



School Guide 2026-2027



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Introduction

We are delighted to welcome you to the 2026–2027 school year at Holland International School.

Our school continues to grow while building on the strong foundation of our Dutch Stream, which has been at the heart of HIS for more than 100 years. This year also marks an important milestone for our English Stream: with the opening of Year 6, it now offers a complete educational pathway through to the end of Primary School. Together, our Dutch and English Streams provide two distinct but connected pathways within one inclusive, multilingual and internationally minded community.

Over the summer, our preschool underwent an inspiring transformation. The renewed spaces were designed around the principle of the learning environment as the “third teacher”. They encourage play-based learning, independence, curiosity, creativity and discovery, while providing our youngest learners with a warm and welcoming place in which to flourish.

Approximately one and a half years ago, HIS achieved recognition for both the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC). This year, we will take the next step as we work towards full accreditation. This process provides a valuable framework for continually strengthening teaching, learning and leadership.

The eight IEYC and IPC Personal Goals—adaptability, communication, cooperation, enquiry, morality, resilience, respect and thoughtfulness—remain central to our school culture and support children's academic, social and emotional development.

We are also proud to be officially recognised and certified as a Language Friendly School, the first in Singapore. As part of a worldwide network, we actively value the languages, cultures and identities of all children, creating a community in which every child and family feels seen and included.

Our dedicated teachers, staff and Board work together to provide high-quality education founded on collaboration, innovation and care. Together, we empower children to become happy, confident, curious and compassionate learners who are prepared for an ever-changing world.

This School Guide provides an overview of the educational and organisational aspects of HIS. We encourage you to read it carefully and use it as a reference throughout the year.

On behalf of everyone at Holland International School, we wish all our students and families a joyful, inspiring and successful school year.

Warm regards,

Hennie Sheilds-Schipper, Acting Principal & Academic Lead
Jorien Hendrickx, President of the School Board

1. School organisation

1.1. Contact details

Holland International School

65 Bukit Tinggi Road

Singapore 289757

Phone number:

+65 6466 0662

Admissions:

admissions@hollandinternationalschool.sg

General information:

admin@hollandinternationalschool.sg

CPE registration number:

198202285D

1.2. Organisation chart



2026-2027

Board Holland International School				
Leadership Team				
Acting Principal/Academic Lead	Hennie Schipper			
Academic Lead	Vacancy			
Business Lead	Melissa Contant			
Business Team Admissions & Bus Charissa van Lelyveld Facilities & CCA Mick van Amelsvoort Finance Sharon Chow Project Assistant Kayleigh Dijkstra Health Roos Carls HR Micky van Waesberge IT systems Augustine Tan MarCom Sherolynn Ong & Matthew Yabut Support staff Ng Ah Choo Zhang Yanchun Haslinda Binte Yacob Tharasamy s/o Supramaniam Rosdita Binti Sedin 				

1.3. School Board

At the start of the 2026-2027 academic year, the School Board consisted of the following members:

- President: Jorien Hendrickx
- Treasurer: Harm-Jan Meeuwsen
- Secretary: Wijnand van Eck
- Member: Rachel Ward
- Member: Olivier van Buyten

If you have any queries or suggestions for the School Board, you may contact them by email:
board@hollandinternationalschool.sg.

1.4. Advisory Council

At the start of the 2026-2027 academic year, the Advisory Council consisted of the following members:

- Chair: Nadia Hazeveld
- Secretary: Nienke Sassen
- Member: Auke Steenkamp
- Member: Marileen Stapel
- Member: Francine Tay

If you have any queries or suggestions for the Advisory Council, you may contact them by email:
advisorycouncil@hollandinternationalschool.sg.

1.5. Email addresses

School leadership:

- Principal affairs hennieschipper@hollandinternationalschool.sg
- Academic affairs, Dutch Stream hennieschipper@hollandinternationalschool.sg
- Business affairs melissacontant@hollandinternationalschool.sg
- English Stream kerrypentney@hollandinternationalschool.sg

School administration:

- Admissions admissions@hollandinternationalschool.sg
- General information admin@hollandinternationalschool.sg
- Finance department sharonchow@hollandinternationalschool.sg
- Health Coordinator health@hollandinternationalschool.sg
- Library library@hollandinternationalschool.sg
- CCA cca@hollandinternationalschool.sg
- HR recruitment@hollandinternationalschool.sg

Preschool:

- Playgroup playgroup@hollandinternationalschool.sg
- Nursery nursery@hollandinternationalschool.sg
- Transition group transitiongroup@hollandinternationalschool.sg

Primary school:

The homeroom teachers will provide their email address to their class parents at the start of the school year.

Learning Support centre:

- Natascha Zijderveld nataschazijderveld@hollandinternationalschool.sg

Physical Education:

- Antony Lewis antonylewis@hollandinternationalschool.sg

Music:

- Gayetri Joshi gayetrijoshi@hollandinternationalschool.sg

Woodlands transport services:

- Registration/general schoolbus@hollandinternationalschool.sg

2. Holland International School

With over a century of experience, Holland International School (HIS) is a leading provider of high-quality education in Singapore for children aged 18 months to 12 years. The school comprises both a Preschool and a Primary School, offering bilingual and multilingual programmes that foster a rich learning environment where students are empowered to become their best selves.

Preschool

Our Preschool offers a bilingual programme in English–Dutch and English–Mandarin. Through these immersive language experiences, children develop age-appropriate language skills while engaging in inquiry-based learning. The International Early Years Curriculum (IEYC) provides the framework, guiding children to explore, reflect, and take ownership of their learning.

Primary School

The Primary School consists of a Dutch Stream and an English Stream. The main language of instruction is determined by the chosen stream:

- In the **Dutch Stream**, Dutch is the main language of instruction, with English taught as an additional language.
- In the **English Stream**, English is the main language of instruction, with Dutch, French and Mandarin offered as additional languages.

Across all programmes, the HIS educational philosophy and vision are central to our identity: happy, confident learners who are prepared for an ever-changing world. We believe that wellbeing and a sense of belonging provide the foundation for children to learn, achieve and flourish. Our pedagogical approach promotes equality, cooperation, independence and personal responsibility. Students are encouraged to think critically, set goals, take ownership of their learning and develop strong social and emotional skills.

High-quality teaching in the core subjects, including language, literacy and mathematics, forms the foundation of our educational provision. The Dutch Stream follows the Dutch National Curriculum, while the English Stream follows the National Curriculum for England, ensuring clear academic standards and progression.

IEYC and IPC complement these national curricula by connecting learning across subjects through meaningful international units. They provide coherence between the different sections of the school and support the development of knowledge, skills, understanding and the Personal Goals. HIS achieved formal recognition for both IEYC and IPC in June 2025 and is now working towards full accreditation.

2.1. History in brief

Holland International School has been part of Singapore's educational landscape since 1920. The school was established through the cooperation of four major Dutch companies, ABN AMRO, Heineken, Philips and Shell, to provide high-quality primary education for Dutch expatriate children.

The school was initially housed in the Hollandse Club on Cairnhill Road. In 1928, the K.P.M. School opened on Orange Grove Road for the children of employees of the *Koninklijke Paketvaart Maatschappij*.

Part of this building can still be seen near the tennis courts of the Shangri-La Hotel. The current campus on Bukit Tinggi Road was officially opened in October 1984 and expanded several times as the school community grew. A dedicated preschool building opened in 2002, followed by additional wings and classrooms.

In 2022, HIS began a new chapter by developing into an international school. Alongside the long-established Dutch Stream, an English Stream was introduced. With the opening of Year 6 in 2026, the English Stream now provides a complete primary-school pathway.

The Preschool was fully refreshed in the summer of 2026, creating a modern, play-based environment based on the principle of the learning environment as the "third teacher". Today, HIS brings both streams together within one inclusive, multilingual and internationally minded community.

2.2. School name

The name Hollandse Lagere School (HLS) was used in the past. With the establishment of the primary school and the opening of a new building, the school became a 'Limited' entity, and the official name changed to Hollandse School Limited (HSL). The English Stream with education in English and Dutch as a second language, was introduced at the start of the 2022/2023 school year as part of a strategic shift. The school was then also renamed into its current name: Holland International School (HIS).

2.3. Legal form

Holland International School has a neutral–special signature and is a legal entity (Limited) by Singapore Law, which means that the school is independent. It does not depend on any governmental organisation or any ideology and is also not a partner to any other schools in an institutional sense. All parents are members of Holland International School.

The School Board consists of representatives of the school community, who are appointed as volunteers. The School Board monitors the school leadership. Daily operations are the responsibility of the principal, who heads the school leadership. The School Board is held accountable during the AGM, which takes place at least once a year.

2.4. Location

Our school is located in the Republic of Singapore, a vibrant city-state in Southeast Asia. Singapore enjoys a tropical climate, with temperatures ranging from 25 to 35 degrees Celsius year-round. The school is nestled in a peaceful residential area near the Bukit Timah Nature Reserve.

Several other international schools, with which we collaborate closely, are in the immediate vicinity, including the Singapore International Korean School, Chatsworth International School, and the Swiss School.

2.5. School facilities

Nestled in a lush, green environment on Bukit Tinggi hill, Holland International School offers an inspiring and welcoming setting for learning. The school features both an English Stream and a Dutch Stream, with each class group having its own dedicated classroom.

Language support and additional-language lessons in English, Dutch, Mandarin and French are provided in dedicated language rooms, allowing for targeted instruction, support and enrichment. The Learning Support Centre offers dedicated spaces for remedial teaching, learning support and behaviour support. Where additional specialist expertise is required, the school works closely with external support providers to ensure that students receive appropriate and coordinated support.

Our facilities are designed to enrich every aspect of school life. Students enjoy a well-equipped gymnasium for Physical Education, a spacious music studio, a maker's space, an art room, and a fully equipped kitchen for practical learning experiences. The school library is extensive and is believed to house one of the largest collections of Dutch children's books in Asia. It also includes books in all additional languages offered at HIS, English, French and Mandarin, supporting language development, reading enjoyment and our multilingual school community.

The Preschool was fully revamped in the summer of 2026 and offers four classrooms, a dedicated nap area and outdoor play spaces.

All spaces used regularly by students and staff, including classrooms and work areas, are air-conditioned and equipped with air purifiers. Outside, a beautifully designed sports and recreation field sits in front of the main building. Covered areas throughout the campus support our sun-safety policy and enable students to enjoy outdoor play during wet weather.

2.6. Student number

The school year 2026-2027 commenced with a total of 250 students.

2.7. Vision of Holland International School

Vision

"We empower happy, confident and competent learners, and inspire them to become the best version of themselves in an ever changing world".

The team of Holland International School is dedicated to helping children in their learning, to make them enjoy learning, and to equip them with knowledge and skills that will benefit them for the rest of their lives.

Holland International School stands for:

- *"Happiness leads to excellence"*
- *"Every day is an opportunity for growth and learning"*
- *"Nurturing world citizens, with strong roots"*
- *"We find beauty in diversity"*
- *"Encouraging (co)ownership, collaboration and critical thinking"*

Vision on learning

"Learning is a continuous process where new and consolidated learning takes place when knowledge, understanding, and skills are acquired. Learning takes place in a safe environment and in all aspects of social, emotional, creative, physical and academic development, and international mindedness."

This chapter will address the type of education Holland International School stands for.

2.7.1. International dimension

Holland International School is an international primary school offering a Dutch Stream and an English Stream. Our student community is diverse and includes children from the Netherlands, Belgium, Singapore and many other countries. Many have previously attended schools in different educational systems and bring valuable international experiences to our community.

Our Dutch Stream holds a unique position as one of the few Dutch day schools abroad. It enables Dutch-speaking children to follow the Dutch National Curriculum while preparing them for future education in either the Dutch or an international system. English is taught as an additional language, while Music and PE are delivered in English.

The English Stream follows the National Curriculum for England and offers a complete primary pathway through Year 6. Students also study Dutch, Mandarin and French as additional languages. Clear learning pathways reflect students' different starting points, language backgrounds and levels of proficiency.

High-quality teaching in language, literacy and mathematics forms the foundation of both streams. IEYC in the Early Years and IPC in Primary complement the national curricula by connecting learning across subjects and supporting the development of Knowledge, Skills and Understanding and the Personal Goals.

Our educational provision gives students the flexibility to continue in Dutch or international secondary education in Singapore or elsewhere in the world. Through strong academic foundations, high-quality language education and an internationally minded learning environment, we prepare students to become happy, confident learners who are ready for an ever-changing world.

2.7.2. Preparing learners for an ever-changing World

At HIS, contemporary education combines a strong foundation in knowledge and core academic skills with the development of skills students need for their future. Students learn to think critically, collaborate, communicate, solve problems and apply their learning in meaningful situations.

Teachers provide explicit instruction and guide students towards increasing independence. They help students ask questions, make informed choices, evaluate the reliability of information and use technology safely and responsibly.

Through our curriculum, Personal Goals and learning experiences, students develop the knowledge, skills and attitudes needed to become happy, confident and responsible learners who are prepared for an ever-changing world.

2.7.3. Knowledge of learning

Research into learning and the brain has strengthened our understanding of how children acquire, connect and retain knowledge. New learning becomes more meaningful when it is connected to prior knowledge, revisited over time and applied in different contexts.

At HIS, these principles are reflected in teaching across the curriculum, including IEYC and IPC. Teachers activate prior knowledge, make connections between subjects and provide opportunities for reflection and application.

Cooperative learning also plays an important role. Through purposeful collaboration, students explain their thinking, listen to different perspectives, solve problems together and learn from one another. This supports both academic learning and the development of communication, cooperation and social skills.

2.7.4. Language Friendly School

This school year, Holland International School is proud to have become an official Language Friendly School, joining a global network of schools that welcome and value all the languages spoken by their students. The Language Friendly School approach views multilingualism not as a barrier, but as a valuable resource for learning, identity and connection.

As an international school, our community brings together a rich variety of languages, cultures and backgrounds. Becoming a Language Friendly School reflects our commitment to creating an inclusive environment in which every child's linguistic identity is recognised and valued. Students are encouraged to draw on their full language repertoire as part of their learning, while developing curiosity and respect for the languages and cultures of others.

Being Language Friendly goes beyond celebrating different languages. It is a whole-school approach involving students, staff and families. At HIS, we will continue to develop our Language Friendly School plan and explore how multilingualism can be meaningfully embedded in our classrooms, learning environment, library, communication and school activities.

In this way, we aim to ensure that every student feels seen, heard and valued, and that the linguistic diversity of our community becomes a strength that enriches learning and brings us closer together.

2.8. Mission of Holland International School

Together with the School Board and the team, the mission has been developed based on the aforementioned insights that gives direction to our curriculum and objectives:

Mission

Holland International School in Singapore provides high-quality Preschool and Dutch and English primary education within a combined national and international curriculum. From the earliest years, the child's learning and development are central. We are an international school characterised by openness, respect and passion, where learning is meaningful and enjoyable. In a safe and inclusive environment, with personal attention for every child, we help each learner to explore, develop and flourish.

Our Preschool offers a play-based, developmentally appropriate programme in which purposeful exploration, strong relationships and a thoughtfully designed learning environment support children's early development. IEYC provides the framework for connecting and enriching these learning experiences.

In the Primary School, the national curricula form the academic foundation. The Dutch Stream follows the Dutch National Curriculum, while the English Stream follows the National Curriculum for England. These curricula provide clear learning objectives, progression and expectations, particularly in language, literacy and mathematics. Additional languages, Music and PE further enrich the educational provision.

IEYC and IPC complement the national curricula by connecting learning across subjects through meaningful international units. They support the development of Knowledge, Skills and Understanding and the Personal Goals, creating coherence across Preschool, the Dutch Stream and the English Stream.

2.9. Focus on Learning

At Holland International School, our mission emphasizes that the learning process of our students is central to all our actions. As an organisation, we are committed to continuous improvement: critically reflecting on our educational programme, the pedagogical and didactic methods we apply, the professionalism of our team, and the facilities we provide. Each of these elements is evaluated with the aim of optimizing student learning and development.

To ensure a shared vision and consistency across the school, HIS has developed clear definitions of *play* in the Early Years and *learning* in Middle and Upper Primary. These definitions form an integral part of our pedagogical framework and guide our daily practice.

Definition of Play at HIS

"Play at HIS allows children to thrive through meaningful experiences that encourage them to explore the world, expressing themselves and make connections in a child-initiated way."

Definition of Learning at HIS

"Learning at HIS is a meaningful experience for students where they learn a variety of skills, acquire knowledge and deepen understanding. It is a continual process of making connections through engagement and collaboration, where students take ownership and improve their learning journey."

2.10 Professional teaching

At Holland International School, we provide high-quality education that recognises students' different starting points, strengths and learning needs. Teachers use assessment, observation and knowledge of each child to provide appropriate support, challenge and feedback.

A strong foundation of knowledge is essential. Alongside this knowledge, students develop skills that help them apply their learning, become increasingly independent and participate confidently in school and society. These skills are organised into three connected areas:

Core academic skills

Students develop strong foundations in:

- language and communication;
- reading and writing;
- mathematics and numeracy;
- digital literacy

Thinking and learning skills

Students learn to:

- use different strategies when approaching tasks and problems;
- ask questions, investigate and make connections;
- reflect on and evaluate their learning;
- apply knowledge and skills in different contexts;
- become increasingly independent and take ownership of their learning.

Personal and social skills

Through the IEYC and IPC Personal Goals, students develop adaptability, communication, cooperation, inquiry, morality, resilience, respect, and thoughtfulness. These qualities help them manage themselves, work effectively with others, and contribute positively to the school community.

Together, knowledge, skills, understanding, and personal development prepare our students to become happy, confident, and capable lifelong learners.

Knowledge, Skills and Understanding

At Holland International School, we provide high-quality education that recognises students' different starting points, strengths, interests, and learning needs. Teachers use assessment, observation, and their knowledge of each child to provide appropriate instruction, support, challenge, and feedback.

Across the curriculum, learning is considered through three connected dimensions:

Knowledge

Knowledge refers to the facts and information students learn. The Dutch National Curriculum and the National Curriculum for England provide clear learning objectives and progression, particularly in language, reading, writing, mathematics and other curriculum subjects.

Skills

Skills refer to the ability to perform a task or apply learning effectively. Skills are developed progressively through instruction, modelling, practice and feedback. They include academic skills as well as communication, enquiry, critical thinking, collaboration, creativity and digital literacy.

Understanding

Understanding develops when students make connections between knowledge and experiences, explain ideas in their own words and apply their learning in new situations. IEYC and IPC provide meaningful contexts in which students can deepen and demonstrate their understanding across subjects.

Personal Goals

Alongside Knowledge, Skills and Understanding, the IEYC and IPC Personal Goals support students' personal and social development.

These goals help students become increasingly independent, manage themselves effectively, work positively with others and contribute responsibly to their community. Together, Knowledge, Skills, Understanding and the Personal Goals prepare students to become happy, confident and capable lifelong learners.

2.11 Evidence-informed teaching and school Improvement.

For the continued improvement of our school, we make a variety of choices based on our vision. We want to make the choices that provide the maximum effect in our daily educational setting. For the primary subjects Dutch, English, and Maths, as well as the International Primary Curriculum (IEYC/IPC), the education is increasingly supported by extensive and practical scientific information about teaching.

The educational scientist Dr. Robert Marzano produced a meta-analysis of 30 years of educational research. His books have a major impact on the commitment to a 'research based' approach to educational improvement in schools.

Since 2007, Canadian Professor in Education, Michael Fullan, has been involved in the educational development of math and language programs for primary education in the Netherlands. Our policy is therefore based, amongst others, on Michael Fullan's book 'Passion and Power in School Development', the advice of renowned Dutch educational institutes, and the *Language Pilots* and *Mathematics Pilots* available to us on the internet.

Cooperative Learning was developed by Dr. Spencer Kagan. The concept he offers fits seamlessly with the vision of Holland International School as a powerful and structured form of cooperative learning.

2.12 Assembly

As a school, we believe it is important to celebrate and learn together. These gatherings strengthen our sense of community and provide a valuable learning showcase. Students share newly acquired knowledge, skills and understanding from the core curriculum, IEYC and IPC units, specialist subjects and additional languages. The Personal Goals are brought to life through presentations, practical examples and reflection.

Each assembly lasts approximately 15 to 30 minutes and may also focus on welcoming new students, saying goodbye to departing students, Book Week, sporting events, charitable initiatives, current affairs and cultural celebrations.

They are held on selected Fridays for the whole school or specific age groups. The schedule is available in the Parent Calendar. Parents and other members of our community are warmly invited to attend.

2.13 Continuous improvement process

The curriculum will be further developed in line with the educational priorities outlined in the *School Year Plan 2026–2027*. During this school year, HIS will also begin developing a new multi-year School Plan, building on the current *School Plan 2023–2027*.

Across both the Dutch and English Streams, we aim to provide students with a strong foundation and smooth pathways into Dutch, Belgian and other national or international education systems.

2.14 Roles within Holland International School

2.14.1. School leadership

The school's leadership consists of the Principal and members of the school leadership: the Academic Lead, the Business Lead and the Head of English. The school leadership is responsible for the implementation of the educational policy in the school. The Academic Lead manages the academic affairs of the Dutch Stream, the Business Lead manages the business affairs, and the Head of English manages the academic affairs of the English Stream and the English language under their responsibility. The Principal manages the school leadership and reports to the School Board of Holland International School.

School leadership:

- | | | |
|---|------------------|------------------------------------|
| - | Principal: | Hennie Sheilds- Schipper (interim) |
| - | Academic Lead: | Hennie Sheilds- Schipper |
| - | Business Lead: | Melissa Contant |
| - | Head of English: | Kerry Pentney |

2.14.2. Learning Support Centre (LSC)

Holland International School has an internal supervisor responsible for the supervision of all HIS students with support needs. The Learning Support Coordinator coordinates the Learning Support Centre (LSC) and the care structure within the school. The internal supervisor and principal are responsible for the inclusion policy at the school.

The Learning Support Coordinator is the first point of contact for support questions from teachers and parents, as well as coordinating the care for students with specific educational needs, both in and outside of the classroom. The support provided to the student is designed in consultation with the teacher.

The LSC team consists of academic support teachers and pastoral (behavioral) support teachers. The LSC maintains the relations with LSC's at other schools in Singapore, as well as consulting with or requesting help from external organisations in Singapore and the Netherlands, such as a psychological evaluation or support outside school.

2.14.3. Coordinating roles

The teamleads and the IEYC & IPC coordinator play an important role at Holland International School, coordinating operations and developing education. They initiate support, coach teaching staff, conduct subject-specific research, and play an advisory role in formulating policy.

Teamleads and the IEYC & IPC coordinator:

- | | | |
|---|-------------------------|-------------------------------|
| - | Teamlead Preschool: | Marlou Brosens |
| - | Teamlead Primary Dutch: | Julie van Eibergen Santhagens |
| - | Coordinator IEYC & IPC: | Jolinda Groothedde |

2.14.4. Homeroom teachers

Around March of every school year, school leadership will advise the School Board about the number of teachers estimated to be required for the following school year. Every year this is a difficult decision, because at that time many parents will not yet know whether they will remain in Singapore, and because there is no clear number of new student applications.

During the year, changes occur in the number of teachers. This usually concerns locally hired teachers who leave mid year for a new posting. It may also be the case that we, because of an unexpected higher number of applications during the school year, have to engage extra teachers.

If a vacancy arises, a recruitment committee, which may consist of school leadership, learning support coordinator, and one or more team members, nominate the candidates. Job interviews with candidates may be conducted in The Netherlands or in Singapore. The final decision of appointment lies with the principal.

2.14.5. Relief teachers

There can be various reasons why a teacher cannot be present, including illness or family circumstances. In these cases, classes are continued with the support of relief teachers. Relief teachers at Holland International School are fully qualified teachers and they are required to intern in each class prior to their first “relief role”. They are fully informed of all substantive and practical developments at Holland International School.

2.14.6. Subject teachers

The following subjects are taught by subject teachers:

- Physical Education: Twice per week for students in both the English and Dutch Streams.
- Music: Once per week for students in Preschool, the English Stream, and the Dutch Stream.
- English as an Additional Language: Five times per week for students in the Dutch Stream.
- Dutch, Mandarin, and French as Additional Languages: Five times per week in the English Stream.

2.14.7. Business Team & Support staff

The Business Team and the support staff are an important part of our school and includes the following roles:

- Admissions & Bus Officer
- Facilities & CCA Coordinator
- Health Officer
- Human Resource (HR) Officer
- Finance Manager
- Systems Administrator
- Marketing & Communications
- Project Assistant
- Front Desk
- Cleaners and groundskeeper

Other important staff who are working at the HIS premises are the security guard and the school bus transport officers.

2.15 Staff development

Holland International School is a continuous learning environment where both students and staff are encouraged to grow and develop. Annually, a budget for professionalisation is allocated in alignment with the school's specific developmental needs.

Our team comprises skilled teachers and subject specialists who bring extensive experience in one or more fields. It is key to our teaching staff to keep track of developments in the field of education and to continuously work on increasing their expertise. The school fosters this culture through classroom consultations, ‘moment coaching’, and intervision sessions. Through team-teaching and the sharing of knowledge and skills, we have built a strong team of knowledgeable staff dedicated to supporting our students’ learning. Our support staff also participates in team-building activities and receives targeted training to enhance their effectiveness.

3. Education in the Preschool

3.1. Introduction

In our preschool, we offer a multilingual programme with three main languages: English, Dutch, and Mandarin. Our classes have two teachers: one native English teacher and one native Dutch teacher. In the morning the focus will be on English, and in the afternoon either our Dutch or Mandarin teachers provide a programme for students who opt for Dutch or Mandarin.

Children can join our Playgroup from 18 months onwards. After completing the Transition group (around age 4), children will move on to either Reception Class (English Stream – for children who are 4 years old at the beginning of the academic year) or to Groep 1 (Dutch Stream – for children turning 4 before 1st of January 2027).

- Playgroup: 18 months – 2.5 years
- Nursery: 2.5 – 3.5 years
- Transition: 3.5 – 4.5 years

3.2. Organisation

Our daily programme is planned by the teachers, ensuring that all languages are equally represented throughout the day. The main focus is on English in the mornings, while the focus shifts to Dutch and/or Mandarin in the afternoons.

The school day runs from 8:30 am to 2:30 pm, aligned with the Early Years timetable in primary school. For children who still need to rest, we provide a dedicated rest area classroom where they can rest or sleep. We will start with a pilot in the academic year 2026-2027 where we offer an extended hour from Monday - Thursday in Preschool & Early Years. This program will run from 2:30pm - 3:30pm.

- Playgroup and Nursery children may attend 3 or 5 days per week.
- For Playgroup, there is also a half-day option.
- From Transition onwards, children attend school 5 full days per week.

3.3. Education

3.3.1. Educational principles

Our preschool follows the **International Early Years Curriculum (IEYC)**. We are officially recognised for providing this curriculum and we are currently the only school in Singapore with this recognition.

The IEYC is a comprehensive framework covering all learning areas relevant to early childhood. It provides a strong foundation, ensuring a smooth transition from preschool to primary school.

We promote **play-based learning** that nurtures curiosity, independence, and inquiry. Learning is child-focused and inclusive, with teachers facilitating development across all domains. The IEYC supports this by offering developmentally appropriate thematic units of learning. Through these units, teachers create varied learning environments and engaging activities that foster growth.

We also recognise the important role that the learning environment plays in children's development. Inspired by approaches such as Reggio Emilia, we see the environment as an active part of the learning process – sometimes described as the “third teacher.” Carefully considered spaces, natural materials, open-ended resources, and opportunities for children to make choices encourage exploration, creativity, independence, and meaningful interaction.

The programme includes a wide range of activities designed to support the development of emotional, social, motor, language, and cognitive skills, all essential for forming healthy relationships and achieving a successful start in primary school.

3.3.2. Programme/activities

When engaging in activities, children develop multiple skills simultaneously. Teachers take on both guiding and supportive roles, depending on the activity. We work with the four developmental areas and implement different learning strands within our activities. When designing our programme, we set age-appropriate goals in each area so that children's progress can be carefully observed and supported.

3.3.3. Cognitive skills

Learning to think involves processing information received through the senses, storing it, and connecting it to prior experiences. These connections develop through **doing, exploring, experimenting, questioning, and reflecting**: from completing a simple jigsaw puzzle to recognising colours, noticing patterns, and developing an early sense of time.

Through the IEYC units of learning, children are given opportunities to develop these skills in meaningful, playful contexts. Teachers observe children's interests and ideas and use these to provide experiences, materials, and opportunities that encourage children to investigate, make connections, and develop their thinking. Language is also used as a tool for communicating ideas, organising experiences, and making sense of the world.

Our learning environments are carefully considered to invite curiosity, independence, and collaboration. Rather than being limited to one type of activity, spaces and materials can be adapted in response to children's interests and the learning taking place. Open-ended resources and natural materials encourage children to explore possibilities, make choices, revisit ideas, and develop their own ways of thinking.

Our environments include opportunities for:

- **Home and role play** – developing imagination, communication, and social understanding
- **Construction and loose parts** – exploring design, problem-solving, spatial awareness, and early mathematical thinking
- **Art and creative expression** – experimenting with materials, processes, and ways of expressing ideas
- **Sensory exploration** – investigating textures, sounds, movement, and cause and effect
- **Reading and storytelling** – developing language, imagination, and a love of stories
- **Language and Maths exploration** – developing early literacy, numeracy, and reasoning skills, which is introduced more intentionally in Transition Group.

These spaces and resources are designed to support children as active participants in their own learning, with teachers providing guidance, asking questions, and creating opportunities for children to extend their thinking.

3.3.4. Speech and language development

Within the IEYC, communication and language are recognised as central to children's learning and development. The curriculum provides teachers with clear guidance on developmental goals, which we integrate into our daily practice. We also draw on the **Early Years Foundation Stage (EYFS) learning goals from the British curriculum** and the **Dutch SLO goals for early childhood education** to support children's language development across our different language pathways.

We see language as an important tool for communicating, connecting with others, expressing ideas, and making sense of experiences. Children develop language through meaningful interactions, play, exploration, and opportunities to listen and respond. Teachers carefully observe children's interests and provide opportunities for children to develop their vocabulary and communication skills in contexts that are relevant and meaningful to them.

Strategies include:

- **Words of the Week and Book of the Week**, always linked to our current IEYC unit and children's learning experiences.
- **Nursery rhymes, songs, and stories** in English, Dutch, and Mandarin, connected where possible to the children's current interests and the IEYC theme.
- **Sharing songs, stories, and key vocabulary with parents through Seesaw**, supporting continuity between home and school.
- **Creating interactive and meaningful contexts** through role play, group discussions, storytelling, open-ended play, and everyday conversations.
- **Providing rich language environments** where children are encouraged to ask questions, share ideas, listen to others, and express themselves in their own ways.
- **Using real experiences and open-ended resources** to give children opportunities to talk about what they notice, what they are doing, and what they are discovering.

Through these experiences, teachers support children to become increasingly confident communicators while recognising that language development is closely connected to relationships, play, exploration, and children's sense of belonging.

3.3.5. Multilingualism

From Playgroup to Transition, we adopt a balanced multilingual approach in line with IEYC's inclusive principles. English, Dutch, and Mandarin are woven into daily routines, units of learning, and group times to ensure natural exposure and meaningful use. In Playgroup, children are introduced to words of the week in multiple languages. In Nursery, circle time alternates between English in the morning and Dutch and Mandarin in the afternoon, supported by structured activities to provide richer input. In Transition Group, the programme becomes more structured, preparing children for Group 1 and Reception. Skills include recognising their names, following instructions in different languages, identifying signs and symbols, and listening to sounds as part of early phonics.

This approach ensures that children develop confidence and competence across languages in an integrated, playful way.

3.3.6. Emergent literacy

Emergent literacy refers to the early skills and understanding children develop as they are introduced to the literate world around them. At this stage, children begin to see that language has a function and meaning in daily life.

Reading plays a central role in our IEYC units. We expose children to a wide range of books and texts, for example big picture displays and story tables. It is important that children experience literacy in many forms. In addition, our Words of the Week and Book of the Week, both linked to the current unit, help children connect new vocabulary to meaningful contexts.

- Playgroup: Children are introduced to a variety of picture books to foster a love of stories and reading.
- Nursery: An interactive approach is taken, with children actively involved in the storytelling process. Before opening a book, they are encouraged to explore the cover, illustrations, and title to make predictions. Open-ended questions help them share their ideas, strengthening comprehension and curiosity.
- Transition Group: Children begin to understand how pictures and letters combine to form stories. At this stage, we broaden their exposure by introducing different genres, such as informational texts, magazines, fairy tales, and storybooks. Role play and story re-enactments are also used to deepen comprehension, stimulate imagination, and develop critical thinking skills.

Through these progressive experiences, children build strong early literacy foundations, preparing them for reading and writing in primary school.

3.3.7. Emergent numeracy

In the different IEYC units that we teach throughout the year children are exposed to counting, numerals and number symbols at an early age. They gain insight into the various functions or meanings of numbers and counting. Activities to increase numeracy include games and songs that incorporate counting, building small or big towers, and reading books where counting and numbers play an important role. Starting at Playgroup where songs and books with numbers are the first step towards numeracy, we will introduce more numeracy step by step throughout their preschool journey. For example, some of the goals we will work towards will be: Children will be able to recognise certain numbers, will be able to show numbers by holding up their fingers, can identify more or less, and do simple patterns. All skills that will help them in their primary school journey.

3.3.8. Social and emotional development

Through the various units of the IEYC, along with the additional developmental goals we incorporate, we support children in developing their social and emotional well-being. Our key areas of focus include:

- Self-awareness: Helping children understand and manage their emotions, building confidence and a positive self-image.
- Interpersonal skills: Guiding children in interacting with others, including both adults and peers, fostering empathy, respect, and effective communication.
- Play-based development: Encouraging cooperative and imaginative play, which strengthens social skills, problem-solving, and creativity.
- Self-reliance: Promoting independence by empowering children to take initiative, make decisions, and complete tasks on their own.

This holistic approach also nurtures the emotional resilience and social competence that are essential for their growth. The teachers create situations and activities that involve interaction among the children themselves and between the children and teachers. This teaches the children how to be aware of themselves and to connect with others. Learning to do things independently, comply with agreements made within the group, and be more focused on the other are concepts addressed throughout the day. Learning to participate in group activities, playing in the various corners, and playing outdoors are all activities that support the development of social and emotional skills.

3.3.9. Motor skills development

In this regard, we make a distinction between gross and fine motor skills.

Gross motor skills

Gross motor skills involve whole-body movements, such as walking, jumping, crawling, climbing, rolling, throwing, and assuming body postures, from uncontrolled and redundant movements to more controlled coordination and smooth rhythmic movements.

Specific activities to improve motor skills include playing outdoors, physical games, and imaginative games in the various corners of the classroom. In addition, different aspects of movement are covered in music lessons and Physical Education (PE) classes. During the music lessons, there will be a focus on dance and moving to the music. Listening to different kinds of music and moving according to the music will stimulate their motor skills. During the PE lessons, we are more focussing on big movements like climbing, running at different speeds, ball sports and balancing.

Fine motor skills

There are many activities during the day that help improve the fine motor skills of each child. These activities cover various aspects of fine motor skills: development of handedness, hand-eye coordination, one-dimensional spatial awareness, and learning to move rhythmically and flexibly. A child's fine motor skills will further develop by creatively working with different materials, drawing, and working with construction materials.

Every day, the children will work on their fine motor skills even during the daily routines like washing hands, putting on shoes and having to open their snack box. Teaching children to do things themselves is not only teaching independence but also teaching them fine motor skills. Skills they will need to help them with learning how to write.

3.3.10 Play development

Children who are self-confident, are curious, take the initiative, and who feel safe will enjoy playing. This is demonstrated by the extent to which children are engrossed in their play activities. Play is a self-directed activity through which children naturally progress in their play development. To support this, we offer a range of activities that nurture growth in this area, including guided role play, teacher-led board games, and collaborative group exercises. With each new IEYC unit, we introduce fresh and engaging learning corners designed to spark curiosity and encourage children to take initiative in their learning journey. These dynamic environments provide opportunities for exploration, creativity, and social interaction, making play a powerful tool for both cognitive and social development.

3.3.11 Portfolio

The portfolio is a carefully curated collection of each child's work and teacher observations that captures progress across different stages of development. It provides meaningful insights into a child's learning journey, supporting teachers, parents, and the child in understanding growth over time.

At our preschool, we use a dual system:

- An **online portfolio** via our communication platform Seesaw, where teachers regularly upload selected examples of learning and development. This includes work from across the year, as well as Entry and Exit Point overviews from the IEYC units. Parents have continuous access, allowing them to stay connected with their child's experiences in school.
- A **physical portfolio**, which is sent home in June. This gives families the chance to reflect on their child's growth and celebrate achievements before meeting with the teachers. Parents then return the portfolio for the meeting, and at the end of Preschool it is issued as a keepsake.

In addition to the portfolio, parents receive a development report two times a year, describing their child's progress in: social and emotional development, language development (in both languages), Motor skills (fine and gross), learning across the IEYC strands

After each report, parents meet with the teachers for a Parent-Teacher Meeting, held three times a year, to discuss their child's progress in more depth.

The portfolio is organised around the four Learning Strands of the International Early Years Curriculum (IEYC), which reflect the key areas of early childhood development:

- **Independence and Interdependence:** Focuses on personal, social, and emotional development. Children learn about themselves, their relationships, and how to work with others.
- **Communicating:** Covers early language, literacy, and communication skills, including speaking, listening, reading, writing, and non-verbal communication.
- **Enquiring:** Encourages curiosity, critical thinking, and problem-solving. Children develop skills to ask questions, investigate, and make sense of the world.
- **Healthy Living and Physical Well-Being:** Focuses on physical development, health, and self-care, including both gross and fine motor skills.

Together, the portfolio and reports provide a comprehensive overview of each child's holistic development, creating a strong foundation for meaningful conversations between home and school.

4. Education in the Primary School

4.1. The organisation

We ensure that Holland International School students can connect to education in the Netherlands, Belgium, and to international education, and that potential school transfers will run smoothly. We have chosen the most common and most structured form for our group formation. We spread out the curriculum over the school year and our students are assessed at various moments in the year.

4.1.1. Group formation

At Holland International School, we assign the students to a group based on their age. However, there could be reasons to abandon this principle. When assigning a student to a different age group seems better suited for the educational needs and development of the student, this will be considered and discussed with the teacher, the Learning Support Coordinator and the leadership team, after which a decision will be reached in consultation with the parents. We will then usually request additional information about the student concerned and advise to have the student assessed by an educational expert.

4.1.2. Group size

The group sizes at our school vary by class and stream. Groups are formed based on our vision, educational needs, and student numbers. The primary goal is always to provide high-quality education, with the individual learning needs of each child as the central focus. If a group exceeds 25 students, we will work with team teaching and/or a teaching assistant.

4.1.3. The organisation of additional support for students.

The homeroom teacher is the first person responsible for differentiating on an academic level as well as social-emotional development, between educational requirements and the need to provide individual support to students. The homeroom teacher is supported in this process by our Learning Support Coordinator (LSco), the academic support Teachers and behaviour support teachers.

The academic support teachers support students with specialized learning difficulties, such as (possible) dyslexia or (possible) dyscalculia and general learning difficulties in one of the subject areas.

The behaviour support teachers can support students and / or teachers in extra support regarding social-emotional development within support level 2 or 3.

For more information regarding the Academic- and learning support we refer to chapter 6.

4.1.4. Circular Approach Cycle: outcome- and action-based learning

Differentiation and working together to bridge the differences.

The differences observed by the teachers are important to analyse and act on. The teacher will therefore provide differentiation in the areas of instruction, difference and alternation in applying teaching methods, differentiation in the curriculum provision and differentiation in the learning time provision.

Outcome-based learning

By outcome-based learning, we aim to maximize the use of available data to improve our educational provision. In practice, this means systematically collecting and utilising observations and assessment data to enhance student outcomes.

In the Early Years (Preschool and Reception), development is monitored through observations based on the developmental milestones of the IEYC. No formal tests are conducted at this stage; insights into children's progress guide teaching and learning.

In Primary School, for students in Groups 3–8 of the Dutch Stream and Years 1–5/6 of the English Stream, both observations and assessments are conducted. These include formative assessments (ongoing checks to inform and adjust teaching) and summative assessments (evaluations of learning outcomes at specific points in the year).

Key characteristics of outcome-based learning include:

- Working from high, yet realistic, expectations;
- Setting clear objectives at all levels;
- Designing the educational programme and instructional process purposefully;
- Measuring and analyzing results to identify trends;
- Reflecting effectively on the educational process;
- Adjusting instruction, the programme, and sometimes the objectives based on evidence.

Discussion of student results occurs at multiple levels within the school:

- Teachers discuss outcomes with students individually;
- Homeroom teachers review results collaboratively and with the Learning Support Coordinator (LSC);
- School-wide results are discussed within the teaching team, led by the Academic Lead and LSC;
- Overall school performance is reviewed with the School Board annually.

Action-based learning

At Holland International School we have implemented action based learning (ABL). Action based learning contributes to improving the quality of our curriculum for all students. By taking the educational needs as a starting point, we ensure that each student in our school is provided education that is suitable for them as much as possible. In this process, we ask ourselves the following critical questions:

- How do we look at students?
- How do we talk about students that aren't doing as well as we would like them to?
- How do we communicate with students, parents and each other?

With action based learning, we focus on the capabilities and educational needs of our students.

Action-based learning is based on the following seven points:

- The programme is concentrated on the students' educational needs.
- Coordination and interaction between the student, the teacher, the parents, the group and the learning environment.
- The teacher is pivotal. The teacher offers an appropriate educational programme and therefore contributes in a crucial way to the positive development of the student in the area of learning, work attitude and social and emotional functioning.
- We rely on the positive aspects of the student, the teacher, the group, the school and the parents.
- We value the close cooperation between teachers, students, parents, and internal and external counsellors to achieve an effective approach.
- We work effectively, formulating both short- and long-term objectives for learning, the work attitude, and the social and emotional development of all students, and we evaluate these objectives in a cycle of targeted actions.
- Our working method is systematic, gradual and transparent.

4.1.5. Working with class overviews and individual education plans (IEPs)

By going through the Circular Approach cycle, we are taking preventive action in regards to the learning journey of our students. The responsibility for the student with a special educational need always lies with the homeroom teacher first. The class overview document is based on the group's learning outcome and learning needs. The class overview document is an important characteristic of the circular approach. It stimulates differentiation in instruction and learning time.

It provides insight into the learning curves and personal development of all students throughout the school year. It provides the Learning Support Coordinator with concrete starting points for action based guidance of teachers and it improves the transition to a new group.

If a student is a little behind in the curriculum in class, the teacher will provide extra support. This support is described in the class overview document, within the support levels. The goal is to catch up in a short period of 8 weeks, with a possible extension, so that the student can independently join the curriculum of the school year. The teacher will deploy interventions that are implemented in class.

For some students it might be necessary to draft an individual education plan for their learning needs and the specific targeted guidance. This includes students who are working on an individual learning curve. They are following a deviating programme in comparison with the rest of the group. The teacher works closely with the LSC, the Academic Support Teacher, the parents and the student himself/herself. Parents of students with an individual education plan are regularly invited by the group teacher for a progress meeting. The Academic Support Teacher or the Learning Support Coordinator is usually present at these meetings.

4.1.6. The IGDl-plus model

To guarantee that all children are provided instructions at the appropriate level, we use the IGDl-plus model for giving effective instructions at three different levels. By applying this model the teacher is able to alternate instruction time on one of the three different levels with independent working time where the students apply, amongst others, cooperative work forms (CL).

A lesson based on the IGDl model is as follows:

- Start of the lesson with a review, the setting of the learning objective and updating the prior knowledge.
- Interactive group instruction with time for questions, thinking out loud, using examples, demonstrations, exchanging experiences by thinking-sharing-exchanging.
- Guided practice run with short and clear assignments.
- Independent processing; individual, in pairs or in teams by means of cooperative work forms, allowing time for extended instructions for those students who need it.
- Giving feedback.
- Conclusion for all students, containing a link to the learning objective.

4.2. The programme in the Dutch Stream

The Dutch Stream follows the Dutch National Curriculum, with Dutch, English and Maths as its core subjects. The IEYC and IPC provide the connecting framework for learning across subjects.

Academic progress is carefully monitored using the BOOM student monitoring system. In Early Years, Looqin supports the observation and monitoring of children's overall development. Looqin is also used in Groups 3–8 to monitor students' social-emotional development, well-being and involvement.

4.2.1. Dutch language

Groups 1 and 2

In Groups 1 and 2, the foundation for vocabulary, language, and early reading skills is established. Teaching is differentiated, using a variety of materials and activities to allow children to develop at their own pace. The curriculum is aligned with the SLO language developmental milestones, ensuring that children build the key skills expected at their age. Activities focus on:

- Expanding and developing vocabulary;
- Enhancing oral language and communication skills;
- Improving listening comprehension and story understanding;
- Developing language awareness and phonological skills;
- Supporting early literacy, including letter recognition and initial reading skills.

During the Units of the International Early Years Curriculum (IEYC), students work towards these goals while taking into account different intelligences and learning styles, ensuring a broad and balanced approach to language development.

Group 3

In Group 3, students begin systematic instruction in foundational language, reading and writing skills. Strong reading skills open the door to new knowledge and enable children to access and understand a wide range of information.

We use *Veilig Leren Lezen – Zoemversie*, which offers an integrated approach to technical reading, reading comprehension, spelling, writing, vocabulary and oral language development. The programme provides opportunities for differentiation through learning pathways that reflect students' individual needs and development.

Students' reading progress is monitored closely through regular assessment and observation. Teachers use these insights to adjust instruction, provide targeted support and offer appropriate challenges throughout the learning process.

Groups 4 through 8

In Groups 4–8, we use *Taaljacht* for Dutch language, spelling and grammar. The programme develops students' speaking, listening and writing skills, as well as their vocabulary, language awareness and understanding of texts. Students apply what they learn in meaningful assignments and final products.

Clear learning objectives and success criteria help students understand what they are learning and reflect on their progress. Instruction is provided through either Explicit Direct Instruction (EDI) or guided discovery, depending on the lesson and learning objective. Cooperative learning activities are integrated throughout the programme, encouraging students to communicate, collaborate and learn actively.

The programme provides opportunities for differentiation and targeted support, allowing teachers to respond to students' different learning needs.

For more information about English-language education, please refer to Section 4.3.

4.2.2. Reading

Developing reading enjoyment, motivation and confidence is central to our reading education. From Group 1 onwards, students are read to regularly, share books with their peers and respond to texts in different ways. They visit the school library at least once a week to borrow books and are encouraged to read widely in both Dutch and English.

Throughout the year, we promote reading through activities such as World Book Day, the National Reading Days, the Children's Jury and termly reading assemblies. Where possible, we also invite an author or illustrator to visit the school.

Technical reading is taught through rich and varied texts, supported by Explicit Direct Instruction (EDI). Teachers model reading strategies and provide guided practice, with targeted support or additional challenges based on students' needs. Instruction focuses on accurate, fluent and expressive reading.

Nieuwsbegrip is used alongside rich texts to develop reading comprehension. Current and meaningful topics help students expand their vocabulary, apply comprehension strategies and engage critically with different types of texts.

Reading comprehension:

From the second half of Group 3, students receive explicit instruction in reading comprehension. The Dutch national curriculum objectives provide the foundation for a coherent progression from Group 3 through to Group 8.

We use a strategy-based approach, supported by *Nieuwsbegrip* and a wide range of rich texts, including texts connected to IPC units. Teachers model reading strategies by thinking aloud and demonstrate how effective readers approach, question and interpret a text. Students learn to predict, activate prior knowledge, identify main ideas, make inferences, clarify unfamiliar words, recognise text structures and summarise information.

These strategies are taught explicitly and then applied across different subjects and text types. The aim is for students to become critical, engaged and increasingly independent readers who understand not only what a text says, but also its purpose and deeper meaning.

4.2.3. Maths

Groups 1 and 2

The Maths curriculum in groups 1 and 2 is based on the learning objectives outlined by the SLO (Dutch National Institute for Curriculum Development). These objectives guide the activities, which are integrated into the IEYC (International Early Years Curriculum). The activities are also offered in various learning centres or corners and centre time, allowing children to explore math concepts through play in different contexts and settings.

The development of mathematics is monitored through the observation programme *Looqin*, where teachers observe the children's mathematical development.

Groups 3 through 8

In Groups 3–8, Maths is taught using *Pluspunt*. The programme provides a structured progression across key mathematical domains, including number sense, calculations, measurement, geometry, time and money.

Teaching is differentiated according to students' learning needs. The practice workbook supports consolidation and fluency, while resources such as *Reken XL*, *Rekenrijk* and *Rekentijgers* provide additional support or challenge. Digital resources are used during instruction and independent practice, with adaptive software allowing students to work at an appropriate level.

Teachers monitor students' development through daily observation, students' work and the assessments included in *Pluspunt*. Progress is also measured using the independent Mathematics assessments from the BOOM student monitoring system. These outcomes inform future instruction, targeted support and additional challenges.

4.2.4. IEYC & IPC

The case subjects, including Geography, Biology, History, Physics/Technology, and Science are offered within the different units (themes) of the International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC).

You can read more about the IEYC/IPC in paragraph 4.7.

4.2.5. Creative subjects

Our creative subjects, including Drama, Drawing, Arts & Crafts and Physical Education (PE) are also integrated in the International Early Years Curriculum (IEYC) and International Primary Curriculum (IPC).

The music lessons are conducted by an English speaking teacher. All groups have music lessons once a week. When music is central in a certain IEYC/IPC unit (theme), the music lessons will be connected to this IEYC/IPC unit to make it as meaningful as possible for the students.

For physical education (PE) we refer to paragraph 4.10.

4.2.6. Used methods

At Holland International School we use the following methods:

Dutch Language

- *CPS werkmap begripend luisteren, woordenschat en fonemisch bewustzijn* - groups 1 and 2
- *Veilig leren lezen* - group 3
- *Taaljacht* - groups 4 - 8

Advanced technical reading

- *Nieuwsbegrip*

Comprehensive reading

- *Nieuwsbegrip*
- *Rijke teksten*

Maths

- *Pluspunt* - groups 3 - 8

English as a second language

- *Oxford Reading Tree*
- *Raz Kids online reading programme*
- *International English*
- *Synthetic phonics*
- *Big Write*
- *Hamilton Trust*
- *Navigation Guided Reading*
- *Scholastic Reading inventory Test*

Case subjects

- *IEYC/IPC-units*

Topography

- *Computer programmes (Topomania)*

Music

- *IEYC/ IPC specialist units*

Writing

- *Pennenstreken*

Physical Education (PE)

- *Basic PE lessons*
- *MQ scan*

4.3. English language in the Dutch Stream

The English language is integrated in the curriculum of the Dutch Stream as the subject of 'English as a second language'. English is also the medium through which Physical Education and Music lessons are taught.

Students in the Dutch Stream therefore are exposed weekly to English as the instruction language for at least 8 lessons combined.

4.3.1. English as additional language

Holland International School's vision statement reflects our emphasis on English as a subject throughout the school, as well as providing an entirely English language curriculum in the English Stream.

English is taught by dedicated language teachers with various skills and diverse backgrounds. They follow a detailed and systematic approach that adheres to the UK National Curriculum and has been adapted to fit the needs of the children at the Holland International School. It ensures a consistent, coordinated, and thorough approach to English language instruction.

The three main goals of the English language curriculum are:

1. To introduce English to young children so that they can express themselves confidently in everyday situations.
2. To prepare students for a transfer to an international school at the end of or during their primary school studies.
3. To prepare students for enrolment in a bilingual or international school upon returning to the Netherlands or moving abroad elsewhere.

4.3.2. Lessons per group (per week)

The time weekly devoted to English lessons during school hours is as follows:

- | | |
|---------------------------|----------------|
| - Groups 1/2, 3, 4, 5, 6: | 5 x 45 minutes |
| - Group 7, 8 | 5 x 60 minutes |

Formative evaluations are used to regularly assess the student's reading and writing abilities. We also use SATs (Standard Assessment Tests) to provide the formative evaluation.

4.3.3. Methodology and content

The English-language proficiency of new students is assessed carefully to identify their starting point and support needs. Students with little or no English may receive targeted instruction in small English Support groups. These lessons focus on building confidence, vocabulary and the communication skills needed to participate successfully in regular English lessons. Where possible, families may be advised to arrange English-language tuition before their child joins HIS.

As proficiency levels can vary considerably within each group, teachers use assessment information and a range of teaching strategies to differentiate instruction. Lessons provide appropriate support and challenge while remaining active, engaging and purposeful.

Groups 1 and 2

English is introduced through purposeful play, games, conversations, rhymes, songs, stories, drama and creative activities. Students develop their awareness of letter sounds and gradually learn to use their phonics knowledge to decode and read simple words. They also begin to connect spoken sounds with spelling and early writing. In Group 2, *Bob Books* support the development of early reading skills.

Groups 3 and 4

Students explore an increasing variety of fiction, non-fiction and poetry. There is a growing emphasis on reading and writing, with students progressing from words and phrases to increasingly accurate and detailed sentences. The *Oxford Reading Tree* scheme supports reading development and allows students and teachers to monitor progress.

Groups 5–8

Students continue to strengthen their reading comprehension, vocabulary and writing skills through a broad range of texts and meaningful tasks. They explore different writing styles, analyse how texts are structured and learn to communicate their ideas clearly and accurately.

In Group 8, students also engage with contemporary issues that are relevant to their lives and the wider world. They learn to formulate, support and communicate arguments in both spoken and written English. In addition to their regular English lessons, students receive two science lessons per week in English, with a particular focus on biology taught through relevant IPC units. This increased exposure to academic English helps prepare students for English-medium education in an international secondary-school setting.

Writing instruction develops students' ability to plan, draft, organise, revise and edit their work. Students practise a range of text types, including:

- expository texts, such as biographies, descriptions, essays and informational reports;
- narratives, such as adventure stories, mysteries and personal narratives;
- procedural texts, such as instructions, experiments and recipes;
- persuasive texts, such as advertisements, editorials and opinion essays;
- transactional texts, such as letters, emails, invitations and postcards.

4.4. The programme in the English stream

The English Stream at Holland International School in Singapore offers an outstanding education aligned with the standards and criteria of the UK national curriculum, enriched with additional language programmes in Dutch, Mandarin, or French in all classes. This enables students to develop strong multilingual skills alongside their content and language based learning through the medium of English. Our curriculum integrates the International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC), allowing subjects to be taught thematically with a global perspective.

In **Reception**, children follow the UK Early Years Foundation Stage Curriculum, with a strong focus on phonics to support confident reading and writing, and a structured maths programme using the internationally acclaimed *White Rose Maths* scheme. The IEYC emphasizes personal, social, and emotional development, communication and language, understanding the world, expressive arts and design, and physical development through integrated, theme-based learning. Learning is playful and designed to help children develop key “learning to learn” skills, fostering curiosity, independence, and a love of discovery.

In **Key Stage 1 (Years 1 and 2)**, children build on strong literacy and numeracy foundations while engaging with IPC units that develop skills in humanities, science, and the arts. Daily language lessons in Dutch, French, or Mandarin provide practical opportunities to develop additional language skills. Classrooms are warm and inviting, with dedicated areas that encourage creativity, independence, and skill development. Learning is carefully structured with an incremental increase in focus, while maintaining a balanced and enjoyable approach

In **Key Stage 2 (Years 3-6)**, students continue to strengthen literacy and numeracy skills while deepening their understanding of science, humanities, and the arts through IPC units. *White Rose Science* has been incorporated to fully meet UK curriculum objectives for science. Students engage in practical, hands-on learning, including experiments and creative projects, ensuring that lessons remain thematic, engaging, and globally relevant while maintaining a focus on the national curriculum goals.

Children in the English Stream complete primary school at the end of Year 6, typically at the age of 11, and will be fully prepared to transition seamlessly to any UK curriculum school or the International Baccalaureate Middle Years Programme (MYP).

4.4.1. Early Years Foundation Stage Curriculum: Key Stage One and Two

The **Early Years Foundation Stage (EYFS)** covers children aged 3 to 5, at HIS our EYFS starts in Reception for 4–5-year-olds. The focus is on holistic development, including personal, social and emotional growth, communication and language, literacy, mathematics, understanding the world, expressive arts and design, and physical development. Learning is play-based, theme-integrated, and child-centred, allowing children to explore, discover, and develop at their own pace.

Key Stage 1 (KS1) includes Years 1 and 2, for children aged 5 to 7. The focus shifts to building foundations in core subjects such as English, mathematics, and science, while also developing skills in history, geography, art, music, computing, and physical education. Personal development continues to be important, with emphasis on social skills, teamwork, and resilience. Assessments include the Phonics Screening Check in Year 1 and teacher and SATS assessments in English and mathematics at the end of Year 2.

Key Stage 2 (KS2) covers Years 3 to 6, for children aged 7 to 11. Learning becomes more structured and subject-specific, with deeper study in English, mathematics, science, and foundation subjects, through the IPC units of learning. Students also develop independence, critical thinking, and responsibility. Assessment includes optional tests throughout KS2 and statutory (now optional) SATs in Year 6, which help track progress and readiness for secondary education. Across all stages, the curriculum is designed to balance academic learning with personal, social, and creative development, building a strong foundation for lifelong learning.

4.4.2. Reading and Writing

In Reception, every session focuses on the sounds of letters (phonemes) in an interactive way. The sessions teach them to confidently segment and blend words, and to learn in addition 'difficult words' (not easily phonetically decodable), skills they will need to become early readers and writers. We use the 'Monster Phonics' programme that complies with the revised requirements of the UK national curriculum for Literacy. There is a clear progression where students learn new sounds and continue to build on their prior knowledge every day. Every phonetic session enables students to apply what they've learned, often in the form of writing. The teaching of phonics is interactive and energetic, and we spend a lot of time celebrating our accomplishments.

In addition, students get ample opportunity to practice with their language and writing skills in a playful manner. Within our IEYC sessions we also focus on learning high quality texts for children, often followed by guided early writing activities. At Holland International School, we have an extensive 'Reading Spine' that provides students access to a wide variety of texts, poems and stories throughout their primary years.

Within Key Stage 1 (Year 1 and Year 2), students continue the phonics programme, with a greater emphasis on developing written skills and growing fluency within reading. There are also Literacy lessons that focus on a balanced exposure to a variety of reading and writing genres. Children enjoy reading and writing a variety of texts, including traditional tales, fables, stories set in familiar places, letters, postcards, instructions, explanations, and lots of fun with poems (from humorous to classic and sensory poetry). Where possible some literacy learning objectives are covered within IPC lessons, where links can be made to the IPC unit. Students in Year 1 and Year 2 start to learn some basic grammar and punctuation as well as some key spellings (in line with English curriculum expectations). Spelling is taught within an extension of the phonics programme, through the programme Superhero Spelling, but also alongside handwriting. In the International Stream, we use the handwriting programme Writewell which helps the children to move from precursive to cursive handwriting over the 7 years of primary school.

Our students in Key Stage 2 follow the requirements of the UK national curriculum with a particular focus on our Year 3-6 students. They will concentrate on comprehension and vocabulary development rather than solely on word reading. Students will explore a diverse range of books and engage in discussions about words and phrases that capture readers' interests.

In Key Stage 2, children explore a wide variety of genres in our literacy lessons, including myths and legends, adventure stories, biographies, persuasive texts, newspaper reports, recounts, information writing, play scripts, performance poems and narrative poetry. Each school year the length and complexity of content deepens.

In spelling, they will examine common prefixes and suffixes, learn about possessive apostrophes, and develop dictionary skills. In their writing, students will plan, draft, evaluate, and edit their work across various genres while recognising and applying common grammar rules. Additionally, they will practice writing in a cursive style.

4.4.3. Maths

The *White Rose Maths* approach at Holland International School focuses on developing a strong understanding of number and core mathematical concepts, including addition, subtraction, multiplication, division, and place value. The primary objective is to build deep conceptual understanding, enabling students to confidently apply their skills to increasingly complex problems and abstract reasoning.

In Reception, maths learning is practical and engaging, in line with the Early Years Foundation Stage approach. Students explore concepts using objects, pictures, and play-based activities, supported by short, teacher-guided lessons. The aim is to develop numeracy skills, reasoning abilities, and a love of maths from an early age.

In Key Stage 1 (Years 1–2), lessons continue to be practical and interactive. They begin with a teacher's input and provide children with opportunities to apply their learning through differentiated activities tailored to individual needs. The focus is on consolidating understanding of numbers, calculations, measurement, shapes, and patterns while building reasoning and problem-solving skills. From Year 1, end-of-unit assessments are used to systematically measure students' understanding, ensuring that learning is embedded and any gaps are addressed before moving on to the next topic.

In Key Stage 2 (Years 3–6), *White Rose Maths* supports students in tackling larger numbers, more complex operations, and higher-order problem solving. Lessons combine short teacher inputs with child-led practical or written activities, emphasizing reflective learning, maths oracy, and recording answers formally. Topics are taught in “blocked” sequences, allowing concepts to be explored in depth—for example, focusing on place value for 5 weeks at the start of the year—to ensure understanding is embedded before moving on. End-of-unit assessments continue to be used throughout KS2 to monitor progress and understanding systematically. Overall, the *White Rose* approach aims to develop confident, independent mathematicians who can reason, solve problems, and apply their skills across contexts.

4.4.4. Assessment in the English Stream

At HIS, assessment in Maths and English is designed to provide a clear and consistent picture of each child's learning journey from Reception through to Key Stage 2. We use a balanced approach of formative assessments, such as daily observations, feedback, and low-stakes quizzes- and summative assessments, including PIRA and PUMA tests, phonics screening, GL Progress Tests, and SATs-style assessments. This structured framework ensures that progress is carefully tracked against age-related expectations, enabling early identification of strengths and areas for development. Teachers use this data to personalise learning, provide targeted support, and celebrate success. Parents receive regular updates, and our leadership team reviews progress termly to maintain high academic standards in line with the UK and other British curriculum schools.

4.5. Additional languages in the English Stream

The English Stream offers Dutch, Mandarin and French as additional languages. Each programme develops students' language proficiency, confidence and cultural understanding, while recognising their different starting points and language backgrounds.

4.5.1. NTC Dutch Language and Culture

Purpose

HIS offers a recognised Dutch Language and Culture (NTC) programme affiliated with Stichting NOB. Students receive 45 minutes (Y5/6 - 60 minutes a day) of Dutch instruction five days a week. The programme helps students develop and maintain a strong command of Dutch, connect with Dutch and Flemish culture and, where relevant, prepare for future education in the Netherlands or Flanders.

Curriculum and teaching

The curriculum addresses speaking and listening, vocabulary, technical and comprehensive reading, writing, spelling, grammar and language awareness. Academic language is developed explicitly. Teaching is differentiated according to students' starting points, proficiency levels and learning needs.

Assessment

Progress is monitored through classroom observations, curriculum-based assessments and independent BOOM assessments for technical reading, reading comprehension and spelling. Outcomes are used to inform instruction, support and challenge.

Culture and community

Dutch and Flemish culture is integrated through literature, history, geography, current affairs, music and creative activities. Celebrations such as Sinterklaas, King's Day and Carnival strengthen students' cultural awareness and sense of belonging. Where appropriate, HIS collaborates with the Dutch and Belgian embassies and other community partners.

4.5.2. Mandarin Language and Culture

Purpose

The Mandarin programme develops students' ability to communicate confidently in Mandarin while building an appreciation of Chinese and other Mandarin-speaking cultures. It supports both students who speak Mandarin at home and those learning it as an additional language.

Curriculum and teaching

The curriculum addresses listening, speaking, vocabulary, reading, character recognition and writing. Younger students learn through songs, stories, games and creative activities. As they progress, students develop greater accuracy, fluency and confidence in spoken and written communication. Teaching is differentiated according to students' starting points and proficiency levels.

Assessment

Progress is monitored through classroom observations, oral tasks, written work, projects and curriculum-based assessments. Teachers use this information to plan appropriate next steps and provide targeted support or additional challenges.

Culture and community

Cultural learning is integrated through stories, history, geography, calligraphy, music, art and celebrations such as Chinese New Year and the Mid-Autumn Festival. Families and community partners may contribute to activities and events that bring Mandarin-speaking cultures to life.

4.5.3. French Language and Culture**Purpose**

The French programme develops students' confidence and proficiency in French while introducing them to the diversity of French-speaking cultures. It supports both students learning French as an additional language and students who already speak French at home.

Curriculum and teaching

The curriculum addresses listening, speaking, vocabulary, reading, writing, grammar and language awareness. Younger students learn through songs, rhymes, games, stories and creative activities. As they progress, students learn to hold conversations, understand increasingly complex texts and communicate through different forms of writing. For students with French as a home language, teaching is aligned, where appropriate, with objectives from the French National Curriculum.

Assessment

Progress is monitored through classroom observations, oral participation, written work, projects and curriculum-based assessments. Assessment information is used to adapt teaching and provide appropriate support and challenge.

Culture and community

Students explore French and Francophone cultures through literature, geography, history, music, food and creative projects. Cultural events, performances and collaboration with families or organisations such as Alliance Française further enrich the programme.

4.6. Cooperative Learning (CL)

At Holland International School, Cooperative Learning (CL) is at the heart of our teaching. It's more than a method—it's our way of learning together. Based on Dr. Spencer Kagan's research, CL helps children stay engaged, feel included, and learn more effectively by working as a team.

The four guiding principles of CL (PIES) shape every classroom experience:

- Positive interdependence – children succeed together
- Individual accountability – each child contributes
- Equal participation – every voice matters
- Simultaneous interaction – learning happens for everyone at once

4.6.1. CL in action

In every class, every day, students learn and grow through Cooperative Learning. Children work in home teams for 8-10 weeks, giving them stability, continuity, and a sense of belonging. Within these teams, they collaborate in pairs, small groups, or as a whole team, supported by regular classbuilding and teambuilding activities that build trust and friendship.

Each child also takes on rotating roles -such as team captain, material monitor, team tub monitor, timekeeper or noise captain- developing responsibility, leadership, and social skills. Teachers use clear, brain-friendly tools like silent signals and voice-level indicators to maintain structure while encouraging independence.

Across Preschool, Dutch and English Streams, and specialist subjects, teachers use simple, research-based CL structures such as *Find Someone Who*, *Rally Coach*, and *Mix & Match*. These strategies ensure every student is active, confident, and engaged while deepening their understanding.

4.6.2. The Impact of CL

The benefits of Cooperative Learning are visible throughout HIS:

- Classrooms are positive, inclusive, and supportive.
- Children build on each other's ideas for deeper thinking and stronger learning.
- Every child participates and feels ownership of their learning journey.
- Social and communication skills are continually strengthened.
- Teachers are equipped with clear, effective tools to help all learners succeed.

At HIS, Cooperative Learning creates joyful, meaningful, and future-ready learning experiences, from preschool through to the final years of primary school. It's not just brain-friendly and student-centred; it prepares our children to thrive in a connected world.

4.7. International Curriculum - IEYC and IPC

4.7.1. Early Years at HIS – The IEYC

At our school, our youngest learners follow the International Early Years Curriculum (IEYC). This curriculum is specially designed for preschool and nursery education, where learning through play is at the heart of everything we do. Play is not just fun, it is the most powerful way for young children to learn. Through nurturing, responsive, and playful experiences, children develop confidence, perseverance, adaptability, and curiosity. They learn by being actively involved with people, materials, events, and ideas in a rich, stimulating environment that supports brain-based learning. This allows them to explore the world around them, discover their talents, and build strong foundations for future learning.

The IEYC process is built around two circles of learning: 'Enable the Environment' and 'Facilitate Learning for All'. Together, these ensure that every child's growth and development is supported through responsive teaching, meaningful interactions, and purposeful play.

Reflective practice plays an important role in the IEYC. Teachers regularly observe, reflect, and respond to children's learning in order to adapt activities and provide new challenges. This cycle ensures that every child is seen, supported, and stretched in their learning journey.

4.7.2. Primary Years at HIS – The IPC

From Group 3/Year 1 onwards, students continue their learning journey with the International Primary Curriculum (IPC). The IPC is a modern, globally-minded programme for primary education in which effective learning is central. Children are actively involved in their learning and work towards clear subject, personal and international learning goals, with a distinct focus on knowledge, skills and understanding. Each of these is taught, learned, and assessed differently:

- Knowledge – facts and information that can be tested (e.g. through quizzes, flashcards, written work).
- Skills – abilities that are practised and observed over time (e.g. research, communication, collaboration).
- Understanding – deeper insights that develop over time and are observed through reflection, discussion and explanation.

The IPC units are organised around engaging themes that connect subjects such as science, history, geography, and arts. Each unit follows the IPC Learning Process:

1. Entry Point – to enthuse and excite students about the theme.
2. Knowledge Harvest – to find out what students already know and want to learn.
3. Explaining the Theme – giving context and purpose.
4. Research and Recording Activities – learning across subjects, with regular reflection.
5. Exit Point – celebrating and reflecting on the learning, often together with parents and the community.

Assessment in the IPC is ongoing. Teachers use the IPC learning goals and Assessment for Learning rubrics (beginning, developing, mastering) to guide progress. Students are encouraged to reflect on their own learning and to see where they are in relation to their goals. Teachers use Seesaw to share the learning with students and parents.

4.7.3. Personal Goals, International Mindedness, and Global Competence

Alongside academic learning, HIS places a strong emphasis on the development of personal qualities.

Across both the IEYC and the IPC, children work on eight Personal Goals:

To be adaptable · ethical · a communicator · a collaborator · empathetic · resilient · respectful · a thinker.

These qualities help prepare our students to thrive in a multicultural, fast-changing world and form the shared language within our school. We share these expectations with students and parents during assemblies, which ensures we all speak the same language.

Both the IEYC and the IPC also emphasise International Mindedness and Global Competence. In every unit, students explore ideas from different cultural perspectives and compare similarities and differences. This builds empathy, curiosity, and respect for others, which are essential for living and learning in a globalised society. Students also learn to take care of the world around them through the Sustainable Development Goals (SDGs), which are embedded in our curriculum. In every unit they talk, share, and think about the SDGs. During our SDG weeks, students take part in local and global actions and share this with the community.

4.8. Homework Policy - Learning to learn

Homework

At Holland International School, homework is used to support and reinforce learning at school and to help children gradually develop independence, responsibility and positive learning habits. Our approach is aligned with our curriculum and focuses on meaningful learning, ownership and preparation for the next stage of education.

Homework is introduced gradually and is appropriate to the age and developmental stage of the children. In the younger years, the emphasis is primarily on developing positive learning routines and encouraging reading at home. As children progress through Primary, homework increasingly supports the consolidation of key skills, such as reading, language and numeracy, while also helping them develop study skills, planning and responsibility.

In the upper years, students are gradually expected to take greater ownership of their learning and to become more independent in planning and completing tasks. This supports a smooth transition to secondary education, where independence, organisation and responsibility become increasingly important.

Our aim is not to focus on the amount of homework, but to ensure that homework is purposeful, age-appropriate and contributes positively to each child's learning and development.

4.9. Physical Education

Physical exercise plays a crucial role in children's overall development and well-being. At Holland International School, we introduce our primary students to a diverse range of sports and physical activities in our spacious, well equipped gymnasium. Additionally, we offer a synthetic turf field with an athletics track, providing ample space for physical education, sports events, and extracurricular activities.

Our PE lessons, delivered by a specialist teacher, focus on enhancing motor skills, coordination, technique, and teamwork. We emphasize not only physical growth but also helping students understand how their bodies function, encouraging critical thinking and decision-making. This approach empowers children to take charge of their health and well-being.

The MQ scan further strengthens our programme by assessing each student's movement quality, allowing us to tailor instruction to improve motor skills and overall fitness.

Throughout the year, students participate in a variety of age-appropriate units, such as:

- Fundamental movement skills
- Team sports and cooperative games
- Gymnastics, ropes & rings
- Net & Target games
- Striking & fielding games
- Athletics and track events

This comprehensive programme ensures that students develop physical abilities, teamwork, resilience, and a lifelong appreciation for maintaining an active, healthy lifestyle.

4.9.1. In general

Throughout the curriculum the following PE lessons will be provided weekly:

- Playgroup & Nursery: 1 x 30 minutes
- Transition and all higher groups: 2 x 45 minutes

The policy of the PE lessons is closely related to our school's policy and the interdisciplinary objectives. In consultation with the coordinators, the IPC-themes and CL work forms are integrated into the lessons where possible. Students' progress is systematically monitored in the student tracking system and in the biannual report cards.

You can read more about this in chapter 6.4.

4.9.2. The PE teacher

The responsibility for the PE lessons in our school are always in the hands of a subject teacher, who is a fully accredited and licensed Physical Education professional. The regular subject teacher provides the PE lessons for all primary school groups, for both the Dutch Stream and the English Stream.

The homeroom teacher, together with the PE teacher, will inform parents about any deficits, physical disabilities or concerns.

4.9.3. Learning outcomes

The PE learning outcomes are aligned with the core objectives of the IPC and are adapted to support the physical education objectives and curriculum requirements of both the Dutch Stream and the English Stream.

4.9.4. Activities

The selection of exercise activities:

- Ball/team sports where basic technique and tactics are covered.
- Climbing activities where the objective is to make students aware of their own abilities and try to push their boundaries.
- Gymnastic activities where the objective is to improve the general motor skills. Gymnastic equipment is used.
- Students become acquainted with a wide variety of sports and the possibility to refer them to specific sports clubs.
- Athletics activities where the objective is to develop fundamental movement skills such as running, jumping, and throwing, while encouraging students to challenge themselves and measure personal progress.
- Net games where the objective is to introduce the principles of games such as tennis, badminton, or volleyball, focusing on hand-eye coordination, positioning, and understanding simple game tactics.

4.9.5. Specialised didactic and pedagogical conduct

HIS sets out to be a sports and exercise oriented school. This is why, in addition to PE lessons, we also have *Brain Breaks* and *Energisers* in the classrooms. *Brain Breaks* and *Energisers* are exercises that quickly and effectively disrupt the physical and mental condition of students in class, which help them regain focus. These exercises stimulate and activate the brain.

Sport activities are also an important part of our selection of co-curricular activities.

Preconditions

All learning situations are safely designed: in the supervision and movement of the students, safety is ensured within acceptable risk margins. Personalised learning support is provided on both group and individual level.

The lesson time is efficiently utilised and the activity level is high. The teachers provide a respectful pedagogic climate and an active and independent role for students, where cooperating and mutual support is very important.

If necessary, first aid can be provided. The school has a Health Coordinator and the teachers also possess the knowledge and skills regarding first aid. By direct communication with the administration office, emergency services will be called if necessary. Through an accident registration we examine potential dangerous situations and how to prevent them.

4.10 Musical exploration

Music is an important expressive and creative subject within our curriculum. During the music lessons, we want to create an opportunity for the children to explore the essence of sound and to use it for his/her own creative goal/activity. Music is a core subject and is essential to the development of a balanced individual. During the music lessons we will cover aspects such as performance, composition, improvisation, and music technology.

4.10.1 Music lessons

The Music curriculum at Holland International School aims to nurture a lifelong enjoyment of music through listening, performing, and composing. Lessons are holistic, integrating singing, movement, instruments, body percussion, and technology, while drawing from Orff Schulwerk, with influences from Dalcroze and Kodály. Students engage with music from different cultures, times, and styles, including Dutch and international repertoire.

- **Playgroup & Nursery:** Exploration of sound through play, movement, and singing games. Focus on developing listening skills, body percussion, and responding to music through movement.
- **Transition & Reception:** Introduction to rhythm, pitch, and dynamics using voice, simple percussion, and creative movement. Students begin to connect sound with symbols.
- **Year 1 & Year 2:** Singing, speech activities, untuned and simple tuned instruments, and creative dance. Students begin composing short rhythmic/melodic patterns and responding personally to music.
- **Year 3, Year 4 & Year 5:** Wider range of tuned/untuned instruments, ensemble work, reading and writing simple notation, folk and circle dances, and composing with patterns and technology. Students develop confidence in performance and creativity.
- **Groups 1–5:** Orff-based approach combining singing, movement, and instruments. Students listen attentively, improvise, compose, and perform collaboratively, progressing from simple tasks to more complex challenges.
- **Groups 6–8, Y5/6:** Integration of voice, instruments, and digital technology. Students explore composition with notation software, develop ensemble skills, and analyse music of varied styles and cultures. Emphasis is placed on creative expression, collaboration, and forming personal responses to music.

Across all levels, music lessons are inclusive, allowing every student to participate, contribute, and succeed. The programme ensures that students gradually build skills in listening, performing, and composing, while experiencing the joy of making music together.

4.10.2 Lessons per group (per week)

Throughout the curriculum the following music lessons will be provided weekly:

- | | | |
|---|----------------|--------------|
| - | Preschool | : 30 minutes |
| - | Primary school | : 45 minutes |

The music teacher is also a driving force behind the annual 'Spring Concert' and the Christmas performance, where students can perform with their chosen musical instrument.

4.10.3 Evaluation and assessment

The students receive a report card biannually that also includes information about their musical development, including: attention and contribution during the lessons, listening, presentation skills, expression, singing, and playing a musical instrument.

The assessment is conducted in line with the IPC assessment. The focus here is on 'beginning', 'developing', and 'mastering'. The students are involved in this process by self assessment and by involving their personal objectives.

Students' musical development is assessed biannually in line with the IPC assessment approach. Assessment focuses on students' participation, listening, singing, playing instruments, rhythm, expression, and presentation skills. Students are also encouraged to reflect on their learning through self-assessment and personal goals.

4.11 Co-Curricular Activities

Holland International School offers a wide range of after-school activities, the so-called Co-Curricular Activities (CCAs). The CCAs are provided by qualified teachers and sport coaches. CCAs are an important part of the holistic development of students. Students explore their interests and talents through the CCAs. CCAs also provide a platform for students to develop friendships outside of their classroom, to develop their character, to learn values, and to develop social-emotional and other relevant skills to prepare them for future challenges.

Students can choose to engage in a sport activity, as well as classes in art, drama, cooking, coding, or language. The activities start immediately after school and are provided at different levels for different ages. The activities take place on our outside field, PE hall, music room, or extensive kitchen.

5. ICT and Digital Literacy at Holland International School

5.1. Introduction

Digital technology shapes how children learn, play, communicate and find information. Education should reflect the society children grow up in, keep pace with its developments and, where possible, stay a step ahead of them.

At Holland International School, ICT has two roles. It is a set of tools that support learning across the curriculum, and it is an area of learning in its own right, with its own knowledge, skills and understanding. This chapter describes how we give shape to both.

5.2. Vision

1. ICT at Holland International School supports learning. Digital tools are used purposefully in all phases of the learning process, by teachers and by students, in those situations where they make learning more effective than the alternatives.

2. ICT at Holland International School prepares children for a digital world. Students learn to use technology with confidence, to think critically about what they encounter online, and to act safely and responsibly. They develop the knowledge, skills and understanding that allow them to direct their own learning, both now and later.

Digital literacy is not an optional extra. In the Dutch national curriculum it is a learning area in its own right, alongside language and mathematics, set out in core objectives 22, 23 and 24. It is covered in the English National Curriculum by computing. Our International Curriculum sets out learning goals for ICT and Computing and for digital citizenship. At HIS these three are taught as one coherent pathway rather than as three separate programmes.

Our ICT vision, policy and practice are reviewed each year by the school's ICT working group, led by the ICT coordinator, and adjusted where the digital landscape or the curriculum requires it. Section 5.4 describes how this review works.

5.3. Use of ICT

At Holland International School, the use of ICT is organised across three connected domains:

1. the development of digital knowledge, skills and understanding;
2. the purposeful use of technology to support teaching and learning;
3. digital citizenship, media literacy and online safety.

5.3.1. ICT and Digital Literacy

The Dutch national curriculum, the National Curriculum for England and our International Curriculum each set out a continuous pathway for the development of students' digital knowledge, skills and understanding. Together these pathways cover:

- practical knowledge and skills: how digital systems work, how to find and judge media and information, how to work with data, and what artificial intelligence is and does;
- designing and making: creating with digital technology, and the foundations of programming and computational thinking;
- living in a digitalised world: safety and privacy, the effect of technology on yourself and on others, and the role of technology in society.

ICT learning is taught explicitly and, where it is meaningful, integrated into IEYC and IPC units and other curriculum areas. Learning to search well belongs in a research task; learning to present data belongs where there is data worth presenting. In this way students learn skills in a context where they can see why those skills matter.

Knowledge, skills and understanding

Digital learning is organised in the same way as the rest of the International Curriculum, around knowledge, skills and understanding, as described in section 4.7.2. Knowledge, such as how a search engine ranks its results or what artificial intelligence actually does, can be taught and checked directly. Skills, such as searching, checking a source, organising files and presenting data, are practised over time and observed in the work students produce. Understanding, such as why a source might show only one side, or what it does to another person when something is shared about them, grows slowly and shows itself in how students reflect, discuss and explain. This is why digital learning runs through the school rather than being taught once.

Digital learning within an IPC unit

Digital learning is part of the IPC units themselves rather than a separate subject. Students use technology purposefully to research, create and share their learning, so their digital skills grow in meaningful contexts.

From Milepost 1 to Milepost 3, we focus on three strands of digital learning. For each strand, students work towards a clear learning goal:

- Control and programming – Be able to use sequences of instructions to achieve specific outcomes. Students give instructions, test them, spot mistakes and improve them. Examples are programming a Beebot or building a simple animation or game.
- Digital literacy – Be able to combine images, text and audio to communicate effectively to an audience. Students think about who their audience is and choose the right tools and media to share their message, for example in a presentation, a digital poster or a short video.
- IT and society – Understand that information online is permanent and can be saved and shared by others. Students learn to think before they post, to protect their personal information and to act responsibly and respectfully online. (Digital Citizenship Week)

These are skills that are practised and assessed over time. Teachers use the IPC Assessment for Learning rubrics (beginning, developing, mastering) to observe progress. Students reflect on their own development. Examples of their digital work are shared with parents through Seesaw.

Progression across the school

The progression below follows the IEYC phases and the IPC mileposts described in section 4.7.

In the **Preschool, Reception and Groups 1 and 2**, children meet technology mainly through play and creation. They take photographs, record sounds, make simple books and use age-appropriate applications alongside physical materials.

In **Group 3, Year 1 and Year 2**, children learn to handle a device with care, to find images and information using child-friendly tools, to use images, text and sound to show what they know, and to understand that passwords protect us and are not shared.

In **Groups 4 and 5 and Years 3 and 4**, students learn to search with a purpose, to check information against a second source, to organise and manage their own files, to create graphs and visuals, and to recognise that what is posted online does not disappear.

In **Groups 6 and 7 and Year 5/6**, students frame their own search terms, judge the reliability of sources, work together in shared documents and folders, present data visually, protect their online identity, and consider how technology shapes society and affects their own wellbeing.

In **Group 8**, students bring these skills together in larger pieces of independent work and prepare for the digital demands of secondary education.

Programming and computational thinking

Programming and computational thinking form part of the Dutch core objectives and of the International Curriculum's ICT and Computing goals. This is an area HIS is actively developing. During the 2026-2027 School Guide 2026-2027 · Chapter 5 ICT · proposed revision · page 2 of 7 school year, the ICT working group will map what is already taught across the school and propose how programming is built into the curriculum from 2027-2028 onwards.

5.3.2. Digital Technology as a learning tool

Digital technology is used purposefully to support, enrich and differentiate teaching and learning.

Adaptive educational software enables students to practise at an appropriate level and pace, particularly in language, reading, spelling and mathematics. Teachers use the resulting data alongside observations and other assessment information to adjust instruction and provide targeted support or additional challenge.

In Groups 1 to 4 and Reception to Year 3, students use educational applications and creative tools on iPads. In Groups 5 to 8 and Years 4 to 6, students use Chromebooks to access curriculum-related programmes, online resources and Google Workspace for Education.

Google Workspace supports blended learning by connecting classroom instruction with digital opportunities for creating, collaborating, receiving feedback and organising work. Digital learning complements face-to-face teaching. The choice to use a digital tool is always made on the basis of the students' age, the learning objective and the educational need, and never because the technology is Available.

Accessibility

Digital tools also help us to remove barriers to learning. Read-aloud functions, speech-to-text, adjustable text and translation support allow students with a support need, and students who are still developing their Dutch or English, to take part fully. This also supports our commitment as a Language Friendly School, where every child's language is treated as an asset. The Learning Support Centre advises teachers on which tools suit an individual student, as described in chapter 6.

Artificial intelligence

Artificial intelligence is already part of the tools children and adults use every day, including search, translation and writing support. HIS takes the position that students should learn to use AI thoughtfully rather than meet it unprepared.

Teachers may use AI to help prepare and adapt teaching materials. The teacher remains responsible for the quality and accuracy of everything used in class, and always checks the result.

Students meet AI in an age-appropriate way, mainly from Group 6 and Year 5 onwards. They learn what AI is and is not, that its answers can be confidently wrong, that the quality of what it produces depends on the instructions it is given, and that work submitted as their own must be their own. Clear agreements on what is and is not permitted, for students and for staff, are set out in the school's ICT agreements and are shared with students and parents.

5.3.3. Digital citizenship, media literacy, and online safety

Students learn to participate in digital environments safely, responsibly and critically. This includes protecting personal information, communicating respectfully, evaluating the reliability of online content, understanding that images and events presented online may not reflect reality, and recognising both the opportunities and the risks associated with technology, social media and artificial intelligence.

This learning has two homes. It is taught within IEYC and IPC units, where it belongs to the subject being studied, and within the school's PSHE and safeguarding curriculum, where it belongs to how children look after themselves and each other. The two use the same language so that students meet one message rather than two.

These areas are addressed through planned lessons, current affairs and discussions arising from students' own experiences. Students are encouraged to ask questions, reflect on their choices and discuss mistakes within a safe and supportive environment. A child who tells us something has gone wrong online is doing the right thing, and is treated that way.

Media and wellbeing

Digital citizenship is not only about what children do online, but also about what being online does to them. At a level that fits their age, students learn how social media and games are designed to hold their attention, how what they see online can affect the way they feel about themselves and about others, why most social media platforms set a minimum age of thirteen, and how to notice when a device is taking up more of their day than they want it to.

Group messaging deserves particular attention. Class and friendship group chats are where much of children's social life now takes place, and where misunderstanding, exclusion and unkindness most often begin. Students learn how to take part in a group chat well, and what to do when one goes wrong.

Digital citizenship and the Personal Goals

Digital citizenship is closely tied to the eight Personal Goals that run through the whole curriculum, described in section 4.7.3. Being ethical, respectful and empathetic online is the same thing as being ethical, respectful and empathetic in the classroom, and we use the same words for it. When a class talks about what happened in a group chat, it is the Personal Goals that give students the language to describe it.

From March 2027, HIS holds an annual **Digital Citizenship Week**. It follows the pattern of our SDG weeks: every class, from the Preschool to Group 8, works on the same theme at its own level, within the IEYC and IPC units already being taught, students take action on what they have learned, and the week concludes with a whole-school assembly. Parents receive information in advance so that the same conversations can continue at home.

Parents play an important role in developing healthy and responsible digital habits. HIS therefore provides guidance for families and collaborates with relevant Singapore government agencies to offer age-appropriate student sessions and parent information evenings about online safety and the opportunities and challenges of children's digital lives.

5.3.4. Online safety and safeguarding

Online safety is not a separate subject that sits next to child protection. It is part of it. What happens to a child online can affect that child just as much as what happens in the playground, and it is treated with the same seriousness.

The safeguarding structure described in sections 9.4, 13.10 and 13.11 applies in full to anything that happens online. This includes unkind or threatening messages, exclusion from group chats, unwanted contact from someone a child does not know, pressure to share images or personal information, and any content that frightens or upsets a child.

- Students can speak to their homeroom teacher, to one of the school's confidential counsellors (section 8.11), or to any adult in school they trust. Every class is introduced to the confidential counsellors by their homeroom teacher.
- Staff follow the school's normal reporting structure. Concerns are reported to the Designated Safeguarding Lead or a Deputy Safeguarding Lead, who ensures the student's immediate safety, gathers information and forms a response team. Concerns are recorded and followed up in the school's safeguarding recording system, so that nothing depends on one person remembering.
- Parents who have a concern about a child at HIS are asked to report it to the Designated Safeguarding Lead (section 13.10). Concerns about how the school has handled a matter follow the complaints procedure in section 13.8. All teaching and administrative staff hold Level 1 safeguarding certification and renew it every two years, and receive regular internal training that includes handling disclosures. Online safety forms part of this training.

5.3.5. Accounts, information, and images

Accounts. Students receive a school-managed Google Workspace account when this is appropriate for their age and programme. Accounts are administered by the school's systems administrator. Students in Groups 5 to 8 and Years 4 to 6 are responsible for their own account under the supervision of the school, and learn that a password protects them and is not shared.

School work. Work created for school belongs to the school and is stored in shared school locations rather than in individual accounts, so that a child's work and a class's materials remain available to the school over time.

Leaving HIS. When a student or a member of staff leaves HIS, their account is suspended. During the 2026-2027 school year the school is establishing a single documented procedure for what then happens to the information in that account: what transfers to the school, what is retained and for how long, and what is removed. This work is being carried out alongside the reorganisation of the school's shared drives and the procedure will be published once it has been adopted.

Photographs and videos.

Photographs and short films of learning are shared with parents through Seesaw, where every parent has password-protected access to their own child's portfolio and class group (section 16.10). This is part of how we report on learning to the family concerned, and it stays within that class. School-wide agreements on how Seesaw supports learning, portfolios and reporting are being developed during 2026-2027.

Images of students may also be used publicly, on the school's social media accounts. Parents are asked each year, through the Parental Consent Form, whether they agree to this. Permission can be withdrawn at any time by emailing marketing@hollandinternationalschool.sg, and the school keeps a record of the students for whom permission has not been given. For brochures, banners and similar materials, parents are approached individually for explicit permission.

CCTV images recorded on the school premises are used for security purposes only, as described in section 9.2.5.

5.4. Agreements, responsibilities, and review

Agreements for using technology.

Students and staff use school devices, accounts and networks for learning and for school work. Agreements about respectful and safe use are made in every class at the start of the year and are revisited during Digital Citizenship Week.

Personal devices.

Mobile phones, tablets and other personal electronic devices are handed in to the teacher or placed in the student's locker at the start of the school day, and collected again at the end of it. Smartwatches and other wearable devices may be worn, provided that notifications and messaging are switched off and the watch is not connected to a phone during the school day. Only school-issued earphones are used at school. Section 16.8 sets out these agreements in full.

Who does what.

The ICT coordinator leads the development of digital literacy across the curriculum and chairs the ICT working group. The systems administrator manages accounts, devices and the school network. The IEYC and IPC coordinator ensures that digital learning goals are built into units. The Designated Safeguarding Lead is responsible for safeguarding, online and offline. School leadership is accountable for ICT policy as a whole.

Review.

The ICT working group reviews this chapter and the underlying ICT agreements once a year, within the school's policy review cycle, and reports to school leadership. The review covers what students are learning, whether the devices and software still fit that learning, what has changed in the digital world our children live in, and whether our agreements and safeguards are still adequate.

This work forms part of ICT, Digital Citizenship and AI, one of the school-wide priorities in the School Development Plan 2026-2027, which the ICT working group carries together with the Academic Team and the Management Team.

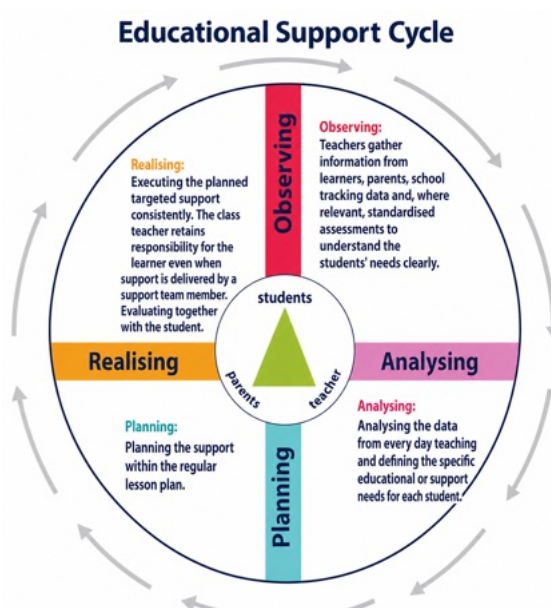
6. Learning Support Centre

The Support policy describes how Holland International School tries to optimally adapt the education to the educational needs of all students, including our students with specific learning needs.

6.1. Tailored education

At Holland International School we provide tailored education: education that is tailored to the possibilities, talents and educational needs of our students.

Teachers work with the Educational Support Cycle, in Dutch Education named 'HGW cycle'. HGW stands for *Handelingsgericht Werken*, which translates to Goal-Oriented Support. It is a structured framework used to make sure every child gets the right support and education they need. Teachers use this cycle to monitor the whole class, spot needs early, and adjust their teaching.



Stage	Actions
Observing / Identifying	Teachers gather information from learners, parents, school tracking data and, where relevant, standardised assessments to understand the students' needs clearly.
Comprehending/ analysing	Analysing the data from every day teaching and defining the specific educational or support needs for each student.
Planning	Planning the support within the regular lesson plan.
Realising	Executing the planned targeted support consistently. The class teacher retains responsibility for the learner even when support is delivered by a support team member. Evaluating together with the student.

The educational support cycle is used in every day teaching, but also at a larger scale throughout the year when the team zooms in on annual assessments and school based results together.

Our teachers work with class overviews. These overviews contain the didactic and pedagogical needs, the stimulating and impending factors of each student and the levels of support within the class.

The class overview, stating the provided support needed for each child, is constantly evaluated and readjusted where necessary. This evaluation is repeated at the end of the school year, through which a substantiated and in-depth transfer takes place from one teacher to the next, completing the full Educational Support Cycle.

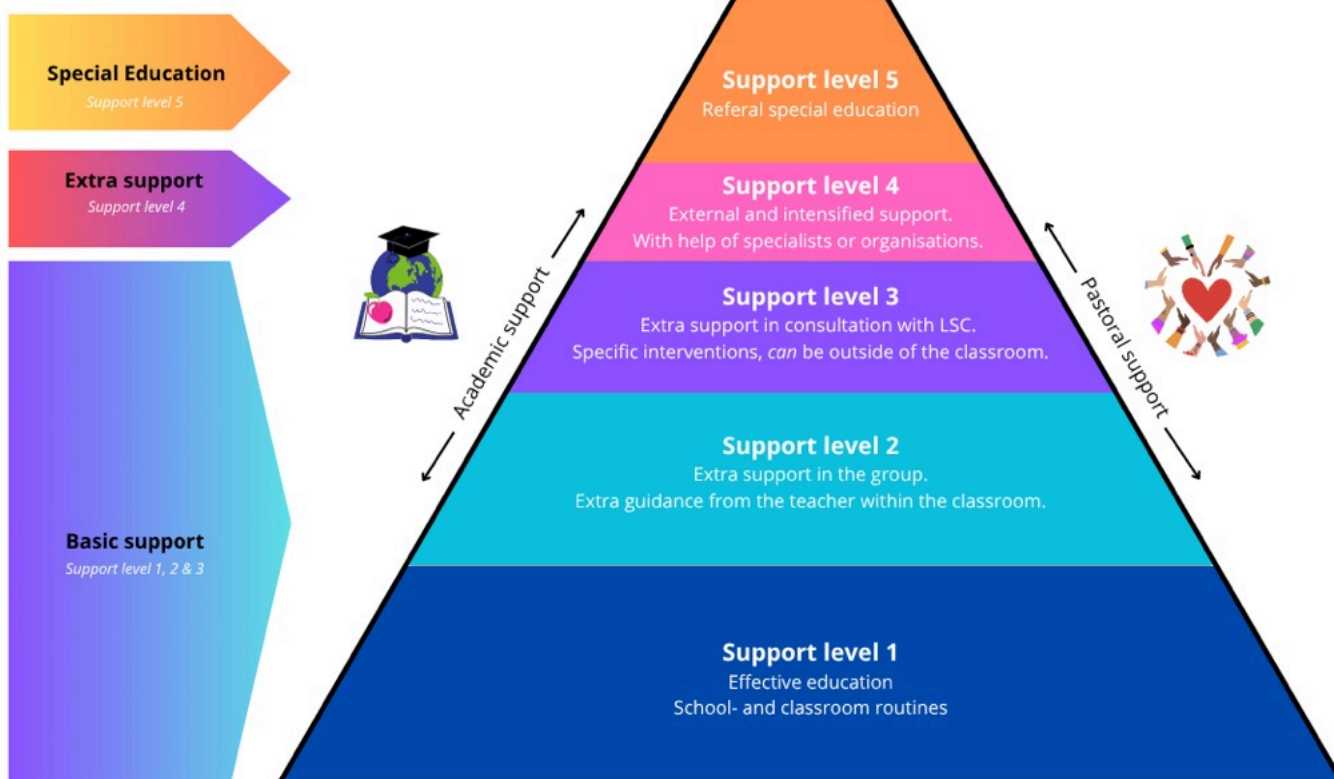
6.1.1. Levels of Support

At the heart of our approach to inclusion is a five-level, tiered model of support. It gives staff, students, and parents a shared, transparent language for how support is organised, and it ensures that provision is proportionate: no student receives more (or less) support than they currently need, and every student's level is kept under active review.

The framework groups the five levels into three broader bands — Basic support, Extra support, and Special Education — and recognises that support can be either academic or pastoral in nature, or both.

Holland International School offers 4 levels of support, containing our 'Basic support': levels 1-3' and 'Extra support: level 4.

Levels of Support



Support level 1 — Basic support: Effective education

Observations	The student is showing a steady, positive, ongoing development, academically and social/emotionally. The student needs no extra support from teachers besides the regular offer from lessons.
Involved	Teachers, student, parents
Actions	Teachers use effective classroom management, provide clear structure, work with daily routines and provide targeted feedback. Teachers offer instruction at three levels: - o basis subject matter - o deepening subject matter - o intensifying subject matter
Evaluation	The following evaluation methods may be used: Evaluations and daily observations by teachers during their lessons, school assessments, LSC class meetings, class visits by LSC and Academic leads.

Support level 2 —Basis support: Intensifying classroom support	
Observations	The student needs some extra educational instruction and/or practice time with/from their teacher. The student needs some help regarding his/her social or emotional development.
Involved	Teachers, students, parents <i>(Teachers can consult with LSC for extra advice for approach within the classroom).</i>
Actions	Students who need it receive extra instruction and practise time with the teacher inside the classroom. Parents are informed during regular PTM's that their child is getting some extra practice time with the teacher.
Evaluation	The following evaluation methods may be used: Evaluations and daily observations by teachers during their lessons, school assessments, LSC class meetings, class visits by LSC and Academic leads.

Support level 3 —Basic support: Extra specific interventions	
Observations	Despite the extra intensifying classroom support by the teacher, the student is developing insufficiently. The student needs extra specific interventions.
Involved	Teachers, students, parents, LSC, support team.
Actions	Support level 2 help is still provided by the teacher inside the classroom. Extra support is provided in- or outside the classroom in a small group or at times individually by another colleague. An IEP is set up (Small group- or individual plan) and shared with parents by the teacher.
Evaluation	The following evaluation methods may be used: Evaluations and daily observations by teachers during their lessons, school assessments, LSC class meetings, class visits by LSC and Academic leads. Besides the above, the IEP is evaluated after 1 term: continuation of plan or finalisation of plan? • Move back to support level 2, stay in support level 3, or more support needed through support level 4?

Support level 4 — Extra support: External support from experts	
Observations	The student is struggling academically or social-emotionally, despite the extra interventions of support level 2 and 3. Specialistic and individual support is needed.
Involved	Teachers, students, parents, LSC, support team, specialists/organisations. The principal is informed if a student needs support level 4 for a longer amount of time.
Actions	A personal development plan is set up together with the LSC and individual support outside of the classroom will be provided. Specialists help is advised from this stage in the form of specialist assessments, guidance and if needed sessions outside of school.
Evaluation	Evaluation takes place between teacher, LSC, parents and external specialists. Educational needs and progress will be discussed together to see if the child can move back to support level 3, stay in support level 4 longer or needs specific interventions that we may not be able to offer within our educational setting. If that is the case, we must move to support level 5 and will assist parents to research which type of education is a better fit for their child's needs.

Support level 5 — Special education	
Observations	Despite all the extra external support and advice, we cannot offer the specific care and support the student needs.
Involved	Teachers, students, parents, LSC, specialists, principal and potential other schools
Actions	School and parents work together to find the school or setting that can best provide the educational needs of the student.
Administration	Plans, evaluations and other relevant documents necessary are shared with the new school or educational setting.

6.1.2. Seeing and respecting differences

Within the class, teachers are dealing with the differences between students on a daily basis. This can include differences in learning styles, qualities/abilities, and also in educational and support needs. Some of the students transition to our school from different types of international schools. Managing this diversity makes the teaching practice challenging and engaging, but also difficult sometimes. It's important for our teachers to recognise and anticipate these differences. Thus we strive to provide a safe and challenging learning environment with respect for the differences.

6.1.3. Right to be heard ('hoorrecht'): Student feedback on support

In September 2026, students were invited to complete a survey about the support they receive at school.

How students experience support:

88% of students know who to go to when they need extra help

87% of students feel that their teacher listens when they explain what they need

85% of students rate the school's support positively

What students value most: a quiet place to work, extra explanation from the teacher, working with a classmate, extra practice, and working in a small group.

What students say we do well: teachers explain things clearly and check that everyone has understood, staff respond quickly when help is asked for, and students feel comfortable approaching a teacher or support staff member. Peer support between classmates is also valued.

What students would like to see more of: more small-group or one-on-one support, a calmer classroom and school environment, teachers checking in more often to ask how things are going, and more outdoor play facilities.

Evaluation:

Our students scored HIS very high regarding offered support. This is something we are very happy about. Many students mentioned a calm space to work as being very helpful and valuable. School will be looking into how we can create more calm work areas in the school, for example also in hallways.

6.2. Group visits and LSC class meeting

Biannually, students' results, students' wellbeing, and group curriculum are discussed during the LSC class meeting. Prior to each LSC class meeting, a group visit is scheduled during which the learning support coordinator observes the teaching and learning processes of the students. The class environment is also observed. At a group level the results are considered to evaluate the teaching in the previous term and to formulate focal points for the term ahead. The LSC class meeting can, if necessary, lead to an individual student meeting.

6.3. Tracking systems

Dutch stream

Parnassys is the Dutch stream's main tracking system (LVS). Parnassys provides an overview of our students' progress (provided by data from our test providers, such as Veilig Leren Lezen, Wereld in Getallen and BOOM). The Dutch stream uses the student development graphs, the group overviews and school overviews provided by Parnassys to keep track of our students' development throughout the year and use this data to analyse progress on a student level, class level and school level.

It is used to keep track of a student's academic progress and growth. It is also an important tool to help shape the secondary school advice for students from the Dutch stream.

English stream

The English Stream uses an amalgamation of tools to track the progress in core subjects English and Maths. This includes PIRA and PUMA in all classes summer term reception and Year 1-6 in all terms three times a year. In Year and Year 6 we assess with the optional UK Sats test for Key stage 1 and key stage 2. This data is manually analysed by the Head of English, at this time.

For both streams ParnasSys is also used to keep track of parent teacher meetings, correspondence with specialists and other general observations and / or agreements concerning the child's development.

6.3.1. Personalised assessment

A number of students at HIS may use accommodations during assessments. This involves an adjustment in the conducted assessments, place of test taking or materials used. This will only happen after extensive conferral with the teacher and the Learning Support Coordinator. Parents are included in this decision.

For students with a dyslexia or dyscalculia certificate or for students with very weak motor skills, some adjustments are allowed during an assessment. These adjustments are always discussed beforehand with the Learning Support Coordinator and the parents, and are documented with the assessment registration in ParnasSys.

After extensive consultation, a specific continuous line will be maintained for those students that are given personalized assessments. This process will be annually analysed by the Learning Support Centre (LSC) to ensure that these students are correctly classified in terms of level and approach.

6.4. Gifted students

At Holland International School, we aim to meet the educational needs of students who are cognitively gifted. To support this, we have developed a Giftedness Protocol that outlines how we identify and respond to potential advanced development and/or giftedness.

Our approach ensures that students with advanced abilities are appropriately challenged and continue to grow in the cognitive, metacognitive (learning strategies and methodology), and social-emotional domains. The Dutch Stream currently uses the Dutch DHH programme (Digital Action Protocol for Giftedness) for this process.

6.5. Multilingual students

Language support is offered to students aged 4–6 years old who grow up in a less language-rich environment, either at home or in their school situation. The programme is designed to help students understand the language of instruction and to actively use it in class. For this age group, support is mainly provided in small groups.

When needed, language support is also offered in the higher year groups. In these cases, the support is often provided on an individual basis, called Academic Support.

All language support at HIS – whether in Dutch (Dutch Stream) or in English (Dutch and English Stream) – is delivered by our support teachers. It always follows a circular approach, with regular observation, reflection, and evaluation by the class teacher and the support teacher to decide whether the support should continue, be adjusted, or phased out.

6.6. Students with specific needs (Academic or Pastoral)

Direct supervision of these students is always initially the responsibility of the homeroom teacher, in consultation with the Learning Support Coordinator. Usually, extended instruction or extra practice / help in class suffices. We aim for the majority of our students to remain in support levels 1 or 2.

Sometimes it can be necessary to provide the student with more (temporary) additional support. This is when our levels of support system comes in (see 6.1.1).

The student may receive extra, top up, support for Academics or behavior (Pastoral support) within our basic support structure. An IEP (Individual Education Plan) is then made by the teacher and support teacher and shared with parents. The progress is monitored together and evaluated to see if the support can be leveled back down to support level 2 or if more external support is needed (Support level 4).

6.7. Students with development perspective

If we see that a student can or might *not* be able to academically reach the curriculum of our last year group level (Dutch stream group 8 for example) we will set up an adjusted development perspective for one or more subjects (called a PDP, Personal Development Plan / OPP Ontwikkelingsperspectief).

This is also set up for students in our support level 4 (Academically or Pastorally) who receive a lot of extra support (on top of our basic support).

This Development Perspective (in Dutch OPP) describes the current situation, stimulating and hindering factors, clear goals, evaluations and expected transition level.

6.8. Students with specific educational needs regarding motor skills

Motor skills are a very important part of development. It is important to detect motor constraints as early as possible, because early treatment is the most effective. For both fine and gross motor skills we follow the student's development through observation. We monitor the development of motor skills by conducting the MQ scan. For students with severe motor constraints, parents may be referred to one of the various external institutions in Singapore with experts in the fields of physiotherapy and occupational therapy.

6.9. Students with physical disabilities

The school is accessible for children with a physical disability. We have a wheelchair accessible toilet. In the past, the school has taken students' physical disabilities into account when assigning their group to a classroom. Some parts of the school are not easily accessible to students with a physical disability.

6.10 Policy for students with a chronic illness

In case of a long term absence due to hospitalisation, the teacher will provide homework assignments for the student, possibly with instructions from the method manuals, in consultation with the parents. If a student is absent for a long period of time due to hospitalization, the teacher will, in consultation with the parents and the learning support coordinator, ensure continued education.

6.11 External support for students

There are many ways to provide external support for students in Singapore, including speech therapy, physiotherapy, occupational therapy, behavioural therapy, and psychological or psychiatric support. However, the support is often provided in English, which can be detrimental in some cases.

For further specialised assessments, parents can contact only a few Dutch specialists, such as a Dutch speech therapist and online Academic Support Teachers.

Parents in the Dutch Stream can also opt to have their child assessed in the Netherlands. This usually takes place during a school holiday.

HIS works together with an OT and an Art therapist who provide special guidance to students during school hours in our therapy room.

School may sometimes advise parents to seek external support if we see that extra support is needed. For more information regarding external support, please contact the Learning Support Coordinator.

7. Educational quality management

7.1. Quality assurance

The Quality Act (March 1998) and the Education Inspection Act (spring 2002) set out the conditions schools must meet regarding quality management. Central to the latter is the relationship between the school's own responsibility for quality assurance and the role of the national inspectorate.

Since September 2011, Holland International School has applied an integral quality assurance system, showing the coherence between different policy areas. To ensure effective implementation, we deliberately start with the primary process: providing education and monitoring the quality of this process.

Holland International School uses the Inspectorate's Research Framework 2017 for primary education to guide our quality assurance. While certain elements such as financial management and human resources are only partly represented, this framework allows us to focus on the core educational process and student outcomes.

- In the Dutch Stream, the curriculum follows the requirements of the Dutch National Curriculum.
- In the English Stream, the core subjects are aligned with the National Curriculum for England.
- The quality and implementation of IEYC and IPC are evaluated through the International Curriculum Association (ICA). HIS has achieved IEYC and IPC Recognition and is now working towards Accreditation.
- Quality assurance, monitoring and evaluation are implemented consistently across both streams.

The Dutch inspectorate conducted its four-yearly inspection at Holland International School in March 2023, using a valuation framework that considers six quality areas: educational process, school climate, educational results, quality assurance, ambition, and financial management. The final report is published on both the Holland International School website and the Dutch Inspectorate website.

7.2. Objectives

The quality assurance system is designed to regulate, monitor and support the quality of the quality management policy. To this end, the following activities are proposed:

- Regularly assessing what contains the quality of the school: are we doing the right things?
- Systematically assessing whether the objectives are being realised: are we doing things right?
- Determining how to visualize the quality: how do we measure what we want to know?
- Letting others assess the picture: do others think the same?
- Determining the consequences of the assessments: what do we do with the obtained information?

7.3. Relation with the inspectorate

With our quality assurance system *Integraal* (integral) we align with the national trend that schools are responsible for their own quality and quality management. Holland International School creates a thorough system of quality assessment that covers the elements quality determination, quality management, and quality improvement.

7.4. Quality assurance: by whom and for whom

7.4.1. Parties involved

The quality of a school is determined by all who are in various degrees involved in the school. Quality primarily benefits the students, their educational process and the results thereof ('learning is key, education the tool'). Regarding the measuring and determining the quality, the students are an important source of information as well. All parties involved in the school take part in the dialogue determining and monitoring the quality. Hence why the most important internally involved (academic leadership, learning support coordinator, teachers) and their role and responsibilities in the quality assurance system are involved and play an active role. Nevertheless, all involved parties of the school participate in the dialogue where quality is determined and monitored.

7.4.2. Students

The primary process in the school is the learning process of our students. The quality of Holland International School is mostly reflected in the quality of our students' learning. Thus central in the quality assurance system is the question to students: What have you learned?, to what extent did school contribute to this?, and what is the next step in the learning process according to the student? Self-evaluation to students means reflecting on their own learning on the one hand, and providing feedback to those who are supposed to be supporting them in their learning on the other. Students are also involved in this quality management. This may be done by having open conversations about personal experiences at Holland International School and about how Holland International School could further improve from a student's perspective (learning conversations with students).

7.4.3. Staff

Staff members, especially teachers, are ideally suited to judge the quality of learning and teaching. Also here, the basis lies in critically looking at our own actions and its effects. Implementation is done by means of the assessment/review cycle: performance review - appraisal interview, intervision, and peer consultation. An important feedback tool is staff and student surveys. Additionally, staff members partly determine the development of the educational quality by training, participating in study days, participating in meetings and work groups, and participating in research.

7.4.4. Parents

Parents contribute to our quality assurance system by their participation in collective meetings (via the Advisory Council) and by supplying feedback to the school. To facilitate the latter a survey is periodically conducted amongst Holland International School's parents. In accordance with the core of the Act on Education Supervision, the school is held accountable to parents by engaging in dialogue about the quality of the school and its curriculum.

7.4.5. Primary education, further education, and the corporate world

Primary education on the one hand and further education/corporate business on the other fill the roles to secondary schools of respectively supplier and customer. By maintaining regular contact, both in a formal and an informal way, the school keeps abreast of the possibilities and requirements of these relations and, where possible, aligns its own level of quality.

The international or national further education are approached for feedback in order to receive information about the quality delivered by Holland International School.

Quality assurance of the school development actions:

Upon implementation, it is essential to monitor the improvements in order to assess whether the actions are achieving the required results. In this regard, the following tools are used:

- Per six weeks: sampling collection of data of teachers, students and results. The learning support coordinator, the academic leadership and educational coordinators analyse this in order to compose recommendations and conclusions accordingly.
- Biannually: ParnasSys & Seesaw. This database is filled with important information sources, such as student observations, meetings with students and parents and method-bound or non-method bound (Boom LVS) test results. This allows for a trend analysis to be made every six months in order to map out the domain trends throughout the school.
- The academic leadership composes an accountability report based on the Boom LVS analysis together with the learning support coordinator and educational coordinators. The school leadership is accountable to the Board with this.

Subject	Per six weeks	Biannual	Biannual
Dutch	- Method-lead assessments - Observations - Learning meetings with students - Students' writing assignments (Composition assignments, dictation, workbooks)	- Boom LVS - Looqin - Trends ParnasSys	- Long-term trend analyses per school year in ParnasSys
English	- Method-lead assessments - Observations - Learning meetings with students - Students' writing assignments (Composition assignments, dictations, workbooks) - ORT reading level testing (ev.3 months) R-2 - SRI Scholastic Reading inventory test (ev.3 months) 3-6 -	- Reception baseline Assessment (RBA) - Phonics Check year1 - SATS Key Stage 1 and 2 - PIRA (3 x per year) - Writing Assessment	- Long-term trend analyses per school year in ParnasSys - PIRA Boost Insights
IPC	- Learning meetings with students - Students's projects/ presentations - Results 'Assessment for learning' /digital portfolio (in process)	- Overall result - Assessment for learning Outcomes - Seesaw	- Long-term trend analyses per school year in Seesaw
Maths	- Method-lead assessments - Observations - Learning meetings with students - Students' Maths results (Maths projects, notebooks, Maths products)	- Boom LVS - PUMA (3 x per year)	- Long-term trend analyses per school year in ParnasSys - PUMA Boost Insights

8. Health and Well-being

8.1. Health

In this section you will find information about health in the tropics. Living in the tropics is new for a lot of children and parents and calls for a mental and physical adjustment. For questions about the subjects described below or any other health related issues you can contact the school's Health Coordinator at health@hollandinternationalschool.sg.

8.2. Medical details

For the registration process at Holland International School and at the beginning of every school year, parents (of both students of the preschool and primary school) should complete a medical form regarding the medical conditions of their child(ren). This information is important so that we are informed of all relevant details in case of medical (emergency) situations. The information is available for the teacher(s) and the Health Coordinator. Always inform the Health Coordinator of any changes in medical conditions, allergies and use of medication as soon as possible.

8.3. Allergies

If your child suffers from an allergy or an intolerance for certain (food) substances or if your child develops an allergy or intolerance during the school year, the Health Coordinator should be informed so that we can formulate a care plan and if necessary, alert other parents and take this into account (e.g. during school trips or birthdays). An allergy form must also be completed, this is available from the Health Coordinator. There are children at this school who suffer from dangerous allergies to nuts or nut derived ingredients, these products are not allowed to be taken to school. Parents should also take this into consideration for birthday treats. Examples of prohibited products are: Nutella, Toblerone, peanut butter and chocolate with nuts.

8.4. Medication

If your child needs medication during school hours, you need to complete a 'Consent to administer medication form'. This includes both short term medication such as an antibiotics course, but also for long term medication such as an inhaler for asthma, or ADHD Medication. Without this form, the school cannot administer the medication.

The form is available at the administration office, both in hard copy and soft copy, as well as online via the links sent at the start of each school year. The parents remain responsible for the medication use of their child. They also agree that the school medicine administration to the children is a service of the school. The school also cannot be held accountable for this administration. All parents must comply with the administering medication policy found on our school website.

8.5. Contagious infectious diseases

Contagious diseases should always be reported to the Health Coordinator. Examples of diseases that have to be reported are: mycoplasma, impetigo, whooping cough, dengue fever, hand-foot-mouth disease, and chickenpox. In most cases, students should stay at home until a medical doctor can confirm in writing that the disease is no longer contagious. In case of impetigo, students can come to school when the lesions are completely dry or covered and treated with antibiotics for at least 48 hours. You can contact the Health Coordinator for more information about the regulations of Holland International School. Information regarding contagious diseases can also be found on the school website, including the timings for returning to school following illness and information packs on common contagious diseases we see in school.

8.6. Sickness in school

It's possible that your child becomes sick or suffers from an injury during the school day. In that case, we will contact one or both parents by phone. In consultation, it could be decided that the student will take paracetamol or that he/she will be collected by the parent(s). Children that suffer from fever are not allowed to come to school or stay in school. Aside from the parents, a student can be collected by a helper or family/friends. However, we only phone parents or the 3rd person emergency contact of the family, and we would never let your child go home without permission of any of the aforementioned persons. Under Singapore law, the emergency contact cannot be your domestic helper and thus, we will not call your helper in the case of an emergency. Students who become sick during school hours cannot go home alone or by taxi. In medical situations we will act according to the completed parental consent in the emergency form. This form must be completed by all parents at the start of the year.

8.7. Heat policy

Since Singapore is located near the equator, UV radiation and humidity are very high. In the short term this could lead to skin burn and heat stroke, and in the long term it may lead to skin cancer amongst others. At Holland International School we discuss the risks of sun exposure with the students. Furthermore we've created shade areas at the schoolyard. It's compulsory to wear a Holland International School sunhat, other headgear is prohibited. We also recommend applying sunscreen to your child(ren) before coming to school. As part of our Heat policy, we keep a close eye on the Heat Stress as indicated by the National Environment Agency throughout the school day and make decisions regarding outdoor play based on this information. Information regarding this can be found in our heat policy on the school website.

8.8. Mosquitos

In Singapore, there are several diseases that can be transmitted by mosquitoes, including dengue fever. Holland International School pursues a preventative policy by weekly mosquito control by an external pest control company. You can contact the School Health Coordinator for more information about dengue and other diseases that are transmitted by mosquitoes. To protect yourself and your child(ren) against mosquito bites, there are several anti mosquito products available at local chemists. More information can also be found at:

<https://www.nea.gov.sg/dengue-zika/dengue/dengue-clusters> and www.hpb.gov.sg.

8.9. Head Lice

Just as in The Netherlands, Belgium and other corners of the world, head lice can be found in Singapore. If we find lice or nits on a student, their parents are informed by phone or email. The parents of the affected group will be informed through Seesaw. We ask you to treat your children with lice shampoo and comb the hair when they come home. If you find head lice on your child(ren), you should inform the Health Coordinator and/or the homeroom teacher, so that we can alert other parents of the group.

8.10 Haze

The air quality in Singapore in general is (very) good. However, because of industry and forest fires in surrounding countries we sometimes experience haze. Depending on the seriousness of the haze, outdoor playtime may be restricted at Holland International School or in more severe cases, the school may even be closed. HIS has developed a Haze policy based on the guidelines of the Singaporean government. This can be found on the school website.

We follow the haze regulations of the Singaporean government, which are listed in the Haze policy of the school.

8.11 Mental well-being and confidential counsellors

At our school, we want every child to feel safe, supported, and listened to. To help with this, we have two confidential counsellors available for students.

A confidential counsellor is someone children can talk to if they have a problem or worry that they do not feel comfortable discussing with their teacher or parents. This could be about school, friendships, or personal concerns. The counsellor listens, offers guidance, and—when needed—helps the child take the next steps to find support.

To ensure that every student understands this, the Learning Support Centre has created a short powerpoint presentation introducing our confidential counsellors. Homeroom teachers will show the presentation to their class and explain the process to the students, so they know who they can turn to and how to reach out if needed.

In this way, all children are aware that there is always a safe and trusted adult at school they can speak to.

8.12 Firedrill and AED

Our school is in possession of a registered AED in the hallway. This will be checked every year by SCDF and is also registered at myResponder. All staff have to complete a First Aid course every 2 years, which includes an instruction on how to use the AED.

The school also has a fire alarm system, which you can read more about in section 9. To make sure all the staff members and students know what to do in case the fire alarm goes off, we practice announced and unannounced fire drills several times a year.

9. Safety and safeguarding

9.1. Safety at Holland International School

We take great care of the safety of the students, the school buildings and the surroundings. Throughout the school year we make sure to keep up our safety measurements:

1. Electricity boxes are inspected for safety yearly.
2. The fire extinguishers are inspected by a licensed firm.
3. The fire alarm system is inspected and tested by a licensed company 4 times a year.
4. There are emergency drills once each trimester, which the team, all students, and adults present at school participate in.
5. The PE hall and outdoor play equipment is inspected for safety by certified companies.
6. Our water tanks are cleaned and certified on a yearly basis.
7. The school premises are inspected and serviced by a pest control company three times per month.
8. Parking lot safety is closely monitored by the security guard and the team.
9. After school, the teachers of groups 1 and 2, Reception Class and Year 1 escort the students to the bus waiting area where the bus company will accompany the children safely to their bus. Groups 3 through 8 students and Year 2 through 5 and up will walk to their buses independently but together with their classmates.

As parents you can also support us in keeping our school safe:

1. When you bring and collect your child(ren) to/from school yourself, please ensure that your children are properly supervised to prevent dangerous situations in the parking lot, with playground equipment, and on the road while crossing the street.
2. For the students who take the schoolbus to school, we ask you to convey that safety in the bus is also important. Students are expected to listen to the bus driver and the bus attendants, to remain in their seats while driving, and to keep their seatbelts on. Additionally, we ask you to report any unsafe situation immediately to both the bus service provider Woodlands Transport and to the school's Bus Officer.

9.2. Access to the school and parking

The school is continuously monitored. The security officer monitors the school building and the premises. The security officer is responsible for traffic control and the registration of visitors. One of the objectives of the security personnel is to minimise the traffic congestion around Holland International School and to increase the safety of students and parents.

9.2.1. Parking

The school buses park at the school's parking lot at the start and at the end of the school day. Parents can use the school's parking lot as a 'Kiss & Ride' area only in the morning, from 8.15 am onwards. The parking lot is not available for parents from the primary school during school dismissal.

Students can also alight at the drop off zone on Swiss View, in front of the stairs leading up to the school, where they can independently walk to Holland International School via the access stairs. This is also a "Kiss & Ride" area, as parking along the road on Swiss View is not allowed.

Parking alongside Bukit Tinggi Road is prohibited by law. Therefore, parking along the road is at your own risk. There is a paid parking area at the Institution of Engineers Singapore (IES) that is accessible to parents of Holland International School.

9.2.2. Opening and closing of the entrance gates

All access gates to the school (the gate next to Mr. Dolaplein, the gate at the top of the stairs on Swiss View and the so-called main gate) will be closed at 8:30am, when the school day starts and we expect all students to be in class. The small side gate at the guardhouse is the only entrance during the rest of the day. Visitors will need to register at the guard house to enter the school. The gate at the side entrance (next to Mr. Dolaplein) and the gate on top of the stairs at Swiss View will open only half an hour before school dismissal.

9.2.3. Visitor registration at Holland International School

During school hours (between 8:30 am and 4:30 pm), every visitor is required to register at the guardhouse. Registration is done via a QR code and requires both check-in and check-out. Every visitor will receive and wear an orange lanyard, and caretakers wear a yellow lanyard when they come to collect the child(ren) of their household. This system allows us to monitor who is on the school premises for the safety of our school and in the event of an emergency.

9.2.4. No access on weekends

It may happen that parents want to collect a lost item, or want to show friends or family the school on the weekend. However, Holland International School is closed on weekends and therefore visitors are not permitted.

9.2.5. CCTV cameras

CCTV security cameras have been installed at Holland International School to monitor and control the premises. The images will solely be used for security purposes.

9.3. Calamities

Holland International School has composed several protocols to respond to calamities. Each calamity requires an assessment of what is sensible under the given circumstances. We have an evacuation plan. The premise of the evacuation plan is that help can be provided until external first responders (police, paramedics or firefighters) are on site and take over. Parents will be informed in case of a calamity.

9.4. Safeguarding and child protection

The safety and wellbeing of our students are at the heart of everything we do. In line with our school's safeguarding policy, we are committed to providing a secure and nurturing environment where children feel safe, respected, and able to thrive. Our policies and procedures are designed to protect every child in our care and to promote their welfare at all times.

All staff receive regular training in safeguarding and child protection, and we follow clear protocols to ensure that concerns are identified and addressed swiftly. Recruitment processes are rigorous, with background checks and references forming an essential part of our commitment to safer recruitment.

We also recognise the importance of working in partnership with families to keep children safe. By fostering open communication and a culture of care, we ensure that students know where to turn if they need help, and that parents can trust us to act in the best interests of their child. Safeguarding is everyone's responsibility, and at our school, it is a shared commitment across the whole community.

10. Registration and admission

10.1. Registration

Students at Holland International School come from various educational systems, like Dutch and Flemish education as well as (pre)schools in Singapore and abroad.

Parents are very welcome to request an introductory meeting with the Principal. The Admissions Officer would be happy to organise this for you. You can also make an appointment with the Admissions Officer (admissions@hollandinternationalschool.sg) to show your children around at the school before their first school day.

10.1.1. Formal registration

How does formal registration work

The forms can be downloaded from the website and the completed (and signed) forms can be returned to us by email admissions@hollandinternationalschool.sg. The formal registration is concluded by completing and signing the 'Application Form' and the 'Student Contract'. The Student Contract is a required document by the Ministry of Education in Singapore for all primary school students (Private Education Act No. 21 of 2009).

We also require a copy of the passport and a copy of their *Foreign Identification Number* (FIN) pass provided you possess these already. Should your child have multiple nationalities and/or multiple passports, please inform us accordingly upon registration.

Furthermore, there are several forms needed in order to assign your child to a specific group, including the application form and the Educational report, specifically set up per group level. Both forms can be found on our website.

We will process the application once we have received the following documents:

- The application form
- Proof of payment for the first part of the registration fee

10.1.2. Educational registration

Please find an exhaustive list of all the necessary documents for registration hereafter:

1. The application form
2. Proof of payment for the first part of the registration fee
3. A copy of the child(ren)'s passport(s)
4. If already in your possession, a copy of their Foreign Identification Number (FIN) pass or at least the In principal Approval of the Dependant's Pass. Or a copy of their Student pass or of copy of their re-entry permit.
5. A copy of the most recent school report
6. The most recent student monitoring system/test results (e.g. CITO, LVS, KIJK!)
7. Any examination results (if applicable)
8. If applicable, the most recent action plans
9. A recent (passport) photo
10. Vaccination records (4 measles vaccinations and 2 diphtheria vaccinations)
11. The Student Contract

10.1.3. Placement and admissions policy

We offer education to children from 18 months onwards. Once the registration process is concluded, the placement committee will assess the application. You'll receive a letter of acceptance as soon as your child is placed. After accepting the offer, you will receive the placement email.

By registering the child, the parent also agrees with the 'Admission Policy'. This policy can be found on the website of Holland International School.

10.2. School fee

10.2.1. Terms

The terms for the school year 2026-2027 are:

- 1st term: 17 August 2026 – 18 December 2026
- 2nd term: 12 January 2027 – 25 March 2027
- 3rd term: 12 April 2027 – 25 June 2027

10.2.2. Preschool

School hours

The school hours for the Preschool groups are as follows:

Playgroup (18 months to 2.5 years)

3 or 5 half days:

- Monday – Friday from 8:30am to 12:30pm

3 or 5 full days:

- Monday – Thursday from 8:30am to 2.30pm
- Friday from 8:30am to 1:30pm

Nursery group (2.5 years to 3.5 years)

3 or 5 full days:

- Monday – Thursday from 8:30am to 2.30pm
- Friday from 8:30am to 1:30pm

Transition group (3.5 years to 4.5 years)

5 full days:

- Monday – Thursday from 8:30am to 2.30pm
- Friday from 8:30am to 1:30pm

School fee

The school fee for the Preschool is as follows per term:

Term 1 school fee preschool (17 Aug 2026 to 18 Dec 2026)

3 half days	S\$ 5,595
5 half days	S\$ 8,485
3 full days	S\$ 7,637
5 full days	S\$ 12,168

Term 2 school fee preschool (12 Jan 2027 to 25 March 2027)

3 half days	S\$ 3,207
5 half days	S\$ 4,863
3 full days	S\$ 4,377
5 full days	S\$ 6,975

Term 3 school fee preschool (12 Apr 2027 to 25 June 2027)

3 half days	S\$ 3,411
5 half days	S\$ 5,174
3 full days	S\$ 4,656
5 full days	S\$ 7,420

Invoices will be sent out by the 1st of June 2026, the 1st of October 2026 and the 1st of February 2027 for the 1st, 2nd and 3rd terms respectively and are payable within 30 days as stated in each invoice. Unfortunately it is not possible to make up for any missed days and there will be no reimbursement for illness or absence of your child(ren) in Preschool.

Registration fee

The registration fee for new students at Holland International School (Preschool and Primary school) is S\$ 3,815.00, which is non-refundable and consists of two components:

- Upon application, a non-refundable fee of S\$ 545.00 is required to process the application.
- After confirmation of admission, a non-refundable amount of S\$ 3,270.00 is required, which you will be invoiced for.

For a student moving from Preschool to Primary within the school, no registration fee is required.

Should you have any queries about school fees, please contact the school finance department or the Board's treasurer.

10.2.3. Primary school

Registration fee

The registration fee for new students consists of two components:

- Upon application, a non-refundable fee of S\$ 545.00 is required to process the application.
- After confirmation of admission, a non-refundable amount of S\$ 3,270.00 is required, which you will be invoiced for after admission and placement have been confirmed.

No registration fee will be charged for the transition of a currently enrolled student from Preschool to Primary school.

School fees

The school fee for the academic year 2026-2027 is S\$ 30,516 (incl. GST). The total amount must be paid in three installments. Invoices will be sent by the 1st of June 2026, the 1st of October 2026 and the 1st of February 2027 for the 1st, 2nd and 3rd terms respectively and are payable within 30 days as stated in each invoice.

The school fee includes the regular costs, including the use of books, notebooks, writing utensils, play material, etcetera, as well as the expenses regarding Sports Day, stage performance, King's Day, Sinterklaas, and the excursions.

For the Dutch Stream groups 6, 7, and 8, and the English Stream Year 4, Year 5 and Year of 6 school camps a separate fee is requested. More information will be provided during the related information evening.

Should you have any queries about school fees, please contact the school's finance department or the Board's treasurer.

10.3. Short term registration (up to 6 months)

If you indicate on the registration form that your child will be attending Holland International School for less than 6 months, the registration fee will be: S\$1,907.50. This fee is non-refundable.

- Should the student remain in school beyond 6 months (including school holidays), another non-refundable amount of S\$1,907.50 will be charged in addition to the regular school fees.

10.4. Start during a term

If a student joins the school during a school term, the fee will be calculated as follows:

- Start on 25 October 2026 (or after): 50% of the first term fee
- Start on 14 February 2027 (or after): 50% of the second term fee
- Start on 23 May 2027 (or after): 50% of the third term fee

10.5. Returning to Holland International School

Students who are registering at Holland International School for a second time will only be charged half of the registration fee (S\$1,907.50) in addition to the regular school fees.

10.6. New students

New students are supported in finding their place in the group, both in a social and in an educational sense. Each new student is paired with a 'buddy'. This buddy helps the new student to find their way and feel at home in the first few weeks. The teacher keeps in touch with the parents and discusses the integration of your child with you in a formal meeting after the first four weeks. Our goal is that new students find a place within the group as soon as possible, both socially and cognitively.

11. Deregistration

11.1. Deregistration and termination

The notice period for withdrawing students are as follows:

- 18 September 2026, for the second term of the school year 2026-2027
- 15 January 2027, for the third term of the school year 2026-2027
- 25 March 2027, for the first term of school year 2027-2028

Please note that the notice periods above also apply if a student has not started yet, but is registered to do so.

In case you are withdrawing your child from school, please download the deregistration form from our website and send the completed and signed form by email to: admissions@hollandinternationalschool.sg.

If the deregistration notification has been submitted and received before the applicable notice date mentioned above per term, only the current school term fees will be due. Should the deregistration take place after these dates, then the school fee for the subsequent term will also be charged in full.

For a withdrawal (submitted and received before the applicable notice date) during the term, the fees will be calculated as follows:

- Leaving before 25 October 2026: 50% of the first term fee
- Leaving before 14 February 2027: 50% of the second term fee
- Leaving before 23 May 2027: 50% of the third term fee

Holland International School is not obliged to reimburse the registration fees or the school fees.

11.2. Suspension and expulsion

Holland International School has composed a protocol for the suspension and/or expulsion of students and/or parents in the case of serious, repeated and unacceptable behaviour and threats. You can find the Behaviour protocol of Holland International School on the school's website. There will be no reimbursement of fees in the case of suspension and/or expulsion.

12. Transition

12.1. Introduction

As the world becomes more interconnected, families often find themselves on the move. At Holland International School around 20% of our students leave each year due to relocations.

When your child leaves our Primary school, the fully updated student file will be issued to you as parent(s). You can submit this to your child's next school in due time. To ensure that the student file is up to date at the time of your departure, we request you to inform us of your departure as soon as possible. You can download the deregistration form from our website.

12.2. Preschool students

The Preschool curriculum at Holland International School is an excellent preparation for our Primary school. The Preschool is structured in three age groups:

- Playgroup: 18 months to 2.5 years
- Nursery group: 2.5 years to 3.5 years
- Transition group: 3.5 years to 4.5 years

Children are assigned to a group based on their date of birth.

After the Transition Group, students will continue in the Dutch Stream or the English Stream. Towards the start of term 3, parents will be asked to indicate which stream they prefer.

If you choose the Dutch Stream and your child turns 4 after the start of the school year, but before 1 January, then they will move up from the Transition Group to Group 1 in term 1. Children who turn 4 after 1 January will stay in the Transition group for the entire school year and start in Group 1/2 in the following school year. If your child transitions from the Transition Group to Group 1 in term 1, you will receive notice of which group your child is assigned to. Together with the teacher of the Transition Group, your child will take a look in their new class.

If you choose the English Stream and your child turns 4 after 31 August, then they will stay in the Transition Group for the entire school year.

Before your child will transition to Primary school (Group 1/2 or Reception class), a handover meeting will take place, during which the development of your child will be discussed with the new teacher. The observation data will also be available for the new teacher in ParnasSys, the student administration system within our organisation. Parents will receive a final Preschool report. This report will be discussed with you during the Parent Teacher meeting.

12.3. Primary school students

12.3.1. Leaving for the Netherlands, Belgium, or anywhere else abroad

Some students continue their education in a Dutch or international school in the Netherlands, Belgium, or elsewhere in the world. We are happy to support parents by providing the necessary information when registering your child at their next school.

The student file you will receive as parents includes:

- The Educational Report (EDR): prepared by the class teacher, detailing any special support received, observations, work attitude, and social-emotional development.
- Individual Educational Plans (IEPs), if applicable.
- Assessment Results:
 - Dutch Stream: Boom LVS test results
 - English Stream: Standardized assessment results aligned with the British National Curriculum

This ensures that the receiving school has a clear understanding of your child's academic progress, learning needs, and social-emotional development, regardless of whether they move to a Dutch or international setting.

12.3.2. Leaving for secondary education (Dutch Stream)

Group 8 students who at the start of the school year know that they are definitely transferring to an international secondary school, will receive their Report Card in English during the school year. Some international schools in Singapore also request translated report cards from the last two, sometimes even more school years. We provide the option to have (previous) report cards translated into English by our appointed school translator. The costs for translation of a report card is not covered by the school and must therefore be borne by the parents.

The process is as follows:

1. Parents complete the '**deregistration form**' and the '**application form for report cards translation**' from the school's website and submit these document to admissions@hollandinternationalschool.sg
2. The translated report cards are checked and signed by the school and sent to you in PDF format.

Please note that during peak periods, when many report cards need to be translated, the waiting time for translations can be up to 3-4 weeks. Please keep this in mind if you need the report card before a certain date.

12.3.3. Secondary education Dutch Stream

Every year a few international secondary schools organise information sessions. These sessions take place at the respective international schools and are meant for parents and students of group 8, in order to timely inform them about the transition to an international secondary school. At these sessions information will be provided about the respective school. If this school has an affiliated Dutch language teacher, then naturally this programme will be discussed.

In January, group 8 will take the transition assessment ('doorstroomtoets'). Information about this assessment will be provided to parents of group 7 and group 8 and the students of group 8.

The school advice is carefully prepared and based on data from the student file, the Report Cards, and the progress in the Boom LVS (monitoring system). Consultation takes place between group 8 teacher(s) and the advisory committee, consisting of the Learning Support Coordinator, group 7 teacher(s) and the Academic Lead.

The primary school recommendation is discussed with the parents and the student. The expected transition profile ('indicatie basisschooladvies') is provided in group 7. In group 8 the preliminary primary education recommendation ('voorlopig basisschooladvies') is provided in January and in February/March follows the final primary school recommendation ('definitief basisschooladvies'). This applies to all students, also including those transitioning to international education.

When selecting an international secondary school it is important to know whether a student can be placed in the mainstream English programme. We strive for students attending Holland International School for three years to be able to reach this level. Sometimes the secondary school demands external testing to assess the level. Upon request, the English teacher can offer advice to the parents of group 8 students.

TIP: Only parents themselves can register their child for (inter)national (secondary) education. Please note that the application deadlines vary significantly between schools, so our advice is to start this process well in advance.

12.3.4. Guidelines school advice

Each group 8 student will receive the final primary school recommendation ('definitief basisschooladvies') before March 24 of the school year. This advice explains which type of secondary education fits the student best in The Netherlands. Based on this advice, the parents can enroll their child at a school that offers the advised type of secondary education.

In April of group 7 an expected transition profile ('indicatie basisschooladvies') is provided by means of an advisory meeting with the parents and the student. This expected transition profile indicates the direction of the final school recommendation for the student at that point in time. As it is not yet completely evident what the suitable school recommendation will be for a student in group 7, a mixed advice (such as VMBO-T/HAVO) can be provided as an expected transition profile. We will also discuss learning goals (both in the cognitive and work ethics fields) where the student can work on for the next 6 months. In September of group 8 there will be another meeting with the parents and the student following a period of working on personally setting up learning goals. The final primary school recommendation will then be provided in February/March in group 8, followed by the 'doorstroomtoets' (transitiontest).

To determine the school recommendation for secondary education, the school assesses the following parameters, which are explained further below:

- A. The development in the Upper Primary of a child in the broad sense
- B. Work ethic and attitude (executive functions)
- C. Academic performance (most importantly: Reading comprehension, Maths, Spelling)

A. The development of a child in the broad sense

Besides cognitive development, we also assess the socio-emotional development of the student and their talents. This involves considering if the student can work together in a positive manner, if they possess a proper listening attitude towards fellow students and the teacher and to what extent the student is able to constructively solve problems and/or conflicts.

Using information from previous Report Cards, the student social emotional development (monitoring system Looqin), classroom observations, and meetings with students and parents. Some students have had a didactic assessment at some point in their school career. These assessment results and respective advice are also included in the (expected) school recommendation.

B. Work ethic and attitude

To determine the work ethic and attitude of the student, we use the following criteria:

- To what extent can the student stay focused

Does their work look neat and well-structured

- To what extent is the student able to work independently after a short instruction

- To what extent is the student capable of independently planning and working on multiple tasks

How does the student work with personal learning goals and homework?

- To what extent is the student motivated to learn and make assignments

Does the student work independently or does he/she frequently need to be encouraged?

- To what extent is the student capable of formulating and practicing their own learning goals and does he/she feel responsible for this

- What is the student's homework attitude

Is the homework consistently made and learned?

- To what extent is the student able to ask for help when facing difficulties

- To what extent does the student show determination and resilience

Do they consistently try again, even if it is hard?

Do they tend to avoid new goals?

- To what extent is the student able to reflect on their own work and to form new learning goals in light of that reflection

Does he/she learn from earlier mistakes?

C. Academic performance

- To get a good understanding of the learning performance we assess the processing of the curriculum alongside the results of the Boom LVS tests (from group 6 onwards), and the evaluations of projects, writing, and presentations.

- To make a projection of which type of secondary education aligns with the learning performance of the student, forecasts from Boom LVS are made based on the current standard in The Netherlands.

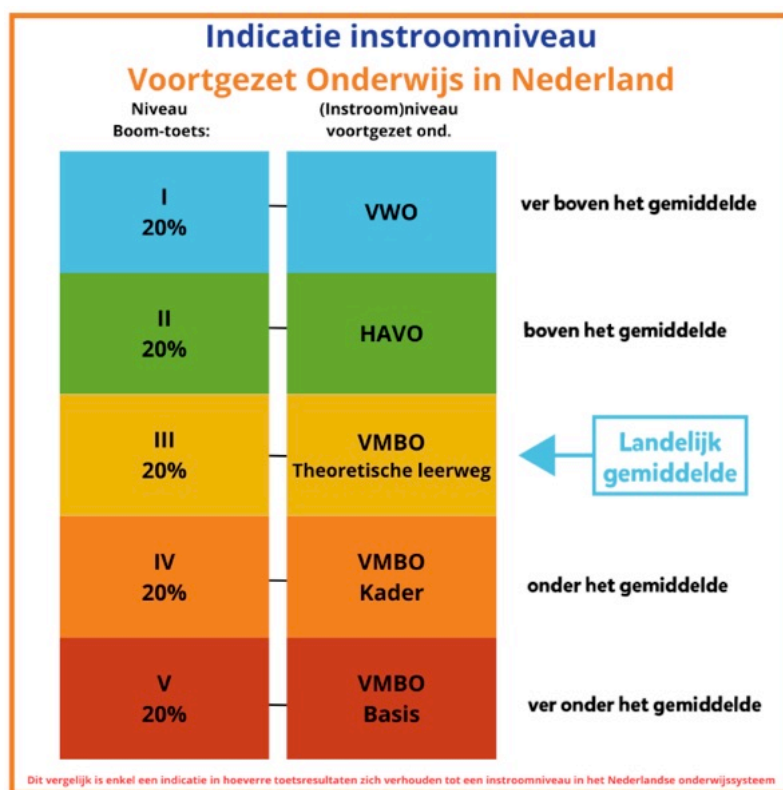
Boom LVS standardisation

The national standard as set by the Boom student monitoring system is the objective standard used to measure a child's learning development. The Boom LVS tests are taken twice per year.

The usual scores at Holland International School range from level I to V. These scores reflect how well a student performs compared to other students in the cohort. Five levels are distinguished:

- Level I: 20% highest scoring students
- Level II: 20% above the national average
- Level III: 20% around the national average
- Level IV: 20% below the national average
- Level V: 20% lowest scoring students

The guidelines for the secondary education type are explained below:



To form a secondary education prognosis based on *Boom LVS* results, particular attention is paid to the scores for Maths, reading comprehension, learning skills, and spelling.

IEP transition test / final advice

After the results of the transition test, the student will receive their final secondary school recommendation. It is possible that the result of the transition test deviates upwards compared to the expected primary school recommendation.

The primary school is not obliged to adopt the test results of the transition test in the final primary school advice if the test results deviate upwards. The primary school is responsible for the reconsideration and will discuss this with the parents. The reconsideration can result in an adjustment in the final secondary school recommendation, however it can also be decided that the advice will not be changed.

Sometimes the results of the transition test are less good than expected. In that case, the primary school is not allowed to adjust the final school recommendation downwards in comparison to the preliminary school recommendation. In that case, the results of the transition test will not negatively affect the admissibility of the student in secondary education.

Orientating secondary schools in The Netherlands

At Holland International School, we start orientation for secondary education in The Netherlands in group 7 by explaining to the students and parents how the Dutch secondary educational system works. We think that it is important that students possess an understanding of the secondary education system in The Netherlands. We also advise the parents to start exploring the different types of education and schools in The Netherlands. The Dutch secondary schools compile their information in a helpful guide, the 'VO-gids', which we also use in groups 7 and 8. Information can be found at: <https://www.devogids.nl>.

This guide explains all **school types** and all Dutch secondary schools present themselves in the guide. Furthermore, it mentions when the schools will organise **open days**, check the 'open house calendar' at the website as well. Finally, you will encounter a '**scholenwijzer**' ('school indicator') and a **step-by-step plan** to find a suitable secondary school.

12.3.5. Secondary Education (English Stream)

As our students reach the end of Year 6 and complete their primary education, we recognise that choosing the right next step is an important decision for every family. We will accompany families throughout this process, ensuring that everyone feels supported and informed at each stage. We maintain strong connections with many international schools in Singapore and are also able to assist families considering options further afield. Through advice sessions and ongoing guidance, we help families explore the pathways that best suit each child's needs and future aspirations.

Students at this stage have a wide range of international options. Many will continue in British international schools, moving into Key Stage 3 and progressing towards GCSEs and A-Levels or the IB Diploma. Others join schools offering the International Baccalaureate Middle Years Programme, which provides a broad and inquiry-based approach before leading to the IB Diploma or Career-related Programme. American international schools offer an alternative pathway through the US curriculum, leading to the High School Diploma and Advanced Placement courses, while national or bilingual schools, such as the French Lycée, German School, Japanese School, or Australian International School, provide continuity for families who may return to their home country. A smaller number of families may choose alternative or progressive schools, such as Montessori or Steiner, or even hybrid and online models, which are increasingly popular among globally mobile families.

Our role is to make this important step not just a transition, but an exciting opportunity for growth, continuity, and success. We support families by explaining entry requirements, preparing students for assessments, and communicating directly with future schools to ensure a smooth handover. In every case, we help families consider curriculum continuity, mobility, and long-term aspirations, including university pathways, so that each child's journey beyond Year 6 builds on their achievements and opens the right doors for their future.

13. The parents

13.1. Involvement

We value and stand for excellent cooperation between the school and the parents of our students. This collaboration is inherently focused on the wellbeing of your child(ren). The parent is the school's partner in the education of their child(ren) and their child(ren)'s motivator to enjoy learning. This way we aim to achieve an optimal connection in development level to guide and stimulate our students accordingly. The teachers are the most important interlocutors for the parents. However, if parents feel the need to do so, it is always possible to contact the learning support coordinator, team leads, academic lead or the principal to get more background information or to discuss relevant matters. We greatly appreciate it when parents show engagement towards their child(ren)'s education, by participating in activities and contributing constructive ideas to positively develop our school.

13.2. Interaction

As parents, you will be kept informed through:

- Our website (<https://www.hollandinternationalschool.sg>)
- This school guide (which can be accessed via the website)
- Class updates via Seesaw
- Our weekly newsletter on Seesaw
- Your child's learning portfolio on Seesaw
- The educational booklet 'Cycle of Report cards and PTM'
- Our IEYC/IPC information update from the group teacher, before the start of an IEYC/ IPC unit, informs you of what your child has learned and what they will learn next.

There is a message board for parents across from the administration office. You can find information about all kinds of activities in Singapore here. You may also publish your own notifications or announcements here.

An informative meeting takes place at the start of the school year. The evening will focus on information provision to parents related to educational matters, including educational vision, educational resources, and homework.

At the start of the school year parents are invited to the Parent-Teacher meeting. The focus of these meetings is the coordination between parents and teachers with regards to the child's development. As a school we place great importance on how you view your child so as to connect to your child's educational needs. Parents are invited to discuss the progress of their child(ren) three times per school year. The year calendar is disseminated at the start of the school year and lists all dates for these Parent-Teacher meetings. You also receive a 'Cycle Reports and Parent-Teacher meetings' letter at the start of the school year.

Parents are regularly invited to attend an IPC exit point, thus getting a firsthand look at their child's learning process. There will be other moments as well, where you can attend your child's performance or presentation. Parents are also often involved in school celebrations.

13.3. Participation and AGM (Annual General Meeting)

Holland International School is a private entity and all parents are members of this *Company Limited*. This is specified to parents in the 'Student Contract'. At the **Annual General Meeting (AGM)**, which usually takes place in November, members will be informed about the strategy, financial state of affairs and relevant school policies. Members can also comment on these issues as well as on all relevant educational, financial and governmental matters.

13.4. Advisory Council

The school leadership and the School Board of Holland International School support an open communication between all stakeholders. In order to regularly discuss the school organisation and policies with a permanent delegation of the team and parents there is an Advisory Council. The right to give advice has been granted to this body and the school leadership and School Board may also request advice from the Advisory Council. A set of rules and regulations is applicable to the advisory Board.

The Advisory Council consists of (up to) five members, comprised by:

- up to three parents (elected by and from the parents)
- two members of the team (elected by and from the team)

The Advisory Council will meet at least once every two months and can essentially advise on everything related to the school's organisational and educational policies. Some subjects will be discussed confidentially. The Advisory Council will meet at least biannually with a Board representative.

Subjects that may be discussed by the Advisory Council include the yearly activity programme, teacher recruitment, the curriculum, the homework policy, the playground, and school safety. The two team members are responsible for keeping the rest of the team informed.

The Advisory Council needs parent's feedback in order to properly do their work. In case you have any suggestions, questions or ideas about the organisation and/or policies of Holland International School, please contact the Advisory Council via the following email address:
advisorycouncil@hollandinternationalschool.sg.

13.5. Group parents

At Holland International School parents can sign up as a group parent at the start of the school year. The teacher will select two group parents for their group. The most important task of the group parent is to support the teacher in organising the group's activities. The group parents also fulfil a social task by welcoming new parents into the group. The group parents can function as an intermediate between the school and the parents, but questions will always be referred to the teachers or school leadership. At the start of the school year a meeting with the group parents is held, mostly to cover practical matters and the responsibilities of the group parents.

13.6. Practical assistance from parents

We greatly appreciate the practical support of a lot of parents on many occasions, as a school cannot function properly without it. Many parents are actively involved as library parents, group parents, front desk volunteers and helping during festivities, excursions, and activities in class.

13.7. Consultation

You may always approach the teacher for a meeting. If you wish to speak to a member of the school leadership or the principal, please make an appointment via: admin@hollandinternationalschool.sg.

13.8. Complaints

Complaints should initially be addressed directly to whomever it concerns. For instance, a parent cannot complain about a teacher to the School Board before discussing the matter with that teacher first. The procedure for complaints is as follows:

Level 1

Parents reach out directly to the teacher in question.

Level 2

If the parents and/or the teacher cannot find a satisfactory solution to the problem, the school leadership will be involved. The school leadership can also be involved in the first level, but only if both parties agree.

Level 3

If the issue cannot be satisfactorily resolved after consultation with the principal, then the issue may be submitted to the Advisory Council. The Advisory Council will consult with all parties involved and strive to find a solution.

Level 4

If the nature of the complaint makes mutual settlement impossible or if the outcome is unsatisfactory, the issue will be raised with the School Board to try to find a solution. The School Board may involve the 'National Complaints Procedure for Dutch Education Abroad', which is available at our school. The school is a member of the 'Landelijke Klachtencommissie van de Verenigde Bijzondere Scholen op Algemene Grondslag' (a national complaints committee). Information can be found at: <https://www.onderwijsgeschillen.nl/klachten/landelijke-klachtencommissie-onderwijs/>.

13.9. Confidential counsellor

Within this complaints procedure the school is required to appoint a counsellor who is not directly involved with the school. The contact details of the counsellor for school year 2025-2026:

- Confidential counsellor: Joeri Gianotten
- Telephone number: +65 9023 4260
- Email address: joeri@accelerasia.com

The confidential counsellor's tasks:

- The counsellor is the first contact for (confidential) complaints.
- The counsellor decides whether the situation can be settled by mediation and decides if the issue is cause for submitting a complaint.
- The counsellor refers the complainant, if and when necessary or desirable, to other organisations (e.g. the counseling inspector in The Netherlands).
- The counsellor treats the issue with the utmost care and is obliged to confidentiality in all reported cases.

13.10 Designated Safeguarding Lead and Deputy Safeguarding Lead

Schools and counsellors may approach the DSL/DDSL for questions, advice and support regarding any misconduct including:

- Sexual intimidation and sexual abuse
- Physical violence
- Major bullying
- Violence
- Discrimination
- Self harm
- Suicidal thoughts

The DSL/ DDSL's tasks:

- Serve as a point of contact.
- Advise on possible steps to take.
- Assist in the steps leading towards finding a solution.
- Assist, upon request, in submitting a formal complaint or accusation.

13.11 Safeguarding

At Holland International School we define safeguarding as the proactive steps taken to protect the health, well-being, and rights of children and vulnerable individuals. This includes creating a safe environment, promoting positive relationships, and ensuring that all staff are trained to recognise and respond to potential risks. We are committed to safeguarding all students attending Holland International School. We aim to provide a safe working and learning environment for all members of our community. We strive to ensure all students have a trusted adult that they can communicate their concerns to. Concerns are reported to the Designated Safeguarding Lead (DSL). The DSL will ensure the student's immediate safety, gather information and form a response team to ensure the correct steps are taken in supporting the child.

Both the teaching and administrative staff have completed their Level 1 Safeguarding training from childsafeguarding.com. Volunteers are asked to complete a course especially designed for volunteers in an educational setting. Certificates are valid for two years, and staff are required to renew their training every two years. All staff receive regular internal training, including handling disclosures, new safeguarding developments and case studies. All members of staff are familiar with the reporting structure within our school.

Parents play an important role in safeguarding children within their communities. If you have any concerns, please share them with someone you trust. If it concerns a child that attends HIS, please report your concerns to the DSL. We will always take the matter seriously and ensure the appropriate steps are taken. Our aim is to provide students with a safe environment in which they can speak up about their own experiences and about concerns about their peers.

For any safeguarding concerns or matters, please contact our Safeguarding Team directly:

- **Designated Safeguarding Lead (DSL):** Kerry Pentney
- **Deputy Designated Safeguarding Lead (DDSL):** Véronique Schoon-Lewis
- **Dedicated Safeguarding Email:** safeguarding@hollandinternationalschool.sg. All safeguarding concerns should be reported through this dedicated email address.

14. Holiday schedule, school hours, and breaks.

14.1. Holiday schedule

The school holiday schedule is available on our website. The calendar is composed based on the tests calendar, ensuring we conduct the standardised tests as Boom LVS at the appropriate times. We also try to synchronise the holidays as much as possible with the international schools in Singapore that older siblings attend. The holiday schedule is presented to and discussed with the Advisory Council. The Board makes the final decision based on the Advisory Council's advice.

14.2. The school hours

14.2.1. Preschool

	Monday – Thursday	Friday
Half days	8:30am – 12:30pm (only optional in Playgroup)	
Full days	8.30am – 2.30pm	8.30am – 1.30pm

- Our preschool opens at 8.15am.
- Children taking the school bus to school are escorted by the bus attendant to their classrooms. If you bring your child to school you can also accompany your child yourself between 8.15am – 8.30am.
- Children are intended to be in school at 8.30am and parents are kindly asked to leave the classroom before 8.30am, so the daily programme can start on time.
- Playgroup: Children who come to playgroup half days and take the school bus home, leave at 12.40pm. Parents who pick up their child will wait at the gate and the teachers will bring the children to the parent/or caretaker at 12:30pm.

14.2.2. Primary school

	Monday – Thursday	Friday
Groups 1/2 Reception Class	8:30am – 2:30pm	8:30am – 1:30pm
Groups 3 - 8 Year 1 - 6	8:30am – 3:30pm	8:30am – 1:30pm

* From Term 2, HIS will pilot an optional Extended Hour programme for Preschool and Early Years, allowing families to extend the school day by one hour.

14.3. Breaks Primary School

In primary school the students have two daily breaks.

In the morning they'll have a 15-minute morning snack and play, and a 30-minute lunch break with outdoor play.

14.4. Teaching hours

Holland International School provides sufficient annual teaching hours to meet the requirements of all three curriculum frameworks: the Dutch National Curriculum, the National Curriculum for England, and the IEYC/IPC

14.5. Compulsory education

Although there is no compulsory education regulation in Singapore's educational system, we assume that students in our school comply with the national compulsory education act.

Thus, we adhere to the education legislation as applicable to The Netherlands, Belgium and the UK.

- The Netherlands: compulsory from the 1st day of the new month after the child turns 5 years old.
- Belgium: compulsory from 1 September of the calendar year in which the child turns 5.
- UK: compulsory from the next term after the child turns 5 years old.
- Singapore: children 6 years and older must attend a (national) primary school.

14.6. School absenteeism

Regular attendance is essential to students' academic, social and emotional development. Missing instructional time can create gaps in knowledge and skills that are difficult to recover independently. Frequent or extended absences may also disrupt classroom routines and continuity of learning. Parents and legal guardians are responsible for ensuring that their children attend school during published school hours and term dates. Holidays should be planned during school breaks, and non-urgent medical, dental and learning-support appointments should be scheduled outside school hours wherever possible. School events and celebrations are also valuable parts of the curriculum and contribute to students' wider development.

In the event that your child requires sickness leave/absence, you are requested to **always notify the school before 8:30am:**

Telephone: (+65) 6466 0662

Email: admin@hollandinternationalschool.sg, health@hollandinternationalschool.sg and your child's home room teacher.

You can also fill in the reporting sick contact form at the website.

<https://www.hollandinternationalschool.sg/en/contact/reporting-sick>

If your child takes the school bus and is sick/absent, we ask you to also notify the bus company Woodlands Transport in a timely fashion.

In case of a contagious infectious disease including chicken pox, impetigo, HFMD (Hand-, Foot- and Mouth-Disease), or mycoplasma, please **always inform our Health Coordinator** (health@hollandinternationalschool.sg), concerning the risk of infection for both students and staff.

In line with our HIS health policy, students who suffer from fever or sickness and diarrhea are not allowed to come to school. You can find the health policies on the school website.

For planned leave, parents must submit the Leave of Absence form to the school administration at least two school days in advance. Management will review the request and confirm whether the absence is authorised or unauthorised. The completed form will be returned by email and retained in the student's file.

Absence may be authorised for:

- an embassy appointment for a passport or identity card, up to two hours;
- urgent medical treatment supported by written confirmation from a doctor;
- the wedding or bereavement of a first-degree relative, up to ten school days and not during the first two weeks of the school year;
- family relocation, up to five school days.

Other absences will normally be considered unauthorised. These include additional holidays, long weekends, family visits, non-urgent appointments, learning-support appointments and appointments with the Ministry of Manpower or Immigration & Checkpoints Authority.

Each request is considered individually. If parents decide to proceed with an unauthorised absence, responsibility for the resulting impact on the child's learning and development remains with the parents or legal guardians.

15. The educational development in school

15.1. School development

Holland International School is deeply committed to continuously developing and enhancing both its educational programs and organisational structure. We dedicate significant time and effort to ensuring that our teaching methods, curriculum, and overall school environment are always evolving to meet the highest standards of excellence. We primarily concentrate on research-based improvements that will impact student learning in accordance with our vision and mission.

15.2. Objective of the school year & the development plan

An important objective of this school development plan is to internally enable us to work methodically, thus stimulating school development even more. This overview also allows us to externally show what concerns us and what we are working on. The overview also enables us to encourage conversation between teachers, Board, advisory Board, and parents.

Holland International School in Singapore provides an excellent learning experience with an international dimension and an optimal connection to both the Dutch and international education.

15.2.1. The twofold mission of Holland International School

Based on the aforementioned insights, the Board, management, and the team have formulated a mission that directs our educational programme and our objectives:

Holland International School wants to provide excellent Dutch and English primary education with a combined national and international curriculum, where the main focus is the child's learning process. We are a school that has a strong sense of openness, respect and passion, and where learning is fun. In a safe environment with a lot of individual attention, we can get the best out of every child.

At Holland International School, academic excellence and personal development go hand in hand. Our ambition is to give every child strong foundations in language and mathematics, develop confident multilingual learners and provide clear pathways into Dutch and international education. At the same time, we nurture happy, curious and resilient children who are prepared for an ever-changing world.

Our two streams offer distinct but connected academic pathways. The Dutch Stream follows the Dutch National Curriculum, with Dutch as the language of instruction and daily English as an additional language. Music and PE are also taught in English. The English Stream follows the National Curriculum for England, with English as the language of instruction and Dutch, Mandarin and French offered as additional languages.

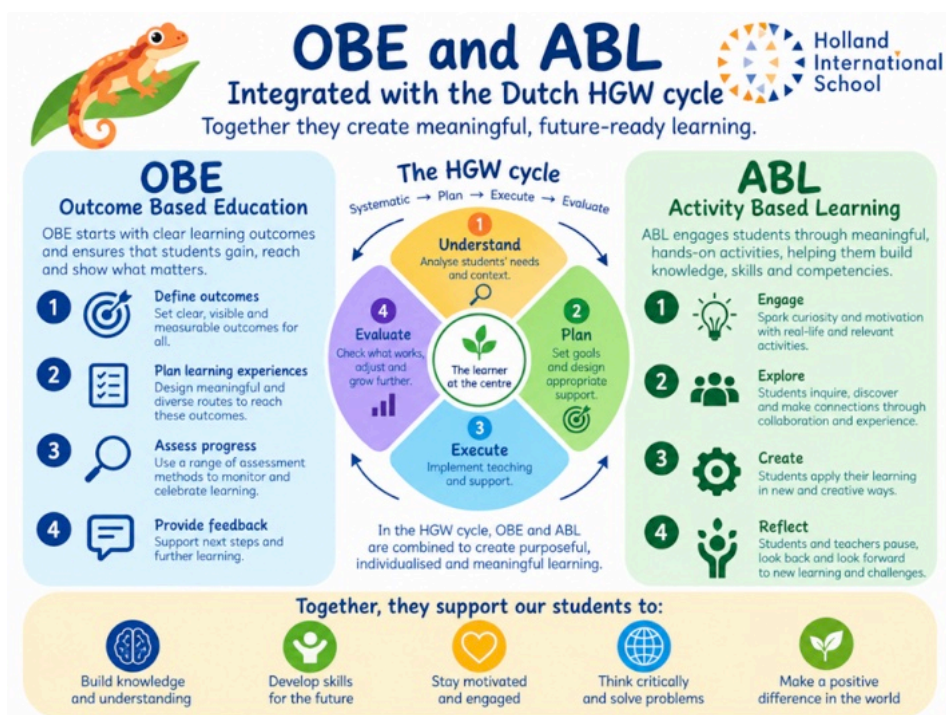
IEYC and IPC enrich both pathways by connecting learning across subjects and supporting the development of knowledge, skills, understanding and the Personal Goals.

15.2.2. The context of Holland International School, anno 2026

Holland International School started in 2011-2012 with the implementation of 'outcome-based learning' (OBL) and 'action-based learning'. We strongly focus on optimizing the learning processes by connecting the learning outcomes to the action-based learning. The curriculum is development-oriented working on student, class, and school level. Outcome-based learning (OBL) and the Circular Approach (OBE) is implemented in all subject areas.

15.2.3. Outcome-based Education (OBE) and action-based learning (ABL).

The academic year 2026-2027 will be the fifteenth year of the implementation of OBE and ABL, which are firstly based on an evaluative cycle and, secondly, on individual and group overviews.



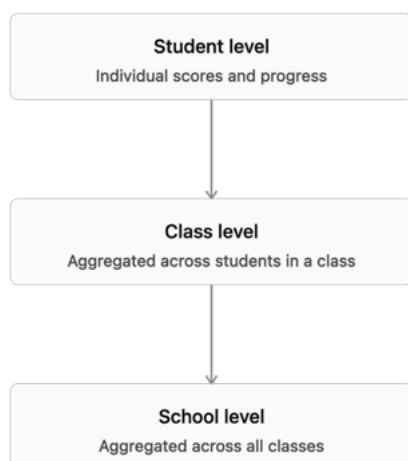
15.2.4. Evaluation cycle within the OBE at HIS

The objectives are evaluated per student, per class and at a school level for both streams.

The educational results are systematically assessed and documented. For this we use a variety of information sources, including student observations, meetings with the students and parents, and method-bound or non-method bound tests, which is all charted by ParnasSys (our comprehensive student database system).

The learning outcome is then evaluated to reflect on the effectiveness of the curriculum in the previous term.

The objectives and/or educational approach will subsequently be enhanced and adjusted where necessary.



15.3. Learning together and training opportunities

At Holland International School, professional development is always connected to student learning and the continued improvement of education. We build a professional learning community through lesson observations, collaborative planning, team teaching, coaching, professional dialogue, and the sharing of effective practice.

This development takes place within a culture of trust, openness and shared responsibility. The Performance Cycle supports staff in reflecting on their practice, setting purposeful goals and identifying appropriate next steps together with their line manager.

15.3.1. Professional learning and training

Professional learning at HIS follows a clear three-level approach:

1. **School strategy and School Plan**
The School Plan identifies the school's long-term strategic direction and the knowledge, skills and expertise required to achieve it.
2. **Year Plan and team development**
The annual priorities are translated into targeted professional development for teams, curriculum areas and specific roles.
3. **Individual professional development**
Staff identify personal development goals connected to their current responsibilities, professional interests or potential future roles. These goals are discussed as part of the Performance Cycle.

Professional development may include courses, conferences, workshops, coaching, professional networks, collaborative inquiry and learning from external organisations. Mandatory training is also provided where required.

All professional learning should have a clear purpose and contribute to improved professional practice, stronger collaboration and better educational outcomes for students.

16. Additional information

16.1. Relation between the school and its surroundings

Partnerships and External Relations

Holland International School actively collaborates with a wide range of educational and community partners, both in Singapore and internationally. These partnerships strengthen our educational programmes, support professional learning and connect our students, staff and families to the wider international community.

For our Dutch educational stream, we work closely with Stichting NOB (Nederlands Onderwijs in het Buitenland). NOB supports Dutch schools abroad with educational expertise, quality assurance and organisational matters, and provides an important connection with Dutch education and the Dutch Inspectorate of Education. Our Dutch as an Additional Language programme is also accredited through NOB, supporting the quality and continuity of Dutch language education within our international programme.

HIS is also connected to the International Curriculum Association (ICA), which supports schools working with the International Primary Curriculum (IPC) and International Early Years Curriculum (IEYC) through curriculum development, professional learning and international networks.

As an official Language Friendly School, HIS is part of an international network of schools that value and embrace multilingualism. This network provides opportunities to exchange knowledge and good practice with other schools and supports our commitment to creating an environment in which the different languages and linguistic backgrounds within our community are recognised and valued.

Our Network in Singapore

Being an active part of the wider Singapore community is very important to us. HIS builds and maintains relationships with embassies, Chambers of Commerce and other international organisations representing different countries and communities. These connections create opportunities for collaboration, cultural exchange and community engagement.

We also actively participate in Singapore's educational and professional networks, including SPAN, where we connect and exchange knowledge and experiences with other schools and educational professionals.

Our location provides valuable opportunities for collaboration with neighbouring schools. We maintain relationships with the Swiss School in Singapore, the Korean International School and Chatsworth International School, supporting one another and exploring opportunities for collaboration.

In addition, HIS connects with other international schools and educational organisations in Singapore through professional exchange at leadership, teaching and sports level. We also maintain relationships with universities and teacher-training institutions in relation to internships and professional learning opportunities.

Through these partnerships and networks, we aim to strengthen the quality of education at HIS while being an active, internationally minded and well-connected member of Singapore's educational community.

16.2. Library

Holland International School has an extensive library with Dutch, English, French & Mandarin books. The library is run by a group of enthusiastic volunteers in cooperation with the library committee formed by teachers who are dedicated to running the library.

16.2.1. Primary School

Starting from Transition Group, students receive a library bag. Transition Group and the primary school classes visit the library weekly at a fixed time; this is when they can borrow new books. They need to return the books in the morning of the day of their library visit. Students of Year 5 and 6 and Groups 6 to 8 can also visit the library by themselves throughout the week to borrow and return books.

16.2.2. Preschool

Playgroup and Nursery students visit the library weekly together with their class. Their teachers will borrow books. The children will not bring home books, but Preschool parents can visit the library and borrow books for their children.

16.2.3. Opening hours

The library is open from Monday to Thursday from 8:30 am to 3:30 pm and Friday until 1:30 pm. If there is no volunteer available, the students are not allowed to borrow books.

16.2.4. Loss or damage

In case books are damaged or lost, a reimbursement fee of S\$15.00 - S\$ 30.00 per book will be charged.

16.3. Religion

Holland International School has a neutral signature, which is why religion is not a separate subject in our curriculum. We do pay attention to the subject 'spiritual movements' throughout the IEYC/ IPC units. We try to utilise the fact that our school is located in Singapore as well. Whenever possible, we organise excursions to, for example, Buddhist or Hindu temples or events.

16.4. Celebrations and events

Throughout the year, we come together to celebrate important moments within our diverse school community:

- **International Day** celebrates the nationalities, languages and cultures represented at HIS.
- **Sinterklaas** is marked by his festive arrival and classroom activities.
- **Christmas** will be celebrated this year with a festive Christmas Fair for the school community.
- **Easter** is celebrated with an Easter breakfast for all students.
- **King's Day** includes an official ceremony, to which the Dutch Ambassador is invited, followed by festive activities for students and parents.
- **Local cultural celebrations**, including Lunar New Year, Hari Raya/Eid al-Fitr and Deepavali, help students learn about and appreciate Singapore's diverse cultural traditions.
- **Sports Day** brings students together for physical activity, teamwork and friendly competition.
- **World Book Day** celebrates books, reading and the joy of literature.
- **Graduation** marks the completion of primary school for students in Group 8 of the Dutch Stream and Year 6 of the English Stream.

Dates and details can be found in the Event Calendar in the school's Google Calendar. Families will receive further information through Seesaw and the weekly newsletter.

16.5. Charities and Global Awareness

Vision

To inspire globally minded students who act with compassion and take responsibility for creating a more just, sustainable and empowered world.

Mission Statement

At Holland International School Singapore, we are committed to nurturing global awareness and compassion in our students. By building purposeful partnerships with organisations that empower communities, we give students opportunities to engage meaningfully with the world around them. Through direct involvement and visible impact, our students learn how their actions can make a real difference. Our charitable initiatives are progressively aligned with this vision, ensuring transparency, inclusivity and long-term relevance.

Our Approach to Charities and Global Awareness

As part of our educational vision, we aim to cultivate a strong sense of responsibility and an awareness of the role our students play in the wider world. We do this by supporting carefully selected projects that prioritise empowerment and offer sustainable opportunities for change

Going forward, our charitable support will focus on:

- Local and regional communities, particularly in Singapore and Southeast Asia.
- Charities that support the wellbeing and development of children.
- Initiatives that promote sustainable development and empowerment.

We believe students should understand where charitable contributions go and how they make a positive impact. This helps them develop empathy, agency and a global perspective. For this reason, we are committed to ensuring transparency and inclusivity in how we select and support charities.

Our Giving Model

To align with our renewed vision, we have developed a structured plan to guide our charitable efforts in the years ahead. Funds raised will be distributed across four key charities:

The Netherlands Charity Association (<https://www.nca.org.sg/>)

The Netherlands Charity Association (NCA) supports local communities in Singapore and reflects our values of sustainability, community care and child-focused initiatives. Through the Bag to School appeal, we support children in our host country, bringing joy to those in need while giving our students the opportunity to witness the tangible impact of their kindness.

Kiva (www.kiva.org)

Kiva is an organisation that provides microloans to individuals and small projects around the world. Rather than making traditional donations, we lend money to support self-reliance and empowerment. Students at HIS select a project, track its progress and observe how loans are repaid.

This hands-on approach connects with our IPC curriculum and supports the Sustainable Development Goals (SDGs), helping children understand how global citizenship and sustainability can be put into action.

Heart for Sumba and Sok Sabay

Holland International School has long-standing partnerships with Heart for Sumba and Sok Sabay, and we will continue to support both organisations as part of our ongoing commitment to charitable giving.

We regularly evaluate the organisations we support to ensure their continued alignment with our values and educational goals.

Learn more and get involved

Would you like to learn more about these organisations or support them personally?

Please visit:

- [NCA](#)
- [Kiva](#)
- [Heart for Sumba](#)
- [Sok Sabay](#)

16.6. School attire

School shirt

There's no official HIS uniform, but on PE days, primary students should come to school wearing their PE clothes, which include the school HIS PE shirt. They should also bring their PE shoes and a clean set of clothes. For hygiene purposes, students in Groups 6–8 are required to change into fresh clothes after their PE lesson. The use of deodorant or roll-on is strongly recommended.

The children will also wear this school shirt when they go on an excursion outside the school.

The official school shirt can be purchased at the Frontdesk. To avoid loss or mix-ups, each shirt must have the student's full name clearly marked.

Footwear

Students and staff are required to wear shoes with a heel counter or ankle strap (for example, clog type footwear and flipflops are not allowed). Students are also not permitted to walk barefoot outside or inside the school, unless it is with the permission and under the supervision of their teacher.

To protect the gymnasium floor, sports shoes that leave marks or that are worn outdoors are not permitted. Students must use clean, non-marking indoor sports shoes for PE.

Furthermore, students may not participate in PE while wearing jewellery, such as a necklace, bracelet, ring, watch, or large earrings. Small stud earrings are acceptable. Any bracelet that cannot be removed should be covered with a wristband. Long hair must be tied back securely with a hair band or tie.

16.7. School supplies

Most of the materials our students need are supplied by the school. For carrying school books, workbooks, and other supplies we recommend parents to purchase a high quality school bag.

16.8. Cool box, water bottle and snacks

All children should bring their own cool box and water bottle to keep the food and water cool. The water bottle can be left on the table so that your child can drink water throughout the day. Please remember to mark the cool box and water bottle clearly with your child(ren)'s full name.

Remember to pack your children a healthy snack and a healthy lunch. Please note that candy and carbonated drinks are not considered healthy. For safety reasons (personal safety, food hygiene and allergies) students may not warm up, prepare, or bake any food they bring in school.

Since there are students in school with severe, life threatening (pea)nut allergies, it is prohibited to bring nuts, peanuts, or its derivatives to school. This should also be taken into consideration for (birthday) treats. We kindly refer to chapter 16.18 for more on this topic

16.9. Toys

Bringing toys to school is occasionally permitted, and parents will be informed in advance by the group teacher when these opportunities arise. However, Holland International School is not responsible for any lost or damaged toys brought to school.

16.10 Mobile phones

Electronic devices including mobile phones, iPads, and other devices should be turned in to the teacher or placed in the locker in the morning. At the end of the day the devices will be returned to or collected by the students to take back home.

16.11 Smoking ban

It is prohibited to smoke both on and around the school premises, such as outside the gates of Holland International School.

16.12 Treats

When there is a (birthday) celebration, treats are allowed, preferably of the healthy kind as we strive to promote a healthy lifestyle.

Since there are children in school with severe and life threatening (pea)nut allergies, it is prohibited to bring (pea)nuts or derivatives to school. We request your cooperation in this regard and your consideration in this respect when preparing treats and also lunch or snacks. Examples of prohibited products are hazelnut spread (e.g. Nutella) and peanut butter.

16.13 Invitations to (birthday) parties

We kindly request parents to hand out invitations to (birthday) parties outside of school (hours). This is to prevent children who are not invited from unnecessary disappointment.

16.14. Alumni visits to the school

Former students are welcome to visit Holland International School and if they wish to do so, they are allowed to join their 'old' group during the snack or lunch break. A request to this end should be submitted beforehand by their parents to schedule the visit. It can only take place if the respective teacher has no objections. The former student cannot participate in the day programme. The former student and parents need to register as visitors at the Front Desk.

16.15 Student Council

The Student Council is a delegation of students from groups 6 to 8 and Year 5 & 6. The representatives are chosen by the students and teachers of the school, after running campaigns for their best SDG-related goals to improve the school.

The Student Council's objectives are:

- Allowing students to think and discuss matters in school that concern them.
- Students learn to adopt a positively critical and constructive attitude.
- Students experience being a representative of their classmates in the school.
- Students learn the workings of democracy.
- Students get a bigger sense of involvement and responsibility regarding the school.
- Students learn what a meeting involves (deliberation, discussion and collaboration).

16.16 School nurse

We have a qualified nurse on site and all staff are first aid trained. The health protocols and policies are available to view on our website and more information can be provided by contacting the Health Coordinator at health@hollandinternationalschool.sg.

16.17 Insurance

The school has an accident insurance policy for all students. This insurance not only covers the students when they are at school, but also applies to when they are on the school bus. Sports events and other school outings within Singapore are also covered in this policy.

For school outings outside of Singapore, we will arrange additional travel insurance for both the school and the children, which will complement the personal travel insurance you (may) have already secured for your child.

16.18 Swimming

Swimming lessons are not provided within the curriculum of Holland International School, but are part of the after school sports classes (CCA) offered by the Hollandse Club. Registration can be done directly via the Hollandse Club.

Phone: 6464 5225

Email: reception@hollandseclub.org.sg

16.19 School bus

The school has a framework contract with Woodlands Transport, the company that provides the bus transport to and from school. Parents may choose to enter a bus contract with this provider. For specific information on this service, you can contact the bus coordinator or you can find information in the School Bus Manual on our website: <https://www.hollandinternationalschool.sg/en/information/bus-transport/> For questions regarding the day-to-day operations, you can contact the Woodlands Transport office at school, via schoolbus@hollandinternationalschool.sg.

16.20 Communication platform Seesaw

We will keep you informed about important news and updates through our communication platform Seesaw. All parents have password-protected access to their child's portfolio and their class, where teachers share information, photos and important dates.

In addition, you will receive a weekly newsletter in English with updates on activities, events, and other useful information.

16.21 Website

Our school has an informative website: <https://www.hollandinternationalschool.sg>.

Here you will find, amongst others:

- the holiday schedule
- this school guide
- protocols and regulations
- information for new parents

17 Contact details of the Education Inspectorate and the NOB

17.1 Education Inspectorate

Inspectie van het Onderwijs, Locatie Tilburg (afdeling Buitenland)
Education Inspectorate, Location Tilburg (division Abroad)

Parents and schools can submit questions about the supervision of Dutch education abroad by email or phone to 'Team Buitenland'.

Address:
Spoorlaan 420
5038 CG Tilburg
The Netherlands

Telephone (work days from 9am-4pm CET):
Email Education Inspectorate Abroad:

+31 (0)88-669 60 60
buitenland@onderwijsinspectie.nl

17.2 NOB Foundation

Stichting Nederlands onderwijs in het Buitenland
Dutch Education Abroad

Address:
Laan van Vredenoord 11
2289 DA Rijswijk
The Netherlands

Telephone:
Email:
Website:

+31 (0)70 386 66 46 (general)
info@stichtingnob.nl
<https://www.stichtingnob.nl>