ISE Primary International

SCHOOL GUIDE 2026-2027





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Welcome



Word of Welcome

Welcome to International School Eindhoven!

Whether your child is changing schools due to a relocation, starting school for the first time, or is already attending our school, at ISE we understand how important it is for you and your child to make the right choice. As a parent, you want to feel confident that your child's school provides both a stimulating and safe learning environment. We take this responsibility seriously and are committed to providing exactly that. In this school guide, we explain how we achieve this together with you.

This school guide is intended for parents, guardians, and other members of our school community. It provides an introduction to our school and offers information about our educational vision, the organisation of learning, the support available to students, and practical matters such as school hours and holiday schedules.

This school guide is updated yearly and serves to inform you about all the ins and outs of the school. It has been prepared by ISE staff and leadership and has been approved by the School Participation Council (Medezeggenschapsraad, MR), It is also intended as a reference guide for parents whose children are already enrolled in our school.

We hope that you will enjoy our campus and experience the caring atmosphere at our school first-hand.

Thank you for choosing our school.

Joan Roach, Head of Primary International Department

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Management of the Primary Departments

Mrs. J. Roach (Head International Department)
Ms. M. Geurts (Head of Dutch Bilingual)
Ms. H. Spanbroek (Leader for Learning)
Mr. G. Latham (Leader for Learning)

Authorised supervision

Our school is part of SILFO (Stichting Internationaal en Lokaal Funderend Onderwijs), a foundation comprising six schools: the Stedelijk College Eindhoven (SCE), the Strabrecht College, the International School Eindhoven (ISE), the Global College Eindhoven, and the primary schools Beneden Beekloop and De Ganzebloem.

SILFO is governed by a Board of Directors and supervised by a Supervisory Board. The Board of Directors is responsible for the strategic direction and overall management of the schools within the foundation and holds ultimate responsibility for decisions concerning the school.

Each year, the Board of Directors is accountable to parents during the Parent–Board Evening, where the school's finances and key developments are discussed. The Board of Directors can be contacted through the school.



Collaboration

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 which fosters **international mindedness**. We educate and inspire our students to become **creative**, **resilient** and **responsible** citizens who will thrive and be **happy** within an ever-changing world.



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 responsible 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 staff to deal well with the individual educational needs of our students and to challenge them to achieve as much as possible at their (academic) level. Our staff 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 students 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.

Alongside our consideration of International mindedness we have created a Global Citizenship Statement to express our commitment to preparing students to understand, respect, and positively contribute to an interconnected world.

Global citizenship is an awareness of and respect for oneself and cultural, political, environmental, and social diversity within the larger international community. We understand global citizenship as a decision to make a difference in issues that our communities face by taking an active role through communication and collaboration to strengthen our local and global civil society. At the ISE, we aim to empower students of all ages to build more inclusive, open-minded, and accepting societies. We encourage empathy, responsibility and respect towards our planet, peers, and ourselves.

To that end, our community is expected to….

- Enrich the understanding of one's self, culture, and place in the world while harboring respect and empathy for the differences and commonalities in others.
- Develop an understanding of global interactions, and appreciate other people's beliefs and perspectives, challenging one's own and others' stereotypes and biases.
- Participate in discussion about global and local issues using a range of diverse resources and materials.
- Engage in collective problem solving across disciplines to creatively address current and future challenges.
- Demonstrate an awareness and responsibility to influence the wider world, and contribute to personal, local, and international development through community engagement.
- Reflect on how one's actions impact the environment, and take responsibility for sustainably and equitably using resources in order to preserve the earth we live on.
- Strengthen our communities to build social cohesion, share knowledge, and make collaborative decisions.
- Recognize the importance of language, communication, and culture to support efforts to create change.
- Endorse the human rights and dignity of all peoples by challenging injustice.

Importance of the ISE for Eindhoven

Brainport Eindhoven relies on attracting and retaining international talent, and the International School Eindhoven (ISE) plays an important role in supporting this ambition. In addition to providing high-quality education, the school serves as a cultural hub and offers a strong social network for both students and parents.

In line with the innovative character of the region and its many international companies, we place a strong emphasis on technological innovation and sustainability. Beyond educational, sporting, and cultural opportunities, we aim to help international professionals and their families integrate into life in Eindhoven and the surrounding area.

Education, the development of children, and the school as a learning community are at the heart of everything we do. If you would like to learn more about our vision and ambitions, we warmly invite you to contact us and arrange a visit to our school.

Brief history of the Primary Department

In 1964, the Board of Directors of Philips Gloeilampenfabrieken N.V. proposed the establishment of an international school in Eindhoven. This led to the founding of the Philips International School, which opened on 5 September 1966 with 28 students enrolled across Dutch, English, and French language streams. Although originally established to serve Philips employees, the school also welcomed students whose parents did not work for Philips N.V.

The school grew steadily, reaching 45 students within a year and 65 students by September 1969. To meet increasing demand, a German language stream was introduced for the 1970–1971 school year. By then, enrolment had risen to 109 students representing 22 nationalities.

To accommodate the growing enrolment, on 1 April 1975, the property at which the school was previously located – Humperdincklaan 4 – was prepared for construction and on 16 June 1975, students representing the 20 nationalities attending the school at that time laid the first stones. The construction of a school located on the Humperdincklaan put the school on a new path, which also entailed a name change. As of September 1975, the Regional International School, RIS, became a reality. In September 2013 the school, now called the International School Eindhoven, took up residence at the current location on the Oirschotsedijk.

Since then, the school has grown to be a fully-fledged international school with students representing over 50 nationalities, spread over two departments and two locations, a Dutch Bilingual and an International Department. As an independent non-denominational school, the school is a VBS (Association for Special Schools) member and is furthermore part of DIPS (Dutch International Primary Schools). The school is also an ECIS member (European Council for International Schools).

The School's Location

The school is located in the North of Eindhoven, close to the Ringweg (Ring road) around the city and near the arterial roads to Den Bosch/Weert/Maastricht (A2), Venlo/ Antwerpen (A67) and Tilburg/Breda (A58).

The School’s Size

The total enrollment as of January 2026 is 486. The overall team in the Primary Department consists of approximately 80 members of staff.



Application Procedure

Admission

Parents/guardians may apply for placement by going to our website at www.isecampus.nl where they can complete the application for admission form online. Placement depends upon the group size as well as on the specific needs of the child and/or age group.

Acceptance of Students

What is the intended target audience for the school?

The International Department caters for the needs of students who will be in The Netherlands for a limited period of time.

The International Department provides education through an English medium for students whose parents are able to demonstrate a need for international education.

A student can be admitted to the International Department if they comply with one of the following:

- The student has a non-Dutch nationality and has a parent that is working in The Netherlands for a limited time;
- The student has Dutch nationality and has lived and gone to school abroad for at least two years because a parent was stationed abroad;
- The student has Dutch nationality and has a parent that will be stationed abroad within two years and for at least two years.

Children in the International Department are placed according to the D.I.P.S. regulations. These regulations are available upon request.

The Dutch Bilingual Department caters for:

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

Registration

Our school uses the applicable admission rules prescribed by law. This means that every four-year old child is entitled to attend school, but this is not mandatory. They are also entitled to visit 1 morning per week, as soon as they are 3 years and 10 months old.

The rule that applies to enrolment is that there must be an available place in the relevant group and that we can cater for the needs of the child. Children who will continue to the Dutch Bilingual Department and will turn 4 in September, October, November or December may continue to group 1. The children who will continue on to the International Department will remain in the Early Years Group until the start of the next academic year. This is due to the difference in education systems.

The Early years class includes students who have just turned four and students who are already five years old (pre group one and group one). Once the four year olds are registered at the school, the expectation is that they will attend school regularly and not be absent due to a holiday or for some other reason. The holiday periods apply to these children as well.

Education becomes compulsory at age five. At that point the child is obliged to attend school. This obligation becomes effective on the first school day of the month that follows the month in which the child turns five. To go into group 2 (5-6 year olds) your child needs to turn 5 before September 1st (International Department) or January 1st (Dutch Department).

Our school can admit most students that comply with the age requirement and who fall within our support profile, regardless of nationality, religion, or other personal conviction. Siblings of children who are already enrolled at our school are given admission priority. Our school office can provide you with all the information needed for enrollment. The school will be responsible to place your child in the right year group. The school upholds a 6 week probation period before finalising placement. If necessary, tests and/or external assessments can be part of the enrollment procedure.

Admission Process

Parents enlist their child at least 10 weeks before the beginning of the school year at the school of their choice. After registration the school has 6 weeks to decide upon admission of the student. This period of time can be extended once by 4 weeks. If the school has not reached a decision after 10 weeks, then the student is entitled to a temporary placement at the school of registration, until the school has found a suitable place for this student.

If parents do not agree with the school's decision to admit, they can ask for support from an educational consultant. Educational consultants mediate between parents and the school without cost. If that does not work out, parents can go to the (temporary) national committee of arbitration regarding inclusion.

Admissions Procedure:

1. Parents/guardians complete the Registration of Interest within Open Apply.
2. Parents/ guardians receive acknowledgement from the Admissions Office.
3. The appropriate application form will be added to the Open Apply checklist. Parents complete the Checklist items online via Open Apply, including uploading important documents such as school reports, a passport, IEPs, psychological assessment results, speech and language reports and any other additional developmental reports
4. Once the completed Checklist items have been received, the Admissions Committee will review the application for admission. As part of this process, the ISE may contact previous schools, if approved by parents. The Admissions Committee will issue a decision on admission and placement and will inform parents of the status of the application within 6 weeks.
5. If the application is accepted, parents will be sent a confirmation of admission and, if needed, additional intake and admissions documents will be sent to parents to complete.
6. If the application for admission is refused, parents will be advised of the intention to refuse, or final decision to refuse, as well as the reason(s) for refusal and be given support to find a more suitable school placement.
7. Students who qualify for admission may be placed on a waiting list if a space is not immediately available. Students are placed on the waiting list in order of receipt of applications. Parents will be informed immediately on their application if there is a waiting list.

We expect parents to provide the school with complete documentation concerning their child's educational history (educational report). If this information is not complete or inaccurate, we are not able to place your child at the ISE.

This documentation must at a minimum include the following:

- School reports of the previous 2 years
- Test results
- If applicable, information about special care needs provided by the previous school including copies of individual action plans, test results and (external) assessment reports

This documentation should be submitted together with the application and school fee forms before a predetermined date. This procedure is also applicable to siblings of students already admitted to the school.

Admission of students with Special Needs

According to the 2014 Education act schools have a duty of care to provide good education for each student who has applied to the school.

In order to provide good education for all children, regular and special schools form regional partnerships. The schools in the partnership make agreements on how to support students and fund learning support needs. Previously, parents of a child needing extra support needed to find a suitable school. However, since the 2014 Education Act the mainstream school that the child is

attending is responsible for finding an appropriate educational place to cater for the child's learning support needs.

The school where a child is registered is obliged to first see if the child can receive additional support in the classroom. If the school itself cannot cater for the child's learning support needs, then the school will find an appropriate school for the child.

A school support profile has been written for the ISE primary. This describes exactly what learning support needs can be supported and accommodated at the school.

Our teachers are experts in the field of language learning in English and/or NT2 level Dutch. The presence of special language classes is an additional facility, tailored to our population of students.

Due to the large influx of new students, during the academic year, we work with teaching assistants in groups 1 to 3. In both the Dutch Bilingual and the International Departments, we have support teachers (remedial teachers) at our disposal who can guide the students either individually or in a small group.

Due to the lingual barrier, the children of the international department cannot make effective use of the support offered by psychologists and / or orthopedagogues in the region. Hence close collaboration with

English-speaking psychologists and / or orthopedagogue elsewhere in the country are facilitated through our Learning Support Team.

The ISE has a comprehensive learning support team to effectively monitor our transient international population.

Specialised teachers within the ISE's standard basic support include:

- A teacher librarian
- Second language teachers
- Foreign language teachers
- Dyslexia specialist
- Maths Coordinator
- Literacy Coordinators
- Learning Support teachers
- Internal Supervisors
- Teaching Assistants
- Learning Support Teaching Assistants
- Neuro-linguistic programming (NLP) / Mindfulness coach
- School video interaction (SVIB) supervisor
- Kids Skills coaches
- ICT specialists
- Physical Education Teacher (PE)
- Motor Remedial Teacher (MRT)

Acceleration / Extending a year

The school supports the acceleration of students provided they possess sufficiently developed educational and social/emotional maturity. The Dutch Inspectorate of Education expects schools to abide by these principles.

Criteria that apply to 'accelerated advancement' and 'repeating' decisions:

- Requests can originate from parents/guardians as well as teachers.
- Requests are processed by the student support team. The procedure is then discussed with the parents/guardians. Extensive internal investigation will take place, both on an educational and social/emotional level. If necessary, this is followed up with an external investigation.
- Based on the results, the management of the school makes a decision to accelerate or to repeat.
- This decision is discussed with the parents/guardians.

Burgerlijk SOFI Number (BSN number)

All students are required to have a BSN number (income tax number available at the income tax office). You are required to provide this number to the school.

Withdrawal of students

Withdrawal of students must be performed in writing by using a withdrawal form, obtainable at the reception or from the website. The school's administration would appreciate being informed of your child's departure in a timely manner. The reports and statement of attendance you need can take up to 4 weeks to prepare. School fees are due up to and including the last month that your child attends school. Should you provide less than one month prior notice you are also charged for the subsequent month.

Our Education



Educational Goals

The ISE currently offers three programmes for children aged 3 to 18 and has developed a broad international curriculum. At both the international and Dutch bilingual primary departments, we use a thematic approach to learning. In secondary education, students follow the International Baccalaureate Middle Years Programme (MYP) and the Diploma Programme (DP).

Together, these three programmes provide a strong and continuous learning pathway for all students. Through our curriculum, we aim to develop independent, critical, and lifelong learners. Across all age groups, students benefit from a progressive and well-structured approach to learning.

The International Department

In the primary international department we adopt a themed based approach to learning and utilise the design thinking process and enquiry based learning strategies which foster the development of skills, attitudes for learning, inquiry, independence and is internationally focused to meet the needs of our diverse student body. We are currently using a project based learning approach which we have called Global Missions. This is our homegrown framework for teaching students within an authentic, real world context combining elements of both project-based learning and design thinking instruction. Instruction is focused around finding a solution from the United Nations Sustainable Development Goals through which Geography, History, Art, Design Technology, Science and Music are incorporated. This provides the perfect opportunity for students to develop their competencies, reflect upon their learning journey and share it with their community. Students work through a process where they are able to connect their learning and take knowledge, skills and understanding with them to the next step of their journey. We are currently working towards investigating the possibility of implementing the PYP framework to align with the curriculum in our secondary department.

The transition to the ISE Secondary Department is subject to thorough preparation for Group 7 students in the International Department. The school recognises the importance of a solid preparation at the primary education level for future attendance at a secondary school. This is why there is a close link, combined with effective consultation, between the Primary and Secondary Departments during the last year of education in the Primary Department. An information session for parents of students in Group 7 is organised during the school year.

Transition into Secondary Education - International Department

	2018/2019	2019/2020	2021/2022
ISE Secondary Division	78	93	85
Stedelijk College (Bilingual Programme)	0	0	0
Other Dutch Secondary Schools	2	0	0
Schools Abroad	8	3	7

Other	-	3	2
	2022/2023	**2023/2024**	**2024/2025**
ISE Secondary Division	111	91	82
Stedelijk College (Bilingual Programme)	0	0	0
Other Dutch Secondary Schools	5	1	0
Schools Abroad	11	5	13
Other	3	0	2

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 play based learning approach in two languages. The foundation group is located on the campus in the daycare centre. The bilingual Foundation group aims to provide a healthy and safe environment where children learn and develop to ensure their school readiness. It gives children the broad range of knowledge and skills to build the right foundation for good future progress through school and life. After the foundation group, the children move on to either the Primary Dutch Bilingual or the Primary International Departments. Children who move on to the Primary International Department can immediately enter the early years group when they turn four years old.

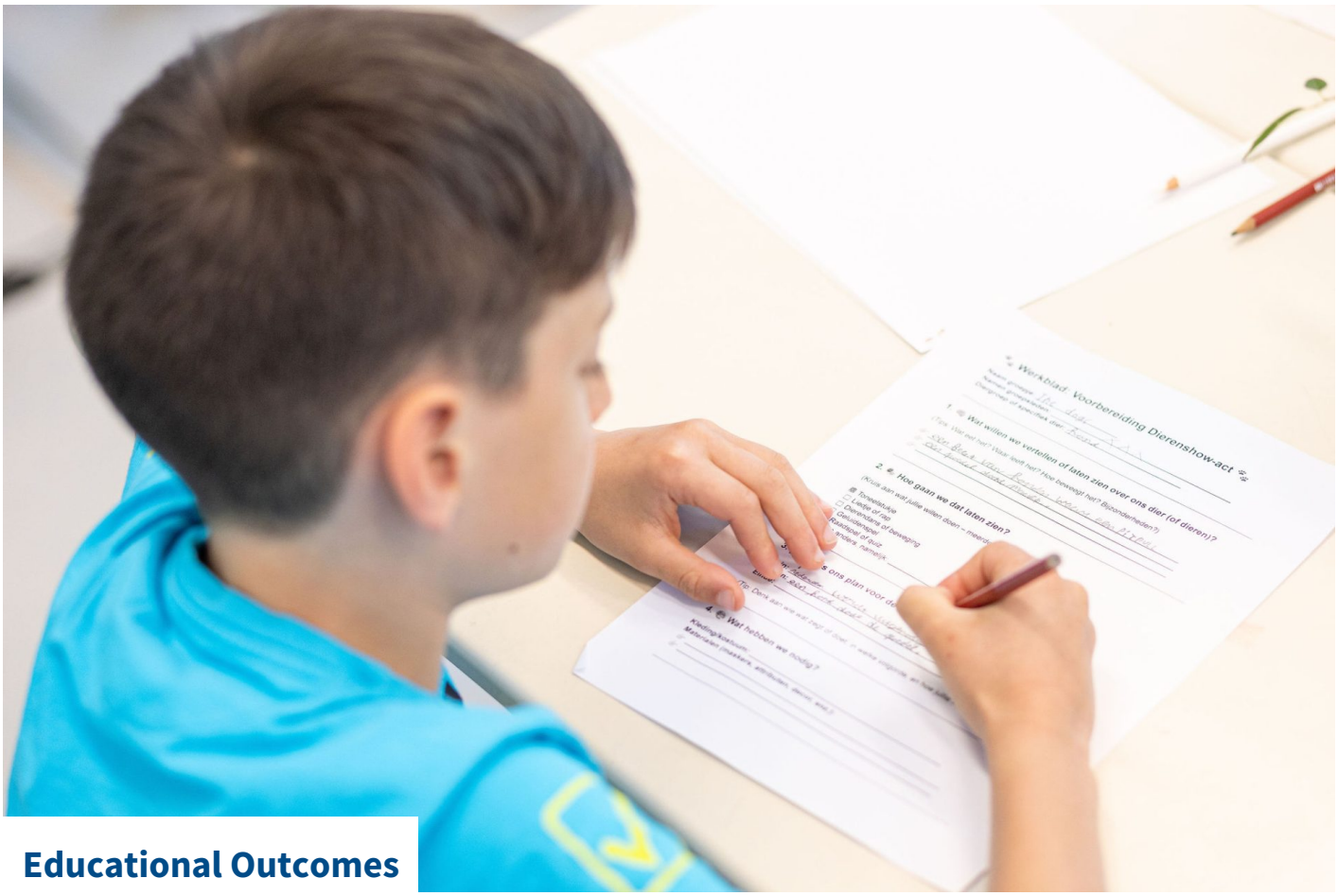
Personal Attention

We are proud to be able to offer excellent facilities, small classes and a highly qualified international faculty. Our student and staffing body are made up of a mixture of cultures and nationalities which we believe creates a welcoming, open community. We believe in developing each child's unique skills to give a sense of other cultures without reducing their own cultural identity. We want to help each child to become a confident world citizen who feels able to make a difference in their own and others' futures. We believe in the importance of building a strong relationship with our parent body to support us in educating our students.

The ISE works with strategic plans to continuously improve the quality of education we provide. Our School Development Plan helps ensure that we continue to offer education that meets the expectations and needs of all stakeholders. The objectives for all departments within the ISE are outlined in detail in the School Development Plan 2022–2026. Based on this plan, each department sets annual goals to support ongoing development and improvement.

The 2025/2026 annual plan includes the following key points for the Primary International Department:

- Focus on quality and continuous improvement of our curriculum, through harmonising our approach.
- Strengthen pedagogy across all departments by embedding our definition of High Quality Learning into daily practice,
- Building understanding and skills for being 'IB teachers'
- Continuing to create a strong foundation for teaching and learning Digital Literacy and Citizenship
- Cultivate a respectful school community where positive behavior, clear codes of conduct and anti-bullying practices with balanced expectations ensure every member feels safe, valued, and supported.
- Ensure our playgrounds supports high quality learning and student well being by expanding and improving outdoor learning spaces
- Develop and implement clear consistent communication protocols that enhance engagement and increases our department's visibility within the community



Educational Outcomes

Educational Outcomes

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 groups. Children of the same age are usually in the same group. We try to take the individual child into account as much as possible.

In the International Department, students' progress is monitored using the INCAS assessments developed by CEM (the Centre for Evaluation and Monitoring). Students in Groups 4–7 are assessed within the first few weeks of the school year, or shortly after joining the ISE if they enrol later in the year. Group 3 students are assessed in January.

The INCAS assessments provide insight into students' academic development in language and mathematics, as well as their overall learning skills. In addition, several other assessments are conducted throughout the school year to monitor progress in literacy and mathematics. Reading, writing, and phonics assessments take place two to three times per year, while mathematics assessments are conducted at the end of each unit cycle. The teacher's observations in the classroom are of course an even more important part of monitoring progress and development.

In addition to academic achievement, we also place great importance on students' social and emotional wellbeing. In the International Department, students' social and emotional development is monitored using the 'Emotional Literacy' programme developed by NFER Nelson.

Students receive a report card three times per year. The first report, given out in the autumn, covers the social and emotional development of the student. The 2nd report, given out in the spring, and the 3rd, the end of year report, provide information about your child's academic development. Students in our Early years group that are just 4 years old receive a social and emotional report during the term that they start at the ISE and an academic report in their final term.

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



Core Qualities

We encourage students to develop and discover their talents. We prepare them optimally for further education and for a rapidly changing society, enabling them to make a lasting contribution as responsible global citizens.

We live in a society with many different political and religious convictions and with people with completely different backgrounds and origins. This is especially evident in our school with its many nationalities. By working together we shape our society and prepare our students for the role they will be playing in this society.

Our core qualities, the principles we as a school stand and strive for and how we distinguish ourselves, are: development-focussed, transparency, security, respect and inter-cultural behavior.

The focus of our school is the development of the students. To best support our students, all those who are connected to the school will continually work on their own development. We are a ‘learning community’.

Transparency is an important aspect to help students, parents and staff members know where they ‘belong’ and where they can go. It is also seen in the way we communicate about the choices we make and how we make them: in cooperation with all those involved in and around the school.

Our small team structure offers students and staff a secure environment, where they both are responsible for an atmosphere of trust and respect.

Respect determines how we act and respond and relate to others. Respectful interaction is all the more significant in a school like ours, which is characterised by a wide variety of cultural, ethnic and religious backgrounds. We see this variety as an added value to our school. We want our students and staff members to see beyond their own cultural and national boundaries and to show international mindedness.



Quality Assurance

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, ISE uses parent questionnaires and conducts focus groups with parents, staff, and students. The school also regularly analyses student assessment data to identify areas for further improvement. The findings and recommendations are used to develop school-wide improvement plans, including a four-year strategic plan guided by the school's mission and vision.

Improving Education - Activities

Study Days

The school calendar has been organised so that across the school teachers can work collaboratively and take part in professional development workshops during our Study Days. This ensures that the quality of learning and teaching continues to develop. These Study Days are linked to the Annual Plan and the Mission and Vision of the school. Within the Primary Departments we will continue to focus on pedagogical techniques, technology for learning, and advancing students' creativity.

Improving Education - Results

In recent years the focus for curriculum development was the development of a curriculum which is authentic and incorporates our student competencies integrating all subjects into a design thinking process. to improve the quality of education.

In the Primary International Department, a key focus for 2024–2026 is enhancing basic skills in Literacy, Mathematics, Citizenship, and Digital Literacy. An activity plan has been developed to outline the process for improving these skills among identified students. During the 2026-2027 school year we will focus on securing the development of these foundational skills which will include completing and reviewing the effectiveness of the actions included in each of the activity plans.

Government funding was granted through a subsidy to support the implementation. Each area of focus includes specific skill development targets as follows:

The Primary International Department is committed to enhancing foundational skills in **Literacy, Mathematics, Citizenship, and Digital Literacy**. A detailed activity plan has been developed to guide implementation, targeting identified students and supported by government funding through a dedicated subsidy.

1. Literacy – Areas of Focus

- **Enhance reading skills** by:
    - Providing teacher training on small group reading instruction
    - Purchasing age-appropriate instructional materials for literacy, phonics, and reading
    - Increasing engagement in phonics for older students
- **Increase student participation** and promote **deeper-level thinking skills** in Literacy activities
- **Develop comprehension skills** through effective and structured Guided Reading sessions
- **Align key components of Literacy** to ensure consistency and coherence across instruction

2. English as an Additional Language (EAL) – Areas of Focus

- **Enhance pedagogical practices** within the EAL team by adopting current, research-based strategies for EAL students
- **Develop a streamlined onboarding process** to:
    - Assess the specific language and learning needs of new students
    - Communicate outcomes effectively with all relevant staff

Implementation Strategy:

- **Hire an EAL consultant** to:
    - Improve pedagogical approaches and assessment processes
    - Support onboarding and foster interdepartmental collaboration

3. Mathematics – Areas of Focus

- **Identify student needs** and address specific learning targets, especially for students not fully supported by the standard curriculum
- **Evaluate the effectiveness** of current intervention programs
- **Build teacher capacity** to address diverse and differentiated needs in mathematics instruction

Implementation Strategy:

- **Review current intervention programs** to assess effectiveness and identify areas for improvement
- **Implement a new, targeted intervention program**
- **Release time for the Maths Curriculum Leader (CL)** to:
    - Deliver staff training
    - Model effective strategies
    - Support through co-teaching

4. Digital Literacy – Areas of Focus

- **Build confidence and comfort** in using technology tools for both staff and students
- **Use educational technology** to enhance student engagement across subject areas and prepare them for future digital demands
- **Provide updated materials** to support delivery of the scope and sequence for Digital Literacy

Implementation Strategy:

- **Provide staff training** to deepen practice in educational technology
- **Integrate technology tools** intentionally across the curriculum, including interdisciplinary applications
- **Purchase and monitor use of digital resources**, promoting student agency in tech use
- **Release time for the Curriculum Leader** to lead:
    - Training, modeling, co-teaching
    - Development and implementation of the Educational Technology scope and sequence

5. Citizenship – Areas of Focus

- **Position the school as a community hub**, strengthening ties with local organizations to increase visibility and engagement
- **Develop student leadership** through external collaborations
- **Foster cultural awareness and inclusivity**, respecting the diverse identities of the school community
- **Improve staff competence and confidence** in addressing complex physiological and social topics

Implementation Strategy:

- **Form partnerships with local organizations** to share resources, host events, and collaborate
- **Invest in professional development materials** related to relationship and citizenship education
- **Purchase diverse classroom materials** that reflect the school's multicultural population
- **Provide release time for the Physical Health and Mental Wellbeing (PHMWB) Curriculum Leader** to:
    - Train staff
    - Model inclusive practices
    - Support with co-teaching sensitive subject area

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

Relationship with the Community

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. 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 Vebego, 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

The ISE is dedicated to promoting traffic education and safety within the school community. As part of this commitment, the school actively participates in the BVL program, which stands for " Brevet Verkeersveiligheid Label" (Road Safety Label). This program emphasises the importance of road safety education for students, ensuring they gain practical knowledge and skills to navigate traffic environments safely.

By integrating traffic education into the curriculum, the ISE aims to equip students with the necessary awareness and behaviour to act responsibly and safely in various traffic situations. This initiative not only enhances their personal safety but also contributes to the broader goal of creating a safer community for everyone.

It is important that children learn how to respond in traffic. The students have traffic lessons regularly. Once a year a traffic week is organised. Students participate in traffic projects on various aspects of traffic, including Reflection Week, and workshops at school to raise awareness for traffic safety, e.g. the blind spot of trucks.

Students in Group 7 in both primary departments take a theoretical traffic examination in April, followed by a practical traffic examination.

Speech Therapy Services

Since the 1st May 2017, an independent speech therapist has been working at the ISE to provide speech and language therapy for students who require additional support. Students who present with speech and language challenges are screened. The test checks for the language development level, listening posture, pronunciation, sentence structure, stuttering or stammering, the position of the tongue/mouth movements and use of the voice. If necessary, treatment of any detected problems follows the screening, or a child will be re-examined at a later stage. Additional information can be obtained at the school.

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.

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. In November 2025, the strategic vision was expanded with two additional C's: Curiosity and Critical Thinking.

Caring

Attention and care for each other and for society.

Connecting

Collaborating, actively seeking connections, and creating networks.

Creating

Using creativity and inspiration to provide the best possible education with as many opportunities as possible.

Celebrating

Celebrating successes and learning from mistakes: education is never finished.

Curiosity

Being curious and exploring new and different possibilities.

Critical Thinking

Developing critical thinking skills to grow as responsible global citizens and to make the most of education.

The six C's are supported by a developed set of tools that include measurable, perceptible, and demonstrable quality data. These data are collected, shared, and evaluated in a cyclical process, including targeted research, follow-up questions on previously obtained data, gathering feedback, conducting evaluations, engaging in dialogue, 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 working methods.

Management Reports

Since mid-2019, the foundation has used educational quality reports at both foundation and school level. These reports are reviewed quarterly by the school directors, the Control Department, the Quality Department, and the Executive Board.

The reports focus on measurable, observable, and demonstrable indicators of educational quality. Observable and demonstrable evidence is documented in the school portfolios, while measurable data is drawn from the schools' student monitoring, assessment, and evaluation systems. These systems help track students' progress in knowledge and skills.

At school level, continuous learning pathways help ensure that education supports students' ongoing development. Educational quality is also evaluated through student and parent satisfaction surveys, classroom observations, and, for the International School, accreditation reviews conducted by the Council of International Schools.

Quality Dashboard

The development of educational quality is monitored through a Quality Dashboard, which is currently being implemented across all SILFO schools. The dashboard is based on a Quality Development Cycle that is aligned with the foundation's Control Cycle.

The Quality Dashboard provides a clear overview of educational quality and is accessible to the Board, school management, staff, and the Supervisory Board through school portfolios. It is designed to support the monitoring and continuous improvement of educational quality in line with the foundation's vision.

The dashboard uses indicators based on the quality requirements established by the Inspectorate. These include Critical Performance Indicators (KPIs), as well as indicators for observable and demonstrable quality, known as Critical Quality Indicators (KKIs). Both sets of indicators are linked to the objectives set out in the school plan.

Progress is reviewed quarterly with school management and reported to the Executive Board. The dashboard also serves as a tool for identifying and managing potential risks.

Quality Improvements

Actions and targets for quality improvement are reviewed and documented each quarter based on management reports and information from the Quality Dashboard. Where necessary, school management carries out further analysis at school level and adjusts school targets accordingly. These targets are then incorporated into the Quality Dashboard.

The quality assurance process and the tools used to support it are evaluated annually, helping to ensure the continuous improvement of educational quality.

Accountability

The management reports and Quality Dashboard are reviewed quarterly by the Supervisory Board. In addition, the location portfolios are presented and discussed annually during a meeting involving the Supervisory Board, the Executive Board, and the Joint Participation Council. Quality data are also published in the Annual Report and on the school’s website.



Organisation of Education and Instructional Time

In the Primary International Department the maximum number of students in each group is 22. By keeping groups to a smaller size the individual attention that can be given to each student is maximised. We maintain the right to deviate from these numbers.

Literacy

The school follows the New Development Matters in the Early Years Foundation Stage curriculum (for 3-5 year olds) and the Renewed Primary Framework for Literacy from the UK for students in groups 2 to 7.

Mathematics

Mathematical skills and understanding in the early years are developed through practical activities in sorting, data collecting, measuring, time, space, shape and number. This reflects the Early Years Foundation Stage (EYFS) curriculum.

For groups 2 to 7 the school follows the Primary Framework for Mathematics from the UK which promotes an emphasis on mental calculations and interactive work. Mathematics teaching promotes an understanding of the number system. Students are taught a range of computational skills and a variety of strategies to solve problems and to investigate different methods to identify what works best for them. They also have the opportunity to acquire a range of practical skills in measuring, weighing, using money, constructing graphs and telling the time.

International Curriculum

Themes are used to teach integrated subjects from Groups FD-7. The subjects covered under this curriculum include History, Geography, Science, Art, Music, and Design Technology. Each unit is approximately 9 weeks long. Teachers are given the flexibility to spend additional time on subjects based on the units and learning objectives. In the lower school, subjects are experienced by the students in an integrated manner and units are flexible in length.

The learning objectives cover knowledge (facts and information), skills (practical abilities), and understanding (deeper awareness of key concepts). These three areas are developed throughout the year groups.

Global Missions

We have fully implemented a project based learning approach. Global Mission is our homegrown framework for teaching students within an authentic, real world context combining elements of both project-based learning and design thinking instruction. Instruction is focused around finding a solution from the United Nations Sustainable Development Goals through which Geography, History, Art, Design Technology, Science and Music are incorporated. Providing the perfect opportunity for students to develop their competencies, reflect upon their learning journey and share it with their community. Students work through a process where they are able to connect their learning and take knowledge, skills and understanding with them to the next step of their journey.

Subject Area & Timings International Department Groups 3 - 7

Subject	Minutes per week
Maths (includes problem solving & reasoning and calculation)	225 minutes a week in groups 1-2 300 minutes a week in groups 3-7

Literacy (includes core lessons on reading and writing, phonics, spelling, grammar, handwriting, and small group focus lessons)	310 minutes a week in groups 1-2 320 minutes a week in groups 3-7
IC	225-360 minutes a week
ICT	45 minutes a week
DFL	135 minutes a week
Physical Education	90 minutes a week
Library	45 minutes a week
Traffic (groups 6 & 7 only)	15 minutes a week

Early Years and Group 2

At ISE, our Early Years programme follows the Early Years Foundation Stage (EYFS) framework from England, providing children with a strong foundation for lifelong learning. Our vision is to empower our youngest learners to lead their own learning journey, developing the confidence, curiosity, and independence needed to thrive both in school and beyond.

Our Early Years environment is child-centred and built upon the belief that young children learn best through active exploration, purposeful play, and meaningful experiences. Inspired by a "Planning in the Moment" approach, we create rich learning opportunities that follow children's interests while ensuring that all areas of the EYFS curriculum are taught effectively. Teachers and teaching assistants carefully observe, guide, and extend children's learning, helping every child to feel challenged, successful, and valued.

The curriculum encompasses all seven areas of learning: Personal, Social and Emotional Development; Physical Development; Communication and Language; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. Learning is interconnected and designed to develop the whole child academically, socially, emotionally, and physically.

Our flexible daily structure balances child-led exploration with focused teaching and community learning experiences. Through high-quality interactions, carefully planned environments, outdoor learning opportunities, and hands-on experiences, children develop the skills, knowledge, and dispositions needed for future success. Literacy is fostered through stories, songs, phonics, speaking and listening activities, while mathematical understanding is developed through practical, real-life experiences and problem-solving opportunities.

Group 2 represents an important transitional year within our Early Learning programme, building upon the strong foundations established in the Early Years while preparing children for the more structured learning experiences. Guided by our vision of Empowering Our Youngest Learners to Lead Their Own Journey, Group 2 maintains the child-centred, inquiry-based approach of the Early Years, while gradually increasing opportunities for focused teaching, independence, and academic challenge.

Children continue to learn through a balance of child-led exploration, purposeful play, and structured learning experiences. Our approach remains rooted in the principles of purposeful play and exploration, where teachers carefully observe, guide, and extend learning while providing rich opportunities for children to develop confidence, independence, resilience, and creativity.

In Group 2, children continue to access a broad and engaging curriculum including Literacy, Mathematics, Science, History, Geography, Dutch, Physical Education, Art and Design Technology, Music, Social and Emotional Learning, and Educational Technology. Learning is enriched through thematic units that encourage children to make meaningful connections across subjects and develop an understanding of the world around them.

Group 2 follows the English National Curriculum programmes of study for Literacy and Mathematics. In Literacy, children develop their phonics knowledge, sight vocabulary, reading fluency, writing skills, fine motor development, and handwriting, building strong foundations for future learning. In Mathematics, children develop confidence and fluency with number, counting, place value, shape, measurement, and mathematical vocabulary through practical, hands-on experiences and problem-solving activities.

The daily programme provides a carefully balanced transition from the flexible routines of Early Years towards the more structured learning within small groups. Dedicated literacy, phonics, mathematics, Dutch, and thematic learning sessions are

combined with extended periods of independent learning, enabling children to apply new skills, make choices, and develop increasing responsibility for their learning.



Our Teachers

Method of Replacement

When a teacher is absent, one of our substitute teachers will cover the class. In the case of multiple absences support teachers are used to cover the class. We also use teaching assistants to supervise classes during a teacher's absence for short periods of time or for the occasional day. 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 a class.

Full-time teachers are entitled to a number of days of paid leave per year. These days can be used for professional development, peer visits, visiting other groups etc. We aim to have the same replacement teacher for the group.

Depending on age, older teachers are entitled to make use of a statutory regulation (BAPO – Promoting the Participation of Older Workers in the Workforce) which entitles them to work a half day or full day less each week. A substitute teacher will also be assigned to the group in these instances. Our goal is to use the same substitute teacher each time here as well.

Guidance and Use of PABO/ROC Student Teachers

Student teachers are entitled to appropriate internship placements and we are therefore interested in 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 three 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.

The ISE is working with Trion to develop a programme for student teachers. The aim will be to develop more in-school training for student teachers with a focus on the international aspect of education.

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.

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, teaching assistants or voluntary lunch club members.

School Hours

08:25 – 15:30 Monday, Tuesday, Thursday, Friday
08:25 – 12:30 Wednesday
10:00 – 10:30 Break
12:00 – 13:00 Lunch break (not on Wednesday)

The Start and End of the School Day

Students are permitted to play on the school playground or can wait together with their parents until the first bell rings at 08.25 hours. The school's playground is supervised as of 08:15 hours. Once the bell rings, the students line up neatly in rows. They are then greeted by their teacher and walked to their classroom. When the second bell rings at 08.30 hours, lessons starts. In case of rain the students can wait in the cafeteria area until it is announced that they can go to their classes. At the end of the day students in Early Years - Group 4 can be collected from their classroom door. Students in Groups 5 - 7 are dismissed from their classrooms.

The school day finishes at 15:30 (12:30 on Wednesdays). Students participating in after-school activities will either go directly to their activity or be escorted there at 15:30. Similarly, students supervised at the BSO will be taken there at this time.

Unless students are traveling to the centre by bus or being picked up by taxi/coach, parents are expected to pick up their child promptly from their class pick up point or the car park at 15:30. Students must be supervised by an adult from this time onwards. Primary students are not allowed to remain on campus unsupervised, even while waiting for older siblings in secondary.

The following rules must be adhered to on the playground:

- The school playground is supervised during the 15 minutes prior to the school’s start time and during the breaks.
- 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 in the playground. Only the exchange of urgent, brief information to the teacher is permitted before school. There is more time after school.

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.

Students in groups Early Years - Group 4 leaving the school at the end of the school day are accompanied by their teachers. We ask that you wait in the playground until the bell rings if you are picking up your children. In addition, you are requested not to bring any dogs into the school or onto the playground. The school also maintains school rules that govern the students' behavior in the groups and in the school building. Our rules have been developed by the team and the students and are included in the information folder provided to each teacher and substitute teacher.

Many children are brought to school and/or picked up from school by car. This can create unsafe conditions for the students. When driving your car on our campus, we ask that you slow down, drive carefully and strictly adhere to all traffic rules.

Facilities and Cafeteria

Students and parents have access to a school cafeteria which is run by an external catering company. The cafeteria offers daily healthy options ranging from sandwich rolls to warm meals. Parents can set up their child's student card in order to provide credit for them to be able to buy items from the cafeteria more easily. Please note that the cafeteria does not accept cash payment.

Lunch Arrangements

The children are expected to stay at school during the lunch break, except on Wednesday.

Students in Early Years and Groups 2 are expected to bring a packed lunch to school. Children in groups 3 – 7 can either bring their own lunch to school or buy lunch in the cafeteria. The Lunch Club is a group of volunteer parents who coordinate supervision during the lunch break (12:00 - 13:00). The costs associated with this outsourced arrangement are paid for by the parents/guardians and are included in the school fees. 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 25th, 2026. Click on the link for the holiday schedule and the planning of holidays and study days for the school year 2026/2027.



Household Matters

Public Transportation

The ISE is accessible by public transport. Please consult www.9292.nl for the timetable of buses to the International School Eindhoven.

Bus number 610 comes straight from Eindhoven central train/bus station to the ISE with no stops. This runs in the morning and in the afternoon taking into account school schedules (with the exception of school days that deviate from usual school times).

Request for Visitors

The building and grounds of the ISE Campus are private property and may be entered by students currently registered at the ISE and their parents, employees of the Foundation, others contributing to the schools programme in any legitimate capacity, and those invited or hired to provide services to the school. All others must seek permission to enter, this includes former students and their parents, who must sign in as guests. Former students who wish to spend time at the ISE must seek permission from the Head of Department well in advance. Friends of ISE students who are not ISE students are not permitted to enter the school building or grounds.

Parents who regularly come into school should request a car sticker from the school office.

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 "Convenant 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 (Dutch).

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 responsibly, creatively, and critically find, explore, analyse, exchange, and present information. 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
10. Department and my parents will be informed should this occur.
11. 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.

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 that can be reached through the entrance of the Oirschotsedijk. 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, the website and the 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 publicity out of the 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. 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 from the parent's committee) with shorts, T-shirt and gym shoes for gym lessons.
- A school library bag to carry home library books (this can be purchased online using this link)
- A school bag containing a lunch box

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. Mobile phones are to be handed to the class teacher at the start of the day and can be collected at the end of the day.

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 and taller than 1.5 metres may be seated beside the driver.



Before and After School Care

(Buitenschoolse Opvang - BSO)

From 2006 it has become the law that School Boards of Governors are obliged to arrange care for children both before and after school. This is known in Dutch as the BSO (buitenschoolse opvang). The School Board has chosen the ‘estate agent model’. This means that, as a parent, you are able to choose whether to use an after school care facility and also to choose which one.

The School Board has signed an agreement with one organisation that offers BSO services within the school premises. This organisation is obliged to fulfill the legal requirements. This ensures that your child will be well cared for.

The organisation is Columbus. For more information and to register your child please visit their website:
https://www.childcareeindhoven.nl/en/locations/columbus

Columbus Childcare Eindhoven

Parents must make their own arrangements with the BSO for after-school care. Payment for this service is made directly to Columbus.

There is also the option to use 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 you to the website of The Kids Company:
https://www.thekidscompany.nl/

THE KIDS COMPANY
KINDERDAGVERBLIJ



Absence Policy and School Leave

Leave and Absence Regulations

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 attend a family wedding (for relatives who are up to three times removed) your child receives 1 day off or at most 5 days if the wedding takes place outside the city.
- For the 12 ½, 25, 40, 50 and 60-year wedding anniversary of parents or grandparents, 1 day off.
- For a 25 or 40-year working jubilee of (grand) parents at most 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. Please remember to provide supporting documentation with your request.

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 at the city, after receiving the Head of Department’s input.

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:

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

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. The next page shows the sub-division for the beginning of the 2026-2027 school year. Each June/July parents receive a letter with the new formation for the following year.

EY A: Ms. D. Lotte & Ms. H. Merisalo
EY B: Ms. L. Hoogesteger & Ms. Z. Wiid
EY/2C: Ms. T. Register
2A: Ms. A Fernandez & Ms. D. Johannsen
2B: Ms. M. Touw & Ms. P. Singh
3A: Ms. E. Ayanrinde
3B: Ms. S. Vervoort & Ms. C. Parrot
4A: Ms. L. Woodgate & Ms. J. Godden
4B: Ms. M. Peters
4C: Ms. L. Ribas
5A: Ms. A. Geenen
5B: Ms. M. Andriosopoulou & Ms. M. Heldens
5C: Ms. V. Machado
5D: Ms. T. Garavito Badaracco & Ms. M. Heldens
6A: Ms. E. Jaiswal & Ms. L. Luijten
6B: Ms.C. Kemperman
6C: Mr. K. Vlasblom
6D: Ms.P. Kay & Mr. A. Smith 7A: Ms. C. Taylor
7B: Mr. A. Lubeek & Ms. H. Viljoen
7C: Ms. C. O’Riordan
7D: Ms. S. Holmes & Ms. R. Hennes

Care, Support & Safety



Care for Young Children

Healthcare

Happy Healthy Children

Most children grow up healthy and safe in a supportive environment. As a parent or caregiver, you want the best for your child and strive to provide a safe, nurturing, and stimulating environment in which they can thrive.

During their school years, children develop and change rapidly. This can sometimes lead to questions, concerns, or uncertainties. In these situations, Youth Health Care (JGZ) can offer support and guidance.

Youth Health Care

Our school works closely with the Youth Health Care (JGZ) team of GGD Brabant-Zuidoost. This team includes a youth doctor, youth nurse, nurse specialist, assistant, behavioural scientist, and Healthy School advisor. Youth Health Care supports all children and their parents, from pregnancy and birth through to the age of 18.

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

Click on this link to find out more about the JGZ and how they can help.

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:

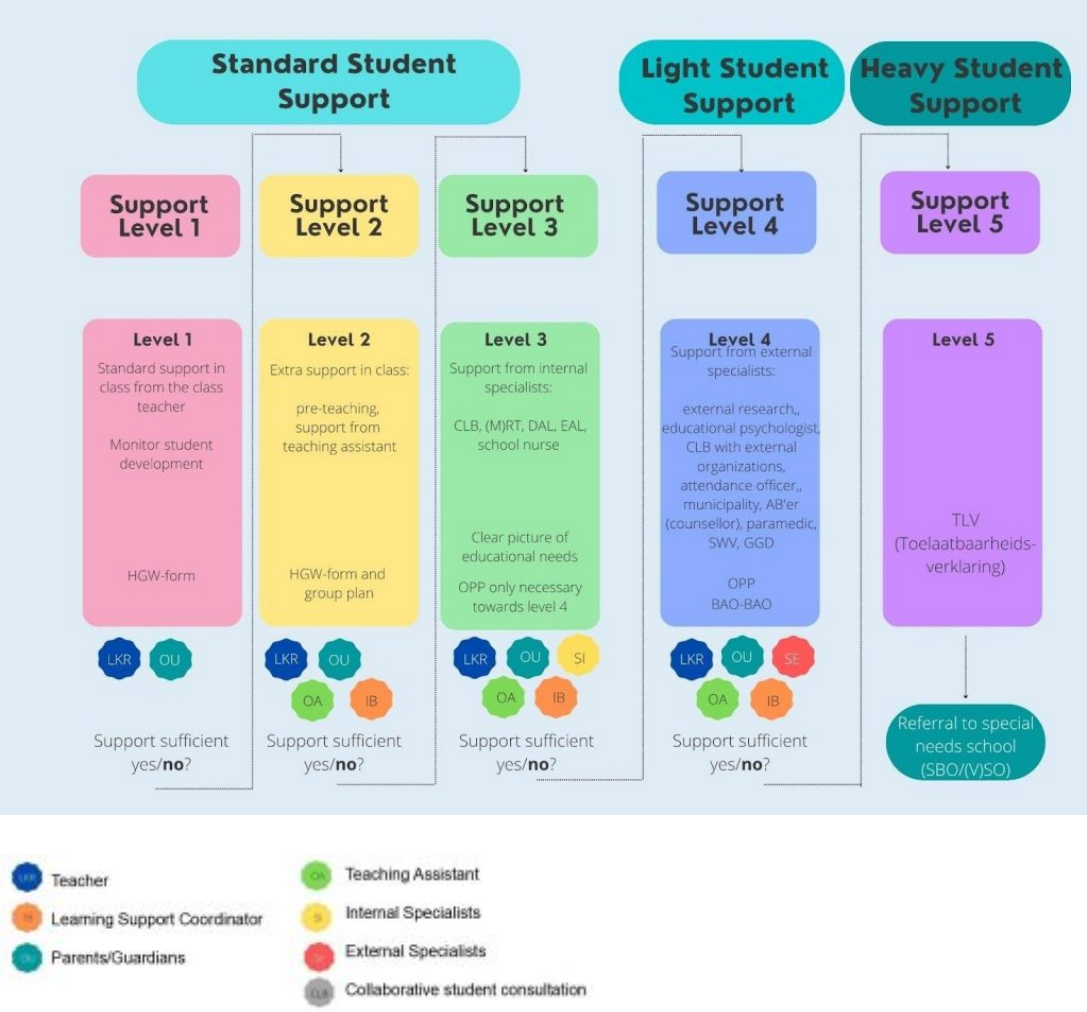
- Tailored educational environments that address individual needs
- Early identification and support for learning challenges
- Collaboration with parents and students in the learning process
- Clear staff roles in supporting additional needs

Framework for Inclusion

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

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



Student Demographics

The Primary Department serves around 450 students from over 40 nationalities. With a transient population, the average stay is three years. Our diverse staff and student body foster a multilingual, culturally rich environment.

Language and Learning Support

ISE is a language-friendly school, offering additional Dutch and English lessons. We support students with mild to moderate:

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

Eligibility for Additional Support

ISE Primary can provide support to students who:

- Have a cognitive profile as of TIQ 90+
- Are physically mobile (campus accessible)
- Have mild speech/language impairments and age-appropriate English (British National Curriculum standard)
- Have mild behavioural or social-emotional disorders with age-appropriate English
- Have mild hearing or visual impairments

Students receive tailored support from a range of internal and external specialists.

Area of Need	Intervention/Provision	Support Personnel
Limited proficiency in the language of instruction	Targeted English as an additional language (EAL) or Dutch as an additional language (DAL) support provided through small group sessions - pull-out or in-class	Class teachers, EAL/DAL teachers and teaching assistants
Highly Performing	Pull out sessions for enrichment and higher-order thinking, offering depth and complexity beyond the standard curriculum.	Class teacher, learning support teacher
Mild social, emotional, or behavioural needs	• Social and emotional programmes: Kids skills 'Rots and Water', Flag system • Behavioural charts with specified targets • Counselling	Behavioural Specialist, Student counsellor, Youth worker, Learning support teachers and teaching assistants
Need for Structure and Predictability in the Learning Environment	• Provision of a structured, predictable learning environment with clear routines and expectations • Use of consistent daily schedules and visual supports to reduce anxiety and support regulation • Adapted classroom strategies to promote stability and minimise unexpected changes • Support through routine-based approaches to foster emotional and cognitive security • Plan of Approach with specific targets • Use of planners and organisers	Class teachers
Specific Learning Disorder (SpLD): Dyslexia and/or Dyscalculia Delayed Literacy and/or Mathematical development	Support follows the dyslexia and dyscalculia protocols. A Plan of Approach is developed for each student, incorporating tailored compensatory measures for those with dyslexia, dyscalculia, or significant challenges in reading or mathematics.	Class teacher, Learning support teacher or teaching assistant.
Delays in speech and language development	Targeted support focusing on expressive and/or receptive language skills, pronunciation, vocabulary development, and communication strategies. Intervention is tailored to each student's needs	Speech and language therapist (external)
Mild Physical, Health-Related, and Motor Skills Challenges	Motor Remedial Therapy (MRT) is available for students with mild motor skills challenges through a tailored short-term intervention plan. For students with mild medical concerns, the school nurse monitors and supports medication administration as needed.	Motor remedial specialist; physiotherapist or occupational therapist (external). First aid responder (school nurse), GGD health care.
If a student does not make sufficient progress despite targeted support interventions, the school may recommend a psycho-educational assessment to gain deeper insight into the student's needs and to guide further support planning.		

We have two Learning Support Coordinators who oversee students' overall development, with a particular focus on addressing needs identified by class teachers. They provide support, guidance, and advice to both teachers and parents, helping to ensure that each student's learning needs are effectively met. The learning support coordinators also collaborate closely with external specialists, facilitating access to additional expertise and services when needed.

In the 2024/25 school year, students receiving additional support were invited to reflect on and comment about their experiences. They shared feedback on both the nature of the support they received and their feelings about having support. This feedback provided staff with valuable insights into the effectiveness of the support strategies, the students' sense of inclusion and agency, and areas for improvement in how support is delivered.During the 2025–2026 school year, interviews were conducted with small groups of students about their experiences at school and the support they receive from their teachers. Students spoke very positively about the support available, explaining that teachers "make us understand in the way we learn" and "adapt to us." They

appreciated that teachers explain things in a kind and supportive way and encourage each student according to their individual needs. Students felt that staff know them well, understand their strengths and challenges, and are always willing to help.

The findings from the student support survey reflected these views and presented a strongly positive picture of support at ISE Primary. Students reported that they generally feel happy and supported at school, appreciate the kindness and availability of staff, and find support effective when they receive it. The most common message was that adults are caring, patient, understanding, and willing to help. Many students commented that support helps them better understand their learning, build confidence, and feel comfortable seeking help when needed. Overall, students recognised that the school successfully supports them in becoming increasingly independent learners, moving from having tasks completed for them to being given the clues, strategies, and guidance needed to solve problems and succeed on their own. While the vast majority of students would not change anything about the support provided, a small number suggested even clearer explanations, more personalised approaches to support, and additional opportunities for social and wellbeing support.

To enhance the support provided for students with additional needs, the following steps will be taken in 20256/27

- Include parents and students in setting goals for development in the Plans of Approach
- Build a bank of teaching strategies to boost students' executive skills development
- Personalised perspectives of development to be implemented
- Aligning the content of the Plan of Approach standards

Here is the link to our full School Support Profile



Extra Support

Arbozorg [Occupational Health & Safety]

The school works together with independent occupational doctors. They are responsible for auditing adherence to the safety directives applicable to the school.

Emergency Response Services (BHV)

At least seven 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 health officer (school nurse).



Safety

Safety

Safeguarding

The ISE places our students' safety and well-being as a high priority, and we have a responsibility to ensure our students' rights and their best interests are met. We will act whenever safeguarding issues have been identified or suspected. We also believe it is important to empower and educate our students on their rights, personal safety and steps they can take if there is a problem.

We ensure that all ISE staff are regularly informed about safeguarding matters and undergo annual child protection for international schools training. All adults who are employed, volunteers or individuals who are regularly on the school campus must go through a criminal check (VOG - verklaring omtrent het gedrag).

The ISE is a Dutch international school and therefore must adhere to legal expectations in the Netherlands. We also adhere to the United Nations Convention on the Rights of the Child (UNCRC) . This is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

Further details about the ISE Child Protection and Safeguarding policy can be found here and is available on the school website.

Anti-Bullying Policy

Every child has the right to develop and learn in a safe school environment. The school strives to ensure a safe school environment for all its students and to support this a policy is developed which focuses on prevention, identifying, immediate action and follow up in situations regarding bullying.

We believe it is important that everyone at our school feels comfortable, so we utilize a positive behaviour approach. We also have an anti-bullying protocol that we deploy in the event of bullying behaviour.

This protocol (Anti-bullying Policy) can be found here and is available on our the school website.

General Points

Anti-Bullying units are part of the Physical, Health and Social and Emotional (PHSE) curriculum and we use a resource known as 'Jigsaw"

The approach of the ISE in a suspected incident, involves members of staff talking to the victim, the bully and silent bystanders to discuss incidents and offer support. Parents who report bullying will be taken seriously. The school will work with the parents on how to best solve a situation of bullying. This includes providing advice and potential referrals to external specialists.

When repeated behaviours are observed involving the same student, the leadership team is informed and disciplinary measures are discussed.

Anti-Bullying Coordinator and Confidants

Patricia Lans: Anti-Bullying Coordinator (plans@isecampus.nl)
Nienke Richters: Anti-Bullying Coordinator (nrichters@isecampus.nl)
Corinne Kemperman: Confidant (ckemperman@isecampus.nl)
Anne Cameron: Confidant (acameron@isecampus.nl)
Joan Roach - Safety Coordinator (jroach@isecampus.nl)

SILFO also has an agreement with Vertrouwenswerk.nl for the deployment of external confidential counselors. The external confidential counselors are:

Roy Ploegmakers (royploegmakers@vertrouwenswerk.nl)
Tel. 06 4808 8774

Ilse Oerlemans (ilseoerlemans@vertrouwenswerk.nl)
Tel. 06 8157 5900

Emergency Response Services (BHV)

Several team members at the school have completed an emergency response training course (BHV). They are charged with the development and maintenance of the emergency evacuation plan and the coordination during accidents and disasters. Several other team members have completed a shortened first aid course, which includes a refresher course every two years. A health officer (school nurse) is employed on the ISE campus, whom we can also consult if necessary.

Parents on Campus

The ISE is an open, friendly space where all members of our community can feel welcome. We aspire to live up to our motto of More Than a School where our community can participate fully in the life of our school.

In order to support a peaceful and safe school environment all members of the community are asked to adhere to the expectations as outlined below and the Parent Code of Conduct which can be found on the school website.

- Show respect for the views, opinions and cultural differences of all those within our community;
- Respect our caring ethos, and the values of our school, by using appropriate language and displaying respectful behaviours towards all members of our school community;
- Make an appointment in advance when there is a need to meet with members of staff;
- Be respectful of meeting times that have been scheduled with members of staff;
- Respect the rules of the road, including parking carefully, giving way to cyclists and avoid parking, waiting or stopping in areas which must be kept clear;
- Refrain from bringing nuts and nut products to school;
- Dogs (other than guide dogs) are not permitted on to the school campus;

The school may feel it is necessary to take action by contacting the appropriate authorities and/or sadly, consider banning the offending adult from entering the school premises should there be a breach of the Parent Code of Conduct.

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 great 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.

We classify data relating to our students as personal data. The purpose of processing this data is to provide optimal learning and guidance for our students, as well as to facilitate the necessary organization to support this goal. Our privacy policy outlines the specific purposes and principles guiding the processing of this data within our school. Most of the personal data is provided by parents, and it is stored in our secure digital administration system, ParnasSys. Access to this system is restricted to those who require the data to fulfill the purposes of the processing. We do not retain personal data longer than necessary for the purposes for which it is collected.

During lessons, we use various digital learning resources that require a limited set of personal data to, for example, identify students when logging in. We have clear agreements with our suppliers regarding the data they receive from us. Suppliers are only allowed to use the student data with our permission, which prevents any misuse of the information.

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 (MR - medezeggenschapsraad)

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.

The meetings of the Participation council are open and you can always attend these meetings as an observer.

Joint Participation Council (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 MR of the schools to ensure a good connection.

School Insurance

The school has negotiated a WA [legal liability] insurance policy. Culpable actions on the part of supervising teachers are covered by this policy. In addition to the usual school insurance, the school has also signed a school accident insurance policy. All students and teachers registered at the school and all participating parents/guardians are insured under this policy. The insurance policy is in effect during school hours and/or school events and during direct travel between home-school-home and travel from home or school to another location and back, as identified by authorised school staff. The insurance policy provides limited coverage in case of death, permanent full or partial disability and reimbursement of medical costs.

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

Parental/Guardian Involvement

The 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.

Activities involving parents and the school include:

- Being a class-parent
  lending a helping hand/providing assistance to the school at various events, e.g. Cultural Week, Sinterklaas, Carnival, Christmas celebrations, sports days, etc.
- Volunteering in the library
- Providing assistance in the classroom e.g. assisting with projects, reading with students, presenting to students as part of an IC theme, etc.
- Participating in the thinking and decision-making process via the Participation council (MR), the School Board, or joining the Parents' Committee

Communication about the education programme
Collaborative communication between parents/guardians and teachers is of crucial importance for all students. Contacts are maintained in a variety of ways.

General

For the Early Years and Group 2 there is virtually daily contact with the teacher during the drop off and pick up of children. It is always possible to make an appointment to discuss in a more quiet setting the behavior and/or progress of your child in these groups.

Information Sessions

At the beginning of the school year parents are invited to a general information session. It is organised by the group 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

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. You will also be kept up to date with current information 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.


In Steen Gehakt
THE LEGO IDEAS BOOK
KINDEREN

Student Monitoring System

A child has a natural tendency for development and is by its very nature inquisitive. We try to balance these tendencies and to stimulate the child in different directions. If a child's development proceeds at a somewhat slower pace we provide help. The school is structured according to age groups. Children of the same age are generally grouped together. The school generally tends to make use of smaller groups. Our goal is to take the needs of each individual child into account to the maximum extent possible.

External education guidance bureaus, supports the school and teachers by providing advice, information and guidance to students and their teachers in case of learning and/or behavioural problems. In addition, at the ISE we have a number of teaching assistants, remedial teachers and a motor remedial teacher (MRT) to support the students.

Behaviour, performance in class and/or the results of tests and assessments sometimes provide reasons for taking action. For example, it may be necessary to (temporarily) give a child additional assistance. The school has Learning Support Coordinators responsible for coordinating the assistance required. In cooperation with the group teachers, the Learning Support Coordinators observe students that require additional assistance, advise class teachers and support staff, prepare action plans and can carry out assessments to determine if it is necessary to seek external assistance.

Occasionally we may advise that a child be redirected to some form of special education. Such advice is always preceded by a carefully planned process.

Because we feel it is important that every member of our community feels welcome and safe in our school, we use the positive behaviour approach. We also have an anti- bullying policy that we use in case bullying takes place.

International Department – Testing and Results

The International Department uses the following standardised assessments to monitor students' skills development:

Groups	UFD	1	2	3	4	5	6	7
Social/Emotional Screening								
Fountas & Pinnell Benchmark Assessment (F&P)								
INCAS Computer Adaptive Assessments								

* UFD = Upper Foundation

	Applicable for this group		Not applicable for this group

Interpretation of the standardized scores:

	Standardized Score	Description	Student Requires
A	130+	Extremely High Score	Enrichment Possibilities
B	115 - 129	Moderately High	Mainstream
C	86 - 114	Average	Mainstream
D	70 - 85	Moderately Low Score	Extra Support
E	< 70	Extremely Low Score	Intensive Support Necessary

These results include the EAL and EN students.

COUNTS	2025/26					
Reading	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	54	0	4	30	10	1
Group 4	85	5	16	53	7	0
Group 5	79	2	18	53	3	0
Group 6	91	3	25	51	7	1
Group 7	80	2	13	58	2	1
Gen. Maths	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	54	2	5	38	4	0
Group 4	85	6	21	57	0	0
Group 5	79	8	24	41	3	0
Group 6	91	14	30	41	2	2
Group 7	80	3	13	59	5	0
Arithmetic	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	54	2	8	36	3	2
Group 4	85	12	27	42	1	1
Group 5	79	13	33	31	1	0
Group 6	91	14	29	46	1	0
Group 7	80	4	9	57	7	0
Dev. Ability	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	54	0	4	36	8	3
Group 4	85	3	20	53	4	2
Group 5	79	6	21	43	6	2
Group 6	91	7	37	39	4	2
Group 7	80	9	20	48	2	0

COUNTS	2024/2025					
Reading	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	88	1	14	61	12	0
Group 4	93	2	20	61	8	1
Group 5	83	5	35	37	5	1
Group 6	89	2	25	56	5	1
Group 7	97	2	19	70	6	0
Gen. Maths	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	88	5	16	61	5	1
Group 4	93	6	31	53	3	0
Group 5	83	16	27	34	4	1
Group 6	89	8	24	54	1	1
Group 7	97	3	15	65	12	2
Arithmetic	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	88	7	24	51	5	1
Group 4	93	9	32	46	1	5
Group 5	83	17	38	24	1	2
Group 6	89	9	26	51	2	1
Group 7	97	9	17	64	7	0
Dev. Ability	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	88	2	12	55	11	7
Group 4	93	2	19	62	7	3
Group 5	83	10	28	42	1	2
Group 6	89	5	26	55	2	1
Group 7	97	1	32	56	7	1

COUNTS	2023/2024					
Reading	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	91	2	9	64	14	1
Group 4	89	7	11	55	13	2
Group 5	95	5	16	60	10	1
Group 6	99	1	13	65	12	0
Group 7	108	4	20	71	10	2
Gen. Maths	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	91	2	20	60	8	0
Group 4	89	5	31	49	2	1
Group 5	95	6	22	56	8	1
Group 6	99	7	18	55	9	2
Group 7	108	4	11	83	9	0
Arithmetic	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	91	9	22	55	3	2
Group 4	89	14	32	37	3	3
Group 5	95	10	30	50	4	1
Group 6	99	12	29	45	12	1
Group 7	108	4	24	74	6	0
Dev. Ability	**Total Count**	**A**	**B**	**C**	**D**	**E**
Group 3	91	0	11	62	12	5
Group 4	89	5	19	50	11	4
Group 5	95	7	17	60	5	6
Group 6	99	2	24	56	16	1
Group 7	108	5	30	60	11	2



School Fees

The purpose of the school fees/sponsorship contribution is to pay for a number of facilities, which are not, or sufficiently, provided for by the government. These include small class sizes, additional teaching assistants, language acquisition support, learning support, various extracurricular activities, school camps, school trips and educational visits. These facilities are necessary to provide high quality education and memorable enriching opportunities that our students will treasure after they have left the school (also see article 7). The ISE Primary School Fees are payable to the Stichting en Internationaal Lokaal Funderend Onderwijs (SILFO).

For students in Primary the proposed school fee is €6690,- per student for the academic year 2026 – 2027.

Forms of Payment:

a. Payment by parents

Parents can pay the school fees themselves in EIGHT equal monthly payments. An invoice will be sent by our financial department. Paying the total sum at once is also possible.

b. Payment by employer

When the employer assumes responsibility for paying the employee's school fees the total sum including the Base Fees, School Related Costs and the Company Fee must be transferred as below.

Method of Payment:

The School Fee shall be paid in EIGHT equal monthly payments on the first day of each calendar month from October to May.

The parent/guardian or employer shall arrange with SILFO to set up a Direct Debit using the form attached to the School Fee Agreement Form.

For your reference the details of the payee are as follows:

Stichting Internationaal Lokaal Funderend Onderwijs
Postbus 1310, Eindhoven
5602 BH
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. An administrative fee will be charged for late payments.

School fees when registering during the school year

- If a student registers before the 16th day of a month, the full monthly amount will be due. In case of a student registering after the 15th day of a month, then half the monthly amount for that month will be due.
- If a child enrols after June 1, then the school fee for the year will be €750

Refund when departing during the school year

If a student's registration is terminated before the 16th day of a month, half the monthly amount for that month will be due. If a student's registration is terminated after the 15th day of a month, the full monthly amount for that month will be due. After May 1, no refund will be given.

Payment by employers

The company fee will not be refunded when paid by the employer. The school fees will be refunded by ratio to the parent.

If you have any queries about school fees, please do not hesitate to contact the school office, either by telephone or in writing. Telephone: 31-(0) 40-2519437 email: 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 giving lessons within the confines of a building and/or playground. Sometimes we give 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.
- Leaders will be at least 18 years old and be familiar to the students.
- Leaders 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 give 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.



Contact

Executive Board SILFO

Dhr. M. Stoker

Confidential Counsellor

Ms. Anne Camerom
Ms. Corinne Kemperman

Arbozorg

Mr. Bart van Bree / Ms. Rosalie Huybers

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Fax - 088-0031199
E-mail - telefonistes.jgz@ggdbzo.nl

www.ggdbzo.nl

IGBO (Stichting International Georiënteerd Basisonderwijs)

Dr. Aletta Jacobsschool (Secretariaat)
Slochterenweg 27, 6835 CD Arnhem
Phone - 026-3230729
Fax - 026-3271038

Meer info hierover via Stichting NOB
www.stichtingnob.nl

Inspectie basisonderwijs (kantoor Eindhoven)

Zernikestraat 6, 5612 HZ Eindhoven
Phone - 040-2197000
E-mail - info@owinsp.nl
Website - www.onderwijsinspectie.nl

Vragen over onderwijs 0800-8051 (gratis)

Klachtenmeldingen over seksuele intimidatie, seksueel misbruik, ernstig psychisch of fysiek geweld: meldpunt vertrouwensinspecteurs 0900 – 111 3 111 (lokaal tarief)

Ministerie van Onderwijs, Cultuur & Wetenschap

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2500 BJ Den Haag
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Fax - 070-4123450
E-mail - ocwinfo@postbus51.nl
Website - www.minocw.nl

Vereniging Bijzondere Scholen (VBS) (klachtencommissie)

Bezuidenhoutseweg 251-253
2594 AM Den Haag
Phone - 070-3315252
Fax - 070-3814281
E-mail - vbs@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