

School Guide ISE Primary Dutch Bilingual 2025-2026

SCHOOL GUIDE 2025-2026



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Welcome



Word of welcome

Welcome to the International School Eindhoven!

Whether your child is changing schools soon due to relocation, is going to school for the first time, or is already at our school; at ISE we realise how important the right decision is for you and your child. As a parent, you want to be sure that your child's school is a challenging and safe learning environment. We take this very seriously and this is always our goal. In this school guide we explain how we provide this, together with you.

This school guide is intended for parents, guardians and other parties involved in our school. With this school guide we would like to introduce you to our school. In the guide you can find information about our vision on education, you can read how we organize education at our school, how support is arranged for our students and you will find practical information, such as school hours and holidays.

Since August 2024 the Primary Dutch Bilingual has been located at our new location at Jan Luikenstraat. As a department within the ISE, we provide education to our students with the same internationally-minded vision at this beautiful location. We maintain the strong bond between the two locations by sharing facilities and services, e.g., for events and performances.

ISE not only offers a unique campus with small classes, we are also proud of our highly qualified, internationally composed team. Our students do not only come from the Netherlands, but from many different countries and cultures. This is essential and helps (new) students to quickly feel at home at our school and in their class. Our goal is to help all children develop their unique talents and to introduce them to other cultures, without compromising their own cultural identity. We support all children in their development into self-confident global citizens who can make a positive contribution to their own and other people's future. We can not do this alone. In order to properly support the education we offer, we believe it is important to establish a strong bond with parents.

We would like to invite you to visit our new location on Jan Luikenstraat in the beautiful Schrijversbuurt in Eindhoven to experience the unique atmosphere for yourself. Call or email us for an appointment. We would be happy to show you our school.

This school guide has been established with the approval of the parent section of the participation council (MR). We hope you enjoy reading it.

On behalf of the team of the Dutch Bilingual department

NB: In case of ambiguity, the Dutch version shall prevail.

Contact details

International School of Eindhoven
Oirschotsedijk 14B, 5651 GC Eindhoven
Phone - +31(0)40-2519437

ISE Primary Dutch Bilingual
Jan Luikenstraat 49, 5615 JL EINDHOVEN
Phone +31(0)40-2519437

Email – primary@isecampus.nl
Website – www.isecampus.nl

School Management

Mr. B. Prickarts, ISE Director
Ms. J. Roach, Head of Primary International
Ms. M. Watts, Head of Secondary
Ms. M. Geurts, Head of Primary Dutch Bilingual

Competent authority

Our foundation, SILFO (Stichting Internationaal en Lokaal Funderend Onderwijs), consists of six schools, the Stedelijk College Eindhoven (SCE), the Strabrecht College, the International School Eindhoven (ISE), the Global College Eindhoven, primary school Beneden Beekloop and primary school De Ganzebloem. The competent authority of the Foundation is formed by the Board of Directors. Supervision of the Foundation is exercised by the Supervisory Board. The Board of Directors is the policy body of the school where the ultimate responsibility lies for decisions concerning the school. The Board of Directors is accountable to the parents during the annual Parent/Board Evening, where the finances of the school and important developments concerning the school are discussed. The Board of Directors can be contacted via the school.



Partnership

Partnership Passend Onderwijs Eindhoven

With the start of 'passend onderwijs', our school has been a member of the partnership (samenwerkingsverband) Passend Onderwijs Eindhoven, Best, Son en Breugel (Samen voor kinderen) since August 1, 2014. The law on 'passend onderwijs' stipulates that a school must be a member of a partnership in order to make organisational and financial agreements together. These agreements are stated in the support plan of the partnership. In this partnership, all regular and special schools of primary education work together to ensure that all pupils in the region of Eindhoven, Best and Son & Breugel receive the education and support they need.



The International School Eindhoven

The mission and vision of the International School Eindhoven is communicated by all departments through our 'guiding statements'.

Our Guiding Statements:

The ISE provides a caring and challenging learning environment where international mindedness is nurtured. We educate and inspire our students to become creative, resilient and responsible global citizens who are happy and able to cope well in an ever-changing world.



Our Guiding Statements in Action:

There are three key strategic pathways embedded in our Guiding Statements. These are central to advancing the school, making decisions and setting out action.

- **Our international community consists of dedicated responsible people**

In this context, we are expected to treat each other and our environment with respect. We develop international mindedness: we find it important to treat each other honestly and openly and value the cultural identity of each person. We show respect for human rights and we value cooperation within the school, with Brainport and with national and international communities.

- **Our educational environment ensures that students become experts, that they are cared for and that they are challenged in the right way.**

In this context, the ISE offers nationally and internationally recognized curricula to meet the different educational needs of our students.

We believe it is important that our students come to school every day with great pleasure and learn skills to be able to develop successfully at school. We teach our students to solve problems independently, but also in collaboration with others, to develop their knowledge and skills and to learn to deal efficiently and responsibly with modern technology. We also believe it is important that our students appreciate and continue to develop their home language and also learn to use and appreciate other languages. We want to prepare our students well for further education.

We expect our employees to deal well with the individual educational needs of our students and to challenge the children to achieve as much as possible at their (academic) level. Our employees create opportunities for our students to develop their talents and skills and to find their passion. The curriculum is offered from an international perspective and an environment is created in which new people quickly feel at home. We believe cooperation with parents is very important in this. After all, we do it together!

We expect parents to be involved in the school and in the development of their child. We believe it is important that parents share their knowledge about their child's interests, achievements and educational needs with the school and are aware of the ISE curriculum and the opportunities at school to challenge their children. We expect parents to adhere to the ISE Code of Conduct and to participate in the election of parents for the participation council (MR).

- **The ISE community prepares students for an ever-changing world by encouraging students to approach challenges creatively.**

At ISE, we teach creatively, using a variety of tools and strategies that help our students develop into critical, reflective thinkers and that encourage creativity. We give our students responsibility for their own learning and provide them with regular feedback to continue to develop. We offer a variety of activities. Inside and outside the classroom, as well as extracurricular activities.

At ISE, we create a culture of creativity by valuing the input of others, accepting constructive criticism, and recognizing that lesson planning, strategic planning, and problem solving benefit from a positive exchange of ideas. We demonstrate flexibility in working with each other and create an atmosphere where our students value creativity, reflection, and the positive exchange of ideas that fosters a growth mindset.

International mindedness

International mindedness is a way of thinking and acting that leads to a deeper and broader understanding of our world.

"One of the benefits of being multicultural is simply the awareness that how you live is not the only way"

In order to become responsible members of our community, we provide opportunities for our students to develop an awareness and identity in relation to others and to develop intercultural understanding. We believe it is important that our students are confident and happy in their own identity, while being open to different perspectives and viewpoints, and embracing diversity.

In order to promote international mindedness, ISE is committed to:

- Strengthen our students' sense of identity, while encouraging understanding and respect for their own and other cultures and people;
- Provide a school environment that welcomes new people into the school community;
- Encourage diversity within the curriculum;
- Use teaching and learning opportunities to acknowledge students' cultural backgrounds and experiences;
- Ensure that students can communicate effectively and remain fluent in their home language, while also having opportunities to learn other languages;
- Provide students with opportunities to think critically and without prejudice about the perspectives of others;
- Encourage students to interact with each other in positive, productive and enjoyable ways;
- Foster a community that works together, connects, interacts and communicates effectively;
- To ensure that students are aware of local, international and global issues; create awareness of the fact that individuals can make a positive difference to the world and a corresponding acceptance of the responsibility to take action to do so;
- Develop caring individuals who recognise universal human rights.

Importance of the ISE for Eindhoven

For Brainport Eindhoven it is important to attract international knowledge workers. The ISE is an important factor in attracting and retaining highly educated labor potential. In addition to offering excellent education, the school also functions as a cultural center and maintains a large social network, for both students and parents. As well as for the region and its many (international) companies, our focus is also on technological innovation and sustainability. We do not only offer educational, sports and cultural opportunities for students. It is our goal to help knowledge workers and their families integrate into life in Eindhoven and the surrounding area. Education, the development of children, and the school as a learning community, have our highest attention. If you would like to exchange ideas with us about our ideas and ambitions, you can always contact us for a visit to our school.

Brief history of our primary department

In 1964, the Board of Directors of N.V. Philips Gloeilampenfabrieken voted in favor of establishing an International School in Eindhoven and in September 1966, the Philips International School started. The school also welcomed students whose parents did not work for N.V. Philips and on September 5, 1966, the school started with 28 students, spread over a Dutch, an English, and a French department. A year later, there were 45 students and in September 1969, there were 65. In the school year 1970/1971, it was decided to add a German department and the school year started with 109 students, representing 22 nationalities.

Due to the growing number of students, the site at Humperdincklaan 4 was made ready for construction on April 1, 1975 and on June 16, 1975, the first stones were laid by students of the 20 nationalities who attended the school at that time. With the construction of the school on the Humperdincklaan, a new path was taken that also brought about a name change. From September 1975, the Regional International School - RIS - was a fact. In 2013, the school, now called International School Eindhoven, moved to the Oirschotsedijk.

Since then, the school has grown into a fully-fledged International School with students from more than 50 nationalities. As a Special Neutral School (member of VBS), the school is part of the DIPS (Dutch International Primary Schools) schools in the Netherlands. The school is also a member of ECIS (European Council for International Schools).



Application Procedure

Admission of students

Who is the school intended for?

The Primary Dutch Bilingual offers education to children who meet the following requirements:

- Children with a foreign nationality who will stay in the Netherlands for a longer period of time and who need to be prepared for the Dutch education system.
- Children with a Dutch nationality who need to be prepared for the Dutch education system again after a stay abroad.
- Dutch children whose parents choose the school as an internationally oriented primary school.

Applications

Our school follows the admission rules as prescribed by law. This means that children aged four may attend school, but this is not yet mandatory. They may, however, attend school once for one morning beforehand, from the age of 3 years and 10 months, to get to know their teacher and the other students. Children may start as soon as they are 4 years old.

Compulsory education begins when the child is five years old, in which case he/she must go to school. This obligation begins on the first school day of the month following the month in which the child turns five. We apply the educational principle of a two-year preparatory period for our youngest pupils. This may mean that they spend consecutive school years in group 1. To move on to group 2 (5-6 year olds), your child must be 5 years old before January 1.

Pupils who meet the age requirement can be admitted to our school, regardless of nationality, religion or other personal beliefs. Brothers and sisters of children who are already at school have priority in admission. The school office can provide you with all information regarding application and registration. The school is then responsible for placing your child in the right group. If necessary, tests and/or external research are part of the admission procedure. Placement of a pupil depends on the group size and the level of care in the group and/or for the child.

Admission Procedure

To submit an application, you fill in an online registration form (via our website: www.isecampus.nl). The school office will then make an appointment with you to visit the school for an orientation and/or intake meeting. After registration, the school has 6 weeks to decide on the definitive admission of the pupil. This period can be extended once by 4 weeks. If the board has not made a decision after 10 weeks, the pupil is entitled to temporary placement until the school has found a suitable place. If parents do not agree with the school's admission decision, they can call on support from an education consultant. Education consultants mediate between parents and the school free of charge. If that does not work, parents can contact the national disputes committee for 'passend onderwijs'. This procedure also applies to the admission of brothers and/or sisters of previously placed pupils.

The admission procedure is as follows:

1. Parents/guardians register their child by completing the online registration form
2. Parents/guardians receive confirmation of this registration from the school office
3. The registration form is added to the Open Apply checklist. Parents ensure that all requested documentation from the checklist is provided to the school, such as school reports, a copy of the passport, support plans and additional information about the child's development.

4. Once the checklist is complete and all documents have been received, the admissions committee will review and assess the application. As part of the admissions process, the ISE can, with the permission of the parents, contact the previous school. The admissions committee will inform the parents of the admission decision within 6 weeks. If it appears that placement in a group is not suitable on educational and/or social-emotional grounds, the management will decide, after consultation with the parents, to proceed to placement in another group.
5. A. If the admission is complete, a confirmation of admission will be sent to the parents. If additional documents are required, this will be communicated to the parents
B. If the pupil is not accepted, the parents will be informed of the reason for the rejection and will be assisted in finding a suitable school.
6. It is possible that pupils will be placed on a waiting list if there is no immediate place in the group. Parents will be informed of this immediately.

You must provide the school with the complete documentation of your child's previous educational history. If it later turns out that this information is incomplete or incorrect, we will not proceed with placement.

The documentation must in any case contain:

- School reports from the last 2 years (if possible)
- Test data
- If applicable: information about care with regard to specific needs that was provided by the previous school, including copies of individual support plans, test results and external research reports.

All students must have a BSN number (tax number, available from the tax office). You must provide this to the school.

Admission of students with special needs

The 'Wet Passend Onderwijs' stipulates that schools have an obligation to care for all registered students. A suitable school needs to be found for all children. In order to be able to offer all children good education, regular and special schools together form regional partnerships (samenwerkingsverbanden). The schools in the partnership make agreements about the support for pupils and the financing thereof. The school where a child is registered is obliged to first see whether the child can receive extra support in the classroom. If the school itself cannot offer a suitable education, another regular school within the partnership that can offer the right support or a school for special education needs to be found. Our school guide describes for which children and in what way our school can accommodate for educational needs.

Due to the international basis of the school, most teachers are experts in the field of language (also in English) and NT2 (Dutch as a foreign language). The presence of special language classes (extra support in Dutch or English) is a special provision, tailored to our population of children. Because there is a large influx of new children during the year and this requires extra support, we work with teaching assistants. They can also be deployed if, in an incidental case, the group size exceeds 24 children. In both the Dutch and the international department we have experts at our disposal who can support the children individually or in a small group. Finally, the ISE has an extensive care team (Learning Support Team) that monitors the student care at our school.

Policy regarding early progression / retention

The school makes early progression or retention possible for the pupils. Any decision takes into account both educational results and social-emotional wellbeing of the student. The Education Inspectorate expects this attitude from every school.

Criteria that must be followed for early progression/retention:

1. Request from parents and/or a proposal from the teacher.
2. Request/proposal is handled by the learning support coordinator.
3. The procedure is discussed in a meeting with parents.
4. An extensive internal investigation, both in educational and social-emotional areas. If necessary, an external investigation will follow.
5. Based on the results, the management decides whether or not to allow early progression/retention.
6. Decision is discussed with the parents

Withdrawal

Withdrawal of students must be done in writing. A withdrawal form is available at the school office, or on our website. The school office would like to hear from you well in advance that your child will be leaving the school. It takes an average of 4 weeks to prepare the report and the declaration of school attendance for you.

Our Education



Educational Goals

The ISE currently offers three programmes for children aged 3-18 and has developed a broad international curriculum. At the international and Dutch Bilingual primary school, we work with a thematic approach to learning. At the Dutch Bilingual department, we do this based on the Dutch core objectives. The secondary school works with the International Baccalaureate Middle Years Programme (MYP) and the Diploma Programme (DP). With these three programmes, we offer a good continuous learning path for all pupils. We work on educating independently thinking and learning children through our programmes. A progressive and structured way of working is offered for all ages.

Foundation Group

The ISE also has a foundation group. This is a group where children from the age of three can go for a few half days a week. They are offered a playful approach in two languages. The foundation group is located on the campus at the Oirschotsedijk. The bilingual Foundation group aims to ensure that children can develop safely and healthy and go through a good learning process. In this group, education focuses on preparing the children for school. It offers the children a broad basis of knowledge and skills so that they are well prepared for the future, both at school and in their further life. After the foundation group, the children move on to either the Primary Dutch Bilingual or the Primary International. Children who move on to the Primary Dutch Bilingual can immediately enter group 1 at the Jan Luikenstraat when they turn four years old.

Personal Attention

There are many benefits of international education. Small groups, combined with a wide variety of cultures and nationalities, ensure that students quickly feel at home. We develop the unique talents of each child. Children grow up in a variety of cultures, without forgetting their own culture. We help children become global citizens who feel that they can make a difference in their own future, but also in the future of others.

Schools work with a plan to improve the quality of their education. This school plan helps us to continue to provide education that all parties involved are satisfied with. The goals that all departments of the ISE work on are described in detail in the School Development Plan 2022-2026. Annual goals are set for each department based on this school plan.

The 2025/2026 annual plan includes the following key points for the Primary Dutch Bilingual department:

- Focus on quality and continuous improvement of our curriculum, through harmonising our approach.
- Further orientation on the implementation of the Primary Years Program by conducting a feasibility study.
- Focus on improving the quality of our support for non-Dutch speaking students (DAL: Dutch as an Additional Language) by introducing a method for newcomer education, further professional development of the team, making joint agreements regarding NT2 support and securing these agreements in an NT2 policy.
- Focus on supporting our students through the HGW cycle (action-oriented work) and by making clear agreements about the educational support and recording this support.
- Stay connected with the ISE campus for the team, students and parents, and with the other primary schools within our foundation.

- Focus on attracting new students and a concrete, future-oriented growth plan for the Primary Dutch Bilingual.
- Increasing the capacity for after-school care of our students, in collaboration with BSO Apollo.

Reference Levels

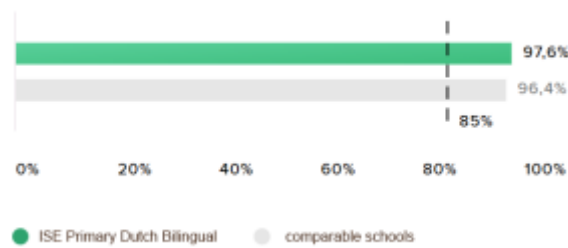
The Education Inspectorate checks whether the education at schools is of a sufficient level. The results of the standardized test in group 8 (doorstroomtoets) are important for the inspectorate. From August 1, 2020, the inspectorate uses reference levels to determine whether a school is performing sufficiently.

The standardized group 8 test measures the following for Dutch language and mathematics:

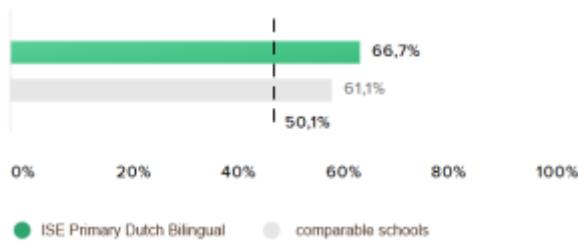
- What percentage of students achieved the basic level (this is also called the fundamental level).
- What percentage of students achieved the target level (this is a higher level that students can achieve).

The fundamental level (fundamenteel niveau) and the target level (streefniveau) indicate which level the students at the school have achieved in the areas of language and mathematics. To assess whether the school has scored sufficiently, they are compared with signalling values from the Education Inspectorate: The minimum percentage the school must achieve on both levels is determined in advance. These percentages are determined by the Education Inspectorate. If the school scores lower than this set minimum value, this can be a signal that something is not going well at the school. That is why these minimum scores are called 'signal values' (dotted lines in figures below). When the percentage of pupils at the school for both the fundamental level and the target level are at or above the signal values, the results in that school year are sufficient. We are proud that our results confirm that we offer our pupils high quality education and that we achieve these levels:

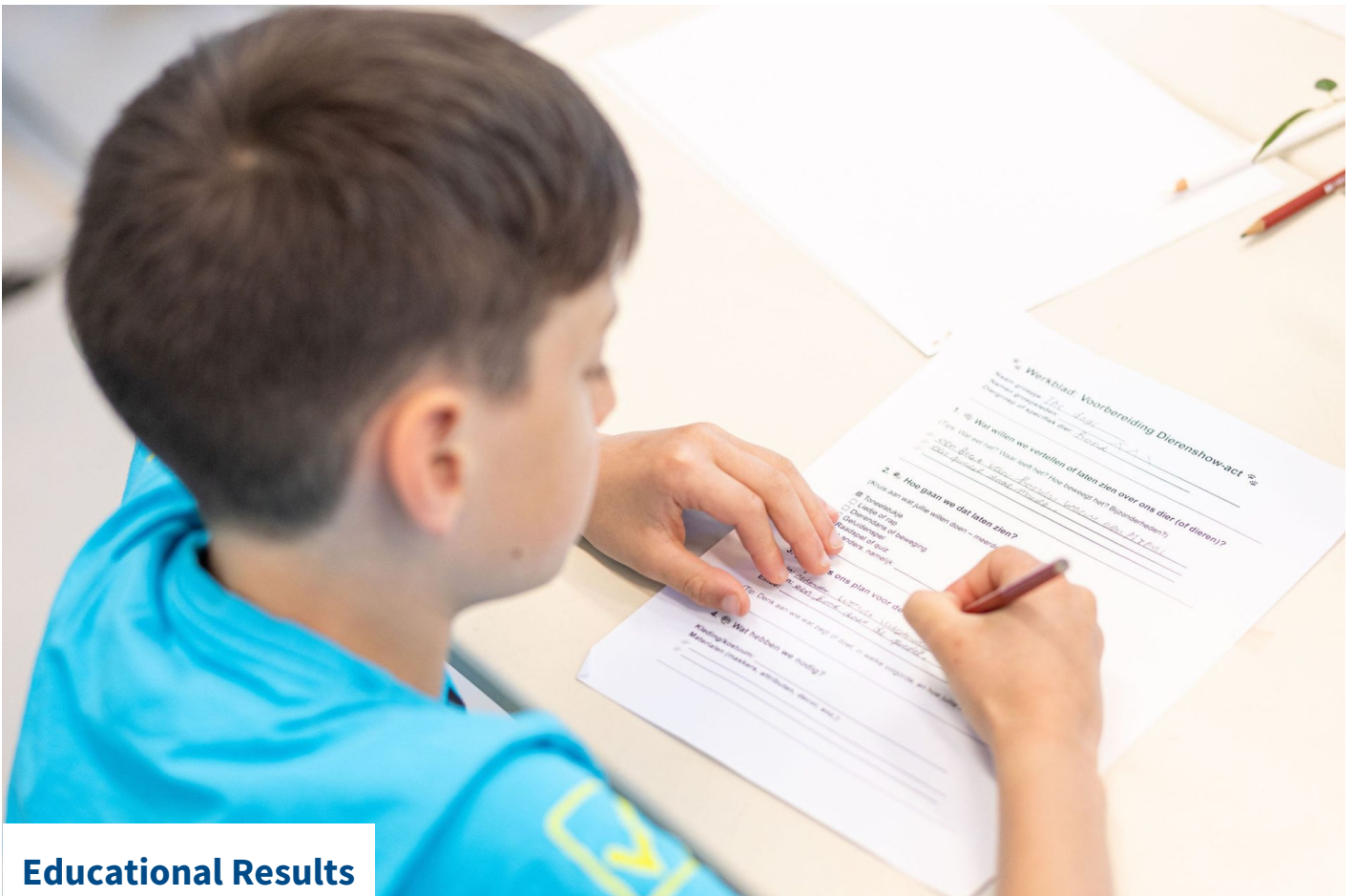
Fundamental Level



Target Level



Source: DUO



Educational Results

At the Dutch Bilingual department, we use the IEP Student Monitoring System as a tool for student and school evaluation. The system consists of a coherent set of standardized tests, both focussing on cognitive and social-emotional aspects, a registration system and instructions and lesson material to support students with special needs. This way of working enables teachers to systematically and individually gauge the learning progress over longer periods and over several school years and to draw conclusions from the results.

Student Monitoring System (leerlingvolgsysteem)

Children develop naturally and are eager to learn. At school we stimulate our students' curiosity and we adapt to our students' needs. If a student needs help in his/her development, we offer support. The school is organised by year group. Children of the same age are usually in the same group. We try to take the individual child into account as much as possible.

At school, children are monitored in various areas. We do not only look at the cognitive results, but also at the social-emotional well-being of the children. In groups 1 and 2 we use Kijk! and in groups 3-8 we screen both the social and cognitive development with the tests of the IEP student monitoring system. The results of the tests are discussed by the team during student discussions and the results are included in the student file. As a parent/guardian, you have the right to read the student file of your child(ren) at school at your request.

In addition to the test results, the teacher's observations in the classroom and the results of the non-standardized tests are of course an even more important part of monitoring progress and development.

Three times a year, all children from groups 1 to 8 receive a report card to inform you and your child about your child's development. The 1st report card mainly shows the social/emotional development of your child, while the 2nd and 3rd report cards show the learning results. With the 2nd report card, a printout of the student monitoring system is also provided.

Parents can request a conversation about the development of their child(ren) with the teacher at any time.

Standardized test (doorstroomtoets) group 8

In group 8, all pupils make the 'doorstroomtoets' (IEP). The results of this standardized test are discussed with the pupils and parents. The IEP Doorstroomtoets provides a result at reference level for language and mathematics, as well as advice for the level of secondary education.

Results doorstroomtoets

	# Students	Percentage ISE	National Average
2022-2023	22	83	79,5
2023-2024	19	80,9	78
2024-2025	19	82,5	78

Transition to Secondary Education

Together with the parents/guardians and the students, the possibilities for further education are discussed in detail, prior to the doorstroomtoets. In February, the doorstroomtoets is made. The results of this test usually confirm the school's advice. The school advice remains the most important, because the advice also takes into account, for example, the student's personality, working attitude, resilience, family situation and interests. Following the school advice, an individual school choice interview is held with the parents and the child to discuss the possibilities for choosing further education. The final choice is made in March and the parents arrange the registration for further education. An educational report is provided to the secondary school. Parents receive a copy of this.

During our annual information session for the parents of group 6, 7 and 8, a general explanation is given about the various aspects that have to do with the upcoming school choice. The timeline is also discussed. As far as information provision about the secondary schools is concerned, information folders are handed out at school. The children are also informed well in advance when the open days are held, and a number of secondary schools in the area are visited.

Transition to Secondary Schools

	2022-2023	2023-2024	2024-2025
VWO	8	8	7
HAVO/VWO	6	1	6
HAVO	1	4	1
VMBO/HAVO	1	4	1
VMBO-T	6	2	0
VMBO-G/K/B	0	0	4



Core Qualities

The school's mission is to stimulate students to discover and develop their talents. We prepare them for further education and for a rapidly changing society, so that they can and want to make a sustainable contribution to our society as responsible global citizens now and in the future. By learning to respect each other, the child will be open to others in the future. We are always vigilant to discrimination and bullying and are continuously working to prevent it.

Dutch society has a great diversity of beliefs and many people with different cultural backgrounds. At our school, with so many nationalities, this is even more evident. Working together, we must shape that society and prepare children for the role they will play in it.

Development-orientedness, transparency, safety, respect and intercultural behaviour are our core qualities. In mutual coherence, they reflect what we stand for as a school, what we are constantly working on and what sets us apart. The development of the student is central. In order to optimally support the students in this, all those who work at the ISE are continuously developing themselves. We are a learning organisation. Transparency, safety and respect are important conditions for development orientation. The small-scale team structure ensures transparency, so that students, parents and employees know where they belong and know who they can turn to. We also achieve transparency through the way we communicate and make choices: in collaboration with all those involved in and around the school.

The small-scale team structure of the school offers students and employees a safe environment. Together they are responsible for an atmosphere of mutual trust and respectful treatment of each other. We see the international and cultural variety at our school as an added value because it encourages students and employees to look beyond their own culture and national borders and, in the light of further study and work, demonstrate intercultural behaviour.



Quality Assurance

Schools work with a plan to improve the quality of their education. This school plan helps us to continue to provide education that satisfies all parties involved. Quality assurance is about the way in which the goals in the plan are achieved.

Development of education within the school

The ISE is accredited with the Council of International Schools. To be accredited with this organisation the ISE undertakes a self-study against international school standards every 5 years. The recommendations created during this self-study process provides the school with a set of key action points for improving all facets of the school including, most importantly, the quality of education we provide.

In addition, the ISE uses parent questionnaires and examines student assessment data regularly as a means to provide other recommendations for improvement. All of these data and recommendations are used to make improvement plans at school level. In particular we create a four year plan which is also driven by the mission and vision of the school.

Important developments that have resulted from our analysis of the above data and recommendations include: (i) the introduction of the TPO (Tweetalig Primair Onderwijs: Bilingual Primary Education) project in the Dutch Bilingual department, (ii) the creation and implementation of a policy plan for improving the performance of students, (iii) the creation and implementation of a policy plan for cultural education. In both the international and Dutch bilingual departments, we also focus on meeting the needs of advanced students.

To write and implement these policy plans, we have appointed a number of Curriculum Leaders. These are teachers who have been allocated hours to fulfill their curriculum roles and often have a supplementary education.

Quality policy SILFO

The SILFO 2022-2026 strategic vision has been formulated based on the four C's, which shape the various services across the foundation: Caring, Connecting, Creating, Celebrating.

The four C's are defined using a developed set of tools that include measurable, perceptible, and demonstrable quality data. These data are collected, shared, and evaluated in a cyclical process, which includes targeted research, follow-up questions on

previously obtained data, gathering feedback, conducting evaluations, engaging in dialogues, and sharing stories. This aligns with the appreciation framework of the Dutch Education Inspectorate. The quality cycle is embedded in various ways within the foundation's work methods.

Management Reports

The foundation has been working with educational quality reports at both foundation and site level since mid-2019. The reports are discussed quarterly with the programme boards, the control department, the quality department and the Executive Board. The content focuses on measurable, as well as noticeable and demonstrable quality results. Noticeable and demonstrable data are presented in the site portfolios. Measurable data from the educational quality reports come from the schools' various student monitoring systems, testing systems and reflection systems, which track progress in students' knowledge and skills. At the site level, continuous learning lines also ensure that education is in line with a continuous development process of students. The student and parent satisfaction survey, teaching quality at school level observations and the accreditation report by the Council of International Schools for the International School are also used to measure educational quality.

Quality Dashboard

Using a Quality Dashboard, that is being developed across all SILFO schools, based on a Quality Development Cycle running synchronously with the Control Cycle, the development of educational quality is monitored.

The Quality Dashboard visualises educational quality and will be visible to the board, management, staff and the Supervisory Board through location portfolios. The Quality Dashboard is being designed to be used to monitor the quality of education within the foundation, based on the established vision. It uses the requirements drawn up by the inspectorate by means of Critical Performance Indicators (KPIs) and indicators for noticeable and demonstrable quality, the so-called Critical Quality Indicators (KKIs) that are linked to the school plan objectives. The development is evaluated quarterly with school management and is adopted by the Executive Board. The Dashboard thus also works as a tool for risk analysis.

Quality Improvements

Agreements for quality improvement are drawn up and recorded quarterly on the basis of the management reports and the Quality Dashboard. School management, if necessary, perform further analysis at site level and/or adjust site targets, which are included in the Quality Dashboard. The process and the quality tools are evaluated annually, thus ensuring further quality development.

Accountability

The management reports and the quality dashboard are shared and discussed quarterly with the Supervisory Board. Additionally, the location portfolios are presented and discussed annually in a meeting with the Supervisory Board, the Executive Board, and the Joint Participation Council. Quality data are published in the Annual Report and on <https://scholenopdekaart.nl/> (Dutch only).

Care for the relationship between school and the environment

Cultural Development

The cultural development of our students is considered very important. Projects are completed in cooperation with the library and the Centre for the Arts in Eindhoven. A Cultural Coordinator has been appointed to implement the development of cultural education. The aim is to develop intercultural and global awareness by embedding it in all aspects of our curriculum.

ECO schools

In January 2021, the ISE primary and secondary departments, together with the Kinderstad daycare centre and the facility company Vebege, started a project called "Eco schools". Eco-Schools is a global program to encourage students to think and act in a more sustainable manner. Using seven steps, students consider the school environment and work on actions to make it more sustainable. Students for example can design projects for saving energy, reducing waste or cleaning up the school yard. The school has achieved the 'Green Flag', which is the international quality mark for sustainable schools.

Traffic education

We believe it is important that children learn to participate in traffic in a responsible and safe way. The children receive regular traffic lessons. We also regularly participate in traffic projects, including Reflection Week, and workshops at school to raise awareness for traffic safety, e.g. the blind spot of trucks. Pupils from group 7 in both departments take part in the theoretical and practical traffic exam. Children who do not pass the first time may try again in group 8.

Social workers

Primary school is an important period in a child's life. Sometimes there can be concerns about the social-emotional development of children. Some children need extra attention due to problems at home or at school. Sometimes parents have educational questions or need more support at home. A school social worker can help with this. The ISE works together with the Lumens group from Eindhoven. They provide a social worker at our school.

Library

The school has its own library providing both fiction and nonfiction books in Dutch, English and a variety of home languages. Students from all classes can borrow books or request information for the various projects that they are studying. The library has multiple books in various languages.

Since the 2024/2025 school year, our school has been participating in the VATT project (Van Alle Talen Thuis). Van Alle Talen Thuis is an impulse program that offers children the opportunity to discover and embrace books in their home languages at school and childcare locations, because the power of home languages is the key to language development, strengthens Dutch language skills and enhances understanding between cultures.

A beautiful library has opened its doors at our new location on Jan Luikenstraat. In collaboration with the ISE library team and under the leadership of Rob Lindhout of Puur Sang, who also set up the library on the ISE campus and whose design of a library in Son en Breugel was voted the best library in the Netherlands, we ensure that our students continue to enjoy reading at our new location.



Organisation of Education and Instructional Time

The Primary Dutch Bilingual department has a maximum of 24 pupils per group. By maintaining a small group size, maximum attention can be given to each pupil. We maintain the right to (temporarily) deviate from these numbers. The Primary Dutch Bilingual department is attended by students who are staying in the Netherlands for a longer period of time, and the department has 8 age groups. We use methods that meet the core objectives and we use a thematic approach in all age groups.

‘Kleuterplein’ is used in groups 1 and 2. Kleuterplein allows young children to learn through play. In the construction or discovery corner, with the paint board or the sand and water table, arts and crafts, and other learning materials. From mathematics and reading to visual arts and music: a well-balanced curriculum to build a solid foundation for group 3.

In group 3, we use ‘Veilig de Wereld in’ and ‘Veilig Leren Lezen’. Veilig de wereld in is a method for discovering the world (geography/ history/ science/cultural development), which seamlessly connects to the Veilig Leren Lezen reading method, to provide a thematic education. In addition, there is a lot of attention for expanding vocabulary. For mathematics, we use ‘Getal en Ruimte’.

In groups 4 to 8, we use ‘Alles in 1’. With this method, the children develop their language and reading skills as well as learn about the world around us (geography/history/science/cultural development) in logical coherence. Scientific research has demonstrated the great value of language linked to world orientation and our students can therefore fully immerse themselves in the themes that are offered in this method. For mathematics, we also work with ‘Getal en Ruimte’.

As of the 2014-2015 school year, the Dutch department started a pilot for bilingual education in groups 1 and 2 (TPO). Currently, the language of instruction is English in all our groups 30% of the time. The children receive English lessons (EFL), in which lessons are given in English spelling, grammar, reading and speaking. These lessons are taught by native speakers. In addition, the gym lessons are taught in English and each group has a number of lessons that are taught in English by the group teachers.

Education Time

By education time we mean the hours per week the students are at school. Children are entitled to sufficient hours of education. Pupils must receive at least 7520 hours of education in eight school years. The number of teaching hours per week is 25.5 (1530 minutes). We adhere to the legal requirements regarding school holidays.

The tables below show per school year how the education time is divided over the various subject areas (in minutes per week). It should be noted that for groups 3 to 8 our thematic activities also include our language; traffic; ICT and creative activities.

Education time groups 1 and 2:

Group	1-2
Kleuterplein (all developmental areas)	1440
PE (Physical Education)	90

Education time groups 3 to 8:

Group	3-8
Language/ Exploring the World/ Cultural Development (thematic approach)	1005
Mathematics	300
EFL	135
PE (Physical Education)	90

At school



School Hours

School hours are daily from 8:30 to 15:30 (Wednesdays until 12:30). The children eat lunch together at school and play during breaks under the supervision of teachers or teaching assistants.

School hours

08:30 15:30 Monday, Tuesday, Thursday, Friday

08:30 12:30 Wednesday

10:00 - 10:30 Morning Break

12:00 - 13:00 Lunch Break (not on Wednesday)

The Start and End of the School Day

Parents can drop off their children at school from 8:00. The children will then be looked after by teachers or teaching assistants outside (in the kiosk in case of bad weather) until 8:15. Children who come to school by bike park their bikes in the bike parking on the playground. At 8:15 all children quietly go to their own classroom, where they are welcomed by their class teacher. Lessons start at 8:30.

The following rules must be adhered to on the playground:

- The children shall not leave the school playground during school hours and during breaks
- Cycling on the playground is not allowed.

The following rules must be adhered to when children enter the school:

- The children should wipe their feet.
- The children should enter the school calmly.
- The children are not allowed to enter the school with roller skates, inline skates or roller shoes.
- The children walk calmly, without running, to the coat hooks /lockers to hang up their coats / store their bags and enter their classroom.

- To promote quietness in the school and to allow teachers to fully focus on their students or other tasks, accompanying parents should say goodbye to their children at the Kiss & Ride or on the playground. Only the exchange of urgent, brief information to the teacher is permitted before school. There is more time after school.
- Pupils who arrive late are marked as being late on the class absence list. Parents of children who arrive persistently late will be required to come to a meeting with the Head of Department to discuss how the matter can be resolved.

After school, children who attend after-school care or participate in after-school activities go to the relevant classroom in the school. The youngest students are accompanied by a teacher or teaching assistant. Pupils who go home immediately after school are accompanied to their parents' car (Kiss & Ride) or walk or cycle home by themselves.. Parents who pick up their children on foot or by bike, or parents who want to talk to a teacher after school, wait in the playground until school is out. In case of bad weather, parents can wait in the kiosk on the playground.

Lunch Break

The students remain at school during lunch break, except on Wednesdays. Children bring their own lunch to school. They eat their lunch in the classroom under the supervision of the class teacher. The school promotes healthy eating and requests that each child brings at least one piece of fruit to school each day. We are a nut aware school. Students are not allowed to have nuts in their snacks or lunches and this includes peanut butter and nutella.

Holidays

Our school follows the holiday planning for the southern region of the Netherlands. The school year starts on Tuesday August 19, 2025. Click on the link for the holiday schedule and the planning of holidays and study days for the [school year 2025/2026](#).



Household Matters

Sponsorship

The Stichting Internationaal en Lokaal Funderend Onderwijs (SILFO) has developed a policy describing how the foundation handles sponsorship. SILFO recognises the importance of sponsors in relation to education and the desirability of receiving supportive activities and resources. In this regard, SILFO actively seeks collaboration, functioning as a reliable, independent partner for companies. The social Mission and Vision SILFO 2022-2026 are used as guidelines for entering into potential collaborations, ensuring that the educational process does not become dependent on sponsorship and/or received resources. SILFO adheres to the "Covenant Scholen voor Primair en Voortgezet Onderwijs en Sponsoring". In addition to the previously mentioned points from the covenant, SILFO implements its own policy. The foundation does not sponsor initiatives by and for organisations with government funds that prioritise the personal interests of an employee over the interests of the school. Furthermore, the foundation does not sponsor any organisation where an employee has any decision-making authority over the destination of the sponsorship funds. Finally, a sponsorship collaboration is only entered into when the sponsors accept the principles of the covenant. The comprehensive sponsorship policy can be read [here](#).

Use of Computers

Information and Communications Technology (ICT) is an important tool in both the society we live in and in the process of teaching and learning. Students use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. Each student will receive his/her own school email address. This will also give them access to the school's network while at school and will enable them to log in to a variety of digital resources provided by the school.

Information and Communications Technology prepares students to participate in a rapidly and constantly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

The Internet also has its risks. Anyone can publish something on the Internet. There are many sites on the Internet that are not suitable for children. In addition, there are dangers in relation to privacy, by providing personal information such as name, address, telephone number, age, etc. It is therefore important to formulate clear agreements with the students, both in the classroom and at home in relation to school-related internet/e-mail use.

The school will take every practical measure to ensure that children do not encounter upsetting, offensive or otherwise inappropriate material on the internet. Parents are required to read, discuss and sign the "Acceptable Use" document with their child, which acknowledges their responsibility for use of the internet at home and school.

The following statements are a measure to ensure that our students in all year groups are safe and responsible for their use of computers when at school. These statements are actively encouraged to be a guide for use at home too.

The statements apply to all primary students.

1. I will ask permission before using the internet.
2. I will only use my own login name and password, which is secret.
3. I understand I must not bring software, a USB device or any other form of media to school without permission.
4. I will only email people I know, or who my teacher has approved from my school gmail account.
5. My communication with others will be polite and sensible.
6. I understand I must never give my personal details like my home address or phone number and I will not arrange to meet anyone.
7. If I see anything I am unhappy with or I receive messages I don't like I will tell a teacher immediately.
8. I understand the school and my parents may check my computer files and the internet sites I visit.
9. I understand if I deliberately break the rules, I will not be allowed to use the computer or internet. The Head of Department and my parents will be informed should this occur.
10. I understand that photos I take in the school environment that include other children may not be published in any format, i.e. social networks, even with oral permission from the children involved.

The following key measures have been adopted to help ensure that our students are not exposed to unsuitable material.

- Our internet access has a "firewall" filtering system intended to prevent access to material unsuitable for children.
- Students using the internet during lesson time will be supervised by an adult, who will be particularly vigilant when students are undertaking their own research
- Staff will check that the sites pre-selected for students are appropriate to the age and maturity of the students.
- Students will be taught to use e-mail, social media and the internet safely, learning to take responsibility in order to reduce the risk to themselves and others.
- Students will also be taught to inform a teacher immediately if they encounter any material that makes them feel uncomfortable.

Our older students annually participate in Mediamasters, a training in media literacy, in which they learn to use the internet and social media safely and responsibly.

Other information

Cycling and road safety

Parents are responsible for ensuring their child has an appropriate bike, in good technical condition and with working lights, in order to guarantee their child's safety as much as possible. Students who take their bicycles to school must place them in the bicycle parking area on the playground. The school cannot be held responsible for damage to bicycles, lost keys, etc. Cycling on the school playground and the curb is forbidden.

Images

Throughout the school year, images (ie photographs and videos) are taken of our students and their activities in and around the class. These can be used for school use, such as social media, the school guides, brochures, website and yearbook. They can also be used for publicity purposes to raise awareness for our school campus. At the beginning of each school year a form is sent out to all parents requesting permission to use such photographs and videos. Unless permission is granted via this form student photos/videos will not be used. For special events, such as press photography, filming or out of normal realm of school activities, we will ask parents individually to sign a photography/video release form.

Liability

Students and parents are responsible for their own personal property. The school is not liable for the theft, loss or damage of such property.

Lice protocol

In consultation with the Public Health Service (GGD), a protocol has been established on identifying and combating head lice.

Lost and Found

We recommend that the student's possessions which are brought to school are marked with the name of the student. Every year many items are left behind at the school: coats, gloves, gym shoes, sports clothing, drinking cups, etc.

Lost and found items are kept in a cupboard at the school entrance. We regularly go around all classrooms with the lost & found items, but often the rightful owner is not found. Clothing that has not been picked up for a period of time will be taken to charity.

Necessities

Your child requires the following items at school:

- A gym bag (available through the school office or parent committee) with shorts, T-shirt and gym shoes for gym lessons.
- A school library bag to carry home library books (this can be purchased in the school office or from the parent committee)

Telephone

If your child has a mobile telephone, it must be turned off during school hours. The use of a mobile telephone during school hours is not allowed. The school is not liable for loss or damage to these and other audio-visual equipment.

Transportation Policy

The school's off site policy for transporting students to events and extracurricular activities by parents/guardians and teachers has been developed in consultation with the Parents' Committee and the participation council. (for insurance information, please see section 7.7 of this policy). The policy states that:

- The number of students in the back seat(s) shall not exceed the number of available seat belts.
- Only children 12 years and older or taller than 1.5 metres may be seated on the passenger seat.



After School Care (BSO)

After School Care (Buitenschoolse opvang - BSO)

On August 19, 2024, the brand new BSO Apollo, from the same organization as Columbus on the ISE Campus, opened its doors at our location on Jan Luikenstraat. As a parent, you choose whether you want to use the after-school care. For more information and to register your child, we refer to the Apollo website: <https://www.childcareindhoven.nl/en/locations/apollo/>

Parents must make their own arrangements with the BSO, and payment for after-school care is also made directly to Apollo.



International Childcare Eindhoven

There is also the option to sign up for after school care at BSO The Kids Company. They are located at a different location, but pick up children at our location. For more information and to register your child, we refer to the website of The Kids Company:

<https://www.thekidscompany.nl/>





Absence Policy and School Leave

Compulsory education

The Dutch Compulsory Education Act requires parents to ensure that their children attend school. Absence at will is not permitted. The school and the city are required to monitor attendance. An exception to this obligation can be made under certain circumstances. These exceptions and the applicable rules are described below.

When is your child exempted from going to school?

- When the school is closed for holidays or for special reasons, e.g. a study day for school staff.
- If the ministry quarantines the school due to swine fever, bird flu, a specific virus etc.
- If your child is sick (you are required to inform the school as soon as possible).
- If your child is suspended or expelled from school. The director must inform you in writing of this.
- Your child is unable to attend school based on religious grounds or personal convictions. You are required to inform the school of such instances two days ahead of time. The school only approves such leave if it involves official holidays and days of remembrance for the relevant religion.

Holiday leave during school hours

Requests to take time off for a holiday during regular school hours is only granted if your child is not able to go on holiday during the regular school holiday periods due to the specific nature of the profession of one of the parents. Such holiday leave can only be granted once per school year and for a maximum of 10 days and this must be the only family holiday for the school year.

Holiday leave cannot be granted during the first two weeks of the school year. Requests for holiday leave should be submitted to the Head of Department. A form is available for this purpose at the school or can be downloaded from the school's website. The Head of Department will inform you in writing of the decision.

The Head of Department is not to grant holiday leave during school hours to accommodate cheap holidays outside of the regular season or in relation to extended visits to the country of origin or simply to take a midweek holiday or an extended weekend away.

Leave for 'other important circumstances'

Leave may be requested under certain circumstances. For example:

- Your child is given at most one day off for a family move.
- To arrange legal obligations, such as applying for a passport.
- To attend a family wedding (for relatives who are up to three times removed) your child receives a maximum of 2 days off if the wedding takes place in The Netherlands and at most 5 days if the wedding takes place abroad.
- For an anniversary of parents or grandparents, 1 day off.
- For the arrival of a new family member your child is given at most 1 day off.
- In case of serious illness on the part of parents, grandparents, brothers or sisters, the number of days of leave is determined in consultation with the Head of Department.
- In case of the death of family members and in-laws, the number of days of leave is also determined in consultation with the Head of Department.

Important situations may arise other than the circumstances listed above in which you may wish to request leave for your child. The law then stipulates that this must involve situations that are beyond the control of the parents and/or the child.

The situations listed below are not considered 'other important circumstances' and therefore do not qualify for leave:

- Family visits abroad.
- Holidays during a cheaper period or in relation to special holiday offers.
- An invitation from family members or friends to go on vacation outside the normal school holiday period.
- Earlier departures or returns in relation to heavy traffic.
- Vacation during school hours due to a lack of availability of booking opportunities.

Request for leave decision

Requests for leave are assessed on an individual basis. A request for leave for 'other important circumstances' must be submitted to the Head of Department as early as possible. Requests for leave can only be submitted using the form available for this purpose. You can obtain copies of this form from the school's reception or website. The Head of Department is authorised to take decisions concerning requests for leave up to a maximum of 10 days. If the request for leave involves more than 10 school days, a decision is taken by the Compulsory Education Officer.

Disagreement with decision rendered

If your request for leave is rejected and you disagree with this decision, you are entitled to appeal this decision in writing to the Head of Department or the compulsory education officer. They are then required to reconsider their decision. You will be given the opportunity to explain your objection verbally. You will subsequently receive a decision in writing concerning your appeal. The Head of Department and/or compulsory education officer may obtain advice concerning the issue from the city's Appeal Commission. They can include this advice as part of their considerations. If you disagree with the decision concerning your appeal, you are entitled to register a written appeal with the Arrondissementsrechtbank [district court] – administrative law – under the Algemene Wet Bestuursrecht [General Administration Act] (AWb). You can submit a request for a temporary provision from the presiding judge of the court at the same time. These legal procedures involve costs. It is therefore recommended that you obtain legal advice, if you intend to submit an appeal to the court.

Absence without leave

If your child takes leave without the permission of the Head of Department or the Compulsory Education Officer this is considered as absence without leave. The Head of Department is obliged to report this to the Compulsory Education Officer. The latter decides if this will be recorded as an infraction.

Questions about (holiday) leave or compulsory education

Should you still have questions about leave or other compulsory education-related matters, please contact the school's Head of Department or your city's Compulsory Education Officer.

School absence

Education is of primary importance for the future of your child. This is why it is important for your child to take all of the classes offered by the school.

Although we understand this is not always possible, we would appreciate it if any medical appointments (family doctor, specialist, orthodontist) are as much as possible made outside school hours to keep absences from school to a minimum. These absences need to be reported by the school.

If your child is sick, please report this to the school before 9:00 in the morning. This can be done via telephone or email. This also applies to preschoolers who do not yet have to attend school. You may be asked to provide a doctor's certificate as proof. If your child becomes sick during the school day you will be contacted. You can then come to pick up your child. If your child hurts him/herself or becomes injured, first aid will be administered. The school has several members of staff with a First Aid Diploma as well as a first aid responder (school nurse).

Regulations for suspension and/or expulsion

If the school considers it necessary to suspend or expel a student who regularly exhibits misconduct, the following steps will be followed:

1. The intent to suspend or expel the student will be communicated to the parents/guardians in writing.
2. The inspector responsible for overseeing education will be consulted.
3. A meeting will take place between the school's management, the student and his/her parents/guardians and the board.

Only once these steps have been carried out is the School Board in a position to take a decision, which is communicated to the parents/guardians in writing. A student may only be definitively expelled if the school is able to demonstrate that it has intensively explored opportunities for placing the student at another school during a period of 8 weeks.



At the ISE

Group Teacher Assignments

The school uses the “leerstof-jaarklassensysteem”, an age-based study programme group system. Each June/July parents receive a letter with the new formation for the following year. In school year 2025/2026 we will start with the following groups:

- Group 1/2A: Juf Karin Courbois & Miss. Peggy Smeets
- Group 1/2B: Juf Anne Peters & Miss. Bridget Purdon
- Group 3: Juf Pippa Slot
- Group 4: Juf Moudette van der Wielen & juf Anne Peters
- Group 5: Juf Melanie Manger & Juf Marlon Pashouwers
- Group 6: Meester Hein Verhagen
- Group 7: Juf Tessa Schmitz & Juf Heleen de Rijke
- Group 7/8: Juf Mirian van Doren & Juf Melanie Manger

EFL (English): Miss Bridget Purdon (group 3/4/5) & Miss Melissa Pienaar (group 6/7/8)

EAL (English support) Miss Peggy Smeets (group 3), Miss Bridget Purdon (group 4/5) & Miss Melissa Pienaar (groep 6/7/8)

PE: Juf Tessa Schmitz & Meester Bart van der Horst

DAL (Dutch support): Juf Bea ter Welle & juf Yolande van Lierop

TA's: Juf Ine Ariese, juf Mieke de Rooij, Juf Anique Tausch, Juf Matia van de Wiel

Learning Support Coord.: Juf Elke van den Akker

Method of replacement

When a teacher is sick or attending a course, a substitute teacher will, in principle, be hired to replace the teacher. Our school has access to a small number of substitute teachers. Unfortunately, there are too few substitute teachers and this issue also affects our school. To prevent us from having to send children home when there is an insufficient number of teachers, we will attempt to find alternative solutions to this problem within our own school by (possibly) splitting up the group or by asking one of our teaching assistants to assist.

Guidance and use of PABO/ROC student teachers

Student teachers are entitled to appropriate internship placements and we are therefore offering them the opportunity to develop their future profession. The coordination and guidance provided to these students is arranged by our student teacher/intern coordinator.

The teacher of the group to which the student is assigned guides the student and retains responsibility for the group. As the students advance to more senior years in the PABO (Primary School Teachers Training College) the student's responsibilities are increased. Fourth year students (Teachers in Training) work two days per week and several consecutive weeks during some periods. During these periods they take over the group and try to work as independently as possible. The group teacher remains responsible to ensure that things run smoothly in this case as well. We will inform you when a student is asked to teach a specific group for a consecutive period of time as part of their study programme.

Professional Development

Professional Development includes everything that team members do to deepen and expand their knowledge, understanding, skills and professional attitude. The focus is to bring and keep the professionalism of teachers up to date. The changing student profile, teaching material that requires continuous adaptation and new insights into methodologies and pedagogy requires

constant training.

Interactive Guidance via School Videos is one way of enhancing the expertise of teachers and improving the quality of education. The planning-oriented way of working can be optimised through this method. The ultimate objective is to be able to provide better education to our students. Within this context of enhancing teaching expertise, video recordings may be made during group activities. These video recordings will only be viewed and analysed within the school, with professional guidance.



Care for Young Children

Happy healthy children

Growing up healthy and safe comes naturally to most children. As a parent or caregiver, you want the best for your child, so that he/she can grow up in a safe and stimulating environment. Children at school develop very quickly. This sometimes raises doubts, questions or concerns. In that case, Youth Health Care (JGZ) can help.

Youth Health Care

Schools collaborate with the Youth Health Care (JGZ) team of GGD Brabant-Zuidoost. This team consists of a youth doctor, youth nurse, specialist nurse, assistant, behavioural scientist and a healthy school advisor. Youth Health Care is available to all children and their parents: from pregnancy and birth to the age of 18.

What can the JGZ team do for you and your child?

[More information](#)



Support and Inclusion

The Primary Department at the International School Eindhoven (ISE) welcomes children from the age of four, regardless of religion, ethnicity, nationality, or beliefs. Rooted in principles of equality and respect, our multicultural environment prepares students for a global future.

Inclusive Education

The ISE is committed to helping each student reach their full potential through:

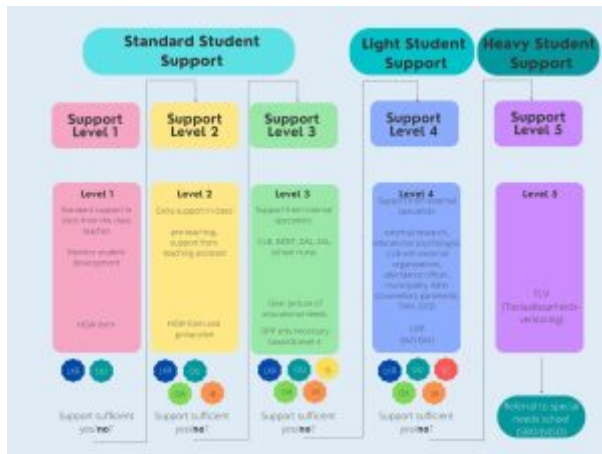
- Tailored educational environments that address individual needs
- Early identification and support for learning challenges
- Collaboration with parents and students in the learning process
- Clear staff roles in supporting additional needs

Our inclusive approach is built on these core principles:

- Inclusive: Removing barriers to learning and embracing diversity
- Student-Centred: Prioritising each student's best interests
- Needs-Based: Adapting to strengths and challenges
- Prevention-Oriented: Emphasising early detection and intervention
- Results-Focused: Using evidence-based strategies for positive outcomes
- Collaborative: Involving families, teachers, and students
- Culturally Responsive: Reflecting the diversity of our community
- Equitable: Providing support tailored to individual needs

In order to organize support at school well, all primary schools work together in a 'Samenwerkingsverband'. In this way, we ensure that all students in the Eindhoven, Best and Son & Breugel regions receive the education and support they need. The schools in this 'samenwerkingsverband' make agreements about basic support at schools, about additional support and about referrals to special needs schools. These agreements are recorded in a [support plan](#).

The image below shows the support route within our school, and the other primary schools of the SILFO education foundation.



Within our educational foundation, the internal supervisors of the various schools work closely together, which allows the support to be tailored to the schools, and to support each other in guiding our students. The support for the students at our school is described below.

Basic support

Basic support is the support that is offered within the regular educational process of each school, plus the associated preventive and light curative support.

We work in a goal-oriented way (HGW: Handelingsgericht Werken) to get a complete picture of our students. Goal-oriented work is a systematic way of working, in which the offer is tailored to the educational needs of the students. Based on the child characteristics, we look at which educational needs the child in question has. The education is adapted accordingly.

Our learning support coordinator supervises the overall development of students, with a specific focus on responding to the needs identified by the teachers. She offers support, guidance and advice to both teachers and parents, and ensures that the learning needs of each student are effectively met. The learning support coordinator also works closely with external specialists, giving us access to additional expertise and services when necessary.

Additional support

The additional support is support that exceeds the basic support. The possibilities can differ per school and are described in the school guide. As soon as a student is eligible for additional support from external specialists, this is described in a development perspective plan (OPP), in accordance with the law. The additional support of the student deviates from the regular offer that falls under the basic support. An OPP is drawn up in consultation with parents and with the student. Each OPP is registered in the Register of Education Participants (ROD).

The ISE is a 'language-friendly' school. We offer our students additional support in Dutch and English language skills and pay attention to the home languages of our students.

We support students with mild to moderate:

- Language barriers
- Academic support needs
- Behavioural, physical and social-emotional needs

The table below shows the support we can offer our students.

Area of Need	Intervention/ provision	Support Personnel
Language	<p>We offer our students extra support in the Dutch language (DAL: Dutch as an Additional Language) and in the English language (EAL: English as an Additional Language). Students who join us without Dutch language skills receive intensive DAL support. Our entire team is trained in NT2 didactics, which means that the needs of our non-Dutch speaking students can also be met in the classroom.</p> <p>Students who need extra support in the areas of reading or spelling receive extra support from teaching assistants, both in the classroom and in small groups outside the classroom. We also use digital resources, which our students can use to work on their spelling skills at their own level, under the guidance of the class teacher or teaching assistant.</p> <p>For children with dyslexia, we use support from external specialists, supplemented with support at school</p>	<p>DAL Teachers</p> <p>EFL Teachers</p> <p>Class Teachers</p> <p>Teaching Assistants</p> <p>External specialists</p>
Mathematics	<p>Students who need extra support in mathematics receive extra support from teaching assistants, both in the classroom and in small groups outside the classroom. We also use digital resources, which our students can use to work, under the guidance of the class teacher or teaching assistant, on their mathematical skills at their own level.</p> <p>For children with dyscalculia, we use support from external specialists, supplemented with support at school.</p>	<p>Class Teachers</p> <p>Teaching Assistants</p> <p>External specialists</p>
Social-emotional development	<p>Guidance and support needed to identify and regulate emotions, develop social skills and create a positive self-image. We offer this support both individually and on a group level.</p>	<p>Behavioural Specialist</p> <p>Youth Worker</p> <p>Child Coach</p>
Motor skills and physical development	<p>Advice and guidance from GGD Health Care.</p>	<p>GGD Health Care</p>
Health related and personal care	<p>The school nurse on the main campus also offers advice and guidance to the teachers for the students in our department. We also receive advice and guidance from GGD Health Care.</p>	<p>School Nurse</p> <p>GGD Health Care</p>
Highly Performing	<p>We offer enrichment to students who need to be extra challenged, both in the classroom and in small groups under the supervision of teaching assistants.</p> <p>Students who need to be extra challenged in the field of English are offered enrichment individually or in small groups by our EFL teachers.</p> <p>For students in group 8 there is the possibility to participate in the LCL Plus class of the Lorentz Casimir Lyceum. Students are challenged to solve mathematical problems and can also participate in other subjects, such as biology, Latin or computer science.</p>	<p>Class Teachers</p> <p>Teaching Assistants</p> <p>EFL Teachers</p> <p>LCL Plus Class</p>

Exemption from educational activities

The competent authority may, at the request of the parents, exempt a pupil from participating in certain educational activities, with the exception of the standardized test in group 8 (doorstroontoets) as referred to in Article 45b, paragraph 3. An exemption may only be granted by the competent authority. When granting the exemption, the competent authority shall determine which educational activities will replace those from which the pupil was exempted.

Student feedback and input

In the 2024/25 school year, pupils who received additional support were invited to reflect on their experiences and to give feedback. They provided feedback on both the nature of the support they received and their feelings about the support. This feedback provided staff with valuable insights into the effectiveness of the support strategies, the pupils' sense of inclusion and agency, and areas for improvement in the way in which the support is provided. This school year, we mainly invited our pupils who receive NT2 support (DAL) to give feedback, as this concerns a large proportion of our pupils. The children indicated that they liked receiving support in small groups and that the DAL lessons help them to better communicate in Dutch. They also indicated that it

helps them to make friends, because they make contact with their classmates more easily. Furthermore, they indicated that they do not like missing math lessons because of the DAL lesson and that they would actually like to get more DAL support. This school year, our DAL lessons will therefore be organized differently.

From the 2025/26 school year, all students in groups 6, 7 and 8 will be invited to give feedback about the support they receive, regardless of whether they receive specific extra support. This broader approach is intended to gain insight into the overall experiences of students with learning support, classroom strategies and their feeling of support during their learning path. From the 2025/2026 school year, students will also have a say in drawing up an OPP (development perspective).

Steps to be taken in 2025/2026

In the 2024/2025 school year, we started strengthening the support for our non-Dutch speaking students. The entire team has been trained in NT2 didactics and we have evaluated our DAL support. In the 2025/2026 school year, we will organize the DAL support differently, by implementing Wereld vol Woorden, a method for teaching newcomers and by offering our students more intensive (daily) DAL support using this method. With regard to NT2 support in the classroom, we will make agreements at school level and the team will work on further professional development through additional NT2 courses.

One of our teaching assistants will complete intensive training in the field of remedial teaching, which will enable us to support our students even better.



Safety

Anti-bullying policy

The school policy is aimed at offering children, parents and teachers safety and security. Only when a child feels safe, development flourishes. Our guiding statements form the starting points for the way in which we interact with each other and together ensure that the school is a pleasant, safe environment for everyone.

Because we believe it is important that everyone feels comfortable at our school, we use the positive behaviour approach. We also have an anti-bullying protocol that we use when bullying occurs. You can find this protocol (Anti-Bullying Policy Primary) on our website.

Confidential counsellors

Pip Kay - confidante Primary International

Tessa Schmitz - confidante Primary Dutch Bilingual

Joan Roach – safeguarding officer

Emergency Response Services (BHV)

Several team members have completed the emergency response (BHV) training and possess extensive First Aid training. They are charged with the development and maintenance of the emergency evacuation plan and the coordination during accidents and disasters. Several other teachers and non-teaching staff have completed a First Aid course and attend a refresher course every 6 months. The school has also employed a full time school nurse.

Occupational Health & Safety (Arbozorg)

The school works together with an independent occupational physician. He is responsible for auditing adherence to the safety directives applicable to the school.

For Parents & Students



Rights and Responsibilities

Complaints procedure

Misunderstandings and mistakes can occur from time to time at any place of work and our school is no different. We encourage you to speak directly (and respectfully) with the person involved in case you have comments, criticism or complaints, but also when you have positive comments, ideas and suggestions. For example, if you have any complaints about a teacher, first speak to that person directly. If you feel that your complaint is ignored you can contact a member of the leadership team, this should be the Head of the appropriate department. Various types of complaints come to mind with different solutions. The best thing to do is to put these openly on the table and not allow them to fester. In case of a very serious complaint that you feel has not been addressed appropriately, you can start an official complaint procedure of the Vereniging Bijzondere Scholen [Association of Special Schools] (VBS). The regulations governing the complaint procedure may be obtained at the school.

Privacy

At the International school Eindhoven, we take care of the privacy of our students and employees. This is laid down in the privacy statement of our foundation. These regulations have been adopted with the approval of the MR.

The purpose of processing students' personal data is for the optimal learning and guidance of our students and for the organisation that is necessary for this. In our privacy regulations you can read exactly what the purposes and principles are for the processing of these personal data for our school. We receive most of the personal data from parents. The student data is stored in our (digital) administration system ParnasSys. This program is secure and access to that data is limited to those who need the data to contribute to the purpose of the processing. We do not store personal data longer than is necessary for the purposes for which we collect the personal data.

During the lessons we use a number of digital learning resources. This requires a limited set of personal data to, for example, identify a student when logging into these resources. We have made clear agreements with our suppliers about the data they receive from us. The supplier may only use the student data if we give permission for this, which prevents misuse of that information by the supplier.

Parents have the right to view the student data of and about their child (ren).

Parents' Committee

We offer many opportunities for parents/guardians to help create a healthy school climate. The Parents' Committee consists of parent/guardian representatives and forms a link between parents/guardians and the school. The Parents' Committee is active in many school matters, such as the organisation of the annual school fairs.

Each class has a class parent. This parent serves as the link between the teacher and parents of the relevant group and assists at various events during the year at the request of the teacher.

Participation Council (Medezeggenschapsraad - MR)

The Participation council is a management instrument that can exercise influence on the decisions taken by the School Board. The Participation council consists of eight members, four teachers and four parents/guardians. The tasks and authority of the Participation council are incorporated into a set of regulations. The election of the members of the Participation council occurs, if needed, once every year. Members may be re-elected. From the 2025/2026 school year, the Participation Council will be divided into two sub-councils: a sub-council for the Primary International and a sub-council for the Primary Dutch Bilingual.

If parents/guardians are interested in joining the Parents' Committee or Participation Council, they can contact the current members (for names and contact information, please contact the school). The meetings of the participation council are public and you can always attend them as an observer.

Joint Participation Council (Gemeenschappelijke Medezeggenschapsraad - GMR)

In the GMR, supra-school policy matters of the primary schools that fall under the SILFO foundation are discussed, such as board formation, budget and vacation days. Here too, parents and employees are represented, often these are a delegation from the participation councils of the schools to ensure a good connection.

Responsibilities of divorced parents

As a divorced parent, it is your responsibility to inform management in writing which parent has legal custody of your child(ren) and how visitations are arranged. This information is important in order to avoid misunderstandings when, for example, requesting leave of absence. The school reports will be given to, and all contacts are maintained with, the parent with legal custody. It is his/her responsibility to inform the other parent. The ISE has a protocol for parents who are divorced or who are in the process of divorcing. This protocol describes the access arrangements for the student, who will pick up the student and who to contact in an emergency.



Involved Parents

Importance of parental/guardian involvement

ISE highly values the home-school partnership. Home-school partnerships help teachers develop strong relationships with their students and motivate parents to cooperate with teachers to improve academic performance. It also creates opportunities for parents to learn basic teaching concepts while learning with their children, and get to know others in the community while contributing to the school by volunteering. Children of parents that are actually involved in their child's education achieve better results at school. Good co-operation requires good communication and a joint involvement in the child's education and development by all parties involved. By stimulating parental involvement we create a better foundation for the children's development. It is also the school's task to stimulate activities that encourage parents to come to the school and be involved. Parents can be involved in the school in a number of ways and we regularly invite parents to celebrate and display what our students have learned in a project or for celebrations and school trips.

Communication about the education programme

Proper communication between parents/guardians and teachers is of crucial importance for all students. Contacts are maintained in a variety of ways.

Information sessions

At the beginning of the school year parents are invited to a general information session, which is organised by the class teachers. This session enables you to meet your child's teacher and to get insight into the ins and outs of the workings of your child's new group. It also provides you with an opportunity to ask questions. This session is not meant for discussing individual student matters. We organize other parent-teacher meetings for this purpose. You will receive written invitations to attend these meetings.

Meet the family meetings

At the start of the school year new parents are invited to a meeting to meet the class teacher and share information about their child. The aim of the meeting is for the class teacher to get to know the child and their parents and for parents to share their expectations.

Parent Meetings

For the parents of new pupils in group 1, an intake meeting will take place after registration. For the parents of all pupils, introductory meetings will take place in the first weeks of the school year. You will have the opportunity to talk about your child and to inform the teacher about matters that you consider important. The purpose of this meeting is for the teacher to get to know the child and the parents better and to express mutual expectations. Twice a year, the parents of all students will be allocated ten minutes to discuss the progress of their child. This will be after the first and second report. If you feel it necessary to discuss your child with the teacher or the foreign language teacher outside this ten-minute period, it can be arranged. To ensure that the teacher has time, a request for an appointment should be made with the class teacher.

Newsletter

The parent newsletter is published monthly. This contains a wide range of announcements and information from the school's leadership team and from the different departments. You will also be kept up to date about activities in your child's class via email and ClassDojo.

Parent activities

For the smooth running of all activities at school, the help of parents/guardians is important. Parents/guardians help weekly/incidentally with school trips, in the library, creative mornings/afternoons, level reading, project weeks, school, sports days, celebrations and the International Fair. If you want to help us, you can contact the teachers and/or parents/guardians in the Parents' Committee.



Voluntary Parental Contribution

What is the voluntary parental contribution?

Schools may ask parents for a financial contribution. The conditions are that this contribution is voluntary and that the parents in the Participation Council have agreed to it. The purpose of the voluntary parental contribution is to pay for a number of things that are not or not sufficiently arranged by means of the payment of the government contribution. At the ISE, this includes small classes, extra teaching assistants, support in acquiring another language, support for learning and developmental difficulties, various extracurricular activities, school camps, school trips and visits within the framework of the curriculum. These facilities are necessary to maintain the quality of our education and to give your child memorable experiences that will be cherished after they leave school. The voluntary parental contribution is paid to the Stichting Internationaal Lokaal Funderend Onderwijs (SILFO). If you choose not to pay the voluntary parental contribution, this will never result in excluding your child from school activities.

In 2026/2026, in collaboration with the Participation Council, a foundation responsible for managing the funds collected through the Voluntary Parental Contribution Primary Dutch Bilingual initiative will be established.

For students of the Dutch Bilingual department of the ISE, a parental contribution of 2,450 euros has been set for the 2025/2026 school year.

Method of payment:

The voluntary parental contribution can be paid in installments or in total. Parents receive information about payment of the parental contribution via the school office. To arrange payment by direct debit, you will need the following payment details:

Stichting Internationaal Lokaal Funderend Onderwijs
Postbus 1310, Eindhoven 5602 BH
The Netherlands

Bank Account IBAN Number - NL 66 RABO 0113837291

This Direct Debit Form will authorise SILFO to withdraw payments automatically from your account. A Netherlands Bank Account is required for such Direct Debit payment.

If you have any questions about the voluntary parental contribution, don't hesitate to contact the school office. You can contact the school office by phone or email:

Phone 040-2519437 e-mail primary@isecampus.nl.



Student Activities

Activities

A number of recurring special activities take place at our school every year. There are activities that are directly related to the educational environment and activities that take place outside learning hours, in which students are free to participate: various excursions, special theme afternoons, visits to various companies or institutions, Sinterklaas celebrations, Christmas celebrations, Carnival, school camp, practical traffic test, visit to a playground, school trips, sports day, etc. Many of the above activities are organised by or with the assistance of parents/guardians.

Extracurricular activities

The type of education at our school is not just limited to preparing and teaching lessons within the confines of a building and/or playground. Sometimes we teach our lessons outside the confines of the school. In view of the fact that extracurricular activities also entail certain risks, a set of conditions has been established that governs these types of activities. Informing parents/guardians prior to the activity and obtaining their approval is given special attention in this respect. Parents/guardians who entrust their children to the school must feel confident that extracurricular activities are organised in an appropriate and responsible manner.

The risks of accidents during extracurricular activities are generally greater than they are at school. The school has an off-site policy to communicate the expectations that apply to all staff when involved in any visits with students that take place away from the school site. The safety and wellbeing of students is the most important factor and all actions planned or taken must ensure that they are safe and secure at all times. For any off-site visit there will be a designated coordinator who will take the lead. This coordinator will follow the steps outlined in the policy when organising an extracurricular activity.

Proper insurance is key in this regard. The school has negotiated a liability insurance policy. This means that if something should happen to a student, an activity leader appointed by the school can be held liable for this, the school is insured if the accident occurs during school activities. This insurance covers personnel, students, student teachers, parents/guardians and volunteers who are involved during this activity on behalf of the school. In addition there is a supplementary insurance which covers damages that are not covered by the parent/guardian's own (health) insurance.

Conditions

- Activities are always conducted under the school's responsibility.

- Final responsibility is never transferred to another organisation or person.
- Activities fit within our educational objectives.
- Activities may be supervised by personnel as well as non-personnel members.
- Chaperones will be at least 18 years old and be familiar to the students.
- Chaperones of extracurricular activities are aware of the responsibility they carry for another child and take steps to ensure the safety of the students.
- Parents/guardians receive prior notice of extracurricular activities and give their approval.

The assumption is that parents/guardians approve their child's participation in extracurricular activities. Parents/guardians lend their approval to such activities by signing a permission form at the beginning of each school year. Parents of students starting during the course of the year, will receive a permission form in their first week at school. The option of parents/guardians to refuse to give permission for their child to participate in an extracurricular activity is respected. In other words, their child will not participate in that activity but will remain at school. The school will meet with these parents/guardians to discuss their concerns.

After school activities (ASA)

The ISE aims to be 'More than a school'. We want to offer more to our students and that is why we have also set up a program with after-school activities at our new location at the Jan Luikenstraat. Children can register twice a year for a cycle of after-school activities, including dance lessons, science & technology, art, chess, school band, yoga and sports and games. Parents receive information twice a year about the program, the registration procedure and the costs for the after-school activities. Participation in these activities is voluntary.



Contact

Executive Board SILFO

Dhr. M. Stoker
Ms. P. de Bruijn

Confidential Counsellor

Ms. T. Schmitz tschmitz@isecampus.nl
Ms. Pip Kay pkay@isecampus.nl

Arbozorg (Occupational Health & Safety)

B. van Bree (company doctor)
R. Huybers (psychologist)

ECIS (European Council of International Schools)

21B Lavant Street
Petersfield, Hampshire GU32 3EL United Kingdom
Tel. - +44 (0) 1730-268244
Fax - +44 (0) 1730-267914
E-mail - ecis@ecis.org
Website - www.ecis.org

GGD Zuidoost-Brabant (Youth Health Care)

Afdeling Jeugdgezondheidszorg Postbus 810, 5700 AV Helmond
Tel. - 088-0031422
E-mail - telefonistes.jgz@ggdbzo.nl
www.ggdbzo.nl

DIPS (Dutch International Primary Schools)

Krijn Taconiskade 418
1087 HW Amsterdam
<https://www.dutchinternationalschools.nl/>

Inspectie basisonderwijs (Inspectorate - Eindhoven office)

Zernikestraat 6, 5612 HZ Eindhoven
Phone: 040-2197000

E-mail - info@owinsp.nl

Website - www.onderwijsinspectie.nl

Questions about education 0800-8051 (free)

Complaints about sexual harassment, sexual abuse, violence: meldpunt vertrouwensinspecteurs 0900 – 111 3 111 (local fee)

Ministry of Education, Culture & Science

Rijnstraat 50, Postbus 16375 2500 BJ Den Haag

General phone number - 0800-8051 (free) Phone - 070-4123456

E-mail - ocwinfo@postbus51.nl

Website - www.minocw.nl

Vereniging Bijzondere Scholen (VBS) (complaints committee)

Binckhorstlaan 36, M1 19

2516 BE Den Haag

Phone: 06-16063730 E-mail - vbs@vbs.nl

Website: <https://vbs.nl/>

Atalenta (International Childcare Eindhoven)

Laan van Diepenvoorde 10-12 5582 LA Waalre

Phone - 040 - 3400214

Website - <https://www.childcareeindhoven.nl/>

E-mail - info@atalenta.nl

