored to welcome you to what promises to be a meaningful and memorable journey for 2025-2026. Time is our most valuable resource; it cannot be saved, rewound, or replaced. But it can be used wisely. This year, I invite each student to see every hour, every lesson, every challenge, and every moment of reflection as an opportunity to grow. At GvP, we believe that every second in the classroom counts, and every student carries within them the potential to make their time here matter. Whether it's mastering a math concept, exploring the past in History, conducting an experiment in Science, or simply learning how to work as a team, each experience is a building block toward the future. Our CCSLC Department remains committed to fostering academic excellence, character development, and creativity. Alongside our core program, students will continue to benefit from a rich range of co-curricular activities, including:

- The Robotics Club – where innovation meets curiosity.
- Our House System – providing exciting opportunities for competition in sports, dance, cheer, and the arts.
- Music & Creative Expression – now further integrated into our curriculum to nurture every learner's voice and rhythm.

As we journey through this year together, I encourage each student to reflect not only on how they spend their time, but also on who they are becoming in the process. Let us move forward with

MEET THE MANAGEMENT TEAM

urgency, purpose, and pride. Here's to a year of growth, accountability, and making every moment count.

With renewed energy and optimism,

– Mr. Elroy Agard



CVQ AND PRO DEPARTMENT HEAD GREETING

Dear Students and Parents, I am truly delighted to welcome you to a new school year. A new beginning always brings new possibilities, and I believe this year will be filled with meaningful growth, learning, and success for all of us. To our students, I encourage you to see each day as a fresh chance to learn something new, to challenge yourselves, and to discover the potential you carry within. Remember that mistakes are part of learning, effort brings results, and every step forward, no matter how small, is progress. With focus, hard work, and a positive attitude, there is no limit to what you can achieve. To our parents, thank you for being such an essential part of this journey. Your guidance, encouragement, and support play a vital role in your child's success. Together, as a team, we can ensure that our students not only reach their academic goals but also grow into confident, responsible, and capable young people. I look forward to the year ahead with optimism and excitement. Let us make it a year where challenges are met with courage, achievements are celebrated, and each student feels valued and supported along the way.

– Ms. Rijziena Hooker



CSEC DEPARTMENT HEAD GREETING

Dear Parents and Students, As we begin this new school year, I warmly welcome you back to our school community. To our returning families, thank you for your continued partnership and trust. To those joining us for the first time, we are excited to have you as part of our family and look forward to working with you on this educational journey. This year brings fresh opportunities for growth, learning, and achievement. Our dedicated teachers have been preparing engaging lessons, meaningful activities, and supportive structures to help every student reach their full potential. We encourage our students to set high goals, work hard, and always remember that learning is a process, progress matters just as much as results. Parents, your involvement plays an important role in student success. We value your support, and we invite you to stay engaged by communicating with teachers, encouraging consistent study habits, and celebrating your child's efforts and accomplishments. Together, we can create an environment where students not only excel academically but also develop resilience, creativity, and a sense of responsibility. Let's make this year one filled with growth, positivity, and shared success.

– Mr. Julian Hinckson

CONTACT THE MANAGEMENT TEAM AT TEL.: 318-2129 / 318-2276

| | |
|-----------------------|---------------------|
| Principal | Mrs. Fleur Lagcher |
| Vice Principal | Ms. Vanessa Bennett |
| CCSLC Department Head | Mr. Elroy Agard |
| CSEC Department Head | Mr. Julian Hinckson |
| CVQ Department Head | Ms. Rijziena Hooker |
| PrO Department Head | Ms. Rijziena Hooker |



OTHER IMPORTANT SCHOOL CONTACTS

Tel.: 318-2129 / 318-2276

| | | |
|--------------------------------------|---|--|
| Student and Financial Administration | Ms. Tanzania Timber Ms. Clasina Principaal | studentadmin@gvpschool.com info@gvpschool.com |
| Custodian | Mr. Rodny Vlijtig | rvlijtig@gvpschool.com |
| Exams Coordinator | Mr. Julian Hinckson | jhinckson@gvpschool.com |
| Anti-bullying Coordinator | Ms. Vanessa Bennett | vbennett@gvpschool.com |
| School Social Worker / Care Team | Ms. Ann-Marie Blaise | a.blaise@gvpschool.com |
| Career Guidance Counsellors | Ms. Cheriette van der Lugt Ms. Norma Rombley | clugt@gvpschool.com n.rombley@gvpschool.com |
| Local Registrar CXC | Ms. Debora Hinckson | dhinckson@gmail.com |

LESSON TIMES

All students need to be at school on time. This means: before the first bell rings at 7:25 am. This helps them to get settled and be ready to start classes when the second bell rings at 7:30 am. Please note that students who enter class after the second bell rings are too late (see the procedure regarding tardiness under school rules).

| Lesson | Time |
|-----------|---------------|
| 1 | 07:30 - 08:15 |
| 2 | 08:15 - 09:00 |
| 3 | 09:00 - 09:45 |
| 4 | 09:45 - 10:30 |
| Break | 10:30 - 10:50 |
| 5 | 10:50 - 11:35 |
| 6 | 11:35 - 12:20 |
| Break | 12:20 - 12:40 |
| 7 | 12:40 - 13:25 |
| 8 | 13:25 - 14:10 |
| 9 | 14:10 - 14:55 |
| 10 | 14:55 - 15:40 |
| Detention | 15:00 - 16:00 |



WHAT STUDENTS NEED TO HAVE WITH THEM EVERY DAY

- A school bag, big enough for all their books.
- A school agenda with divider card and a class schedule.
- Pencil case with pens, pencils, eraser, white-out, ruler, books and copy books for each day.
- A pair of compasses, a scientific calculator, any other material needed for Math and Science.
- Last but not least...completed homework! It is the students' own responsibility to always have their school materials at hand.

VACATION SCHEDULE 2025 - 2026

First Day of School: August 18, 2025

Mid-term Break: October 13 – 17, 2025

Christmas Vacation:
December 22, 2025 – January 9, 2026

Mid-term Break:
February 23– 27, 2026

Holy Thursday / Good Friday / Easter:
April 2 – 7, 2026

King's Day - Labour Day:
April 27 – May 1, 2026

Ascension Day: May 14 – 15, 2026

Whit Monday: May 25, 2026

Emancipation Day: July 1, 2026

Summer Holiday: July 6 – August 14, 2026

GVP SCHOOL EDUCATION STRUCTURE

Since 2005 onward the Gwendoline van Putten School has gradually moved from a Dutch to a Caribbean educational structure: the system of the Caribbean Examinations Council (CXC). This educational structure originates from England and was amended to the Caribbean way of teaching and culture.

At the Gwendoline van Putten School, currently three CXC programs are offered: the Caribbean Certificate of Secondary Level Competence (CCSLC), the Caribbean Secondary Education Certificate (CSEC), and the Caribbean Vocational Qualification (CVQ). In addition to the CXC programs, the GvP School offers Praktijkonderwijs (PrO), the practical stream.

| Further studies in the Caribbean region, the USA, Canada, the Netherlands etc. | | | |
|--|-------|---------|--------|
| Form 5: | | CVQ 5 | CSEC 5 |
| Form 4: | PrO 4 | CVQ 4 | CSEC 4 |
| Form 3: | PrO 3 | CCSLC 3 | |
| Form 2: | PrO 2 | CCSLC 2 | |
| Form 1: | PrO 1 | CCSLC 1 | |

PrO

PrO (praktijkonderwijs, practical stream) is secondary education, intended for students who have difficulty with traditional ways of learning. In PrO, students don't only learn through books and online, but mainly by doing it; thus, in practice. The theory is brought to life and intensified by means of practical subjects and internships. Tailor-made and personalized learning are key in PrO: every student

works according to an individual educational plan (IEP). The IEP reflects the student's personal abilities, needs, and wishes.

PrO aims to prepare students for further (vocational) education or the labor market. In doing so, learning, working, self-reliance, citizenship, and leisure are important themes. Within these themes, PrO students learn to function as well and as independent

as possible, in the school and in society.

In the first 2 Forms, the PrO program focuses on basic skills, a broad, general educational basis and orientation on the various sectors of the labor market. From 3rd Form, the PrO program is more occupational oriented. Students can choose their occupational sector (such as automotive, hospitality, or welding) and will start taking on job placements. The internship (stage) is an important part of the PrO student's learning process. A good internship often is the foundation for a regular job.

After 4 or 5 years of PrO, students either start with a job in the work force or further their education in the CVQ program or at New Challenges Foundation (NCF).

CCLSC

The Caribbean Certificate of Secondary Level Competence (CCSLC) forms the foundation of CXC's secondary education. The core (mandatory) subjects of the CCSLC curriculum are English, Integrated Science, Mathematics, Modern Languages (Spanish at the GvP School) and Social Studies. This curriculum provides the student with the competencies that will serve as a foundation for more advanced secondary education, the world of work and life as a citizen of the region.

The CCSLC caters to both the theoretically strong and the vocationally strong students to be. Students of different performance levels are placed together in heterogeneous classes. When students of varying



achievement work together and help each other reach educational goals positive interdependence develops. In school year 2025-2026, we have the following CCSLC classes:

- 1F, 1G, and 1N
- 2R, 2S, and 2T
- 3E, 3i, and 3K

In general students take 3 years to complete the CCSLC certification. The program has a modular approach. This means that students who work at a higher pace can finish the required modules for their subjects more rapidly and can even finish the whole CCSLC program in less than 3 years. The student must complete the various school-based assessments (SBAs). The SBA is a set of assessment tasks, assignments, and/or projects to be carried out by the student and assessed by the teacher. The SBA score contributes to the candidate's overall examination grade.

After doing the CCSLC exit exams, and depending on the students' interest and grades, they will proceed to either the Caribbean Vocational Qualification (CVQ) program, or the Caribbean Secondary Education Certificate (CSEC) program.



However, there's no clear separation or bulkhead between these two streams. CVQ students are allowed (and encouraged) to choose CSEC subjects and CSEC students are allowed (and encouraged) to choose CVQ subjects.

CVQ

The Caribbean Vocational Qualification (CVQ) program is secondary vocational education, based on practical and competency-based education and competency-based examinations. The CVQ is an award that represents the achievement of a set of competencies which define core work practices of an occupational area. CVQ students are expected to demonstrate their competence in attaining the occupational standards of their CVQ, organized in units of study. Students are assessed and judged on each unit and a judgment is made as to whether the student is 'competent' or 'not yet competent'.

The CVQ system also focuses on socialization for citizenship, for example: Behaviors necessary to ensure teamwork and cooperation, Effective interpersonal skills, Proper work ethic, and Occupational health and safety.

CVQ's are available in several industry sectors and occupational areas. In schoolyear 2025-2026 students at the GvP School are in the following CVQ's:

- Food Preparation & Cookery
- General Construction



- Early Childhood Development
- Welding

In addition to the chosen CVQ, English, Dutch, Math, Social Studies and Electronic Document Preparation and Management (EDPM) are mandatory subjects. CVQ students are also encouraged to take CSEC subjects as electives.

CVQ students are to attend apprenticeship, as one fifth of the program consists of job training. Students usually take two years to finalize their CVQ. With the CVQ certificate, students have several options to further their (vocational) education or to enter the labor market.

JOB TRAINING CVQ APPRENTICESHIP

Apprenticeship constitutes an important component of the school's curriculum for the CVQ students. Both Form 4 and Form 5 CVQ students do 30 days of job training during the school year (6 weeks). The first week is from November 4-7, 2025 and the last week is June 23-26, 2026. The students are guided by supervisors on the job site. The CVQ teachers will also visit the students during their apprenticeship, to keep informed of the students' performance.

Before the start of the apprenticeship an agreement is signed by the student, the CVQ Department Head, the business where the job training takes place and the Raad Onderwijs Arbeidsmarkt Caribisch Nederland (ROACN). Each student receives an apprenticeship workbook which must be completed by the end of the training along with a report on their apprenticeship. Students are graded based on their overall performance on the job. This grade can be sufficient (v) or insufficient (o). Students who fail to complete their apprenticeship are required to repeat it to continue or complete their CVQ program. This needs to be done outside the regular school hours.

JOB TRAINING PRO

Job training constitutes an important component of the school's curriculum for the students in the Practical Stream. In PrO here are two apprenticeship programs:

- 1 An introduction program which begins in year 2; and

2 A senior program which is for years 3 and 4.

The Form 2 PrO students begin their job training in February 2026. This program runs for 5 months, and students attend job training 2x per month. The students who are in the 3rd and 4th Form PrO are required to complete a full school year of job training. This enables them to work two days and spend three days a week at school.

During job training the PrO students are guided by supervisors on the job site. The supervisor is requested to fill out a weekly evaluation form. The PrO job training coordinator and/or the PrO teacher will visit the student during his/her job training to keep informed of the student's performance.

Before the start of the job training a job training agreement is signed by the student, the PrO Department Head and the business where the job training takes place. Students are graded based on their overall performance on the job. This grade can range from 1 being the lowest and 5 being the highest. PrO students who fail to complete their job training may forfeit receiving their diploma at the end of their PrO program.



CSEC

The Caribbean Secondary Education Certificate (CSEC) is general secondary education, following the CCSLC program. The CSEC program includes at least 5 subjects, of which English and Math are mandatory. At the GvP School, the subjects Dutch, Social Studies and Electronic Document Preparation and Management (EDPM) are also compulsory for CSEC students.

CSEC students can choose from two profiles, namely:

- **The Alpha and Gamma profile**, which contains the subjects: Caribbean History, Geography, General Economics, Principles of Business, and Spanish
- **The Beta profile**, which contains the subjects: Biology, Chemistry, Physics, Physical Education, Visual Arts, ICT, Mechanical Engineering and Technical Drawing.

CSEC students are encouraged to take CVQ subjects as electives as well.

The average duration of CSEC is 2 years. The duration of stay depends on the students' performance. Academically strong students, able to finish the required modules for their subjects more rapidly, can complete their program in less than 2 years. Students must complete the various school-based assessments (SBA's). The SBA is a set of assessment tasks, assignments and/or projects conducted in the school and carried out by the students. The teacher assesses the students and awards scores; this is moderated by CXC. The SBA score contributes to the student's overall examination grade. The percentage contributed by the SBA varies according to the subject.

With a CSEC certificate, students have several options to further their education, such as proceeding with CAPE or getting an associate or bachelor's degree in the Caribbean region or the America's, proceeding with MBO or HBO in the Netherlands, or entering the labor market.



GVP SCHOOL CULTURE

GVP SCHOOL SOCIAL AGREEMENT

At GvP School, the teachers and the students together create and ensure a good atmosphere at school. To hold each other accountable, we ask all our students to sign the GvP School Social Agreement. By signing this agreement, students agree to the following principles:

1. Responsibility

- Students and faculty ensure together that school is pleasant and enjoyable; students are responsible for that as well.
- Students abide by the school's rules and code of conduct.
- Students are responsible for their own actions and can give account for their behavior when they are asked to.

2. Safety and freedom

- Students behave in a way that prevents others from being harmed in any way. At school, the safety of both students and faculty is of the utmost importance.
- Students respect everyone's belief and freedom of expression. This means that they treat this freedom with care and responsibly, and that they don't insult, intimidate, or discriminate others.
- Students know their students' rights and the rights of others.

3. Respect

- Students treat others with respect.
- Students follow instructions given by the school's faculty.
- Each student him- or herself is responsible for what he/she writes or posts on social media and can be held accountable for it.
- Students don't post any messages that can hurt the reputation of students, parents/guardians, teachers, or the school.

Students, try your best to:

- Act friendly and kind.
- Do your homework, learn, and submit your assignments on time.
- Follow classes attentively.
- Work independently and collaboratively.
- Ask for and provide help and assistance.
- Attend all House and extra-curricular activities and events.

GVP SCHOOL ASSEMBLY

An important aspect of the GvP School curriculum is our monthly School Assembly. These gatherings, where all students and faculty come together, play a central role in fostering a positive, cohesive, and engaging school environment. Assemblies aim to create, nurture, and sustain a sense of belonging and community within the GvP School.

Each month, students, community leaders, and guest speakers are invited to address important themes such as leadership, culture, diversity and inclusivity, mental health, and social issues. Through these diverse perspectives, we encourage our students to reflect on and live out our core values of respect, safety, freedom, collaboration, and responsibility. Assemblies are therefore not only a moment of reflection but also a vital part of students' personal development, community spirit, and sense of self.

ASSEMBLY EVALUATION AND MONTHLY JUDGING

Starting in the 2025–2026 school year, the GvP School has introduced a Monthly Assembly Judging and Evaluation System. A panel of three staff members evaluates each class or year group's assembly

GVP SCHOOL CULTURE

using a structured rubric. The criteria include student engagement, class involvement, teacher support, organization, creativity, relevance to the theme, and overall positive impact.

Bonus points may also be awarded for audience interaction, cross-disciplinary connections, and strong links to GvP's Core Values. Assemblies are scored out of 38 points, with ratings ranging from Outstanding to Needs Improvement.

At the end of the school year, the class or year group with the highest cumulative score will receive the "Best Assembly of the Year" Trophy, a class celebration, and recognition on the school's bulletin board and newsletter.

This new evaluation system ensures that assemblies remain student-driven, meaningful, and inspiring, while also building teamwork, creativity, and responsibility across year groups.



GVP SCHOOL'S MENTORS

Our mentors are the linchpins in the guidance of the students. They stimulate social behavior, provide social-emotional guidance and motivate the students if necessary. The mentor supervises the learning process of the mentor class and is jointly responsible for keeping track of the results, attitude and behavior of the mentor class. This is discussed with the mentor class during the Homeroom hour and/or in individual conversations with the student.

The mentor is the first point of contact for the parents/guardians. He/she ensures good contact to closely collaborate with the parents/guardians and keep them actively informed about the well-being of their child at school. In addition, the mentor hands out the report cards to the parents/guardian.

SCHOOL YEAR 2025/2026

| Class | Mentor |
|-------|-------------------|
| 1F | Eldrith Merkman |
| 1G | Donnecea Adams |
| 1N | Ashielle Barrett |
| 2R | Olivia Process |
| 2S | Dharmelta Maxwell |
| 2T | Olivia Vlijtig |
| 3E | Alice Minville |
| 3K | Judith Fijma |
| 3I | Wanda Flores |
| LC | Roeady Martinez |

| Class | Mentor |
|--------|---------------------|
| A4A | Adunna Trotman |
| A4B | Haydee Sussenbach |
| V4A | Norma Rombley |
| A5A | Joanne Holband |
| A5B | Javanca Merkman |
| V5A | Shaminda Gibbs |
| V5A 3+ | Clinton Stewart |
| PrO1 | Josephine Breinburg |
| PrO3/4 | Reccia Cummings |

SAFETY POLICY

In 2024 the GvP School's safety policy 2024-2026 was established. This policy describes what we do to create, maintain, and improve a safe climate at the GvP School. It emphasizes our fundamental goal: to foster a safe and inspiring learning environment based on mutual respect and inclusivity, that enables students to fully develop their talents.

Feeling safe and valued is vital to a student's development. Learning suffers when students fear for their safety, worry about being bullied, or don't sense the teachers have high expectations for their success. In a healthy, supportive climate, students are engaged and take intellectual risks. They follow the school rules and norms for behavior that the faculty models and maintains. Such a community is characterized by positive relationships between teachers and students, a place where genuine respect is the norm, and where all students feel they belong. The same is true for our faculty and parents/guardians, as together we make up the GvP School community.

The GvP School's safety policy is to guarantee and safeguard a safe and supportive school culture, through our school-wide strategies, expectations, and rules. It reflects our GvP School community's

shared values and considers the characteristics of our student body. It also includes developmentally appropriate support, including social well-being and mental health interventions.

First and foremost, our safety policy focuses on:

- establishing and maintaining strong, authentic, and candid relationships with our students and their parents/guardians that show respect and reflect our high expectations for all students;
- upholding the code of conduct, in which both the students and teachers are expected to work hard, show respect for the rules and one another, and make positive behavioral choices (see also the GvP School Social Agreement);
- zero-tolerance against (sexual) harassment, aggression, violence, bullying, and discrimination; and
- providing extra guidance, support and care to students with special needs, including behavioral issues.

The safety policy also covers matters pertaining to security and emergency response situations, including fire prevention and control, and evacuation.



THE HOUSE SYSTEM



The GvP School House system is an exciting competitive system that fosters community, student leadership, and fun. The House system is at the core of the students' development and serves as a great opportunity for students to sharpen their leadership, communication and problem-solving skills. It also provides students with an identity and real sense of belonging within the school.

All GvP School students and faculty are assigned to a House: the Yellow Lions, the Purple Reptors, or the Green Revelers. The Houses are led by House Captains, student leaders, who work with the House members to foster a spirit of community, competition, and achievement. All students are encouraged to get involved and support their House in whatever capacity they can contribute their talents. A points system rewards teamwork

and success, and students are encouraged to work together to earn points to eventually be the winning House at the end of the school year. This promotes team building, communication, and comradeship.

The GvP School House Sports, Dance and Cheer competitions are legendary! Just as the yearly GvP House Christmas Fun Day is. The GvP School would like to broaden the students' experiences and scope, by expanding the House-activities to competitions with neighboring islands. This will increase their sense of belonging and connection, has a positive effect on their development and enhances their social well-being.

The GvP School is looking forward to an exciting, competitive and fun 2025-2026 House championship.

GVP SCHOOL RULES

The Gwendoline van Putten school's goal is to provide education that empowers students to make healthy personal and educational choices. For these goals to be reached, we must establish school rules that provide a safe and secure environment for both teachers and students. School rules also help to teach and enforce discipline, accountability and responsibility.

School rules and regulations provide us with the daily guidelines by which teachers, students, support staff and all other stakeholders involved must operate and behave. Breaching school rules and regulations has a negative impact on school safety and the educational atmosphere of the school. Therefore, disobeying the school rules will be met with the appropriate measures.

10 SCHOOL RULES

All students will conduct themselves respectfully and abide by the school's rules as followed:

- 1.** Students are required to be on time for all classes.
Consequence: If late or absent without a valid reason it will result in afternoon detention slated for 3pm to 4pm.
- 2.** (A) Students must report to school and school related activities dressed in the appropriate uniform. (B) Students are permitted to dress appropriately casual on their Birthday.
Consequence: Inappropriate dress code will result in student being required to go home and change.
- 3.** It is the responsibility of the student to have all required materials for their classes daily.
Consequence: Two or more offenses in a class will result in student being required to engage in school assigned activity for an hour during their non-class session.
- 4.** Students are prohibited from displaying and using the following items on the school grounds and during physical education classes: personal devices such as, but not limited to, laptops, tablets, cell- or smart phones, headphones, ear buds and portable speakers.
Consequence: The item(s) will be confiscated for a period of: • 2 days when it's the student's first time breaking this rule; • 4 days when it's the student's second time; and • 7 days when it's the student's third time (or more) breaking this rule.
- 5.** Eating or drinking is not allowed in the classroom unless permitted by the school for specific functions.
Consequences: For a first offence, student will be told to put it away. For noncooperation and for 2 or more offences student will be required to engage in a school assigned activity for an hour during their non-class session.

Violations of the school policies will be handled accordingly.

GVP SCHOOL RULES



- 6.** Students must keep the school and classroom clean by throwing trash in the designated bins.
Consequences: If caught littering once, student will be expected to remove and dispose of the garbage correctly. Repeat offenders will be required to engage in a school assigned activity for an hour during their non-class session.
- 7.** (A) During the break period or any free periods students are not permitted to leave the premises without first receiving permission from management backed up by a valid letter request from parents. (B) Students with permission to leave the premises must possess a signed approval letter from the school.
Consequence: Students who leave without permission will be required to attend detention.
- 8.** All Staff members reserve the right to discipline all students as it pertains to the rules and regulations of the institution.
Consequence: Students who ignore the instructions and are rude to the adult will be immediately suspended.
- 9.** According to the bullying protocol, students are not allowed to indulge in bullying in any form be it verbal, physical, cyber, or social bullying, provoke fights or get involved in any form of physical violence.
Consequences: 1. Any violent act will result in immediate suspension. Extreme cases may result in expulsion. 2. Two or more acts of bullying will result in the student being given a corrective assignment on bullying after school.
- 10.** Students are not allowed to have in their possession pointed or other types of objects which can be used as weapons.
Consequence: Item(s) will be confiscated, parents called in and in extreme cases immediate suspension and possibly expulsion.

Violations of the school policies will be handled accordingly.

ZERO TOLERANCE POLICY

GVP SCHOOL'S POLICY AGAINST (SEXUAL) HARASSMENT, AGGRESSION, VIOLENCE, BULLYING, AND DISCRIMINATION.

School rule number 9 dictates that students are not allowed to indulge in bullying in any form, be it verbal, physical, cyber, or social bullying, provoke fights or get involved in any form of physical violence. This school rule is part of our zero-tolerance policy.

The GvP School's zero tolerance policy prevents all forms of (sexual) harassment, aggression, violence, bullying and racist behavior towards students and

employees. Everybody in the school is to comply with this policy, and to address those involved in it. They are to offer help to those who suffer from, or are victims of, cross-border behavior, and in serious cases to report the behavior to a Mentor, Department Head, or any trusted contact person.

Mild forms of physical aggression are dealt with by the school's team and parents will be informed. When there is a serious form of physical aggression, inflicting injury, structurally aggressive behavior, or group performance, the student can be suspended for a period of 2 to 5 days. In that case, a care and safety plan will be established in consultation with the Care Team. In case of an uncontrollable situation at school, and/or in which third parties are involved, the police will be called in for support.



ANTI-BULLYING PROTOCOL

The GvP School's Protocol to prevent and stop bullying was established in 2021. The aim is to prevent and reduce bullying by ensuring a positive and safe atmosphere at school. So, we ensure that it's clear for everybody in school how we treat one another, that we accept and respect others and their differences, and that problems do not end up in fights but rather in dialogue.

To prevent bullying, the GvP School works on the social-emotional development of students in a safe group environment, even if there are no signs of bullying. Furthermore we:

- Talk about class rules and how we communicate;
- Start in Form 1 with group forming and special lessons about bullying; and
- Offer special training programs for children who need help (ART training).

In class, such as Mentor Hour, teachers help students understand that they:

- are all responsible for the atmosphere in class;
- know how and when to go to the teacher;
- know that it is alright to talk about bullying, and
- should always speak with the teacher or a trusted person should it occur.

Whenever bullying takes place the GvP School takes the following actions to stop it:

Step 1: Help students to resolve their problems together.

Step 2: When students are not capable of resolving the problems themselves, they go to the teacher.

Step 3: The teacher will organize a dialogue with the concerning students and help to stop the bullying. New agreements will be made. A bully assignment follows for the bully. After the conversation parents are contacted to inform them.



Step 4: When bullying continues, a plan will be made with parents, the Care Team and teacher to resolve the issues.

Step 5: When bullying continues, the student is going to be internally suspended and follows an individual ART- training. Parents are informed.

Step 6: When bullying continues, the student is going to be externally suspended. Together with the Care Team, Department Head, parents and student an antibully agreement is made, with consequences.

The Vice Principal, Ms. Vanessa Bennett, coordinates the anti-bullying policy, monitors the implementation of the anti-bullying protocol, and acts as the contact person where bullying is concerned.

GVP SCHOOL UNIFORM

Students must report to school and all school related activities in the appropriate uniform. The GvP School uniform consists of a Dark Blue/Navy Blue Dickies pants (or the allowed alternative uniform pants), a GvP School polo shirt with emblem and an orange t-shirt with emblem for Physical Education.

Below you will find information regarding the alternative uniform pants for both boys and girls that may be worn in addition to the Dickies. It is very important that you pay keen attention to the photos, so that you are aware of the approved styles. Bermuda shorts must be 11", 13" or 15". All alternative brands are available via www.amazon.com. The brand French Toast can also be bought on St. Maarten at Penny's.

ALTERNATIVE GVP SCHOOL UNIFORM PANTS:

Options for Girls

French Toast Girls' Stretch Twill Skinny Leg Pant
Color: Navy
Sizes: 2-16
Price: \$22.40



2LUV Women's Trendy Skinny 5 Pocket Stretch Uniform Pants
Color: Navy
Sizes: 0-18
Price: \$17.30 - \$45.50



2LUV Women's Trendy Skinny 5 Pocket Stretch Uniform Pants
Color: Navy
Sizes: 0-18
Price: \$17.30 - \$45.50



2LUV Women's Trendy Skinny 5 Pocket Stretch Uniform Pants
Color: Navy
Sizes: 0-18
Price: \$17.30 - \$45.50



Options for Boys

Plaid & Plain Men's Skinny Stretchy Khaki Pants Colored Pants Slim Fit Slacks Tapered Trousers
Color: Navy Blue
Sizes: 27Wx28L to 38Wx34L
Price: \$26.99



French Toast Boy's Adjustable Waist Flat Front Short
Color: Navy
Sizes: 4 to 42 (Husky)
Price: \$16.72



French Toast Men's Adjustable Waist Relaxed Fit Pants (Standard & Husky)
Color: Navy
Sizes: 28Wx30L to 38Wx34L
Price: \$29.10



The student is not to wear the Dickies pants dropped below the waste, exposing underwear. Neither is the student allowed to wear the Dickies shorts high above the knees. Students are permitted to dress appropriately casual on their birthday.

For Physical Education, all students (both female and male) wear the school-issued orange T-shirt, with appropriate sportswear and bottom (shorts/long pants).

Inappropriate attire will result in the student being required to go home and change.

NOT ALLOWED:

BOYS

- Earrings and visible piercings of any kind
- Visible Tattoos
- No head gears (bandanas, scarfs, stocking caps, wave caps, caps)
- Open shoes (crocs, slippers, or sandals)
- Leggings
- Jeans of any kind
- Uniform pants that are not Dark Blue or Navy Blue
- Bermuda shorts shorter than 11"
- Wearing pants dropped below the waste, exposing underwear

GIRLS

- Extra-long acrylic nails
- Large hoop earrings, nose rings or tongue rings
- Visible Tattoos
- No head gears (bandanas, scarfs, stocking caps, caps, bonnets)
- Open shoes (crocs, slippers, or sandals)
- Leggings
- Jeans of any kind
- Uniform pants that are not Dark Blue or Navy Blue
- Bermuda shorts shorter than 11"

TELEPHONE NUMBER TO COMMUNICATE ILLNESS OF THE STUDENT: 318-2129

Absenteeism is a habitual pattern of absence from the duty or obligation to attend classes. The Gwendoline Van Putten School registers the absenteeism of students in a digital system. In this digital system, a distinction is made between authorized and unauthorized absenteeism. Students who do not give notice of their absence according to the procedure are always registered as unauthorized absent. These records are passed to the Compulsory Education Officer. A high absenteeism and/or no positive change can lead to sanctions (afternoon detention, internal suspension, or an official report to the prosecutor/ judge).

The procedure is as follows:

1. If a student is late for class, he/she is expected to report immediately at the school's administration's office to collect a late letter. If the student reports to class without this late letter the teacher is entitled to send him/her to the office to collect a late letter. The subject teacher registers the student's tardiness in the School Information System (PowerSchool/Schooly). The administration puts the student's name on the list of late-comers and it is expected of him/her that he/she reports for detention (which is every school day from 3 to 4 o'clock) on the same day of his/her tardiness. If the student fails to report for detention after being late, his/her time will be doubled. Students who totally neglect this rule run the risk of being suspended.
2. Giving notice of your child's illness should be done before 8:30 am by telephone 318-2129. Sickness notice also applies to job training days. The parent/guardian reports:
 - First name and last name
 - Class
 - Mentor's name
 - Reason of absence
 - Prognosis for recovery (when might the student be back at school?)**UPON RECOVERY A LETTER MUST BE HANDED IN TO CONFIRM THE REASON FOR THE ABSENTEEISM.**
3. The student must give all sickness notices to the Administration Office, mentor or the department head during or throughout the day. They will receive an illness letter that must be signed by

ABSENTEEISM

the Administration Office, department head and the parents/guardians.

4. If the absence lasts longer than two days, the parent must contact the school again
5. If the absence is reported on time by means of the above-mentioned telephone number, when the student is present again he/she, their parent and or guardian must turn in a letter to the Administration Office. In the letter the reason of absence must be stated. This letter will be used as a form of confirmation to prevent inaccurate phone call messages.
6. If you don't call before 8:30 am, you are requested to call as soon as possible on the same phone number. The Administration will register the absence as authorized from that moment on. The time before that will be registered as unauthorized, and this will be reported to the Compulsory Education Officer.
7. A planned absence (for dentist, doctor's or orthodontist visit) should take place after classes. In cases of urgency, you are requested to ask for this time off in the form of a letter. This letter should be signed by the child's parent or guardian. This same letter will be stamped at the Administration office. Without sick leave request, or a letter, the student will be registered as unauthorized absent.
8. At the GVP what absenteeism is concerned the 3-6-9 rule is applied. This means that: If the student is absent 3 lesson hours in a month, he/she receives a warning from his/her mentor. Six lesson hours absent in a month result in the parents having to report to school to give account of the aforementioned. Nine lesson hours absent in a month has as consequence that a meeting will be called with the parents, the department head and the principal.
9. With sixteen lesson hours absent in the same month, both the parents and the student will be called in by the compulsory education officer. When the student continues to be absent, the compulsory education officer can take sanctions, such as a fine of minimum \$280 and maximum \$2000.



PRO

The first two years, PrO-students have 4 lesson hours per week in the core subjects English, Dutch, and Arithmetic.¹ Additionally, 2 lesson hours per week are scheduled for the subjects Spanish, Social Studies, and Integrated Science. Seeing the importance of the practical subjects for PrO-students, those subjects are scheduled 4 lesson hours. From 3rd Form, PrO-students can choose their occupational sector (such as Automotive, Hospitality, Welding, ICT or Childcare) and will start taking on job placements. Sector is scheduled for 8 lesson hours and job training is 16 lesson hours per week.

CCSLC

Seeing the importance of mastering the basic skills, all students at the GvP School, from Form 1 up until Form 5, have a minimum of 5 lesson hours per week in the subjects Math, English, and Dutch.² The additional subjects of the CCSLC curriculum Integrated Science and Social Studies are scheduled for 4 lesson hours per week and Spanish is 3 lesson hours per week. In Form 3, the Sciences and Humanities are offered more subject specific. Since school year 2023-2024, Form 3 students have 2 lesson hours each in Biology, Physics, and Chemistry. Per school year 2024-2025 the new subject Citizenship is introduced (2 lesson hours), in addition to Geography and History (2 hours for each subject).

The GvP School commits itself to offering the students a wide range of subjects that contribute to the students' cognitive, social emotional and creative development. In that respect, we offer students in the lower forms Digital Literacy, Technical Arts, Physical Education, Arts, Music and Skills.

CSEC

In accordance with CXC standards, CSEC subjects in Forms 4 and 5 are scheduled for 5 lesson hours per week.³ Students choose a minimum of 2 exam subjects from either the Alpha/Gamma profile or the Beta profile, in addition to their mandatory exam subjects (English, Math, Dutch, Social Studies and EDPM). It is optional for CSEC students to choose CSEC elective subjects outside the profile of choice.

CVQ

CVQ students spend 10 lesson hours on their CVQ in Form 4 and 12 hours per week in Form 5. In addition to their CVQ, the mandatory subjects (English, Dutch, Math, Social Studies and EDPM) are scheduled for a combined total of 20 lesson hours.

MANDATORY NO-EXAM SUBJECTS CSEC AND CVQ

Physical Education (PE), Arts/Music and Career Orientation and Guidance (LOB) are mandatory no-exam subjects. PE is scheduled 2 lesson hours, and Arts/Music and LOB both 1 lesson hour. The LOB lessons are not always visible in the schedule. At times we collaborate with other organizations and offer specific workshops after school hours. These workshops are part of the LOB program and therefore mandatory for students.

PREVENTION OF LESSON CANCELLATION

As continuity of classes is important, we will prevent lesson cancellation as much as possible. A teacher requesting leave of absence will make arrangements with colleague teachers and management to ensure his/her lessons can continue as planned. When a teacher is unexpectedly absent, for example due to sickness, every effort will be made to have another teacher supervise the class of the absent teacher. As such, each teacher is scheduled for at least one lesson hour of substitution each week.



¹A lesson hour is 45 minutes.

²For certain classes (for example the Language Class) the hours might be different.

³For certain subjects (for example EDPM and Visual Arts) this might be less.

| | Form 1 CCSLC | Form 2 CCSLC | Form 3 CCSLC | LC | Form 4 CSEC | Form 4 CVQ | Form 5 CSEC | Form 5 CVQ | PrO 1 | PrO 3, 4, 5 |
|-----------------------------------|-----------------|-----------------|-----------------|-----------|----------------|---------------|----------------|---------------|-----------|----------------|
| Home Room | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| English | 5 | 5 | 5 | 10 | 5 | 5 | 5 | 5 | 3 | 3 |
| Dutch | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 |
| Spanish | 3 | 3 | 3 | 3 | 5 | 5 | 5 | 5 | 2 | |
| Geography | | 2 | 2 | | | | | | | |
| History | 2 | 2 | 2 | | 5 | | 5 | | | |
| Social Studies | 4 | 4 | | 3 | 4 | 2 | 5 | 2 | 2 | |
| Citizenship | | | 2 | | | | | | | |
| Economics | | | 1 | | 5 | | 5 | | | |
| Principles of Business (POB) | | | 1 | | 5 | | 5 | | | |
| Principles of Accounts (POA) | | | | | 5 | | 5 | | | |
| Biology | | | 2 | | 5 | | 5 | | | |
| Physics | | | 2 | | 5 | | 5 | | | |
| Chemistry | | | 2 | | 5 | | 5 | | | |
| Integrated Science | 4 | 4 | | 4 | | | | | 2 | |
| Math / Rekenen | 5 | 5 | 5 | 6 | | 5 | | 5 | 4 | 3 |
| Math (CSEC) | | | | | 5 | | 5 | | | |
| Additional Math | | | | | | | | | | |
| ICT (CSEC) | | | | | 5 | | 5 | | | |
| Digital Literacy / EDPM | 2 | 2 | 2 | 2 | 5 | | 5 | 5 | 2 | 2 |
| Mechanical Engineering Technology | | | | | 5 | | 5 | | | |
| Technical Drawing | | | | | 5 | | 5 | | | |
| Arts | 2 | 2 | 2 | 2 | 1 | 1 | | | 2 | |
| Visual Arts (CSEC) | | | | | | | | | | |
| Music | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 |
| Skills / Career Guidance | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Physical Education (PE) | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CSEC Physical Education (CSEC) | | | | | | | 5 | 5 | | |
| Green/Agriculture | | | | | | | | | 4 | |
| General Construction | | | | | | | | 10 | | |
| Food Prep and Cookery | | | | | | 8 | | 10 | | 9 |
| PrO Hospitality | | | | | | | | | 4 | |
| ECD/PrO Childcare Sector | | | | | | | | | | 9 |
| Technical Arts/ Welding | 2 | 2 | | | | 8 | | | 2 | |
| Early Childhood Development | | | | | | 8 | | 10 | | |
| Furniture Making | | | | | | 8 | | | | 9 |
| Data Operations | | | | | | 8 | | | | |
| PrO Automotive Sector | | | | | | | | | | |
| PrO Welding Sector | | | | | | | | | | 9 |
| Total | 41 | 43 | 43 | 42 | 85 | 67 | 75 | 67 | 38 | 35 |

STUDENT PERFORMANCE AND WELLBEING

The GvP School aims for students to develop their talents optimally and to be successful, academically, physically, technologically, vocationally and socially. Both our students' learning outcomes and well-being are important criteria for the GvP School when assessing the quality and effectiveness of our education. This is monitored through several tools.

SCHOOL-BASED ASSESSMENTS (SBA'S)

Our mission is to offer our students education that is challenging and that fits their needs. To achieve this, we need to know what our students know, which skills they have and what they are capable of handling. All CXC subject examinations include a school-based assessment (SBA) component. SBA forms part of the continuous (or: formative) assessment of our students and include tasks, assignments, or projects, the students do at school. The student benefits from constructive feedback from the teacher on his/her performance.

The right execution of SBA's is key in the students' study success. Starting from Form 1, our students are trained and supported by the teachers how to properly do their SBA's. The exam students are stimulated by the teachers to finalize their SBA's in the 2nd period of the school year, to leave adequate time in the 3rd and 4th period for repetition before the exams.

GL ASSESSMENT

In addition to completing the various SBA's, all Form 1 and Form 2 students (plus the group 8 primary school students) and are doing the Progress Test Math and Progress Test English of the GL assessment program twice per school year (in January and in June). Like the SBA's, the GL assessment tests are formative assessments. It provides a good indication of our students' attainment levels in Math and English, but more importantly they reveal a student's overall ability and potential.

EXAMS CXC AND CNAV

Students at the GvP School take the CXC exit exam in the 5 core subjects (English, Math, Social

Studies, Integrated Science and Spanish), and the CVQ and CSEC exams in their occupational area, core subjects, profile choices, and electives. All CXC, CSEC and CVQ exams are regulated by the CXC. Since schoolyear 2021-2022, the GvP School students write the exam Certificaat Nederlands als Vreemde Taal (CNaVT) for Dutch as a Foreign Language.

STUDENT INFORMATION SYSTEM: SCHOOLOLOGY

To keep close track of our students, all their results, as well as their behavior and well-being, are registered in our Student Information System. Per school year 2024-2025 the system we used, Magister, will be replaced by Schoology. Both the parent/guardian and the student receive their own Schoology Account. A Schoology Parent Account gives access to the child's classes, the child's upcoming assignments, the school and class announcements, the child's grades, etc.

Per lesson, teachers place comments on students' absenteeism, behavior in class, incidents that have happened and so on. This enables us to get a realistic picture of how a student is doing and to recognize possible issues at an early stage. Interventions, by the Mentor or the Department Head, are to be taken as soon as possible. When necessary, for example because of certain behavior, a student will be discussed in the Care Team meeting.

STUDENT EVALUATION AND PROMOTION AND REPORT CARD MEETINGS

To recognize and address (potential) backlog at an early stage, the GvP School closely monitors the students' progress. To this end, at the end of each period (4 times per school year), student performance meetings are held per class, also with the Care Team, based upon all available relevant information.

The objectives of student evaluation meetings are to:

- Discuss individual students' attendance, behavior, attitude, qualities and talents, performance (academic, social-emotional, interrelation, home

STUDENT PERFORMANCE AND WELLBEING

environment), progress (academic improvement, special needs such as IEP, behavior), abilities (cognitive and other), strengths, and concerns (areas needing improvement, challenges, special circumstances);

- Provide a class overview:
 - Identify what is going well and what could be improved; and
 - Assess the current atmosphere in the class and any pertinent topics; and
- Evaluate subsequent interventions and suggest possible new interventions.

In the promotion meeting held at the end of the school year it is determined who will advance to the next form. The leading qualitative consideration is the chances of success the student will have in the next form. The decision is not only based on the student's cognitive results but also on a student's attitude, insight, and skills such as critical thinking, problem solving, innovation, communication, and independence. These aspects have been proven to have a predictive value for the rest of the student's educational career.

The objectives of promotion and report card meetings are to discuss individual students' academic performance and progress and possible reasons for challenges (home environment, social-emotional issues, delinquency), and to suggest possible interventions and recommendations (testing, extra classes, etc.)

QUALITY SURVEY

An important tool to monitor the quality of the school is our yearly survey. Through questionnaires for students, parents/guardians, staff, and management, the quality perception of each group can be mapped and compared. The Social Safety Monitor surveys of May 2024 and April 2025 have once again provided valuable feedback, especially from students, regarding how well we are achieving our educational and social ambitions.

RESULTS 2025 SURVEY

We are moderately satisfied with the results of the 2025 survey. As in previous years, the scores generally range between 3.0 and 4.0 on a five-

point scale, and between 2.0 and 3.0 on a four-point scale. Compared to 2024, overall results remain relatively stable, though there are some modest improvements in specific areas. However, most results continue to fall slightly below the national benchmark, which remains a key target for our school.

Successes

- Social safety remains strong, with a continued decline in reported incidents of bullying and an increase in students feeling safe both in the classroom and during breaks.
- Students report feeling more respected by teachers and appreciate the supportive role of staff in maintaining a positive school climate.
- There is continued satisfaction with the availability of IT resources and opportunities for talent development.
- Improvements were noted in the area of citizenship education, especially related to discussions about societal issues and diversity.

Attention points

- School atmosphere, although stable compared to last year, still scores slightly below the national average; particularly during break times and in communal areas.
- Student participation remains an area for development. Students feel the school could do more with their feedback and suggestions.
- Consistency in rule enforcement and maintaining a positive approach by all staff members were again noted as points needing attention.
- Online safety was mentioned more often this year, especially related to social media behavior among students.

For 2025-2026, the GvP School will prioritize strengthening the school's atmosphere and student interaction, especially during unstructured times like breaks. In close collaboration with the Student Council and other stakeholders, we will work on enhancing student voice, reinforcing consistent rule application, and supporting digital citizenship education.

EDUCATION GOALS AND RESULTS

GOALS

We envision GvP School as a beacon of excellence in education, where every student is encouraged to reach their full potential. By nurturing respect, promoting inclusivity, and providing a stimulating and secure learning atmosphere, we aim to equip our students with the skills and values necessary to succeed and contribute positively to the world. Whether we have been effective and realized this vision, is shown in, amongst others, the number of students that were promoted to the next Form, and the exam results.

As we know that students staying back is ineffective in raising their educational outcomes, we aim to prevent unnecessary stay back as much as possible. To recognize and address (potential) backlog at an early stage, the GvP School closely monitors the students' progress. To this end, student performance meetings are held at the end of each period (4 times per school year). In the promotion meeting held at the end of the school year it is determined who will advance to the next form. The leading qualitative consideration is the chances of success the student will have in the next form. The decision is not only based on the student's cognitive results but also on a student's attitude, insight, and skills such as critical thinking, problem solving, innovation, communication, and independence. These aspects have been proven to have a predictive value for the rest of the student's educational career.

Regarding the exam results, we have set specific targets for our students writing the CCSLC exit exam, the CSEC exam, and the Dutch as a Foreign Language (CNaVT) exam.

CCSLC EXAM GOALS

Students at the GvP School take the CCSLC exit exam in the five core subjects (English, Math, Social Studies, Integrated Science and Spanish). The three-year program is designed to certify the knowledge, generic competencies, and attitudes and values that all secondary school leavers should have attained. Assessment of competency is not only based on the actual demonstration of competencies. Students are awarded their grade according to the following legend:

| Composition Score | Grade |
|-------------------|----------------------------|
| 75-100: | Master (M) |
| 50-74: | Competence (C) |
| 0-49: | Developing Competence (DC) |

The passing rate consists of adding the Master (M) and Competent (C) together. A candidate who successfully completes the five subjects over a two to three-year period will be awarded a CCSLC certificate level 2.

We have set the following goals for 2026:

- To achieve an overall passing percentage of 100%, meaning a 100% pass rate for each of the five subjects.
- To achieve an overall score percentage of at least 55-60% in Masters, meaning at least 55-60% Master scores on average for the five subjects.

CSEC AND CNAV T EXAM GOALS

For the Form 5 exam students, especially the basic skills Dutch, English and Math have our attention. We had set the following goals for 2026:

- For Dutch as a Foreign Language:
 - all students writing Advanced Dutch pass the CNaVT exam level B1 (for entry into MBO level 3 and 4) or level B2 (for entry into HBO).
- For English and Mathematics:
 - all CSEC students pass with a grade of no less than III,
 - all CVQ students continuing their education after graduation achieve a grade of no less than III, and
 - all CVQ students entering the workforce immediately upon graduation achieve at least a grade IV.

EDUCATION GOALS AND RESULTS

PROMOTION RESULTS – 2025 VS 2024

The table below shows the percentage of students promoted to the next Form at the end of the academic year, with a direct comparison to the previous year's promotion rates:

| Year Group | Promotion Rate 2024 | Promotion Rate 2025 | Change |
|------------------|---------------------|---------------------|---------|
| From Form 1 to 2 | 81.1% | 100% | ▲ 18.9% |
| From Form 2 to 3 | 92.5% | 94% | ▲ 1.5% |
| From Form 3 to 4 | 97.4% | 91% | ▼ 6.4% |
| From Form 4 to 5 | 100% | 95% | ▼ 5.0% |

SUMMARY:

- Significant improvement was observed in Form 1 to Form 2, with a full 100% promotion rate, up from 81.1% in 2024. This reflects better foundational performance and earlier interventions.
- Form 2 to 3 showed a modest increase in promotions, continuing an upward trend in middle-year performance.
- Promotions from Form 3 to 4 and Form 4 to 5 both experienced slight declines, indicating that while most students are advancing, there were some academic or behavioral factors influencing retention decisions at higher levels.
- Despite these declines for the upper Forms, the average promotion rate increased from 92.8% to 95% for all year groups, reflecting a generally strong academic year with effective interventions.

LANGUAGE SUPPORT FOR NATIVE SPANISH SPEAKERS

During the 2024–2025 academic year, while no formal Language Class was officially established, the school implemented a targeted English Support intervention for newly enrolled native-Spanish-speaking students. This informal program served as a bridging initiative to address immediate language learning needs while assessing the feasibility of reinstating the full Language Class structure.

Three students, spanning the first and second forms, were supported through a pull-out English as a Second Language (ESL) model, receiving six additional hours of instruction per week. This support focused on essential language development skills, including vocabulary building, reading comprehension, oral expression, and interactive digital tools such as Duolingo.

OUTCOMES AND OBSERVATIONS

Student progress varied. Some participants quickly adapted and began using English confidently in the classroom, while others showed more gradual development, still struggling with basic reading, writing, and verbal communication. Despite these differences, all three students remained integrated in their mainstream classes, with improved participation and understanding.

The experience highlighted the importance of structured, long-term language support for English Language Learners (ELLs) at GvP. As a result of the insights gained through this intervention, it was decided that the formal Language Class will be re-established in 2025–2026, designed to provide specialized support for native Spanish speakers.

NEXT STEPS FOR 2025–2026

- A dedicated Language Class will be launched to serve three students across Form 2 and Form 3.
- The program will combine structured ESL instruction with peer mentoring, use of phonics-based tools, Duolingo Classroom, and graded reading resources.
- Monthly progress tracking and end-of-term assessments will ensure accountability and inform instructional adjustments.
- Strengthened home–school communication will support language acquisition beyond the classroom.

EDUCATION GOALS AND RESULTS

GvP School remains committed to creating a supportive, inclusive environment where all learners, regardless of language background, can thrive academically and socially.

EXAM RESULTS

In general, students are writing their exams in the months of May (the CNaVT and CSEC exam) and June (the CCSLC exam). The Caribbean Examinations Council (CXC) releases the preliminary exam results at the end of August, and the final results in November/December.

CCSLC RESULTS 2025

In 2025, students across the CCSLC department sat a total of 182 exams, producing a 97% overall pass rate, a 2% increase over the 2024 result. Of these exams, 91 resulted in Mastery (M) scores, 85 were Competent (C), and only 6 were Developing Competency (DC). This performance marks continued progress toward the department's long-term goal of a 100% pass rate and 50% mastery rate, both of which were established as benchmarks following the 2023 results.

| Subjects | 2023 | | | | | | 2024 | | | | | | 2025 | | | | | |
|----------------|-------|----|--------|-----|--------|--------------|-------|-----|--------|-----|--------|--------------|-------|----|--------|----|--------|--------------|
| | Stud. | M | % Pass | C | % Pass | Total % Pass | Stud. | M | % Pass | C | % Pass | Total % Pass | Stud. | M | % Pass | C | % Pass | Total % Pass |
| English | 55 | 21 | 38% | 34 | 62% | 100% | 13 | 5 | 38% | 8 | 62% | 100% | 35 | 21 | 57% | 15 | 43% | 100% |
| Int. Science | 48 | 20 | 42% | 26 | 54% | 96% | 43 | 18 | 42% | 25 | 58% | 100% | 35 | 21 | 60% | 14 | 40% | 100% |
| Mathematics | 41 | 16 | 39% | 25 | 61% | 100% | 78 | 39 | 59% | 35 | 45% | 95% | 38 | 15 | 39% | 18 | 47% | 87% |
| Social Studies | 35 | 23 | 66% | 12 | 34% | 100% | 52 | 30 | 58% | 22 | 42% | 100% | 32 | 20 | 63% | 12 | 38% | 100% |
| Spanish | 32 | 18 | 56% | 13 | 41% | 97% | 45 | 11 | 24% | 26 | 58% | 82% | 42 | 15 | 36% | 26 | 62% | 98% |
| | 211 | 98 | 46% | 110 | 52% | 99% | 231 | 103 | 45% | 116 | 50% | 95% | 182 | 91 | 50% | 85 | 47% | 97% |

While the total number of CCSLC exams sat in 2025 decreased from 231 to 182, this reduction is a strategic reflection of the school's evolving readiness-based assessment model. The decision to allow only students who have demonstrated content mastery and completed their SBAs to sit exams ensures that students are better prepared and more likely to succeed. This quality-over-quantity approach led to significant improvements in outcomes, including a higher pass rate (97%), an increased mastery level (50%), and a reduced rate of Developing Competency (3%).

Historically, second formers have sat up to three CCSLC subjects, while third formers complete the final two (English and Spanish). However, in 2025, exam entries were more intentionally distributed based on individual and class-level readiness. This strategy supports deeper learning and more targeted preparation, setting the foundation for long-term academic success.

Furthermore, the downward trend in total CCSLC entries since 2019 (from 262 to a forecasted 170 in 2026) is not indicative of diminished participation, but rather a refined, student-centered assessment philosophy. Notably, of the 170 forecasted entries for 2026, 33 will come from third formers who successfully completed three subjects in 2024 and are now poised to complete their final two, signaling cohort-level progression and sustained certification momentum.

This intentional alignment between student readiness, SBA completion, and exam registration reinforces GvP's commitment to educational quality, equity, and student success.

The 2025 results also highlight significant subject-level developments. English and Integrated Science were standout performers, with mastery gains of +19% and +18% respectively. English rose from 38% mastery in 2024 to 57% in 2025, while Integrated Science improved from 42% to 60%, with no DC scores in either subject. These improvements signal the success of targeted interventions, enhanced instructional design, and improved formative assessment practices.

EDUCATION GOALS AND RESULTS

Social Studies continued its trend as the highest-performing subject, achieving 63% mastery, up from 58% in 2024, and maintaining 0% DC for the second consecutive year. This consistency suggests strong curriculum alignment and instructional efficacy within the department.

Spanish, previously a subject of concern, showed substantial improvement. In 2024, it posted just 24% mastery and a troubling 18% DC rate. In 2025, however, mastery climbed to 36%, and DC dropped sharply to 2%. Although the goal of 40–50% mastery has not yet been met, these gains are promising and reflect the success of newly implemented support strategies, including diagnostic assessments, scaffolding techniques, and peer tutoring.

On the other hand, Mathematics was the only subject to demonstrate a significant performance decline. While it had achieved 50% mastery in 2024, the 2025 data showed a drop to 39% mastery, with an increase in DC scores from 5% to 13%. This regression raises concerns and points to the need for urgent remedial intervention. A review of student performance reveals that weaknesses persist in Module 5 (Data Handling) and among students already flagged for foundational deficiencies. In response, the sector plans to implement small-group remediation, curriculum pacing reviews, and increased use of formative assessments to reverse this downward trend.

Looking across the department's performance metrics and goals, we note the following:

The overall mastery rate goal of 50% was achieved, marking a milestone.

The DC rate improved beyond expectations, falling to 3% (below the 5% target).

The overall pass rate rose to 97%, nearing the full 100% certification target.

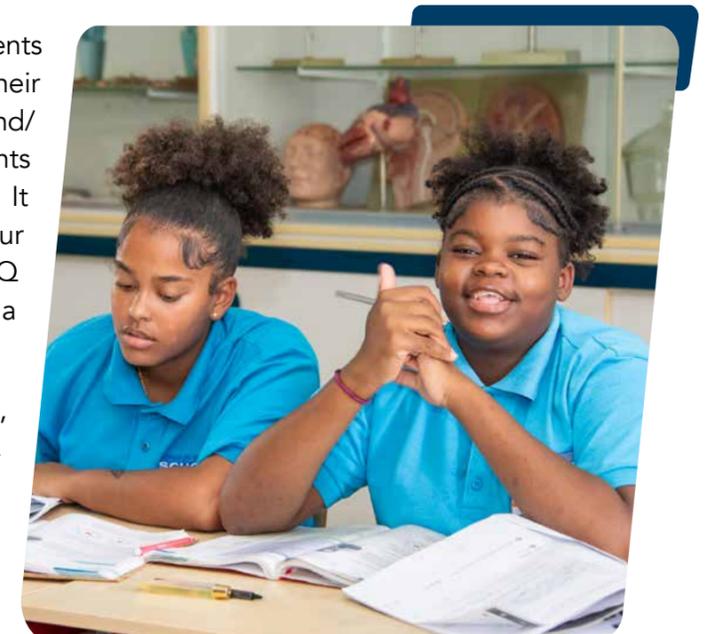
Subject-level performance in English, Integrated Science, Social Studies, and Spanish all showed either excellent or improving trends.

As we move into the 2025–2026 academic year, the Math sector is taking decisive, structured steps to address performance gaps. Key initiatives include launching CCSLC resit preparation sessions, integrating project-based learning to improve 2F engagement, revising curriculum planners for Forms 3–5, and introducing a new 3F Math program. Additionally, the department is committed to building teacher capacity through targeted training in differentiated instruction and conceptual learning strategies. Together, these actions form a cohesive response to previous shortfalls and lay the groundwork for improved outcomes school-wide.

CSEC RESULTS 2025

The GvP School continues to encourage CVQ students to write CSEC subjects of their choice, in addition to their CVQ program. With a view to their labor market and/or further education opportunities, all CVQ students are to write compulsory CSEC English and EDPM. It should be noted that this has an adverse effect on our overall CSEC results as generally speaking, our CVQ students perform at a much lower level and have a much lower pass rate than their CSEC peers.

In CSEC, a passing grade is earned with scores of I, II, or III, while IV and V are considered failing. In 2025, GvP School saw 184 CSEC exams written, resulting in an overall pass rate of 70%, a 4% decrease when compared to 2024. Of this pass rate, CSEC students contributed 80%, and CVQ students contributed



EDUCATION GOALS AND RESULTS



20%. CSEC students wrote 147 exams, achieving 121 passing scores, representing a 82% pass rate which is the highest pass rate since our students have been writing papers 1 and 2. This also represents a significant improvement from 2024 when the pass rate was 75%. Meanwhile, CVQ students wrote 37 exams, with 8 passing scores (a dramatic decline from 61% in 2024), giving CVQ a 22% pass rate. This can be attributed to the fact that our CVQ students focus mainly on their CVQ work and do not take CSEC examinations seriously, devoting very little time and effort to the subjects that they are writing.

In addition, due to mandatory CVQ job training they miss valuable classroom time. Our students are

encouraged to do their best, but we notice that the students themselves show little motivation and genuine effort.

This year, the CSEC department saw some notable improvements. Five subjects (Caribbean History, English B, General Economics, Principles of Business and Spanish) all enjoyed a 100% pass rate. Improvements were seen in Economics which made a significant leap with a 50% improvement, Principles of Business which increased from 92% to 100%, Social Studies 89% to 95% and Physics 0% to 33%. Improvements were also observed in Biology and Chemistry. The number of students writing the sciences increased significantly, which resulted in noteworthy increases in overall passes. Out of the 12 students who wrote Biology only 1 failed, giving a pass rate of 92%. In the case of Chemistry, only 1 out of 9 students failed, giving a pass rate of 89%.

Unfortunately, declines were seen in English A 63% to 59%, Mathematics 64% to 58%, EDPM 77% to 60% and Visual Arts 25% to 17%. The overall decline in pass rates for English A, EDPM, Mathematics and Biology can be attributed to the poor performance of the CVQ students in those subjects with pass rates of 33%, 13%, 0% and 0% respectively for the subjects mentioned. Two new subjects (English B and Human and Social Biology) were written for the first time this year and had pass rates of 100% and 33% respectively.

The 2025 target for English was not achieved for the CSEC students who wrote English. 90% of our students passed. This can be attributed to a high absenteeism rate and lack of effort on the part of the failing students. The 2025 target for Mathematics was not achieved either for the CSEC students who wrote Mathematics as only 67% of the students passed. This can be attributed to a high absenteeism rate and below par academic abilities as it pertains to Mathematics which in turn led to growing demotivation and lack of required effort.

Physics and Visual Arts continue to be areas of concern as both have pass rates of under 50%. However, Physics shows signs of improvement when compared to the previous two years when no one passed the subject. Visual Arts is a relatively new subject and as such we are seeking external support with respect to instructional strategies, best practices and feedback so as to improve our results.

The overall picture for the CSEC department suggests that while expansion has increased student engagement and opportunities, focused interventions are needed in weaker subjects to sustain growth. Targeted support in Math, Physics, Electronic Preparation and Management and Visual Arts is essential, while best practices from high-performing and new subjects should be identified and shared. This balance of reinforcing weak

EDUCATION GOALS AND RESULTS



areas while consolidating strengths will ensure both quantity and quality of passes improve in the future.

In the case of CSEC Mathematics, the sector aims to improve results by:

- Having the mathematics teachers undergo specialized training in differentiation and instructional strategies.
- Increase student engagement and motivation by organizing a Mathematics quiz.

For Physics, the measures to be taken include:

- Provision of extra support in the form of extra classes.
- Incorporating the use of technology to make classes more interactive.
- Training students in the ethical use of Artificial Intelligence as a learning tool.

The IT Sector plans to improve student overall EDPM performance by:

- Ensuring SBA's are completed on time to facilitate more hours towards practicing for examinations.
- Using new textbooks which enhance examination preparation by providing content that is easily understood and applied.

For Visual Arts, external support would be provided in the form of an experienced Visual Arts Teacher who will give guidance and advice to our present Visual Arts teacher.

This year, GvP School experienced a 6% increase in overall eligibility for diplomas/certificates, with a 31% increase in HAVO-equivalent passes. Passing at least five subjects with a grade of I, II, or III is comparable

EDUCATION GOALS AND RESULTS

to earning a HAVO diploma, while passing four subjects with similar grades is comparable to a MAVO/TL diploma. In 2025, from the 21 CSEC students, 17 students passed at least five CSEC subjects and 1 student passed four CSEC subjects. Students that passed four subjects or less can choose to rewrite the CSEC exam in the subject(s) he/she failed.

| SUBJECTS | 2019 | 2020 | 2021 | Pass. | Total | 2022 | Pass. | Total | 2023 | Pass. | Total | 2024 | Pass. | Total | 2025 | Pass. | Total |
|--|--------|------------|-------------|-------|-------|-------------|-------|-------|-------------|-------|-------|-------------|-------|-------|-------------|-------|-------|
| | | Pap.1 | Paper 1 & 2 | | |
| Additional Math | | | 25% | 1 | 4 | 33% | 1 | 4 | 0% | 0 | 1 | Not offered | | | 43% | 3 | 7 |
| Biology | | | 71% | 5 | 7 | 100% | 1 | 1 | 100% | 2 | 2 | 100% | 2 | 2 | 92% | 11 | 12 |
| Caribbean History | | | Not offered | | | 100% | 6 | 6 | 100% | 3 | 3 | Not offered | | | 100% | 5 | 5 |
| Chemistry | | | 33% | 2 | 6 | 100% | 1 | 1 | 50% | 2 | 2 | 100% | 3 | 3 | 89% | 8 | 9 |
| EDPM | | | 96% | 23 | 24 | 80% | 24 | 30 | 46% | 13 | 28 | 77% | 27 | 35 | 60% | 21 | 35 |
| English A | | | 57% | 24 | 42 | 72% | 26 | 36 | 53% | 17 | 32 | 63% | 24 | 38 | 59% | 23 | 39 |
| English B | | | Not offered | | | Not offered | | | Not offered | | | Not offered | | | 100% | 1 | 1 |
| General Economics | | | 50% | 3 | 6 | 50% | 3 | 6 | 75% | 6 | 8 | 50% | 4 | 8 | 100% | 5 | 5 |
| Geography | N.V.T. | 100% Pass. | 100% | 5 | 5 | 100% | 4 | 4 | 100% | 4 | 4 | 100% | 3 | 3 | Not offered | | |
| Human & Social Biology | | | | | | | | | | | | | | | 33% | 1 | 3 |
| Mathematics | | | 46% | 12 | 26 | 20% | 5 | 25 | 17% | 4 | 24 | 67% | 14 | 21 | 58% | 14 | 24 |
| Physical Education | | | Not offered | | | 100% | 3 | 3 | Not offered | | | Not offered | | | Not offered | | |
| Physics | | | 40% | 2 | 5 | 33% | 1 | 3 | 0% | 0 | 3 | 0% | 0 | 3 | 33% | 3 | 9 |
| Principles of Business | | | 40% | 2 | 5 | 100% | 13 | 13 | 82% | 9 | 11 | 92% | 12 | 13 | 100% | 6 | 6 |
| Social Studies | | | 94% | 17 | 18 | 71% | 12 | 17 | 100% | 14 | 14 | 89% | 17 | 19 | 95% | 19 | 20 |
| Spanish | | | 100% | 4 | 4 | 100% | 7 | 7 | 100% | 2 | 2 | Not offered | | | 100% | 7 | 7 |
| Visual Arts | | | Not offered | | | Not offered | | | Not offered | | | 25% | 1 | 4 | 17% | 1 | 5 |
| TL: 4 passes I, II or III | | | 24% | 4 | 17 | 35% | 6 | 17 | 27% | 4 | 15 | 30% | 6 | 20 | 5% | 1 | 21 |
| HAVO: 5 passes I, II or III | | | 59% | 10 | 17 | 47% | 8 | 17 | 67% | 10 | 15 | 50% | 10 | 20 | 81% | 17 | 21 |
| Total students awarded diploma/certificate | | | 82% | 14 | 17 | 82% | 14 | 17 | 93% | 14 | 15 | 80% | 16 | 20 | 86% | 18 | 21 |

EDUCATION GOALS AND RESULTS



CNAVt RESULTS

| Dutch as a foreign language (CNaVT) | SUBJECTS | 2020 2021 | 2022 | Pass. | Total | 2023 | Pass. | Total | 2024 | Pass. | Total | 2025 | Pass. | Total | Results received | | |
|-------------------------------------|---------------------|-----------|----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|------------|-----------|-----------|------------------|----|----|
| CNaVT Exams CSEC | CNaVT Basic (A2) | N.V.T. | | | | 100% | 2 | 2 | 89% | 8 | 9 | 83% | 5 | 7 | 6 | | |
| | CNaVT Basic (B1) | | 0% | 0 | 5 | 0% | 0 | 6 | 11% | 1 | 9 | 0% | 0 | 8 | 8 | | |
| | CNaVT Advanced (B2) | | 0% | 0 | 9 | 50% | 2 | 4 | 0% | 0 | 1 | 25% | 1 | 5 | 4 | | |
| Total | | | | | 14 | | 4 | 12 | | 9 | 19 | | 6 | 20 | 18 | | |
| CNaVT Exams CVQ | CNaVT Basic (A2) | N.V.T. | 7% | 1 | 14 | 47% | 9 | 19 | 17% | 3 | 18 | 28% | 5 | 19 | 18 | | |
| | CNaVT Advanced (B1) | | 50% | 1 | 2 | 0% | 0 | 0 | 0% | 0 | 3 | 33% | 1 | 3 | 3 | | |
| | CNaVT Advanced (B2) | | | | | 100% | 1 | 1 | | | | | | | | | |
| Total | | | 2 | 16 | | 10 | 20 | | 3 | 21 | | 6 | 22 | 21 | | | |
| CNaVT Exams Non CSEC/CVQ | CNaVT Basic (A2) | N.V.T. | N.V.T. | | | | | | | | | 44% | 4 | 9 | 9 | | |
| | CNaVT Advanced (B1) | | N.V.T. | | | | | | | | | | | | | | |
| | CNaVT Advanced (B2) | | N.V.T. | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | 4 | 9 | 9 | | | |
| CNaVT Exams Overall Results | CNaVT Basic (A2) | N.V.T. | N.V.T. | | | | | | | | | 11 | 27 | 58% | 14 | 26 | 24 |
| | CNaVT Advanced (B1) | | N.V.T. | | | | | | | | | 1 | 12 | 25% | 5 | 20 | 20 |
| | CNaVT Advanced (B2) | | N.V.T. | | | | | | | | | 1 | 5 | 25% | 1 | 5 | 4 |
| Total | | | | | | | | | | 12 | 40 | 42% | 20 | 51 | 48 | | |

In 2025, 58% of the students passed the A2 level, 25% of the students passed the B1 level and 25% passed the B2 level. In total 51 CNaVT exams were written, and results were received for 48 students. Overall, 20 students passed, and we achieved a pass rate of 42% which is a marked improvement on the 30% pass rate that was achieved in 2024. However, with only 25% of our students passing Advanced Dutch, we are far from teaching our goal that all students writing Advanced Dutch pass their exam.



A pilot project was introduced in 2024-2025. In this project high performing students in the lower forms were allowed to take the CNaVT B1 test. These students achieved a 44% pass rate. It is hoped that with the reorganization of the teaching of Dutch we can have more students writing the A2 and B1 examinations in the lower forms. This would enable our students to be better prepared to write the B2 examinations in the fifth form.

EDUCATION GOALS AND RESULTS

CVQ RESULTS 2025

In 2025 a total of 21 students completed their CVQ program in two occupational areas: General Construction (13 students) and Food Preparation and Cookery (8 students). To be awarded a GvP School diploma or certificate, students must have successfully completed their program and received a recommendation for certification from the TVET Council in Barbados. At this point, 4 of the 21 students (19%) have received their recommendations and GvP School certificates, while the GvP School certificates of the remaining 17 students (81%) are still pending, awaiting the results of the verification process.

| CARIBBEAN VOCATIONAL QUALIFICATION (CVQ) | OCUPATIONAL AREA | Total 2022 | Finalized Programs | Diploma | Diploma % 2022 | Total 2023 | Finalized Programs | Diploma | Diploma % 2023 |
|--|-----------------------------|------------|--------------------|----------|----------------|------------|--------------------|-----------|----------------|
| | General Construction | | | | | | | | |
| | Cohort 2020-2022 | 10 | 10 | 0 | 0% | | | | |
| | Cohort 2021-2023 | | | | | 8 | 5 | 5 | 100% |
| | Cohort 2022-2024 | | | | | | | | |
| | Cohort 2023-2025 | | | | | | | | |
| | Commercial Food Preparation | | | | | | | | |
| | Cohort 2020-2022 | 8 | 2 | 2 | 25% | | | | |
| | Cohort 2021-2023 | | | | | 8 | 7 | 7 | 88% |
| | Cohort 2022-2024 | | | | | | | | |
| | Food Preparation & Cookery | | | | | | | | |
| | Cohort 2024-2025 | | | | | | | | |
| | Early Childhood Development | | | | | | | | |
| | Cohort 2020-2022 | 6 | 6 | 6 | 100% | | | | |
| | Cohort 2021-2023 | | | | | 3 | 3 | 0 | 0% |
| Cohort 2022-2024 | | | | | | | | | |
| Cohort 2023-2025 | | | | | | | | | |
| Welding | | | | | | | | | |
| Cohort 2023-2025 | | | | | | | | | |
| Totals | | 24 | 18 | 8 | 44% | 19 | 15 | 12 | 80% |

| CARIBBEAN VOCATIONAL QUALIFICATION (CVQ) | OCUPATIONAL AREA | Total 2024 | Finalized Programs | Diploma | Diploma % 2024 | Total 2025 | Finalized Programs | Diploma | Diploma % 2025 |
|--|-----------------------------|------------|--------------------|-----------|----------------|------------|--------------------|----------|----------------|
| | General Construction | | | | | | | | |
| | Cohort 2020-2022 | | | | | | | | |
| | Cohort 2021-2023 | | | | | | | | |
| | Cohort 2022-2024 | 5 | 5 | 5 | 100% | | | | |
| | Cohort 2023-2025 | | | | | 13 | 13 | 0 | 0% |
| | Commercial Food Preparation | | | | | | | | |
| | Cohort 2020-2022 | | | | | | | | |
| | Cohort 2021-2023 | | | | | | | | |
| | Cohort 2022-2024 | 5 | 5 | 5 | 100% | | | | |
| | Food Preparation & Cookery | | | | | | | | |
| | Cohort 2024-2025 | | | | | 8 | 4 | 4 | 50% |
| | Early Childhood Development | | | | | | | | |
| | Cohort 2020-2022 | | | | | | | | |
| | Cohort 2021-2023 | | | | | | | | |
| Cohort 2022-2024 | 3 | 3 | 0 | 0% | | | | | |
| Cohort 2023-2025 | | | | | 0 | 0 | 0 | 0% | |
| Welding | | | | | | | | | |
| Cohort 2023-2025 | | | | | | | | | |
| Totals | | 13 | 13 | 10 | 77% | 21 | 17 | 4 | 24% |



PROMOTION STANDARDS

PROMOTION FROM FORMS 1 AND 2

A student is promoted from Form 1 to Form 2 and from Form 2 to Form 3 if the following two requirements have been met:

- The student has an overall average of 6.0 or more, AND
- The student has at least two sufficient marks (5.5 and above) in the subjects English/Math/Dutch.

A student is in the Discussion Zone when he/she:

- Has an overall average of 5.5 - 5.9, AND
- Has at least two sufficient marks (5.5 and above) in the subjects English/Math/Dutch.

PROMOTION FROM FORM 3

A student is promoted from Form 3 to Form 4 if the following two requirements have been met:

- The student has an overall average of 6.0 or more, AND
- The student has at least two sufficient marks (5.5 and above) in the subjects English/Math/Dutch.

A student is in the Discussion Zone when he/she:

- Has an overall average of 5.5 - 5.9, AND
- Has at least two sufficient marks (5.5 and above) in the subjects English/Math/Dutch.

CHOOSING CSEC SUBJECTS

To do the CSEC program, the student should have a 6.0 or more in the two CSEC subjects of his/her profile (the so-called profile choices). It is optional for CVQ students to choose one or two CSEC elective subjects from a profile. CSEC students can choose CSEC electives outside their profile. A 7.0 or more is required for the elective subjects. In the case of Additional Mathematics, the student will be required to have an average of 8.0 or more in Mathematics.

PROMOTION FROM FORM 4 CVQ

A student is promoted from Form 4 to Form 5 in CVQ if the following requirements have been met:

- The student has an overall average of 6.0 or more, AND
- The student has at least two sufficient marks (5.5 and above) in the subjects English/Math/Dutch.

A student is in the Discussion Zone when he/she:

- Has an overall average of 5.5 - 5.9.

PROMOTION FROM FORM 4 CSEC

A student is promoted from Form 4 to Form 5 in CSEC if the following requirements have been met:

- The student has at least sufficient marks (5.5 and above) in five CSEC exam subjects (based on the

CSEC syllabus), AND

- The student has at least sufficient marks (5.5 and above) in the subjects Art/PE/Dutch.

A student is in the Discussion Zone when he/she:

- Has an average of between 4.1 to 5.4 for the one subject needed to fulfill the promotion standards.

SPECIAL CIRCUMSTANCES

Promotion in very special circumstances takes place in the following fashion:

- The student gets to do a re-sit.
- The student gets to do an extra assignment.
- The student gets a promotion contract.

In this case the student must live up to the terms in the contract, which needs to be signed by all parties involved (student/ parent/ teacher/ department head). The contract is evaluated by the end of the first period.

ICT SKILLS

DIGITAL EXAMS

The Caribbean Examinations Council (CXC) is aiming to get ready for full electronic testing of digitized exams by 2025, which means all exams are done on a computer. Our students were already introduced to digital CSEC exams, by writing the EDPM, English and all Paper 1 for the other CSEC Exams. To ensure smooth CCSLC and CSEC exams in 2025 our students will be properly prepared by their subject teacher and digital literacy teacher. Due to a strong emphasis on technological processes and innovations, all students at the GvP School are familiar with various aspects and possibilities of digital learning and testing.

ICT SKILLS



DIGITAL LITERACY AND SKILLS

Since school year 2022-2023 the GvP School increased the lesson hours for ICT and organizes special workshops and project weeks about digital literacy and the use of (social) media. Enabling students to become digitally literate means they can understand, work with, and benefit from a range of digital media, software applications, and hardware devices such as computers, mobile phones, and internet technology. It is important students can critically understand digital media content and applications and have the knowledge and capacity to create with digital technology. As students become digitally literate, they will be better able to participate fully in a competitive global economy and to become responsible citizens in a dynamic world. Our curriculum will help students to develop some fundamental skills and competencies (such as critical thinking, creativity, problem solving, and the ability to do research, communicate and collaborate) that will help them to take a full and active part in social, cultural, economic, civic, and academic life. Further, the curriculum will enable students to create, use, remix, and share content in a manner that is respectful of the rights of other users.

RESOURCES

The increased use of digital programs and tools, and CXC's itinerary to full online examination per 2026, requires that the school improves its soft- and hardware facilities. All students should have access to a laptop and all teachers should have a smart board in their classroom. Positive steps have been made in this direction during school year 2023-2024. For the school year 2025-2026 the GvP School will continue to work on upgrading its ICT facilities and services.

STRENGTHENING TECHNICAL ARTS AND STEAM SKILLS

To properly prepare our students for the labor market and/or further education, we apply a strengthened approach to mainstreaming our students' skills. This includes social, study and life skills, as well as the development of the so-called STEAM skills: critical thinking, problem-solving, creativity, communication, and collaboration.

STEAM education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The GvP School opts for strengthening the technical arts and a sustainable and school-wide use of STEAM education. The technical and STEAM education in

the lower forms (CCSLC) are the foundation for the technical and STEAM education as offered in the CVQ and CSEC programs. This corresponds with our vision on the importance of technical education in all years at GvP School and the preparation for smooth transitioning to (technical) further education.

TECHNICAL ARTS IN PRO AND CCSLC

Students are immersed in technical education from the first year at GvP School. Form 1 and Form 2 CCSLC-students have 2 lesson hours Technical Arts per week. The PrO 1 and PrO 2 students have 4 hours per week. From the 3rd Form, the PrO students choose their sector and the CCSLC students get acquainted with the various technical areas and subjects through projects and extra-curricular activities. At the end of Form 3 the CCSLC-students choose their upper school program and elective subjects. Students are actively encouraged to choose subjects from both the vocational and academic program.

TECHNICAL ARTS IN CSEC AND CVQ

Together, the CSEC and CVQ programs cover all STEAM components. Math, English, ICT and Arts are mandatory subjects for all CSEC and CVQ students. The Science subjects and Visual Arts are choices in CSEC and Technical Arts and Engineering are offered in CVQ. In school year 2024-2025 the CVQ program includes four STEAM-programs: Food Preparation & Cookery (FPC), General Construction, Welding and Early Childhood Development.

We are dedicated to offering our students more options that not only matches their interests but also meets the demand on the labor market for employees with specific (technical) skills (possibly after completing tertiary education). From 2025-2026 we started offering programs such as, Furniture Making, Data Operations/Robotics.

THE GVP SCHOOL CARE SYSTEM

The GvP School's team is dedicated to working in full support of our students, their education, and their well-being. We wish to offer students an environment that enables them to develop all their talents, to build their self-esteem, to find their sense of self. We hope that they enjoy being at school, that they feel safe, respected and part of the GvP School community. An important educational pillar of our mission is that we cater to the strengths of each student. Some students have special educational needs. For example, they may have reading difficulties, educational backlog, attention deficit problems, or social or emotional issues. The school has a system of student evaluation put in place to identify learning, social-emotional and /or behavioral issues at an early stage and to intervene adequately.

To address these special needs as best as we can, we have a team of trained personnel and teachers ensuring that our students receive the extra care

and support they may need in the classroom. The Care Team is active and involved across the four departments at GvP School: PrO, CCSLC, CVQ, and CSEC. Each Care Team member functions as Care Officer for certain Forms and/or classes. As the Department Heads are responsible for their department's students and their development, the members of the Care Team always involve the Department Head in providing guidance, care and support to the student, and in the communication with and consultation of our stakeholders.

In 2025-2026 the Care Team consists of:

- Care Coordinator: *Ms. Lois Hassell*
- Remedial Teacher: *Ms. Frida Boltjes*
- School Social Worker: *Ms. Ann-Marie Blaise*

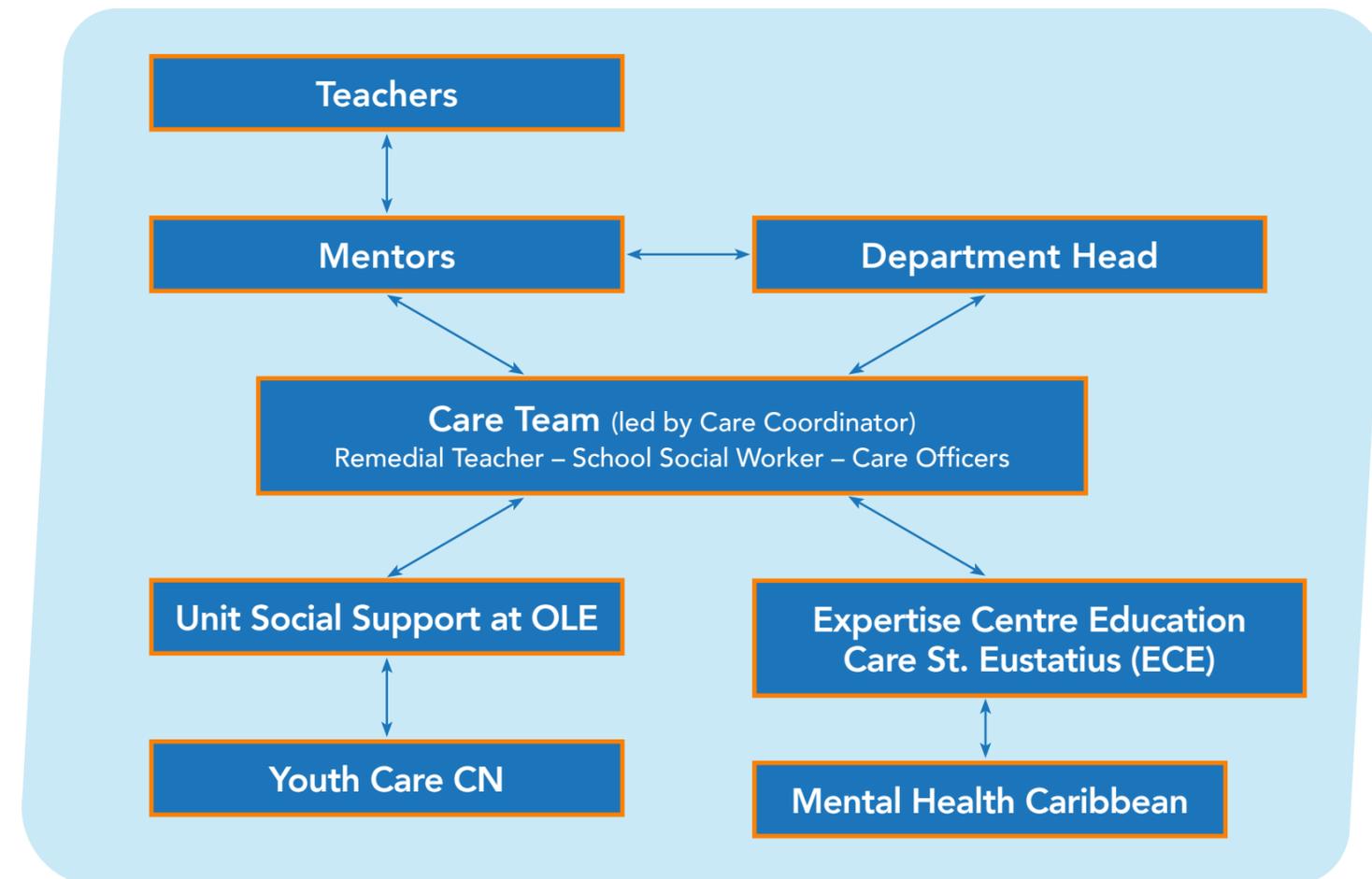
The school can also call on specialized institutions such as the Unit Social Support at the Public Entity St. Eustatius and the Expertise Centre Education Care St. Eustatius (ECE) for assessment and support.

THE GVP SCHOOL CARE SYSTEM



CARE SYSTEM

- When a teacher realizes that a student has a special educational need, the teacher will speak first to the student. The teacher reports this to the Mentor, who in turn will contact the student's parent or guardian.
 - The Mentor is the teacher assigned to a class to take good care of the class. The Mentor gives support and encourages students to manage their own learning, so they can maximize their potential, develop their skills, improve their performance and become the best students they can be.
 - A Mentor has regular meetings with the Department Head and the Care Officer, so that students with a special need can be discussed with all teachers concerned.
- If then the special need still needs to be addressed, it will be discussed with the Care Team. This small group of specialized people will discuss the issue and will assign the student to one of the persons within the scheme, according to the special educational need.
 - If the special need persists, the Care Team will discuss the issue either with specialists from ECE (Expertise Centre for Educational Care), which specializes in learning problems, USS (Unit Social Support at the Public Entity St. Eustatius) which specializes in emotional and social problems or MHC (Mental Health Caribbean) which organizes psychological, psychiatric and addiction care. All these institutions may call in help from outside.
 - The consent of the parent/guardian has to be obtained regarding referral to a specialized institution.
 - Students may be discussed during one of the regular multi-agency meetings. These meetings are between representatives from the various institutions on the island, which are involved in young people's wellbeing.
 - In any case, when a serious incident with a student occurs, the parent/guardian is immediately called in and involved in every step that is taken.



COMPULSORY EDUCATION



ATTENDANCE

According to the Compulsory Education Law BES all parents must make sure that their children attend school on a regular basis. As of August 1, 2007, the law states that all children, no matter what gender, or status (legal or illegal) or religion, between ages 4 to 18 must attend school regularly (December 1, 2008, special edition). It is important for the continuity of the program and the children's best interest that attendance be consistent and punctual.

ABSENCE

In accordance with the Compulsory Education Laws, parents/guardians must inform the school in time in writing of their children's absence and must first receive permission from the school principal before allowing the child to be absent from school. Excused absence is those resulting from illness, attendance at funerals or emergencies due to unforeseen circumstances. Any student absent from school is required in every instance to present a written excuse stating the reason for his/her absence and signed by a parent or guardian. Habitual absences are subject to disciplinary action in the form of a warning or a monetary fine from the Compulsory Education Officer.

LATE ATTENDANCE/ TARDINESS

If the student is late for class, he/she is expected to report immediately at the school's administration's office to collect a late letter. If the student reports to class without this late letter the teacher is entitled to send him/her to the office to collect a late letter. The subject teacher registers the student's tardiness in the School Information System (PowerSchool/ Schoology). The administration puts the student's name on the list of late-comers and it is expected of the student that he/she reports for detention (which is every school day from 3 to 4 o'clock) on the same day of his/her tardiness. If the student fails to report for detention after being late, his/her time will be doubled. Students who totally neglect this rule run the risk of being suspended.

COMPULSORY EDUCATION AND COMPULSORY QUALIFICATION

In keeping with the Compulsory Education Law BES, all children on St. Eustatius must attend school. Compulsory education goes into effect from the first day of the month following a child's fourth (4th) birthday until the end of the school year in which the child turns 16 years old. Additionally, students have a qualification obligation until they reach 18. A start qualification is obtained when a student receives a CSEC or CVQ level 2 diploma. Students who haven't obtained a start qualification are obliged to follow one form of education or the other in order to obtain one (until they are 18 years old).

SUPERVISION

The Executive Council of St. Eustatius supervises the adherence to Education Law BES and has appointed a Compulsory Education Officer to perform this task. This individual is **Ms. Nadjesca Henriquez**. For further information regarding the rights and responsibilities of the school, parents/guardians, and students under the **Compulsory Education Law BES**, feel free to contact her at Tel. 318 2665 / 318 8185 or nadjesca.henriquez@statiagov.com or visit the office at The Rock on Father van Teeffelenweg #8.

THE ROCK – EARLY FAMILY SUPPORT

Early family support is a new service from the Government of St. Eustatius that is about providing children and families, regardless of age, with the support they require as needs present themselves. This will help your family access the right service when you need it. We understand that all families are different and can face many challenges. Sometimes it is difficult to know which way to turn. We offer advice and guidance on what may help your family.

The pedagogical advisor works closely with the schools in supporting children, teachers and parents alike when there may be issues of a challenging nature. The pedagogical advisor offers a range of interventions or counseling programs to all students that will address their social-emotional, and behavioral needs. And giving teachers and parents that extra support where needed to help the student/child(ren) achieve their full potential.

WHEN TO CONSIDER EARLY FAMILY SUPPORT

- The child's needs are unclear, or broader than you can address alone.
- A significant change or worrying feature in a child's appearance, demeanor, behavior or health.
- A significant event in a child's life has occurred, or where there are worries about the parents or home.
- Where a child, parent or another practitioner has raised a concern or requested an assessment.
- Parental elements, e.g. substance misuse, domestic violence, physical or mental health

issues or criminality. Missing developmental milestones or making slower progress than expected in their learning.

- Child presenting challenging or aggressive behaviors, misusing substances or committing offences.
- Bereaved or experiencing family breakdown.
- Homeless or being threatened with eviction or living in temporary accommodation.
- Becoming a teenage mother/ father or is the child of teenage parents.

TOGETHER WE CAN MAKE A DIFFERENCE

How do you request early family support for your child and family? You can access our services through:

- Your child's daycare center, school or afterschool program
- Baby clinic
- Office of Court of Guardianship
- Youth Care (ZJCN)
- Expertise Centre Education Care (ECE)
- Midwife / Doctors

Alternatively, you can call us and speak to the pedagogical adviser, or visit our office and speak face to face and discuss your needs.

CONTACT THE ROCK

If you have any questions or wish to see me about your child(ren), you can contact me by phone or WhatsApp: +599 319 5372 or email: monica.smith@statiagov.com or visit The Rock office at Father van Teeffelenweg #8.



FINANCIAL CONTRIBUTION

COSTS FOR PARENTS

Secondary education in the Kingdom of the Netherlands, of which Statia is a part, is free of charge. Parents/guardians do not have to pay school fees and the books and education materials are provided for by the school, including the professional and protective wear of the CVQ students. Also, when the school organizes extracurricular activities and school excursions (including trips abroad), the school will fund the activities.

For certain school materials and equipment, the school requires the parents/guardians pay for themselves:

- Need to have lesson materials such as an agenda, a pencil case with pens and pencils, and a scientific calculator.

- School uniforms: the GvP School uniform consists of a Dark Blue/Navy Blue Dickies pants (or the allowed alternative uniform pants), a GvP School polo shirt with emblem, and an orange t-shirt with emblem for Physical Education.
 - The price for the GvP School polo shirt is \$25 and;
 - The price for the Physical Education t-shirt is \$20.

STUDENT LAPTOPS

The increased use of digital programs and tools in our lessons, require that all students have access to a laptop in the classroom. The GvP School's aim for 2025-2026 is to ensure each classroom has a student laptop for each student to use. Student laptops are not to leave the classrooms. Students in need of a laptop for use at home, can request to borrow a school-laptop.

COMPLAINT PROCEDURE

The GvP School aims to have a good relationship with each parent. Nevertheless, it can happen that a parent seriously disagrees with the child's teacher or the school. When this is the case, it is important to know where to go with a complaint. The GvP School established a complaint procedure that takes legal obligations into account.

When a parent has a complaint concerning the child's teacher, it should be discussed with the teacher first, to try to find an acceptable solution. If this conversation doesn't lead to a satisfactory solution, or if the complaint concerns general school matters, the parent can submit a complaint to the management of the school. Management will invite the parent to discuss the complaint and to, hopefully, resolve it.

When the meeting with management doesn't lead to a satisfactory agreement, the parent can turn to

the school board. A written complaint can be sent to the board, who will issue a statement after all concerned parties have been heard. The letter can be sent to: board@gvpschool.com.

When parties haven't been able to reach an acceptable solution, one can turn to the Complaint Committee for Education. This committee treats complaints confidentially and responds within four weeks. The complaints committee's advice is not binding for the school board. However, it might change the school's views on how to deal with matters and change their ways.

There is a separate procedure for submitting a complaint to the Complaint Committee for Education. This procedure can be found through the Statia committee member, *Mr. Reehuis* at rene.reehuis@gmail.com or at RCN/OCW at ocw@rijksdienstcn.com.



PARTICIPATION COUNCIL

In accordance with the stipulations of Dutch education laws on participation in schools, the GvP School is to have a Participation Council (or Medezeggenschapsraad: MR). The members of the MR represent the teachers and staff (4 members), the parents/guardians (2 members) and the students (2 members, from the Student Council).

In November 2025 elections will be held to determine who would participate in the MR. The following representatives were chosen to represent their section in 2026:

Staff:

- Javanca Merkmán (Chair)
- Betsaida Harrigan (Secretary)
- Prince van Tull (member)
- (member)

Parents:

- Gisela Lara Reyes (Treasurer)
- (member)

Students:

- (member)
- (member)



THE MR AND THE SCHOOL BOARD

The school board is bound to consultation with the MR according to the following rules:

- The school board informs the MR on the policy plans of the school every six months;
- The MR is the counterpart of the school board/management; and
- The MR exerts its influence and the school board/management take decisions after consulting with the MR.

The MR shares its thoughts with the school board/management on the contents and implementation of the school's policies. The topics will vary from school hours and school uniforms to the school's budget, housing, security, and more. The MR together with the school board/management contribute to a pedagogical, inspiring, and safe school environment.



STUDENT COUNCIL

The GvP School has a Student Council with representatives of each Form, to look into and handle students' affairs. For example, the Student Council has been instrumental in changing the dress code for students.

The Student Council meets once a month with their supervisor, the Student Council Coordinator, and each period with Management. They critically look

at school rules or at any decisions and changes that affect students. They also organize student related activities, like Emancipation Day Celebration and the GvP School Hoody Design Competition, and fun time during special days such as Valentine's Day. Management and staff are very proud of the involvement of these students and encourage parents to help promote the importance of students' participation in school.

In December 2025 elections will be held to determine who would participate in the Student Council 2025 -2026.



COLOPHON

This school guide is published by the Gwendoline van Putten School
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