



Stedelijk College Eindhoven

School Guide Henegouwenlaan 2024-2025

SCHOOL GUIDE 2024-2025



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Welcome



Word of welcome

Welcome to our students and their parent(s)/carer(s)

How nice that you are looking at this school guide.

We encourage pupils to discover and further develop their talents.

We always say to our pupils:

'Where you feel at home, the foundation for good education is laid.'

We hope that you, the reader of our school guide, will also feel at home at our school!

If you have any questions, please feel free to ask us.

Ms E.(Erna) Brummel MME

location director director Stedelijk College Eindhoven

Henegouwenlaan 2, 5628 WK Eindhoven

P.O. Box 1310, 5602 BH Eindhoven

Telephone 040-264 57 77

henegouwenlaan@stedelijkcollege.nl

www.stedelijkcollege.nl

Our school has 1465 pupils and 173 staff members.

Stedelijk College Eindhoven is a public secondary school with two locations. You will find the most important information about the Henegouwenlaan location here.

This school guide is intended especially for parents/carers of our students.

Competent authorities

Stedelijk College Eindhoven is part of Stichting Internationaal en Lokaal Funderend Onderwijs.

Executive Board

Mr. drs. M. (Meine) Stoker &

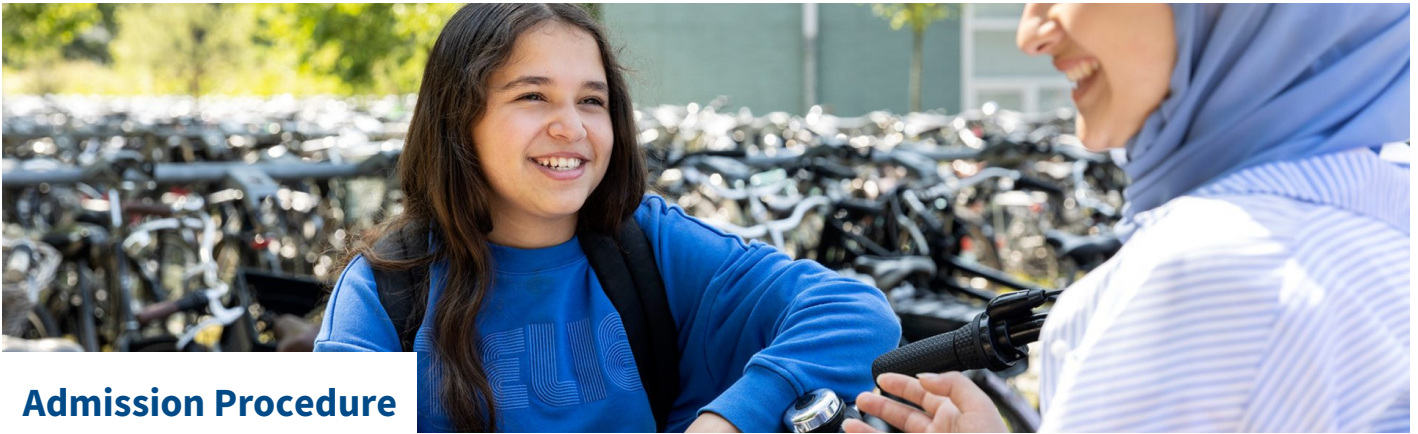
Ms. drs. P.M.L. (Petra) de Bruijn MBA

They can be contacted via the contact form on the website www.silfo.nl.



Collaboration

Het Stedelijk College Eindhoven locatie Henegouwenlaan valt onder het [Regionaal Samenwerkingsverband voor Passend Voortgezet Onderwijs \(RSV PVO\)](#).



Admission Procedure

Your child will be admitted to our programmes if he or she has sufficient capacities and we can provide adequate guidance.

Admission to the first year

The recommendation of the primary school is decisive for admission to the first year.

We apply the following principles:

| Class | Advice primary school | Descission |
|--------------|-----------------------|--------------|
| (t)vwo | vwo | allow |
| (t)vwo/havo | vwo/havo | allow |
| (t)vwo/havo | havo | consultation |
| (t)havo/mavo | havo/mavo | allow |
| (t)mavo | mavo | allow |

Admission to higher years

Pupils applying for higher years are admitted if:

- They possess a promotion certificate and (possibly) advice for a profile;
- they do not double-date more than once in the same or two consecutive academic years;
- their admission does not lead to a group split (if a class would exceed 32 pupils).



Education Goals

Educational goals

The Henegouwenlaan site is based on the of the following school-wide goals:

Vision building: the management team (MT) has established the vision of educational development and professionalisation in policy. This vision forms the basis of our learning, development and work in five development areas and professional learning communities (PLGs).

Facilitation: the MT facilitates that teachers in the PLGs can periodically design, implement and evaluate within all five development themes. Support may include time, money, a place in the timetable and/or a clear process.

Assurance: the MT and the knowledge directors secure the quality of educational development in the central themes within the organisation.

Transfer rate

Transfer to a higher grade or other type of education

In school year 2022-2023, 12% of successful mavo pupils moved on to havo and 6.4% of successful havo pupils moved on to vwo.

School-leavers without a diploma

During school year 2022-2023, 4.9% of pupils left school without a diploma.

Graduation rate

| Level | 2022-2023 | 2023-2024 |
|-------|-----------|-----------|
| mavo | 91% | 95% |
| havo | 93% | 87% |
| vwo | 92% | 91% |



Quality Development

Quality policy SILFO

The [strategic vision SILFO 2022-2026](#) outlines the overarching mandate for the Quality Development staff service. This is formulated based on the four C's, which shape the various services across the foundation.

The four C's are defined using a developed set of tools that include measurable, perceptible, and demonstrable quality data. These data are collected, shared, and evaluated in a cyclical process, which includes targeted research, follow-up questions on previously obtained data, gathering feedback, conducting evaluations, engaging in dialogues, and sharing stories. This aligns with the appreciation framework of the Dutch Education Inspectorate. The quality cycle is embedded in various ways within the foundation's work methods.

Management Reports

Since mid-2019, the foundation has been using reports on educational quality at both the foundation and location levels. These reports are discussed every four months with the education management teams, the control department, the quality department, and the Executive Board. The content focuses on measurable, perceptible, and demonstrable quality results. The measurable data in the educational quality reports come from various student tracking systems in the schools, which monitor students' progress in knowledge and skills. At the location level, continuous learning pathways ensure that education aligns with an uninterrupted developmental process for students. Additionally, student and parent satisfaction surveys, school-level lesson quality observations, and accreditation reports from the Council of International Schools for the International School are used to measure educational quality.

Quality Compass

The developed Quality Compass, based on the Quality Cycle (which runs in parallel with the control cycle), the Quality Calendar of the annual report, the Quality Calendar of the School Plan, and the four-, eight-, and twelve-month reports, monitors the development of educational quality.

The Quality Compass developed by the foundation visualizes educational quality and is visible to the board, management teams, staff, and the Supervisory Board via a dashboard. The Quality Compass is used to maintain visibility on the quality of education within the foundation based on the established vision. It utilizes the requirements set by the inspectorate through Key Performance Indicators (KPIs) and indicators for perceptible and demonstrable quality, known as Critical Quality Indicators (CQIs), linked to the school plan goals. Development is evaluated quarterly on the dashboard and discussed with the education management teams. The dashboard allows for determining goal progress at three pre-set moments by selecting the status via a drop-down menu: "not started," "not on track," "on track," or "completed." The quality officers at each location update the dashboard every four months under the appropriate date, making the progress of various goals visible over time. The goals are categorized based on inspection standards, SILFO standards, and are used in the management report to account for quality development at the goal level. Location managers provide the accompanying explanations.

Quality Improvements

Agreements for quality improvement are made and documented quarterly based on the management reports and the quality dashboard. If necessary, the education management teams conduct further analysis at the location level and/or adjust location goals, which are then included in the quality dashboard. The process and the set of quality tools are evaluated annually, fostering

further quality development.

Accountability

The management reports and the quality dashboard are shared and discussed quarterly with the Supervisory Board. Additionally, the location portfolios are presented and discussed annually in a meeting with the Supervisory Board, the Executive Board, and the Joint Participation Council. Quality data are published in the Annual Report and on the Schools on the Map website.



Courses

We offer the following courses:

- Mavo
- Bilingual mavo
- Havo
- Bilingual havo
- Vwo (Gymnasium/atheneum)
- Bilingual vwo (Gymnasium/atheneum)

Mavo

Secondary general secondary education

The mavo programme lasts four years and trains for senior secondary vocational education (mbo). After obtaining the mavo diploma, pupils can move on to the fourth year of havo

The mavo course focuses on knowledge and skills. In order to prepare pupils well for further education and the labour market, our teaching is geared to the pupils' living environment.

Bilingual mavo

Bilingual general secondary education

In our bilingual mavo programme, the subjects biology, geography, history, drama, physical education and drawing, together with some projects, are taught in English. Students also receive extra hours of English. In addition, multicultural studies is taught in English in the second year. Our tmavo programme has been inspected by the European Platform/Nuffic and now has official bilingual mavo status.

In the first year there is a (t)havo/mavo combination class if there are enough applicants.

From school year 2025-2026, we will no longer offer the choice bilingual mavo in the bridge class.

Havo

Higher general secondary education

The havo programme lasts five years and trains for college education. After obtaining the havo diploma, pupils can transfer to the fifth year of vwo.

Bilingual havo

Bilingual senior general secondary education

The level of thavo is similar to the regular havo programme. The difference is that the instructional and communication for about half of the subjects is English. In the first three years, this concerns the subjects physics, drama, English, mathematics, chemistry, geography, biology, history, physical education and multicultural studies. In addition, students receive more hours of English. The

other subjects are taught in Dutch, which is sufficient for a good development of Dutch at havo level. Students complete the programme with an IB-English B certificate.

Vwo

Pre-university education

Vwo is the collective name for gymnasium and atheneum. Both types of education last six years and train for university (WO) and HBO.

Classical languages (Greek and Latin) are taught at the grammar school.

Bilingual vwo

Bilingual preparatory science education

The vwo is a bilingual vwo programme. In this programme, English is the language of instruction and interaction for: English, history, physics, drama, chemistry, geography, biology, physical education, multicultural studies, big history and mathematics. The other subjects are taught in Dutch. The bilingual vwo runs from the first year to the examination. Students complete the programme with an IB-English A certificate.

Our bilingual vwo programme has the qualification 'Senior TTO school'. We charge an additional voluntary parental contribution for this course. The amount of this contribution depends on the year of study.



Teaching time

All pupils must comply with their teaching time. Teaching time includes all lessons and activities that a pupil attends under the responsibility of a teacher or person designated by school. This can take place both at school and outside school.

These include

- attending classes;
- carrying out assignments;
- taking tests;
- participating in excursions, activities and (study) trips, internships
- customisation.

Per programme, the teaching time for

(t)mavo students: 3,700 hours in 4 years.

(t)havo students: 4700 hours in 5 years.

(t)vwo students: 5,700 hours in 6 years.



Education Structure

| | | | | | | |
|----------------------------------|------------|---------------------------|----------|-------------------|-------------------|-------|
| basisschool | | | | | | |
| toelatingsprocedure en plaatsing | | | | | | |
| eerste leerjaar | | | | | | |
| tvwo gymnasium/atheneum | tvwo/thavo | vwo gymnasium/atheneum | vwo/havo | (t)havo/mavo | mavo | tmavo |
| determinatie en bevordering | | | | | | |
| 2-tvwo 2-thavo | | 2-vwo 2-havo | | 2-mavo 2-tmavo | | |
| 3-tvwo 3-thavo | | 3-vwo 3-havo | | sectorkeuze | | |
| profielkeuze | | | | | 3-mavo 3-tmavo | |
| 4-tvwo 4-thavo | | 4-vwo 4-havo | | 4-mavo 4-tmavo | | |
| 5-tvwo 5-thavo | | 5-vwo 5-havo | | | | |
| 6-tvwo | | 6-vwo | | | | |

The first year

Mixed classes are also used in the first year. In these, pupils follow the educational programme of the highest level. This means that pupils in a combined (t)vwo/(t)havo class follow the educational programme for (t)vwo. Pupils in the combined (t)havo/mavo class follow the educational programme for (t)havo.

If pupils perform well, they can move on to the next year at a higher level. We believe it is important that after primary school a pupil has sufficient opportunities to develop towards the most suitable level of education.

Once your child has completed the first year, he or she continues with the second year of (t)gymnasium, (t)atheneum, (t)havo or (t)mavo. For most pupils, they continue to follow the school type once they have chosen. Of course, there may be circumstances that make a transfer to another school type necessary. For instance, if your child performs better or worse than expected. In that case, in most cases you will not have to look for another school, but your child will only have to change school type. For the vmbo-basis and vmbo-kader programmes, pupils within our Foundation can attend the Oude Bossche Baan location.

From school year 2025-2026, we will no longer offer the choice bilingual mavo in the bridge class.

The junior grades

By 'junior grades' we mean the first two years of (t)mavo and the first three years of (t)havo and (t)vwo. In these years, we want to prepare our pupils well for the senior years. In doing so, we anticipate the differences between pupils; after all, some develop faster than others.

Your child can make choices in his or her learning process and becomes responsible for their own learning results. Of course, the level of learning is monitored, so that pupils are offered a continuous learning line during their school career. To connect with the pupils' world of experience, we work a lot with projects, both subject-oriented and cross-curricular.

The number of hours worked on each subject per year can be found in the lesson plans in chapter 8. These also indicate the 'plus hours' and 'coach hours'.

Plus hours are hours a pupil spends on individual subject coaching or social-emotional coaching. Coach hours are lessons in which pupils are prepared for the learning and selection process.

Upper secondary (t)mavo

The mavo course consists of theory subjects and more practical subjects such as drawing, music, drama and physical education 2, in which examinations can also be taken.

The examination programme (Programma van Toetsing en Afsluiting, PTA) starts in the third year and ends in the fourth year.

Our mavo programme prepares your child for further education at mbo level and for an independent life in our society. Our examination programme is therefore not only about acquiring knowledge, but also about teaching skills through practical assignments, projects, the profile paper and possibly an internship.

We work with profiles to ensure good progression to further education. At the end of the second year, pupils choose from the profiles Technique, Care & Welfare or Economics.

Mavo exams

The mavo exam starts as early as the third grade. Your child will receive one or more tests from the PTA for each subject. Together with these tests in the fourth year, this results in one mark for the school exam. The average of the school exam and the central exam determines the final grade.

Two subjects are completed at the end of the third year: art subjects 1 and social studies. The grade for social studies counts as the seventh or eighth examination subject. The grade for art subjects 1 must be satisfactory or good. If the grade is insufficient, your child cannot obtain a diploma. The latter also applies to physical education in the fourth year. The assessment must be at least satisfactory.

In the third year, a practical work placement assignment is made for which a mark is given. In the fourth year, a profile examination is made which must be assessed with a pass or good. In case of an unsatisfactory assessment, your child cannot obtain a diploma.

All the tests to be taken from the PTA, the practical assignments and the profile examination are listed in the PTA. The PTA is published before 1 October in the relevant school year.

Upper secondary (t)vwo/(t)havo

Profiles

The subject package consists of a common part, a profile part and a free part. The subjects in the common section are compulsory for all pupils. To this part, we have added the subject career orientation. This subject is also compulsory.

In the profile section, your child can choose from the following four fixed subject packages:

- Culture and Society;
- Economy and Society;
- Nature and Health;
- Nature and Engineering.

In the free part, your child must choose a subject from a number of new subjects or from the subjects of another profile. If your child wants to take more than one subject for the free part, this will be included as a 'crammer subject'. This 'sprokkelvak' can usually also be examined, but it does not count in a student's failure or success. However, if the result is satisfactory, the additional subject can be substituted for another subject, provided it fits the chosen profile.



Planning and Homework

Planners and study guides

In the lower years, teachers teach classes and guide students both individually and in groups. Your child will start working more and more independently. However, this does not mean that we leave your child to his or her own devices. Teachers provide study guides and planners that allow the student to work independently. Moreover, teachers have regular meetings with your child about development within their subject.

In the upper school, teaching is more adapted to your child's learning pace, learning style and interests in order to do more justice to the differences between pupils. Pupils can also work independently in the school's media library.

Homework policy

The homework policy comprises agreements between teachers and pupils on how to deal with studies and homework. The homework policy focuses on:

- A good study attitude. In the first three academic years, your child will be guided in getting a good study attitude. If the study attitude is less good, we will discuss this with you;
- Developing independence. When developing independence, we naturally take your child's age and abilities into account;
- Developing study skills within the subject lessons.

Study skills are developed in the subject lessons. Certain study skills, such as learning words in other languages, are taught similarly in similar lessons.

In class, students can often do some of the homework already. Teachers put homework and study planners in SOMtoday as much as possible. However, your child is responsible for noting homework in his or her own (digital) diary.



Learning years

First year

For students, the school year starts with an introductory period. This period ends in October with an activity programme for all first-year students. For you, an introductory evening is organised at the beginning of the school year. You will then receive information about the first year of study and can meet your child's learning coach. After a few weeks, a triangular meeting (parent - pupil - coach) follows to discuss the findings of the first months with you.

The learning coach has an important role in the first year of learning. In the common coach lessons, the coach guides your child in learning to study, cooperate, do homework and master social skills. In the first year of study, we work with a structured homework policy, which is supervised by the learning coach. In addition, there are support groups in which your child can receive extra support or go deeper into the subject matter. These so-called plus hours are offered from the second semester onwards.

In January and April, you will receive a recommendation from the teachers' meeting on the type of education your child should follow after the first year. At the end of the academic year, the course of study for year 2 is determined. In the first year, a pupil cannot double-cross.

Second year

At the beginning of the school year, you can meet the learning coaches of the second year (t)mavo, (t)havo and (t)vwo. In this school year, extra attention is paid to career orientation and guidance (LOB) in the common coach lesson of the (t)mavo. The choice of the most suitable continuation path after the second year of study is also discussed.

Third year

In the first weeks of the school year, you can meet the deans and learning coaches of the third year (t)mavo, (t)havo and (t)vwo. In this learning year, the joint coach lessons of (t)havo and (t)vwo focus on preparing the choice of profile and package.

(t)Mavo pupils start the exam this year. The arrangement of the school exam will be announced to you and your child before 1 October. You will also receive information about the examination regulations, the programme of tests and examinations and the work placement week in February.

Fourth year (t)mavo

At the beginning of the new school year, you will receive information about the examination regulations and the Programme of Tests and Completion. The tests of the school exams are taken during the testing weeks. In addition to the test weeks, there are oral exams, practical exams and CITO listening tests.

After the second testing weeks, every exam candidate is entitled to two resit. After the third week of tests, there is no resit. Pupils who have not completed their school exams for a certain subject may not take the central exam in that subject. Pupils who have missed a test for a valid reason may catch up the test during the catch-up days at the end of each period. Under certain conditions, pupils may resit a test. These conditions can be found in the examination regulations.

Before the final central exam begins, the final grades of the school exam will be announced. Your child will also receive an explanation of the course of the central exam and the school exam marks obtained will be checked.

During the examination year, your child's subsequent education receives a lot of attention. The learning coach and school dean will help your child choose the right course.

Upper secondary (t)vwo and (t)havo

At the beginning of the school year, during the common coach lessons of 4-(t)vwo and 4-(t)havo, students receive an explanation on the use of the media library in the upper school.

In the second semester of 4-(t)havo and 5-(t)vwo, pupils start their profile paper (PWS). This paper is completed before 1 December of the final examination year. The students present the profile paper during the profile paper meeting.

School examination

The arrangements for the school exams will be announced to you and your child before 1 October. The tests of the school exams are taken in the periods specified in the Schedule of Tests and Completions. In the examination year, pupils are allowed to retake three tests from the examination year.

At the end of each semester, your child will receive a report. These reports contain both the progress marks and the marks for the school examination. For pupils in 4- and 5-(t)vwo and 4-(t)havo, the progress grades for most subjects are also the school examination grades according to a certain weighting factor per subject.

Pupils also receive some overviews of the examination file per grade.

Before the final exam begins, the final exam candidates receive an explanation of the course of the central exam and the school examination marks are checked.

During the examination year, your child's subsequent education receives a lot of attention. The learning coach and school dean help your child choose the right course.



School Hours

Start of the school year

The school year starts on Monday 19 August 2024, in the week before the start of the school year, you and your child will receive information via Somtoday about the class your child has been placed in and the class schedule.

Timetable

The 45-minute timetable

| Lesson | Time |
|--------|---------------|
| 1 | 08.30 - 09.15 |
| 2 | 09.15 - 10.00 |
| 3 | 10.00 - 10.45 |
| Break | 10.45 - 11.15 |
| 4 | 11.15 - 12.00 |
| 5 | 12.00 - 12.45 |
| Break | 12.45 - 13.15 |
| 6 | 13.15 - 14.00 |
| 7 | 14.00 - 14.45 |
| Break | 14.45 - 15.00 |
| 8 | 15.00 - 15.45 |
| 9 | 15.45 - 16.30 |

Students should keep in mind classes or other study commitments until 5pm. We ask that you take this into account when making private appointments.

School holidays

| Holiday | First day | Last day |
|---------|-----------|----------|
|---------|-----------|----------|

| | | |
|-------------------------------------------------------------|---------------------------|--------------------------|
| Autumn break | Monday October 21th 2024 | Friday October 25th 2024 |
| Christmas holidays | Monday December 23th 2024 | Friday January 3th 2025 |
| Spring break | Monday March 3th 2025 | Friday March 7th 2025 |
| May holiday (including Easter, King's Day & Liberation Day) | Monday April 21th 2025 | Monday May 5th 2025 |
| Ascension | Thursday May 29th 2025 | Friday May 30th 2025 |
| Whitsun | Monday June 9th 2025 | Monday June 9th 2025 |
| Summer break | Monday July 7th 2025 | Friday August 15th 2025 |



Household matters

The administration

The administration is open to students only during breaks and after school. You should notify the administration of address changes and changes of telephone number as soon as possible. The administration's email address is: administratiehgl@stedelijkcollege.nl.

For communication, it is also important that your correct email address is known to us. You can update your email address yourself and keep it up to date in the parent portal via 'my profile'.

Sponsorship

Stichting Internationaal en Lokaal Funderend Onderwijs` (hereinafter referred to as SILFO) has developed a policy describing how the foundation deals with sponsorship. SILFO recognises the importance of sponsors in relation to education and the desirability of receiving supported activities and resources. In this, SILFO actively seeks cooperation, itself functioning as a reliable, independent partner for companies. Hereby, the social mission and Vision SILFO 2022-2026 is used as a guideline for entering into possible partnerships, whereby the educational process must not become dependent on sponsorship and/or resources obtained. SILFO conforms to the "[Covenant schools for primary and secondary education and sponsorship](#)". In addition to the aforementioned points from the covenant, SILFO pursues its own policy. The foundation does not sponsor initiatives of and by organisations which put the personal interests of an employee first instead of the interests of the school. Nor does the foundation sponsor an organisation within which an employee has decision-making power in any way over the destination of the sponsorship funds. Finally, cooperation regarding sponsorship is only entered into when the sponsors accept the principles of the covenant. The (Dutch) comprehensive sponsorship policy can be read [here](#).



Absence policy and leave

Class absence

Sick leave

Notification of sick leave should be given by parent(s)/carer(s) by telephone (040-264 57 77) between 08:00-10:00. This also applies to other unforeseen school absences.

If a student falls ill during class, or is unable to continue class for other reasons, they should report to the teaching assistants. The teaching assistants will contact home and together with the parent(s)/carer(s) a decision will be made whether it is better to go home.

Regular absenteeism

In case of regular/special absenteeism, the learning coach and/or student affairs coordinator will discuss this with the student, parent(s)/carer(s) and a letter will be sent home. If the absenteeism continues after this, a report is made to the Municipal Health Service (GGD). This will contact the parent(s)/carer(s).

Leave

Additional leave may be requested in very exceptional cases.

Leave requests for (less than) one day

Request in advance via an e-mail to the student affairs coordinator.

Leave requests for more than one day

For holiday leave or leave for important circumstances of more than one day, parents/carers have to apply through an official application form. Extra leave is subject to certain rules laid down by law. The request must be submitted in advance and well in advance to the student affairs coordinator.

These special application forms can be found on our website.

Missed tests

If a student has missed a test due to a valid reason, it must be made up.

During the lesson

If the test has been missed during class, the pupil seeks out the subject teacher as soon as possible and together they agree on a new date when the test can be made up. This is on the student's own responsibility. A missed test must be made up as soon as possible and will be marked with an * in SOMtoday. If the test is not made up, a * can be converted into a 1.0.

During the test week

If the student has missed a test during the testing week, there are catch-up days immediately after the testing week. The student is told when the catch-up days are and the subject teacher tells at which time the test must be made up. This is also the pupil's own responsibility.

Many tests missed

It may happen that a student has missed several tests (e.g. due to prolonged absences). The pupil will then discuss this with the

learning coach as soon as possible in order to plan together for the missed tests.

Right of resit

Should the pupil have missed a test unauthorised or made poorly, the pupil (in the lower years) is not entitled to a resit or catch-up test.



Class cancellations

Care during class cancellations

In principle, pupils in years 1, 2 and 3 are accommodated in a classroom or in a learning area during interim hours. An invigilator supervises them here. Year 1, 2 and 3 pupils are not allowed to leave the school grounds. Pupils in the upper school may spend the interim hours in the library or the auditorium.



Curriculum Tables

Learning table 1st year

| Vak | Afkorting | campus1 | mavo-1avo1 | havo-1vo1 | vwo-gym1 |
|--------------------------------------------|-----------|---------|------------|-----------|----------|
| landbouwkunde / geography | ab | 2 | 3 | 3 | 3 |
| drama | dr | | 1 | 1 | 1 |
| Duits | du | 1 | | 1 | 1 |
| Engels | en | 3 | 3 | 3 | 3 |
| Engels TTO | eng | | 4 | 4 | 4 |
| Frans | fr | 1 | 3 | 1 | 1 |
| geschiedenis / history | gh | 2 | 2 | 2 | 2 |
| Klassieke talen | kl | | | | 2 |
| schiedrijke opvoeding / physical education | so | 1 | 3 | 3 | 3 |
| rekenles | re | 7 | 1 | 1 | 1 |
| musiek | mu | | 1 | 1 | 1 |
| Nederlands | ne | 3 | 4 | 4 | 4 |
| Spaans | sp | 1 | | 1 | 1 |
| tekenset / drawing | te | | 2 | 2 | 2 |
| techniek | te | 3 | 2 | 2 | 2 |
| verzorging / biology | vb | 3 | 3 | 3 | 3 |
| wiskunde / mathematics | wi | 3 | 4 | 4 | 4 |

Lesson table 2nd year

| Vak | Afkorting | campus2 | mavo2 | havo2 | vwo2 |
|--------------------------------------------|-----------|---------|-------|-------|------|
| landbouwkunde / geography | ab | 2 | | 2 | 2 |
| drama | dr | | 2 | | |
| Duits | du | 2 | 2 | 3 | 3 |
| Engels | en | 2 | 3 | 3 | 3 |
| Engels TTO | eng | | 4 | 3 | 3 |
| Frans | fr | 2 | 2 | 3 | 3 |
| geschiedenis / history | gh | 2 | 2 | 2 | 2 |
| Klassieke talen | kl | | | | 3 |
| schiedrijke opvoeding / physical education | so | 2 | 4 | 3 | 3 |
| rekenles | re | 7 | 1 | 1 | 1 |
| musiek | mu | | 2 | 1 | 1 |
| natuurkunde / physics | na | | | 2 | 2 |
| Nederlands | ne | 3 | 3 | 3 | 3 |
| Spaans | sp | 2 | | 3 | 3 |
| tekenset / drawing | te | | 1 | 2 | 2 |
| techniek | te | 3 | 4 | 2 | 2 |
| verzorging / biology | vb | 2 | 2 | 2 | 2 |
| wiskunde / mathematics | wi | 3 | 3 | 3 | 3 |

Lesson table for years 3 and 4 (t)mavo

| Vak | Afkorting | mavo3 | mavo4 |
|---------------------------------------------|-----------|-------|-------|
| Aardrijkskunde / geography | ak | 2 | 4 |
| Bioogie / biology | bi | 3 | 4 |
| Culturele Kunstzinnige Vorming (CKV) | ktiv | 1 | |
| Drama | dr | 3 | 4 |
| Duits | du | 3 | 4 |
| Economie | ec | 3 | 4 |
| Engels | en | 3 | 4 |
| Engels TTO | engf | 4 | 4 |
| Frans | fr | 3 | 4 |
| Geschiedenis / history | gh | 2 | 4 |
| Schaatsrijke opvoeding / physical education | so | 2 | 2 |
| Schaatsrijke opvoeding 2 | so2 | 3 | 4 |
| Musiek / muziek | mu | 2 | |
| Musiek / muziek | mu2 | | 4 |
| Nederlands | nl | 1 | 1 |
| Musiek | mu | 3 | 4 |
| Natuurkunde / physics | nk1 | 3 | 4 |
| Nederlands | nl | 4 | 4 |
| Natuurkunde | nk2 | 3 | 4 |
| Tekenen / drawing | te | 3 | 4 |
| Wiskunde / mathematics | wf | 3 | 4 |

Lesson table 3rd year t(vwo) and (t)havo

| Vak | Afkorting | havo3 | vwo3 |
|---------------------------------------------|-----------|-------|------|
| Aardrijkskunde / geography | ak | 2 | 2 |
| Bioologie / biology | bi | 2 | 2 |
| Duits | du | 2 | 3 |
| Economie | ec | 2 | 2 |
| Engels | en | 3 | 3 |
| Engels TTO | engf | 3 | 3 |
| Frans | fr | 2 | 3 |
| Geschiedenis / history | gh | 2 | 2 |
| Wetenschappelijke taal | wt | | 3 |
| Schaatsrijke opvoeding / physical education | so | 2 | 2 |
| Nederlands | nl | 1 | 1 |
| Musiek | mu | 1 | 1 |
| Natuurkunde / physics | na | 2 | 2 |
| Nederlands | nl | 3 | 3 |
| Natuurkunde | nk | 2 | 2 |
| Tekenen | te | 2 | 2 |
| Tekenen / drawing | te | 2 | 2 |
| Wiskunde / mathematics | wf | 3 | 3 |

Lesson table for years 4 and 5-(t)havo

| Vak | Afkorting | havo4 | havo5 |
|-------------------------------------------|-----------|-------|-------|
| bedrijfskunde / geography | ak | 3 | 3 |
| bedrijfsconomie | becc | 3 | 3 |
| biologie / biology | bi | 4 | 3 |
| breiagen, sport en maatschappij (BSM) | bsm | 4 | 3 |
| Culturele Kunstzinnige Vorming (CKV) | ckv | 3 | |
| Cultu | cu | 3 | 3 |
| economie | ec | 3 | 3 |
| Engels | en | 3 | 3 |
| Engels TFO | enl | 4 | 4 |
| Frans | fr | 3 | 3 |
| geschiedenis / history | gs | 3 | 3 |
| land en vorme | lvb | 4 | 4 |
| lchemische opvoeding / physical education | lc | 3 | 1 |
| maatschappijwet / social studies | ms | 3 | |
| musiek | mu | 3 | 3 |
| natuurkunde / physics | na | 4 | 3 |
| Nederlands | nl | 3 | 4 |
| scheikunde | sch | 3 | 3 |
| Spaans | sp | 3 | 4 |
| teksten / drawing | te | 3 | 3 |
| wiskunde / mathematics A | wa | 3 | 3 |
| wiskunde / mathematics B | wab | 3 | 4 |
| wiskunde / mathematics C | wac | 3 | 3 |
| wiskunde / mathematics D | wad | 3 | 3 |

Lesson table for years 4, 5 and 6 (t)vwo

| Vak | Afkorting | vwo4 | vwo5 | vwo6 |
|-------------------------------------------|-----------|------|------|------|
| bedrijfskunde | ak | 3 | 3 | 3 |
| bedrijfsconomie | becc | 3 | 3 | 3 |
| biologie / biology | bi | 3 | 3 | 3 |
| Culturele Kunstzinnige Vorming (CKV) | ckv | 2 | | |
| Cultu | cu | 3 | 3 | 3 |
| economie | ec | 3 | 3 | 3 |
| Engels | enl | 3 | 3 | 2 |
| Engels TFO | enl | 4 | 4 | 4 |
| Frans | fr | 3 | 3 | 3 |
| geschiedenis / history | gs | 3 | 3 | 3 |
| geography TFO | geo | 1 | 1 | 1 |
| Grieks | gr | 3 | 3 | 4 |
| Latein | la | 3 | 3 | 4 |
| lchemische opvoeding / physical education | lc | 2 | 2 | 1 |
| maatschappijwet / social studies | ms | 2 | | |
| natuurkunde / physics | nat | 3 | 3 | 3 |
| Nederlands | nl | 3 | 3 | 3 |
| scheikunde / chemistry | sch | 2 | 3 | 3 |
| Spaans | sp | 3 | 3 | 3 |
| teksten / drawing | te | 2 | 3 | 4 |
| wiskunde / mathematics A | wa | 3 | 3 | 3 |
| wiskunde / mathematics B | wab | 3,5 | 4 | 4 |
| wiskunde / mathematics C | wac | 3 | 3 | 3 |
| wiskunde / mathematics D | wad | 3 | 3 | 3 |



Other school information

Before lessons / stabling

Students can wait in the stay rooms until classes begin.

Storage

Bicycles and scooters are put in the storage area and locked. Scooters are not allowed on the school grounds. The school is not liable for theft of or damage to bicycles or scooters.

Late arrival

Pupils who arrive late should report to the teaching assistant before 08.00 the next day (between 07.45 and 08.00). Pupils may use a joker twice a year so that they do not have to report. However, they must report this to the teaching assistants on the same day. If a pupil does not report and has not used a joker, this pupil must stay one hour late.

If the pupil stays late the day after they have been late but has not reported, the report remains open. The pupil must still report the next day and, in addition, stay after school.

At 5x tardiness, a letter is sent to the parent(s)/carer(s), at 10x tardiness compulsory education is called in and at 15x tardiness the pupil is summoned by compulsory education.

Care at change of lesson

When a lesson ends, pupils leave the room quietly. They go via the shortest route to the room of the next lesson. During lesson changes, pupils are not allowed to leave the school grounds.

Catering

There is one catering point in the school building. The catering is open from 08:15 to 14:00.

During lesson changes, catering is closed.

Cards and suspension

Orange cards (years 1 to 3)

When a student has not completed homework, the teacher may give them an orange card. The teacher gives the orange card to the pupil so that this card can be signed by parent(s)/carer(s). The student must then return the card to the teacher.

Yellow cards

1 yellow card

The pupil leaves the classroom and goes to collect a yellow card from the teaching assistants.

The student fills in the yellow card and returns to the teacher for a discussion after class. The teacher also fills in the yellow card, determines whether a sanction will be given and informs parent(s)/carer(s) and the student affairs coordinator.

The student takes the yellow card to the student affairs coordinator and discusses the card. The coordinator also fills in the card.

The pupil takes the card home and discusses it with the parent(s)/carer(s).

2 yellow cards

The pupil receives a warning for internal suspension.

3 yellow cards

In case of 3 yellow cards in a school year, an internal suspension follows. A letter goes to the parent(s)/carer(s).

Green cards

A compliment can be issued to the pupil via the green card.

Suspension

If a student misbehaves seriously, the team coach may assign an internal or external suspension. This is always done in consultation with the programme management.

With an internal suspension, the pupil is not allowed to attend classes for one or more days. However, the student must come to school to work. Separate arrangements are made about tests.

With an external suspension, the pupil is not allowed to visit the school or the school grounds for a certain period of time. An exception is made for tests. The pupil is not re-admitted to school until the school management has consulted with the parent(s)/carer(s).

Pupil pass

All pupils receive a school pass from school showing their name, pupil number, date of birth, photograph and the pass validity date. Use of the pass is necessary and compulsory when: using the school lockers, borrowing materials from the media library and using its facilities and during extracurricular school activities, such as school parties.

First-year students receive the student pass at the beginning of the school year. All other pupils receive a new pass every other year.

Locker

Your child will be given a locker to store personal belongings that can be opened with the school card. The lockers are distributed according to a certain schedule.

Loss, theft or damage of the pass should be reported immediately to the caretaker who will then block the locker so that it cannot be opened by others. The locker remains in use by the student for the whole year.

A new pass can be requested from the media library in the interim on payment of €10. The pass remains the property of the school and may be confiscated in case of misuse. In certain situations, the school may decide to open the locker.

Physical education

Physical education lessons are held in our sports hall and its outdoor area on Henegouwenlaan.

The following rules apply during lessons:

- All pupils attend classes, unless this is not possible or allowed for medical or other reasons. The teacher will receive a note about this from you or your child's doctor. If your child does not attend classes for a longer period, you should notify the student affairs coordinator. In consultation with the teacher, it will then be agreed where your child will stay during lessons and whether substitute assignments are required. If your child cannot take part in a lesson occasionally, they will stay in the gymnasium or at the side of the sports field during the lesson. This will only be deviated from in consultation with the teacher;
- pupils have sportswear and sports shoes (no black soles) with them;
- valuables are kept in their own lockers. In case of loss, the school is not liable.

Calculators

Students may use a calculator in lessons, tests and exams. A scientific, non-programmable calculator is preferred. The TI-30XB multiview from Texas Instruments is recommended.

A graphical calculator, such as the TO-84+ from Texas Instruments, is required for examination papers.



School Rules

Rules of conduct

1. We respect each other, each other's property and our environment.
2. We are jointly responsible for a good atmosphere and good conduct.
3. We help each other where necessary.
4. We all contribute to open communication: we solve problems by talking about them.
5. We do not bully, threaten or ignore others.
6. We believe that alcohol, drugs, weapons and gambling have no place at school.
7. We believe that racism, discrimination and violence have no place.
8. We stand for a positive attitude, correct behaviour and neat language.
9. We always report theft, vandalism or violence to the police.
In serious cases, we, the school, file a police report.
10. We abide by the above rules of conduct and speak to others if they fail to do so.

Phone policy

Our policy is 'At home or in the safe'. At Stedelijk College Eindhoven, this means that all mobile phones, smartwatches, tablets and other devices that allow you to control social media are no longer allowed to be used on school premises both indoors and outdoors.

We prefer that mobile phones and similar devices stay at home. If they are brought to school, we expect them to be stored in the lockers as soon as they arrive. After school, mobile phones and other devices may be taken out of the lockers again. [Click here for the full policy on smartphone and smartwatch bans.](#)

Equipment rules

During class (functional) use of earphones is allowed after permission from the teacher. We use Chromebooks during class and in school only for schoolwork.

Rules school grounds

Pupils of years 1, 2 and 3 always stay on the school grounds during school hours. These rules apply both in and around the school and during extracurricular activities, and also for the period immediately following school-organised activities.

Rules on study materials

Pupils in years 1, 2 and 3 always have a reading book with them. They may work on their homework or read. Pupils in the other years always have (reading) material with them to work independently, for instance during lesson breaks or during test hours. It is a joint task of pupils and staff to observe these rules. Should any pupils break the rules, all staff have the authority to take appropriate action.

Rules The Healthy School

Smoking and Vaping

Smoking and vaping are strictly prohibited on the entire school premises, in all school buildings and during school-related activities, including field trips and sports events.

This ban applies to all forms of tobacco and electronic cigarettes.

Alcohol and drug use

The use, possession and distribution of alcohol and drugs are not permitted on school premises, in school buildings and during school-related activities.

Eating and drinking

Eating and drinking is allowed in the auditoriums and associated outdoor areas during breaks. We consider health important. Therefore, we do not consume fast food, energy drinks or bulk packs at school.



Extra Support

Our vision of pupil guidance

We believe it is important to guide pupils in their social-emotional development during their time at school. The learning coach is central to this guidance. Internal specialists are also involved, such as the dean, student counsellor, school psychologist and school social worker. If necessary, external experts can be called in. More information on this can be found on the care map (support profile) of our location. The social-emotional development of pupils is monitored by the learning coach and the care team.

The learning coach as pivot

The learning coach is the first point of contact for you and your child in case of difficulties with the learning process, choice problems and socio-emotional problems. If necessary, the learning coach engages internal and/or external specialists. This normally happens only in consultation with you, unless (in an extreme case) this would not be in your child's interest. Problems with lesson material should be solved by your child together with the subject teacher. If your child has problems with the learning process, they can receive extra guidance in a training group.

The internal specialists

The internal specialists are listed below. To make an appointment with them, please contact the administration at (040) 264 57 77.

The dean

The dean can guide your child in several areas. In the lower years, this concerns study and career orientation; in the upper years, the study and career choice process. In addition, the dean is involved in your child's internal school career, such as horizontal progression and diagonal progression.

Your child can see the dean during school hours, but preferably on Thursdays. Students of 3-(t)mavo, 4-(t)havo and 5-(t)vwo follow a one-week orientation internship. These internships are coordinated by the deanery.

The student counsellors

It regularly happens that the learning coach believes that a 'specialist' should be called in for a pupil's social-emotional problem. In that case, the learning coach engages the student counsellor.

The school psychologist

After consultation with you, your child may be referred to the school psychologist. This is usually done through the Care Advisory Team.

The school social worker

The school social worker can offer help with social-emotional problems that hinder your child's functioning at school. The social worker is present at school every Tuesday morning.

The care team

During the learning coach consultations, students from a particular department are discussed. Most learning and behavioural problems are dealt with by the learning coaches, but sometimes the involvement of external parties is necessary. In special cases,

problems are also discussed within the care team. This team consists of the team coaches, student counsellors and the care coordinator. If necessary, an extended care team meeting is held in which the school social worker, school psychologist, remedial teacher and school doctor are also present. In this way, we can solve many pupils' problems and refer pupils on if necessary.

Other counsellors

The internal confidential counsellors

We do not tolerate any form of undesirable behaviour, discrimination or harassment, including sexual harassment. We do not tolerate this from school staff nor from pupils.

If your child does encounter undesirable behaviour from fellow pupils or school staff, your child can contact one of the following confidants:

- Ms K. Vogels (kvogels@silfo.nl)
- Mr N.J.M. van de Klundert (nvandeklundert@stedelijkcollege.nl)

The minicoaches

Pupils from the upper years of (t)vwo, (t)havo and (t)mavo help first-year pupils find their way around school. A minimum of two upper-year pupils are 'mini-coaches' per bridge class. The mini-coaches are involved in class activities such as the school camp and help students with questions. Moreover, they are committed to strengthening the mutual bond between pupils at the Henegouwenlaan site.

The training groups

Pupils with problems can receive extra guidance in various training groups. If we expect that your child will benefit from a training group, we will contact you about this. There are groups for reducing fear of failure or for increasing social skills. The training groups are specially designed for first-year and second-year pupils.

More and high giftedness

We pay extra attention to pupils who are multiple and gifted. We offer them extra challenges on the cognitive level and we offer deepening and/or broadening of the programme. This could include, for instance, Chinese, Russian, philosophy, debate team, student parliament. It is also possible to do something very specific that the pupil would like to learn or explore.

We also guide and support pupils in the social-emotional area. Research and experience show that it is precisely in this area that these pupils could use extra attention. This could include contact with like-minded people (peers), "How can I get some more peace in my head", "Should I perhaps 'learn - learn' because it doesn't come naturally anymore anyway?" This entire programme is carried out by specially trained colleagues.

We take the Centre for Giftedness Test (CBO) at least in all first classes havo/vwo and The Campus to get a picture of the pupil's strengths and obstacles.

Tutoring

Undergraduate tutoring

Every year, a list is drawn up of upper secondary students who will tutor lower secondary students for a small fee. Lower secondary pupils can request this list from their learning coach.

Consultation hours for years 3 to 6

There are consultation hours for upper secondary pupils for the subjects mathematics, physics, chemistry, biology and arithmetic.

Youth health care

Our school cooperates with the youth health care team of GGD Brabant-Zuidoost. The team consists of a youth doctor, youth nurse, behavioural scientist and a health promotion officer.

More information about this collaboration can be found on our website.



Safety

Safety in general

Everyone involved in the school is responsible for safety in and around the building. Various measures have been taken to create a safe learning and working environment. Some staff members have also been trained to act in case of emergencies. They hold an annual evacuation drill. There is limited camera surveillance in and around the building.

Mr F. Bouman is the contact person for safety at our school.

Safe education

Besides the general safety measures, there are separate rules for some (practical) subjects, such as technas, physics, chemistry and biology. These rules mostly concern dress code, footwear and wearing jewellery.

We ask you to read these rules carefully with your child. If you have any questions or doubts, we advise you to contact us.

Teachers monitor compliance with the rules and agreements. If your child does not adhere to the safety rules, your child may not be allowed to attend classes.

Learning outcomes & examination regulations



Assessment

Assessment

For all grades, the limit between satisfactory and unsatisfactory is 5.50. In the mixed classes of first grade, that limit for the higher level is 7.50 per subject with the exception of drama, physical education and music.

School performance is not only assessed with grades. Your child's study attitude is assessed with letters: g = good, v = adequate, z = weak and o = inadequate.

For a good understanding of one's own performance, we use SOMtoday, an electronic school information system, which displays all grades obtained for tests and tests on tests and tests with date. Students, as well as parents, have access to SOMtoday. Students aged 18 and older can decide for themselves whether or not to give parents this access. Upper school students receive an overview of the status of the exam dossier twice a year in addition to the report card.

Two report periods

The academic year is divided into two semesters. After each semester, your child will receive a report for the previous period. This report is in a report folder. The report card belongs to your child. You must sign the report folder and your child must turn it in to the learning coach within a week of the report being issued.



Test Formats

Forms of testing for years 1 through 3

During the first three years of school, the following forms of testing are used:

Written and oral tests

These tests are often short and the number of questions is limited. Oral tests usually involve only a few students per lesson; written tests involve the entire class.

Test and final test

These are written tests, announced at least a week in advance. Because they involve a completed portion of the material, they involve more questions than a rehearsal. Often these tests take an entire lesson. Because a test and final test are about the understanding of the subject matter, they count more heavily than the tests in determining the report grade.

Common test during the testing week

This test:

- Is the same for all students of a given grade and education type;
- is announced at least one week in advance; covers the subject matter of a longer period;
- is preferably a completed part of the subject matter;
- includes a larger number of questions covering the total subject matter;
- usually takes a whole class and sometimes two class hours;
- must (because of its communal nature) be approved by at least two subject teachers.

In addition to these forms of testing, there are also projects, excursions with an assignment, trips with an assignment, language village, reports, reading files and art files.

Test forms in the upper school

The test forms listed below are administered to the students of 3- and 4-(t)mavo, 4- and 5-(t)havo and 4-, 5- and 6-(t)vwo. Students in these grades must be able to demonstrate the ability to process a larger amount of material and have an understanding of the subject matter.

How heavily the assessments of the various forms of tests are weighted is stated in the Schedule of Tests and Completions. Four testing weeks are scheduled each school year.

For upper school students, the knowledge of the subject matter is tested as follows:

PTA test

This test is part of the school examination. It consists of written or oral questions and assignments, or a practical assignment. The grade for this test enters the examination file and counts toward the final exam grade for the subject in question. School exam tests can count toward the report grade.

Progress test

This test counts toward the report grade, but is not included in the exam file.

Manual component

Various types of assignments are carried out during the practical component. These assignments are evaluated as 'satisfactory' or 'not satisfactory'. A student who has not carried out all the 'satisfactory' sections cannot be promoted to the next grade and cannot take part in the final central exam.

Profile paper vwo and havo

The profile paper is part of the examination dossier. It is a kind of culmination of everything the students have learned in terms of knowledge and research skills in the various subjects. The profile paper is made under the guidance of a teacher. This guidance is laid down in steps and takes place via the electronic learning environment. The way students work on the profile paper and the degree of independence are included in the final grade. Students start working on their profile paper in 4-(t)havo and 5-(t)vwo. It has a study load of 80 hours. A grade is given for the profile paper and its presentation, which forms part of the combination grade.

Profile paper mavo

This paper is about the profile the student has chosen. It has a study load of 20 hours. It is assessed with a good, sufficient or insufficient grade. Students who fail the profile paper will not receive a diploma.

Practical assignment

This paper is smaller than the profile paper. A practical assignment covers a specific part of one or more subjects. It can also be a research project. Sometimes the practical assignment is presented.

Examination rules and grades

After a written test, students receive their grade within two working weeks at the latest. This grade is entered into the SOMtoday system. Papers and practical assignments have a different grading period. The test is discussed with the students. The teacher can then withdraw the test.

A class receives a maximum of two tests per day.

During test weeks, more tests may be given per day.

In the junior year, the maximum number of test papers per week is:

- Three in the first grade;
- four in the second year;
- five in the third year.

Tests without preparation time do not count here. The above limits do not apply to test weeks.

If your child has been absent with a valid reason during the test, he or she may make up this test.

If your child is ill during a PTA test during testing week, you must sign a sick report form by noon the following day. This can be done at the school reception desk.

Promotion and examination standards.

You and your child will be notified in November of the promotion and examination standards (t)vwo, (t)havo and (t)mavo.



School and central examinations

School Exam

The examination consists of the final central written exam and the school examination.

The school exam covers all upper secondary years. This means that in the fourth and fifth year of (t)wvo and in the fourth year of (t)havo, tests may already be taken that count towards the school examination mark. These tests fall under the Programme of Assessment and Completion (PTA).

Another part of the school exam is the profile paper. This paper shows that the student has mastered knowledge and skills and can study actively and independently.

Central Examination 2025

Examination regulations

At the beginning of the preliminary examination and examination year, pupils and parent(s)/carer(s) receive detailed information on the examination regulations. We provide the examination regulations no later than 1 October. They also receive a PTA booklet. This contains the examination regulations, the contents of the examination subjects and the organisation of the examination.

You can also view the 2025 exam schedule online at www.examenblad.nl.

Appeals Committee

We have an official School Examination Appeals Committee. This committee can be called in if you and your child feel that the exam committee has made incorrect decisions during the exams. The appeals committee's decisions are binding.

Both for the competent authority and the exam candidate.

The postal address of the committee is:

Stedelijk College Eindhoven
Attn: Appeals Committee
P.O. Box 1310
5602 BH Eindhoven

Information Central Exam 2025

On mijneindexamen.nl you can find all general information about the central examinations such as practice exams, tips, rules and the timetable for the central examinations.

The first period for the written central examinations starts on Friday 9 May and ends on Monday 26 May 2025. The results for the first period will be on Thursday 12 June 2025.

The second period for the written central examinations will begin on Tuesday 17 June and end on Tuesday 24 June 2025. The announcement of the results for the second period is on Tuesday 1 July 2025.

The days and times when the Central Examinations will be held in the second period will be announced in March 2025.

The second period is exclusively for candidates who:

- Examined in the first period and were admitted to the resit.
- Could not take part in the final exam in the first period for a valid reason. This is the so-called postponed examination.

Provisional results for resits

The examination candidate is allowed to retake the examination for a subject in which he or she has taken examinations in the second period or -if applicable- in the third period. However, the candidate has to request this resit in writing to the programme director. The application makes the examination result provisional. After the resit, the result becomes final. The highest grade obtained will then count as the final grade.



Rights and Responsibilities

Student Statute

We ask students to behave respectfully and contribute to a positive climate at school. [Click here](#) for the (Dutch) student statute.

Complaints Regulation

[Click here](#) for the complaints regulation.



Voluntary Parent Contribution

Training costs 2024-2025

The voluntary parental contribution is made up as follows:

Activities, class outings, school celebrations, contribution from the parents' council and excursions - €80.

In addition to the voluntary parental contribution mentioned above, we also ask for a voluntary contribution for a number of subject-specific extra activities/educational programmes in which pupils participate.

We apply the following amounts here:

- Physical Education as an examination subject (costs for extra activities and participation workshops outside the curriculum) - € 35.
- Drawing (additional materials to be purchased by pupils) - €25

Bilingual education: costs include participation in Cambridge, exams and extra tto activities:

- Year 1 - € 60,- (We invoice € 140,- including the contribution of € 80,-)
- Year 2 and 3 - € 135 (We charge € 215 including the € 80 contribution)
- Year 4, 5 and 6 - €80 (We invoice €160 including the €80 contribution).

In the autumn, parent(s)/carer(s) are sent an invoice which includes the voluntary parental contribution. Paying this voluntary parental contribution is obviously not compulsory but if parent(s)/carer(s) wish to pay this contribution, it is greatly appreciated. It enables us to make our education more attractive and challenging. Failure to pay this contribution will not lead to pupils being excluded from participating in activities.

If desired, there is the possibility to opt for an instalment payment. For more information on this, please contact the financial administration(fz@silfo.nl).

For participation in the various exchanges and trips we organise, we will always inform you in good time of the costs involved. You will then receive a separate invoice for this. This contribution is also voluntary. For exchanges and trips that we organise, we apply the condition that there must be a sufficient number of paying participants so that the financial risks are limited to an acceptable level.

Damage

The school is not liable for damage to clothing, scooters, bicycles, bags, books, teaching materials or other belongings. The school is also not liable for theft or loss of your own belongings. Damage caused by your child to or in the school will be repaired at your or your child's expense.



Books and learning materials

Books and learning materials

Ordering books

To ensure that our students have the right books and learning materials, we work together with the company VanDijk. They know exactly which books are used within the various courses of Stedelijk College Eindhoven. You do not have to order books yourself, we do this for our students.

During the summer holidays, VanDijk sends a message which books have been ordered to the students and their parent(s)/carer(s).

In the following week, it is still possible to order additional materials (such as dictionaries, a geodesic or notebooks) from them. The book pack ordered for your child will be delivered to your home.

Other teaching materials

Learning resources that are used in class, such as atlases and teaching materials made by teachers themselves, are provided and paid for by the school.

Costs

The costs of books and teaching aids are borne by the school, insofar as they belong to the (chosen) subject package. An exception to this are the books and learning materials that are not reimbursed by the government, such as reading books. You must pay for these materials yourself. Learning materials for home use, such as atlases and dictionaries, are also at your expense.

Interim change of book package

If your child changes courses during the school year or changes one or more subjects in their subject package, you must follow the existing procedure to avoid extra costs for new books. Your child's team coach can tell you how this procedure works.

Use of books

All school books must be covered. Please put a label on the front with the student's name, class and the relevant subject. No writing is allowed in the books.

In case of damage or loss, the damage amount will be invoiced afterwards through VanDijk.

Media library

There is at least one copy of all textbooks in the library. If a pupil has forgotten to bring a book, he or she can borrow it from the library for the relevant lesson.

Self-purchase

Below are listed which teaching aids and school supplies you will need to purchase and pay for yourself. It is important that all items carry your child's name and class.

General

- various types of paper (lines, squares, etc.);

- writing materials.

Dictionaries

For all pupils:

- Dutch;
- Dutch/English;
- English/Dutch.

The purchase of dictionaries for the other modern foreign languages takes place in consultation with the teacher.

For years 4, 5 and 6 Gymnasium:

- Latin/Dutch
- Greek/Dutch

Mathematics

- Geodesy;
- compass;
- grid paper 1 x 1 cm in A4 notebook;
- pencil HB;
- red and green pen;
- calculator, preferably TI-30XB multiview.

Drawing

- Pencils HB, 3B and 6B;
- 2 fine-point pencils black;

Physical education

- Sportswear;
- Sports shoes (no black soles).



Student activities

Extra activities

With us, school is not just learning in the classroom. We also want to encourage your child to discover and develop his or her talents, promote general and social development and offer an enjoyable school time. During the school year, we offer extra activities for this purpose.

Trips and exchanges

World citizenship is an important theme in our education. To encourage this, we organise many intercultural activities for pupils. Pupils can choose from various trips and exchanges. They can also participate in projects involving e-mailing, writing or skyping with pupils from other schools abroad.

There is a strong emphasis on internationalisation within bilingual education. A separate (compulsory) programme has therefore been drawn up for students in bilingual education:

- first and second year *two/thavo* students go to various destinations in Europe;
- third-year students go to London;
- students of the fourth year have an exchange with students from, for example, Sweden, Italy or Spain. Pupils from the regular department can join these.

There are optional trips for all second-year pupils; you will be informed in good time.

Final-year pupils in 4-(t)mavo can opt for a trip to a destination to be determined.

Social media

For all our activities, please refer to our website and our Social Media channels. On [Facebook](#) and [Instagram](#), you can follow us or look back at what we are up to.

