



Stedelijk College Eindhoven

School Guide Henegouwenlaan 2025-2026

SCHOOL GUIDE 2025-2026





Home

Content table

Welcome

[Word of welcome](#)

[Collaboration](#)

[Admission Procedure](#)

Our Education

[Education Goals](#)

[Quality Development](#)

[Courses](#)

[Teaching time](#)

[Education Structure](#)

[Planning and Homework](#)

[Learning years](#)

At School

[School Hours](#)

[Household matters](#)

[Absence policy and leave](#)

[Class cancellations](#)

[Lesson Tables](#)

[Other school information](#)

[School Rules](#)

Support & Safety

[Extra Support](#)

[Safety](#)

Learning outcomes & examination regulations

[Assessment](#)

[Test Formats](#)

[School and central examinations](#)

For Parents & Students

[Rights and Responsibilities](#)

[Voluntary Parent Contribution](#)

[Books and learning materials](#)

[Student activities](#)



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.

Mr M. (Maarten) van de Louw & Mr T. (Thijs) Habraken MME

Educational Management, location Henegouwenlaan

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www.stedelijkcollege.nl

Our school has 1505 pupils and 170 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/she has the appropriate recommendation from primary school and we are able to provide adequate support for your child.

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	Decision
(t)vwo	vwo	admit
(t)vwo/havo	vwo/havo	admit
(t)vwo/havo	havo	consultation
(t)havo/mavo	havo/mavo	admit
mavo	mavo	admit
De Campus	vmbo-b, vmbo-k, vmbo-t/mavo, havo, vwo	admit (after decision by selection committee)

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

Transition to a higher grade or different type of education

In the 2023-2024 school year, 14% of successful mavo pupils transitioned to havo and 5.2% of successful havo pupils transitioned to vwo.

School leavers without a diploma

During the 2023-2024 school year, 2.8% of pupils left school without a diploma.

Graduation rate

Level	2023-2024	2024-2025
mavo	95%	92%
havo	87%	88%
vwo	91%	85%



Quality Development

Quality policy SILFO

The [strategic vision SILFO 2022-2026](#) describes the overarching mission 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 core values that SILFO uses to shape its activities.

The four C's have been given substance on the basis of a set of tools that has been developed to accommodate not only measurable but also noticeable and demonstrable quality data. This data is collected, shared and evaluated in a cyclical process, including targeted research, for example follow-up questions on previously found data, collecting feedback, conducting evaluations, engaging in dialogue and sharing stories. The assessment framework of the Education Inspectorate is aligned with this.

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

Management Reports

Since mid-2019, the foundation has been working with reports on educational quality, both at foundation and location level. The reports are discussed every four months with the training management, the control department, the quality department and the Executive Board. The content focuses on measurable, noticeable and demonstrable quality results. The measurable data from the educational quality reports comes from the schools' various pupil monitoring systems, which track pupils' progress in knowledge and skills. At location level, it is also ensured that education is aligned with the pupils' continuous development process. The satisfaction survey among pupils and parents, 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

The development of educational quality is monitored using the Quality Compass, which is based on the Quality Cycle (which runs synchronously with the control cycle), the Quality Calendar in the annual report, the Quality Calendar in the School Plan, and the four-, eight- and twelve-monthly reports.

The Quality Compass developed by the foundation provides insight into educational quality and is visible to the board, management, staff and Supervisory Board via a dashboard. The Quality Compass is used to monitor the quality of education within the foundation based on the established vision. This is done using the requirements drawn up by the inspectorate, by means of Key Performance Indicators (KPIs) and indicators for noticeable and demonstrable quality, the so-called Critical Quality Indicators (QQIs), which are linked to the school plan objectives. Progress is evaluated every four months in the dashboard and discussed with the training directors. The quality dashboard offers the possibility to determine how the school goals are progressing at three pre-set moments. This can be done by entering the rate using a drop-down menu in the dashboard, with the traffic light colours dark green (completed, finished, ready), light green (going well), orange (needs attention), red (not going well, help/support needed) and grey (not started). Those responsible for quality at the location fill in the dashboard every four months, under the correct date. This makes a line visible in the development of the various goals. The goals are classified on the basis of inspection standards, SILFO standards and are used in this way to account for quality development at goal level in the management report. Those responsible at the location write the explanation for this.

Quality Improvements

Agreements for quality improvement are drawn up and recorded every four months on the basis of management reports and the quality dashboard. Where necessary, the training departments carry out further analysis at location level and/or adjust location targets, which are then included in the quality dashboard. The process and quality tools are evaluated annually, thereby achieving further quality development.

Accountability

The management reports and quality dashboard are shared every four months and also discussed with the Supervisory Board. The location portfolios are also presented and discussed annually in a meeting with the Supervisory Board, the Executive Board and the Joint Participation Council. Quality data is published in the Annual Report and on the Scholen op de kaart website.



Courses

We offer the following courses:

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

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.

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 equivalent to regular havo education. The difference is that English is the language of instruction and communication for approximately half of the subjects. In the first three years, this applies to 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 the proper development of Dutch at HAVO level. Students complete the programme with an IB English B certificate.

Provided all conditions are met, students receive a junior certificate after the third year and a senior certificate after the fifth year.

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 twwo 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.

De Campus

De Campus is a Dutch-language learning pathway within Stedelijk College Eindhoven that is only offered at our school. The programme runs alongside regular and bilingual education and is designed to ease the transition from primary to secondary school.

De Campus is intended for students who can work independently, plan well, collaborate and are motivated to do their schoolwork carefully. Students of different levels – from VMBO-basis to VWO – work together and learn from each other.

The learning pathway covers the entire lower school:

- two years for pupils who move on to VMBO or MAVO;
- three years for pupils who move on to HAVO or VWO.

As in regular education, the same core objectives and final attainment levels are worked towards. The difference lies in the way of working: at De Campus, education is organised differently than in regular classes.



Teaching time

All pupils must meet the requirements set by the Ministry of Education, Culture and Science with regard to teaching time. Teaching time includes all lessons and activities that a pupil follows under the responsibility of a teacher or a person designated by the school for that purpose. 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

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

The first year

In the first year, both mixed and homogeneous classes are used. In a mixed class, pupils follow the highest level curriculum. This means that pupils in a combined (t)vwo/(t)havo class follow the (t)vwo curriculum. Pupils in the combined (t)havo/mavo class follow the (t)havo curriculum.

If pupils perform well, they can move up to the next year of a higher level (during the school year). We believe it is important that pupils are given sufficient opportunities after primary school to develop towards the most appropriate level of education.

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

Lower school

By “lower school”, we mean the first two years of mavo and De Campus and the first three years of (t)havo and (t)vwo. In these lower school years, we want to prepare our pupils well for the upper school. In doing so, we respond to 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 his or her own learning results. Of course, the level of the subject matter is monitored so that pupils are offered a continuous learning pathway throughout their school career. In order to connect with the pupils' experiences, we regularly work with projects, both subject-specific and cross-curricular.

The number of hours spent on each subject per school year is listed in the lesson tables. These also indicate the “plus hours” and “coaching hours”.

Plus hours are hours that a pupil spends on individual subject guidance or social-emotional guidance. Coaching hours are lessons in which pupils are prepared for the learning and choice process.

Upper secondary (t)mavo

The mavo programme consists of theoretical subjects and more practical subjects such as art, music, drama and physical education 2, in which exams can also be taken.

The exam programme (Programma van Toetsing en Afsluiting, PTA) starts in the third year and is completed 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 teaches your child skills through practical assignments, projects, the profile assignment and, if applicable, an internship.

To ensure a smooth transition to further education, we work with profiles. At the end of the second year, students choose from the profiles Technology, Care & Welfare or Economics.

Mavo exams

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

At the end of the third year, two subjects are completed: art subjects 1 and social studies. The grade for social studies counts as the seventh or eighth exam subject. The assessment for art subjects 1 must be satisfactory or good. If the assessment is unsatisfactory, your child will not be able to obtain a diploma. The same applies to the subject of physical education in the fourth year. The assessment must be at least satisfactory.

In the third year, a practical internship assignment is completed, for which a grade is given. In the fourth year, a profile study is completed, which must be assessed as satisfactory or good. If the assessment is unsatisfactory, your child will not be able to obtain a diploma.

All tests to be taken from the PTA, the practical assignments and the profile study 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 curriculum consists of a common part, a profile part and a free part. The subjects in the common part are compulsory for all students. We have added the subject career orientation to this part. That subject is also compulsory.

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

- Culture and Society;
- Economics and Society;
- Nature and Health;
- Nature and Technology.

In the free section, 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 section, this will be included as a “supplementary subject”. In most cases, an exam can also be taken in this supplementary subject, but it does not count towards a student's pass or fail. If the result is satisfactory, the supplementary subject can be substituted for another subject, provided it is appropriate for the chosen profile.



Planning and Homework

Planners and study guides

In the lower school, teachers give lessons to the whole class and supervise pupils both individually and in groups. Your child will gradually learn to work more independently. However, this does not mean that we leave your child to their own devices. Teachers provide study guides and planners that enable pupils to work independently.

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

Homework policy

The homework policy covers the agreements between teachers and pupils on how to approach studying and homework. The homework policy focuses on:

- A good attitude to studying. In the first three years, your child will be guided in developing a good attitude to studying. If their attitude to studying is less than ideal, 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.
- The student's learning coach provides guidance on learning to learn and planning.

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

Students can often complete part of their homework during class. Teachers enter homework and study planners into SOMtoday as much as possible. However, your child is responsible for noting down their homework in their own (digital) diary.



Learning years

First year

For pupils, the school year begins with an introductory period. This period concludes in October with an activity programme for all first-year pupils. An introductory evening is organised for parents at the beginning of the school year. You will receive information about the first year and have the opportunity to meet your child's learning coach. After a few weeks, a three-way meeting (parent – pupil – learning coach) will be held to discuss the findings of the first few months with you.

The learning coach plays an important role in the first year. Every pupil at our school has their own learning coach. This coach regularly has individual meetings with the pupil. In addition, the class has a group coaching lesson once a week. This focuses on learning to study, working together, doing homework and acquiring social skills. In the first year, 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 further explore the subject matter. These so-called “plus hours” are offered from the second semester onwards.

In January and April, you will receive advice from the teachers' meeting about the type of education that is best for your child to follow after the first year. At the end of the school year, the study programme for year 2 is determined. In the first year, a pupil cannot repeat the year.

Second year

At the beginning of the school year, you will have the opportunity to meet the learning coaches for the second year of mavo, (t)havo and (t)vwo. During this school year, the mavo's joint coaching lessons will focus on career orientation and guidance (LOB). The choice of the most suitable follow-up programme after the second year will also be discussed.

Third year

In the first weeks of the school year, parents have the opportunity to meet the counsellors and learning coaches for the third year of mavo, (t)havo and (t)vwo. In this year, the joint coaching lessons for (t)havo and (t)vwo will focus on preparing for the choice of profile and subject package.

Mavo students will start taking exams this year. The school exam regulations will be communicated to you and your child before 1 October of the relevant school year. You will also receive information about the exam regulations, the Assessment and Completion Programme and the internship week in February.

Fourth year mavo (exam year)

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

After the second exam week, every exam candidate is entitled to two resits. After the third exam week, there are no resits. Students who have not completed their school exam for a particular subject are not allowed to take the central exam for that subject. Students who have missed a test for a valid reason can make up for it during the catch-up days at the end of each period. Under certain conditions, students can retake a test. These conditions are set out in the exam regulations.

Before the central final exam begins, the final grades for the school exam are announced. Your child will also receive an explanation of the central exam procedure and the school exam grades will be checked.

During the exam year, your child's further education will receive a lot of attention. The learning coach and school counsellor will help your child choose the right course.

Fourth year (t)havo and fifth year (t)vwo

In the second semester of 4-(t)havo and 5-(t)vwo, students begin their profile assignment (PWS). This assignment must be completed before 1 December of the final exam year. Students present their profile assignment during the profile assignment meeting.

Fifth year (t)havo and sixth year (t)vwo (exam year)

The school exam schedule will be communicated to you and your child before 1 October of the relevant school year. The school exam tests will be administered during the periods specified in the Assessment and Completion Programme. In the exam year, pupils are allowed to retake a limited number of tests from the exam year.

At the end of the school year, your child will receive a report. Interim progress can be found on SOMtoday. For pupils in 4th and 5th (t)vwo and 4th (t)havo, only a number of specific tests are included in the school exam grade, according to a specific weighting factor per subject.

Students can find an overview of their accumulated exam file in SOMtoday.

Before the final exams begin, final exam candidates receive an explanation of the central exam procedure and their school exam grades are checked.

Career orientation and guidance (LOB) is part of the progress from year 4 onwards (both HAVO and VWO). The learning coach and school counsellor help pupils choose the right further education.



School Hours

Start of the school year

The school year starts on Monday, 18 August 2025. 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 timetable.

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
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Autumn break	Monday October 13th 2025	Friday October 17th 2025
Christmas holidays	Monday December 22nd 2025	Friday January 2nd 2026
Spring break	Monday February 16th 2026	Friday February 20th 2026
Easter holiday	Friday April 3rd 2026	Monday April 6th 2026
May holiday (including King's Day)	Monday April 20th 2026	Monday May 1st 2026
Ascension	Thursday May 14th 2026	Friday May 15th 2026
Whitsun	Monday June 25th 2026	Monday June 25th 2026
Summer break	Monday July 13th 2026	Friday August 21st 2026



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

Absence due to illness

Parents/guardians must report their child's absence due to illness to a teaching assistant by telephone (040-264 59 92) between 8:00 and 10:00 a.m. This also applies to other unforeseen absences from school.

If the teaching assistant is unavailable at that time, the parent/guardian will be automatically transferred to the reception desk. The receptionist will then take the sick report. If necessary, one of the teaching assistants will contact them at a later time.

Ill during the school day

If a student becomes ill during class or is unable to continue the lesson for other reasons, he/she must report to the teaching assistants. The teaching assistants will contact home and, together with the parent(s)/guardian(s), decide whether it is better to go home.

Regular absenteeism

In the event of regular/exceptional absenteeism due to illness, the learning coach and/or student affairs coordinator will discuss this with the student and the parent(s)/guardian(s) and a letter will be sent home. If the absenteeism continues, a report will be made to the GGD (Municipal Health Service) compulsory education department. The GGD will contact the parent(s)/guardian(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 due to serious circumstances lasting more than one day, parents/guardians must submit a request using an official request form. The application must be submitted in advance and well in advance to the student affairs coordinator. There are legal rules governing additional leave. More information about these rules and the application forms can be found [on this page](#) 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.



Care during class cancelations

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.



Lesson Tables

Lesson table vwo-gymnasium year 1-2-3

	vwo-gymnasium 1	vwo-gymnasium 2	vwo-gymnasium 3
Geography	2	2	0
Biology	2	2	2
German	0	0	2
Economy	0	0	2
English	3	3	3
English TTO	3	3	3
French	2	2	2
History	2	2	2
Art/Drama	1	0	0
Classical languages (Latin/Greek)	2	3	3
Physical education	3	3	2
Coaching	1	1	1
Music	1	0	0
Multicultural studies (only TTO)	0	1	0
Physics	2	2	2
Dutch	3	3	3
Chemistry	0	0	3
Spanish	2	2	2
Drawing	2	2	2

Mathematics	3	3	3
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Lesson table vwo-atheneum year 1-2-3

	vwo-atheneum 1	vwo-atheneum 2	vwo-atheneum 3
Geography	2	2	2
Biology	2	2	2
German	2	2	2
Economy	0	0	2
English	3	3	3
English TTO	3	3	3
French	2	2	2
History	2	2	2
Art/Drama	1	1	2
Physical education	3	3	2
Coaching	1	1	1
Music	1	1	2
Multicultural studies (only TTO)	0	1	0
Physics	2	3	2
Dutch	3	3	3
Chemistry	0	0	3
Spanish	2	2	2
Drawing	2	2	2
Mathematics	3	3	3

Lesson table havo year 1-2-3

	havo/vwo 1	havo 2	havo 3
Geography	2	2	2
Biology	2	2	2
German	2	2	2

Economy	0	0	2
English	3	3	3
English TTO	3	3	3
French	2	2	2
History	2	2	2
Art/Drama	1	1	2
Physical education	3	3	3
Coaching	1	1	1
Music	1	1	2
Multicultural studies (only TTO)	0	1	0
Physics	2	3	2
Dutch	3	3	3
Chemistry	0	0	2
Spanish	2	2	2
Drawing	2	2	2
Mathematics	3	3	3

Lesson table mavo year 1-2

	mavo/havo 1	mavo 2
Geography	2	0
Biology	2	2
German	2	2
Economy	0	2
English	3	3
English (Anglia - reinforced English)	3	4
French	2	2
History	2	2
Art/Drama	1	1

Physical education	3	4
Coaching	1	1
Music	1	2
Physics	2	3
Dutch	4	3
Drawing	2	2
Mathematics	3	3

Lesson table De Campus year 1-2-3

	De Campus 1	De Campus 2	De Campus 3
Geography	2	2	1
Biology	2	2	1
German	1	2	2
Economy	0	1	1
English	3	3	3
French	1	2	2
History	2	2	1
Horizon programme	0	1	0
Art/Drama	0	0	2
Physical education	3	3	2
Coaching / Campushour	4	4	4
Music	0	0	2
Physics	2	2	2
Dutch	3	3	3
Chemistry	0	0	2
Spanish	1	2	2
Drawing	0	0	2
Mathematics	3	3	3

Lesson table vwo year 4-5-6

	vwo-gymnasium 4	vwo-gymnasium 5	vwo-gymnasium 6
Geography	3	3	3
Business Economics	2	3	3
Biology	3	3	3
Culture & Art	2	0	0
German	3	3	3
Economy	3	3	3
English	3	3	2
English TTO	4	4	4
French	3	3	3
History	3	3	3
Classical languages (Latin/Greek)	5	5	4
Physical education	2	2	1
Social studies	2	0	0
Coaching	1	1	1
Physics	3	3	3
Dutch	3	3	3
Chemistry	2	3	3
Spanish	3	3	3
Drawing	2	3	4
Mathematics A	3	3	4
Mathematics B	3.5	4	4
Mathematics C	3	3	3
Mathematics D	3	3	1.5

Lesson table havo year 4-5

	havo 4	havo 5
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Geography	3	3
Business Economics	3	3
Biology	4	3
Culture & Art	2	0
German	3	4
Economy	3	4
English	3	3
English TTO	4	4
French	3	4
History	3	3
Art / Drama	4	4
Physical education	2	1
Social studies	2	0
Coaching	1	1
Multicultural studies (only TTO)	1	0
Physics	4	3
Dutch	3	4
Chemistry	2	3
Spanish	3	4
Drawing	2	3
Mathematics A	3	3
Mathematics B	3	4
Mathematics D	3	3

Lesson table mavo year 3-4

	mavo 3	mavo 4
Geography	2	4
Biology	3	4

Culture & Art	1	0
German	3	4
Economy	3	4
English	3	4
English (Anglia - Enhanced English)	4	4
French	3	4
History	2	4
Art / Drama	3	4
Physical education	2	2
Social studies	2	4
Coaching	1	1
Physics	3	4
Dutch	4	4
Chemistry	3	4
Drawing	3	4
Mathematics	3	4



Other school information

Before lessons / stabling

Students can wait in the stay rooms until classes begin.

Storage

Bicycles, scooters and fat bikes must be parked in the bicycle shed and locked. Scooters are no longer allowed to be left running on school grounds. The school is not liable for theft of or damage to bicycles, scooters or fat bikes.

Late arrival

Students who arrive late must report to the teaching assistant before 8:00 a.m. (between 7:45 and 8:00 a.m.) the following day.

Joker

It may happen that a student is late or that reporting the next day is very inconvenient. In these cases, a student may use a joker twice per school year. This must be discussed with the teaching assistant on the same day. The student does not need to report.

Not reported

If a student is late and does not report the next day, the report remains open. The student must still report the following day and also stay after school.

Repeated tardiness

After 5 instances of tardiness, a letter will be sent to the parents/guardians; after 10 instances, the truancy officer will be notified; and after 15 instances, the student will be summoned by the truancy officer.

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 behaves seriously inappropriately, the head of department may impose an internal or external suspension. This is always done in consultation with the school management.

In the case of an internal suspension, the student is not allowed to attend classes for one or more days. The student must still come to school to work. Separate arrangements are made for tests.

In the case of an external suspension, the student is not allowed to come to school or the school grounds for a certain period of time. An exception is made for tests. The student will only be readmitted to the school after the school management has consulted with the parent(s)/guardian(s).

After 5 late arrivals, a letter is sent to the parents/guardians; after 10 late arrivals, the compulsory education authorities are notified; and after 15 late arrivals, the pupil is summoned by the compulsory education authorities.

Pupil pass

All students receive a school ID card from the school with their name, student number, date of birth, photo and the card's expiry date. Use of the card is necessary and mandatory for: using the school lockers, borrowing materials from the media library and using its facilities, and for extracurricular school activities, such as school parties.

First-year students receive their student ID card at the beginning of the school year. All other students receive a new card every other year.

Locker

Your child will be given a locker to store personal belongings, which can be opened with their school card.

Loss, theft or damage to the card must be reported immediately to the caretaker, who will then block the locker so that it cannot be opened by others. The locker will remain in use by the pupil for the entire year.

A new card can be requested from the media library for a fee of €10. The card remains the property of the school and may be confiscated in the event 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 permitted for medical or other reasons. The teacher will receive a note from the parent(s)/guardian(s) or a doctor to this effect.
- If a pupil is unable to attend lessons for a longer period of time, the parent(s)/guardian(s) must report this to the pupil affairs coordinator. In consultation with the teacher, it will then be agreed where the pupil will stay during lessons and whether alternative assignments need to be carried out.
- If the student is occasionally unable to participate in a lesson, he/she will remain in the sports hall or on the sidelines of the sports field during the lesson. Deviations from this rule are only possible in consultation with the teacher.

- Students must wear appropriate sports clothing (preferably a dark shirt) and sports shoes (indoor shoes with non-marking soles and outdoor shoes with a good tread).
- For your own safety and the safety of others, the following rules apply: remove jewellery; tie long hair back in a ponytail; wear a headscarf under a T-shirt or, preferably, a sports headscarf.
- Valuables should be stored in your own locker; the school is not liable for any loss.

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 smooth running of the school.
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 there is NO place for racism, discrimination and violence.
8. We believe it is important that we can SEE each other. That is why we do not wear caps, hoods or hats.
9. We stand for a POSITIVE attitude, correct behaviour and polite language.
10. We always REPORT theft, vandalism or violence to the police. In serious cases, we, as a school, file a report.

Phone policy

Our policy is "At home or in the locker". At Stedelijk College Eindhoven, this means that all mobile phones, smartwatches, tablets and other devices that can be used to access social media are no longer allowed to be used on school premises, either indoors or outdoors.

The use of earphones and headphones is also not permitted in the school or on the grounds unless the teacher gives permission. Students who wish to work in silence may use earplugs. Chromebooks may be used in class and in two designated areas during breaks if students wish to study during breaks.

We prefer that mobile phones and similar devices be left at home. If they are brought to school, we expect them to be stored in lockers immediately upon arrival. After school, mobile phones and other devices may be removed from the lockers. If a mobile phone or earphones are used, they will be confiscated and can be collected from reception between 4.15 p.m. and 4.35 p.m.

Cash and debit cards are accepted for payment at the catering facilities.
Any changes to the timetable will be displayed on screens in the school.

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-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, they can contact the internal confidential advisor for pupils, Ms K. Vogels (kvogels@silfo.nl)

External confidential advisor

We use the organisation 'vertrouwenswerk' as our external confidential advisor. Please email info@vertrouwenswerk.nl to get in touch.

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.

School Support Profile

We believe in equal opportunities and customised solutions. The support team works in a demand-driven manner and in consultation with parents, students, mentors and external partners. Our school is accessible to all students within the school's capabilities.

Basic support

Stedelijk College Eindhoven offers all students a safe and structured learning environment. Our basic support is tailored to the frameworks of SWV VO Eindhoven and Kempenland. We offer learning coaching and group coaching for every student, a clear support structure with a support team, support coordinator, school social work and dyslexia coaches. The school also has a time-out facility (Intermezzo room). For further information, please refer to the (Dutch) [support plan of the partnership](#).

Focus area: Language and Mathematics

Our school has qualified specialists for this focus area. Pupils with specific support needs in the areas of language or mathematics receive guidance from subject teachers, remedial teachers or dyslexia specialists. We work with additional learning pathways, tools and individual support via the support team.

Focus area: Social-emotional

Our school has qualified specialists for this focus area. Learning coaches and student affairs coordinators play a key role in identifying and guiding social-emotional issues. In addition, we have an internal confidential advisor, a support coordinator, school social work and an internal support team.

Focus area: behaviour, work attitude and task approach

Our school has qualified specialists for this focus area. The support is aimed at developing executive functions and behavioural skills. We support the student through training, individual guidance, discussions with the learning coach or support team, and observations.

Focus area: motor and physical development

Our school does not have any qualified specialists for this focus area. In the case of motor or physical limitations, we consult with external experts (such as physiotherapists). We make appropriate adjustments in the classroom, during tests and in the timetable. We work closely with parents.

Area of focus: medical treatment and personal care

Our school does not have any qualified specialists in this area of focus. Medical support is provided in accordance with protocols, in consultation with parents and practitioners. Staff are trained if necessary. For example, pupils can take medication at school or be given extra rest periods.

Future provision

In the coming years, we will focus on strengthening basic support by training learning coaches, strengthening cooperation with chain partners and further professionalising the support team.

Pupil input and influence

Pupils are involved in the SOP through biweekly meetings with their learning coaches, weekly group coaching and the pupil parliament. There is room for input on well-being and support needs, which are also discussed by the support team if necessary. In addition, a survey on support at our school was conducted among the members of the student parliament and the student representatives in the Deelraad in the 24/25 school year. All students at the school are asked annually via Vensters (Onderwijsspiegel) about their satisfaction with the guidance at our school.

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 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.



Assessment

Assessment

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

School performance is not only assessed with grades. The student's attitude to learning is assessed with letters: g = good, v = voldoende (satisfactory), z = zwak (weak) and o = onvoldoende (unsatisfactory).

If a student does not meet the promotion standard, they may be referred to another form of education, after consultation and a vote at the final meeting. The promotion standards can be found on [our website](#).

Student tracking system

To provide a clear overview of individual performance, we use SOMtoday, an electronic school information system that displays all test and exam results with dates. Both students and parents/guardians have access to SOMtoday.

Students aged 18 and older can decide for themselves whether or not to give their parents/guardians access. In addition to their report card, upper school students receive an overview of the status of their exam file twice a year.

Two report periods

The school year is divided into two semesters. After each semester, the student receives a report on the previous period. This report is placed in a report folder. The report belongs to the student and must be signed by the parent(s)/guardian(s), after which the student must return it to the learning coach within one 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.

Assessment rules and grades

After a written test, students receive their grades within two working weeks. These grades are entered into the SOMtoday system. Assignments and practical tasks have a different assessment period. The test is discussed with the students. Afterwards, the teacher can collect the completed tests.

PTO: Assessment Programme for Lower Secondary Education

At our school, we believe it is important that pupils are prepared for their tests and the rest of their school career in a clear, fair and educational manner. That is why, starting this school year, we will be working with a PTO: the Assessment Programme for Lower Secondary Education.

Reason

Until now, we have noticed significant differences between teachers in the lower school in terms of the number of tests, the way they are administered and the times at which they are scheduled. As a result, pupils sometimes had many tests at the same time, or, conversely, spread out outside of test weeks. This led to confusion, unnecessary test pressure and, in some cases, empty test weeks. It was difficult for both pupils and parents to know exactly what was expected and when.

Why a PTO?

The PTO changes this. By working with a clear assessment programme, we create more clarity and fairness: all pupils receive the same information, the same expectations and assessments that are aligned as much as possible.

The programme is transparent: it is clear in advance when tests will be held, what will be tested and how much weight the test will carry. This allows pupils to plan better and learn in a more focused way.

In addition, the PTO ensures a continuous learning pathway to the Programme of Testing and Assessment (PTA) in the upper years. We build knowledge, skills and testing skills step by step.

Finally, it helps us as a school to monitor the quality of tests and test moments and to communicate this more clearly to parents and pupils.

With the PTO, we are taking a step towards a stronger, more transparent and more predictable learning environment for everyone.

Absent during a (PTA) test

If a pupil is absent during a test for a valid reason, he or she may retake the test.

If a pupil is ill during a PTA test in the test week, parents/guardians must sign a sick note form before 12 noon the following day. This can be done at the school reception.

Promotion standards

The promotion standards will be published on our website in November at the latest.



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)vwo 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

Examination regulations

At the beginning of the pre-exam and exam year, students and parents/guardians receive detailed information about the exam regulations. We provide the exam regulations no later than 1 October. They also receive a PTA booklet. This booklet contains the exam regulations, the content of the exam subjects and the organisation of the exam.

You can also view the 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 2026

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 exams begins on Friday, 8 May and ends on Monday, 27 May 2026. The results for the first period will be announced on Thursday, 11 June 2026.

The second period for the written central exams begins on Tuesday, 16 June and ends on Tuesday, 23 June 2026. The results for the second period will be announced on Tuesday, 30 June 2026.

The dates and times of the Central Exams in the second period will be announced in March 2026.

The second period is exclusively intended 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 2025-2026

With effect from 1 September 2023, the law on voluntary parental contributions in secondary education has been amended. This bill is intended to reduce inequality of opportunity in (secondary) education and ensures that all children can attend any school and participate in school activities regardless of whether the voluntary parental contribution has been paid. Schools will still be able to request voluntary parental contributions to enable activities that are organised outside the compulsory curriculum, such as excursions, trips, guest lectures and projects.

We consider the above-mentioned activities, which are offered in addition to the compulsory curriculum, to be a valuable addition to the normal curriculum. The school believes it is important that we are able to offer these activities and that pupils participate in them. The participation council shares this opinion. In order to finance these facilities and activities, we are asking for a voluntary parental contribution of **€90** for the 2025-2026 school year. This voluntary parental contribution is composed as follows: activities, class outings, school parties, parent council contribution and excursions.

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

We apply the following amounts:

- First-year camp
€110
- Physical education as an exam subject (costs for extra activities and participation workshops outside the curriculum)
€45
- Drawing (for materials to be purchased by students)
€30

Bilingual education

Costs for participation in Cambridge, exams and other bilingual activities:

Year 1 **€170**

* This includes the €90 voluntary parental contribution.

* This does not include the costs of the first-year camp, which are €110.

Years 2 and 3 **€245**

* This includes the €90 voluntary parental contribution

Years 4, 5 and 6 **€180**

* This includes the €90 voluntary parental contribution

Invoicing

In the autumn, parents/guardians will receive an invoice including the voluntary parental contribution. Payment of this voluntary parental contribution is of course not mandatory, but if parents/guardians wish to pay this contribution, it will be greatly appreciated. It enables us to make our education more attractive and challenging. Failure to pay this contribution will not result in pupils being excluded from participating in activities.

If desired, it is possible to opt for a payment plan. For more information about this, please contact the financial administration department (fz@silfo.nl).

For participation in the various exchanges and trips that we organise, we will always inform you in good time of the costs associated with these exchanges or trips. 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 in order to limit the financial risks to an acceptable level.

Damage

The school is not liable for damage to clothing, scooters, bicycles, bags, books, teaching materials or other items. The school is also not liable for theft or loss of personal 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.

Chromebook

Starting in the 2025-2026 school year, we will be working with The Rent Company to purchase Chromebooks for educational purposes. By purchasing through The Rent Company, you can be sure that your son/daughter will be able to get ahead with the Chromebook: it has been specially selected for use at school. Purchasing through the school is easy and cheaper. An attractive discount on the Chromebook has been achieved thanks to a contribution from the school. In addition, the Chromebook is insured and comes with a warranty and service provided by our supplier, The Rent Company.

Ordering the Chromebook is quick and easy via an online webshop. Installation of the Chromebook and digital books is done through the school and is easy and straightforward. In the event of damage/repair, The Rent Company will provide a replacement device at school.

We see the Chromebook as a valuable tool. The advantages at a glance:

- A considerable number of textbooks are available digitally;
- Students can use tools on their Chromebook, for example to check whether they have understood the lesson material;
- Students have more opportunities to present lesson material;
- Students have opportunities to take notes, practise and process lesson material;
- Students develop their digital skills;
- There are more opportunities for communication, including via Google and the electronic learning environment (Google Classroom);
- Students have quick access to the internet, for example to use a digital dictionary or atlas;
- There are more opportunities for dyslexic students to have texts read aloud digitally;

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.

Chromebook

- Via The Rent Company.

General

- Diary;
- A4 and A5 notebooks (lined and squared);
- pencil case;
- pens (blue, red and green);
- HB pencils;
- eraser;
- pencil sharpener;
- highlighter pens;
- ruler;
- scissors.

Mathematics

- Geodesy;
- compass.

Drawing

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

Physical education

- Sportswear (preferably a dark shirt);
- sports shoes;
 - 1 pair of indoor sports shoes with non-marking soles.
 - 1 pair of outdoor sports shoes with good tread.

Calculator

A calculator is used in various subjects. We recommend the TI-30XB Multiview model from Texas Instruments.

Atlas and dictionaries

It is not mandatory to purchase an atlas or dictionaries for the various languages you will be studying.

Is English not your native language? Then it may be useful to purchase a dictionary for English–[your native language] and vice versa, but this is also not mandatory.



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 skypeing 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.

