



# Stedelijk College Eindhoven

**School Guide Henegouwenlaan 2023-2024**

**SCHOOL GUIDE 2023-2024**



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## 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**

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[www.stedelijkcollege.nl](http://www.stedelijkcollege.nl)

Our school has 1400 pupils and 140 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.

### **Authorities**

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

### **Mr. M. (Meine) Stoker & P. (Petra) de Bruijn MBA**

together form the Executive Board

They can be contacted via the contact form on the website [www.silfo.nl](http://www.silfo.nl).



**Collaboration**



## 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	vwo/havo	consultation
(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

This information is coming as soon as possible.

### Transfer rate

#### Through-flow to a higher grade or other type of education.

In school year 2021-2022, 22.6% of successful mavo pupils progressed to havo. 6.8% of successful havo pupils progressed to vwo.

Progression to subsequent school years will follow as soon as possible.

### School-leavers without a diploma

During school year 2021-2022, 4.9% of pupils left school without a diploma.

### Graduation rate

Level	2020-2021	2021-2022
tmavo	100%	100%
mavo	97%	100%
thavo	84%	94%
havo	92%	90%
tvwo	100%	93%
vwo	88%	93%





## Quality Evolution

### Quality policy SILFO

The [strategic vision SILFO 2022-2026](#) describes the overarching assignment for the quality development staff department. This has been formulated on the basis of the four C's (Caring, Connecting, Creating, Celebrating), the foundation-wide form by which SILFO shapes the various services.

The four C's have been given substance on the basis of a developed set of instruments in which, in addition to measurable, noticeable and demonstrable quality data have been created. This data is collected, shared and evaluated in a cyclical process that includes targeted surveys, for example, follow-up questions to previously found data, collecting feedback, doing evaluations, having dialogues and sharing stories. The Inspectorate of Education's assessment framework is consistent with this.

The quality cycle is embedded in the working methods within the foundation in various ways

### Management reports

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

### Quality Compass

Using the developed Quality Compass, based on the Quality Cycle (which runs synchronously 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, the development of educational quality is monitored.

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

### Quality improvements

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

### Accountability

The management reports with the location portfolios and the Quality Dashboard are shared quarterly and also discussed with the Supervisory Board. The site portfolios are also 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.



## Programs

### We offer the following programmes

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

#### 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 are taught at the grammar school.

#### Bilingual vwo

##### Bilingual preparatory science education

The two 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.

#### 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.

#### 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.

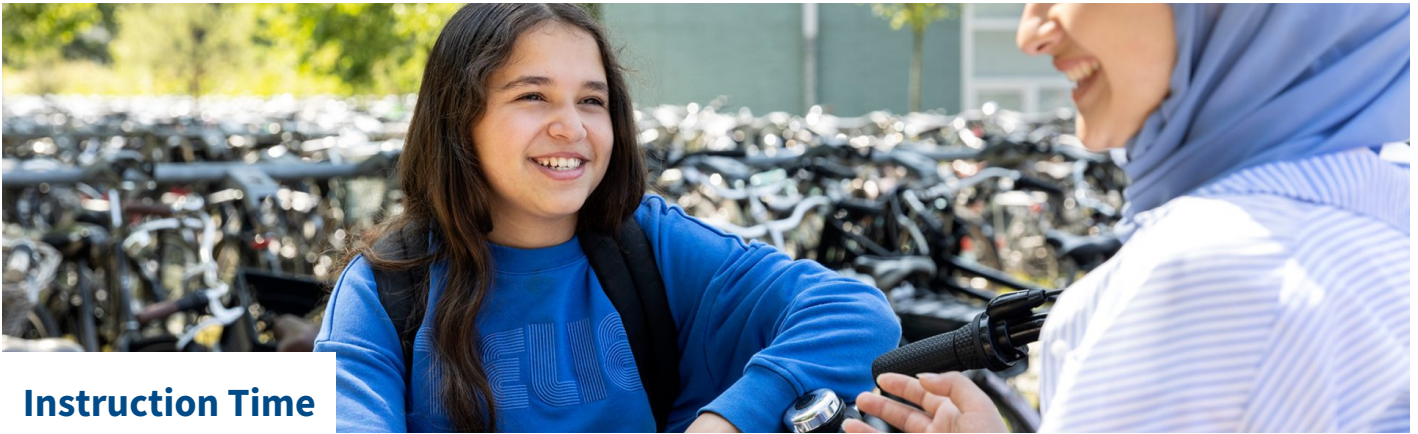
The mavo course focuses on knowledge and skills. In order to prepare pupils well for further education and the labour market, our teaching is geared to the pupils' living environment.

## **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.



## Instruction 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

In the first year, we work with mixed classes. Students follow the curriculum of the highest level. This means that pupils in a combined (t)vwo/(t)havo class follow the curriculum for (t)vwo. Pupils in the combined (t)havo/mavo class follow the educational programme for (t)havo.

Pupils in the (t)mavo class follow the four-year mavo programme. If pupils perform well, they can move on (at an intermediate stage) to the next year of 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 vmbobasis and vmbokader programmes, pupils within our Foundation can attend the Oude Bossche Baan location.

### The junior grades



By 'substructure' 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 superstructure. 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 subject matter is monitored so that pupils are offered a continuous learning line.

The curriculum therefore presents the subject matter in context. To link up with the pupils' world of experience, we work a lot with projects, both subject-oriented and interdisciplinary.

Our education is based on six student competences.

The number of hours worked on each subject per year is listed 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 your child skills through practical assignments, projects, the profile paper and an work placement.

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

## Mavo exams

The mavo exam starts in the third year. Your child will be given 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 both the third and fourth years. 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 paper is made, which must be assessed with a satisfactory or good grade. If the assessment is unsatisfactory, your child cannot obtain a diploma.

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

## 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. This school year, too, we will be working with 'consultation hours' in 3, 4, 5 and 6-(t)vwo/(t)havo/(t)mavo. During these consultation hours, pupils can receive extra explanation for the subjects physics, chemistry and mathematics. These consultation hours are held on Tuesday afternoons.

### 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.



## Grade Levels

### 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.

If your child performs very well during the first half of the school year, it may be transferred to another type of school. You will receive a proposal about this from the teachers' meeting.

### 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.

For some subjects, small tests are held regularly. After the test week, your child receives an overview of the test results.

After the first and second testing weeks, every exam candidate is entitled to one 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.



### Start of the school year

The 2022-2023 school year starts on Monday 5 September 2022. Well before the start of the school year, you and your child will receive information about the class your child has been placed in and when you will receive further information about the new school year, such as the class schedule.

### Timetable

The 45-minute timetable

Lesson	Time
Kick-off	08.00 - 08.30
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 16th 2023	Friday October 20th 2023
Christmas holidays	Monday December 25th 2023	Friday January 5th 2024
Spring break	Monday February 12th 2024	Friday February 16th 2024
Easter break	Friday March 29th 2024	Monday April 1st 2024
May holiday (including King's Day)	Monday April 22th 2024	Friday May 3th 2024
Ascension	Thursday May 9th 2024	Friday May 10th 2024
Pentecost	Monday May 20th 2024	Monday May 20th 2024
Summer break	Monday July 8th 2024	Friday August 16th 2024

## Study days

An overview of study days will follow as soon as possible.



## 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: [henegouwenlaan@stedelijkcollege.nl](mailto:henegouwenlaan@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

This information will follow as soon as possible.



## Absence policy and School leave

### Class absence

If your child is ill, you should report this via the SOMtoday app or by telephone to the school before 08.30 in the morning. This also applies to other unforeseen school absences.

If your child falls ill during class, or is unable to continue attending class for other reasons, they will report to the student affairs coordinator to ask if they may go home. The coordinator may contact you about this.

### Leave

For foreseeable school absences, you should request leave in good time from the team coach or pupil affairs coordinator. For holiday leave or leave for serious circumstances longer than one day, you should use special application forms, which can be found on the parents' portal.

### Missed tests and exams

If school absenteeism leads to a delay in lessons, this delay must be made up as soon as possible. Missed tests will be made up in consultation with the relevant subject teacher. If your child has missed a test without prior notification, they will not be allowed to catch up. It will also be graded with a grade of 1.



## Class cancellations

### Care during class cancellations

In principle, pupils in years 1, 2 and 3 are cared for in a classroom or a learning area during school breaks. 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 interim hours in the library or the auditorium.





## Explanation of abbreviations

VAK	VAK OMSCHRIJVING	VAK	VAK OMSCHRIJVING
ak	aardrijkskunde	lob	loopbaanoriëntatie
beco	bedrijfseconomie	mask	maatschappijkunde
bi	biologie	ma	maatschappijleer
bih	big history	maat	maatschappijleer
bio	biology	mat	mathematics
biol	biologie	mcs	multicultural studies
bsm	bewegen, sport en maatschappij	mn	mentoruur
bte	kunsvakken 2: beeldende vakken - tekenen	mu	muziek
che	chemistry	na	natuurkunde
ckv	culturele en kunstzinnige vorming	ne	Nederlandse taal
dr	drama	netl	Nederlandse taal en literatuur
du	Duitse taal	nlt	natuur, leven en technologie
dutl	Duitse taal en literatuur	nsk1	natuur- en scheikunde 1
ec	economie	nsk2	natuur- en scheikunde 2
econ	economie	ped	physical education
en	Engelse taal	phy	physics
eng	English language	pw	profielwerkstuk
entl	Engelse taal en literatuur	schk	scheikunde
fa	Franse taal	sk	scheikunde
fatl	Franse taal en literatuur	soc	social studies
final	final thesis	sost	social studies
geo	geography	sp-e	Spaanse taal
ges	geschiedenis	sptl	Spaanse taal en literatuur
globa	globalisation	te	tekenen
grkc	Griekse taal en literatuur met kcv	tn	technas
gs	geschiedenis en staatsinrichting	vb	verzorging/biologie
hbi	home economics & biology	wi	wiskunde
his	history	wisA	wiskunde A
kcv	klassieke culturele vorming	wisB	wiskunde B
kt	klassieke talen	wisC	wiskunde C
kv1	kunsvakken 1	wisD	wiskunde D
lakc	Latijnse taal en literatuur met kcv	won	wetenschaps oriëntatie Nederland
lo	lichamelijke opvoeding		
lo2	lichamelijke opvoeding 2		

## Learning table 1st year

vak	tweetalig gymnasium	gymnasium	tweetalig atheneum	atheneum	tweetalig atheneum havo	atheneum havo	tweetalig havo/mavo ***	havo/mavo ***	tweetalig mavo	mavo
ne	4	4	4	4	4	4	4	4	4	4
kt	2	2								
fa*	1,5	1,5	1,5	1,5	1,5	1,5	3	3	3	3
du*	1,5	1,5	1,5	1,5	1,5	1,5				
sp-e*	1,5	1,5	1,5	1,5	1,5	1,5				
en/eng	4	3	4	3	4	3	4	3	4	3
gs/his	0	2	0	2	0	2	2	2	2	2
ak/geo	4	2	4	2	4	2	3	3	3	3
wi/mat	4	4	4	4	4	4	4	4	4	4
vb/hbi	3	3	3	3	3	3	3	3	3	3
mu	1	1	1	1	1	1	1	1	1	1
te	2	2	2	2	2	2	2	2	2	2
dr/dra	1	1	1	1	1	1	1	1	1	1
lo/ped	2	2	3	3	3	3	3	3	3	3
tn/r&d	2	2	2	2	2	2	2	2	2	2
mn	1	1	1	1	1	1	1	1	1	1
(plus- uur)**	(1,5)	(1,5)	(1,5)	(1,5)	(1,5)	(1,5)	(1,5)	(1,5)	(1,5)	(1,5)
<b>totaal</b>	<b>33</b>	<b>32</b>	<b>32</b>	<b>31</b>	<b>32</b>	<b>31</b>	<b>33</b>	<b>32</b>	<b>33</b>	<b>32</b>

\* From the second semester onwards, students choose 2 of the 3 languages

\*\* Extra support activities such as Sova, fear reduction training, planning, arithmetic and remedial teaching take place in the plus hour.

It also includes in-depth activities at the request of the sections/teams/individual teachers. This hour falls outside the timetable and is therefore not compulsory for all students.

\*\*\* A plus hour of mathematics and a modern foreign language (Spanish or German) is a prerequisite for promotion to 2 bilingual havo from the bilingual havo/mavo bridge class. For promotion to 2 havo from 1 (t)havo/mavo, a half-year plus course of Spanish or German is a prerequisite.

## Lesson table 2nd year



vak	tweetalig gymnasium	gymnasium	tweetalig atheneum	atheneum	tweetalig havo	havo	tweetalig mavo	mavo
ne	3	3	3	3	3	3	3	3
kt	3	3						
fa*	3	3	3	3	3	3	2	2
du*	3	3	3	3	3	3	2	2
sp-e*	3	3	3	3	3	3		
en/eng	3	3	3	3	3	3	4	3
gs/his	4	2	4	2	4	2	2	2
ak/geo	0	2	0	2	0	2	0	0
wi/mat	3	3	3	3	3	3	3	3
na/phy	2	2	2	2	2	2		
tk/tn			2	2	2	2	4	4
bi/bio	2	2	2	2	2	2	2	2
ec							2	2
mu**			1	1	1	1	2	2
te	2	2	2	2	2	2	1	1
dr**							2	2
lo/ped	3	3	3	3	3	3	4	4
mcs	1		1		1		1	
won		1		1				
mn	1	1	1	1	1	1	1	1
<b>totaal</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>32</b>	<b>34</b>	<b>32</b>

\* Students in (t)vwo/(t)havo follow two languages from Spanish-German-French = 6 hours in total

\*\* Pupils from mavo choose music or drama.

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

vak	tweetalig gymnasium	gymnasium	tweetalig atheneum	atheneum	tweetalig havo	havo
ne	3	3	3	3	3	3
kt	3	3				
fa*	2,5	2,5	2,5	2,5	2,5	2,5
du*	2,5	2,5	2,5	2,5	2,5	2,5
sp-e*	2,5	2,5	2,5	2,5	2,5	2,5
en/eng	3	3	3	3	3	3
gs/his	2	2	2	2	2	2
ak/geo	2	2	2	2	2	2
wi/mat	3	3	3	3	3	3
na/phy	2	2	2	2	2	2
sk/che	2	2	2	2	2	2
bi/bio	2	2	2	2	2	2
ec	2	2	2	2	2	2
mu			1	1	1	1
te	2	2	2	2	2	2
lo/ped	2	2	2	2	2	2
won		1		1		
mn	1	1	1	1	1	1
<b>totaal</b>	<b>34</b>	<b>35</b>	<b>32</b>	<b>33</b>	<b>32</b>	<b>32</b>

\* Students in (t)vwo/(t)havo follow two languages from Spanish-German-French = 5 hours in total

### **Lesson table for years 3 and 4 (t)mavo**

From the column 3-(t)mavo (optional), 4 subjects must be chosen depending on the chosen sector.  
From the column 4-(t)mavo (optional) 5 subjects must be chosen depending on the chosen sector.

\*\* The subject KV1 is offered periodically.

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

vak	4-(t)havo		5-(t)havo	
	P1	P2	P1	P2
ak	3	3	3	3
biol	4	4	4	3
bsm	4	4	3	3
ckv	2	2	0	0
dr	4	4	4	4
dutl	3	4	4	4
econ	4	3	4	4
eng	4	4	4	4
entl	3	3	4	3
fatl	4	3	4	4
final	0	0	0	0
ges	3	3	3	3
globa	1	1	0	0
lo	2	2	2	0
maat	2	2	0	0
mn	1	1	1	0
mu	3	3	3	3
m&o	3	3	3	3
nat	4	4	4	3
netl	4	3	4	4
ped	2	2	2	0
pwst	0	0	0	0
schk	3	3	3	3
soc	2	2	0	0
sptl	4	3	4	4
te	3	3	3	3
wis A	3	3	3	3
wis B	3	3	4	4
wis D	3	3	3	3

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

vak	4-(t)vwo		5-(t)vwo		6-(t)vwo	
	P1	P2	P1	P2	P1	P2
ak	3	2	3	3	3	3
anw	2	2	0	0	0	0
biol	3	3	3	3	3	3
bio	3	3	0	0	0	0
che	3	2	0	0	0	0
ckv	2	2	1	1	0	0
dutl	3	3	3	3	3	3
econ	3	3	3	3	3	3
eng	4	4	4	4	4	4
entl	3	3	3	3	2	2
fatl	3	3	3	3	3	3
geo	1	1	1	1	1	0
ges	3	3	3	3	3	3
his	3	3	0	0	0	0
lo	2	2	2	2	2	0
kt	5	5	5	5	5	5
maat	0	0	2	2	0	0
mn	1	1	1	1	1	0
m&o	2	3	3	3	3	2
nat	3	3	3	3	3	3
netl	3	3	3	3	3	3
nlt	0	0	3	3	3	3
ped	2	2	2	2	2	0
pwst	0	0	0	0	0	0
schk	3	2	3	3	3	3
soc	0	0	2	2	0	0
sptl	3	3	3	3	3	3
ssp	2	2	0	0	0	0
te	2	2	3	3	4	4
wis A	3	3	3	3	4	4
wis B	3	4	4	4	4	4
wis C	3	3	3	3	4	4
wis D	3	3	3	4	3	0



## 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

Teachers report students who are late in the absence system. A discussion between the student and the learning coach follows. If a student is more than ten minutes late, he/she must report to the student affairs coordinator on the same day.

### 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)

If your child has not done his or her homework, the teacher may give them an orange card. The teacher will give the orange card to your child to be signed by you. Your child must then return the card to the teacher.

#### Yellow cards

If your child is removed from class, they should report to room 2.28 for a yellow card. There, your child will continue to work on the relevant subject under supervision for the remaining time of the lesson. At the end of the lesson, your child must report to the teacher by whom he or she was removed from the lesson. In addition, at the next break, your child must report to the student affairs coordinator.

#### Green cards

Compliments can be handed out to students via the green card.

### Suspension

If your child misbehaves seriously, the team coach can suspend him or her internally or externally. This is always done in consultation with the training directorate.

With internal suspension, your child will not be allowed to attend classes for one or more days. He or she must come to school to work. Separate arrangements are made about tests.

In the case of external suspension, your child is not allowed to attend school or the school grounds for a certain period of time. An exception is made for tests. Your child will not be admitted to the school again until the school management has consulted you.

## Pupil pass

All pupils can use the library. To this end, they receive a pupil pass containing their name, pupil number, date of birth, photo and the pass validity date. Use of the pass is compulsory when:

Borrowing materials from the media library and using its facilities;

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 before the end of the calendar year. The pupil pass is valid for two years. In the event of loss, theft or damage of the pass, a new pass can be requested from the library at a cost of €5. The pass remains the property of the school and can be confiscated in case of misuse.

The pass contains print credit which students can use to print school assignments and the like. A starting credit is put on the pass from the school. Additional printing credit can be purchased at the library desk.

## Locker

Your child may be given a locker to store personal belongings. If your child loses the key to the locker, this should be reported to the caretaker immediately. A fee of 10 euros will be charged for replacing the lock.

Copying keys is not allowed. If this happens, the key must be handed in. 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:

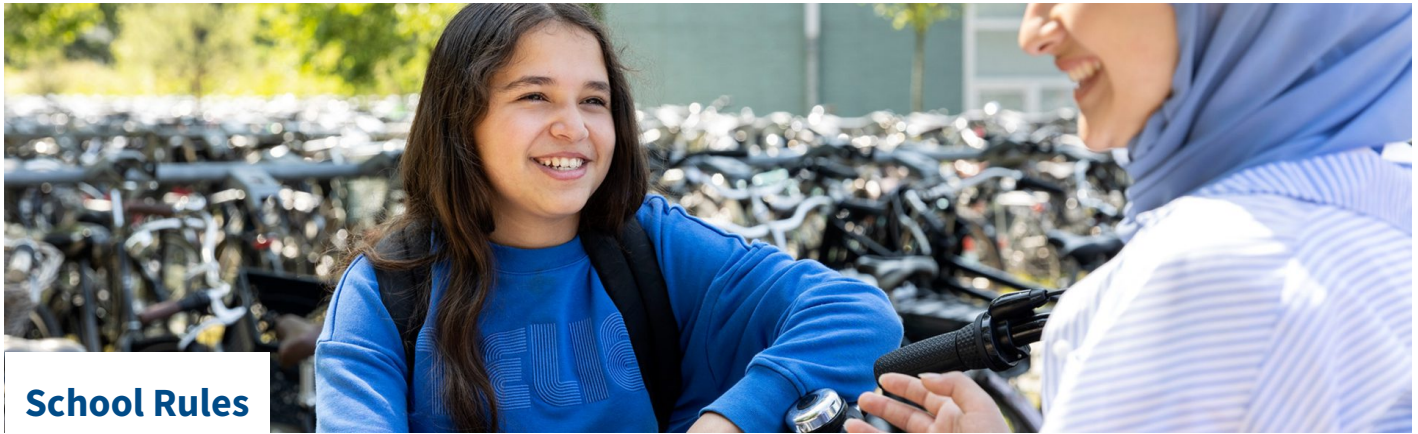
- All pupils attend classes, unless this is not possible or allowed for medical or other reasons. The teacher will receive a note about this from you or your child's doctor. If your child does not attend classes for a longer period, you should notify the student affairs coordinator. In consultation with 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 exam papers. Purchase can be arranged through school.





## 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.

### Rules Eating and drinking

Eating and drinking is allowed in the auditoriums and associated outdoor areas during breaks.

### Rules concerning equipment

During class (functional) use of earphones, telephones and other devices is allowed after permission from the teacher. Use of devices must not interfere with normal communication. Outside of class, use is permitted, provided it does not disturb others.

### Rules school grounds

Pupils of years 1, 2 and 3 always remain 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 Study material

Pupils in years 1, 2 and 3 always have a reading book with them. They may work on their homework or read. Pupils of the other years always have (reading) material with them to work independently e.g. 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.



### 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 (ZAT).

##### 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 M. Arts ([marts@stedelijkcollege.nl](mailto:marts@stedelijkcollege.nl))
- Mr N.J.M. van de Klundert ([nvandeklundert@stedelijkcollege.nl](mailto:nvandeklundert@stedelijkcollege.nl))

### The mini-coaches

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 field. Research and experience show that it is precisely in this area that these pupils can use extra attention. This could include contact with like-minded people (peers), "How can I get some peace in my head", "Should I perhaps 'learn - learn' because it no longer comes naturally anyway?" This entire programme is carried out by specially trained colleagues.

## 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 maths, physics, chemistry, biology and arithmetic.

### Lyceo

Lyceo's study guidance consists of homework help, tutoring and study mentoring, in which pupils learn to deal with planning and motivation. The aim is for students to quickly continue their education independently and successfully. More information can be found at [www.lyceo.nl](http://www.lyceo.nl).

### Youth health care

Our school cooperates with the Municipal Health Service's Youth Health Care team.

This team consists of a youth doctor, a youth nurse, an assistant and a health promotion worker. Information about this collaboration can be found on the parent and pupil portal.



## 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 around the building.

### 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.

- Ms M. Arts ([marts@stedelijkcollege.nl](mailto:marts@stedelijkcollege.nl))
- Mr N.J.M. van de Klundert ([nvandeklundert@stedelijkcollege.nl](mailto:nvandeklundert@stedelijkcollege.nl))







## 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 is absent with a valid reason during the test, he/she may make up the test. Students who are absent without a valid reason or who have not reported their absence in advance may not catch up on the test and will also receive a grade of 0.1. Should it turn out that no catch-up opportunity is given for this test, the 0.1 will be converted into the final grade of 1.

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 Exam

### School Exam

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

The school exam covers all years of upper secondary education. This means that in the fourth and fifth year (t)vo and in the fourth year (t)havo tests can already be made which count towards the school exam grade. These tests are referred to as PTAs.

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



## Rights and Responsibilities

### Student Statute

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

### Complaints Regulation

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

### Rights of the school board

This information will follow as soon as possible.

### Parent Council

The Parent Council promotes cooperation between parents, teachers and students and represents the interests of parents. The members of the Parent Council are elected by the parents.

To enhance education, the Parent Council provides funds each year for special projects or events for the students. The Parent Council can be reached at [ouderraadhenegouwenlaan@stedelijkcollege.nl](mailto:ouderraadhenegouwenlaan@stedelijkcollege.nl).

The Parent Council is an official interlocutor of the school. The council has monthly meetings with the school. The school is then represented by Mrs. Brummel, (program director) and a teacher. Among other things, the council is involved in policy-preparing topics.

Parent Council members also serve on the school's resonance groups and provide support for school activities. A member of the Parent Council also serves on the Participation Council. More information about the Parent Council can be found on the parent portal.

### Student Parliament

The student parliament is reconstituted at the beginning of each school year. The parliament usually consists of about fifty students, representing the various grade levels. Two members represent the pupils on the participation council. The student parliament meets several times a year and has regular meetings with the school administration.

Student Parliament:

- Focuses on the general interests of the school as well as the interests of the pupils;
- stimulates cooperation between the various groups within the school;
- influences the school policy through its advice to the school management and through its representation in the participation council;
- answers students' questions about school;
- organizes fun activities, such as school parties.

### Resonance groups

Parent representatives and team coaches regularly discuss the affairs of school. More information about the resonance groups can be found in the parent portal under the heading "Hainaut Avenue Resonance Groups."





## Voluntary Parent Contribution

### Training Fee 2022-2023

The voluntary parental contribution is composed as follows:

Activities, class outing, school parties, parent council contribution and excursions € 75,-.

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 programs in which students participate.

We use the following amounts:

- Physical Education as an examination subject (costs for extra activities and participation workshops outside the curriculum) € 30,-

- Drawing (additional materials to be purchased by students and a drawing trip) €40.

- Bilingual education: costs include participation in Cambridge and exams and extra activities such as Phileas Fogg:

- Year 1 € 55,- (We bill € 130,- including the contribution of € 75,-)
- Year 2 and 3 € 125,- (We charge € 200,- including the contribution of € 75,-)
- Year 4, 5 and 6 € 75,- (We bill € 150,- including the contribution of € 75,-)

In late October/early November, parents will be sent an invoice that includes the voluntary parental contribution. Paying this voluntary parental contribution is of course not obligatory but if parents want to pay this contribution it is very much appreciated. It enables us to make our education more attractive and challenging. If desired, there is the possibility to opt for an instalment payment. For more information about this, please contact the financial administration ([fz@silfo.nl](mailto:fz@silfo.nl)).

For participation in the various exchanges and trips that we organize, we will always let you know in time what costs are involved. You will then receive a separate invoice. This contribution is also voluntary. For exchanges and trips we use the condition that there must be sufficient 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, learning materials or any 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 resources

#### Ordering books

To make purchasing the right book package easy, we cooperate with bookstore vanDijk. This bookstore knows exactly which books we use for the different courses and grades. So you do not have to delve into the required book list.

All the information you need to order the books is at [www.vandijk.nl](http://www.vandijk.nl). The book package you order will be delivered to your home.

#### Other learning resources

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

#### Cost

The costs for books and learning materials are borne by the school, insofar as they belong to the (chosen) subject package. An exception are the books and learning materials that are not reimbursed by the government, such as reading books. You must pay for these materials yourself. Educational 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 his or her curriculum, you must follow the existing procedure to avoid additional costs for new books. Your child's team coach can tell you how this procedure works.

#### Use of books

All textbooks must be covered. Please put a label on the front with the student's name, class and the appropriate subject. No writing is allowed in the books. In case of damage or loss, the damage amount will be billed afterwards through VanDijk.

#### Media Library

There is at least one copy of all textbooks in the media library. If a student has forgotten to bring a book, he or she may borrow it from the library for the relevant class period.

### Self-purchase

Below is a list of what learning materials and school supplies you must purchase and pay for yourself. It is important that all supplies have your child's name and class on them.

#### *General*

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

#### *Dictionaries*

For all students:

- Dutch;
- Dutch/English;

- English/Dutch.
- The purchase of dictionaries for the other modern foreign languages is in consultation with the teacher.
- **For years 4, 5 and 6 Gymnasium**
  - Latin/Dutch: ed. H. Pinkster, Amsterdam University Press, 1998;
  - Greek/Dutch: Ch. Hupperts, Eisma Publishers.

#### **Mathematics**

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

Upper secondary (t)vwo and (t)havo students may purchase a graphing calculator through school.

#### **Drawing**

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

#### **Physical education**

- sportswear;
- athletic shoes (no black soles).



## Student Activities

### Extra activities

School with us 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 provide an enjoyable school time. During the school year, we offer extra activities for this purpose.

