



# School Guide 2025-2026



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## Introduction

Dear Parents,

We are delighted to welcome you to the 2025–2026 school year at Holland International School. This year marks an important milestone for our community: we have officially achieved recognition for both the IEYC and IPC in our preschool and primary school. This recognition reflects the quality of our education, the dedication of our staff, and the strong partnership with our families.

Alongside this achievement, our school continues to grow. We are pleased to open an additional year group in the English stream, expanding opportunities for more children to learn, grow, and flourish in an international setting.

At HIS, the eight personal goals of the IEYC and IPC—adaptability, communication, cooperation, enquiry, morality, resilience, respect, and thoughtfulness—form the foundation of our school culture. These values guide us in creating a safe, supportive, and inspiring learning environment where children not only develop academically but also socially and emotionally.

Our committed team of teachers, staff, and board members work every day to provide high-quality education, built on collaboration, innovation, and care. Together, we aim to empower children to become confident, curious, and compassionate learners, ready to make a difference in the world.

This school guide offers an overview of the educational and organisational aspects of HIS and is updated each year. We encourage you to read it carefully and keep it as a reference throughout the school year. Should you have any questions or feedback, please do not hesitate to reach out.

On behalf of everyone at Holland International School, we wish all our students and families a joyful, inspiring, and successful school year ahead.

Warm regards,

Hennie Sheilds-Schipper, Acting Principal  
Karen Smits, President of the School Board



# 1. The school: who/what/where

## 1.1. Contact details

Holland International School  
65 Bukit Tinggi Road  
Singapore 289757

Phone number: +65 6466 0662

Admissions: [admissions@hollandinternationalschool.sg](mailto:admissions@hollandinternationalschool.sg)

General information: [admin@hollandinternationalschool.sg](mailto:admin@hollandinternationalschool.sg)

CPE registration number: 198202285D

## 1.2. Organisation chart



2025-2026

Board Holland International School					
Principal		Vacancy			
Leadership team		Hennie Sheilds-Schipper			
Acting Principal / Academic Lead		Kerry Pentney			
Head of English		Vacancy			
Business Lead					
Business operations	Playgroup	Angelin Sheella, Karin van der Boom		TA: Sri Ponirah Puteri Latiff	Learning Support Centre (LSC) Coordinator Natascha Zijdeveld Behaviour and Dutch Language Support Renske Vlug, Renske Smink & Cheyenne van der Louw
	Nursery	Neena Bhandari, Chi Yim Lam, Jessica Sulkers			
	Transition group	Jacolien Stubbe, Norain Bt, Adam			
	Reception Class	Silvana Melville		TA: Sana El Mard	Coordinators Preschool Marlou Brosens Group 1-4 Julie van Eibergen Santhagens Group 5-8 Jaap van Olst IEYC/IPC Jolinda Groothedde
	Year 1	Véronique Schoon-Lewis, Amelia Yeo			
	Year 2	Michelle Langford			
	Year 3	Sarah Naughton, Kerry Pentney			
	Year 4/5	Stephen Meyer			Physical Education: Antony Lewis Music: Gayatri Joshi
	Group 1/2A	Cheyenne van der Louw, Jolinda Groothedde			
	Group 1/2B	Nynke Hartman			Language Teachers  English Amelia Yeo Ashley Christudason Francine Tay Harvind Kaur Shahnaz Slater Mandarin Yu Jin French Alliance Français Dutch Hennie Schipper Marlou Brosens
	Group 3A	Esmee Hartveld			
	Group 3B	Samir Besselink			
	Group 4	Julie van Eibergen Santhagens			
	Group 5	Sjoerd van Dijk			
	Group 6	Marleen Stapel			
	Group 7	Renske Vlug			
	Group 7/8	Jaap van Olst			
Group 7/8	Jaap van Olst				
Support staff					
Ng Ah Choo					
Ng Siew Eng					
Zhang Yanchun					
Haslinda Binte Yacob					
Tharasamy s/o Supramaniam					
Vacancy					
Advisory Council					

### 1.3. School Board

At the start of the 2025-2026 school year, the School Board consisted of the following members:

- President: Karen Smits
- Treasurer: Jorien Hendrickx
- Secretary: Radina Kisitsina
- Member: Rachel Ward
- Member: Wijnand van Eck

If you have any queries or suggestions for the School Board, you may contact the School Board by email [board@hollandinternationalschool.sg](mailto:board@hollandinternationalschool.sg).

### 1.4. Advisory Council

At the start of the 2025-2026 school year, the Advisory Council consisted of the following members:

- Chair: Fay Eijken
- Secretary: Wendy Duineveld
- Member: Auke Steenkamp
- Member: Nadia Hazeveld
- Member: Marileen Stapel
- Member: Francine Tay

If you have any queries or suggestions for the Advisory Council, you may contact the Advisory Council by email [advisorycouncil@hollandinternationalschool.sg](mailto:advisorycouncil@hollandinternationalschool.sg).

### 1.5. Email addresses

School leadership:

- Principal affairs [hennieschipper@hollandinternationalschool.sg](mailto:hennieschipper@hollandinternationalschool.sg)
- Academic affairs, Dutch Stream [hennieschipper@hollandinternationalschool.sg](mailto:hennieschipper@hollandinternationalschool.sg)
- Business affairs [hennieschipper@hollandinternationalschool.sg](mailto:hennieschipper@hollandinternationalschool.sg)
- English Stream [kerryptney@hollandinternationalschool.sg](mailto:kerryptney@hollandinternationalschool.sg)

School administration:

- Admissions [admissions@hollandinternationalschool.sg](mailto:admissions@hollandinternationalschool.sg)
- General information [admin@hollandinternationalschool.sg](mailto:admin@hollandinternationalschool.sg)
- Finance department [sharonchow@hollandinternationalschool.sg](mailto:sharonchow@hollandinternationalschool.sg)
- Health coordinator [health@hollandinternationalschool.sg](mailto:health@hollandinternationalschool.sg)
- Library [library@hollandinternationalschool.sg](mailto:library@hollandinternationalschool.sg)
- CCA [cca@hollandinternationalschool.sg](mailto:cca@hollandinternationalschool.sg)
- HR [recruitment@hollandinternationalschool.sg](mailto:recruitment@hollandinternationalschool.sg)

Woodlands transport services:

- Registration/general [schoolbus@hollandinternationalschool.sg](mailto:schoolbus@hollandinternationalschool.sg)

Pre-school:

- Playgroup [playgroup@hollandinternationalschool.sg](mailto:playgroup@hollandinternationalschool.sg)
- Nursery [nursery@hollandinternationalschool.sg](mailto:nursery@hollandinternationalschool.sg)
- Transition group [transitiongroup@hollandinternationalschool.sg](mailto:transitiongroup@hollandinternationalschool.sg)

Gym/PE:

- Sports [sports@hollandinternationalschool.sg](mailto:sports@hollandinternationalschool.sg)

Primary teachers:

You can contact your homeroom teacher(s) and subject teacher(s) at their school email address(es), which they will provide to you.

## 2. Holland International School

With over a century of experience, Holland International School (HIS) is a leading provider of high-quality education in Singapore for children aged 18 months to 12 years. The school comprises both a Preschool and a Primary School, offering bilingual and multilingual programmes that foster a rich learning environment where students are empowered to become their best selves.

Preschool

Our Preschool offers a bilingual programme in English–Dutch and English–Mandarin. Through these immersive language experiences, children develop age-appropriate language skills while engaging in inquiry-based learning. The International Early Years Curriculum (IEYC) provides the framework, guiding children to explore, reflect, and take ownership of their learning.

Primary School

The Primary School is divided into a Dutch stream and an English stream.

- In the Dutch stream, English is offered as an additional language.
- In the English stream, students study Dutch, French, and Mandarin as additional languages.

Across all programmes, the Dutch educational philosophy is central to our identity, emphasizing that *happiness leads to excellence*. This philosophy underpins our pedagogical climate, fostering a culture of equality, cooperation, and independent thinking. Students are encouraged to set personal goals, take ownership of their learning, and develop essential social and emotional skills.

The IEYC and the International Primary Curriculum (IPC) provide a continuous learning framework across the school, connecting the Dutch and English streams in a coherent and engaging way. Holland International School achieved recognition for both IEYC and IPC in June 2025, confirming our commitment to delivering high-quality international education.

## 2.1. History in brief

In the first half of the twentieth century, four large Dutch corporations —ABN-AMRO, Heineken, Philips & Shell— joined forces to establish a Dutch primary school that would provide high-quality education to Dutch expats in Singapore. Since 1920, Dutch children have received education in Singapore at this school. For the first eight years, it was located in the billiard hall of the Hollandse Club, which at that time was still situated on Cairnhill Road. In 1928, the 'K.P.M. School' was founded for children of employees of the Royal Cargo Company ('Koninklijke Pakketvaart Maatschappij'). The school was situated on Orange Grove Road, where part of the old building can still be contemplated at the tennis courts of the Shangri-La Hotel. A plaque commemorates the building's earlier purpose to this day.

In October 1984, the current school building on Bukit Tinggi Road was officially opened by then Minister of Education, Drs. W.J. Deetman. In the school years 1994-1995 and 1997-1998, extensions were added to the buildings. The new building for the Preschool was opened in 2002. The school building was expanded with a new wing in for the 2007-2008 school year and the Mr. Dolaplein also expanded with two new classrooms that same year. The latest addition to the school building were two extra classrooms over the 2014 summer break.

## 2.2. School name

The name Hollandse Lagere School (HLS) was used in the past. With the establishment of the primary school and the opening of a new building, the school became a 'Limited' entity, and the official name changed to Hollandse School Limited (HSL). The International Stream with education in English and Dutch as a second language, was introduced at the start of the 2022/2023 school year as part of a strategic shift. The school was then also renamed into its current name: Holland International School (HIS).

## 2.3. Legal form

Holland International School has a neutral-special signature and is a legal entity (Limited) by Singapore Law, which means that the school is independent. It does not depend on any governmental organisation or any ideology and is also not a partner to any other schools in an institutional sense. All parents are members of Holland International School.

The School Board consists of representatives of the school community, who are appointed as volunteers. The School Board monitors the school leadership. Daily operations are the responsibility of the principal, who heads the school leadership. The School Board is held accountable during the AGM, which takes place at least once a year.

## 2.4. Location

Our school is located in the Republic of Singapore, a vibrant city-state in Southeast Asia. Singapore enjoys a tropical climate, with temperatures ranging from 25 to 35 degrees Celsius year-round. The school is nestled in a peaceful residential area near the Bukit Timah Nature Reserve.

Several other international schools, with which we collaborate closely, are in the immediate vicinity, including the Singapore International Korean School, Chatsworth International School, and the Swiss School.

## 2.5. School facilities

Nestled in a lush, green environment on Bukit Tinggi hill, Holland International School offers an inspiring and welcoming setting for learning. The school features both an English Stream and a Dutch Stream, with each class group having its own dedicated classroom.

Language support and additional language lessons—English, Dutch, Mandarin, and French—are provided in dedicated language rooms, ensuring targeted support and enrichment for all students. The Learning Support Centre includes spaces for remedial teaching, learning support, and speech and language therapy sessions.

Our facilities are designed to enrich every aspect of school life. Students enjoy a well-equipped gymnasium for Physical Education, a spacious music studio, a maker's space, an art room, and a fully equipped kitchen for practical learning experiences. The school library is extensive and likely houses the largest collection of Dutch children's books in Asia.

The Preschool has four classrooms, including a dedicated nap area and outdoor spaces tailored for play-based learning activities.

All spaces used regularly by students and staff, including classrooms and work areas, are air-conditioned to ensure comfort throughout the year. Outside, a beautifully designed sports and recreation field sits in front of the main building. Covered areas are available throughout the campus to support our sun safety policy and allow students to enjoy outdoor play even in wet weather.

## 2.6. Student number

The school year 2025-2026 commenced with 240 students.

## 2.7. Vision of Holland International School

### Vision

*"We empower happy, confident and competent learners, and inspire them to become the best version of themselves in an ever changing world".*

The team of Holland International School is dedicated to helping children in their learning, to make them enjoy learning, and to equip them with knowledge and skills that will benefit them for the rest of their lives. Holland International School stands for:

- *"Happiness leads to excellence"*
- *"Every day is an opportunity for growth and learning"*
- *"Nurturing world citizens, with strong roots"*
- *"We find beauty in diversity"*
- *"Encouraging (co)ownership, collaboration and critical thinking"*

### Vision on learning

*“Learning is a continuous process where new and consolidated learning takes place when knowledge, understanding, and skills are acquired. Learning takes place in a safe environment and in all aspects of social, emotional, creative, physical and academic development, and international mindedness.”*

This chapter will address the type of education Holland International School stands for:

### **2.7.1. International dimension**

The Dutch Stream at our school holds a special status as a one of a kind Dutch day school abroad. We attach great importance to offering Dutch, Belgian and other Dutch-speaking children in Singapore the possibility of following a Dutch primary curriculum, while at the same time offering an excellent connection to an international academic career in Singapore or anywhere in the world.

Our school occupies a unique position abroad: it is a Dutch international primary school in Singapore. In the Dutch Stream, we provide Dutch primary education with an English language programme for children outside of the Netherlands and Belgium, as well as Music and PE taught through the medium of English.

In parallel, we provide English primary education in the International Stream, with additional language programmes in Dutch, Mandarin, and French. These programmes support the development of each language to a high level, enabling students to achieve the same learning goals across their chosen language. Our students have the flexibility to continue their education in the Dutch educational system, pursue an international education in Singapore, or study abroad.

Our curriculum is focused on expanding its international character and our objective to ensure the students have various options after completing their primary education is further supported by the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC) that forms the umbrella for both the Dutch Stream and English Stream in terms of the educational dimension.

After graduating from Holland International School our students can choose between the option to continue in either the Dutch secondary curriculum or any international secondary curriculum. Our school has an international appeal and is characterized by the diversity of the students. We not only welcome students from schools in the Netherlands and Belgium, but also from other schools abroad (including international schools). Many students have lived in different countries around the world and bring with them a huge international experience. Because of this international character, and because of our objective to equip the students with several options after finishing their primary education, we offer a high quality English language programme in both streams to guarantee that our students are always able to successfully transfer to an international or the Dutch educational system.

### **2.7.2. Contemporary education**

Our innovative teaching approach has the objective of preparing students for contemporary developments in society. We expect continuous and significant social changes, requiring students to be prepared for a dynamic world, continuously demanding adjustments and innovations. Technology makes information and ideas permanently available in an interactive way. Teachers coach, teach and (together with their students) learn to make choices, validate information, make connections and participate in the development of knowledge.

Our students are growing up in a knowledge-based society. This society requires people to function independently and develop their talents simultaneously. Critical, independent, flexible and responsible individuals who continue learning their entire lives. People who are capable of cooperating and acquiring new knowledge (cooperative learning).

In a constantly changing world, children must be equipped to thrive in a dynamic environment that demands adaptability, continuous learning, and innovation. Technology ensures that information and opinions are accessible interactively —anytime, anywhere. Teachers serve as coaches and guides, helping students make informed decisions, validate information, make meaningful connections, and actively contribute to knowledge development.

### 2.7.3. Knowledge of learning

Our knowledge of learning and development has hugely increased thanks to the emergence of research on the working of the brain. We know now that when the brain is active, it literally makes connections inside our head. Learning is all about making connections between the new subject matter and the old subject matter. The knowledge we have now about how our brain operates and how we learn is applied in IEYC and IPC at Holland International School.

## 2.8. Mission of Holland International School

Together with the School Board and the team, the mission has been developed based on the aforementioned insights that gives direction to our curriculum and objectives:

### **Mission**

*"Holland International School in Singapore aims to provide excellent Dutch and English primary education with a combined national and international curriculum, where the child's learning process is central. We are an international school that exudes openness, respect, and passion and where learning is fun. In a safe environment, and with a lot of individual attention, we bring out the best in every child."*

Our school has the aim to ensure that children become happy, confident and competent learners who are skilled for life.

Holland International School has a strong educational profile, focusing on a rigorous core programme in language and maths, daily second language instruction, and the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC) as its key pillars.

## 2.9. Focus on Learning

At Holland International School, our mission emphasizes that the learning process of our students is central to all our actions. As an organisation, we are committed to continuous improvement: critically reflecting on our educational programme, the pedagogical and didactic methods we apply, the professionalism of our team, and the facilities we provide. Each of these elements is evaluated with the aim of optimizing student learning and development.

To ensure a shared vision and consistency across the school, HIS has developed clear definitions of *play* in the Early Years and *learning* in Middle and Upper Primary. These definitions form an integral part of our pedagogical framework and guide our daily practice.



### **Definition of Play at HIS**

"Play at HIS allows children to thrive through meaningful experiences that encourage them to explore the world, express themselves, and make connections in a child-initiated way."

### **Definition of Learning at HIS (April 2024)**

"Learning at HIS is a meaningful experience for students where they learn a variety of skills, acquire knowledge, and deepen understanding. It is a continual process of making connections through engagement and collaboration, where students take ownership and improve their learning journey."

## **2.10. Professional teaching**

At Holland International School, we provide high-quality education tailored to accommodate the diverse ways in which students excel. We take into account each child's individual needs, interests, and goals, making learning personal to ensure every student receives the education they require. To support personalized learning journeys, students must develop specific skills, which we categorize into three areas:

### **Functional skills**

Functional skills include language proficiency, numeracy, reading, writing and ICT competencies.

### **Thinking and learning skills**

Thinking and learning skills equip students to become effective, lifelong learners. Mastering these skills allows students to:

- Improve results by applying various learning strategies across different subjects.
- Learn how to learn, monitoring, evaluating, and adjusting their thinking and learning processes.
- Become independent learners who can generate their own ideas, acquire knowledge, and apply it in a variety of contexts.

### **Personal skills**

Personal skills focus on developing personal effectiveness and are central to achieving "personal objectives." Mastering these skills enables students to practice self-management and build strong social and working relationships

## **2.11. Do what works!**

For the continued improvement of our school, we make a variety of choices based on our vision. We want to make the choices that provide the maximum effect in our daily educational setting. For the primary subjects Dutch, English, and Maths, as well as the International Primary Curriculum (IEYC/IPC), the education is increasingly supported by extensive and practical scientific information about teaching.

The educational scientist Dr. Robert Marzano produced a meta-analysis of 30 years of educational research. His books have a major impact on the commitment to a 'research based' approach to educational improvement in schools.

Since 2007, Canadian Professor in Education, Michael Fullan, has been involved in the educational development of math and language programs for primary education in the Netherlands. Our policy is therefore based, amongst others, on Michael Fullan's book 'Passion and Power in School Development', the advice of renowned Dutch educational institutes, and the *Language Pilots* and *Mathematics Pilots* available to us on the internet.



Cooperative Learning was developed by Dr. Spencer Kagan. The concept he offers fits seamlessly with the vision of Holland International School as a powerful and structured form of cooperative learning.

## **2.12. Assembly**

As a school, we believe it is important to celebrate together. The objective of the assembly is to create a sense of solidarity in our school and to demonstrate our newly acquired knowledge and skills, and to learn about various cultural aspects.

During the assembly, which lasts about 15 to 30 minutes, we bring attention to subjects that are important for the whole school, such as: departing students, new students, Book Week, sport events, charities, current events and cultural assemblies. On several Fridays throughout the year, we organise an assembly, which may be for the entire school or for early years, middle, and upper primary. You can find the assembly schedule in the Parent calendar. Parents and other stakeholders are warmly invited to attend these assemblies. They take place in the PE-hall or on the playground.

## **2.13. Continuous improvement process**

The curriculum will be further developed on the basis of the educational goals described in the 'School Year Plan 2025-2026'. The long-term objectives are listed in the 'School Plan 2023-2027'.

Within the English and Dutch Streams, we aim for the students enrolled at Holland International School to be able to move ahead to any national or international educational system, in the Netherlands, Belgium or internationally.

## **2.14. Roles within Holland International School**

### **2.14.1. School leadership**

The school's leadership consists of the principal and members of the school leadership: the academic lead, the business lead and one departmental head. The school leadership is responsible for the implementation of the educational policy in the school. The academic lead manages the academic affairs, the business lead manages the business affairs and the head of department manages the department(s) under their responsibility. The principal manages the school leadership and reports to the School Board of Holland International School.

School leadership:

- |                    |                           |
|--------------------|---------------------------|
| - Principal:       | Hennie Sheilds - Schipper |
| - Academic Lead:   | Hennie Sheilds- Schipper  |
| - Business Lead:   | Hennie Sheilds - Schipper |
| - Head of English: | Kerry Pentney             |

### 2.14.2. Learning Support Centre (LSC)

Holland International School has an internal supervisor responsible for the supervision of our preschool and primary school students with support needs. The learning support coordinator coordinates the Learning Support Centre (LSC) and the care structure within the school. The internal supervisor is responsible for the care policy at the school.

They are the first point of contact for support questions from teachers and parents, as well as coordinating the care for students with specific educational needs, both in and outside of the classroom. The support provided to the student is designed in consultation with the teacher.

The LSC team also consists of a number of people who provide support: an academic support teacher, a learning support teacher, and a language and speech therapist. The LSC maintains the relations with LSC's at other schools in Singapore, as well as consulting with or requesting help from external organisations in Singapore and the Netherlands, such as a psychological evaluation or support outside school.

### 2.14.3. Coordinating roles

The teamleads and the IEYC & IPC coordinator play an important role at Holland International School, coordinating operations and developing education. They initiate support, coach teaching staff, conduct subject-specific research, and play an advisory role in formulating policy.

Teamleads and the IEYC & IPC coordinator:

- |                                  |                               |
|----------------------------------|-------------------------------|
| - Teamlead preschool:            | Marlou Brosens                |
| - Teamlead middle primary Dutch: | Julie van Eibergen Santhagens |
| - Teamlead upper primary Dutch:  | Jaap van Olst                 |
| - Coordinator IEYC & IPC:        | Jolinda Groothedde            |

### 2.14.4. Group teachers

Around March of every school year, school leadership will advise the School Board about the number of teachers estimated to be required for the following school year. Every year this is a difficult decision, because at that time many parents will not yet know whether they will remain in Singapore and because there is no clear number of new student applications.

During the year, changes occur in the number of teachers. This usually concerns locally hired teachers who leave mid year for a new posting. It may also be the case that we, because of an unexpected higher number of applications during the school year, have to engage extra teachers.

If a vacancy arises, a recruitment committee, which may consist of school leadership, learning support coordinator, and one or more team members, nominate the candidates. Job interviews with candidates may be conducted in The Netherlands or in Singapore. The final decision of appointment lies with the principal.

### 2.14.5. Relief teachers

There can be various reasons why a teacher cannot be present, including illness or family circumstances. In these cases, classes are continued with the support of relief teachers. Relief teachers at Holland International School are fully qualified teachers and are required to intern in

each class prior to their first “relief role”. They are fully informed of all substantive and practical developments at Holland International School.

#### **2.14.6. Subject teachers**

The following subjects are taught by subject teachers:

- Physical Education: Twice per week for students in both the English and Dutch Streams.
- Music: Once per week for students in Preschool, the English Stream, and the Dutch Stream.
- English as an Additional Language: Five times per week for students in the Dutch Stream.
- Dutch, Mandarin, and French as Additional Languages: Five times per week for students in the English Stream.

#### **2.14.7. Support staff**

The business team and the support staff are an important part of our school and includes the following roles:

- Admissions & Bus Officer
- Facilities & CCA Coordinator
- Health Officer
- Human Resource (HR) Officer
- Finance Manager
- Systems Administrator
- Marketing & Communications
- Front Desk
- Cleaners and groundskeeper

Other important staff that are working at the HIS premises are the security guard and the school bus transport officers.

#### **2.15. Staff development**

Holland International School is a continuous learning environment where both students and staff are encouraged to grow and develop. Annually, a budget for professionalization is allocated in alignment with the school's specific developmental needs.

Our team comprises skilled teachers and subject specialists who bring extensive experience in one or more fields. It is key to our teaching staff to keep track of developments in the field of education and to continuously work on increasing their expertise. The school fosters this culture through classroom consultations, ‘moment coaching,’ and intervision sessions. Through team-teaching and the sharing of knowledge and skills, we have built a strong team of knowledgeable staff dedicated to supporting our students’ learning. Our support staff also participates in team-building activities and receives targeted training to enhance their effectiveness.

## 3. Education in the preschool

### 3.1. Introduction

At our preschool, we offer a multilingual programme with three main languages: English, Dutch, and Mandarin. Our Transition group has two teachers: one native English teacher and one native Dutch teacher. Our Playgroup and Nursery group has an English programme with a native English speaking teacher in the morning and in the afternoon our Dutch and Mandarin teachers provide a programme for students who opt for Dutch or Mandarin.

Children can join our Playgroup from 18 months onwards. After completing the Transition group (around age 4), children will either move on to our Reception class (English Stream – for children who are 4 years old at the beginning of the academic year) or to Group 1 (Dutch Stream – for children turning 4 before 1st of January 2026).

- Playgroup: 18 months – 2.5 years
- Nursery: 2.5 – 3.5 years
- Transition: 3.5 – 4.5 years

### 3.2. Organisation

Our daily programme is planned by the teachers, ensuring that all languages are equally represented throughout the day. In the mornings, the main focus is on English, while in the afternoons the focus shifts to Dutch and/or Mandarin.

The school day runs from 8:30 am to 2:30 pm, aligned with the Early Years timetable in primary school. For children who still need a nap, we provide a dedicated rest area classroom where they can rest or sleep.

- Playgroup and Nursery children may attend **3 or 5 days per week**.
- For Playgroup, there is also a **half-day option**.
- From Transition onwards, children attend school **5 full days per week**.

### 3.3. Education

#### 3.3.1. Educational principles

Our preschool follows the **International Early Years Curriculum (IEYC)**. We are officially recognised for delivering this curriculum and are currently the only school in Singapore with this recognition.

The IEYC is a comprehensive framework covering all learning areas relevant to early childhood. It provides a strong foundation, ensuring a smooth transition from preschool to primary school.

We promote **play-based learning** that nurtures curiosity, independence, and inquiry. Learning is child-focused and inclusive, with teachers facilitating development across all domains. The IEYC supports this by offering developmentally appropriate thematic units of learning. Through these units,

teachers create varied learning environments and engaging activities that foster growth.

The programme includes a wide range of activities designed to support the development of emotional, social, motor, language, and cognitive skills, all essential for forming healthy relationships and achieving a successful start in primary school.

### **3.3.2. Programme/activities**

When engaging in activities, children develop multiple skills simultaneously. Teachers take on both guiding and supportive roles, depending on the activity. We work with the four developmental areas and implement different learning strands within our activities. When designing our programme, we set age-appropriate goals in each area so that children's progress can be carefully observed and supported.

### **3.3.3. Cognitive skills**

Learning to think involves processing information received through the senses, storing it, and connecting it to prior experiences. Making these connections happens through doing, exploring, experimenting, and reflecting—from completing a simple jigsaw puzzle to recognising colours and developing an early sense of time.

Through the IEYC units of learning, children are given opportunities to develop these skills in meaningful, playful contexts. Language is also used as a tool for organising and making sense of experiences.

Our classrooms are organised into learning corners, which encourage independent exploration and collaborative play while supporting different areas of cognitive development:

- Home corner
- Construction corner
- Art & Craft corner
- Sensory Play corner(s)
- Reading Corner
- Language / Maths Corner (introduced in Transition group)

### **3.3.4. Speech and language development**

Within the IEYC, communication and language are recognised as central to learning. The curriculum provides teachers with clear guidance on developmental goals, which we integrate into daily practice. We foster language through spontaneous interactions and planned opportunities that encourage speaking, listening, and vocabulary growth. Strategies include:

- Words of the Week and the Book of the Week, always linked to our IEYC unit.
- Sharing these with parents via Seesaw so that vocabulary is reinforced across home and school.
- Creating interactive and meaningful contexts, such as role play, group discussions, and storytelling, to nurture comprehension and oral language.

### **3.3.5. Multilingualism**

From Playgroup to Transition, we adopt a balanced multilingual approach in line with IEYC's inclusive principles. English, Dutch, and Mandarin are woven into daily routines, units of learning, and group

times to ensure natural exposure and meaningful use. In Playgroup, children are introduced to words of the week in multiple languages. In Nursery, circle time alternates between English in the morning and Dutch and Mandarin in the afternoon, supported by structured activities to provide richer input. In Transition group, the programme becomes more structured, preparing children for Group 1 and Reception. Skills include recognising their names, following instructions in different languages, identifying signs and symbols, and listening to sounds as part of early phonics.

This approach ensures that children develop confidence and competence across languages in an integrated, playful way.

### **3.3.6. Emergent literacy**

Emergent literacy refers to the early skills and understanding children develop as they are introduced to the literate world around them. At this stage, children begin to see that language has a function and meaning in daily life.

Reading plays a central role in our IEYC units. We expose children to a wide range of books and texts, for example big picture displays and story tables. It is important that children experience literacy in many forms. In addition, our Words of the Week and Book of the Week, both linked to the current unit, help children connect new vocabulary to meaningful contexts.

- Playgroup: Children are introduced to a variety of picture books to foster a love of stories and reading.
- Nursery: An interactive approach is taken, with children actively involved in the storytelling process. Before opening a book, they are encouraged to explore the cover, illustrations, and title to make predictions. Open-ended questions help them share their ideas, strengthening comprehension and curiosity.
- Transition Group: Children begin to understand how pictures and letters combine to form stories. At this stage, we broaden their exposure by introducing different genres, such as informational texts, magazines, fairy tales, and storybooks. Role play and story re-enactments are also used to deepen comprehension, stimulate imagination, and develop critical thinking skills.

Through these progressive experiences, children build strong early literacy foundations, preparing them for reading and writing in primary school.

### **3.3.7. Emergent numeracy**

In the different IEYC units that we teach throughout the year children are exposed to counting, numerals and number symbols at an early age. They gain insight into the various functions or meanings of numbers and counting. Activities to increase numeracy include games and songs that incorporate counting, building small or big towers, and reading books where counting and numbers play an important role.

Starting at Playgroup where songs and books with numbers are the first step towards numeracy, we will introduce more numeracy step by step throughout their preschool journey. For example, some of the goals we will work towards will be: Children will be able to recognise certain numbers, will be able to show numbers by holding up their fingers, can identify more or less, and do simple patterns. All skills that will help them in their primary school journey.

### **3.3.8. Social and emotional development**

Through the various units of the IEYC, along with the additional developmental goals we incorporate, we support children in developing their social and emotional well-being. Our key areas of focus include:

- Self-awareness: Helping children understand and manage their emotions, building confidence and a positive self-image.
- Interpersonal skills: Guiding children in interacting with others, including both adults and peers, fostering empathy, respect, and effective communication.
- Play-based development: Encouraging cooperative and imaginative play, which strengthens social skills, problem-solving, and creativity.
- Self-reliance: Promoting independence by empowering children to take initiative, make decisions, and complete tasks on their own.

This holistic approach also nurtures the emotional resilience and social competence that are essential for their growth. The teachers create situations and activities that involve interaction among the children themselves and between the children and teachers. This teaches the children how to be aware of themselves and to connect with others. Learning to do things independently, comply with agreements made within the group, and be more focused on the other are concepts addressed throughout the day. Learning to participate in group activities, playing in the various corners, and playing outdoors are all activities that support the development of social and emotional skills.

### **3.3.9. Motor development**

In this regard, we make a distinction between gross and fine motor skills.

#### **3.3.9.1. Gross motor skills**

Gross motor skills involve whole-body movements, such as walking, jumping, crawling, climbing, rolling, throwing, and assuming body postures, from uncontrolled and redundant movements to more controlled coordination and smooth rhythmic movements.

Specific activities to improve motor skills include playing outdoors, physical games, and imaginative games in the various corners of the classroom. In addition, different aspects of movement are covered in music lessons and Physical Education (PE) classes. During the music lessons, there will be a focus on dance and moving to the music. Listening to different kinds of music and moving according to the music will stimulate their motor skills. During the PE lessons, we are more focussing on big movements like climbing, running at different speeds, ball sports and balancing.

#### **3.3.9.2. Fine motor skills**

There are many activities during the day that help improve the fine motor skills of each child. These activities cover various aspects of fine motor skills: development of handedness, hand-eye coordination, one-dimensional spatial awareness, and learning to move rhythmically and flexibly. A child's fine motor skills will further develop by creatively working with different materials, drawing, and working with construction materials.

Every day, the children will work on their fine motor skills even during the daily routines like washing hands, putting on shoes and having to open their snack box. Teaching children to do things themselves is not only teaching independence but also teaching them fine motor skills. Skills they will need to help them with learning how to write.

### 3.3.10. Play development

Children who are self-confident, are curious, take the initiative, and who feel safe will enjoy playing. This is demonstrated by the extent to which children are engrossed in their play activities. Play is a self-directed activity through which children naturally progress in their play development. To support this, we offer a range of activities that nurture growth in this area, including guided role play, teacher-led board games, and collaborative group exercises. With each new IEYC unit, we introduce fresh and engaging learning corners designed to spark curiosity and encourage children to take initiative in their learning journey. These dynamic environments provide opportunities for exploration, creativity, and social interaction, making play a powerful tool for both cognitive and social development.

### 3.3.11. Portfolio

The portfolio is a carefully curated collection of each child's work and teacher observations that captures progress across different stages of development. It provides meaningful insights into a child's learning journey, supporting teachers, parents, and the child in understanding growth over time.

At our preschool, we use a dual system:

- An **online portfolio** via our communication platform Seesaw, where teachers regularly upload selected examples of learning and development. This includes work from across the year, as well as Entry and Exit Point overviews from the IEYC units. Parents have continuous access, allowing them to stay connected with their child's experiences in school.
- A **physical portfolio**, which is sent home in June. This gives families the chance to reflect on their child's growth and celebrate achievements before meeting with the teachers. Parents then return the portfolio for the meeting, and at the end of Preschool it is issued as a keepsake.

In addition to the portfolio, parents receive a development report two times a year, describing their child's progress in: social and emotional development, language development (in both languages), Motor skills (fine and gross), learning across the IEYC strands

After each report, parents meet with the teachers for a Parent-Teacher Meeting, held three times a year, to discuss their child's progress in more depth.

The portfolio is organised around the four Learning Strands of the International Early Years Curriculum (IEYC), which reflect the key areas of early childhood development:

- **Independence and Interdependence:** Focuses on personal, social, and emotional development. Children learn about themselves, their relationships, and how to work with others.
- **Communicating:** Covers early language, literacy, and communication skills, including speaking, listening, reading, writing, and non-verbal communication.
- **Enquiring:** Encourages curiosity, critical thinking, and problem-solving. Children develop skills to ask questions, investigate, and make sense of the world.
- **Healthy Living and Physical Well-Being:** Focuses on physical development, health, and self-care, including both gross and fine motor skills.

Together, the portfolio and reports provide a comprehensive overview of each child's holistic development, creating a strong foundation for meaningful conversations between home and school.



## 4. Education in the primary school

### 4.1. The organisation

We ensure that Holland International School students can connect to education in the Netherlands, Belgium, and to international education, and that potential school transfers will run smoothly. We have chosen the most common and most structured form for our group formation. We spread out the curriculum over the school year and our students are assessed at various moments in the year.

#### 4.1.1. Group formation

At Holland International School, we assign the students to a group based on their age. However, there could be reasons to abandon this principle. When assigning a student to a different age group seems better suited for the educational needs and development of the student, this will be considered and discussed with the teacher, the Learning Support Coordinator and the leadership team, after which a decision will be reached in consultation with the parents. We will then usually request additional information about the student concerned and advise to have the student assessed by an educational expert.

#### 4.1.2. Group size

The group sizes at our school vary by class and stream. Groups are formed based on our vision, educational needs, and student numbers. The primary goal is always to provide high-quality education, with the individual learning needs of each child as the central focus. If a group exceeds 25 students, we will work with team teaching and/or a teaching assistant.

#### 4.1.3. The organisation of additional support for students.

The homeroom teacher is the first person responsible for differentiating on an academic level as well as social-emotional development, between educational requirements and the need to provide individual support to students. The homeroom teacher is supported in this process by our Learning Support Coordinator (LSco), the Academic Support Teacher (AST)/Learning Support Teacher (LST) and behaviour support teachers.

The AST supports students with specialized learning difficulties, such as (possible) dyslexia or (possible) dyscalculia.

The LST supports students with general learning difficulties in one of the subject areas.

The behaviour support teachers can support students and / or teachers in extra support regarding social-emotional development within support level 2 or 3.

For more information regarding the Academic- and learning support we refer to chapter 6.

#### 4.1.4. Outcome-based approach (outcome- and action-based learning)

##### **Differentiation and working together to bridge the differences.**

The differences observed by the teachers are important to analyse and act on. The teacher will therefore provide differentiation in the areas of instruction, difference and alternation in applying teaching methods, differentiation in the curriculum provision and differentiation in the learning time provision.

## **Outcome-based approach (Outcome-based learning)**

By outcome-based learning, we aim to maximize the use of available data to improve our educational provision. In practice, this means systematically collecting and utilising observations and assessment data to enhance student outcomes.

In the Early Years (Preschool and Reception), development is monitored through observations based on the developmental milestones of the IEYC. No formal tests are conducted at this stage; insights into children's progress guide teaching and learning.

In Primary School, for students in Groups 3–8 of the Dutch Stream and Years 1–4/5 of the English Stream, both observations and assessments are conducted.

These include formative assessments (ongoing checks to inform and adjust teaching) and summative assessments (evaluations of learning outcomes at specific points in the year).

### **Key characteristics of outcome-based learning include:**

- Working from high, yet realistic, expectations;
- Setting clear objectives at all levels;
- Designing the educational programme and instructional process purposefully;
- Measuring and analyzing results to identify trends;
- Reflecting effectively on the educational process;
- Adjusting instruction, the programme, and sometimes the objectives based on evidence.

Discussion of student results occurs at multiple levels within the school:

- Teachers discuss outcomes with students individually;
- Homeroom teachers review results collaboratively and with the Learning Support Coordinator (LSC);
- School-wide results are discussed within the teaching team, led by the Academic Lead and LSC;
- Overall school performance is reviewed with the School Board annually.

## **Circular Approach (Action-based learning)**

At Holland International School we have implemented action based learning (ABL). Action based learning contributes to improving the quality of our curriculum for all students. By taking the educational needs as a starting point, we ensure that each student in our school is provided education that is suitable for them as much as possible. In this process, we ask ourselves the following critical questions:

- How do we look at students?
- How do we talk about students that aren't doing as well as we would like them to?
- How do we communicate with students, parents and each other?

With action based learning, we focus on the capabilities and educational needs of our students.

Action-based learning is based on the following seven points:

- The programme is concentrated on the students' educational needs.
- Coordination and interaction between the student, the teacher, the parents, the group and the learning environment.
- The teacher is pivotal. The teacher offers an appropriate educational programme and

therefore contributes in a crucial way to the positive development of the student in the area of learning, work attitude and social and emotional functioning.

- We rely on the positive aspects of the student, the teacher, the group, the school and the parents.
- We value the close cooperation between teachers, students, parents, and internal and external counsellors to achieve an effective approach.
- We work effectively, formulating both short- and long-term objectives for learning, the work attitude, and the social and emotional development of all students, and we evaluate these objectives in a cycle of targeted actions.
- Our working method is systematic, gradual and transparent.

#### **4.1.5. Working with group documents and individual action plans**

By going through the Circular approach cycle, we are taking preventive action in regards to the learning journey of our students. The responsibility for the student with a special educational need always lies with the homeroom teacher first. The group document is based on the group's learning outcome and learning needs. The group document is an important characteristic of the circular approach. It stimulates differentiation in instruction and learning time.

It provides insight into the learning curves and personal development of all students throughout the school year. It provides the Learning Support Coordinator with concrete starting points for action based guidance of teachers and it improves the transition to a new group.

If a student is a little behind in the curriculum in class, the teacher will draft a Short Individual Plan. The goal is to catch up in a short period of 8 weeks, with a possible extension, so that the student can independently join the curriculum of the school year. The teacher will deploy interventions that are implemented in class.

For some students it might be necessary to draft an individual action plan for their learning needs and the specific targeted guidance. This includes students who are working on an individual learning curve. They are following a deviating programme in comparison with the rest of the group. The teacher works closely with the LSC, the Academic Support Teacher, the parents and the student himself/herself.

Parents of students with an individual action plan are regularly invited by the group teacher for a progress meeting. The Academic Support Teacher or the Learning Support Coordinator is usually present at these meetings.

#### **4.1.6. The IGDI-plus model**

To guarantee that all children are provided instructions at the appropriate level, we use the IGDI-plus model for giving effective instructions at three different levels. By applying this model the teacher is able to alternate instruction time on one of the three different levels with independent working time where the students apply, amongst others, cooperative work forms (CL).

A lesson based on the IGDI model is as follows:

- Start of the lesson with a review, the setting of the learning objective and updating the prior knowledge.
- Interactive group instruction with time for questions, thinking out loud, using examples, demonstrations, exchanging experiences by thinking-sharing-exchanging.
- Guided practice run with short and clear assignments.
- Independent processing; individual, in pairs or in teams by means of cooperative work forms, allowing time for extended instructions for those students who need it.

- Giving feedback.
- Conclusion for all students, containing a link to the learning objective.

## 4.2. The programme in the Dutch Stream

The curriculum in the Dutch Stream consists of the core subjects: Dutch and English language, mathematics and IEYC/IPC. These subjects occupy an important place in all groups.

We monitor the quality of the education in these subjects meticulously with the *BOOM student monitoring system*. The *BOOM LVS* is a range of tests to track the progress of the students.

### 4.2.1. Dutch language

#### 4.2.1.1. Groepen 1 en 2

In Groups 1 and 2, the foundation for vocabulary, language, and early reading skills is established. Teaching is differentiated, using a variety of materials and activities to allow children to develop at their own pace. The curriculum is aligned with the SLO language developmental milestones, ensuring that children build the key skills expected at their age.

Activities focus on:

- Expanding and developing vocabulary;
- Enhancing oral language and communication skills;
- Improving listening comprehension and story understanding;
- Developing language awareness and phonological skills;
- Supporting early literacy, including letter recognition and initial reading skills.

During the Units of the International Early Years Curriculum (IEYC), students work towards these goals while taking into account different intelligences and learning styles, ensuring a broad and balanced approach to language development.

#### 4.2.1.2. Groep 3

In group 3, the systematic teaching of foundational skills in language, reading, and writing begins (initial reading instruction). The ability to read well literally opens up the world. After all, when you can read, you have access to all kinds of information. In this year's group, we use the method "Veilig Leren Lezen", 'Kim version'. In twelve units (themes), an integrated approach is provided, covering (reading) comprehension, spelling, writing, vocabulary, and oral language development.

The method allows for a great deal of differentiation by working with different developmental paths. The child's reading development is closely monitored, with an evaluation moment after each unit. This enables the teaching approach to be adjusted for each child throughout the reading process.

#### 4.2.1.3. Groepen 4 t/m 8

In groups 4 through 8, we use the "Taaljacht" method. This method offers a comprehensive programme for language, spelling, and grammar, with an integrated learning path for vocabulary and language awareness. The method differentiates within various themes across three levels. Additionally, there is extensive material available for gifted language learners and students who require extra support in their language development.

Taaljacht places learning objectives at the centre for both teachers and students. The learning lines for listening, speaking, writing, spelling, grammar, and language exploration are fully integrated within this method. Spelling is addressed in separate lessons, with differentiation again provided at three levels.

Taaljacht uses the IGDI model, where instruction serves as the starting point for the learning process. This is followed by independent work, which is supported by the teacher to varying degrees.

Each Taaljacht lesson includes a cooperative learning activity (CL).

For more information on the English (language) lessons, please refer to section 4.3.

#### **4.2.2. Reading**

In the development of reading skills, we find it important to continually encourage reading motivation and engagement. We do this in various ways throughout the school year. Starting in group 1, students are read to daily in class, students present books to their peers, or they write book reports.

Students visit the school library at least once a week to borrow new (reading) books.

Each year, we dedicate time to various reading promotion activities, such as Children's Book Week, National Reading Days, or the Children's Jury, and there are reading assemblies every term. During Children's Book Week, we also invite, if possible, an author or illustrator to visit the school.

For technical reading, the "Estafette" method is used in groups 4 through 8. This method works with four different books throughout the school year, including both reading books and anthologies, exposing students to various types of texts. These books incorporate new reading challenges. The method systematically focuses on reading words, sentences, and texts, with an emphasis on reading accurately, quickly, and fluently. There is also attention given to reading with intonation. The method offers differentiation opportunities so that both strong and weaker readers receive the support they need.

#### **Reading comprehension:**

From the second part of group 3, children begin with reading comprehension. During these lessons, there is a deliberate focus on teaching the skills necessary to fully understand the meaning and purpose of texts. This is done through rich texts that challenge children to think more deeply about what they are reading. Modeling plays an important role in this process. Teachers demonstrate how they themselves comprehend texts by thinking aloud and asking questions about what they read. In this way, children learn strategies that help them better understand texts independently. The goal is to equip children not only with the ability to read technically but also to develop a deep understanding of what they read.

In developing reading comprehension, we use the "Nieuwsbegrip XL" method. Additionally, rich reading texts from the IPC unit are offered to promote reading comprehension. Each week, children practice strategies such as predicting, summarizing, or explaining reference words, using current event texts.

### 4.2.3. Maths

#### 4.2.3.1. Groups 1 and 2

The math curriculum in groups 1 and 2 is based on the learning objectives outlined by the SLO (Dutch National Institute for Curriculum Development). These objectives guide the activities, which are integrated into the IEYC (International Early Years Curriculum). The activities are also offered in various learning centres or corners and centre time, allowing children to explore math concepts through play in different contexts and settings.

The development of mathematics is monitored through the observation programme Looqin, where teachers observe the children's mathematical development.

Also, a variety of educational maths apps and the maths activities from Gynzy are incorporated during various activities.

#### 4.2.3.2. Groups 3 through 8

In groups 3 through 8 we use the maths method '*Plus punt*', which connects well with our current levels of reference. In this method differentiation is offered by working with the practice workbook (to reinforce and automate the targeted learning goals, Reken XL, Rekenrijk or a '*Rekentijgers*'. In this method each day of the week has a regular maths subject. For instance, every Wednesday we will work on measuring, geometry, time and monetary calculations. The software for our Digiboards and the practice software are used during the instruction or as processing and it's adaptive (at each individual student's level).

The adaptive maths programme *Rekentuin* is used in all groups, where different maths domains can be practiced.

The students' progress is assessed by the method-bound tests from '*Pluspunt*' and by the independent '*Rekenen/Wiskunde*' tests from the student monitoring system BOOM.

#### 4.2.4. IEYC/IPC

The case subjects, including geography, biology, history and physics/engineering, science are offered within the different units (themes) of the International Early Years Curriculum (IEYC) International Primary Curriculum (IPC).

You can read more about the IEYC/IPC in paragraph 4.7.

#### 4.2.5. Creative subjects

Our creative subjects, including drama, drawing, arts & crafts and physical education (PE) are also integrated in the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC).

The music lessons are conducted by an English speaking teacher. All groups have music lessons once a week. If music is central in a certain IEYC/IPC unit (theme), the music lessons will be connected to this IEYC/IPC unit to make it as meaningful as possible for the students.

For physical education (PE) we refer to paragraph 4.10.

#### 4.2.6. Used methods

At Holland International School we use the following methods:

- Dutch Language

- *CPS werkmap begrijpend luisteren, woordenschat en fonemisch bewustzijn* - groups 1 and 2
  - *Veilig leren lezen* - group 3
  - *Taaljacht* - groups 4 - 8
- Advanced technical reading
  - *Estafette*
- Comprehensive reading
  - *Nieuwsbegrip XL*
  - *Vertel eens*
- Maths
  - *Pluspunt* - groups 3 - 8
- English as a second language
  - *Oxford Reading Tree*
  - *Raz Kids online reading programme*
  - *International English*
  - *Synthetic phonics*
  - *Big Write*
  - *Hamilton Trust*
  - *Navigation Guided Reading*
  - *Scholastic Reading inventory Test*
- Case subjects
  - *IEYC/IPC-units*
- Topography
  - *Computer programmes (Topomania)*
- Music
  - *IEYC/ IPC specialist units*
- Writing
  - *Schrijfatelier*
    - group 1
  - *Schrijfdans*
    - group 2
  - *Pennenstreken*
    - groups 3, 4 and 5
- Physical Education (PE)
  - *Basic PE lessons*
  - *MQ scan*

### 4.3. English language in the Dutch Stream

The English language is integrated in the curriculum of the Dutch Stream as the subject of 'English as a second language'. English is also the medium through which Physical Education and Music lessons are taught.

Students in the Dutch Stream therefore are exposed weekly to English as the instruction language for at least 8 lessons combined.

#### **4.3.1. English as second language**

Holland International School's vision statement reflects our emphasis on English as a subject throughout the school, as well as providing an entirely English language curriculum in the International Stream.

English is taught by dedicated language teachers with various skills and diverse backgrounds. They follow a detailed and systematic approach that adheres to the UK National Curriculum and has been adapted to fit the needs of the children at the Holland International School. It ensures a consistent, coordinated, and thorough approach to English language instruction.

The three main goals of the English language curriculum are:

1. To introduce English to young children so that they can express themselves confidently in everyday situations.
2. To prepare students for a transfer to an international school at the end of or during their primary school studies.
3. To prepare students for enrolment in a bilingual or international school upon returning to the Netherlands or moving abroad elsewhere.

#### **4.3.2. Lessons per group (per week)**

The time weekly devoted to English lessons during school hours is as follows:

- |                           |                |
|---------------------------|----------------|
| - Groups 1/2, 3, 4, 5, 6: | 5 x 45 minutes |
| - Group 7, 7/ 8           | 5 x 60 minutes |

Formative evaluations are used to regularly assess the student's reading and writing abilities. We also use SATs (Standard Assessment Tests) to provide the formative evaluation.

#### **4.3.3. Methodology and content**

The English language level of new students at Holland International School is carefully assessed to ensure that they receive the right level of support. Children with very little or no knowledge of English are taught in small dedicated groups (English Support Classes) to help them build their confidence and expand their vocabulary so that they are able to integrate more easily into the mainstream English class. New students with little to no experience with the English language are advised, where possible, to take English language lessons prior to their arrival at Holland International School. Differentiation in the English language curriculum is achieved through the screening of children based on the children's educational needs. Even with the screening, there are still typically wide ranges of proficiency levels in each group. A range of pedagogical strategies is applied to ensure that students of all proficiency levels get the required attention while keeping lessons dynamic and motivating.

#### **Groups 1 and 2**

The children are taught the sounds of the alphabet mainly through games and play. A typical lesson includes conversation, rhymes, songs, drama, a story and craft activities. These activities are all built around the sound of the week, appropriate to their age and interest levels. As they progress, the children are able to use their phonetic knowledge to decode simple words and read them aloud with confidence. They also begin to spell and write words that match their spoken



sounds. In group 2, children are issued Bob books to support their reading.

### **Groups 3 and 4**

The students get to know different types of texts. We look at fiction and non-fiction texts, and poetry. There is a greater emphasis on reading and writing at this stage. The children begin to read and write simple sentences. We also use the *Oxford Reading Tree* scheme to support their reading, which allows children to monitor and record their progress in reading.

### **Groups 5 through 8**

Reading comprehension and continued development of writing skills is an important part of the English curriculum in groups 5, 6, 7 and 8 as it exposes them to different writing styles and new vocabulary. It also improves their analytical skills. Group 8 students also explore contemporary issues relevant to themselves and the world around them to develop their argumentative skills in both speech and in writing. The goal is to have prepared students for entry into mainstream English studies in an international school by the end of the year.

A variety of writing tasks are set through the 'Creative Writing' exercises to improve their sentence structure, level of accuracy, planning, drafting, organisation, editing and paragraphing. Students read and write through several writing styles, including:

- Expository (e.g. biography, descriptive, essay, informational report)
- Narrative (e.g. adventure, mystery, personal narrative)
- Procedural (e.g. experiment, "how to", and recipe)
- Persuasive (attempts to convince readers to embrace a particular point of view e.g. advertisement, editorial, essay)s
- Transactional (e.g. letter, email, invitation, and postcard)

## **4.4. The programme in the English stream**

The English Stream at Holland International School in Singapore offers an outstanding education aligned with the standards and criteria of the UK national curriculum, enriched with additional language programmes in Dutch, Mandarin, or French in all classes. This enables students to develop strong multilingual skills alongside their English learning. Our curriculum integrates the International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC), allowing subjects to be taught thematically with a global perspective.

**In Reception**, children follow the UK Early Years Foundation Stage Curriculum, with a strong focus on phonics to support confident reading and writing, and a structured maths programme using the internationally acclaimed *White Rose Maths* scheme. The IEYC emphasizes personal, social, and emotional development, communication and language, understanding the world, expressive arts and design, and physical development through integrated, theme-based learning. Learning is playful and designed to help children develop key "learning to learn" skills, fostering curiosity, independence, and a love of discovery.

**In Key Stage 1 (Years 1 and 2)**, children build on strong literacy and numeracy foundations while engaging with IPC units that develop skills in humanities, science, and the arts. Daily language lessons in Dutch, French, or Mandarin provide practical opportunities to develop additional language skills.

Classrooms are warm and inviting, with dedicated areas that encourage creativity, independence, and skill development. Learning is carefully structured with an incremental increase in focus, while maintaining a balanced and enjoyable approach

In **Key Stage 2 (Years 3, 4, 5, and planned Year 6)**, students continue to strengthen literacy and numeracy skills while deepening their understanding of science, humanities, and the arts through IPC units. White Rose Science has been incorporated to fully meet UK curriculum objectives. Students engage in practical, hands-on learning, including experiments and creative projects, ensuring that lessons remain thematic, engaging, and globally relevant while maintaining a focus on the national curriculum goals.

Children in the English Stream complete primary school at the end of **Year 6**, typically at the age of 11, and will be fully prepared to transition seamlessly to any UK curriculum school or the International Baccalaureate Middle Years Programme (MYP).

#### 4.4.1. Early Years Foundation Stage Curriculum, Key Stage One and Two

The **Early Years Foundation Stage (EYFS)** covers children aged 3 to 5, at HIS our EYFS starts in Reception for 4–5-year-olds. The focus is on holistic development, including personal, social and emotional growth, communication and language, literacy, mathematics, understanding the world, expressive arts and design, and physical development. Learning is play-based, theme-integrated, and child-centred, allowing children to explore, discover, and develop at their own pace.

**Key Stage 1 (KS1)** includes Years 1 and 2, for children aged 5 to 7. The focus shifts to building foundations in core subjects such as English, mathematics, and science, while also developing skills in history, geography, art, music, computing, and physical education. Personal development continues to be important, with emphasis on social skills, teamwork, and resilience. Assessments include the Phonics Screening Check in Year 1 and teacher and SATS assessments in English and mathematics at the end of Year 2.

**Key Stage 2 (KS2)** covers Years 3 to 6, for children aged 7 to 11. Learning becomes more structured and subject-specific, with deeper study in English, mathematics, science, and foundation subjects, through the IPC units of learning. Students also develop independence, critical thinking, and responsibility. Assessment includes optional tests throughout KS2 and statutory SATs in Year 6, which help track progress and readiness for secondary education. Across all stages, the curriculum is designed to balance academic learning with personal, social, and creative development, building a strong foundation for lifelong learning.

#### 4.4.2. Reading and Writing

In **Reception** every session focuses on the sounds of letters (phonemes) in an interactive way. The sessions teach them to confidently segment and blend words, and to learn in addition 'difficult words' (not easily phonetically decodable), skills they will need to become early readers and writers. We use the 'Monster Phonics' programme that complies with the revised requirements of the UK national curriculum for Literacy. There is a clear progression where students learn new sounds and continue to build on their prior knowledge every day. Every phonetic session enables students to apply what they've learned, often in the form of writing. The teaching of phonics is interactive and energetic, and we spend a lot of time celebrating our accomplishments.

In addition, students get ample opportunity to practice with their language and writing skills in a playful manner. Within our IEYC sessions we also focus on learning high quality texts for children, often followed by guided early writing activities. At Holland International School, we have an

extensive 'Reading Spine' that provides students access to a wide variety of texts, poems and stories throughout their primary years.

Within **Key Stage 1 (Year 1 and Year 2)**, students continue the phonics programme, with a greater emphasis on developing written skills and growing fluency within reading. There are also Literacy lessons that focus on a balanced exposure to a variety of reading and writing genres. Children enjoy reading and writing a variety of texts, including traditional tales, fables, stories set in familiar places, letters, postcards, instructions, explanations, and lots of fun with poems (from humorous to classic and sensory poetry). Where possible some literacy learning objectives are covered within IPC lessons, where links can be made to the IPC unit. Students in **Year 1** and **Year 2** start to learn some basic grammar and punctuation as well as some key spellings (in line with English curriculum expectations). Spelling is taught within phonics sessions, but also alongside handwriting. In the International Stream, we use the handwriting programme 'LetterJoin' and Twinkle Handwriting which helps the children to move from precursive to cursive handwriting.

Our students in **Key Stage 2** follow the requirements of the UK national curriculum with a particular focus on our Year 3,4 and 5 students. They will concentrate on comprehension and vocabulary development rather than solely on word reading. Students will explore a diverse range of books and engage in discussions about words and phrases that capture readers' interests.

In **Key Stage 2**, children explore a wide variety of genres in our literacy lessons, including myths and legends, adventure stories, biographies, persuasive texts, newspaper reports, recounts, information writing, play scripts, performance poems and narrative poetry. Each school year the length and complexity of content deepens.

In spelling, they will examine common prefixes and suffixes, learn about possessive apostrophes, and develop dictionary skills. In their writing, students will plan, draft, evaluate, and edit their work across various genres while recognising and applying common grammar rules. Additionally, they will practice writing in a cursive style.

#### 4.4.3. Maths

The **White Rose Maths** approach at Holland International School focuses on developing a strong understanding of number and core mathematical concepts, including addition, subtraction, multiplication, division, and place value. The primary objective is to build **deep conceptual understanding**, enabling students to confidently apply their skills to increasingly complex problems and abstract reasoning.

In **Reception**, maths learning is practical and engaging, in line with the Early Years Foundation Stage approach. Students explore concepts using objects, pictures, and play-based activities, supported by short, teacher-guided lessons. The aim is to develop **numeracy skills, reasoning abilities, and a love of maths** from an early age.

In **Key Stage 1 (Years 1–2)**, lessons continue to be practical and interactive. They begin with a teacher's input and provide children with opportunities to apply their learning through differentiated activities tailored to individual needs. The focus is on consolidating understanding of numbers, calculations, measurement, shapes, and patterns while building reasoning and problem-solving skills. From **Year 1**, end-of-unit assessments are used to **systematically measure students' understanding**, ensuring that learning is embedded and any gaps are addressed before moving on to the next topic.

In **Key Stage 2 (Years 3–6)**, White Rose Maths supports students in tackling larger numbers, more

complex operations, and higher-order problem solving. Lessons combine short teacher inputs with child-led practical or written activities, emphasizing **reflective learning, maths oracy, and recording answers formally**. Topics are taught in “blocked” sequences, allowing concepts to be explored in depth—for example, focusing on place value for 5 weeks at the start of the year—to ensure understanding is embedded before moving on. End-of-unit assessments continue to be used throughout KS2 to monitor progress and understanding systematically. Overall, the White Rose approach aims to develop confident, independent mathematicians who can reason, solve problems, and apply their skills across contexts.

#### 4.4.4. Assessment in the English Stream

At HIS, assessment in Mathematics and English is designed to provide a clear and consistent picture of each child’s learning journey from Reception through to Key Stage 2. We use a balanced approach of formative assessments—such as daily observations, feedback, and low-stakes quizzes—and summative assessments, including PIRA and PUMA tests, phonics screening, GL Progress Tests, and SAT-style assessments. This structured framework ensures that progress is carefully tracked against age-related expectations, enabling early identification of strengths and areas for development. Teachers use this data to personalise learning, provide targeted support, and celebrate success. Parents receive regular updates, and our leadership team reviews progress termly to maintain high academic standards in line with the UK curriculum.

#### 4.5. Additional languages in the English Stream

##### 4.5.1 NTC (Dutch Language and Culture) in the English Stream

Dutch Language and Culture (NTC) education plays a crucial role in preserving and developing the Dutch language and cultural identity for students living abroad. The vision behind NTC education is to provide children the opportunity to stay connected to their mother tongue, prepare them for possible reintegration into the Dutch education system, or support them in developing a bilingual and bicultural identity.

The importance of NTC education lies in several core areas:

- **Language Development:** The preservation and enhancement of Dutch language skills, ensuring students remain proficient in reading, writing, and speaking.
- **Cognitive Abstract Language (CAT):** This foundational element for the instructional language of the curriculum is explicitly offered.
- **Cultural Connection:** NTC helps children stay connected to Dutch/Flemish traditions, values, and customs, contributing to their sense of identity and belonging.
- **Academic Preparation:** For families who may return to the Netherlands/Flanders, NTC education facilitates a smoother transition to the Dutch school system.
- **Cognitive Benefits:** Bilingualism promotes cognitive skills, such as problem-solving, creativity, and critical thinking.

Thus, NTC education serves both a practical and cultural purpose, supporting the holistic development and future opportunities of students.

We offer Dutch language lessons five days a week for 45 minutes each. The goal of these NTC lessons (Dutch Language and Culture) is to preserve and develop the Dutch language skills of the students while keeping them connected to Dutch culture. This is essential for children who may return to the

Dutch education system, ensuring a smooth transition. Furthermore, maintaining the Dutch language also stimulates the cognitive development and bilingualism of the children.

We closely monitor the language development of the students through curriculum-based assessments and student tracking system (LVS) tests for technical reading, reading comprehension, and spelling. This provides us with a clear picture of each student's progress and learning needs, allowing us to optimally support and enhance their language skills. Additionally, we utilize the LVS system from the NOB for language and cultural development.

### **Integration of Culture in the Curriculum:**

**Cultural Activities:** We regularly organise cultural activities that introduce young children to Dutch and Flemish traditions, such as Sinterklaas, King's Day, and Carnival. This is done through stories, music, dance, and art.

**Project-Based Approach:** By working on projects, children can explore culture in an interactive way. We focus on themes such as local customs, holidays, and important figures from Dutch and Flemish history.

### **International Goals of the IEYC/IPC**

**Multiculturalism:** The international goals of the IEYC emphasize the importance of multiculturalism. We encourage children to explore and appreciate different cultures, raising their awareness of their own cultural identity.

**Inquiry and Discovery:** Children are encouraged to ask questions and explore how culture influences the world around them. This fosters their curiosity and engagement with various cultures.

### **Celebrations and Events**

**Cultural Celebrations:** We organise special events where Dutch and Flemish cultures are highlighted. This can range from an annual Culture Day to thematic weeks where children can share their own experiences and traditions.

**Parent Involvement:** Parents are invited to participate in these celebrations by sharing their own cultures and traditions. This not only fosters parental engagement but also strengthens the connection between different cultures within our school community.

### **Collaboration with Embassies**

**Educational Collaboration:** We have a strong relationship with the Dutch and Belgian embassies, which support us in shaping our cultural education. This can range from providing educational materials to organizing special events and activities.

### **4.5.2. Mandarin**

The Mandarin Language and Culture Programme plays a crucial role in preserving and developing Mandarin language skills and cultural identity for students living abroad. The vision behind the programme is to provide children the opportunity to stay connected to heritage language, prepare them for possible future academic or professional pursuits in Mandarin-speaking environments, and support them in developing a bilingual and bicultural global identity.

The importance of the Mandarin programme lies in several core areas:

- **Language Development:** The preservation and enhancement of Mandarin skills, ensuring students remain proficient in listening, speaking, reading, and writing, including character recognition.
- **Cognitive Academic Language Proficiency (CALP):** This foundational element for academic discourse is explicitly developed, preparing students for complex subject matter.
- **Cultural Connection:** The programme helps children stay connected to the rich and diverse traditions, values, history, and customs of various Mandarin-speaking communities, contributing to a strong sense of identity and global citizenship.
- **Academic and Future Opportunities:** Mandarin proficiency opens doors to higher education and career opportunities in a globally significant context. It facilitates a smoother transition should families move to a Mandarin-speaking region.
- **Cognitive Benefits:** Learning a character-based language like Mandarin promotes unique cognitive skills, such as pattern and structure recognition, memory, and enhanced problem-solving and critical thinking abilities.

Thus, the Mandarin programme serves both a practical and profound cultural purpose, supporting the holistic development and future opportunities of students.

### **Programme Implementation**

We offer Mandarin language lessons five days a week for 45 minutes each. The goal is to develop strong communicative competence and literacy in Mandarin while fostering a deep appreciation for its associated cultures. This is essential for heritage speakers to maintain a connection to their roots and for all students to gain a valuable 21st-century skill. Furthermore, learning Mandarin stimulates cognitive development and the benefits of bilingualism.

We closely monitor each student's progress through curriculum-based assessments and standardized benchmarking tools for character recognition, reading comprehension, and spoken fluency. This data provides a clear picture of each student's development and learning needs, allowing us to tailor instruction and optimally support their language journey.

### **Integration of Culture in the Curriculum:**

- **Cultural Activities:** We regularly organise cultural activities that introduce students to major festivals and traditions, such as Chinese New Year and the Mid-Autumn Festival. This is done through hands-on activities, stories, music, art, and calligraphy.
- **Project-Based Learning:** By working on thematic projects, children explore culture in an interactive and meaningful way. Themes include ancient inventions, geography, folklore, traditional arts, and comparative customs.

### **Alignment with International Goals of the IEYC/IPC**

- **Multiculturalism:** The international goals of the IEYC/IPC emphasize the importance of multicultural understanding. We encourage children to explore and appreciate different cultures, using the Mandarin-speaking world as a lens to raise awareness of their own cultural identity and others.
- **Inquiry and Discovery:** Children are encouraged to ask questions and investigate how Chinese culture has influenced and been influenced by the world around them. This fosters curiosity, respect, and engagement.



## Celebrations and Events

- Cultural Celebrations: We organise special events where Mandarin-speaking cultures are highlighted. This includes an annual Chinese New Year celebration, cultural performances, and thematic weeks where students can share their own experiences and family traditions.
- Parent and Community Involvement: Parents are invited to participate in these celebrations by sharing stories, food, or traditions. This fosters a strong school community and enriches the learning experience for all students.

## Collaboration with Embassies and Cultural Institutes

- Educational Collaboration: We maintain a strong relationship with cultural offices and embassies of Mandarin-speaking regions, which support us in shaping our cultural curriculum. This support can include providing authentic resources, inviting guest performers, and organizing special workshops.

### 4.5.3 French

Our French programme runs **45 minutes a day, five days a week**, giving students consistent exposure and steady progress across the primary years. The vision behind the programme is to open doors to one of the world's most widely spoken languages, foster curiosity about other cultures, and prepare children for future academic and professional opportunities in French-speaking contexts.

## The Importance of the French Programme

The French programme plays a key role in developing both language and cultural awareness. Students build their skills in listening, speaking, reading, and writing, beginning with songs, rhymes, and games in the early years before moving into structured conversation and writing in later years. They progress from simple oral exchanges to producing short written texts, preparing them for academic learning at secondary school.

Cultural exposure is an integral part of the programme. Children learn about French and Francophone traditions, food, festivals, and daily life, gaining a deeper appreciation of global diversity. At the same time, learning French strengthens memory, problem-solving, and literacy skills in English by developing an understanding of grammar and language structures. Because French is spoken on five continents and is widely used in diplomacy, education, and international careers, early learning provides pupils with both academic and future opportunities.

## Programme Implementation

In the Early Years (Reception and Key Stage 1), pupils are introduced to French through songs, rhymes, games, and stories. They learn simple greetings, numbers, colours, and classroom vocabulary, with the focus firmly on enjoyment and building confidence.

In Lower Key Stage 2 (Years 3 and 4), students expand their vocabulary and begin to use simple sentences to describe routines, hobbies, school life, and food. Grammar is introduced gradually, helping them understand how French works while maintaining the practical and fun aspects of learning. Cultural exploration is integrated through topics such as French towns, traditions, and festivals.

In Upper Key Stage 2 (Years 5 and 6), pupils develop the ability to use French for real communication. They learn to describe past events, express opinions, and talk about future plans. They also explore French-speaking countries across the world, making connections with geography, history, and global citizenship. Progress is closely monitored through class participation, project work, and curriculum-based assessments.

### **Integration of Culture in the Curriculum**

Cultural learning is embedded throughout the programme. Students explore French traditions through activities such as food tasting, songs, games, and festival celebrations like Bastille Day. Project-based learning brings culture to life, with children designing menus, role-playing market scenes, preparing travel brochures, and presenting French landmarks. Language and culture are always linked, ensuring that French is understood as a living and global language.

### **Alignment with International Goals of the IEYC/IPC**

The French programme aligns with the international goals of the IEYC and IPC, which emphasise multicultural understanding and global awareness. Children are encouraged to explore the Francophone world as a way of understanding their own cultural identity and appreciating others. Through inquiry and discovery, they ask questions about French culture and history, investigate its global influence, and make meaningful connections to their own lives.

### **Celebrations and Events**

The school celebrates French-speaking cultures through events such as French Week, assemblies, poetry recitals, theatre performances, and food-related activities. Parents and families are welcomed to take part in these celebrations, sharing their own experiences, traditions, or food, which strengthens the sense of community. The programme also benefits from collaboration with cultural organisations such as the *Alliance Française*, which provides authentic resources, guest speakers, and workshops to enrich students' experiences.

**Overall Aim:** The programme aims to foster a love of languages, provide strong foundations in French, and prepare pupils for secondary school, while deepening their cultural awareness and developing them as global citizens.

### **4.6. Cooperative Learning (CL)**

At Holland International School, Cooperative Learning (CL) is at the heart of our teaching. It's more than a method—it's our way of learning together. Based on Dr. Spencer Kagan's research, CL helps children stay engaged, feel included, and learn more effectively by working as a team.

The four guiding principles of CL (PIES) shape every classroom experience:

- Positive interdependence – children succeed together
- Individual accountability – each child contributes
- Equal participation – every voice matters
- Simultaneous interaction – learning happens for everyone at once



#### 4.6.1. CL in action

In every class, every day, students learn and grow through Cooperative Learning. Children work in home teams for 6–8 weeks, giving them stability, continuity, and a sense of belonging. Within these teams, they collaborate in pairs, small groups, or as a whole team, supported by regular classbuilding and teambuilding activities that build trust and friendship.

Each child also takes on rotating roles—such as leader, timekeeper, or monitor—developing responsibility, leadership, and social skills. Teachers use clear, brain-friendly tools like silent signals and voice-level indicators to maintain structure while encouraging independence.

Across Preschool, Dutch and English Streams, and specialist subjects, teachers use simple, research-based CL structures such as *Find Someone Who*, *Rally Coach*, and *Mix & Match*. These strategies ensure every student is active, confident, and engaged while deepening their understanding.

#### 4.6.2. The Impact of CL

The benefits of Cooperative Learning are visible throughout HIS:

- Classrooms are positive, inclusive, and supportive.
- Children build on each other's ideas for deeper thinking and stronger learning.
- Every child participates and feels ownership of their learning journey.
- Social and communication skills are continually strengthened.
- Teachers are equipped with clear, effective tools to help all learners succeed.

At HIS, Cooperative Learning creates joyful, meaningful, and future-ready learning experiences—from preschool through to the final years of primary school. It's not just brain-friendly and student-centred; it prepares our children to thrive in a connected world.

### 4.7. International Curriculum- IEYC and IPC

#### 4.7.1. Early Years at HIS – The IEYC

At our school, our youngest learners follow the International Early Years Curriculum (IEYC). This curriculum is specially designed for preschool and nursery education, where learning through play is at the heart of everything we do. Play is not just fun, it is the most powerful way for young children to learn. Through nurturing, responsive and playful experiences, children develop confidence, perseverance, adaptability, and curiosity. They learn by being actively involved with people, materials, events, and ideas in a rich, stimulating environment that supports brain-based learning. This allows them to explore the world around them, discover their talents, and build strong foundations for future learning.

The IEYC process is built around two circles of learning: "Enable the Environment" and "Facilitate

Learning for All." Together, these ensure that every child's growth and development is supported through responsive teaching, meaningful interactions, and purposeful play.

Reflective practice plays an important role in the IEYC. Teachers regularly observe, reflect, and respond to children's learning in order to adapt activities and provide new challenges. This cycle ensures that every child is seen, supported, and stretched in their learning journey.

#### **4.7.2 Primary Years at HIS – The IPC**

From Group 3 onwards, students continue their learning journey with the International Primary Curriculum (IPC). IPC is a modern, globally-minded programme for primary education in which effective learning is central. Children are actively involved in their learning process and work with a clear focus on knowledge, skills, and understanding. Each of these is taught, learned, and assessed differently:

- Knowledge – facts and information that can be tested (e.g. through quizzes, flashcards, written work).
- Skills – abilities that are observed and practiced over time (e.g. research, communication, collaboration).
- Understanding – deeper insights, which are observed through reflection, discussion, and explanation.

IPC units of work are organised around engaging themes that connect different subject areas such as science, history, geography, and the arts. Each unit follows a clear process:

1. Entry Point – to enthuse and excite students about the theme.
2. Knowledge Harvest – to find out what students already know.
3. Explaining the Theme – giving context and purpose.
4. Subject Activities – research, recording, and reflection across different disciplines.
5. Exit Point – celebrating and reflecting on what has been learned with their parents and the community

Assessment in IPC is ongoing. Teachers use clear learning goals and advisories to guide progress, while students are encouraged to reflect on their own learning and see where they are in relation to their goals. The teachers use Seesaw to share the learning with our students and parents.

#### **4.7.3 Personal Goals, International Mindedness, and Global Competence**

Alongside academic learning, HIS places a strong emphasis on the development of personal qualities. Across both the IEYC and IPC, children work on eight Personal Goals:

To be adaptable  
To be ethical  
To be a communicator  
To be a collaborator  
To be empathetic  
To be resilient  
To be respectful  
To be a thinker

These qualities help prepare our students to thrive in a multicultural, fast-changing world and is the shared language within our school. During the assemblies we share the expectations with our

students and the parent community so we all speak the same language.

In addition, both IEYC and IPC emphasise International Mindedness and Global Competence. With every unit, students are encouraged to “cross borders,” exploring ideas from different cultural perspectives and comparing similarities and differences. This builds empathy, curiosity, and respect for others. These are essential skills for living and learning in a globalised society. Besides this they learn how to take care of the world around them with the Sustainable Development Goals which are implemented in our curriculum. During every unit the students will have the opportunity to talk, share and think about the SDG’s. During our allocated SDG weeks the students will take part in Local and Global Actions and share this with the community.

#### 4.8. Homework Policy - Learning to Learn

At our school, we view learning as a process that goes beyond memorisation and repetition. Homework, in the traditional sense of practising at home, is not our main focus. Instead, we place emphasis on *learning how to learn* – helping students develop metacognitive skills such as planning, reflecting, monitoring their own progress, and working purposefully with others.

This approach is rooted in brain-friendly learning. Research shows that children learn best when they can connect new knowledge to what they already know, receive immediate feedback, and work together with peers. Therefore, the practice and consolidation of knowledge – such as spelling, reading comprehension, geography, or mathematics – is embedded directly into daily lessons. Teachers ensure that these learning goals are part of classroom activities, supported by targeted instruction and structured practice.

To strengthen independence and responsibility, students regularly work on *larger assignments* such as projects, research tasks, and book presentations. These are completed in class, where students can benefit from guidance, direct feedback, and cooperative learning structures. In this way, children are not only developing subject knowledge but also practising essential skills such as collaboration, critical thinking, problem solving, and reflection.

From the upper primary groups (7 and 8) and year 4-5 onwards, we gradually introduce carefully designed homework tasks. These are not weekly and never focused on instruction-heavy content. Instead, they are limited in time (0–30 minutes per week) and serve to help students practise the *skills of planning, time management, and independent learning*. For example, they may be asked to prepare a small presentation, plan steps for a project, or work independently on a creative task.

In all year groups, teachers may share optional resources such as maths games, reading lists, or activities that families can use at home to support learning in a playful and natural way. However, the responsibility for practising core curriculum content remains with the school, where it is guided and embedded.

Our goal is to help children grow into confident, reflective learners who understand how they learn best and are equipped with the skills to take ownership of their own learning journey. These lifelong skills – planning, reflecting, and learning how to learn – will prepare them for the demands of secondary school and beyond.

As of the school year 2021-2022 groups 1, 2, 3, 4, 5 and 6 will no longer be given homework. The exception is reading as we will encourage students to read and therefore continue to promote the reading process, both in Dutch and English.

As there is always a need to consolidate learning, teachers will ensure this is embedded in their lesson planning. Curriculum content such as political/human geography (topografie) and the automaticity of multiplications will be included in the daily content. In groups 4 and 5, the teacher will regularly provide parents with maths games to stimulate the automaticity of multiplications at home.

Bigger assignments such as book presentations and projects will be entirely done in class in a way that provides students with direct and immediate feedback during the process. Cooperative learning will play an important part in this process.

However, there will be an exception for students in groups 7 and 8. We still wish to make students in these upper primary groups familiar with the concept of homework and the skills of planning. Therefore, we will continue with an adjusted homework policy based on the following criteria:

- Homework is not necessarily on a weekly basis.
- Homework will be between 0-30 minutes per week.
- Homework is instruction independent.
- The focus is on planning instead of content.
- The content will not be for subjects such as language, comprehensive reading, spelling and maths.
- Homework is applicable to both the Dutch and English Stream.

#### **4.9. Physical education**

Physical exercise plays a crucial role in children's overall development and well-being. At Holland International School, we introduce our primary students to a diverse range of sports and physical activities in our spacious, well equipped gymnasium. Additionally, we offer a synthetic turf field with an athletics track, providing ample space for physical education, sports events, and extracurricular activities.

Our PE lessons, delivered by a specialist teacher, focus on enhancing motor skills, coordination, technique, and teamwork. We emphasize not only physical growth but also helping students understand how their bodies function, encouraging critical thinking and decision-making. This approach empowers children to take charge of their health and well-being.

The MQ scan further strengthens our programme by assessing each student's movement quality, allowing us to tailor instruction to improve motor skills and overall fitness.

Throughout the year, students participate in a variety of age-appropriate units, such as:

- Fundamental movement skills
- Team sports and cooperative games
- Gymnastics, ropes & rings

- Fitness and conditioning
- Striking & fielding games
- Athletics and track events

This comprehensive programme ensures that students develop physical abilities, teamwork, resilience, and a lifelong appreciation for maintaining an active, healthy lifestyle.

#### **4.9.1. In general**

Throughout the curriculum the following PE lessons will be provided weekly:

- Playgroup & Nursery: 1 x 30 minutes
- Transition and all higher groups: 2 x 45 minutes

The policy of the PE lessons is closely related to our school's policy and the interdisciplinary objectives. In consultation with the coordinators, the IPC-themes and CL work forms are integrated into the lessons where possible. Students' progress is systematically monitored in the student tracking system and in the biannual report cards.

You can read more about this in chapter 6.4: 'The student monitoring system and the implemented LVS assessments'.

#### **4.9.2. PE teacher**

The responsibility for the PE lessons in our school are always in the hands of a subject teacher who is a fully accredited and licensed physical education professional. The regular subject teacher provides the PE lessons for all primary school groups, for both the Dutch Stream and the International Stream.

The homeroom teacher, together with the PE teacher, will inform parents about any deficits, physical disabilities or concerns.

#### **4.9.3. Learning outcomes**

The PE learning outcomes stand in relation to the core objectives, as formulated for the physical education lessons in both the Dutch Stream and the International Stream.

#### **4.9.4. Activities**

The selection of exercise activities:

- Ball/team sports where basic technique and tactics are covered.
- Climbing activities where the objective is to make students aware of their own abilities and try to push their boundaries.
- Gymnastic activities where the objective is to improve the general motor skills. Gymnastic equipment is used.
- Students become acquainted with a wide variety of sports and the possibility to refer them to specific sports clubs.

- Athletics activities where the objective is to develop fundamental movement skills such as running, jumping, and throwing, while encouraging students to challenge themselves and measure personal progress.
- Net games where the objective is to introduce the principles of games such as tennis, badminton, or volleyball, focusing on hand-eye coordination, positioning, and understanding simple game tactics.

#### 4.9.5. Specialized didactic and pedagogical conduct

HIS sets out to be a sports and exercise oriented school. This is why, in addition to PE lessons, we also have Brain Breaks and Energisers in the classrooms. Brain breaks and Energisers are exercises that quickly and effectively disrupt the physical and mental condition of students in class, which help them regain focus. These exercises stimulate and activate the brain.

Sport activities are also an important part of our selection of co-curricular activities.

#### 4.9.6. Preconditions

All learning situations are safely designed: in the supervision and movement of the students, safety is ensured within acceptable risk margins. Personalized learning support is provided on both group and individual level.

The lesson time is efficiently utilized and the activity level is high. The teachers provide a respectful pedagogic climate and an active and independent role for students, where cooperating and mutual support is very important.

If necessary, first aid can be provided. The school has a Health Coordinator and the teachers also possess the knowledge and skills regarding first aid. By direct communication with the administration office, emergency services will be called if necessary. Through an accident registration we examine potential dangerous situations and how to prevent them.

#### 4.10. Musical exploration

Music is an important expressive and creative subject within our curriculum. During the music lessons, we want to create an opportunity for the children to explore the essence of sound and to use it for his/her own creative goal/activity. Music is a core subject and is essential to the development of a balanced individual. During the music lessons we will cover aspects such as performance, composition, improvisation, and music technology.

##### 4.10.1. Music lessons

Music curriculum at Holland International School aim to nurture a lifelong enjoyment of music through **listening, performing, and composing**. Lessons are holistic, integrating singing, movement, instruments, body percussion, and technology, while drawing from **Orff Schulwerk**, with influences from **Dalcroze** and **Kodály**. Students engage with music from different cultures, times, and styles, including Dutch and international repertoire.

- **Playgroup & Nursery:** Exploration of sound through play, movement, and singing games. Focus on developing listening skills, body percussion, and responding to music through movement.

- **Transition & Reception:** Introduction to rhythm, pitch, and dynamics using voice, simple percussion, and creative movement. Students begin to connect sound with symbols.
- **Year 1 & Year 2:** Singing, speech activities, untuned and simple tuned instruments, and creative dance. Students begin composing short rhythmic/melodic patterns and responding personally to music.
- **Year 3, Year 4 & Year 5:** Wider range of tuned/untuned instruments, ensemble work, reading and writing simple notation, folk and circle dances, and composing with patterns and technology. Students develop confidence in performance and creativity.
- **Groups 1–5:** Orff-based approach combining singing, movement, and instruments. Students listen attentively, improvise, compose, and perform collaboratively, progressing from simple tasks to more complex challenges.
- **Groups 6–8:** Integration of voice, instruments, and digital technology. Students explore composition with notation software, develop ensemble skills, and analyse music of varied styles and cultures. Emphasis is placed on creative expression, collaboration, and forming personal responses to music.

Across all levels, music lessons are inclusive, allowing every student to participate, contribute, and succeed. The programme ensures that students gradually build skills in **listening, performing, and composing**, while experiencing the joy of making music together.

#### 4.10.2. Lessons per group (per week)

Throughout the curriculum the following music lessons will be provided weekly:

- Preschool : 30 minutes
- Primary school : 45 minutes

The music teacher is also a driving force behind the annual 'Spring Concert' and the Christmas performance, where students can perform with their own musical instrument.

#### 4.10.3. Evaluation and assessment

The students receive a report card biannually which also includes information about their musical development, including: attention and contribution during the lessons, listening, presentation skills, expression, singing and playing a musical instrument.

The assessment is conducted in line with the IPC assessment. The focus here is on "beginning", "developing" and "mastering". Students are involved in this process by self assessment and by involving their personal objectives.

Activity	Beginning	Developing	Mastering
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Singing	The student lacks confidence in singing and often sings out of tune. The student also finds it difficult to sing at the correct tempo and often sings too fast or too slow. The student is unwilling to sing alone and, as part of a group, often sings quietly.	The student can sing a familiar song as part of a group in tune and in keeping with the tempo and rhythm. The student has some difficulty when singing alone and often sings too fast or too slow, or out of tune.	The child can sing a familiar song in tune and keep with the tempo and rhythm. He/she rarely makes mistakes and is a confident singer both alone and as part of a group.
Beat and Rhythm	The student can play a beat or/and rhythm when shown by the teacher. He/she sometimes forgets the notes or changes the beat without realizing. The student has difficulty in creating his/her own rhythm to play.	The student can play a rhythm to a steady beat when shown by the teacher. He/she can create his/her own rhythms to play but sometimes needs help. The student usually remembers rhythm and beat.	The student can play a rhythm to a steady beat with little or no teacher help. He/she often creates his/her own rhythms to play and keeps to the beat and tempo.
Playing musical instruments	The student lacks control when playing tuned and untuned instruments and finds it hard to keep to a rhythm. The student is able to copy the teacher or another student, but is unable to work alone.	The student displays some control and rhythmical accuracy when playing tuned and untuned instruments. He/she performs better as part of an ensemble, but is beginning to work alone.	The student plays tuned and untuned instruments with control and rhythmical accuracy. The student works well as part of an ensemble and alone.

#### 4.11. Co-Curricular Activities

Holland International School offers a wide range of after-school activities, so-called Co-Curricular Activities (CCAs). The CCAs are provided by qualified teachers and sport coaches. CCAs are an important part of the holistic development of students. Through CCAs students explore their interests and talents. CCAs also provide a platform for students to develop friendships outside of their classroom, to develop their character, to learn values, to develop social-emotional and other relevant skills to prepare them for future challenges.



Students can choose a sport, but they can also take classes in art, drama, cooking, coding, or language. The activities start immediately after school and are provided at different levels for different ages. The activities take place in our gymnasium, music room, or our kitchen.

## 5. ICT at Holland International School

### 5.1. Introduction

At Holland International School we recognise that information and communication technology (ICT) and the role of media has a strong influence on every facet of our society. Education should be a reflection of the society: it should follow the social developments and, if possible, even be ahead of social developments.

### 5.2. Vision

#### ICT vision

*1. ICT at Holland International School is a set of learning tools that make the learning process as efficient and effective as possible. ICT is visible in all phases of the learning process and is used by both the teacher and the student.*

*2. ICT at Holland International School prepares children for the society of tomorrow. Modern media plays an increasingly important role in society and students must be familiarized with this. Because students have acquired/ mastered the proper collection of knowledge, skills, and understanding, they have a great chance to be successful in the society of tomorrow.*

The ICT vision exhibits the importance of ICT within Holland International School. Children will learn in a playful way to manage usage of a computer, which will prepare them better for secondary education and also for a rapidly digitalizing society. This way children will develop the knowledge, insights, and skills needed to direct their own learning process, which fits into lifelong learning.

During the school year 2025/ 2026, a designated workgroup within the HIS will review our ICT vision and policies and update and adjust where necessary to meet the ever changing digital landscape.

### 5.3. Use of ICT

The use of ICT at Holland International School can be categorized into three domains:

#### 5.3.1. ICT within the International Primary Curriculum

Within IPC, the crucial ICT skills objectives are pursued. These objectives also include the ICT core objectives of the Dutch Primary curriculum. The four main objectives are; creating and innovating, information literacy, computer literacy, and media literacy. These skills objectives are provided within a concrete context for the students. For instance, volcanic research can be the context for learning to search, find, and use information on the internet.

A language activity regarding pictograms can be the starting point for students to design their own pictogram on the computer, whereby they also learn to use new programmes and /or applications.

A unit about 'The Netherlands becomes The Netherlands' is an opportunity for students to create informative videos, presentations, animations, and programmes. Thus focussing the skill objective creating and innovating.

### **5.3.2. Digital learning curve, ICT as a medium/ an instrument**

The content of our curriculum is adjusted to the learning level and work pace of the individual student by using adaptive, differentiated educational software. With this software we create a digital learning curve that allows us to support and monitor students' development.

Through adaptive and differentiated educational software, the curriculum is geared towards the learning level and work pace of the student. Hereby we create a digital learning curve that allows us to monitor and support the development of our students. This software fits seamlessly with the methods of reading, spelling, maths, and language. The teachers use the results (data) to better tailor the curriculum for the student.

In groups 1 through 4/ Reception class through Year 3, the students also work with various educational apps on the iPad. In groups 5 through 8/ Year 4 and 5, we use Chromebooks to work with the educational programmes of the methods, various practice websites, and the Google Workspace for Education programmes to record our own product(s) about the acquired knowledge, such as creative writing, presentations to show the outcome of surveys or the creation of a prospectus on the country students have done research on.

### **5.3.3. Media literacy**

Media literacy recurs in all kinds of forms. Media literacy can be seen as media education. Evidently, parents play a major role in this. Students from groups 5 through 8/ Year 4 and 5 use various digital learning environments whereby students learn the norms and values, dangers, opportunities, and possibilities of the internet. Applying this knowledge is obviously the ultimate objective. Where possible, the teacher will join in the students' learning of correct media behaviour. For instance, it can be discussed during a day opening or after an item on the 'Jeugdjournaal' (similar to 'Newsround' in the UK). Educating and growing up also means making mistakes. Within a safe school environment 'good practices' are shared, between students and teachers and between teachers. Even when it goes wrong, there is an open atmosphere to discuss it and to share tips in order to do better next time.

During the school year 2025/ 2026, we aim to hold both a parent information session on media literacy for the broader school community (Oct./ Nov. '25) as a hands-on lesson in class on how to be safe online in the upper primary.

### **5.4. 'Blended learning'**

At Holland International School we use the *Google Workspace for Education*. This platform enables the classroom environment and the digital environment to 'blend' together. Therefore the students, mainly in the upper primary, can work more independently. The students can also continue learning and working on projects after school. This digital environment also enables to improve the lines of communication, to watch instruction videos, and to store and share students' work.

In practice, blended learning means that the students of group 1/2/ Reception class and Year 1 are already familiar with working on the iPad. Besides educational apps, creating books or taking photos and/ or videos are some of the learning objectives. These skills are further expanded in the groups 3 and 4/ Year 2 and 3. In the groups 5 through 8/ Year 4 and 5, students work on Chromebooks. Chromebooks' integration with Google Workspace tools supports collaboration,

real-time feedback, and seamless assignment management. Additionally, with built-in security features and easy device management for IT staff, Chromebooks help maintain a safe and efficient learning environment for both teachers and students.

The students have a school account with Google Workspace for Education, which is under the supervision of the systems administrator. The accounts of leaving students and staff will be suspended, which makes them inaccessible for use but leaves the content in archive and accessible if necessary.

## 6. Care policy/Learning Support Centre

The care policy describes how Holland International School tries to optimally adapt the education to the educational needs of all students, including our students with specific learning needs.


### 6.1. Tailored education

At Holland International School we provide tailored education: education that is tailored to the possibilities, talents and educational needs of our students. The action-based learning cycle is used to ensure that all our students receive optimal education that is most suited to their individual learning needs.

In class, the teachers work with group overviews and group documents. The didactic and pedagogical needs are outlined per student in these overviews. The stimulating and impending factors of each student are also identified in order to ascertain what the student needs to develop in the social-emotional and cognitive fields.

With this information, students are clustered in a basic group, plus group, and focus group. We also work the giftedness protocol. More about this [will be discussed] in paragraph 6.5. The clusters are changeable and continuous in motion. Students show growth and development throughout the year whilst the teacher observes and tests whether objectives are being achieved. This leads to regular evaluations and learning discussions with the students. The teacher describes the approach, differentiation, evaluation moments, and effects in the group documents, thus preventatively reflecting on the education of the group. The group document may require an interim evaluation and is structurally evaluated six months into the programme. From there the educational needs are re-evaluated and readjusted where necessary. This evaluation is repeated at the end of the school year, through which a substantiated and in-depth transfer takes place. The cycle is complete.

#### 6.1.1. Additional support for students - support structure

At Holland International School we work with a support structure. This is shown in a diagram, also called Levels of Support. This diagram describes the 6 levels that Holland International School follows for all students:  [Diagram Levels of learning support at Holland International School - Au...](#)

The Levels of Support describes the steps that the teacher follows when a problem in the field of behaviour and/or cognitive development is signalled. For students for whom the regular support of a (brief) individual action plan, extended instructions, extra support, is not sufficient, a care procedure is initiated. The care procedure is involving the specific professionals by the Learning Support Coordinator. In doing so, it's important to follow the route within the Levels of Support.

The teacher is always responsible for his/her students and is the first point of contact for parents. For the Dutch stream, due to the absence of Dutch language partnerships, special student care and Dutch language education in Singapore, we attach great importance to realizing tailored education for all students at Holland International School.

If it's determined that we can't provide effective tailored education at Holland International School, a search is conducted together with the parents for another appropriate form of education in Singapore, in The Netherlands or elsewhere.

### **6.1.2. Seeing and respecting differences**

Within the class teachers are dealing with the differences between students on a daily basis. This can include differences in learning styles, qualities/abilities, and also in educational and support needs. A part of the students transition to our school from different types of international schools. Managing this diversity makes the teaching practice challenging and engaging, but also difficult sometimes. It's important for our teachers to recognise and anticipate these differences. Thus we strive to provide a safe and challenging learning environment with respect for the differences.

### **6.2. Group visits and group discussions**

The group discussion of the teacher and the Learning Support coordinator hold a place in the Circular approach cycle. Biannually, students' results, students' wellbeing, and group curriculum are discussed during the group discussions. Prior to each group meeting, a group visit is scheduled during which the learning support coordinator observes the teaching and learning processes of the students. The class environment is also observed. At a group level the results are considered to evaluate the teaching in the previous period and to formulate focal points for the period ahead. The group discussion can, if necessary, lead to an individual student discussion.

### **6.3. The student monitoring system and LVS-assessments (Dutch Stream)**

For reading, language, and math, Holland International School uses contemporary methods that are compliant with the core objectives. For assessing the curriculum, we use method bound and non-method bound tests, including the Boom LVS student monitoring system. This enables us as a school abroad to track the development of our students, related to the Dutch national standard. For our preschool and groups 1 and 2 the student monitoring system *Looqin* is also used, where the social and emotional development of the students is effectively observed. To observe the social and emotional development of the students from group 3 onwards we use *Looqin*. This is an observational programme used to chart social and emotional competences.

The students from group 5 onwards fill out a student questionnaire that addresses their overall wellbeing. The teacher and Learning Support Coordinator analyse this data to subsequently have student discussions.

The non-method bound assessments are conducted within a period chosen by school? Thus we work with an annually compiled assessment calendar. The fixed Boom LVS assessment periods for the groups 3 through 7 are in November and March. For group 8 this is in November with the transition assessment in January.

#### **6.3.1. ParnsSys**

In school we use ParnsSys as an administration and student monitoring system with several possible

applications. The results of both method bound and non-method bound assessments are stored here. Observations, reports of meetings with parents, and information from external organisations are also stored in the student folder in ParnasSys. Parents can retrieve this information at all times. We follow the general data protection regulations (AVG) implemented in May 2018 to ensure the protection of privacy.

### **6.3.2. Personalized assessment**

For a number of students at HIS we adopt personalized assessment. This involves an adjustment in the conducted assessments, for instance because the student is following their own learning curve. In that case, we might conduct an assessment from a previous school year. This will only happen after extensive conferral with the teacher, the Academic Support teacher and the Learning Support Coordinator. Parents are included in this decision.

For students with a dyslexia or dyscalculia certificate or for students with very weak motor skills, some adjustments are allowed during an assessment. These adjustments are always discussed beforehand with the Learning Support Coordinator and the parents, and are documented with the assessment registration in ParnasSys.

After extensive consultation, a specific continuous line will be maintained for those students that are given personalized assessments. This process will be annually analysed by the Learning Support Centre (LSC) to ensure that these students are correctly classified in terms of level and approach.

### **6.4. Gifted students**

At Holland International School, we aim to meet the educational needs of students who are cognitively gifted. To support this, we have developed a Giftedness Protocol that outlines how we identify and respond to potential advanced development and/or giftedness.

Our approach ensures that students with advanced abilities are appropriately challenged and continue to grow in the cognitive, metacognitive (learning strategies and methodology), and social-emotional domains. The Dutch Stream currently uses the DHH programme (Digital Action Protocol for Giftedness) for screening, identification, and diagnostics.

In the 2025–2026 school year, the core of the DHH programme will be translated and adapted for the English Stream, ensuring a consistent approach to gifted education across the school.

### **6.5. Multilingual students**

Language support is offered to students aged 4–6 years old who grow up in a less language-rich environment, either at home or in their school situation. The programme is designed to help students understand the language of instruction and to actively use it in class. For this age group, support is mainly provided in small groups.

When needed, language support is also offered in the higher year groups. In these cases, the support is often provided on an individual basis.

All language support at HIS – whether in Dutch (Dutch Stream) or in English (Dutch and English Stream) – is delivered by our support teachers. It always follows a circular approach, with regular observation, reflection, and evaluation by the class teacher and the support teacher to decide whether the support should continue, be adjusted, or phased out.

### 6.6. Students with specific educational needs

Direct supervision of these students is always initially the responsibility of the homeroom teacher, in consultation with the Learning Support Coordinator. Usually, extended instruction in class suffices. This is what we call *level 1*. Sometimes it can be necessary to provide the student with (temporary) additional support. In that case, the teacher will discuss the student with the learning support coordinator. A brief Individual Plan is then composed and is always shared with the parents. This is what we call *level 2*.

If it turns out that this intervention shows insufficient progress, the student is discussed with the Learning Support Coordinator to determine if Academic Support is required. This is what we call *level 3*.

For example, for students with a dyslexia or dyscalculia certificate, an individual action plan is composed. When despite intensive support in school insufficient growth in learning outcome remains apparent, it may be advisable to involve external expertise whereby focus is centralized on the student's cognitive abilities. There is currently a Dutch child psychologist working in Singapore. This practice provides opportunities for assessment and any subsequent support. This is what we call *level 4*.

### 6.7. Students with specific educational needs regarding behaviour

Initially the teacher supports the students with a specific educational need regarding behaviour. This support takes place when the behaviour is an obstruction to the student's own learning. The specific approach provided by the teacher to this student leads to successful influence without disrupting the group dynamic and sense of security.

In the event of behaviour where the student and the student's environment are hindered/obstructed, this will be discussed with the Learning Support Coordinator, the teacher, and the parents. The parents, teacher, and the Learning Support Coordinator design a plan in order to produce a good approach. Temporary extra support can be given by the behaviour Support Teacher, this is *level 2*. It's possible for these students and their parents to contact a Dutch child psychologist in Singapore. He or she could do assessments and provide any subsequent support. Holland International School has a behaviour protocol in place that includes clear rules regarding unacceptable behaviour and the steps to be taken inside and outside of the classroom. This protocol is available on the website.

### 6.8. Students with development perspective

With the action-based working methods in school we enable an early and adequate adjustment to the educational needs of our students. Yet, it may be that a student needs an adjusted development perspective within one or more learning curves. Students who have been established to only reach the end level of group 6 or 7, and therefore will not be able to reach the objectives of group 8, will be given an individual learning curve which describes the expected transition level. The individual learning curve includes the two test periods of the Boom LVS assessments. Furthermore, it concretely describes how these objectives will be reached. An individual learning curve is always discussed with parents and they are incorporated in the associated process.

### 6.9. Students with specific educational needs regarding motor skills

Motor skills are a very important part of development. It is important to detect motor constraints as

early as possible, because early treatment is the most effective. For both fine and gross motor skills we follow the student's development through observation. We monitor the development of motor skills by conducting the MQ scan. For students with severe motor constraints, parents may be referred to one of the various external institutions in Singapore with experts in the fields of physiotherapy and occupational therapy.

#### **6.10. Students with physical disabilities**

The school is accessible for children with a physical disability. We have a wheelchair accessible toilet. In the past, the school has taken students' physical disabilities into account when assigning their group to a classroom. Some parts of the school are not easily accessible to students with a physical disability.

#### **6.11. Policy for students with a chronic illness**

In case of a long term absence due to hospitalisation, the teacher will provide homework assignments for the student, possibly with instructions from the method manuals, in consultation with the parents. If a student is absent for a long period of time due to hospitalization, the teacher will, in consultation with the parents and the learning support coordinator, ensure continued education.

#### **6.12. External support for students**

There are many ways to provide external support for students in Singapore, including speech therapy, physiotherapy, occupational therapy, behavioural therapy, and psychological or psychiatric support. However, the caveat here is that the support is often provided in English, which can be detrimental in some cases.

For further specialized assessments parents can contact only a few Dutch specialists, such as a child psychologist and an Academic Support Teacher. Parents in the Dutch Stream can also opt to have their child assessed in the Netherlands. This usually takes place during a school holiday.

Should at any moment the use of external experts for extra support or care for a student be needed and only be available during school hours, it will be possible to arrange but conditions apply. Proper consultation between parents and school and a constructive and reasonable attitude from both parties are required.

As a starting point, all students follow the school's class schedule. Should at any moment the efforts/use of external experts be required and this can only be realised during school hours, this is possible under certain conditions. Good consultation between parents and the school and reasonableness from both parties are therefore very important.



## 7. Educational quality management

### 7.1. Quality management

The Quality Act (March 1998) and the Education Inspection Act (spring 2002) set out the conditions schools must meet regarding quality management. Central to the latter is the relationship between the school's own responsibility for quality management and the role of the national inspectorate.

Since September 2011, Holland International School has applied an integral quality management system, showing the coherence between different policy areas. To ensure effective implementation, we deliberately start with the primary process: providing education and monitoring the quality of this process.

Holland International School uses the Inspectorate's Research Framework 2017 for primary education to guide our quality management. While certain elements such as financial management and human resources are only partly represented, this framework allows us to focus on the core educational process and student outcomes.

- In the Dutch Stream, the curriculum follows the Dutch national requirements.
- In the English Stream, core subjects are aligned with the British National Curriculum, ensuring that quality management, monitoring, and evaluation are consistent across both streams.

The Dutch inspectorate conducted its four-yearly inspection at Holland International School in March 2023, using a valuation framework that considers six quality areas: educational process, school climate, educational results, quality management, ambition, and financial management. The final report is published on both the Holland International School website and the Dutch Inspectorate website.

### 7.2. Objectives

The quality management system is designed to regulate, monitor and support the quality of the quality management policy. To this end, the following activities are proposed:

- Regularly assessing what contains the quality of the school: are we doing the right things?
- Systematically assessing whether the objectives are being realised: are we doing things right?
- Determining how to visualize the quality: how do we measure what we want to know?
- Letting others assess the picture: do others think the same?
- Determining the consequences of the assessments: what do we do with the obtained information?

### 7.3. Relation with the inspectorate

With our quality management system 'Integraal' (integral) we align with the national trend that schools are responsible for their own quality and quality management. Holland International School creates a thorough system of quality assessment that covers the elements quality determination, quality management, and quality improvement.



## **7.4. Quality management: by whom and for whom**

### **7.4.1. Parties involved**

The quality of a school is determined by all who are in various degrees involved in the school. Quality primarily benefits the students, their educational process and the results thereof ('learning is key, education the tool'). Regarding the measuring and determining the quality, the students are an important source of information as well. All parties involved in the school take part in the dialogue determining and monitoring the quality. Hence why the most important internally involved (academic leadership, learning support coordinator, teachers) and their role and responsibilities in the quality management system are involved and play an active role. Nevertheless, all involved parties of the school participate in the dialogue where quality is determined and monitored.

### **7.4.2. Students**

The primary process in the school is the learning process of our students. The quality of Holland International School is mostly reflected in the quality of our students' learning. Thus central in the quality management system is the question to students: What have you learned?, to what extent did school contribute to this?, and what is the next step in the learning process according to the student? Self-evaluation to students means reflecting on their own learning on the one hand, and providing feedback to those who are supposed to be supporting them in their learning on the other. Students are also involved in this quality management. This may be done by having open conversations about personal experiences at Holland International School and about how Holland International School could further improve from a student's perspective (learning conversations with students).

### **7.4.3. Staff**

Staff members, especially teachers, are ideally suited to judge the quality of learning and teaching. Also here, the basis lies in critically looking at our own actions and its effects. Implementation is done by means of the assessment/review cycle: performance review - appraisal interview, intervision, and peer consultation. An important feedback tool is staff and student surveys. Additionally, staff members partly determine the development of the educational quality by training, participating in study days, participating in meetings and work groups, and participating in research.

### **7.4.4. Parents**

Parents contribute to our quality management system by their participation in collective meetings (via the Advisory Council) and by supplying feedback to the school. To facilitate the latter a survey is periodically conducted amongst Holland International School's parents. In accordance with the core of the Act on Education Supervision, the school is held accountable to parents by engaging in dialogue about the quality of the school and its curriculum.

### **7.4.5. Primary education, further education, corporate world**

Primary education on the one hand and further education/corporate business on the other fill the roles to secondary schools of respectively supplier and customer. By maintaining regular contact, both in a formal and an informal way, the school keeps abreast of the possibilities and requirements of these relations and, where possible, aligns its own level of quality.

The international or national further education are approached for feedback in order to receive information about the quality delivered by Holland International School.

**Quality management of the school development actions:**

Upon implementation, it is essential to monitor the improvements in order to assess whether the actions are achieving the required results. In this regard, the following tools are used:

- Per six weeks: sampling collection of data of teachers, students and results. The learning support coordinator, the academic leadership and educational coordinators analyse this in order to compose recommendations and conclusions accordingly.
- Biannually: ParnasSys. This database is filled with important information sources, such as student observations, meetings with students and parents and method-bound or non-method bound (Boom LVS) test results. This allows for a trend analysis to be made every six months in order to map out the domain trends throughout the school.
- The academic leadership composes an accountability report based on the Boom LVS analysis together with the learning support coordinator and educational coordinators. The school leadership is accountable to the Board with this.

Subject	Per six weeks	Biannual	Biannual
<b>Dutch</b>	<ul style="list-style-type: none"> <li>- Method-bound assessments</li> <li>- Observations</li> <li>- Learning meetings with students</li> <li>- Students' writing assignments (Composition assignments, dictations, workbooks)</li> </ul>	<ul style="list-style-type: none"> <li>- Boom LVS</li> <li>- Technisch lezen tekst</li> <li>- Technisch lezen woorden</li> <li>- CPS assessments (preschoolers)</li> <li>- Trends ParnasSys</li> </ul>	<ul style="list-style-type: none"> <li>- Long-term trend analyses per school year in ParnasSys</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>- Method-bound assessments</li> <li>- Observations</li> <li>- Learning meetings with students</li> <li>- Students' writing assignments (Composition assignments, dictations, workbooks)</li> </ul>	<ul style="list-style-type: none"> <li>- Reception baseline assessment (RBA)</li> <li>- SRI Scholastic Reading inventory test</li> <li>- Phonics Check</li> <li>- SATS Key Stage 1 (later Key Stage 2)</li> </ul> <p>Continuous assessments:</p> <ul style="list-style-type: none"> <li>- Personal reading assessments</li> <li>- Phonics</li> <li>- Spelling assessments</li> <li>- UK benchmarked tests</li> </ul>	<ul style="list-style-type: none"> <li>- Long-term trend analyses per school year in ParnasSys</li> </ul>

<b>IPC</b>	<ul style="list-style-type: none"> <li>- Learning meetings with students</li> <li>- Students's projects/ presentations</li> <li>- Results 'Assessment for learning' /digital portfolio (in process)</li> </ul>	<ul style="list-style-type: none"> <li>- Overall result 'Assessment for learning' outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Long-term trend analyses per school year in ParnasSys</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>- Method-bound assessments</li> <li>- Observations</li> <li>- Learning meetings with students</li> <li>- Students' Maths results (Maths projects, notebooks, Maths products)</li> </ul>	<ul style="list-style-type: none"> <li>- Boom LVS</li> <li>- Rekenen en Wiskunde' (Maths)</li> <li>- UK benchmarked tests</li> </ul>	<ul style="list-style-type: none"> <li>- Long-term trend analyses per school year in ParnasSys</li> </ul>

## 8. Health and Well-being

### 8.1. Health

In this section you will find information about health in the tropics. Living in the tropics is new for a lot of children and parents and calls for a mental and physical adjustment. For questions about the subjects described below or any other health related issues you can contact the school's health coordinator at [health@hollandinternationalschool.sg](mailto:health@hollandinternationalschool.sg).

### 8.2. Medical details

For the registration process at Holland International School and at the beginning of every school year, parents (of both students of the preschool and primary school) should complete a medical form regarding the medical conditions of their child(ren). This information is important so that we are informed of all relevant details in case of medical (emergency) situations. The information is available for the teacher(s) and the health coordinator. Always inform the health coordinator of any changes in medical conditions, allergies and use of medication as soon as possible.

### 8.3. Allergies

If your child suffers from an allergy or an intolerance for certain (food) substances or if your child develops an allergy or intolerance during the school year, the health coordinator should be informed so that we can formulate a care plan and if necessary, alert other parents and take this into account (e.g. during school trips or birthdays). An allergy form must also be completed, this is available from the health coordinator. There are children at this school who suffer from dangerous allergies to nuts or nut derived ingredients, these products are not allowed to be taken to school. Parents should also take this into consideration for birthday treats. Examples of prohibited products are: Nutella, Toblerone, peanut butter and chocolate with nuts.

### 8.4. Medication

If your child needs medication during school hours, you need to complete a 'Consent to administer medication form'. This includes both short term medication such as an antibiotics course, but also for long term medication such as an inhaler for asthma, or ADHD Medication. Without this form, the school cannot administer the medication.

The form is available at the administration office, both in hard copy and soft copy, as well as online via the links sent at the start of each school year. The parents remain responsible for the medication use of their child. They also agree that the school medicine administration to the children is a service of the school. The school also cannot be held accountable for this administration. All parents must comply with the administering medication policy found on our school website.

### 8.5. Contagious infectious diseases

Contagious diseases should always be reported to the health coordinator. Examples of diseases that have to be reported are: mycoplasma, impetigo, whooping cough, dengue fever, hand-foot-mouth disease, and chickenpox. In most cases, students should stay at home until a medical doctor can confirm in writing that the disease is no longer contagious. In case of impetigo, students can come to school when the lesions are completely dry or covered and treated with antibiotics for at least 48 hours. You can contact the health coordinator for more information about

the regulations of Holland International School. Information regarding contagious diseases can also be found on the school website, including the timings for returning to school following illness and information packs on common contagious diseases we see in school.

#### **8.6. Sickness in school**

It's possible that your child becomes sick or suffers from an injury during the school day. In that case, we will contact one or both parents by phone. In consultation, it could be decided that the student will take paracetamol or that he/she will be collected by the parent(s). Children that suffer from fever are not allowed to come to school or stay in school. Aside from the parents, a student can be collected by a helper or family/friends. However, we only phone parents or the 3rd person emergency contact of the family, and we would never let your child go home without permission of any of the aforementioned persons. Under Singapore law, the emergency contact cannot be your domestic helper and thus, we will not call your helper in the case of an emergency. Students who become sick during school hours cannot go home alone or by taxi. In medical situations we will act according to the completed parental consent in the emergency form. This form must be completed by all parents at the start of the year.

#### **8.7. Heat policy**

Since Singapore is located near the equator, UV radiation and humidity are very high. In the short term this could lead to skin burn and heat stroke, and in the long term it may lead to skin cancer amongst others. At Holland International School we discuss the risks of sun exposure with the students. Furthermore we've created shade areas at the schoolyard. It's compulsory to wear a Holland International School sunhat, other headgear is prohibited. We also recommend applying sunscreen to your child(ren) before coming to school. As part of our Heat policy, we keep a close eye on the Heat Stress as indicated by the National Environment Agency throughout the school day and make decisions regarding outdoor play based on this information. Information regarding this can be found in our heat policy on the school website.

#### **8.8. Mosquitos**

In Singapore, there are several diseases that can be transmitted by mosquitoes, including dengue fever. Holland International School pursues a preventative policy by weekly mosquito control by an external pest control company. You can contact the School Health Coordinator for more information about dengue and other diseases that are transmitted by mosquitoes. To protect yourself and your child(ren) against mosquito bites, there are several anti mosquito products available at local chemists. More information can also be found at: <https://www.nea.gov.sg/dengue-zika/dengue/dengue-clusters> and [www.hpb.gov.sg](http://www.hpb.gov.sg).

#### **8.9 Head Lice**

Just as in The Netherlands, Belgium and other corners of the world, head lice can be found in Singapore. If we find lice or nits on a student, their parents are informed by phone. The parents of the affected group will be informed through Seesaw. If we find living lice on a student, they should be collected from school immediately. The student can return to school after a treatment with lice shampoo. It is not allowed for students to come or stay in school with head lice. If you find head lice on your child(ren), you should inform the health coordinator and/or the teacher, so that we can alert other parents of the group.

### 8.10. Haze

The air quality in Singapore in general is (very) good. However, because of industry and forest fires in surrounding countries we sometimes experience haze. Depending on the seriousness of the haze, outdoor playtime may be restricted at Holland International School or in more severe cases, the school may even be closed. HIS has developed a Haze policy based on the guidelines of the Singaporean government. This can be found on the school website.

We follow the haze regulations of the Singaporean government, which are listed in the Haze policy of the school.

### 8.11 Mental well-being and our confidential counsellors

At our school, we want every child to feel safe, supported, and listened to. To help with this, we have two confidential counsellors available for students.

A confidential counsellor is someone children can talk to if they have a problem or worry that they do not feel comfortable discussing with their teacher or parents. This could be about school, friendships, or personal concerns. The counsellor listens, offers guidance, and—when needed—helps the child take the next steps to find support.

To ensure that every student understands this, the Learning Support Centre has created a short video introducing our confidential counsellors. Homeroom teachers will show this video to their class and explain the process to the students, so they know who they can turn to and how to reach out if needed.

In this way, all children are aware that there is always a safe and trusted adult at school they can speak to.

## 9. Safety and safeguarding

### 9.1. Safety at Holland International School

We take great care of the safety of the students, the school buildings and the surroundings. Throughout the school year we make sure to keep up our safety measurements:

1. Electricity boxes are inspected for safety yearly.
2. The fire extinguishers are inspected by a licensed firm.
3. The fire alarm system is inspected and tested by a licensed company 4 times a year.
4. There are emergency drills once each trimester, which the team, all students, and adults present at school participate in.
5. The PE hall and outdoor play equipment is inspected for safety by certified companies.
6. Our water tanks are cleaned and certified on a yearly basis.
7. The school premises are inspected and serviced by a pest control company three times per month.
8. Parking lot safety is closely monitored by the security guard and the team.
9. After school, the teachers of groups 1 and 2, Reception Class and Year 1 escort the students to the bus waiting area where the bus company will accompany the children safely to their bus. Groups 3 through 8 students and Year 2 through 5 and up will walk to their buses independently but together with their classmates.

As parents you can also support us in keeping our school safe:

1. If you bring and collect your children to/from school yourself, ensure your children are supervised and prevent dangerous situations in the parking lot, playground equipment, and on the road while crossing the street.
2. For the students who take the schoolbus to school, we ask you to convey that safety in the bus is also important. Students are expected to listen to their bus driver and the bus attendants, to remain in their seats while driving and to keep their seatbelts on. Additionally we ask you to report any unsafe situation immediately to both the bus service provider Woodlands Transport and to the school's Admissions Officer.

### 9.2. Access to the school and parking

The school is continuously monitored. The security officer will monitor the school building and the premises. The security officer is responsible for the registration of the visitors and traffic control. One of the objectives of the security personnel is to minimize the traffic congestion around Holland International School and to increase the safety of students and parents.

#### 9.2.1. Parking

At the start and end of the school day the school buses park at the school's parking lot. Only in the morning, from 8.15 am onwards parents can use the school's parking lot as a 'Kiss & Ride' area. During dismissal the parking lot is not available for parents.

Students can alight at the drop off zone on Swiss View in front of the stairs. They can then continue to independently walk to Holland International School via the access stairs. Parking at Swiss View is not allowed.

The paid IES parking area is accessible to parents of Holland International School. Parking alongside Bukit Tinggi Road is prohibited by law. Parking along the road is at your own risk.

#### **9.2.2. Opening and closing of entrance gates**

School starts at 8:30am and at that time all access gates to the school (gate next to Mr. Dolaplein, gate at the top of the stairs on Swiss View and the so-called 'main gate') will be closed. The only entrance during the day is the small gate by the guardhouse.

The gate at the side entrance (next to Mr. Dolaplein) and the gate on top of the stairs at Swiss View open daily half an hour before dismissal.

#### **9.2.3. Registration for visitors of Holland International School**

During school hours (between 8.30 am and 3.30 pm) every visitor is requested to register at the guardhouse. This is done via QR code and requires a check in and check out. This allows us to monitor who is on school premises in the event of an emergency.

#### **9.2.4. No access on weekends**

It happens that students leave something behind at school, or that parents want to show friends or family the school. Holland International is closed on weekends though and thus visitors are not permitted.

#### **9.2.5. CCTV cameras**

CCTV security cameras have been installed at Holland International School to monitor and control the premises. The images will solely be used for security purposes.

### **9.3. Calamities**

Holland International School has composed several protocols to respond to calamities. Each calamity requires an assessment of what is sensible under the given circumstances. We have an evacuation plan. The premise of the evacuation plan is that help can be provided until external first responders (police, paramedics or firefighters) are on site and take over. Parents will be informed in case of a calamity.

### **9.4 Safeguarding and child protection**

The safety and wellbeing of our students are at the heart of everything we do. In line with our school's safeguarding policy, we are committed to providing a secure and nurturing environment where children feel safe, respected, and able to thrive. Our policies and procedures are designed to protect every child in our care and to promote their welfare at all times.

All staff receive regular training in safeguarding and child protection, and we follow clear protocols to ensure that concerns are identified and addressed swiftly. Recruitment processes are rigorous, with background checks and references forming an essential part of our commitment to safer recruitment.

We also recognise the importance of working in partnership with families to keep children safe. By fostering open communication and a culture of care, we ensure that students know where to turn if they need help, and that parents can trust us to act in the best interests of their child. Safeguarding is



everyone's responsibility, and at our school, it is a shared commitment across the whole community.

## 10. Registration and admission

### 10.1. Registration

Students at Holland International School come from both the Dutch and Flemish education as well as from (international) schools in Singapore and abroad.

Parents are very welcome to request an introductory meeting with the Principal. The Admissions Officer would be happy to organise this for you. You can also make an appointment with the front desk ([admin@hollandinternationalschool.sg](mailto:admin@hollandinternationalschool.sg)) to show your children around at the school before their first school day.

#### 10.1.1. Formal registration

##### How does formal registration work

The forms can be downloaded from the website and the completed (and signed) forms can be returned to us by email [admissions@hollandinternationalschool.sg](mailto:admissions@hollandinternationalschool.sg) or uploaded on the website.

The formal registration is concluded by completing and signing the 'Application Form' and the 'Student Contract'. The Student Contract is a required document by the Ministry of Education in Singapore for all primary school students (Private Education Act No. 21 of 2009).

We also require a copy of the passport and a copy of their *Foreign Identification Number* (FIN) pass provided you possess these already. Should your child have multiple nationalities and/or multiple passports, please inform us accordingly upon registration.

Furthermore, there are several forms needed in order to assign your child to a specific group, including the application form and the Educational report, specifically set up per group level. Both forms can be found on our website.

We will process the application once we have received the following documents:

- The application form
- Proof of payment for the first part of the registration fee

#### 10.1.2. Educational registration

Please find an exhaustive list of all the necessary documents for registration hereafter:

1. A copy of the child(ren)'s passport(s)
2. If already in your possession, a copy of their Foreign Identification Number (FIN) pass or In principal Approval of the Dependant Pass  
Or a copy of their Student pass or of copy of their re-entry permit.
3. A copy of the most recent school report
4. The most recent student monitoring system/test results (e.g. CITO, LVS, KIJK)
5. Any examination results (if applicable)
6. If applicable, the most recent action plans
7. A recent (passport) photo
8. Vaccination records (4 measles vaccinations and 2 diphtheria vaccinations)
9. The Student Contract

### 10.1.3. Placement and admissions policy

We offer education to children from 18 months onwards. Once the registration process is concluded, the placement committee will assess the application. You'll receive a letter of acceptance as soon as your child is placed. After accepting the offer, you will receive the placement email.

By registering the child, the parent also agrees with the 'Admission Policy'. This policy can be found on the website of Holland International School

## 10.2. School fee

### 10.2.1. Terms

The terms for the school year 2025-2026 are:

- 1st term: 11 August 2025 – 12 December 2025
- 2nd term: 5 January 2026 – 2 April 2026
- 3rd term: 20 April 2026 – 26 June 2026

### 10.2.2. Preschool

#### School hours

The school hours for the Preschool groups are as follows:

- **Playgroup** (18 months to 2.5 years)
  - o 3 or 5 half days:
    - Monday – Friday from 8:30am to 12:30pm
  - o 3 or 5 full days:
    - Monday – Thursday from 8:30am to 2.30pm
    - Friday from 8:30am to 1:30pm
- **Nursery group** (2.5 years to 3.5 years)
  - o 3 or 5 full days:
    - Monday – Thursday from 8:30am to 2.30pm
    - Friday from 8:30am to 1:30pm
- **Transition group** (3.5 years to 4.5 years)
  - o 5 full days:
    - Monday – Thursday from 8:30am to 2.30pm
    - Friday from 8:30am to 1:30pm

#### School fee

The school fee for the Preschool is as follows per term:

- **Term 1**
  - o 3 half days S\$ 5,395
  - o 5 half days S\$ 8,318

- 3 full days S\$ 7,486
- 5 full days S\$ 11,936
- **Term 2**
  - 3 half days S\$ 3,684
  - 5 half days S\$ 5,680
  - 3 full days S\$ 5,112
  - 5 full days S\$ 8,152
- **Term 3**
  - 3 half days S\$ 3,092
  - 5 half days S\$ 4,767
  - 3 full days S\$ 4,290
  - 5 full days S\$ 6,842

Invoices are sent by 1st of June 2025, 1st of October 2025 and 1st of February 2026. The applicable payment term is 30 days and will also be stated in each invoice. Unfortunately it is not possible to make up for any missed days and there will be no reimbursement for illness or absence of your child(ren) in Preschool.

### **Registration fee**

The registration fee for new students at Holland International School (Preschool and Primary school) is S\$ 3,815, which is non-refundable and consists of two components:

- Upon application, a non-refundable fee of S\$ 545.00 is required to process the application.
- After confirmation of admission, a non-refundable amount of S\$ 3,270.00 is required, which you will be invoiced for.

For a student moving from Preschool to Primary within the school, no registration fee is required.

Should you have any queries about school fees, please contact the school finance department or the Board's treasurer.

### **10.2.3. Primary school**

### **Registration fee**

The registration fee for new students consists of two components:

- Upon application, a non-refundable fee of S\$ 545.00 is required to process the application.
- After confirmation of admission, a non-refundable amount of S\$ 3,270.00 is required, which you will be invoiced for after admission and placement have been confirmed.

No registration fee will be charged for the transition of a currently enrolled student from Preschool to Primary school.

### **School fees**

The school fee for the academic year 2025-2026 is S\$ 29,419 (incl. GST). The total amount must be paid in three installments. Invoices will be sent by the 1st of June 2025, the 1st of October 2025 and the 1st of February 2026 for the 1st, 2nd and 3rd terms respectively and are payable within 30 days, as stated in each invoice.

The school fee includes the regular costs, including the use of books, notebooks, writing utensils, play material, etcetera, as well as the expenses regarding Sports Day, stage performance, King's Day, Sinterklaas, and the excursions.

For the groups 6, 7, and 8 school camps a separate fee is requested. More information will be provided during the related information evening.

Should you have any queries about school fees, please contact the school's finance department or the Board's treasurer.

### **10.3. Short term registration (up to 6 months)**

- If you indicate on the registration form that your child will be attending Holland International School for less than 6 months, the registration fee will be: S\$1,907.50. This fee is non-refundable.
- Should the student remain in school beyond 6 months (including school holidays), another non-refundable amount of S\$1,907.50 will be charged in addition to the regular school fees.

### **10.4. Start during a term**

If a student joins the school during a school term, the fee will be calculated as follows:

- Start on 20 October 2025 (or after): 50% of the first term fee
- Start on 22 February 2026 (or after): 50% of the second term fee
- Start on 24 May 2026 (or after): 50% of the third term fee

### **10.5. Returning to Holland International School**

Students who are registering at Holland International School for a second time will only be charged half of the registration fee (S\$1,907.50) in addition to the regular school fees.

### **10.6. New students**

New students are supported in finding their place in the group – both in a social and in an educational sense. Each new student is paired with a 'buddy'. This buddy helps the new student to find their way and feel at home in the first few weeks. The teacher keeps in touch with the parents and discusses the integration of your child with you in a formal meeting after the first four weeks. Our goal is that new students find a place within the group as soon as possible, both socially and cognitively.

## 11. Deregistration

### 11.1. Deregistration and termination

The notice period for withdrawing students are as follows:

- 19 September 2025, for the second term of the school year 2025-2026
- 16 January 2026, for the third term of the school year 2025-2026
- 2 April 2026, for the first term of school year 2026-2027

Please note that the notice periods above also apply if a student has not started yet, but is registered to do so.

In case you are withdrawing your child from school, please download the deregistration form from our website and send the completed and signed form by email to:  
[admissions@hollandinternationalschool.sg](mailto:admissions@hollandinternationalschool.sg).

If the deregistration notification has been submitted and received before the applicable notice date mentioned above per term, only the current school term fees will be due. Should the deregistration take place after these dates, then the school fee for the subsequent term will also be charged in full.

For a withdrawal (submitted and received before the applicable notice date) during the term, the fees will be calculated as follows:

- Leaving before 20 October 2025: 50% of the first term fee
- Leaving before 22 February 2026: 50% of the second term fee
- Leaving before 24 May 2026: 50% of the third term fee

Holland International School is not obliged to reimburse the registration fees or the school fees.

### 11.2. Suspension and expulsion

Holland International School has composed a protocol for the suspension and/or expulsion of students and/or parents in the case of serious, repeated and unacceptable behaviour and threats. You can find the Behaviour protocol of Holland International School on the school's website. There will be no reimbursement of fees in the case of suspension and/or expulsion.

## 12. Transition

### 12.1. Introduction

As the world becomes more interconnected, families often find themselves on the move. At Holland International School around 20% of our students leave each year due to relocations.

When your child leaves our Primary school, the fully updated student file will be issued to you as parent(s). You can submit this to your child's next school in due time. To ensure that the student file is up to date at the time of your departure, we request you to inform us of your departure as soon as possible. You can download the deregistration form from our website.

### 12.2. Preschool students

The Preschool curriculum at Holland International School is an excellent preparation for our Primary school. The Preschool is structured in three age groups:

- Playgroup(s): 18 months to 2.5 years
- Nursery group(s): 2.5 years to 3.5 years
- Transition group: 3.5 years to 4.5 years

Children are assigned to a group based on their date of birth.

After the Transition Group, students will continue in the Dutch Stream or the English Stream. Towards the start of term 3, parents will be asked to indicate which stream they prefer.

If you choose the Dutch Stream and your child turns 4 after the start of the school year, but before 1 January, then they will move up from the Transition Group to Group 1 in term 1. Children who turn 4 after 1 January will stay in the Transition group for the entire school year and start in Group 1/2 in the following school year. If your child transitions from the Transition Group to Group 1 in term 1, you will receive notice of which group your child is assigned to. Together with the teacher of the Transition Group, your child will take a look in their new class.

If you choose the English Stream and your child turns 4 after 31 August, then they will stay in the Transition Group for the entire school year.

Before your child will transition to Primary school (Group 1/2 or Reception class), a handover meeting will take place, during which the development of your child will be discussed with the new teacher. The observation data will also be available for the new teacher in ParnasSys, the student administration system within our organisation. Parents will receive a final Preschool report. This report will be discussed with you during the Parent Teacher meeting.

### 12.3. Primary school students

#### 12.3.1. Leaving for the Netherlands, Belgium, or Abroad

Some students continue their education in a Dutch or international school in the Netherlands, Belgium, or elsewhere in the world. We are happy to support parents by providing the necessary information when registering your child at their next school.



The student file you will receive as parents includes:

- The Educational Report (EDR): prepared by the class teacher, detailing any special support received, behavioural observations, work attitude, and social-emotional development.
- Individual Educational Plans (IEPs), if applicable.
- Assessment Results:
  - Dutch Stream: Boom LVS test results, with an interpretation guide in English.
  - English Stream: Standardized assessment results aligned with the British National Curriculum, including guidance for interpretation and next steps.

This ensures that the receiving school has a clear understanding of your child's academic progress, learning needs, and social-emotional development, regardless of whether they move to a Dutch or international setting.

### 12.3.2. Leaving for secondary education (Dutch Stream)

Group 8 students who at the start of the school year know that they are definitely transferring to an international secondary school, will receive their Report Card in English during the school year.

Some international schools in Singapore also request translated report cards from the last two, sometimes even more school years. We provide the option to have (previous) report cards translated into English by our appointed school translator. The costs for translation of a report card is not covered by the school and must therefore be borne by the parents.

The process is as follows:

1. Parents complete the '**deregistration form**' and the '**application form for report cards translation**' from the school's website and submit these document to [admissions@hollandinternationalschool.sg](mailto:admissions@hollandinternationalschool.sg)
2. The translated report cards are checked and signed by the school and sent to you in PDF format.

Please note that during peak periods, when many report cards need to be translated, the waiting time for translations can be up to 3-4 weeks. Please keep this in mind if you need the report card before a certain date.

### 12.3.3. Secondary education Dutch Stream

Every year a few international secondary schools organise information sessions. These sessions take place at the respective international schools and are meant for parents and students of group 8, in order to timely inform them about the transition to an international secondary school. At these sessions information will be provided about the respective school. If this school has an affiliated Dutch language teacher, then naturally this programme will be discussed.

In January group 8 will take the transition assessment ('doorstroomtoets'). Information about this assessment will be provided to parents of group 7 and group 8 and the students of group 8.

The school advice is carefully prepared and based on data from the student file, the Report Cards, and the progress in the Boom LVS (monitoring system). Consultation takes place between group 8 teacher(s) and the advisory committee, consisting of the Learning Support Coordinator, group 7 teacher(s) and the Academic Lead.

The primary school recommendation is discussed with the parents and the student. The expected transition profile ('indicatie basisschooladvies') is provided in group 7. In group 8 the preliminary primary education recommendation ('voorlopig basisschooladvies') is provided in January and in February/March follows the final primary school recommendation ('definitief basisschooladvies'). This applies to all students, also including those transitioning to international education.

When selecting an international secondary school it is important to know whether a student can be placed in the mainstream English programme. We strive for students attending Holland International School for three years to be able to reach this level. Sometimes the secondary school demands external testing to assess the level. Upon request, the English teacher can offer advice to the parents of group 8 students.

**TIP:** Only parents themselves can register their child for (inter)national (secondary) education. Please note that the application deadlines vary significantly between schools, so our advice is to start this process well in advance.

#### 12.3.4. Guidelines school advice

Each group 8 student will receive the final primary school recommendation ('definitief basisschooladvies') before March 15 of the school year. This advice explains which type of secondary education fits the student best in The Netherlands. Based on this advice, the parents can enroll their child at a school that offers the advised type of secondary education.

In March of group 7 an expected transition profile ('indicatie basisschooladvies') is provided by means of an advisory meeting with the parents and the student. This expected transition profile indicates the direction of the final school recommendation for the student at that point in time. As it is not yet completely evident what the suitable school recommendation will be for a student in group 7, a mixed advice (such as VMBO-T/HAVO) can be provided as an expected transition profile. We will also discuss learning goals (both in the cognitive and work ethics fields) where the student can work on for the next 6 months. In November of group 8 there will be another meeting with the parents and the student in light of the Report Card and the Boom LVS results, and we will assess if the overall learning development is still aligned with the expected transition profile provided in group 7, in advance of the final primary school recommendation which will be provided in February/March in group 8. To determine the school recommendation for secondary education, the school assesses the following parameters, which are explained further below:

- A. The development in the Upper Primary of a child in broad sense
- B. Work ethic and attitude (executive functions)
- C. Academic performance

##### **A. The development of a child in broad sense**

Besides cognitive development, we also assess the socio-emotional development of the student and their talents. This involves considering if the student can work together in a positive manner, if they possess a proper listening attitude towards fellow students and the teacher and to what extent the student is able to constructively solve problems and/or conflicts.

Using information from previous Report Cards, the student social emotional development (monitoring system Looqin), classroom observations, and meetings with students and parents. Some students have had a didactic assessment at some point in their school career. These assessment results and respective advice are also included in the (expected) school recommendation.

## **B. Work ethic and attitude**

To determine the work ethic and attitude of the student, we use the following criteria:

- To what extent can the student stay focused  
*Does their work look neat and well-structured*
- To what extent is the student able to work independently after a short instruction
- To what extent is the student capable of independently planning and working on multiple tasks  
*How does the student work with personal learning goals and homework?*
- To what extent is the student motivated to learn and make assignments  
*Does the student work independently or does he/she frequently need to be encouraged?*
- To what extent is the student capable of formulating and practicing their own learning goals and does he/she feel responsible for this
- What is the student's homework attitude  
*Is the homework consistently made and learned?*
- To what extent is the student able to ask for help when facing difficulties
- To what extent does the student show determination and resilience  
*Do they consistently try again, even if it is hard?*  
*Do they tend to avoid new goals?*
- To what extent is the student able to reflect on their own work and to form new learning goals in light of that reflection  
*Does he/she learn from earlier mistakes?*

## **C. Academic performance**

- To get a good understanding of the learning performance we assess the processing of the curriculum alongside the results of the Boom LVS tests (from group 6 onwards), and the evaluations of projects, writing, and presentations.
- To make a projection of which type of secondary education aligns with the learning performance of the student, forecasts from Boom LVS are made based on the current standard in The Netherlands.

## **Boom LVS standardization**

The national standard as set by the Boom student monitoring system is the objective standard used to measure a child's learning development. The Boom LVS tests are taken twice per year.

The usual scores at Holland International School range from level I to V. These scores reflect how well a student performs compared to other students in the cohort. Five levels are distinguished:

- Level I: 20% highest scoring students
- Level II: 20% above the national average
- Level III: 20% around the national average
- Level IV: 20% below the national average
- Level V: 20% lowest scoring students

The guidelines for the secondary education type are explained below:

Secondary education	Admissibility
VMBO-Basis	Predominantly V-scores
VMBO-Kader	Predominantly IV-scores
VMBO-TL	Predominantly III-scores
HAVO	Predominantly II scores
VWO	Predominantly I-scores

To form a secondary education prognosis based on Boom LVS results, particular attention is paid to the scores for Maths, reading comprehension, learning skills and spelling.

### **AMN transition test / final advice**

After the results of the transition test, the student will receive their final secondary school recommendation. It is possible that the result of the transition test deviates upwards compared to the expected primary school recommendation.

The primary school is not obliged to adopt the test results of the transition test in the final primary school advice if the test results deviate upwards. The primary school is responsible for the reconsideration and will discuss this with the parents. The reconsideration can result in an adjustment in the final secondary school recommendation, however it can also be decided that the advice will not be changed.

Sometimes the results of the transition test are less good than expected. In that case, the primary school is not allowed to adjust the final school recommendation downwards in comparison to the preliminary school recommendation. In that case, the results of the transition test will not negatively affect the admissibility of the student in secondary education.

### **Orientating secondary schools in The Netherlands**

At Holland International School, we start orientation for secondary education in The Netherlands in group 7 by explaining to the students and parents how the Dutch educational system works. We think that it is important that students possess an understanding of the secondary education system in The Netherlands. We also advise the parents to start exploring the different types of education and schools in The Netherlands. The Dutch secondary schools compile their information in a helpful guide, the

'VO-gids', that we also use in groups 7 and 8. Information can be found at: [https://www.devogids.nl/middelbare-scholen/zoeken\\_vogids](https://www.devogids.nl/middelbare-scholen/zoeken_vogids) and <https://www.devogids.nl>.

This guide explains all **school types** and all Dutch secondary schools present themselves in the guide. Furthermore, it mentions when the schools will organise **open days**, check the 'open house calendar' at the website as well. Finally, you will encounter a '**scholenwijzer**' ('school indicator') and a **step-by-step plan** to find a suitable secondary school.

### 12.3.5 Secondary Education (English Stream)

As our students reach the end of Year 6 and complete their primary education, we recognise that choosing the right next step is an important decision for every family. We will accompany families throughout this process, ensuring that everyone feels supported and informed at each stage. We maintain strong connections with many international schools in Singapore and are also able to assist families considering options further afield. Through advice sessions and ongoing guidance, we help families explore the pathways that best suit each child's needs and future aspirations.

Students at this stage have a wide range of international options. Many will continue in British international schools, moving into Key Stage 3 and progressing towards GCSEs and A-Levels or the IB Diploma. Others join schools offering the International Baccalaureate Middle Years Programme, which provides a broad and inquiry-based approach before leading to the IB Diploma or Career-related Programme. American international schools offer an alternative pathway through the US curriculum, leading to the High School Diploma and Advanced Placement courses, while national or bilingual schools, such as the French Lycée, German School, Japanese School, or Australian International School, provide continuity for families who may return to their home country. A smaller number of families may choose alternative or progressive schools, such as Montessori or Steiner, or even hybrid and online models, which are increasingly popular among globally mobile families.

Our role is to make this important step not just a transition, but an exciting opportunity for growth, continuity, and success. We support families by explaining entry requirements, preparing students for assessments, and communicating directly with future schools to ensure a smooth handover. In every case, we help families consider curriculum continuity, mobility, and long-term aspirations, including university pathways, so that each child's journey beyond Year 6 builds on their achievements and opens the right doors for their future.

## 13. The parents

### 13.1. Involvement

We value and stand for excellent cooperation between the school and the parents of our students. This collaboration is inherently focused on the wellbeing of your child(ren). The parent is the school's partner in the education of their child(ren) and their child(ren)'s motivator to enjoy learning. This way we aim to achieve an optimal connection in development level to guide and stimulate our students accordingly. The teachers are the most important interlocutors for the parents. However, if parents feel the need to do so, it is always possible to contact the learning support coordinator, team leads, academic lead or the principal to get more background information or to discuss relevant matters. We greatly appreciate it when parents show engagement towards their child(ren)'s education, by participating in activities and contributing constructive ideas to positively develop our school.

### 13.2. Information

As parents, you will be kept informed through:

- Our website (<https://www.hollandinternationalschool.sg>)
- This school guide (which can be accessed via the website)
- Class updates via Seesaw
- Our weekly newsletter on Seesaw
- The educational booklet 'Cycle of Report cards and PTM'
- Our IEYC/IPC information update from the group teacher, before the start of an IEYC/ IPC unit, informs you of what your child has learned and what they will learn next.

There is a message board for parents across from the administration office. You can find information about all kinds of activities in Singapore here. You may also publish your own notifications or announcements here.

An informative meeting takes place at the start of the school year. The evening will focus on information provision to parents related to educational matters, including educational vision, educational resources, and homework.

At the start of the school year parents are invited to the Parent-Teacher meeting. The focus of these meetings is the coordination between parents and teachers with regards to the child's development. As a school we place great importance on how you view your child so as to connect to your child's educational needs. Parents are invited to discuss the progress of their child(ren) three times per school year. The year calendar is disseminated at the start of the school year and lists all dates for these Parent-Teacher meetings. You also receive a 'Cycle Reports and Parent-Teacher meetings' letter at the start of the school year.

Parents are regularly invited to attend an IPC exit point, thus getting a firsthand look at their child's learning process. There will be other moments as well, where you can attend your child's performance or presentation. Parents are also often involved in school celebrations.

### 13.3. Participation and AGM (Annual General Meeting)

Holland International School is a private entity and all parents are members of this *Company Limited*. This is specified to parents in the 'Student Contract'. At the **Annual General Meeting (AGM)**, which usually takes place in November, members will be informed about the strategy, financial state of affairs and relevant school policies. Members can also comment on these issues as well as on all relevant educational, financial and governmental matters.

### 13.4. Advisory Council

The school leadership and the School Board of Holland International School support an open communication between all stakeholders. In order to regularly discuss the school organisation and policies with a permanent delegation of the team and parents there is an Advisory Council. The right to give advice has been granted to this body and the school leadership and School Board may also request advice from the Advisory Council. A set of rules and regulations is applicable to the advisory Board.

The Advisory Council consists of (up to) five members, comprised by:

- up to three parents (elected by and from the parents), and
- two members of the team (elected by and from the team)

The Advisory Council will meet at least once every two months and can essentially advise on everything related to the school's organisational and educational policies. Some subjects will be discussed confidentially. The Advisory Council will meet at least biannually with a Board representative.

Subjects that may be discussed by the Advisory Council include the yearly activity programme, teacher recruitment, the curriculum, the homework policy, the playground, and school safety. The two team members are responsible for keeping the rest of the team informed.

The Advisory Council needs parent's feedback in order to properly do their work. In case you have any suggestions, questions or ideas about the organisation and/or policies of Holland International School, please contact the Advisory Council via the following email address:  
[advisorycouncil@hollandinternationalschool.sg](mailto:advisorycouncil@hollandinternationalschool.sg).

### 13.5. Group parents

At Holland International School parents can sign up as a group parent at the start of the school year. The teacher will select two group parents for their group. The most important task of the group parent is to support the teacher in organising the group's activities. The group parents also fulfil a social task by welcoming new parents into the group. The group parents can function as an intermediate between the school and the parents, but questions will always be referred to the teachers or school leadership. At the start of the school year a meeting with the group parents is held, mostly to cover practical matters and the responsibilities of the group parents.

### 13.6. Practical assistance from parents

We greatly appreciate the practical support of a lot of parents on many occasions, as a school cannot function properly without it. Many parents are actively involved as library parents, group parents, front desk volunteers and helping during festivities, excursions, and activities in class.

### 13.7. Consultation

You may always approach the teacher for a meeting. If you wish to speak to a member of the school leadership or the principal, please make an appointment via: [admin@hollandinternationalschool.sg](mailto:admin@hollandinternationalschool.sg).

### 13.8. Complaints

Complaints should initially be addressed directly to whomever it concerns. For instance, a parent cannot complain about a teacher to the School Board before discussing the matter with that teacher first. The procedure for complaints is as follows:

#### Level 1

Parents reach out directly to the teacher in question.

#### Level 2

If the parents and/or the teacher cannot find a satisfactory solution to the problem, the school leadership will be involved. The school leadership can also be involved in the first level, but only if both parties agree.

#### Level 3

If the issue cannot be satisfactorily resolved after consultation with the principal, then the issue may be submitted to the Advisory Council. The Advisory Council will consult with all parties involved and strive to find a solution.

#### Level 4

If the nature of the complaint makes mutual settlement impossible or if the outcome is unsatisfactory, the issue will be raised with the School Board to try to find a solution. The School Board may involve the 'National Complaints Procedure for Dutch Education Abroad', which is available at our school. The school is a member of the 'Landelijke Klachtencommissie van de Verenigde Bijzondere Scholen op Algemene Grondslag' (a national complaints committee). Information can be found at: <https://www.onderwijsgeschillen.nl/klachten/landelijke-klachtencommissie-onderwijs/>.

### 13.9. Confidential counsellor

Within this complaints procedure the school is required to appoint a counsellor who is not directly involved with the school. The contact details of the counsellor for school year 2025-2026:

- Confidential counsellor: Joeri Gianotten
- Telephone number: +65 9023 4260
- Email address: [joeri@accelerasia.com](mailto:joeri@accelerasia.com)



The confidential counsellor's tasks:

- The counsellor is the first contact for (confidential) complaints.
- The counsellor decides whether the situation can be settled by mediation and decides if the issue is cause for submitting a complaint.
- The counsellor refers the complainant, if and when necessary or desirable, to other organisations (e.g. the counseling inspector in The Netherlands).
- The counsellor treats the issue with the utmost care and is obliged to confidentiality in all reported cases.

### **13.10. Designated Safeguarding Lead, Deputy Safeguarding Lead and confidential supervisor (Netherlands)**

Schools and counsellors may approach the DSL/DDSL for questions, advice and support regarding any misconduct including:

- Sexual intimidation and sexual abuse
- Physical violence
- Major bullying
- Violence
- Discrimination
- Self harm
- Suicidal thoughts

The DSL/ DDSL's tasks:

- Serve as a point of contact.
- Advise on possible steps to take.
- Assist in the steps leading towards finding a solution.
- Assist, upon request, in submitting a formal complaint or accusation.

### **13.11. Safeguarding**

At Holland International School we define safeguarding as the proactive steps taken to protect the health, well-being, and rights of children and vulnerable individuals. This includes creating a safe environment, promoting positive relationships, and ensuring that all staff are trained to recognise and respond to potential risks. We are committed to safeguarding all students attending Holland International School. We aim to provide a safe working and learning environment for all members of our community. We strive to ensure all students have a trusted adult that they can communicate their concerns to. Concerns are reported to the Designated Safeguarding Lead (DSL). The DSL will ensure

the student's immediate safety, gather information and form a response team to ensure the correct steps are taken in supporting the child.

Both the teaching and administrative staff have completed their Level 1 Safeguarding training from [childsafeguarding.com](http://childsafeguarding.com). Volunteers are asked to complete a course especially designed for volunteers in an educational setting. Certificates are valid for two years, and staff are required to renew their training every two years. All staff receive regular internal training, including handling disclosures, new safeguarding developments and case studies. All members of staff are familiar with the reporting structure within our school.

Parents play an important role in safeguarding children within their communities. If you have any concerns, please share them with someone you trust. If it concerns a child that attends HIS, please report your concerns to the DSL. We will always take the matter seriously and ensure the appropriate steps are taken. Our aim is to provide students with a safe environment in which they can speak up about their own experiences and about concerns about their peers.

## 14. School hours, breaks, holiday schedule

### 14.1. Holiday schedule

The school holiday schedule is available on our website. The calendar is composed based on the tests calendar, ensuring we conduct the standardized tests as Boom LVS at the appropriate times. We also try to synchronise the holidays as much as possible with the international schools in Singapore that older siblings attend. The holiday schedule is presented to and discussed with the Advisory Council. The Board makes the final decision based on the Advisory Council's advice.

### 14.2. The school hours

#### 14.2.1. Preschool

	Monday – Thursday	Friday
<b>Half days</b>	8:30am – 12:30pm (only optional in Playgroup)	
<b>Full days</b>	8.30am – 2.30pm	8.30am – 1.30pm

- Our preschool opens the doors at 8.15am.
- Children taking the school bus to school are escorted by the bus attendant to their classrooms. If you bring your child to school you can also accompany your child yourself between 8.15am – 8.30am.

- Children are intended to be in school at 8.30am and parents are kindly asked to leave the classroom before 8.30am, so the daily programme can start on time.
- Playgroup: Children who come to playgroup half days and take the school bus home, leave at 12.40pm. Parents who pick up their child will wait at the gate and the teachers will bring the children to the parent/or caretaker at 12:30pm.

#### 14.2.2. Primary school

	Monday – Thursday	Friday
<b>Groups 1/2</b> <b>Reception Class</b>	8:30am – 2:30pm	8:30am – 1:30pm
<b>Groups 3 - 8</b> <b>Year 1 - 5</b>	8:30am – 3:30pm	8:30am – 1:30pm

#### 14.3. Breaks primary school

In primary school the students have two daily breaks.

In the morning they'll have a 15-minute morning snack and play, and a 30-minute lunch break with outdoor play.

#### 14.4. School absenteeism

We understand that there may be occasions when the parent(s)/legal guardian(s) need to request leave of absence for their child(ren). However, we kindly ask that all non-urgent medical and learning support appointments be scheduled outside of school hours, and that any additional leave is kept to a minimum.

It is the sole responsibility of the parent(s)/legal guardian(s) to ensure their child(ren) attend(s) school during school hours and term dates. Removing children from school during instructional time can have a direct and negative impact on their learning and academic progress. Missed lessons are difficult to make up, and catching up independently fully can place additional stress on the student.

Furthermore, frequent or extended absences disrupt not only the learning of the individual student but can also affect the flow of teaching and learning for the rest of the class.

Teachers may need to adjust instructional plans, reschedule tests, or repeat material, which affects the overall learning environment.

We strongly encourage families to plan holidays only during the designated school holiday periods. Avoiding holidays during the term supports your child(ren)'s continuity of learning and social engagement. Celebrations and activities such as Sinterklaas, Christmas, Book Week, Easter, Sports Day, and King's Day are integral to our school's curriculum and contribute meaningfully to

your child(ren)'s development and school experience.

To request a Leave of Absence, parent(s)/legal guardian(s) must complete and submit the absence request form to the school administration at least two school days before the intended absence. The school's management will review the request and indicate whether the absence is considered authorised or unauthorised. The signed form will be returned via email to you, and a copy will be stored in the student's file.

If a student must miss school unexpectedly due to an urgent reason (e.g., illness), parent(s)/legal guardian(s) must inform the school by phone between 8:15- 8:30 am on the day of the absence.

Absence is considered authorised in the following cases:

- Passport or identity card application at the embassy (not exceeding 2 hours)
- Medical urgency, supported by a written statement from a doctor, and attached to this absence form
- Attending a wedding or bereavement (limited to 1st degree relatives), not exceeding 10 school days, and not taken in the first 2 weeks of the start of the school year.
- Family relocation (up to a maximum of 5 school days)

Each application will be reviewed individually and judged based on the above criteria. Absence is considered unauthorised in all other situations, including but not limited to:

- Additional holiday days, long weekends and visits from or to family/friends
- Non-urgent medical or dental appointments
- Learning support appointments, such as visits to a speech therapist, occupational therapist, or educational psychologist (as these can be scheduled outside school hours)
- Appointments with the Ministry of Manpower and/or Immigration & Checkpoints Authority (as these can be scheduled outside school hours)

If your request is marked as unauthorised, this is based on the school's clear guidelines. While we acknowledge that there may be personal reasons for keeping your child at home, the decision to do so lies with the parent(s)/legal guardian(s), and the implications for your child's education remain your responsibility.

#### **14.5. Compulsory education**

Although there is no compulsory education regulation in Singapore's educational system, we assume that students in our school comply with the national compulsory education act.

Thus, we adhere to the education legislation as applicable to The Netherlands, Belgium and the U..

- The Netherlands: compulsory from the 1st day of the new month after the child turns 5 years old.
- Belgium: compulsory from 1 September of the calendar year in which the child turns 5.
- UK: compulsory from the next term after the child turns 5 years old.
- Singapore: children 6 years and older must attend a (national) primary school.

#### **14.6. Teaching hours**

Holland International School meets the legal educational requirements for the number of teaching hours per year.

## 15. The educational development in school

### 15.1. School development

Holland International School is deeply committed to continuously developing and enhancing both its educational programs and organisational structure. We dedicate significant time and effort to ensuring that our teaching methods, curriculum, and overall school environment are always evolving to meet the highest standards of excellence. We primarily concentrate on research-based improvements that will impact student learning in accordance with our vision and mission.

### 15.2. Objective of the school development plan

An important objective of this school development plan is to internally enable us to work methodically, thus stimulating school development even more. This overview also allows us to externally show what concerns us and what we are working on. The overview also enables us to encourage conversation between teachers, Board, advisory Board, and parents.

*"Holland International School in Singapore provides an excellent learning experience with an international dimension and an optimal connection to both the Dutch and international education."*

#### 15.2.1. The twofold mission of Holland International School

Based on the aforementioned insights, the Board, management, and the team have formulated a mission that directs our educational programme and our objectives:

*"Holland International School wants to provide excellent Dutch and English primary education with a combined national and international curriculum, where the main focus is the child's learning process. We are a school that has a strong sense of openness, respect and passion, and where learning is fun. In a safe environment with a lot of individual attention, we can get the best out of every child."*

Our school has a twofold purpose:

1. Providing children with the opportunity to learn to speak fluently in both Dutch and English and ensuring a good connection to any Dutch or international school in the world.
2. In addition, we make sure that children become happy, confident students who are skilled for life.

Holland International School has a strong core curriculum for language and mathematics, with a second language offer and the International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC) are the overarching programmes in the Preschool and Primary School, respectively. The programme in the Dutch Stream is based on the Dutch national curriculum, combined with a daily English language lessons and exposure to English during PE and music, while the programme in the International Stream is based on the UK National curriculum, combined with a daily Dutch language programme.

#### 15.2.2. The context of Holland International School, anno 2024

Holland International School started in 2011-2012 with the implementation of 'outcome-based

learning' (OBL) and 'action-based learning'. It's been decided to focus on the language domain, namely the technical learning process. This focuses on learning, optimizing the learning processes by connecting the learning outcomes to the action-based learning. The curriculum is development-oriented working on student, group, and school level. Outcome-based learning (OBL) and the Circular Approach (OBE) is implemented in all subject areas.

### 15.3. Objectives explained

#### 15.3.1. Strengthening the core subjects in the curriculum

##### **Focus on language**

The Dutch language programme is developed in the Preschool and Primary school to bring the results to a level that is expected of a highly regarded school like Holland International School. In the Dutch Stream the core objectives and learning curves are leading.

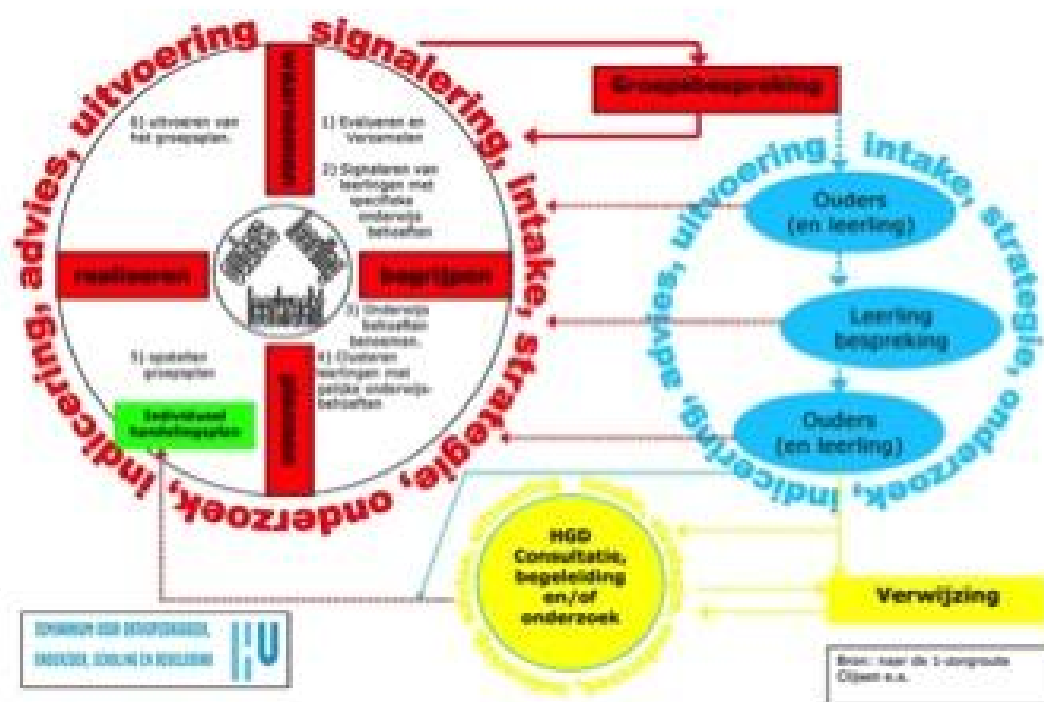
The English language programme is based on acquiring the English language as the first language (*Mainstream*). We strive to enable students who attend Holland International School for three years to continue into international schools as 'mainstream English' students:

1. For students who transition to a secondary school after group 8
2. For students leaving Singapore from a lower year grade level (which currently makes up about half of the outflow)

The learning outcomes of the aforementioned subjects are monitored by Boom LVS and, SATS, (standardized assessment systems) and are further supplemented with results from method-bound tests, learning evaluations and observations, and further results of formative assessment moments.

#### 15.3.2. Outcome-based Education (OBE) and action-based learning (ABL) with the focus on 'rich' learning outcomes.

The school year 2024-2025 will be the thirteenth year of the implementation of OBE and ABL, which are firstly based on an evaluative cycle and, secondly, on individual or group documents.



### 15.3.3. Description of the evaluation cycle within the 'outcome-based learning' at Holland International School

- The objectives are determined per student or per group of students.
- The educational results are systematically assessed and documented. For this we use a variety of information sources, including student observations, meetings with the students and parents, and method-bound or non-method bound tests (BOOM, SATS and InCas), which is all charted by ParnasSys (our comprehensive student database system).
- The learning outcome is then evaluated to reflect on the effectiveness of the curriculum in the previous period.
- The objectives and/or educational approach will subsequently be enhanced and adjusted where necessary.

### 15.3.4. Focus on the consolidation of the curriculum at Holland International School

The curriculum will be further consolidated. The various components will thereby be guaranteed as a system. With the help of Bazalt, the ICA (International Curriculum Association) and IPC Netherlands an educational concept has been created that is based on Cooperative Learning (CL) as class management, and EIYC and IPC helping to focus on learning through objectives connected to the direct instruction model. All this under the 'header' of Marzano ('thoughtful teaching, the nine didactical success components').



## 15.4. Learning together and training opportunities

### 15.4.1. Development is connected to learning

At Holland International School we strive to expand the professional teaching community through class consultations, team teaching and coaching projects. The current work culture is based on safety and mutual trust. Furthermore, the culture in our organisation has a strong foundation because the entire school leadership is involved in evaluating the personnel.

### 15.4.2. Training opportunities aimed at professional development of staff

The professional community should also be expanded by a theoretical and scientific enrichment of our work field through the training policy at Holland International School.

The educational policy is part of the wider policy cycle within Holland International School. Holland International School wishes to provide personnel opportunities to grow. Training is one of the ways to grow. Personal and professional growth can benefit someone within their current role but also allows them to grow towards a potential new role. Training includes all activities directed at personal development and relates to knowledge, insight, professional attitude or skills. A distinction is made between training programmes directed to school development, for a current task or role, on personal development or future tasks or roles or (career), or mandatory training. We cooperate with many other organisations to obtain knowledge and insights.



## 16. Additional information

### 16.1 Relation between the school and its surroundings

#### **There is extensive cooperation with various partners**

- Our school has intensive contact with Stichting NOB (Dutch education abroad), <https://www.stichtingnob.nl>. Stichting Nederlands Onderwijs in het Buitenland (NOB) is based in Rijswijk, the Netherlands. Stichting NOB is an educational organisation that supports Dutch language schools abroad in all aspects. Educational and organisation matters like subsidy applications, contacts with the Dutch education Inspectorate or advice in the management field often go through NOB. NOB has educational experts who can remotely help us with advice and assistance with regards to educational matters. For any queries you might have about education abroad you can visit their website: <https://stichtingnob.nl/dutch-education-worldwide>.
- The International Curriculum Association, <https://www.internationalcurriculum.com>. This organisation supports schools that offer IPC as a curriculum with educational materials, training possibilities and internal networks.

#### **Holland International School is great in networking in Singapore and in The Netherlands**

- The Swiss school, the Korean school and Chatsworth International school are our neighbouring schools around Bukit Tinggi Road. We entered into cooperation with these schools in order to support one another in several fields.
- We have good and regular contact with the Netherlands Embassy in Singapore regarding official statements, passport control and intermediation for visitors of Holland International School. We also work closely with the embassy for occasions like Sinterklaas' arrival, the King's Day celebration and the Kranji War memorial ceremony.
- For the courses relating to IPC we use the services of the ICA and IPC Nederland, <https://www.ipc-nederland.nl>.
- We have an information exchange with pedagogical colleges when students are interning at our school. Due to Singapore legislation it's only possible to offer internships to interns who already live in Singapore. We are connected to and accredited by the OVDB, 'Opleiding Verzorgende en Dienstverlenende Beroepen'.
- Through parents we have connections with companies. This mainly concerns arranging excursions to these companies and their sponsoring of sports events for example.
- There is regular contact with the National Inspectorate Foreign Office in Tilburg. Any Dutch language school abroad has to meet all Dutch legal educational obligations.
- Holland International School confers with other international schools in Singapore at principal level and in the field of sport exchanges.
- Holland International School maintains contact with LanguageOne and Dutch language teachers working at several of the international schools in Singapore (UWCSEA/GESS).

## **16.2. Library**

Holland International School has an extensive library with both Dutch and English books. The library is run by a group of enthusiastic volunteers in cooperation with the library committee who are dedicated to running the library.

### **16.2.1. Primary School**

Starting from Transition Group, students receive a library bag. Transition Group and the primary school classes visit the library weekly at a fixed time; this is when they can borrow new books. They need to return the books in the morning of the day of their library visit. Students of groups 6 to 8 can also visit the library by themselves throughout the week to borrow and return books.

### **16.2.2. Preschool**

Playgroup and Nursery students visit the library weekly together with their class. Their teachers will borrow books. The children will not bring home books, but Preschool parents can visit the library and borrow books for their children.

### **16.2.3. Opening hours**

The library is open from Monday to Thursday from 8:30am to 3:30pm and Friday until 1:30pm. If there is no volunteer available, the students are not allowed to borrow books.

### **16.2.4. Loss or damage**

In case books are damaged or lost, a reimbursement fee of S\$15.00 - S\$ 30.00 per book will be charged.

## **16.3. Celebrations**

In addition to learning we also enjoy the following celebrations together:

- During Culture Week and International Day we will celebrate the diversity of our school community.
- Besides the big Sinterklaas arrival, Sinterklaas is also celebrated in school.
- Christmas is celebrated at Holland International School with a Christmas breakfast or a Christmas dinner.
- Easter is celebrated with an Easter breakfast for all students.
- King's Day is celebrated with a short official ceremony for parents and students in the PE hall for which the Dutch ambassador is invited. Subsequently there are festive activities for all students and parents.
- Local celebrations, including Lunar/Chinese New Year, Hari Raya/Eid al Fitr and Divali/Deepavali

The graduation from primary school is celebrated in the Dutch Stream at the end of group 8 with a musical performance for all parents and students.

The yearly 'Book Week' is also an important festivity on our yearly calendar.

We will keep you informed throughout the year of all activities via Seesaw posts and our weekly newsletter.

#### **16.4. Religion**

Holland International School has a neutral signature, which is why religion is not a separate subject in our curriculum. We do pay attention to the subject 'spiritual movements' throughout the IPC units. We try to utilise the fact that our school is located in Singapore as well. Whenever possible, we organise excursions to, for example, Buddhist or Hindu temples or events.

#### **16.5. Charities/global awareness**

##### **Vision**

To inspire globally minded students who act with compassion and take responsibility for creating a more just, sustainable, and empowered world.

##### **Mission Statement**

At Holland International School Singapore, we are committed to nurturing global awareness and compassion in our students. By building purposeful partnerships with organisations that empower communities, we give students the opportunity to engage meaningfully with the world around them. Through direct involvement and visible impact, our students learn how their actions can make a real difference. Our charitable initiatives are progressively aligned with this vision, ensuring transparency, inclusivity, and long-term relevance.

##### **Our Approach to Charities and Global Awareness**

As part of our educational vision, we aim to cultivate a strong sense of responsibility and awareness in our students about their role in the wider world. We do this by supporting carefully selected projects that prioritise empowerment and offer sustainable opportunities for change.

Going forward, the focus of our charitable support will be on:

- Local and regional communities, particularly in Singapore and Southeast Asia
- Charities that support the wellbeing and development of children
- Efforts that promote sustainable development and empowerment

We believe students should understand where charitable contributions go and how they create impact. This helps them develop empathy, agency, and a global perspective. For this reason, we are committed to being transparent and inclusive in how we support and select charities.

## Our Giving Model

To align with our renewed vision, we have developed a structured plan to guide our charitable efforts in the years ahead. Funds raised will be distributed equally across three key areas:

**One-third** will be directed to the **Netherlands Charity Association (NCA)**, which supports local communities in Singapore and reflects our values of sustainability, community care, and child-focused initiatives. Through the *Shoebox Appeal*, we support children in our host country, bringing joy to those in need while giving our students the chance to witness the tangible impact of their kindness.

**One-third** will go to **Kiva ([www.kiva.org](http://www.kiva.org))**, an organisation that provides microloans to individuals and small projects around the world. Rather than donating, we lend money to support self-reliance and empowerment, with students at HIS selecting a project, tracking its progress, and seeing the loan repaid. This hands-on approach connects to our IPC curriculum and supports our Sustainable Development Goals, helping children understand how global citizenship and sustainability can be put into action.

**One-third** will continue to support our long-standing partnerships with **Heart for Sumba** and **Sok Sabay**.

We regularly evaluate the organisations we support to ensure continued alignment with our values and educational goals.

Would you like to learn more about these organisations or support them personally?  
Please visit:

- [NCA](#)
- [Kiva](#)
- [Heart for Sumba](#)
- [Sok Sabay](#)

## 16.6. Physical Education

On PE days, primary students should come to school wearing their PE clothes, which include the school PE shirt. They should also bring their PE shoes and a clean set of clothes. For hygiene purposes, students in Groups 6–8 are required to change into fresh clothes after their PE lesson. The use of deodorant or roll-on is strongly recommended.

The official school PE shirt can be purchased at the administration office. To avoid loss or mix-ups, each shirt must have the student's full name clearly marked.

To protect the gymnasium floor, sports shoes that leave marks or that are worn outdoors are not permitted. Students must use clean, non-marking indoor sports shoes for PE.

For safety reasons, students may not participate in PE while wearing jewellery such as necklaces, bracelets, rings, watches, or large earrings. Small stud earrings are acceptable. Long hair must be tied back securely with a hair band or tie. Any bracelet that cannot be removed should be covered with a wristband.

### **16.7. Cool box, water bottle and snacks**

All children should bring their own cool box and water bottle to school to keep the food and water cool. The water bottle can be left on the table so that your child can drink water throughout the day. Please remember to mark your cool box and water bottle clearly with your child(ren)'s first name and family name.

Remember to give your children a healthy snack and a healthy lunch. Candy and carbonated drinks are not considered healthy. For safety reasons (personal safety, food hygiene and allergies) students may not warm up, prepare, or bake any food they bring.

Since there are students in school with severe, life threatening (pea)nut allergies, it is not allowed to bring nuts, peanuts or derivatives to school. This should also be taken into consideration for (birthday) treats, please refer to chapter 16.18 for more on this topic

### **16.8. Student Council**

The Student Council is a delegation of students from groups 6 to 8 and Year 5. The representatives are chosen from and by the students and teachers of the school, after running campaigns for their best SDG-related goals to improve the school.

The Student Council's objectives are:

- Allowing students to think and discuss matters in school that concern them.
- Students learn to adopt a positively critical and constructive attitude.
- Students experience being a representative of their classmates in the school.
- Students learn the workings of democracy.
- Students get a bigger sense of involvement and responsibility regarding the school.
- Students learn what a meeting involves (deliberation, discussion and collaboration).

### **16.9. Mobile phones**

Electronic devices including mobile phones, iPad and other devices are to be turned in to the teacher or placed in the locker in the morning. At the end of the day the devices will be returned to or collected by the students to take back home.

### **16.10. Communication platform Seesaw**

We will keep you informed about important news and updates through our communication platform Seesaw. All parents have password-protected access to their child's portfolio and class group, where teachers share information, photos and important dates.

In addition, you will receive a weekly newsletter in English with updates on activities, events, and other useful information.

### **16.11. Alumni visits to the school**

Former students are welcome to visit Holland International School and if they wish to do so, they are allowed to join their 'old' group during the snack or lunch break. A request to this end should be

submitted beforehand by their parents to schedule the visit. It can only take place if the respective teacher has no objections. The former student cannot participate in the day programme. The former student and parents need to register as visitors at the front desk.

#### **16.12. Smoking ban**

Smoking is unhealthy. It is prohibited to smoke both on and around the school premises, such as outside the gates of Holland International School.

#### **16.13. Footwear**

For safety reasons, students and staff are required to wear shoes with a heel counter (for example clog type footwear is not allowed). Students are also not permitted to walk barefoot outside or inside the school, unless it is with the permission and under the supervision of their teacher. In the PE hall it is not allowed for anyone to wear footwear that is also worn outside of the PE hall. Only footwear that does not leave marks on the precious floor is permitted.

#### **16.14. School supplies**

Most of the materials our students need are supplied by the school. For carrying school books, workbooks, and other supplies we recommend parents to purchase a high quality school bag.

#### **16.15. School doctor**

There is not a school doctor on-site at Holland International School. However, we have a qualified paediatric nurse on site and all staff are first aid trained. The health protocols and policies are available to view on our website or more information can be provided by contacting the Health Coordinator, [health@hollandinternationalschool.sg](mailto:health@hollandinternationalschool.sg).

#### **16.16. School bus**

The school has a framework contract with Woodlands Transport, the company that provides the bus transport to and from school. Parents may choose to enter a bus contract with this provider. For specific information on this service, you can contact the bus coordinator or you can find information in the School Bus Manual on our website:

<https://www.hollandinternationalschool.sg/en/information/bus-transport/>

For questions regarding the day-to-day operations, you can contact the Woodlands Transport office at school, via [schoolbus@hollandinternationalschool.sg](mailto:schoolbus@hollandinternationalschool.sg).

#### **16.17. Toys**

Bringing toys to school is occasionally permitted, and parents will be informed in advance by the group teacher when these opportunities arise. However, Holland International School is not responsible for any lost or damaged toys brought to school.

#### **16.18. Treats**

When there is a (birthday) celebration, treats are allowed, preferably of the healthy kind as we strive to promote a healthy lifestyle.

Since there are children in school with severe and life threatening (pea)nut allergies, it is prohibited to

bring (pea)nuts or derivatives to school. We request your cooperation in this regard and your consideration in this respect when preparing treats and also lunch or snacks. Examples of prohibited products are hazelnut spread (e.g. Nutella) and peanut butter.

#### 16.19. Invitations to (birthday) parties

We kindly request parents to hand out invitations to (birthday) parties outside of school (hours). This is to prevent children who are not invited from unnecessary disappointment.

#### 16.20. Insurance

The school has an accident insurance policy for all students. This insurance not only covers the students when they are at school, but also applies to when they are on the school bus. Sports events and other school outings within Singapore are also covered in this policy.

For school outings outside of Singapore, we will arrange additional travel insurance for both the school and the children, which will complement the personal travel insurance you (may) have already secured for your child.

#### 16.21. Website

Our school has an informative website: <https://www.hollandinternationalschool.sg>. Here you will find, amongst others:

- the holiday schedule
- this school guide
- protocols and regulations
- information for new parents

#### 16.22. Sickness leave/absence

In the event that your child requires sickness leave/absence, you are requested to **always notify the school before 8:30am**. Please do so by calling the administration office of Holland International School or sending an email to:

- (+65) 6466 0662
- [admin@hollandinternationalschool.sg](mailto:admin@hollandinternationalschool.sg), [health@hollandinternationalschool.sg](mailto:health@hollandinternationalschool.sg) and your child's home room teacher.

If your child takes the school bus and is sick/absent, we ask you to also notify the bus company Woodlands Transport in a timely fashion.

In case of a contagious infectious disease including chicken pox, impetigo, HFMD (Hand-, Foot- and Mouth-Disease), or mycoplasma, please **always inform our health coordinator** ([health@hollandinternationalschool.sg](mailto:health@hollandinternationalschool.sg)), concerning the risk of infection for both students and staff.

Students that suffer from fever or sickness and diarrhea are not allowed to come to school, the health policies are available on the school website.

### 16.23. Swimming

Swimming lessons are not provided within the curriculum of Holland International School, but currently are part of the after school sports classes offered by Hollandse Club. Registration can be done directly via Hollandse Club.

Phone: 6464 5225

Email: [reception@hollandseclub.org.sg](mailto:reception@hollandseclub.org.sg)

## 17. Addresses

### 17.1. Education Inspectorate

Inspectie van het Onderwijs, Locatie Tilburg (afdeling Buitenland)  
*Education Inspectorate, Location Tilburg (division Abroad)*

Parents and schools can submit questions about the supervision of Dutch education abroad by email or phone to 'Team Buitenland'.

Address:

Spoorlaan 420  
5038 CG Tilburg  
The Netherlands

Telephone (work days from 9am-4pm CET): +31 (0)88-669 60 60

Email Education Inspectorate Abroad: [buitenland@onderwijsinspectie.nl](mailto:buitenland@onderwijsinspectie.nl)

### 17.2. NOB Foundation

Stichting Nederlands onderwijs in het Buitenland  
*Dutch Education Abroad*

Address:

Laan van Vredenoord 11  
2289 DA Rijswijk  
The Netherlands

Telephone: +31 (0)70 386 66 46 (general)

Email: [info@stichtingnob.nl](mailto:info@stichtingnob.nl)

Website: <https://www.stichtingnob.nl>