Staff Manual
(Teacher's guide)

- Sacred Heart School –

September 2026

SACRED HEART PRIMARY SCHOOL

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Welcome and purpose

Dear colleagues,

At Sacred Heart School, we work together so that every child can learn, feel safe and make progress. This guide explains what we expect from staff and how we organize our daily work. Our priorities for 2026–2027 are clear teaching, early support, a safe school and respectful communication. We use Explicit Direct Instruction, Conscious Discipline and Positive Dialogue to put these priorities into practice.

Every staff member must keep agreements and take part in school improvement. Prepare your work, follow the shared routines and ask for help early. When something is difficult, explain the problem and help find a solution. The children depend on us to be consistent and reliable.

Keep this guide close at hand. Use it with the school calendar, Code of Conduct, Safety Plan, Support Plan and Quality Cards. If any instructions are unclear, ask the Management Team.

On behalf of the school leadership and SKOSaba

We wish you all a great time on SHS.

Willem-Jan van Hest, Executive Director (interim)

Sarah Johnson, Vice Executive Director

1 Our school and educational vision

1.1 Our school

Sacred Heart School is the only primary school on Saba. It was founded in 1905 and has been based in St. John's since 1986. We teach in English, from Kindergarten through Grade 6. The school is part of Stichting Katholiek Onderwijs Saba, or SKOSaba. The 2026 School Guide lists 159 students; this number may change during the year.

SHS is a Catholic school that welcomes every child, whatever their background, language, religion or learning needs. Our values are respect, responsibility, compassion, integrity, inclusion, service and community.

1.2 Mission and vision in practice

Our guiding principle is Building Together. We provide high-quality, inclusive primary education. We help children develop the knowledge, skills, confidence and values they need to become active, responsible and compassionate members of society.

We work with parents and community partners to make school a place where children feel safe, valued and challenged. Our Strategic School Plan sets out three ambitions:

Educational Excellence:
Prepare every child for secondary education and lifelong learning.

Personal Development:
Help children become confident, resilient and socially responsible, with respect for their own identity and others.

Community Partnership:
Work with families and partners so that children can take part in life on Saba and beyond.

We believe every child can learn and succeed. In daily practice, this means:

- Set clear learning goals and have high expectations.
- Know each child's strengths and needs.
- Adapt instruction and give useful feedback.
- Provide extra help or challenge when needed.
- Build caring relationships and encourage independence.
- Work with parents and learn from colleagues.

Begin and end the school day with a check-in with the children. Religious education, Christian celebrations and daily interactions help us teach kindness, forgiveness, gratitude and care for others.

1.3 Our 7 School Promises

These are the promises displayed in our school. Teach them, model them and refer to them during the day.

1. *We show respect to our teachers and each other.*
2. *We take care of school materials and each other's belongings.*
3. *We walk calmly in the classroom and on the playground during school hours.*
4. *We are kind, friendly, and helpful.*
5. *We listen carefully to our teachers and to one another.*
6. *We keep hands, feet, and words safe.*
7. *We leave the bathroom clean and ready for the next person.*

Adults follow these promises too. Use the same wording throughout the school.

2 Governance and responsibilities

2.1 How the school is organized

The Executive Director leads the school. The Supervisory Board monitors how the school is managed and gives advice and required approvals. Bring daily school matters to the Management Team.

The Vice Executive Director and Management Team member support daily leadership and school improvement. The Quality & Care Coordinator organizes quality and student support work. While that position is vacant, the Management Team assigns those tasks.

The table below explains the roles. Names and current class assignments are listed in Section 17.

Role	What the role involves
Executive Director	Leads the school; manages staff, finances and resources; is responsible for educational quality and safety; reports to the Supervisory Board.
Vice Executive Director 2026–2027	Supports daily leadership; carries out delegated tasks; helps staff and follows up school improvement.
Management Team member	Helps organize daily work, curriculum and staffing; checks progress and follows up agreements.
Quality and Care Coordinator	Coordinates assessment analysis, Group Plans, Catch-Up+, IDPs and care meetings; helps teachers improve teaching and support.
Teachers	Plan and teach; assess progress; provide extra help and challenge; communicate with parents; keep student records current.
Teacher Assistants	Support lessons, preparation, care and supervision; share observations; act as substitutes when teachers cannot work, as arranged by management.
Social Safety Officer	Supports a safe school; records and follows up incidents; advises staff and management on prevention.
Administrative staff	Support the MT; communicate with parents and partners; handle financial and student administration and attendance reporting.
IT Coordinator	Advises the MT on hardware and software; maintains the website; keeps the IT systems working and supports digital safety.
Support staff	Help with daily school tasks; provide breakfast and lunch; carry out cleaning and household duties; manage storage and supplies.

Personal Educational Assistants, or PEAs, are external support staff and do not work on behalf of SHS. Agree their classroom tasks and communication with the teacher and their employer or provider. See Section 9.

2.2 Participation and parent input

The School Participation Council, MR, has two staff and two parent representatives. It meets six times a year and helps parents and staff take part in school decisions. Its chair and members are listed in Section 17.

The parent Sounding Board is an informal place to share ideas and concerns. Follow the announced meeting schedule, including meetings linked to assemblies when planned.

3 Conscious Discipline and Positive Dialogue

3.1 What we expect from every staff member.

- Be on time and ready for your work.
- Keep agreements and explain early if you cannot meet a deadline.
- Give children your full attention during teaching and supervision.
- Speak respectfully with children, parents and colleagues.
- Stay calm when correcting behavior.
- Never leave children without suitable supervision.

Hitting, pinching, humiliating, threatening, bullying or discriminating against anyone is unacceptable. Keep professional boundaries, including online. Raise your voice only when this is needed to prevent immediate danger.

Do not work under the influence of alcohol or drugs.

Smoking is not permitted on school grounds.

3.2 Conscious Discipline in daily practice

Conscious Discipline helps us teach self-regulation, connection and problem-solving. It starts with the adult: children need us to stay calm and guide them.

- Pause and regulate yourself before responding.
- Connect with the child and listen.
- Describe the behavior clearly, without labeling the child.
- State the safe behavior you expect and practice it together.
- Help the child solve the problem and return to learning.

For example: “You are upset. I will help you. Keep your hands safe. Tell me what happened.” Use predictable routines, clear choices and specific feedback. A calm-down space must remain supervised.

3.3 Positive Dialogue with colleagues and parents

Positive Dialogue is part of our shared learning with SCS and EC2. Speak with the person concerned when it is safe to do so. Listen before drawing a conclusion.

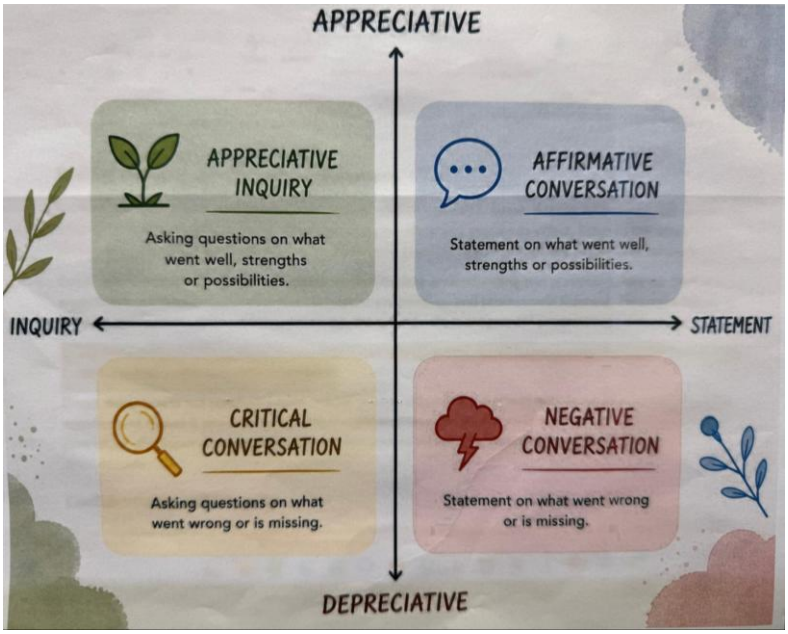
Use these steps:

- **Describe what happened: “We agreed to upload the plan on Friday. It is not there yet.”**
- **Explain the effect: “The colleague covering your class cannot prepare.”**
- **Ask a useful question: “What is making it difficult, and what would help?”**
- **Agree a next step, who will do it and when.**
- **Check whether the agreement worked.**

Feedback should help us improve. Take part in team reflection and training, ask questions and follow up agreed changes.

3.4 The conversation chart in every classroom

The chart below helps us recognize the way we speak. It shows two choices: asking a question or making a statement, and focusing on strengths or on what is missing.



Try to move toward appreciative inquiry: ask what works and how we can build on it. An affirmative conversation recognizes a strength or success. A critical conversation asks about a problem; use it to understand the situation and find a next step. A negative conversation only states what is wrong and can leave people stuck.

For example, change "Nobody follows this routine" into "When does this routine work well, and what helps us keep it consistent?" A problem still needs to be addressed. The aim is to speak in a way that helps people act.

3.5 When direct conversation is not safe

You do not have to speak to someone directly if you feel unsafe, the concern is serious, or their position makes that difficult. Contact management or bring someone with you to a conversation instead of going alone, use the school's complaints or confidential-contact route. A concern about the Executive Director goes to the designated Supervisory Board contact.

No one should be treated unfairly for raising an honest concern. Serious safety concerns need immediate action; follow the relevant reporting procedure.

3.6 Privacy and responsible use of resources

- Share private information only with people who need it for their work.
- Use school channels and keep records secure.
- Check permission before sharing photos or recordings. (see our student list)
- Do not discuss identifiable students or staff in public or on social media.
- Report lost information or an accidental disclosure to management.
- Tell management if a personal or family connection could affect a school decision.
- Get the required approval before spending school money or accepting a gift that could influence a decision.

Confidentiality continues after you leave SHS.

3.7 Clothing and phones

Dress neatly and professionally. Avoid revealing clothing, spaghetti straps, political T-shirts, hats, hoodies, exposed midriffs and beach flip-flops during ordinary school duties. Discuss suitable clothing for PE or practical activities with management.

Keep personal phones and smart devices stored away during teaching and when working with students. Use them only when strictly necessary and approved. Urgent personal use belongs in a break and must not interrupt supervision.

Students are not allowed to bring mobile phones or smart devices to school or use them on school premises.

4 Working hours and absence

4.1 When to be at school

Day or duty	What teachers need to do
Every school morning	Arrive between 7:00 and 7:15 a.m., no later than 7:15 a.m. Be ready to welcome students.
Monday, Tuesday Thursday	Stay at school until 2:30 p.m., unless management has agreed otherwise.
Wednesday Friday	Stay available at school for at least 30 minutes after the regular school day ends, unless otherwise arranged.
Meetings training and activities	Attend when staff presence is required.
Studies days	Attendance required

Teacher Assistants, part-time employees and support staff follow their approved schedules. Remain on site during your duties and free periods unless management approves leaving. Preparation, marking and other assigned work are part of your job, alongside teaching.

4.2 If you are ill late or unable to attend

- Notify the Management Team as early as possible, normally between 6:30 and 6:45 a.m.
- If your call is not answered, send a message to one of them and check that it has been received.
- Also report if you cannot attend a required meeting, training day or school activity on time.
- Keep your weekly lesson plan and timetable available in our Microsoft Teams environment.
- Make sure a substitute can find resources and the information needed to teach safely.

Management needs enough information to arrange cover. Share personal or medical details only where needed for the absence process.

Unreported or unapproved absence from required duties may be recorded as unauthorized absence. Management will discuss any consequences with you and follow the employment rules. Unauthorized absence may result in a salary deduction.

4.3 Leave salary pension and healthcare

Request care or special leave through management before making arrangements. The staff handbook and your employment conditions explain what applies.

Salary depends on your role and working hours. Salaries are normally paid around the 21st of the month. Ask administration or the Executive Director about payroll questions. Increments and service awards follow the employment conditions.

Check your payslip and report mistakes promptly. Pension questions go through payroll or Pensioenfonds Caribisch Nederland. Ask administration about healthcare registration and coverage.

4.4 When there is a concern about your work

Management should explain the concern, listen to your account and agree what needs to happen. This may include coaching, extra support or a formal process. Any formal warning must have clear reasons and follow the appropriate procedure. For this purpose, we use performance reviews and formal appraisal meetings.

5 Daily routines and supervision

5.1 School hours and breaks

Group or activity	Time or location of schedule
School starts	7:30 a.m.
Kindergarten dismissal	12:30 p.m.
Grades 1 to 6 dismissal	1:30 p.m.
Breaktimes and recess	Follow the schedule on the board in the staffroom.

From 7:15 a.m., the teacher or Teacher Assistant welcomes students into the classroom. Keep them supervised and provide a calm starting task. Follow the bell and arrival routine. No playground play is allowed before 7:30 a.m.

5.2 Supervision during recess and handover

- Follow the duty roster and assigned playground areas.
- Watch actively, move around and respond early.
- Keep phones and private conversations from distracting you.
- Supervise transitions, calm-down activities and dismissal too.
- Before handing over a group, check that the next adult has taken responsibility.
- Tell the relevant colleague before changing a duty or arrangement.

Follow safety checks and restrictions on the Kindergarten playground. Use only approved spaces for PE during the gym rebuilding period. Report unsafe equipment, fencing, trees or surfaces and keep children away from the hazard.

5.3 Attendance and student leave

Register attendance and lateness in PRESENTIS every day. Follow up unexplained absence with parents and administration. Repeated absence needs early attention.

The administrator handles monthly reporting and contact with the Truancy Officer. Teachers must keep the records accurate and current.

Parents should report a child's absence before 7:30 a.m. Teachers are the first contact for classroom questions but do not approve extraordinary leave themselves. Refer leave requests to management.

5.4 Timetable changes

Display the class timetable and weekly plan. Keep transitions short and protect teaching time. Coordinate changes to Dutch, PE, music and other specialist lessons with management and the teachers involved.

Keep the small-group support sessions in the timetable. If a change affects EC2 or bus transportation, make sure they are informed in time.

6 Curriculum and teaching

6.1 What we teach

Our curriculum includes English, Dutch, mathematics, science, social studies, citizenship, arts and culture, music, PE, ICT and social-emotional learning. Use the SHS Curriculum Framework and grade curriculum maps to plan what comes next. They connect our teaching to the SLO learning strands and preparation for CPEA.

Kindergarten learns through play and themes. Focus on language, early numeracy, movement, social skills and independence. Grades 1–6 use structured lessons, themes and practical learning. Adapt the work to students' needs.

6.2 Teaching materials

Use the agreed Caribbean Primary materials for mathematics, language, science and social studies, together with the school's handwriting materials. Follow the grade's pacing and learning goals.

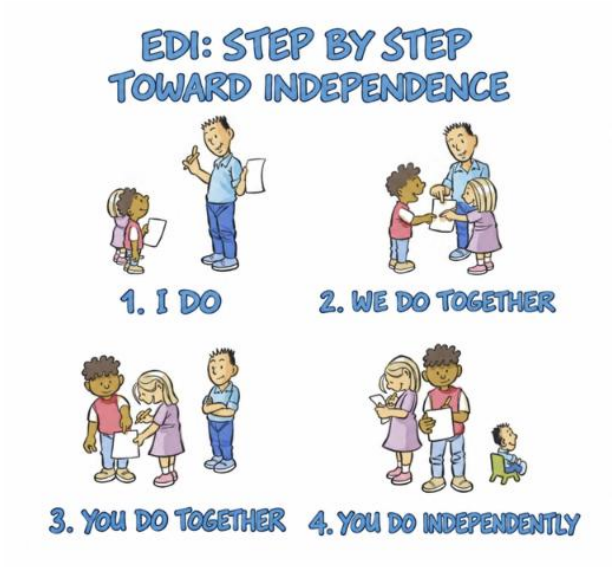
Check current Dutch materials and grade allocations with the Dutch teacher. Give stronger Dutch speakers suitable extra challenge. Provide ESL support as arranged for children who need help accessing English-medium lessons.

6.3 Explicit Direct Instruction

EDI helps children understand what they are learning and how to do it.

- Explain the learning goal.
- Activate knowledge children already have.
- Model the new skill and explain your thinking.
- Check understanding during the lesson.
- Practice together before independent work.
- Reteach or give extra challenge based on what you see.

Involve every student. Ask questions that show how children are thinking. Use their answers and mistakes to decide your next teaching step.



6.4 Citizenship and community learning

Plan citizenship goals across the year. Teach respect, responsibility, diversity, participation and democratic decision-making through lessons and daily school life.

Use Saba's history, Caribbean culture, nature and community as learning contexts. Healthy Week, Sea & Learn, Public Health activities and heritage projects such as Story to Stage are useful examples. Make clear what children are learning and record the outcome.

6.5 Specialist lessons and homework

Share learning and support needs with specialist teachers. Use the agreed timetable to make small-group teaching possible.

Homework should practice familiar work and have a clear purpose. Keep it manageable, explain expectations and check it when returned. Inform parents before dismissal if a child will unexpectedly stay after school. Arrange safe supervision and transport with management.

7 Planning and classroom practice

7.1 Weekly planning

Prepare lessons in advance. Upload your weekly plan to the agreed place in Teams and keep it current. A colleague covering your class must be able to use it.

Include:

- Learning goals and lesson sequence.
- Materials and tasks.
- Checks for understanding.
- Extra instruction and enrichment.
- Tasks for the Teacher Assistant.
- Planned Catch-Up+ sessions and IDP support.

Make sure your lesson plan, Group Plan and support plans fit together. Check that planned support actually takes place.

7.2 Classroom routines

Keep the classroom safe, orderly and welcoming. Teach routines for arrival, materials, attention, transitions, independent work and dismissal. Display the timetable, task board and job chart where appropriate.

Use Conscious Discipline to build connection and teach self-regulation. Give clear feedback and specific praise. Short movement or brain breaks can help children regain attention.

7.3 Different needs and independent work

Use flexible groups based on what students currently need. Provide core teaching, extra instruction and enrichment. Change the groups when progress shows that this is needed.

Teach children how to work independently: where materials are, what to do when stuck and how to ask for help. Build concentration gradually. Follow the shared classroom routines and relevant Quality Cards.

7.4 Working with assistants

Before the lesson, explain the goal, task and support you need from the assistant. Agree what to observe or record. Discuss what happened afterward and use that information to plan the next lesson.

7.5 Marking and feedback

Date and review student work regularly. Give feedback children can use and time to improve the work. Look for common errors and reteach where needed.

8 Assessment and student progress

8.1 Use assessment to improve teaching

Use observations, student work, lesson checks and tests together. Know what each child can do, what is difficult and what help is needed. This is also the focus of the Inspectorate's OP2 standard: understanding development and providing suitable support.

After a test or assessment window:

- Check that results are complete and accurate.
- Identify strengths and learning gaps.
- Discuss the findings with the relevant colleagues.
- **Update Group Plans, Catch-Up+ and IDPs.**
- Explain relevant findings and next steps to parents.
- Review whether the support helped.

8.2 Assessment calendar

Assessment	When and what
LVS-BES English reading and listening	Twice a year: September or October and April or May, before midterm according to the assessment schedule.
LVS-BES Basic Math	Twice a year in the same September or October and April or May windows.
LVS-BES English writing and speaking and Dutch writing	January or February, following the communicated assessment schedule.
Classroom and curriculum assessments	Throughout the year, to check learning and guide teaching.
CPEA Grade 6	Prepare throughout the year; follow the official examination dates in the final term.
Well-being and anti-bullying survey Grades 4–6	September/October and April/May. Use manageable sessions and follow up concerns.

Follow the assessment instructions for dates, test levels, devices and support. Report technical problems and incomplete tests promptly. Other Dutch components follow the Dutch assessment plan.

8.3 Compare results carefully

Record the student, group, date, test component, level and score type. A percentage from one level cannot simply be compared with a percentage from a different level. Check that the tests measure the same thing before drawing a conclusion.

Separate two questions: how today's students have progressed over time, and how different groups performed at a particular testing moment. Note missing results and changes in group membership. Look at individual students as well as the group average.

8.4 Specialist assessments

School arrangements have included K-SEALS in K2, KBIT in Grade 5, Raven and WISC reassessment in Grade 6, and KTEA brief assessments in Grades 2–5. These are selected through the care structure and administered or interpreted by qualified staff or specialists.

Discuss recommendations with the care lead and EC2. Translate useful findings into classroom support. Do not decide a child's placement from one score alone.

9 Student support and EC2

9.1 The teacher's responsibility

Know the children in your class and act early when progress is a concern. Gather evidence, try appropriate classroom support and discuss the outcome with the care lead. Include parents in understanding needs and reviewing support.

Children should learn with their peer group as much as possible. Extra support from EC2 or another professional does not remove the teacher's responsibility for teaching and progress.

9.2 Group/Lesson Plans and Catch-Up+plans

A Group Plan explains the goals, instruction, flexible groups and review points for your class.

Catch-Up+ is targeted support over six weeks. Five cycles are planned during the school year. Support may involve reading, mathematics, Dutch or PE, and can also provide extra challenge where appropriate.

Each plan needs:

- A clear starting point and learning need.
- A goal that can be checked.
- Activities, frequency and a place in the timetable.
- The person delivering the support.
- An evaluation date.

Check progress during the cycle. After six weeks, record what was delivered and whether the goal was met. Decide whether to stop, continue, change the approach or ask for more support. If something did not work, change the plan rather than repeating it without explanation.

9.3 Individual Development Plans

Use an IDP when a child needs a specific individual plan. Describe strengths and needs, goals, classroom adjustments, support and review dates. Agree responsibilities with parents and partners. Use the current school template and connect the plan to everyday lessons.

9.4 Small Care Team meetings

The class teacher, care lead (QCC) and EC2 representative discuss needs and support in the Small Care Team. Other partners join when needed. Every 3 weeks (Update's and follow up) Ever other 3 weeks special evaluation Catch-Up+ plans. See schedule planning.

Bring assessment results, work examples, observations and the evaluation of support already tried. Record the decisions, who will act and when progress will be reviewed. Tell the people who need to follow up.

9.5 EC2 and Personal Educational Assistants

EC2 provides advice, diagnostics and support, including speech and language, autism, behavior and enrichment after being discussed and asked for in a Small Care team meeting. Requests go through the care structure and follow consent arrangements.

PEAs are external support staff. Agree their timetable, classroom tasks and reporting with the teacher and their employer or provider. The teacher sets learning goals and teaches the child; the PEA supports the agreed plan. Follow school safety and privacy routines while working on

site.

For the 2026–2027 school year, our goal is to develop a joint Individual Development Plan (IDP) between EC2 and SHS for each child who needs additional support. This will help us work toward shared goals for each child, while also taking the school's end-of-primary learning goals into account.Student records

10 Kindergarten and transitions

10.1 Kindergarten and starting school

Kindergarten Star and Diamond are mixed K1–K2 classes. Organize learning around children's development and group needs.

Work with Absolute Childcare and parents to give children a warm start. Children can begin on the Monday after their fourth birthday, with introductory mornings in the two weeks beforehand. Obtain parental consent before exchanging personal information.

Ask management about current progression criteria. Any request to move a child ahead needs a joint review of learning, social and emotional readiness. Management communicates the decision to parents.

10.2 Toilet support

We expect parents to ensure that their child is potty trained when they start primary school. For children who need help using the toilet for specific reasons, follow the toilet-training instructions issued in August and repeated in September 2026:The Teacher Assistant provides the first support.

- A Personal Assistant helps where applicable and agreed.
- Custodians help if the TA or PA is unavailable, according to the school arrangement.
- Assist with wet pull-ups.
- If a child is soiled with stool, contact the parents.
- Do not ask older siblings to provide toilet care.

Keep the child supervised, comfortable and treated with dignity while help is arranged. Protect privacy and follow hygiene routines. Discuss any individual medical needs with management.

10.3 Transfers and class handovers

For a child joining from another school, request earlier school records through the admission process. Review language, learning and support needs. Arrange further assessment if needed.

At a class handover, explain strengths, needs, assessment levels, effective support and unfinished actions. Transfer records securely and discuss important concerns directly with the receiving teacher.

10.4 Transition to SCS

Start Grade 6 transition planning early with parents, SCS and EC2 when needed. Build the student's exit profile using learning progress, language and mathematics development, independence, social-emotional needs and response to support. Include CPEA results and, where available, WISC results and recommendations. Consider these alongside classroom observations and other assessment information.

Discuss mainstream and practical education pathways through the agreed process. Explain the advice clearly to parents and record the information on which it is based. Management coordinates the final communication and handover. Organize graduation with the Grade 6 team, parents and Graduation Committee.

11 Social safety and behavior

11.1 Prevent problems early

Use the Safety Plan, Anti-Bullying Policy, Code of Conduct and Conscious Discipline. Teach routines and social skills. Watch for exclusion, bullying, discrimination and changes in well-being. Grades 4–6 complete safety and well-being surveys in September and April. Give students space to answer honestly. Review patterns, follow up concerns and share appropriate findings and actions with parents. Use observation and suitable conversations with younger children.

11.2 When a child may be unsafe

- Make the situation safe and get help.
- Listen calmly and record what you saw and what the child said.
- Report the concern promptly through the school's safety procedure.
- Do not promise secrecy or investigate suspected abuse yourself.
- Explain the next step in words the child understands.

11.3 Recording incidents

Report serious injury, incidents needing outside help, bullying and situations where someone feels unsafe to the Social Safety Officer or management. Use the approved incident form.

Record the date, place, factual account, immediate response, parent contact and follow-up. Resolve minor problems appropriately but report repeated patterns. Keep checking until agreed actions are completed.

11.4 Responding to behavior

Help children learn the skills they need, repair relationships and return to learning. Consider age, needs and the situation. Keep calm-down activities supervised.

Violence, threats, serious bullying, sexual harassment, discrimination, deliberate damage and unsafe bus behavior need prompt management involvement. Teachers do not decide a suspension independently. Management follows the formal procedure, informs parents and plans a safe return.

11.5 Complaints and confidential support

Ordinary classroom concerns usually start with the teacher, then management if they are unresolved. A concern about the Executive Director. Serious safety concerns follow the formal reporting procedure immediately.

12 Physical safety and health

12.1 Emergency readiness

Know the evacuation route, assembly point, first-aid location and staff trained to help. Keep exits clear. Follow the emergency plan, account for the children in your care and report a missing child immediately.

Call for trained first-aid or emergency help when needed. Inform management and parents promptly and record significant incidents. If you feel unwell while working, tell a colleague or manager immediately so cover can be arranged.

12.2 Bathrooms hygiene and medical needs

Encourage bathroom use at suitable times, but respond to urgent and medical needs. Normally one child leaves the class at a time. Monitor delayed returns and help younger children as needed.

Follow individual healthcare arrangements. Ask management before taking responsibility for medication or a medical task. Report cleaning, water or maintenance problems promptly. Toilet support is explained in Section 10.

12.3 Breakfast and food

Our breakfast program follows a No Questions Asked approach: children can receive breakfast without explaining their family circumstances. Follow the school's distribution arrangements for breakfast and snacks.

As part of our commitment to being a healthy school, we expect children to bring healthy food and water rather than unhealthy snacks, sugary sodas or sweetened drinks. Staff model and encourage healthy choices.

If a child regularly lacks food, speak discreetly with management and arrange respectful follow-up with parents where appropriate. Protect the child's dignity and privacy. Encourage calm eating and keep the classroom and school clean.

12.4 Visitors and facilities

Keep the school gate closed. Our Social Safety Officer monitors who enters the school grounds. Follow the visitor procedure and make sure unfamiliar adults are authorized before allowing them access to students. Management handles the required personnel checks, including VOG arrangements.

Report unsafe equipment and damage promptly. Keep walkways and exits clear, and follow restrictions during building works. Check with management before using a new location or planning an activity that requires additional safety arrangements.

13 Working with parents

13.1 Everyday contact

The class teacher is the first contact for a child's learning and daily classroom matters. Listen to parents, explain progress clearly and raise concerns early. Positive Dialogue is central to our communication with parents. Share successes, effort, progress and kind behavior regularly. Do not contact parents only when something goes wrong. A short positive message helps build trust and makes future conversations about concerns easier and more constructive.

- Use Class Dojo for positive updates, short messages, reminders and routine questions.
- Arrange a call or meeting for a sensitive or detailed conversation.
- Use school email for formal communication.
- Telephone parents when a matter is urgent.
- Keep contact details current.

When raising a concern, describe what happened without blaming or labeling the child. Listen to the parent's perspective and agree on how you can support the child together. Plan routine contact around your working hours and teaching duties. Do not interrupt lessons for ordinary messages.

13.2 Meetings and reports

At the start-of-year information evening, explain the curriculum, routines, homework, assessment and support. In report meetings, discuss the child's strengths, progress, current goals and next steps. Welcome questions and a parent's support person where appropriate.

Use Positive Dialogue: recognize what is going well, discuss difficulties honestly and focus on practical ways forward. Follow the issued dates for reports and parent meetings. Use the school's newsletter schedule, approximately every six weeks, and agreed Facebook updates. Share student photos only within the consent arrangements.

13.3 Follow up agreements

After an important meeting, record the concern, agreed action, responsible person and review date. Share the relevant record with those involved. Follow up with positive feedback when progress is made. If the problem is unresolved, explain the next contact route respectfully. Protect other children's private information. Refer extraordinary student leave requests, including travel or passport arrangements, to management. Encourage parents to apply before buying tickets.

14 Activities and resources

14.1 Field trips

Give each trip a clear learning purpose. Get management approval before confirming it or informing parents. Plan one to two weeks ahead; arrange required permission and transport at least a week ahead where possible.

Check:

- Enough adults for the activity and children's needs.
- Safe transport and clear handover arrangements.
- Medical information and emergency contacts.
- Accessibility and any special support.
- Required consent, including for swimming.

The School Guide describes at least two to three accompanying adults. Brief them on their tasks and count children at each transition. Plan trips within the calendar, resources and safety arrangements. Sports leave follows the joint guidelines and school approval.

14.2 Assemblies and school traditions

Assemblies include prayer, the Saba anthem, the school song, a class presentation and leadership announcements. They are scheduled monthly on a Monday at 8:00 a.m. and last 15–30 minutes. Follow the calendar and use an approved location during the gym works.

Plan house activities, Healthy Week, heritage and community projects around learning goals. Tell staff and parents what is happening and who is responsible. House information and parctise the songs are in Appendix B.

14.3 Buses and after school care

Teach children to speak calmly, remain seated while the bus moves, keep hands and feet safe and follow the driver's instructions. No eating, drinking, chewing gum, throwing objects, damaging equipment or distracting the driver.

Report incidents to management. Follow the current bus rules: a first warning, then a warning and parent contact, with a possible restriction after repeated incidents. Management coordinates any restriction and safe travel arrangements with parents and transportation.

Check each child's authorized destination at dismissal. After-school care is provided through BSO and the After School Care Program; Child Focus offers activities. Complete a clear handover.

14.4 Uniforms phones and belongings

Students wear the uniform listed in the calendar. Phones should stay at home. If brought to school, they must stay in the bag all day. Children may use the school telephone when necessary and permitted.

Discourage valuables. Report loss or damage factually and refer disputes to management.

14.5 Copying supplies and purchases

Request copies at least two days ahead. Plan large print jobs outside busy teaching times. Use printing and materials carefully.

Follow the storage arrangements, share practical materials and use copybooks fully. Keep books and resources organized and reuse suitable craft materials. Get approval before buying or ordering anything. Send invoices through the school's invoice route.

15 Improving our work

15.1 Plan Do Check Act

Our quality cycle is a practical way to improve:

- Plan: decide what needs to improve and what success will look like.
- Do: carry out the agreed action.
- Check: look at the result and ask whether it helped.
- Act: keep what works and change what does not.

Quality Cards explain the shared routines. Read the cards relevant to your role and use them consistently. Keep records current so colleagues can understand what you planned, did and learned.

15.2 Observations and professional learning

Management and designated colleagues observe lessons and give feedback. They look at classroom routines, relationships, EDI, participation, differentiation and support. Agree a clear next step and check progress.

The Annual School Plan provides for at least two performance and development conversations, planned for November and March. Set goals, discuss support and review progress.

Take part in training on EDI, Conscious Discipline, Positive Dialogue, assessment, safety and other school priorities. Share useful practice with colleagues. Inform management early if you cannot attend a required session.

15.3 Our school improvement priorities

We continue to strengthen insight into student development, effective support, citizenship and consistent school routines. Be able to explain how assessment leads to teaching and how you know support is working.

When discussing your work with management or the Inspectorate, use honest examples. Explain what works and what still needs improvement. Management uses this information for school evaluation and reporting.

16 Annual working cycle

Use the issued school, quality and assessment calendars for exact dates. Five six-week Catch-Up+ cycles run through the year. See also our worked out planning schedule (excel)

Period	Main work
August and September	Set up routines and plans; Golden Weeks; establish starting points; begin support; set professional goals; complete the September safety survey.
September and October	Assess English reading and listening and Basic Math; analyze results; update Group Plans; review interventions.
November and December	First development conversations; student reports on the announced date; review teaching and support; prepare for planned school quality reviews.
January and February	Assess English writing and speaking and Dutch writing; review IDPs and Catch-Up+; evaluate midyear progress.
March	Second development conversations; student reports; review teaching and support.
April and May	Spring reading, listening and Basic Math assessments; April safety survey; CPEA; secondary transition planning.
June and July	Final evaluations and reports; parent communication; student handovers; graduation; prepare for the next school year.

17 Staff and contact details

17.1Management Team

Role	Name or status
Interim Executive Director	Willem-Jan van Hest
Vice Executive Director	Sarah Johnson
Management Team member	Johan Nothnagel
Quality and Care Coordinator	Vacancy pending

17.2 Classes and assistants

Class	Teacher	Teacher Assistant
Kindergarten Star	Madri Janse van Rensburg; Sarah Baert during maternity cover	Jessica Gumbs;
Kindergarten Diamond	Kerese Chamberlain	Alison Hassel
Grade 1	Tevonille Dunchie	Erica Landazury
Grade 2	Leanna Johnson	Shiranie Dewnath
Grade 3	Camille Fahey	Natasha Zaegers; Jennifer Silverio during maternity cover
Grade 4	Antoinette Grager	Marcia Argyle
Grade 5	Jyonelle Daniel	Camille Johnson
Grade 6	Tishaan Abbott-Smith	Andre Allwood

Rechiel Callao is expected after the October midterm.

17.3 Specialist and support staff

Role	Name or status
Dutch and ESL teacher	Terri Bakker
PE teacher	Shannell Heyliger
Music teacher	Johan Nothnagel

Role	Name or status
Art and Culture teacher	Miranda Simmons
Administration	Cassandra Holm
IT Coordinator	Sundiata Lake
Social Safety Officer	Jose Gomes
Custodian and All Rounder	Myriam Hassell
Custodian	Patricia Quintero
Confidential Contact Person	Pending

17.4 MR and Supervisory Board

Body or role	Name
MR chair and staff representative	Sundiata Lake
MR staff representative	Tishaan Abbott-Smith
MR parent representative	Randall Johnson
MR parent representative	Akilah Levenstone
Supervisory Board chair	Marc Vermeulen
Supervisory Board vice chair	Rosalyn Johnson
Supervisory Board member	Geertrude Hellema
Supervisory Board member	Werner van der Linden
Supervisory Board trainee member	Dahlia Hassell

17.5 Contact details

Contact	Details
School address	Pasture Road 9, P.O. Box 33, St. John's, Saba, Dutch Caribbean
School telephone	+599 416 3281
Administration	info.shs@sabalearns.org

Contact	Details
Website	http://www.shssaba.com
Executive Director	director.shs@sabalearns.org
Vice Executive Director	sarah.johnson@sabalearns.org
Management Team member	johan.nothnagel@sabalearns.org
Supervisory Board	board.SHS@sabalearns.org
Invoices	invoices.shs@sabalearns.org
Bus transportation Kevin Hassell	416 6344
MR chair	416 5706
PRESENTIS	https://sacredheart.presentis.nl/start

18 Staff acknowledgment

Read this guide and the linked policies within 14 days of receiving them. Ask the Management Team if anything is unclear. At induction, check the safety contacts, emergency routines, support systems and duty roster.

By signing, I confirm that I have received this guide. I understand the expectations for preparation, supervision, professional conduct, privacy and reporting concerns. I will follow the agreed routines, ask for clarification when needed and help improve our school.

My employment contract and applicable employment conditions continue to apply. I may raise an honest concern through the appropriate school or protected reporting route.

Employee name:

Signature

Date

Appendix A Staff checklists

Before the school day

- Arrive on time and prepare the classroom.
- Check the timetable and supervision duty.
- Brief the assistant on goals, tasks and care arrangements.
- Keep the current plan and cover information in Teams.

During and after the day

- Register attendance and follow up absence.
- Check understanding and adapt teaching.
- Deliver and record support sessions.
- Supervise actively and complete safe handovers.
- Report concerns and contact parents where needed.
- Review work and prepare the next steps.

Each week and six week cycle

- Upload weekly planning to Teams.
- Check that Group Plans, Catch-Up+ and IDPs match the lessons.
- Discuss progress with assistants and specialist teachers.
- Prepare for care meetings and follow up actions.
- Evaluate interventions after six weeks and record the next decision.
- Keep records secure and current.

Each term and transition

- Analyze results by student, skill, component and test level.
- Review support, safety and parent communication.
- Take part in observations, training and development conversations.
- Prepare reports and clear handovers.
- Decide what to keep and what to change.

Appendix B School songs and house system

Our houses

Follow the calendar for house colors, normally on the last Monday of the month and Sports Days.

Color	Person	Recognition
Green	Lambert Hassell	Engineered the Road that was said to be impossible to build.
Yellow	Freddie Johnson	Former teacher and first Winair agent.
Purple	Rebecca Levenstone	Remembered as a dedicated mother and hard worker who carried a piano from Ladder Bay to The Bottom.
Red	Laura Linzey	Nurse associated with the location of the old day care.

Our school song

Lyrics

Our school so proud it stands, real tall for all to see.
Oh Sacred Heart you are so dear to me.
Where learning fills our hearts and laughter fills our halls.
From thee dear Sacred Heart we will never depart.

Chorus

Sacred Heart, Sacred Heart so dear to me
Sacred Heart, Sacred Heart, proud and all can see.
Your beauty and your strength
Your courage un-relent, and I pledge all my love to thee.

Lyrics

Small in size we may be, yet fill with dignity.
Our bodies as on in unity
With God as our guide and shining down on us
Thus all our loyalty in Sacred Heart entrust.

Repeat chorus.

Saba anthem

The original school guide attributes the anthem to Christina Maria Jeurissen, Sister Waltruda, in 1960.

Lyrics

Saba, you rise from the ocean,
With Mountain and hillside so steep,
How can we reach you to greet you,
Isle of the sea, rough and deep.
Come, let us look at the rowers
with faces so placid and calm,

Guide us now safe through the breakers,
take us ashore without harm.

Chorus

Saba, Oh Jewel most precious,
In the Caribbean Sea.
Mem'ries will stay of thy beauty,
Though we may roam far from thee.

Lyrics

Saba, oh pearl of the ocean,
Friendly and lovely, though small,
Do not forget to be grateful,
To God the creator of all.
He in his goodness will guide you
and bless you in every part,
Making you always most precious
Saba, so dear to my heart.

Repeat chorus.