



School year 2023 - 2024



## School guide



**Holland International School Limited** 📍 65 Bukit Tinggi Road, Singapore 289757

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# Introduction

Dear parents,

This school guide provides an overview of the way that we, as Board and team, shape education at Holland International School. It contains a lot of matters that are important for you, your child(ren) and our school. Organisational and educational matters, amongst others, will be addressed.

Holland International School is a household name with regards to education in and outside of Singapore. It has a history of over 100 years and it's the largest Dutch language school abroad. At Holland International School, a great social atmosphere and optimal educational results go hand in hand. We aim to create a school environment where children learn a lot and enjoy coming to school. This is supported on a daily basis by our team of enthusiastic and highly motivated teachers, administrative and support staff. As a Dutch and English language school with an international dimension, we place great importance on creating the best possible environment to live and work in, where children experience a feeling of being at home. Holland International School offers child-friendly, safe, and well organised surroundings, where children are challenged to learn to the best of their ability in cooperation with their peers.

Our school guide is updated annually and contains important information for the full school year. We recommend reading the school guide carefully and saving your copy for reference. Should you have any questions or remarks after reading it, please don't hesitate to contact us.

You are most welcome!

On behalf of the team,

Vera Jansen  
President Board of Directors  
Holland International School

Rebecca de Groot  
Vice-Principal  
Holland International School



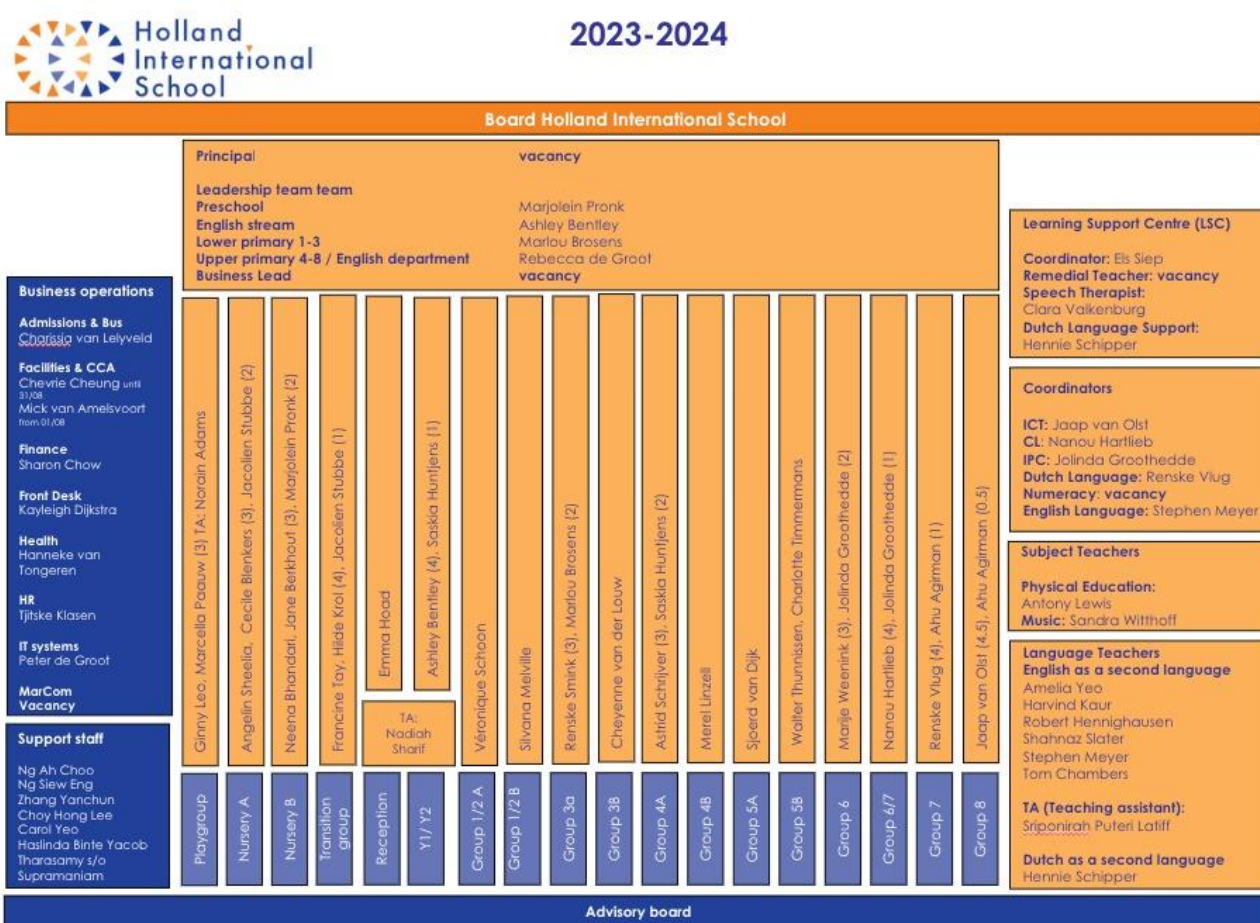
# 1. The school: who what where

## 1.1. Contact details

Holland International School  
65 Bukit Tinggi Road  
Singapore 289757  
Tel: +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



### 1.3. The Board

At the start of the school year 2023-2024, the school board consists of the following members:

- Vera Jansen (president)
- Ernst Kaldewaij (treasurer)
- Jorien Hendrickx (secretary)
- Willem van den Wijngaart (member)
- Karen Smits (member)
- Maarten Hemmes (member)
- Frits Scholte (member)
- Tham Wan Loong (member)
- Baey Cheng Song (member)

### 1.4. Email addresses Holland International School

- Principal [principal@hollandinternationalschool.sg](mailto:principal@hollandinternationalschool.sg)
- Board [board@hollandinternationalschool.sg](mailto:board@hollandinternationalschool.sg)
- Advisory Board [advisoryboard@hollandinternationalschool.sg](mailto:advisoryboard@hollandinternationalschool.sg)
  
- 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)
  - School 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)
  
- Pre-school
  - Playgroup [playgroup@hollandinternationalschool.sg](mailto:playgroup@hollandinternationalschool.sg)
  - Nursery A [nurseryA@hollandinternationalschool.sg](mailto:nurseryA@hollandinternationalschool.sg)
  - Nursery B [nurseryB@hollandinternationalschool.sg](mailto:nurseryB@hollandinternationalschool.sg)
  - Transition group [transitiongroup@hollandinternationalschool.sg](mailto:transitiongroup@hollandinternationalschool.sg)
  
- Gym/sport [sports@hollandinternationalschool.sg](mailto:sports@hollandinternationalschool.sg)
  
- Woodlands transport services
  - Registration/general [schoolbus@hollandinternationalschool.sg](mailto:schoolbus@hollandinternationalschool.sg)

You can reach the group and subject teachers at their school email addresses, which they will provide to you directly.

## 2. Holland International School

Holland International School provides excellent Dutch and English primary education for children aged 2 to 12. With more than a century of educational experience in Singapore, Holland International School creates a rich learning environment where students are empowered to achieve their best selves. The Dutch-rooted approach to education forms a core element of the school's identity – a culture of equality, cooperation and independent thinking. Students learn in an inquisitive yet structured manner and are given ownership of their learning process, enabling them to set their own goals and pursue areas of personal interest. Within the International Stream, the language of instruction is English for both the English National Curriculum and the International Primary Curriculum (IPC). The Dutch Stream offers a mirrored learning experience, where the Dutch National Curriculum and IPC are taught in Dutch.

### 2.1. Brief History

Four large Dutch companies (ABN-AMRO, Heineken, Philips en Shell) decided to join forces to create a Dutch primary school that could provide high-quality education to Dutch expats in Singapore. Dutch children have received education in Singapore since 1920. For the first eight years, this took place in the billiard hall of the Hollandse Club - at that time 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 found at the Shangri-La Hotel tennis courts. A plaque commemorates the building's earlier destination.

In October 1984, the current school building on Bukit Tinggi Road was officially opened by then Minister of Education, Mr. Deetman. In the school years 1994-1995 and 1997-1998, extensions were added to the building. The new building for the school's Pre-school was opened in 2002. The school building was expanded with a new wing, currently housing groups 4, speech therapy and music class in 2007-2008. The Mr. Dolaplein was 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. Name

The name Hollandse Lagere School (HLS) was used in the past. Since the start of the primary school and the opening of the new building, our school became a 'Limited' and the official name of our school changed to Hollandse School Limited (HSL). Following the change in strategic direction to achieve growth and a right of existence for the future, we decided to add an International Stream with English education and a Dutch language programme to our curriculum. From the start of the school year 2022/2023, we also changed the name to 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 so-called founding members (Shell, ABN-AMRO, Heineken and Philips) and specially appointed representatives. The School Board monitors the school management. Daily operations are the responsibility of the school's principal, who is supported by a management team of three members. 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 small city-state in Southeast Asia. Singapore has a tropical climate with temperatures varying from 25 to 35 degrees Celsius. The school is situated in a quiet residential area, close to the Bukit Timah Nature Reserve. Several other international schools, which we work closely with, are in the immediate vicinity of our school: the 'Singapore International Korean School', 'Chatsworth International School', and the 'Swiss School'.

## 2.5. School facilities

Holland International School offers an English and a Dutch language Stream. Each group of the Dutch and the English Stream has its own classroom.

For the language curriculum, we have 2 rooms for the English as second language classes and a room for Dutch as second language classes, where the language support lessons are also provided.

The Learning Support Centre has a room for remedial teaching and a room for the speech and language therapy sessions.

There is also a music room, an art room, and kitchen. The school also has an extensive library and a spacious gymnasium.

The preschool has 4 classrooms and there is space for nap time in one of the rooms.

All rooms that are used by children and adults for longer periods of time are air-conditioned.

We have a beautifully constructed sports and recreation field in front of the main building. We also have several covered areas for our students as part of our sun policy and to enable students to play outside even when it is raining.

## 2.6. Student number

We are starting the school year 2023-2024 with over 240 students at the primary school and 40 students at the Preschool.

## 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 wants to help 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  
Everyone learns everyday  
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."*

In this chapter we will explain the type of education Holland International School stands for.

### 2.7.1. International dimension

The Dutch Stream at our school holds a special status among Dutch language schools abroad: it is a Dutch day school in Singapore. We attach great importance to offering Dutch and Belgian children abroad the possibility of a Dutch primary curriculum, while at the same time offering an excellent connection to an international academic career in Singapore or elsewhere.

We offer students the option to choose either the Dutch secondary curriculum or the international secondary curriculum after they graduate from Holland International School. Our school has an international character. We do 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 several 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 program to guarantee that our students are always able to successfully transfer to an international or Dutch educational system. Our curriculum is therefore focused on expanding this international dimension.

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. In parallel, we provide English primary education with a Dutch language programme in the English Stream, to enable the development of the Dutch language at the highest level. Our students have the option to transfer to the Dutch educational system in the Netherlands, or international education in Singapore or abroad.

Our school has an international character. We do not only welcome students from schools in the Netherlands and Belgium, but also from international schools abroad, including Singaporean citizens. Many students have lived in several countries around the world and bring with them a huge international experience. Due to this international character, and our objective to ensure the students have various options after completing their primary education, we provide a blend of the Dutch National Curriculum and the International Primary Curriculum (IPC). This curriculum is thus focused on expanding the international dimension.



### 2.7.2. Modern education in the 21st century

Our modern teaching approach has the objective to prepare students for the 21st century. We expect continuous significant social changes in the 21st century, 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 that can independently function and develop their talents. Critical, independent, flexible and responsible individuals who continue learning their whole lives. People who are capable of cooperating and acquiring new knowledge (Cooperative learning).

This continuously changing world requires children who are prepared for this dynamic environment that expects individuals to adapt and keep learning and innovating. Technology ensures that information and opinions are available in an interactive way- always and everywhere. Teachers coach, guide and, together with the students, learn to make decisions; to validate information, to make connections, and to participate in knowledge development. Children grow up in a knowledge society. This knowledge society requires people who can make critical and well-considered decisions, move in it, and develop their talents. Self-confident, resilient, flexible, and responsible people who learn their whole lives. People who are able to work together and acquire knowledge together (cooperative learning).

### 2.7.3. Knowledge of learning

Our knowledge of learning and development has hugely increased by 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 the IPC at Holland International School.

## 2.8. Mission of Holland International School

Together with the Board and the team, we have developed a mission based on the aforementioned insights that gives direction to our curriculum 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 two-fold mission:

1. We provide children the opportunity to learn to speak fluently in both Dutch and English and we guarantee a good connection to any Dutch or International school in the world.
2. In addition, we ensure that children become happy, confident students who are skilled for life.

Holland International School chooses a strong core curriculum for language and maths, with a second language offer, an International Primary Curriculum (IPC) and Cooperative Learning (CL) as spearheads.

Holland International School chooses a profile with a strong Dutch curriculum and English as a second language for the Dutch Stream. For the English Stream, we opted for the English National curriculum and a daily Dutch language programme.

## 2.9. Focus on Learning

Holland International School's mission conveys that our students' learning process is our focal point. As an organisation, we always want to keep developing and to scrutinise: our educational programme or organisation; the implemented tools; the professionalism of the team; the facilities and the interior design of our school to see whether we can improve certain aspects in order for our students' learning to continue to grow.

## 2.10. Professional teaching

At Holland International School we offer high quality education that accommodates the different ways students excel. We consider individual needs, interests and targets.

We make learning personal in order to provide every child with the education they want and need. In order to facilitate this personal learning, skills have to be acquired. These skills can be categorised as follows:

- Functional skills
- Thinking and learning skills
- Personal skills

*Functional skills* are language skills, numeracy, and ICT.

*Thinking and learning skills* are skills that children need to acquire to become effective students. Mastering these skills enables children to increase their learning outcome because they develop the ability to:

- Improve their results by applying various learning approaches in different subjects.
- Learn how to learn and how to monitor, evaluate and change the way they think and learn.
- Become independent learners that know how to develop their own ideas, how to gain knowledge and how to apply what they have learnt in different contexts.

*Personal skills* are skills acquired to develop personal effectiveness, and they are central as “personal objectives”. Mastering these skills allows one to realise self-management and to maintain effective social and working relationships.

## 2.11. Do what works!

For the continuous 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 Cooperative Learning (CL) and the International Primary Curriculum (IPC) programmes, 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. Holland International School is working on the implementation of nine didactical strategies that, according to Marzano, have demonstrated a proven effect on students’ learning outcomes.

Since 2007, Canadian Professor in Education, Michael Fullan, has been involved in the educational development of maths 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.

## 2.12. Assembly

Each Friday morning all primary students congregate in the gymnasium. 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 at Holland International School, Book Week, sport events, charities, current events and cultural assemblies.

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.

## 2.13. Continuous improvement process

The curriculum will be further developed on the basis of the educational goals described in the 'School Development Plan 2023-2024'. The long-term objectives are listed in the 'School Plan 2023-2027'.

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

## 2.14. Roles within Holland International School

### 2.14.1. Leadership team

The school's leadership team consists of the principal and management team members. The pre-school and the English and Dutch Streams are managed by the management team.

The management team is responsible for the implementation of the educational policy in the school. The business lead, who is part of the leadership team, manages the back office (Admin team). The principal manages the management team and the learning support team. The principal is ultimately responsible and reports to the school board of Holland International School.

### 2.14.2. Learning Support Center (LSC)

Holland International School includes an internal supervisor responsible for the supervision of our pre-school 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: a remedial teacher, a language assistant and a speech therapist. The LSC team 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. Coordinators

The school's coordinators play an important role in HIS' development. They initiate support, coach the teaching staff, conduct subject-specific research, and play an advisory role in formulating the policy.

Coordinators:

- Coordinator English language
- Coordinator Dutch Language
- Coordinator Maths
- Coordinator International Primary Curriculum
- Coordinator Cooperative Learning
- Coordinator ICT

### 2.14.4. Group teachers

Around March of every school year, school management advises the Board about the number of teachers that would be required for the following 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.

Whenever a group teacher becomes responsible for a coordinator role, a contracted teacher will take over their lessons. Together they are responsible for the class.

A hiring committee, consisting of the management team, 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 leadership team.

#### **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/dance: 2x per week for students in the English Stream and Dutch Stream.
- Music: 1x per week for students of the pre-school, English Stream and Dutch Stream.
- English as a second language: 5x per week for students of the Dutch Stream.
- Dutch as a second language: 5x per week for students of the English Stream.

#### **2.14.7. Educational support staff**

The Administration office is an important part of our school and comprises the following roles and components:

- Admissions and Bus Officer
- Facilities Officer and CCA Coordinator
- Health coordinator
- Human Resource officer (HR)
- Front office Representative
- Financial administration
- IT-system Administrator
- MarCom Officer
- Business Lead

Holland International School also includes: cleaners, a groundskeeper, security guards, a traffic guard and transport officers (schoolbus).



## 2.15. Staff development

It is key to our personnel to keep track of all developments in the field of education and to continuously work on increasing their expertise.

Holland International School is a learning school, where staff are continuously educated too. HIS stimulates this by initiating classroom consultations, 'moment coaching', and intervision. Furthermore, the school works with an annual training budget connected to the school's developmental needs. We have skilled teachers and subject teachers who have gained vast experience in one or more fields. Through team-teaching and sharing knowledge and skills, we are set with a strong and experienced team to work with our students. Our educational support staff also participates in our team building activities, or receives functional training.

## 3. Education in the preschool

### 3.1. Introduction

At our preschool we offer a bilingual programme with the two main languages we offer at our primary school, Dutch and English. Our Playgroup, Nursery and Transition group all have 2 teachers, 1 native English teacher and one native Dutch teacher.

Children can join our Playgroup when they are 18 months old, and after Nursery or Transition group, when they are 4 years old, they will either transfer to our Reception class (English Stream, 4 years old at the beginning of the academic year) or Group 1 (Dutch Stream, turning 4 before 1 Jan of the academic year).

- Playgroup: 18 months to 2.5 years
- Nursery groups: 2.5 years to 3.5 years
- Transition Group: 3.5 years to 4.5 years

### 3.2. Organisation

Our daily program is set by the teachers. We ensure that both languages have an equal presence during the daily programme. The school day starts at 8.30 am and ends at 2.30 pm, which is in line with the school times of the early years at primary school. For the children who still need a nap, we have a separate 'rest area' classroom where the children can have a rest or nap. Children in Playgroup and Nursery have the option for 3 or 5 days. When children start in the Transition Group they will go to school 5 days a week.

### 3.3. Education

#### 3.3.1. Educational principles

At our preschool we use the International Early Years Curriculum (IEYC) as our main method of teaching.

The IEYC is a comprehensive curriculum covering all learning areas relevant for our early years children. The IEYC helps the children to ensure that there is a smooth transition from preschool to primary school.

We promote a playful learning experience that nurtures curiosity, ownership and enquiry. We work on a child-focused dimension of learning and developing, in which we facilitate learning for all.

The IEYC provides teachers with a comprehensive curriculum in which the students are taught through developmentally appropriate thematic units of learning. During these units teachers will create different learning environments and playful learning experiences.

The program includes various activities, allowing the teachers to work on the development of emotional, social, motor, language and cognitive skills. Children will need these skills for future social relationships and a good start in primary school.

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

When children are working on their activities, several developmental areas are simultaneously stimulated. The teachers alternately play a supporting and leading role in these activities. Below is a list of developmental skills we work on in our preschool. When creating the programme for our preschool groups, we take into account the age-appropriate goals for each of the developmental areas to ensure that we are able to track the progress of the children.

### **3.3.3. Cognitive skills**

Learning to think is about processing different types of information that enter via the sensory system; how this information is stored and how it is connected to previous experiences. Learning to make these connections is based on thinking, doing, acting, discovering and experimenting; from making a simple jigsaw puzzle to being able to name the colours and understanding the concept of time. Language is a tool for ordering and identifying experiences. Through our IEYC curriculum we focus on different areas of development during our activities to develop these cognitive skills.

Our classrooms are set up in different learning corners to provide an opportunity for exploration and development. Our learning corners are:

- Home Corner
- Construction corner
- Art Studio
- Sensory play
- Reading corner
- Maths Corner (introduced in Transition Group)

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

Within the IEYC curriculum language development is a very important aspect of learning. After all, language is communication. The units are comprehensive and give the teachers a good guideline of what goals can be covered by looking at the early language development of our preschoolers. By generating spontaneous language and by creating meaningful and

interactive situations, we focus on oral language development, language comprehension and vocabulary.

At preschool we start to introduce words of the week and a book of the week. Both words and books are linked to our Units to ensure that the words are meaningful for the children. Every week the words and the book of the week will be shared with parents via Social School. We encourage parents to use these words at home to help the children learn the words in different contexts, this will improve their language development.

### **3.3.5. Bilingualism**

From Playgroup through Transition Group, our preschool focuses on equally taught languages. Bilingualism occurs naturally in our preschool because of the presence of both a Dutch and an English teacher. In our Playgroup, we start by offering the words of the week in English and Dutch.

Children learn to differentiate the two languages by connecting their use to one of the teachers. Where in the playgroup the languages are still fluid in class, in Nursery we will have the languages more structured. Nursery will have circle time alternating between the English teacher and the Dutch teacher. Also, there will be more structured moments during the day when the teachers engage in different activities with the children to provide them with more language input.

At the Transition Group the programme is another step up and more structured. In the Transition Group, the teachers prepare the children for Group 1 and Reception Class. Here, we will be introducing the children to recognising their names, recognising signs and symbols, and listening to sounds as part of introducing phonics.

### **3.3.6. Emergent literacy**

Preliminary literacy is an aspect of language where children are frequently exposed to the literate world we live in: they discover that language has a function.

Reading to the children is a big part of engaging them in our IEYC units. Not only reading books but looking at big pictures and story tables as well. Through our IEYC units and by introducing words and a book of the week we stimulate the children's literacy development. In the Playgroup we are introducing all kinds of picture books to embed the joy of reading. After this, in Nursery we use interactive reading, where we not only read the book to the children but involve them in the storytelling by asking questions before we even start reading the book, looking at the book what we think the story is about.

In the Transition Group we see that the children have a better comprehension of books and that pictures and letters form a story. Here, we will be introducing different kinds of books: informative, magazines, fairy tales, and story books. We will encourage children to replicate a simple story during their role play to enhance their comprehension of the reading.

By frequently reading to them and by “reading” picture books on their own, the children learn to understand the language in books. Children notice that there is a relation between written and spoken language.

In Nursery and especially in the Transition Group there is a focus on symbol exploration, for instance by reading picture books, having the children recognise their own names, and by the teacher writing a text in a creative process.

### **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 different units of IEYC and the extra developmental goals we cover in the units we help the children develop their social and emotional well-being. The main areas we focus on are:

- Dealing with self
- Dealing with others (adults and children)
- Play development
- Self-reliance

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 engage themselves and to engage 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**

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 have self-confidence, are curious, take the initiative, and feel safe will enjoy their play. This is demonstrated by the extent to which children are engrossed in their play. Playing is a self-selected activity where children unwittingly take a new step in their play development. Activities focusing on play development include simple role play, board games with teacher guidance, and group activities. With our IEYC units we have new and exciting learning corners every unit to encourage the children to be curious and take this initiative in their learning.

#### **3.3.11. Portfolio**

The portfolio is a collection of the child's work in various stages of his/her development. This provides teachers, parents and children with a clear picture of the child's learning process. Biannually (November and June), prior to the 10-minute Parent Teacher Meetings, the portfolio is issued to each child to take home. Included in this portfolio is a progress report on the following developmental lines:

- Basic characteristics
- Involvement
- Dealing with self
- Dealing with others
- Play development
- Independence
- Speech and language



- Gross motor skills
- Fine motor skills

With this, we encourage parents to review the portfolio with their children. Parents bring the portfolio back to school for the meeting. At the end of the preschool, the portfolio is issued to the child for parents to keep.

## **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 number of students per group can hugely vary each year. Depending on the group situation, there's a possibility that if a group exceeds 25 students, the group is assigned assistance or the group is divided. This decision will be taken with the Board and the principal.

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

The group size enables us to differentiate between educational needs and to provide individual support to students. The group teacher is the first person responsible for this. The group teacher is supported by our Learning Support Coordinator (LSco) and the Academic Support Teacher (AST), who are both part of the Learning Support Centre (LSC). For more information on this subject 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 want to maximise the available data to improve our education. Concretely, this means collecting and effectively utilising test and observation data to achieve improved student results.

Characteristics of outcome-based learning are:

- Working from (realistic) high expectations
- Setting objectives (at all levels)
- Specifically designing the educational programme and the educational process
- Measuring and analysing the results: "Are we signalling trends?"
- Effectively reflecting on the educational process
- Adjusting the instruction, the programme, and sometimes the objectives

Discussing students' results takes place at several levels within the school. The teacher discusses the results with the students. The discussion at group level takes place between the group teachers and with the Learning Support Coordinator (LSC). The results of the school as a whole are discussed within the team and are led by the principal, the LSC, and the language- and maths coordinators. The school results are discussed 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 centres 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 action-based cycle, we are taking preventive action.

The responsibility for the student with a special educational need always lies with the group teacher first. He or she creates the group documents based on the group's learning outcome and learning needs. The group document is an important characteristic of action based working. 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. Group plans are dynamic, meaning they are regularly readjusted. The organisation of a group plan is described in our educational planning guidelines. By using group plans it is no longer the method that dictates the curriculum, but it's the teacher who 'directs' the educational program. Hence, making it as fitting as possible for all students in the 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 IGDl-plus model

To guarantee that all children are provided instructions at the appropriate level, we use the IGDl-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 IGDl 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, maths and IPC. These subjects occupy an important place in all groups.

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

#### 4.2.1. Dutch Language

##### 4.2.1.1. Groups 1 and 2

In groups 1 and 2 the foundation is laid for vocabulary and the language and reading skills in both Dutch and English. By the differentiation approach and a varied package of materials and activities in these groups, students learn to develop at their own pace. The provided activities focus on developing and expanding vocabulary: verbal language skills; comprehensive listening; story comprehension; language awareness; emergent literacy and letter knowledge. With the International Primary Curriculum (IPC) units, students are working on various goals, where we also account for the different types of intelligence and learning styles of the students.

#### 4.2.1.2. Group 3

We start teaching the core subject language, reading and writing methodically by the time students have reached group 3. Being able to read well literally opens up your world, since you have access to all kinds of information once you can read. For this age group we use a method called *Veilig Leren Lezen* (learning how to read safely), the kim-edition. An integrated program of (comprehensive) reading, spelling, composition, vocabulary and verbal language development is offered in 12 themes.

By offering different learning streams, this method allows for differentiation options. Each child's reading development is carefully monitored by an evaluation of their development upon the completion of each theme. This allows the continuous adjustment of each child's individual reading program in the course of their reading process.

In group 3, we start with the methodical teaching of the core subjects language, reading and writing. Being able to read well literally opens up your world. After all, once you can read you have access to all the information possible. For group 3 we use a method called *Veilig Leren Lezen* (learning how to read safely), the 'kim-edition'. In 12 themes, an integrated range of (comprehensive) reading, spelling, composition, vocabulary and verbal language development is provided.

There's a lot of room for differentiation within this method, by working with different streams. The student's reading development is closely monitored because of an evaluation moment after each theme. This enables an adjustment for each student in the course of their reading process.

#### 4.2.1.3. Groups 4 through 8

The groups 4 through 8 work with the method *Taal actief 4* (Language active 4)..

This method provides a full programme for language and spelling, including a fully integrated vocabulary learning curve. The method differentiates on three different levels within various themes. In addition, there's extensive extra materials available for our language gifted students. For students needing extra support in vocabulary we have *Woordenschat Extra* (Vocabulary Extra).

*Taal actief 4* sets learning objectives for both students and teachers. The learning curves of listening, speaking, composing, spelling, grammar, and language are fully incorporated in this method.

Spelling is covered in separate classes, which also provides differentiation for students at three different levels.

*Taal actief 4* works with the IGDl model, where the instruction is the start of the learning process. This is followed by independent processing of the subject matter, which is to some extent, guided by the teacher.

For more information about the English language classes we refer you to paragraph 4.3.

### 4.2.2. Reading

In reading development, we consider it important to keep stimulating the reading motivation and experience. We do this in various ways throughout the school year. From group 1, there are daily reading sessions in class, book presentations by students or book reports. Students visit the school library at least once a week to borrow new books to read.

We pay attention to different reading stimulation activities annually, including Book Week, the Dutch National Read Aloud days and the Children's Jury. When possible, we also invite an author or illustrator to our school for Children's Book Week.

For technical reading we use the method *Estafette* in our groups 4 through 8. This method works with 4 different textbooks per school year, both reading books and omnibuses, to expose the students to various types of texts. There are new learning challenges incorporated in these books. The method works structurally on reading words, sentences and texts, focusing on correct, smooth, and fluent reading. There is also room to work on prosody.

The method offers differentiation options so that both strong and weaker readers are provided with a programme that they need.

Reading skills is a daily occurrence in our groups 4 through 8. While the focus is mostly on technical reading development in groups 4 and 5, this slowly shifts to comprehensive reading from group 6 onwards. For the development of comprehensive reading, we use the method *Nieuwsbegrip XL* (News comprehension XL). With the help of texts about current events, the students practise reading strategies like prediction, summarising, or explaining reference words.

### 4.2.3. Maths

#### 4.2.3.1. Groups 1 and 2

The circle activities for the groups 1 and 2 are provided on the basis of the maths objectives from Cooperative Learning (CL), which are incorporated in our IPC selection for the Early Years. The method *Rekenrijk* is deployed as a sourcebook. It focuses on various aspects in the areas of: comparing, ordering, matching quantities, counting, numeracy, measuring, time, and surface area. Furthermore, the teachers stimulate working on the maths goals in a variety of play and learning corners. Playful learning in these play and learning corners is stimulated based on the *KIJK!* observations and previous lessons from *Rekenrijk*.

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 *Wereld in Getallen* (*World in Numbers*), which connects well with our current levels of reference. In this method differentiation is offered by working with the 'Bijwerkboek' (Upgrade Book) or a 'Rekentijgers' (Math Tigers). 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 program *Rekentuin* is used in all groups, where different maths domains can be practised.

The students' progress is assessed by the method-bound tests from *Wereld in Getallen* and by the independent 'Rekenen/Wiskunde' tests from the student monitoring system *CITO*.

#### 4.2.4. IPC

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

You can read more about the 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 Primary Curriculum.

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 IPC unit (theme), the music lessons will be connected to this 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
  - *Taalactief 4* - groups 4 - 8
- Advanced technical reading
  - *Estafette*
- Comprehensive reading
  - *Nieuwsbegrip XL*
- Maths
  - *Wereld in getallen* - groups 3 - 8
- English as a second language
  - *LCP New Generation Literacy*
  - *Jolly Phonics*

- *Oxford Reading Tree*
- *Raz-Kids online reading programme*
- *International English*
- *English skills for Grammar World*
- *Big Write*
- *Hamilton Trust*
- *Navigation Guided Reading*
- Case subjects
  - IPC-units
- Topography
  - Computer programmes (*Topomania*)
- Music
  - *IPC specialist units*
- Writing
  - *Schrijfatelier*
    - group 1
  - *Schrijfdans*
    - group 2
  - *Pennenstreken*
    - groups 3, 4 and 5
- Physical Education (PE)
  - *Basic PE lessons*

## 4.3. English language lessons in the Dutch Stream

### 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 English Stream.

English is taught by a group of dedicated teachers with various skills and diverse backgrounds. They follow a detailed and systematic approach that adheres to the English 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 at Holland International School.

The three main goals of the English curriculum are:

- To introduce English to young children so that they can express themselves confidently in everyday situations.
- To prepare the students for a transfer to an international school at the end of or during their primary school studies.

- To prepare students for enrolment in a bilingual or international school upon returning to the Netherlands.

#### 4.3.2. Lessons per groep (per week)

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

- Group 1            5 x 45 minutes
- Group 2            5 x 45 minutes
- Group 3            5 x 45 minutes
- Group 4            5 x 45 minutes
- Group 5            5 x 45 minutes
- Group 6            5 x 45 minutes
- Group 7            5 x 60 minutes
- Group 8            5 x 60 minutes

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

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#### 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)
- Transactional (e.g. letter, email, invitation, and postcard)

## 4.4 The programme in the English Stream

The English Stream of Holland International School in Singapore provides outstanding education according to the standards and criteria of the English National Curriculum. We enrich the English curriculum with Dutch language lessons. The integration of the International Primary Curriculum (IPC) enables us to teach the subjects in a thematic manner and with a global/international perspective. In the school year 2022-2023 we started with a Reception class for students from 4 to 5 years old and have since expanded the stream to accommodate children in Key Stage One (Years 1 and 2). The students in the Reception class receive the UK Early Years Foundation Stage Curriculum, with a strong emphasis on practising phonetics to be able to read and write confidently. Furthermore, we provide a clear maths programme that enhances numeracy skills. We also provide the International Primary Curriculum (IPC) and the students are presented with daily Dutch language lessons to develop a good understanding of the Dutch language. All lessons are taught in a fun and practical manner! The English Stream classrooms are warm and inviting, with distinct learning areas for the students to develop skills, creativity and independence, utilising the playful approach that they're accustomed to.

Our Year 1 and 2 classes follow carefully chosen International Primary Curriculum (IPC) units that engage and excite our young students and are relevant for them as global learners. The IPC ensures the English National Curriculum goals are met for all of the foundation subjects (History, Geography, Design and Technology, Computing, Art) as they are taught in a thematic way, rather than as unique subjects. Science also has high priority within IPC lessons, with children being given the opportunity to further their knowledge about key topics; students work practically by carrying out some simple tests and experiments.

#### **4.4.1 Early Years Foundation Stage Curriculum**

The Reception class at Holland International School is a rich, inviting environment that encourages children to learn and discover in a playful manner. The students get ample opportunity to initiate their own play and activities. At the end of the year, students are assessed on 17 Early Learning Goals, within 7 various learning areas (Communication and Language, Physical Development, Social and Emotional Development, Literacy, Maths, Global Knowledge, Visual Arts and Design). These assessments are not formal and are based on the observations of the group teacher and his/her knowledge of the development of each student. The class represents these 7 learning areas, where students are free to explore the resources that are always readily available to them, as well as the improved activities that are provided every week. The extra activities are based on the ongoing IEYC unit and the interests of the students.

#### **4.4.2 Reading and Writing**

Every session focuses on the sounds of letters in an interactive way. The sessions teach them to confidently segment and blend words, and to learn 'difficult words', skills they will need to become early readers and writers. We use the 'Little Wandle Letters and Sounds' programme that complies with the revised requirements of the 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 education of Phonics is interactive and energetic, and we spend a lot of time celebrating our accomplishments!

In addition, students get ample opportunity to practise with language and writing skills in a playful manner. Within our IPC 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 One, the children continue with the Phonics Programme, with a greater emphasis on developing written skills and growing fluency within reading. There are also Literacy sessions and objectives that are covered within IPC lessons, where links can be made

to the IPC unit. Children in Years 1 and 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 English Stream, we use the handwriting programme 'LetterJoin' which helps the children to move from precursive to cursive handwriting.

#### 4.4.3 Maths

The maths method focuses primarily on developing a strong understanding of number and other maths concepts including addition and subtraction. In accordance with the 'Early Years Foundation Stage' approach we use practical and fun methods to teach maths, including the 'White Rose Maths' programme. Students practise with objects and pictures; with the ultimate objective to apply the learned skills to more abstract thinking and mathematical problems. This approach develops the students' reasoning skills and it stimulates the love for maths! Students in the Reception class actively participate in short, teacher guided, maths lessons. Besides that, activities and play materials are provided to promote learning through play. In Key Stage One, the lessons are also practical. They begin with a teacher input, with plenty of opportunities for children to apply their learning within independent activities. These activities are differentiated to suit the learning needs of all students.

In Key Stage One, we continue with 'White Rose Maths', with an increasing focus on children building their reasoning skills to answer questions. Short teacher inputs are sandwiched between child-led activities, which can be practical or written. The children are encouraged to start recording their answers in a more formal way. Maths teaching is 'blocked', so topics are taught for a period of time before moving onto the next topic. For example, Years 1 and 2 begin the year by focusing on Place Value for 5 weeks. This ensures learning is embedded and that key concepts are taught in depth before moving on.

### 4.5. Dutch language lessons in the English Stream

#### 4.5.1. Dutch as second language

In the English Stream, 45 minute Dutch language lessons are provided by a subject teacher every day. The following domains are discussed during the lessons: verbal language skills, vocabulary, reading, and writing. By providing the Dutch language lessons as part of the daily curriculum, we ensure that the students develop a good understanding of the language and become fluent in verbal communication.

Based on observations, tailored learning is provided in a meaningful environment in the Early Years. At Holland International School we ensure that the subjects of the International Primary Curriculum (IPC) are reflected in the Dutch lessons, with a diverse programme that is adapted to the perception of the students.

## 4.6. Cooperative learning (CL)

'Cooperative learning' (CL) was introduced at Holland International School as an instrument to teach our students to work together in a structural manner.

CL is implemented at various moments in the daily programme. All teachers (also the teachers of the preschool, the group teachers, and the subject teachers) use these structures of 'Cooperative Learning' and the 'cooperative class management' to ensure recognition for our students.

We use seven keys to make 'Cooperative Learning' successful. These keys are the foundation of cooperative learning. The keys are as follows: the structures, the teams, the class management, class-builders, teambuilders, the social & communicative skills, and GIPS (equal participation). The keys are developed for preschool through group 8 so that there is a continuous line.

### Kagan

Cooperative Learning is developed by Dr. Spencer Kagan. His CL concept offers a powerful and structured form of cooperation that seamlessly fits in with the vision of Holland International School.

#### 4.6.1. Class management

CL has brought structure in the class management at Holland International School. In class, students work in a fixed team for 6 to 8 weeks: the so-called 'home team'. This team can be considered as the students' 'home'. Within their home team, students will work in pairs, with the team, or individually. To enhance their motivation to work together, the teacher will initiate teambuilding and class-building activities. These are separate activities with the team or the class to improve and maintain the relationships between the students.

Students adopt a different role within the team each week, including: supply chief, bake chief, time-keeper. These are the social roles.

Moreover, the teacher uses a silence signal and arranges the sound level by indicating which "voice" students can use to talk (buddy voice, team voice, group voice, classroom voice).

The CL structures are implemented to achieve the objective of the lesson and to ensure equal and active participation (GIPS) of each student in the learning process. These methods have names, including *Find someone who*, *Duo Coach* and *Mix & Match*. They're implemented and used by both the Dutch and the English team.

#### 4.6.2. Cooperative learning works!

At the Holland International School we see that Cooperative Learning (CL) really works! Cooperative learning has a significant positive effect in the following areas:

- There's a positive learning environment in the classrooms and the whole school.



- The students achieve a higher thinking level by working together with other students.
- All students are actively engaged and feel responsible for their own learning process and/or task.
- There is equal participation.
- Social and communicative skills are integrated in the structures.
- There is an atmosphere of mutual acceptance of students and appreciation for their qualities.
- The students have fun!
- The teachers enjoy facilitating the students' learning.
- The teachers implement CL as a tool to work with different levels in the class..

### 4.6.3. International dimension

Our students grow up in an international environment. They frequently change home and school environments, which makes it essential for them to learn skills necessary to adjust to new surroundings. By providing CL structures we work on the development of thinking skills, communication skills and social skills. This way we prepare our students optimally for a rapidly changing world. Moreover, the skills our students acquire are universal and will not only support their ongoing development in the Netherlands or Belgium, but also anywhere else in the world.

### 4.7. International Primary Curriculum

The 21st century is not just about knowledge anymore. To survive in this rapidly changing world, a child needs more. IPC responds to this and provides a programme for primary education that aligns with these developments. It's a contemporary programme in which effective learning is central. The students are actively involved in their own learning process and learn to purposefully work on knowledge, skills and understanding. They also work on self confidence, comprehension, developing their talents, and there is attention for international developments and other cultures.

The IPC curriculum works with well defined learning objectives and themes called units. The guiding principle is always what students will be learning and not what they will be doing. The IPC themes are presented in a contemporary way with challenging activities with the focus on research, processing, and reflection. The activities are based on recent scientific brain research. Every unit has a fixed structure which provides clarity.

An IPC unit is an overarching theme which covers all core subjects and creative subjects in a set/determined period. In IPC these subjects are not isolated, but rather intertwined. Therefore the lessons go into depth and the students learn to see and make connections. In addition, students also conduct their own research and learn to approach the subject from different angles. The curriculum is also international. With every theme, the students 'cross the border'; the subject is approached from other cultures/ cultural perspectives and students

search for similarities and differences with other countries and cultures. Each group or grade covers about five units per year.

HIS involves the parent(s) with the start and conclusion of a unit. After all, involvement and interest from the parent(s) in their child's learning is very important. IPC provides parents with a letter that explains what the students will be learning, the way they will learn this, and how parents can help at home.

During a unit we work on different objectives:

- Knowledge objectives (knowledge)
- Skill objectives (ability)
- Insight objectives (understanding)
- Personal objectives (research, respect, cooperation, adaptability, caring, resilience, ethics, communication)

Knowledge objectives can be tested in writing. The children receive flashcards to practise in school and at home. This starts at *milepost 2*.

Skill objectives are observed using an assessment programme. The programme thoroughly indicates per section what is expected of the student. It enables the teacher to guide their learning process in detail using the learning advisories. Students can also scale themselves to see where they are in relation to achieving their objective.

Insight objectives are harder to assess. By asking the students questions and by having them provide explanations, it's possible to observe their insight and understanding.

Personal objectives are not bound by mileposts. These skills, knowledge and insights are stimulated throughout the school period at HIS. It's a preparation for working and learning in a multicultural and continuously changing society.

The process of a unit:

- |                         |  |
|-------------------------|--|
| 1. Entry point          | Enthuse students for the new theme.  |
| 2. Knowledge harvest    | Collecting existing knowledge.   |
| 3. Explanation of theme | Explaining the theme of the unit.  |
| 4. Subject areas        | Varying per unit, in which research and processing activities are carried out. |
| 5. Exit point           | Celebrating and reflecting on everything that has been learnt.                 |

IEYC stands for: International Early Years Curriculum, or in short Early Years. The curriculum is specially developed for the preschool and nursery education, where the core is learning through play.

Children learn by being actively and intrinsically involved with people, materials, events, and ideas. This takes place in a rich learning environment to ensure that the children have the space to discover and explore the world from their natural curiosity. This way they develop

personal qualities such as self confidence, perseverance, and adaptability. They also discover where their talents lie. With IEYC we lay the beautiful foundation where the students will continue to build on in group 3.

The focus in the groups 3 is on the extensive language- and reading programme until the autumn break. Mid October the students of group 3 will also work on the IPC objectives.

## 4.8. Homework

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

Exercise is essential for children's complete development.

The school is responsible for introducing students in primary education to a wide range of sports and movements. Holland International School has a big, well-equipped, and air-conditioned gymnasium. We also have a synthetic turf field with an athletics track, surrounded by artificial grass. All groups use the gym biweekly. The big field is used intensively during break and is also suitable for sport events and extracurricular activities. PE lessons are conducted by a subject teacher who focuses on motor skills, coordination, technique and games.

#### 4.9.1. General

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 English Stream.

The group 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 in both the Dutch Stream and the English 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.
- Periodic fitness tests in the form of 'shuttle runs'.
- Students become acquainted with a wide variety of sports and the possibility to refer them to specific sports clubs.
- During the dance/movement lessons, assignments are performed to music in a playful manner. The focus is on the student's creativity and expression.

#### 4.9.5. Specialised didactic and pedagogical conduct

The HIS sets out to be a sports and exercise oriented school. This is why, in addition to the 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 the students in class which will help them regain their focus. These exercises stimulate and activate the brain. Sport activities are also an important part of our selection of extracurricular 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. Personalised learning support is provided on both group and individual level.

The lesson time is efficiently utilised 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 employed a Health Coordinator and the teachers also possess the latest knowledge and skills [regarding first aid]. By direct communication with the administration [office], emergency services can 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**

The objectives within the music curriculum at Holland International School are focused on listening, and performing and composing activities.

Ways of using sound are explored in composing, both with the voice and with a widening range of musical instruments and technology. Musical performance is balanced with opportunities to hear and to make a personal response to music of different styles, periods and cultures, including an international / Dutch repertoire in its varied forms. Interrelated activities for listening, performing and composing are applied.

The music lessons place emphasis on attentive listening with the objective to enjoy it. Listening also has an essential role in composing and performing music. The student is encouraged to listen attentively to the sounds in the surrounding and to gradually become

aware of the tunes in music.

Arranging a musical performance enables singing and instrumental performance being united with that of others. The ways in which sound can be used, as part of composing music, occurs with the voice and with several musical instruments and technology. Musical performance is interchanged with possibilities to listen to and to form a personal opinion of various music styles, music eras, and music cultures, including an international/Dutch repertoire in different versions.

Interchangeable related activities for listening, performing, and composing take place regularly. Music lessons are based on Orff Schulwerk in the groups 1 through 5. The influences of the theories of Dalcroze and Kodaly are also incorporated.

The programme provides a holistic approach to music education. It integrates:

1. singing
2. speech activities
3. Listening to, and playing and moving to music from different times and cultures
4. folk dances, circle dances, and creative dances
5. playing untuned instruments
6. exploring tuned instruments
7. body percussion
8. reading, analysing, performing, and creating music

It's an approach where all students can participate, contribute, and experience success. The students begin with simple tasks and gradually transition to more complex and challenging activities according to their ability and development. Students can, irrespective of age and experience, immediately begin to make music that is both stimulating and rewarding, without the demand for technical skills/knowledge.

The music lessons in Groups 6 through 8 will include technological aspects, while the students will still enjoy and create music. The teacher will create an atmosphere in class that is safe and challenging and will select music that encourages continued participation from the students. Tuned and untuned instruments will be added to vocal activities. Computer technology will be utilised to compose music and to facilitate music notation.

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

Throughout the curriculum the following music lessons will be provided:

- Preschool                      30 minutes
- Primary school              45 minutes

The music teacher is also involved in the annual 'Spring Concert' 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 his/her 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
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 realising. 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	The student displays some control and rhythmical accuracy when playing tuned and untuned instruments. He/she performs better as part of an ensemble,	The student plays tuned and untuned instruments with control and rhythmical accuracy. The student works well as part of an ensemble and alone.



	is unable to work alone.	but is beginning to work alone.	
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### 4.11. Co-Curricular Activities

Holland International School offers a wide range of after-school activities, so-called Co-Curricular Activities (CCA's). The CCA's are provided by qualified teachers and sport coaches. CCA's are an important part of the holistic development of students. Through CCA's students explore their interests and talents. CCA's 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, technical Lego, 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, kitchen, or on the Hollandse Club premises, where students will be taken to by the CCA-bus.

## 5. Information and communication technology 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

**The formulated ICT vision reads:**

*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. Media plays an increasingly important role in society and students must be familiarised with this. Because students have acquired/mastered the proper collection of knowledge, skills, and insights, they have a great chance to be successful in the society of tomorrow.*

The ICT vision shows that ICT is very important within Holland International School. Children will learn in a playful way to manage the computer, which will prepare them better for not only secondary education but also for a rapidly changing society. This way children will develop the knowledge, insights, and skills needed to direct their own learning process, which fits into lifelong learning.

## 5.3. Use of ICT

The use of ICT at Holland International School can be categorised into three groups:

### 5.3.1. International Primary Curriculum

Within the 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/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.

The software connects closely to our spelling, maths and language methods. In groups 1 through 4, the students additionally work with various apps on the iPad. In groups 5 through 8, we use Chromebooks for practice sites and we focus on creating new information with what has been learned (eg. creating a mindmap of something that has been learned), along the method's educational programs.

Teachers use the data from the educational programmes to suit the educational needs of the students even more.

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.

In groups 1 through 4 the students also work with various educational apps on the iPad. In groups 5 through 8 we use Chromebooks to work with the educational programmes of the methods, various practice websites, and the Google Workspace for Education programmes to create new information about the acquired knowledge (e.g a mindmap on the computer).

The teachers use the results (data) to better tailor the curriculum for the student.

### 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 4 through 8 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' ('youth news'). 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.

### 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 the upper grades, 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, this means that the students of group 1/2 are already familiar with working on the iPad. Besides the educational apps, creating books, photos and/ or videos is one of the learning objectives. These skills are further expanded in the groups 3 and 4. In the groups 5 through 8 students work on Chromebooks. The Chromebooks are ideal for working with the Google Apps and also enable the use of the method related software for creating 3D models.

The students have their own account for which they are responsible, under the supervision of the school. The desktop computers in the classroom are used for printing documents and/or photo and video editing.

## **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 program. 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 learning support. This diagram describes the 6 levels that Holland International School follows for all students:

■ [Diagram Levels of learning support at Holland International School - June 2023.pdf](#)

The Levels of learning 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, and/or remedial teaching 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 learning support.

The teacher is always responsible for his/her students and is the first point of contact for parents. Due to the absence of Dutch language partnerships, special student care and Dutch language education in Singapore, we attach great importance to realising 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 group 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 action-based working cycle. Biannually, the 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. On 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 the used LVS-assessments (Dutch Stream)

For reading, language, and maths 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 CITO student monitoring system (LVS). 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 *KIJK!* 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 *ZIEN!* This is an observational programme used to chart social and emotional competences.

The students from group 5 onwards fill out a student list 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 set by CITO. Thus we work with an annually compiled assessment calendar. The fixed CITO assessment periods for the groups 1 through 7 are in January/February and in May/June. For group 8 this is in October/November with the transition assessment in February.

### 6.3.1. ParnasSys

In school we use ParnasSys 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. Personalised assessment

For a number of students at HIS we adopt personalised 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 personalised 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. Speech therapy

The school employs a part-time speech therapist. This helps in early detection of speech and language impairments (articulation, sentence construction, vocabulary, auditory memory and story construction). Speech and language development can also be stimulated by specific exercises and parents and teachers can be informed. If necessary, students can also be referred for further speech therapy or treatment.

The speech therapist will do a screening in group 2 by using the VTO screening instruments. This gives the therapist insight in the general language development, articulation, listening attitude, attention span and auditory memory. The teacher and the Learning Support Coordinator receive feedback and the results of the screening are stored in ParnasSys.

In the event of failure on one of the components, parents are informed and there is room for a discussion. The speech therapy, if necessary, will be conducted during school hours when possible. The payment for the therapy is to be made by the parents.

When parents and/or the teacher want to register a student for screening or further logopedic assessment (Reynell/Schlichting or CELF-4) aside from the regular school observations, this is done by means of a registration form, available through the Learning Support Coordinator. If the registration comes from the teacher and/or the Learning Support Coordinator in consultation with the parents, then there will be no additional costs for the parents.

### 6.5. Gifted students

At Holland International School we want to accommodate the educational needs of gifted students in the cognitive field. A protocol has been developed to accommodate these educational needs. This giftedness protocol describes what the school does to signal a



possible advanced development and/or giftedness. We adapt our curriculum accordingly to the student with advanced development so that he/she is properly challenged and will continue to develop in the cognitive, metacognitive (methodology), and social-emotional fields. For the screening, identification, and diagnostics, we use the DHH program (digital action protocol for giftedness).

## 6.6. Multilingual students

Language support in the Dutch Stream is for students aged 4-6 years old who are raised in a less rich Dutch language environment (in the home and / or school situation). The content of the language support is designed to enable students to understand the instruction language and to actively apply the Dutch language. The extra sport is provided in a small group.

Should language support be necessary, it may be that the students are provided language support for a certain period. Based on the observations of the teacher and the language supporter, it's examined whether it can/should continue.

## 6.7. 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's necessary to give the student (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 LSC 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 centralised 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 care level 4.

## 6.8. 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. It's possible for these students and their parents to contact a Dutch child psychologist in Singapore. She could do assessments and provide any subsequent support.

The 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.

## **6.9. 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 won't realise the objectives of group 8, will be given an individual learning curve which describes the expected transition level. The individual learning curve includes the mid- and end results of the CITO assessments. Furthermore, it concretely describes how these objectives will be realised. An individual learning curve is always discussed with parents and they are incorporated in the associated process.

## **6.10. 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. 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.

## **6.11. 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.

## 6.12. Policy for students with chronic illness

In case of a long term absence due to hospital commitment, the teacher will provide homework assignments for the student, possibly with instructions from the method manuals, in consultation with the parents.

When a student is absent for a long period of time due to hospitalisation, the teacher will, in consultation with the parents and the Learning Support Coordinator, ensure continued education.

## 6.13. 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 specialised assessments parents can contact only a few Dutch specialists, such as a child psychologist and a remedial 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. Quality management

## 7.1. Quality management

### **Quality management Dutch Stream**

The quality of education has received a lot of attention in recent years. The Quality Act (March 1998) and the Education Inspection Act (spring 2002) dictate the conditions schools have to adhere to in the context of quality management. Central in the latter act is the relationship between the school's own responsibility in regards to quality management and the role of the national inspectorate.

Since September 2011, we at Holland International School have applied the integral quality management system, which shows the coherence between the different policy areas. To include certain prioritising with the implementation of the quality management, we

consciously start at the primary process: providing education and the quality control of this process.

This is why Holland International School has chosen the inspectorate's Research framework 2017 primary education (Onderzoekskader 2017 primair onderwijs), realising that certain elements (financial aspects and human resources policy) are barely or not represented. The inspectorate visited Holland International School in November 2019 for their 4-year inspection visit. The inspectorate has applied a valuation framework that considers 5 quality areas: educational process, school climate, educational results, quality management, ambition, and financial management. The final report is published on the Holland International website and on the website of the Dutch inspectorate.

## 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 visualise 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 who and for who?

### 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. This explains why the most relevant internal parties (MT, internal supervisor, teachers), with their specific roles and responsibilities, are heavily involved and have an active part in the quality management system. Nevertheless, all involved parties of the school participate in the dialogue where

quality is determined and monitored. Hence why the most important internally involved (Educational leadership team, Learning Support Coordinator, teachers) and their role and responsibilities in the quality management system are involved and play an active role.

#### 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 the 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 Board) and by supplying feedback to the school. To facilitate the latter a survey is periodically conducted amongst Holland International School parents. In accordance with 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 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 should keep abreast of the possibilities and requirements of these relations and, where possible, align its own level of quality. The international or national further education are also 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. Holland International School uses the following tools:

- Per six weeks: sampling collection of data of teachers, students and results. The Learning Support Coordinator, the Educational leadership team, and the Coordinators analyse this in order to accordingly compose recommendations and conclusions.
- 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 (CITO) test results. This allows for trend analyses to be made every six months in order to map out the domain trends throughout the school.
- The Management Team, composes an accountability report based on the CITO analysis together with the CIM (Curriculum Coordinators, Learning Coordinator and Management Team). The Management Team is accountable to the Board with this.

Subject	Per 6 weeks	Biannual	Biannual
<b>NL</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>• CITO</li> <li>• AVI</li> <li>• DMT</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>EN</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>• InCas</li> <li>• SATS</li> <li>• PIPS (for young students)</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>• WO CITO in upper primary</li> <li>• Overall result 'Assessment for learning' outcomes</li> </ul>
<b>REKENEN</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>• CITO</li> <li>• 'Rekenen en Wiskunde' (Maths)</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term trend analyses per school year in ParnasSys</li> </ul>



## 8. Health

### 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 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 Holland International 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 School Health Coordinator. The School Health Coordinator should always be informed 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 when your child develops an allergy or intolerance during the school year, the School Health Coordinator should be informed so that we can alert other parents and take this into account (e.g. during school trips or birthdays). Because 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 'Medication Form'. This includes both short term medication such as an antibiotics course, but also for 'when needed' medication such as inhaler medication for asthma. Without this form, it is not allowed to use medication at school at all.

The form is available at the Administration [office], both in hard copy and soft copy. The parents remain responsible for the medication use of their child. And for the personal distribution of the relevant medicine. 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.

## 8.5. Contagious infectious diseases

contagious diseases should always be reported to the School Health Coordinator. Examples of diseases that have to be reported are: mycoplasma, impetigo, whooping cough, 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 and treated with antibiotics for at least 48 hours. You can contact the School Health Coordinator for more information about the regulations of Holland International School.

## 8.6. Sickness in school

It's possible that your child becomes sick or suffers from any 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 of the family, and we would never let your child go home without permission of any of the aforementioned persons. We would [also] never contact your helper/domestic worker without your explicit consent.

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 Form.

## 8.7. Sun policy

Because Singapore is located near the equator, the UV radiation is 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.

## 8.8. Mosquitos

In Singapore, there are several diseases that can be transmitted by mosquitoes, including dengue. 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.

More information can also be found at:

<https://www.nea.gov.sg/dengue-zika/dengue/dengue-clusters> en [www.hpb.gov.sg](http://www.hpb.gov.sg).

To protect yourself and your child(ren) against mosquito bites, there are several plasters and sprays available at the local chemist.

## 8.9 Head Lice

Just as in the Netherlands, head lice can be found in Singapore. If we find lice or nits on a student, his/her parents are informed by phone. The parents of the affected group will be informed through Social Schools. If we find living lice on a student, he or she should be collected from school. The student can return to school after a treatment with lice shampoo. Thus it's not allowed to come or stay in school when you have head lice.

If you find head lice on your child(ren), you should inform the School 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 areas 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.

We follow the haze regulations of the Singaporean government, which are listed in the Haze policy of the school. You can also monitor the air quality yourself on the following website:

<https://www.haze.gov.sg>.

## 9. Safety

### 9.1. Safety at Holland International School

We take great care in 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. All 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 is a fire drill and/or a lockdown drill, in which the team, all students, and adults present at school participate once every trimester.
5. The gymnasium 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 every week.
8. Parking lot safety is closely monitored 24/7 by the security guard and the team.
9. After school, the teachers of groups 1 and 2 escort the students safely to their bus. Groups 3 through 8 students walk to their buses independently but together with their classmates.

You as parents can also support us in making our school a safe school.

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 has 24-hours security. The security officers monitor the school building and the premises. The security officers are responsible for the registration of the visitors, the traffic control and managing the drop-off zone at Swiss View

One of the objectives of the security personnel is to minimise 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 only the school buses may use the school's parking lot.
- The drop off zone on Swiss View; students can alight there and continue to independently walk to Holland International School via the access stairs.
- The IES parking area is inaccessible to parents of Holland International School. One of the school security guards will monitor this.
- 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 8:30 am and then we close 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'). The only entrance during the day is the small gate by the guardhouse.

The gate at the side entrance (next to the Mr. Dolaplein) opens daily half an hour before the end of the school day: at 2.00 pm. The gate on top of the stairs at Swiss View opens from 2:15pm.

### 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 as much as possible. The visitor is issued a temporary 'visitors' pass which allows them to enter the Holland International School premises.

### 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 inside and outside the buildings. 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.

## 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 may also make an appointment with the Administration [office] to show the children the school before their first school day.

#### 10.1.1. Formal registration

##### **How does the 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 'Registration Form' and the 'Student Contract'. The school must also receive a copy of the passport and a copy of their *Foreign Identification Number* (FIN) pass, provided that's already in your possession. Should your child have multiple nationalities and/or multiple passports, please inform us accordingly upon registration.

*\*Explanatory note: 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).*

The Learning Support Coordinator requires several forms to assign your child to a specific group, including the 'Registration form Holland International School' and the 'Educational report' (OKR [in Dutch], specifically set up per group level). Both forms can be found on our website.

For special reasons, parents may want to delay informing the child's current teacher. In that case, please inform us when to expect the educational report.

We can begin placing a child once we've received the following documents in soft copy:

1. the registration form (including the medical form and the 'parental consent' form)
2. the educational report (OKR) or, in case of an international education, the educational report (EDR).

#### 10.1.2. Educational registration

In addition we'd also like to receive:

1. a copy of the child(ren)'s passport(s) and, if already in your possession, a copy of their Foreign Identification Number (FIN) pass
2. A copy of the most recent school report

3. The most recent student monitoring system/test results (e.g. CITO, LVS, Kijk)
4. Potential assessment results
5. If applicable, the most recent action plans
6. The student contract
7. A recent (passport) photo
8. Vaccination records
9. The Social Media Disclaimer

### 10.1.3. Placement and admissions policy

We offer children from 18 months onwards a place in our school. Once the registration process is concluded, the child can be placed. You'll receive a confirmation e-mail as soon as your request is received and when your child will be placed. At least 2 weeks before the start date, you'll receive an invitation from the respective group. 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. Trimesters

The terms for the school year 2023-2024 are:

- 1st trimester: 14 August 2023 – 15 December 2023
- 2nd trimester: 15 January 2024 – 28 March 2024
- 3rd trimester: 15 April 2024 – 28 June 2024

### 10.2.2. Preschool

Playgroup

De school hours of the playgroup are as follows:

- Half day: from 8:30am to 12:30am.
- Full day
  - on Monday - Thursday from 8:30 to 2.30pm
  - on Friday from 8:30am to 1:30pm

Nursery

The school hours of the Nursery are as follows:

- 3 or 5 full days
  - on Monday - Thursday from 8:30am to 2:30pm
  - on Friday from 8:30am to 2:30pm

Transition Group

The school hours for the Transition Group are as follows:

- 5 Full days
  - on Monday - Thursday from 8:30am to 2:30pm
  - On Friday from 8:30am to 1:30pm

The school fees for trimester 1 shall be for:

- 3 half days S\$ 4,816
- 5 half days S\$ 8,027
- 3 full days S\$ 7,224
- 5 full days S\$ 10,836

The school fees for trimester 2 shall be for:

- 3 half days S\$ 2,820
- 5 half days S\$ 4,699
- 3 full days S\$ 4,229
- 5 full days S\$ 6,343

The school fees for trimester 3 shall be for:

- 3 half days S\$ 2,964
- 5 half days S\$ 4,960
- 3 full days S\$ 4,446
- 5 full days S\$ 5,940

The invoices will be sent out by 1st June 2023, 1st October 2023 and 1st February 2024.  
A 30 day payment term is stated in each invoice.

School holidays and public holidays are not charged. Unfortunately it's not possible to make up for any days missed. There will be no reimbursement for illness or absence of your preschooler.

The registration fee of new students at the preschool or primary school consists of 2 components:

A non-refundable entry fee of S\$ 3,780.00 is required for all new applicants; you will be invoiced for this as well. This amount will be charged when we receive your application form.

For a registration, a non-refundable fee of S\$ 540.00 is required to process the registration, which will be invoiced.

After confirmation of a new registration, an non-refundable amount of S\$ 3,240.00 is required (confirmation of admission), which you'll be invoiced for too. For transition to primary school, a new registration fee is not required.

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



### 10.2.3. Primary school

The registration fee consists of two components:

- S\$ 540 per child, non-refundable, upon registration
- S\$ 3,240 per child, non-refundable, upon confirmation of admission to the school.  
The respective amount is invoiced after Holland International School has confirmed that all required registration forms are received; this amount is non-refundable.

The school fee for school year 2023-2024 is S\$26,333

The total amount must be paid in three instalments. Invoices will be sent by the 1st of June 2023, the 1st of October 2023 and the 1st of February 2024 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, Sinterklaar, 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 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\$1,890. This is non refundable.
- Should the student remain in school beyond 6 months, another S\$S\$1,890 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 after 22 October 2023 - 50% of the first term fee
- Start after 18 February 2024 - 50% of the second term fee
- Start after 26 May 2024 - 50% of the thirist 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\$1,890).

## 10.6. New students

New students are supported in finding their place in the group – both in a social and 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 at the HSL for the first few weeks. During the first assembly (lower grade levels/higher grade levels) after the new student begins, the buddy will help them introduce themselves to the whole school. 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.

We try to get new students to find a place within the group as soon as possible, socially but also cognitively. Every student is assigned a "buddy". This buddy is actively involved for the first few weeks in trying to [make the new student] feel at home at Holland International School as soon as possible. The next big assembly (lower and upper primary) after the student starts, is used to introduce the new student to the whole school with help of their buddy. The teacher will keep in touch with you as a parent and will discuss your child's integration with you in a formal meeting after the first four weeks.

## 11. Deregistration

### 11. 1. Deregistration and termination

The notice period for withdrawing students are as follows:

- 22 September 2023 for the second term of the school year 2023 - 2024
- 19 January 2024 for the third term of the school year 2023 - 2024
- 15 April 2024 for the first term of school year 2024 - 2025

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 received before the three notice dates mentioned above, only the current term fees need to be paid. Should the deregistration take place after these dates, the school fees for the following term will also be fully charged.

For a withdrawal during the following term, the fees will be calculated as follows:

- Deregistration before 22 October 2023 - 50% of the first term fee
- Deregistration before 18 Februari 2024 - 50% of the second term fee
- Deregistration before 26 May 2024 - 50% of the third term fee

The notice periods also apply to students who have not yet started at the school but are registered to do so. 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 behaviours and threats. You can find the Behaviour protocol of Holland International School on the school's website.

## 12. Transition

### 12.1. Introduction

In a school abroad, it's common for children to leave prematurely. About 20% of our students say farewell to our school every year. The fully updated student file is issued to you as the parent. You can submit this to your child's further education [institution] in due time.

To guarantee an up to date student file at the time of your departure, we'd like to 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 curriculum at the preschool of Holland International School is an excellent preparation for the primary school curriculum at Holland International School.

The preschool is structured in 3 age groups:

→ Playgroup	- 1.5 year to 2.5 years	- born after 1 February 2022
→ Nursery	- 2.5 years to 3.5 years	- born after 1 February 2021
→ Transition	- 3.5 years to 4.5 years	- born after 1 February 2020

Your child will be assigned to the right group based on their date of birth. At the end of Nursery, an inventory will be made for which Stream you choose for your child.

If you choose the Dutch Stream and your child turns 4 before 1 January, then he/she will transition from the Transition group to group 1 on 31 October of that school year. Children who turn 4 after 1 January will stay in the Transition group the rest of the year and will transition to group 1 in next school year's August.

When your child transitions from the Transition group to group 1 on 31 October, 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 his/her new class.

If you choose the English Stream and your child turns 4 after 31 August, then he/she will stay in the Transition group for the rest of the school year.

Before your child starts at the primary school of Holland International School (group 1 of Reception), a so-called handover meeting takes place, where 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.

As parents you'll receive a final report over the period that your child has attended our Preschool. This report will be discussed with you in a final meeting.

## 12.3. Primary school students

### 12.3.1. Leaving for the Netherlands or international primary education

There are students who continue their education in a Dutch or international school in the Netherlands, Belgium or anywhere else in the world. We are happy to support you in providing the proper information upon your child's registration for the next school.

The student file that you'll receive as parents contain/include:

- The Educational Report (EDR) composed by the group teacher, which contains whether the student has received special support, behavioural data, the work attitude, and the social emotional development. This is supplemented by comments from the English teacher.
- Action plans (if applicable)
- Dutch Stream: CITO LOVS test results with an interpretation guide in English

It could happen that the new school asks for the school report cards that are issued to you biannually..

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

Group 8 students who are definitely transferring to an international secondary school, will receive a report card in English during the school year.

Some international schools also request the translated report cards from the last two, sometimes even more school years.

When transitioning to an international school it's possible to have the Holland International School report cards translated into English by our regular school translator.

The costs for the translation of a report card are covered by the parents.

De process is as follows:

1. Parents download and complete the **'deregistration form' and the 'application form for report cards translation'** from the 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 Direction and sent to you in PDF format.

In 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 the HSL organises multiple information sessions relating to international secondary education. These sessions take place at the respective international schools and are meant for parents with children in groups 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, and the secondary schools in the Netherlands will also be covered.

In February group 8 will take the transition assessment. Information about this assessment will be provided over the group 7 and group 8 years.

The school advice is carefully prepared and based on data from the student file, the report cards, and the progress in the CITO LOVS. Consultation takes place between the group 8 teachers and the advisory committee. The advisory committee consists of: management team member, Principal, Learning Support Coordinator, and group 7 teachers.

The advice will be documented. The expected transition profile is provided in group 7. In group 8 the provisional primary education recommendation is provided in January and in March the final primary school recommendation. This applies to all students, also including those transitioning to international education.

**TIP:** Only parents can register their child for an international/national school. We want to point out that application deadlines can vary quite significantly.

For a school choice in international secondary education it's important to know whether the student can be placed in the *Mainstream*. We strive for a student who has attended Holland International School for three years to be able to reach this level. Sometimes the school demands external testing to assess the level. Upon request, the English teacher can offer advice to the parents of group 8 students.

### 12.3.4. Guidelines school advice

Each group 8 student will receive a final school advice before 1 March of the school year. This advice explains which type of secondary education fits the student best. Based on this advice, the parents can enrol their child at a school that offers the advised type of secondary education in the Netherlands.

At the end of group 7 we will provide a provisional school advice, by means of an advisory meeting with the parents and the student. This provisional advice indicates the direction of the advice for the student at that point in time. Since it's not yet completely evident what the suitable school advice will be for a student in group 7, a mixed advice (such as VMBO/HAVO) can be provided as a provisional school advice. 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 before the final school advice is provided in February in group 8. In November of group 8 there will be another meeting with the parents and the student in light of the report card and the CITO

results, and we will assess if the overall learning development is still aligned with the provisional advice provided in group 7.

To determine the school advice, the school assesses the following factors:

- The broad development of children
- Work ethics and attitude
- Academic performance

These criteria are further explained below::

### **A. The broad development of children**

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

Using information from previous report cards, the student monitoring system ZIEN, observations in class, and meetings with students and parents, we monitor the socio-emotional development of students. 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 (provisional) school advice.

### **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 on a?  
*Does the 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 a 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 practising 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?  
*Does he/she consistently try again, even if it's hard?*  
*Does he/she 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. The learning performance**

To get a good understanding of the learning performance we assess the processing of the curriculum alongside the results of the CITO-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 CITO are made based on the current standard in the Netherlands.

## **CITO Standardisation**

The national standard as set by CITO-student monitoring system is the objective standard we use to measure a child's learning development. The CITO tests are taken twice per annum.

The usual scores at Holland International School range from I to V. These scores reflect how well a student performs compared to other students in the same year.

We distinguish 5 levels:

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

To form a secondary education prognose from the CITO results, particular attention is paid to the scores for Maths, reading comprehension, learning skills and spelling. The guidelines for the secondary education type are explained below:

Om een VO-prognose met CITO-resultaten te stellen, wordt vooral gekeken naar prestaties op rekenen, begrijpend lezen, studievvaardigheden en spellen. De richtlijnen voor het VO schooltype zijn hieronder aangegeven.

<b>First grade</b>	<b>Admissible</b>
VMBO-Basis	Predominantly V-scores
VMBO-Kader	Predominantly IV-scores
VMBO-TL	Predominantly III-scores
HAVO	Predominantly II scores
VWO	Predominantly I-scores

## **CITO Final test/Transition test**

After the results of the transition test, the student will receive the final Secondary School advice. It's possible that the result of the transition test deviates upwards compared to the provisional primary school advice. 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 deviates 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 advice, 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 school may not adjust the school advice downwards compared to the provisional school advice. Thus the results of the transition test will not affect the admission of the students in secondary education.

## **Orientating secondary schools in the Netherlands**

At Holland International School we start in group 7 with the orientation for secondary education in the Netherlands by explaining to the students how the Dutch educational system is constructed. We believe it's important that the students have an understanding of the secondary education system in the Netherlands. We also advise the parents to start exploring the types of education and schools in The Netherlands. A helpful guide to do so is the 'VO-gids' which we also utilise in groups 7 and 8.

The Dutch secondary schools compile their information in the 'VO-gids':

[https://www.devogids.nl/middelbare-scholen/zoeken\\_vogids](https://www.devogids.nl/middelbare-scholen/zoeken_vogids) .

There's a website for this guide: <https://www.devogids.nl>

All Dutch secondary schools present themselves. The guide also explains all **school types** and when the schools will organise **open days**. Also check the 'open house calendar' at the website. Finally, you will also find a '**scholenwijzer**' ('schools guide') and a **step-by-step plan** to find a suitable school.

## 13. The parents

### 13.1. Involvement

We value/stand for good cooperation between school and parents, a collaboration focused on the child's well being. Thus the parent is the school's partner in education to achieve an optimal connection in development level to accordingly guide and stimulate the child. The teachers are the most important interlocutors for the parents. However if this proves to be insufficient, it's always possible to contact the Learning Support Coordinator, leadership team member or the Principal in order to get more background information. Therefore we greatly appreciate it when parents show engagement in their children's education, by contributing constructive ideas to teachers, management and the Board to positively develop Holland International School.

### 13.2. Information

As parent you will be kept informed through:

- The website ([www.hollandinternationalschool.sg](http://www.hollandinternationalschool.sg))
- The school guide (can be viewed on the website)
- The Social Schools App
- The weekly Social Schools newsletter that is automatically generated from Social Schools
- Our educational booklet Secondary Education
- The IPC information letter from the group teacher, before the start of a new IPC unit. This will inform you of what your child has learned and will learn in the next period.

There's 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 progress reports biannually. Parents are also invited to discuss the progress of their child(ren) three times a year. The year calendar you receive at the start of the school year lists

all dates for these parent-teacher meetings. You also receive a letter 'Cycle Reports and Parent-teacher meetings' at the start of the school year.

Parents are regularly invited to attend an IPC conclusion, 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

Holland International School is a private school. 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, parents can comment on school policies regarding all educational, financial and governmental fields.

### 13.4. Advisory Board

The management and the Board of Holland International School support an open communication between the Board, the team, and the parents. They would like to regularly discuss the school policy and school organisation with a permanent delegation of the latter two groups.

This is why the Advisory Board was set up. This name was chosen because only advisory rights are granted to this body. Management and Board have composed a set of rules and regulations for the Advisory Board.

The Advisory Council consists of up to five members, being:

- Up to three parents (elected by and from the parents)
- Two teachers (elected by and from the team)

The two teachers are responsible for keeping the rest of the team informed.

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

Subjects that may be discussed in the Advisory Board include the yearly activity programme, teacher recruitment, the International Primary Curriculum, the homework policy, the playground, and school safety.

The Advisory Board needs parent feedback in order to be able to do their work properly. In case you have any suggestions, questions or ideas about the organisation and/or policy of Holland International School, you can contact the Advisory Board at the following e-mail address: [advisoryboard@hollandinternationalschool.sg](mailto:advisoryboard@hollandinternationalschool.sg).

### 13.5. Group parents

At Holland International School parents can sign as a group parent at the start of the school year. The team will select from the candidates two group parents for every 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 in 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 management. Management has a meeting with the group parents once a year. This meeting will mostly cover practical matters and the responsibilities of the group parents.

### 13.6. Practical help from parents

A school cannot function properly without the practical support of a lot of parents. There are many parents actively [involved] as library parents, group parents, and help parents 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 the Principal or a management team member, please make an appointment with the Administration [office].

### 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, school management will be involved. Management 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 can be submitted to the Advisory Board. The Advisory Board 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, we'll try to find a solution with the Board and there could be called upon 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' (national complaints committee).

<http://www.onderwijsgeschillen.nl/klachten/landelijke-klachtencommissie-onderwijs/>

### 13.9. Confidential Counsellor

Within this complaints procedure the school is obliged to appoint a counsellor who is not directly involved

The contact details of the counsellor for school year 2023-2024:

- Name: Joeri Gianotten
- Telephone: +65 9023 4260
- Email: joeri@accelerasia.com

The counsellors tasks:

- A counsellor is the first contact for 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 counselling inspector in the Netherlands).
- The counsellor treats the issue with the utmost care and is obliged to confidentiality in all reported cases.

### 13.10. Confidential Supervisor

Schools and counsellors may approach confidential supervisors for questions, advice and support regarding any misconduct in education, including:

- Sexual intimidation and sexual abuse
- Physical violence
- Major bullying
- Violence
- Discrimination

The supervisor's tasks:

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

The confidential Supervisor in the Netherlands can be reached daily during office hours (between 8am and 5pm). From abroad you may contact the office through the Utrecht inspectorate office (+31(0)30 670 6001), and from the Netherlands the number is 0900-1113111.

## 14. School hours, breaks, holiday schedule

### 14.1. The school hours

#### 14.1.1. Preschool

	Monday thru Thursday	Friday
<b>All preschool groups</b>	8.30 - 2.30 pm	8.30 - 1.30 pm

Our preschool opens the doors at 8.15 am. Children taking the bus to school are escorted by the bus attendant to their classroom. If you bring your child to school you can do so between 8.15 and 8.45 am. Teachers enjoy the contact with parents so parents are most welcome. Children are intended to be in school and parents are asked to leave the classroom before 8.45am so we can start our daily programme on time.

Children taking the school bus home leave between 12:20 pm and 12.40 pm.

#### 14.1.2. Primary school

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

### 14.2. Breaks primary school

- Group 1-2 | Reception Class | Year 1/Year 2
  - morning break 9:45-10 am
  - Lunch break 11:30 am – 12 pm
- Groups 3-4-5
  - morning break 09:45 pm - 10:15 pm (group 5)
  - morning break 10:30 am –11:00 am (groups 3-4)
  - lunch break 11:45 pm – 12:30 pm
- Groep 6-7-8

- morning break                      10:00 am – 10:30 am (groups 6-7))
- morning break                      10:15 am – 10:45 am (group 8)
- lunch break                        12:15 pm – 1 pm

### 14.3. Holiday schedule

The school holiday schedule is available on our website. The calendar is composed based on the tests calendar, ensuring we conduct the standardised CITO/LVS tests 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 Board every year. The Board makes the final decision based on the Advisory Board's advice.

### 14.4. Teaching hours

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

### 14.5. School absenteeism

We appreciate when parents plan their vacation within the school holidays and do not take a leave of absence outside of his period. In case it's necessary for you to take your leave outside the school holidays for professional reasons, you must submit an absence form (available on our website). Depending on the reason for absence, your child may be given extra homework. You need to submit the leave of absence form to the Administration [office] at least one week before the leave of absence. The school Principal will sign the document and will indicate whether the leave of absence is authorised or not, in which the principal applies the guidelines issued by the Dutch Education Inspectorate. The form will be returned to you by the Administration office and a copy of the form will be added to the student file.

In the case of [certain] family circumstances, students are exempt from school. You may leave immediately and notify the school by email or phone. You can also discuss the necessary length of absence with the teacher as well.

If your child unexpectedly needs to stay at home due to sickness or other urgent reasons, please notify us between 8:15 am and 8:30 am.

Our school is regularly inspected for compliance with Dutch and Singaporean legislation, including the absence of students. Our leave administration is shared with the Education Inspectorate. Student report cards also indicate the number of absent days, noting if the absence was *authorised* or *unauthorised*:



Onze school wordt regelmatig geïnspecteerd op het naleven van de Nederlandse en Singaporese wetgeving, ook wat betreft het verlof van kinderen. De verlofadministratie wordt aan de inspecteur overlegd. Op de leerlingen rapporten wordt het aantal dagen dat de kinderen absent zijn geweest aangegeven. Daarbij wordt vermeld of het verlof *geoorloofd* of *ongeoorloofd* is:

- **Authorised:**

- Attending a wedding, bereavement, wedding- or employment anniversaries
  - Exclusively for 1st and 2d degree relatives
- Relocation of the family
- No more than once a year extra leave when a parent's profession does not allow leave in the regular holiday period.

Conditions for leave outside of the holiday schedule:

- It's a family holiday
- Your or your partner's employment does not allow leave in the regular holiday period
- The leave does not take place in the first two weeks after the end of the summer break
- The leave does not exceed 10 school days

Each application for leave will be considered individually.

- Passport and identity card application at the embassy
- Medically urgency: based on a written doctor's statement which should be added to the absence form.

- **Unauthorised:**

All other situations, including an extra leave day, a long holiday weekend, foreign guests visiting, non-urgent medical or dental appointments, visits to the Ministry of Manpower and/or Immigration & Checkpoints Authority (both organisations allow appointments outside of school hours), etc.

You should understand how unpleasant it is for both students and teachers when school days are missed. Even special occasions and events including the Christmas dinner, Easter celebration, and other school-based activities are essential components of our curriculum.

## 14.6. 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.

At HIS we adhere to the education legislation as applicable to the Netherlands and England.

- 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 pupil turns 5.

- England, compulsory from the next term after they turn 5.
- Singapore: children 6 years and older must attend a national primary school.

## 15. The educational development in school

### 15.1. School development

Holland International School focuses a lot of time and attention to developing and improving the education and the organisation.

School development is a continuous process and many subjects we have been working on in the past few years continue this school year.

The emphasis of the developments is increasingly becoming more research-based. Educational scientists are coming up with advice for improvements in education. Holland International School is concentrating on those matters/aspects that improve student learning according to our vision/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 mission:

3. We provide children the opportunity to learn to speak fluently in both Dutch and English and we guarantee a good connection to any Dutch or international school in the world.
4. In addition, we ensure that children become happy, confident students who are skilled for life.

Holland International School chooses a strong core curriculum for language and maths, with a second language offer, an International Primary Curriculum (IPC) and Cooperative Learning (CL) as spearheads.

For the Dutch Stream Holland International School chooses a profile with a strong Dutch curriculum (language & Maths) and bilingualism (daily English language lessons) and the International Primary Curriculum (IPC) as spearheads.

The English National curriculum (language and Maths) is the foundation for the curriculum in the English Stream, combined with the International Primary Curriculum (IPC) and a daily Dutch language programme.

### 15.2.2. The context of Holland International School, anno 2023

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, optimising 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

#### **Dutch and English is the focus**

The Dutch curriculum is further developed in Preschool and the lower and the upper grade to bring the results to a level that could be expected of a school like Holland International School.

In the Dutch Stream the core objectives and learning curves are leading. The English curriculum is based on acquiring the English language as the first language (Mainstream).

Within the English curriculum we strive to enable the students who have attended Holland International School for three years to continue into international schools as 'mainstream English' students:

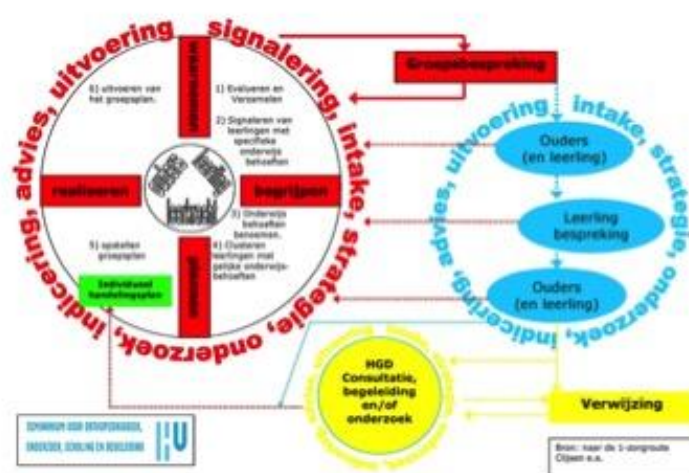
1. For students who transition to secondary school after group 8
2. But also for students leaving Singapore from a lower grade level (which is currently 50% of our outflow)

The learning outcomes of the aforementioned subjects are monitored by CITO, SATS, (all standardised assessment systems), supplemented with additional 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 2023-2024 will be the twelfth year of the implementation of OBL 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 (CITO, 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 the International Primary Curriculum (IPC) that 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 management [team] is involved in evaluating the personnel.

### 15.4.2. Training opportunities with the focus on professional development of personnel

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 programs directed to school development, for a current task or role, on personal development or future tasks or roles or (career), or mandatory training.

A school is not a singular institution, but is able to utilise many other organisations/ institutions for their help, knowledge, and services.

## 16. Additional information

### 16.1. Advisory Board

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

### 16.2. Board

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

### 16.3. Relation between the school and its surroundings

#### **There's an extensive cooperation with various partners**

- Our school has intensive contact with Stichting NOB (Dutch education abroad), [www.stichtingnob.nl](http://www.stichtingnob.nl). Stichting Nederlands Onderwijs in het Buitenland (NOB) is based in Voorburg. Stichting NOB is an educational organisation that supports Dutch language schools abroad in all aspects.  
At NOB educational experts are available to support us with advice and actions and help us solve or prevent problems.  
Educational organisation issues like subsidy applications, contacts with the Dutch education Inspectorate or advice in the management field often go through NOB.  
For any queries you might have about education abroad you can call +31 (0)77 465 6767.  
NOB has educational experts who can remotely help us with advice and assistance with regards to educational matters.  
Organisational matters such as funding applications, contacts with the Dutch educational inspectorate, or advice in the management field also goes through NOB.  
For any queries you might have about education abroad you can call +31(0)774656767.
- The Internationale Primary Curriculum (IPC) [www.greatlearning.com](http://www.greatlearning.com)  
This organisation supports schools that offer IPC as a curriculum with educational materials, training possibilities and internal networks.

#### **Holland International School is also great in networking, both in Singapore and in the Netherlands**

- The Swiss school, the Korean school, Chatsworth International school and the German European school are our neighbouring schools. 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.  
<http://singapore.nlbassade.org>
- For the courses relating to IPC we use the services of IPC Nederland:  
[www.greatlearning.com](http://www.greatlearning.com)
- 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',  
[www.ovdb.nl](http://www.ovdb.nl).
- 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 Breda. Any Dutch language school abroad has to meet all Dutch legal educational obligations. The Inspectorate monitors that we actually do.  
[www.owinsp.nl](http://www.owinsp.nl).
- Holland International School confers with other international schools in Singapore at management level and in the field of sport exchanges.
- Holland International School maintains contact with Language One and Dutch language teachers working at several of the international schools in Singapore (UWCSEA/GESS).
- Our school is a member of the SICC (Singapore International Chamber of Commerce). Via the SICC Holland International Schools participates in meetings with other international schools and maintains contact with the Singapore government.

## 16.4. Library

Holland International School has an extensive library with both Dutch and English books. The library is run by a group of enthusiastic volunteers as well as the Coordinators of the Dutch and English language.

### 16.4.1. Primary School

Starting in Reception Class and group 1, students get a library bag. Reception Class, Year 1/ 2, and groups 1 to 5 visit the library weekly at a fixed time; this is when they can borrow new books using their library bag. They need to return the books in the morning of the day of their library visit. Students of groups 6 to 8 can visit the library throughout the week to borrow and return books.

#### 16.4.2. Preschool

Preschool students don't get a library account or bag. They visit the library together with their class and the teachers will borrow books. In consultation, Preschool students can get an account and a bag so that their parents can borrow books for them.

#### 16.4.3. Opening hours

The library is open from Monday to Thursday from 8:30 am to 3:30 pm and on Friday until 1:30 pm.

#### 16.4.4. Loss or damage

In case books are damaged or lost, we charge a reimbursement fee of S\$ 30.00 per book.

### 16.5. Celebrations

In addition to learning we make time for important celebrations.

- Besides the big Sinterklaas arrival, Sinterklaas is also celebrated in school.
- Christmas is celebrated at Holland International School with a Christmas lunch 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 gymnasium for which the Dutch ambassador is invited. Subsequently there are festive activities for all students and parents.
- During Culture Week and International Day we will celebrate the diversity of our school community.

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.

We also pay attention to the yearly 'Book Week'.

Moreover, we pay attention to a few local festivities including Chinese New Year, Hari Raya and Deepavali.

We will obviously keep you informed throughout the year of all activities via Social Schools posts and the website.

### 16.6. Religion

Holland International School is a school with 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.

## 16.7. Charities/global awareness

### The vision

From a sense of responsibility and awareness about our role in the world we support several projects. Our support is based on empowerment to allow better, sustainable opportunities. The focus of our support will be on:

- Our fellow humans surrounding you
- Our fellow humans in South East Asia
- Our world
- Aimed at children
- Aimed at the effects of the living environment on the life of a child
- Aimed at improving daily life
- Aimed at building a future
- Aimed at initiating sustainable development

The two charities that we have supported for years school-wide are Sok Sabay and Heart for Sumba. Since 2017 we also support the 'Make a Wish Foundation' through participating in the 'Santa Run'. The school organises a 'Charity Week' where the students raise funds for these charities through various activities.

Would you like to know more about these organisations or support these projects as a family? Please have a look at their websites:

[www.soksabay.org/home/](http://www.soksabay.org/home/), <http://heartforsumba.org/what-we-do/> and [www.makeawish.org.sg](http://www.makeawish.org.sg)

We evaluate biannually which organisations we'll support with these profits in the school year.

## 16.8. Physical Education

On PE days, primary school students wear their PE clothes when coming to school. They bring their PE shoes, a clean set of clothes and optionally a towel to freshen up. Students in upper primary sweat more intensely and it's important that they use deodorant aside from freshening up after PE class.

For PE class students wear the school shirt, which can be purchased at the Administration [office].

The school shirt should include their first name and family name, to avoid loss or a mix-up of shirts.

Due to the precious floor in our gymnasium it's not allowed to wear sports shoes that leave marks or shoes that are also worn outdoors.

## 16.9. Coolbox and water bottle

All children should bring their own coolbox 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.

Because we have students in school with severe, life threatening (pea)nut allergies, it's not allowed to bring nuts, peanuts or derivatives to school. This should also be considered for treats. Examples of prohibited products are Nutella and peanut butter.

## 16.10. Student Council

The Student Council is a delegation of students from groups 5 to 8. The representatives are chosen from and by the students of 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 for their classmates to the school organisation.
- Students learn the workings of democracy.
- Students get a bigger sense of involvement and responsibility regarding the school.
- Students learn what's involved in a meeting (deliberation, discussion and collaboration)

## 16.11. Mobile phones

We have the following rules at school:

- 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.

## 16.12. Social Schools

We will keep you informed of all operations at Holland International School through Social Schools. A Social Schools generated newsletter will be sent to you every week. The newsletter

contains things worth knowing like activities, events, important facts and dates. The newsletter is written in English and published on our website.

### **16.13. Parent communication via the Holland International School website and the Social Schools App**

All parents of Holland International School have access with a password to the parent portal (Social Schools). Via this portal you can log into your child's group. Here you can find all kinds of information, important dates, and photos that are posted by the teacher. Via the Social Schools App on your mobile you'll be informed of all activities, events, interesting facts and important data.

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

We love visits from our former students. If they want to, they are allowed to join their 'old' group during the snack or lunch break. The request should be submitted beforehand and can only be scheduled if the respective teacher has no objections. The former student cannot participate in the day programme. The former student's parent has to sign a 'letter of undertaking' prior to the visit (our administration office has a copy for you).

### **16.15. Smoking ban**

It's prohibited to smoke on the school premises and outside the gates of Holland International School.

### **16.16. Footwear**

Both students and staff have to wear shoes with a heel counter for safety reasons. Students are also not permitted to walk barefoot outside or inside the school.

### **16.17. School doctor**

We don't have a school doctor at Holland International School. Alternatively we have contact with the International Medical Clinic (IMC). It is possible to have your child assessed at this clinic. You can always approach this clinic for questions regarding health, inoculations, and contagious diseases. The Administration [office] can provide an information booklet from the IMC.

### **16.18. School supplies**

Most of the materials our students need are supplied by the school. This also applies to a good fountain pen. For carrying school books, workbooks, and other supplies we recommend the purchase of a good school bag or a strong folder.

### 16.19. Schoolbus

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 [www.hollandinternationalschool.sg](http://www.hollandinternationalschool.sg). A hardcopy of the manual is also available at the Administration office. 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).

### 16.20. Toys

It's incidentally allowed to bring toys to school. The group teacher will inform parents of these occasions. Holland International School will not be held responsible for lost or broken toys.

### 16.21. Treats

When there's a celebration, treats, preferably healthy, are allowed. We strive to promote a 'healthy lifestyle' and ask for your cooperation. Because we have students with severe and life threatening (pea)nut allergies, it's prohibited to bring (pea)nuts or derivatives to school. We also ask your consideration in this respect when preparing treats. Examples of prohibited products are Nutella and peanut butter.

### 16.22. Invitations to (birthday) parties

We kindly request that you hand out (birthday) party invitations outside of school hours. This is to save children who are not invited from unnecessary disappointment.

### 16.23. Assurance

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

### 16.24. Website

Our school has an informative website: [www.hollandinternationalschool.sg](http://www.hollandinternationalschool.sg)  
Here you will find, amongst others:

- holiday schedule

- a digital version of the school guide
- Protocols
- Information for new parents

### 16.25. Sickness/absence

In the event of your child's sickness/absence you are requested to notify school before 8:30. You can call or email the administration office of Holland International School

- 6466 0662
- [admin@hollandinternationalschool.sg](mailto:admin@hollandinternationalschool.sg)

If your child takes the Holland International School bus and is sick/absent, we ask you to timely notify the bus company Woodlands as well

In case of a contagious infectious disease including chicken pox, impetigo, HFMD (Hand -, Foot and Mouth Disease), or mycoplasma, we ask you to **always inform the School Health Coordinator immediately** concerning the risk of infection for both students and staff. Students that suffer from fever or diarrhoea are not allowed to come to school.

### 16.26. Swimming

Swimming lessons are not provided within the curriculum of Holland International School. Swimming lessons are (i.a.) provided as a co curricular activity at the Hollandse Club. However, there are more options for swimming lessons with Dutch teachers available in Singapore.

# Attachment 1

## 17. Addresses

### 17.1. Holland International School Limited

Holland International School Limited  
65 Bukit Tinggi Road  
Singapore 289757

Tel: +65 6466 0662  
Fax: +65 6467 7582

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

### 17.2. Education Inspectorate

Inspectie van het Onderwijs (Education Inspectorate)  
Location Tilburg ( afdeling Buitenland - division Abroad)

Visiting address:  
Spoorlaan 420  
5038 CG TILBURG

Correspondence address (under indication of 'Afdeling Buitenland')  
Postbus 88  
5000 AB Tilburg  
Nederland

Telephone general: 088-669 60 00

Fax number: 088-669 60 50

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

For questions about education abroad: +31 (0)77 46 56 767

### 17.3. NOB Foundation

Stichting Nederlands Onderwijs in het Buitenland ( Dutch Education Abroad)  
Parkweg 20a



2271 AJ Voorburg  
Nederland

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

Fax: +31 (0)70 387 31 54

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

Website: [www.stichtingnob.nl](http://www.stichtingnob.nl)