

International School Twente Primary School Guide 2025-2026



International School
Twente

Dear Parents Guardians,

Here you can find the 2025-2026 edition of our annual school guide. For all parents, the school guide is a valuable source of information that we hope you will read with interest.

All school matters directly related to the groups and current school affairs will appear in our newsletters.

In this guide, you can read:

- how the education is organised;
- the care of children;
- what is expected of parents and what parents can expect from the school.

If you have a wish regarding this school guide or a suggestion for improvement, please email to: jason.wilson@istwente.org

Address

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Mission and Vision

Mission

Our Mission is to provide excellent international primary and secondary education to students from diverse backgrounds.

Vision

IST's Vision is constructed around the pillars of ***Global Citizens, Inquisitive Learners,*** and ***Community Schools:***

- We offer our students essential stepping stones to learn to become a successful and happy global citizen.
- We aim to develop inquisitive minds that have a love for learning and therefore excel in personal and academic growth.
- We cultivate a school community to provide our students with an inclusive and caring environment within which they can build strong friendships that will last throughout their international lifetime.

Introduction and Welcome to International School Twente

International School Twente (IST) first opened its doors in 2008 and is a member of the Dutch International Schools (DIS). Catering to the needs of the International Community in the Twente Region and beyond, IST Primary was accredited for the International Primary Curriculum in 2016 as one of only 17 accredited schools worldwide. IST Primary is now an authorised IB World school offering the Primary Years Programme (PYP). IST Secondary has been authorised by Cambridge and International Baccalaureate Diploma Programme (DP).

IST has students and highly qualified staff from many nations around the world. Children attending International School Twente are educated in a truly international learning environment. We are a growing school and have smaller class sizes in comparison to Dutch schools in the Netherlands, allowing for more individual attention for your child.

Our school features unique educational elements that will truly help your child to develop a love for learning and to reach their full potential. It will shape your child into a skilled, multicultural and global-minded individual. We focus on competency learning and character development. IST provides a quality international education that prepares students for our ever-changing world. Our aim is that students who graduate from IST are prepared to be leaders and make a positive impact on the world around them.

The International School Twente provides the best possible international education for students from all around the world and we encourage you to explore our website (www.internationalschooltwente.org) to help you understand why this is the case.

Thank you,

Primary Principal: Jason Wilson

1. Organisation

IST is governed by two local school boards, Stichting Consent-Enschede for the primary school and Stichting Het Stedelijk Lyceum for the secondary school. The Boards work in close partnership with regard to their responsibility for IST.

IST receives funding from the Dutch government and is accountable for the quality of its education to the Inspectorate of the Ministry of Education, Culture and Science (OCW).

2. Primary Education

IST primary school welcomes students from 4 to 11 years of age. As the students come from all over the world and from many different educational systems, class sizes are generally smaller compared to the Dutch Schools to allow teachers to provide for a wide range of individual needs within the classroom.

2.1 Curriculum

The Primary Years Programme is one of 4 programmes which form the International Baccalaureate, an international curriculum which was founded in 1968; The Primary Years Programme (ages 3-11), the Middle Years Programme (ages 11-16) and, respectively, the Diploma and Careers Programmes (ages 16-19).

The PYP is the foundation for the MYP and DP, helping to emplace the skills, attitudes, concepts, knowledge and actions that not only empower students for success in these programmes, but the larger world.

The PYP offers a student-centred, internationally-minded approach to education. Responding to challenges and opportunities facing students in our rapidly changing world, it reflects the best of educational research, experience and leadership from IB World Schools around the globe.

The PYP centres around the viewpoint that children are agents of their own learning, and partners in the learning process. It leverages people and relationships to build a learning community that inspires students to take responsibility and ownership of their learning. PYP students develop the 10 attributes of the IB learner profile, knowledge, conceptual understandings, and skills to make differences in their communities, their own lives, and on a global scale. A key facet of this framework is the importance of developing student's self-efficacy, so that they are active participants in their own learning, and motivated to take action as a result of their learning.

In the PYP, learning is transdisciplinary, organised under 6 themes, which are global, timeless and relevant. They guide the learning process and are shared throughout the school. The six themes are:

Who We Are: An inquiry into identity as individuals and as part of a collective through physical, emotional, and spiritual health and well-being; relationships and belonging; learning and growing

Where We Are in Place and Time: An inquiry into histories and orientation in place, space, and time through: periods, events, and artifacts; communities, heritage, culture, and environment; natural and human drivers of movement, adaptation, and transformation

How We Express Ourselves: An inquiry into the diversity of voice, perspectives, and expression through: inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication; intentions, perceptions, interpretations, and responses

How the World Works: An inquiry into the understandings of the world and phenomena through: patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts

How We Organise Ourselves: An inquiry into systems, structures, and networks through: interactions with and between social and ecological systems; approaches to livelihoods and trade practices: intended and unintended consequences; representation, collaboration, and decision-making

Sharing the Planet: An inquiry into the interdependence of human and natural worlds through: rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom

Learning within the themes is kept significant, relevant, challenging and engaging by the use of Seven Specified Concepts: Form, Function, Causation, Perspective, Connection, Responsibility and Change. These concepts act as a vehicle to help transfer learning. (Consider the role “form” plays in the way buildings are structured, or the way digits in a number are arranged.) These concepts also help teachers plan appropriate learning goals from the curriculum, in order to ensure learning across the 6 units is sufficient and appropriate. Each unit of inquiry lasts approximately 6 weeks, and is further developed by a Central Idea and related concepts to make it appropriate for the age of its learners.

2.2.1 Programme of Inquiry for 2025-2026

	Central Idea of the Theme			
	Early Years	Year 2	Year 3/4	Year 5/6
Who We Are	Family and friends around us help shape who we are	We are similar and different in many ways	Understanding oneself and others helps us to understand the world around us and develop as humans	Understanding our rights and responsibilities helps us communicate effectively and act ethically within a community
Where We Are in Place and Time	Everyone has a story to tell	Culture, traditions and location define people's lifestyles	The movement of people and ideas shapes communities and societies over time	Knowing our family histories enables us to discover our cultural origins and develop historical awareness
How We Express Ourselves	Creativity helps people to explore and understand the world	Signs and symbols facilitate communication	The creative process is inspired by many different influences	Artistic traditions are windows into the beliefs and values of cultures
How We Organise Ourselves	*	We can work together better when we agree on rules, routines and agreements in our class, home and society	People create systems and routines to help communities work together and support everyone's learning	People provide services and goods based on community wants and needs
How the World Works	All living things go through a process of change	Scientific processes enhance our understanding of the world	Society responds to technological innovation	Scientific laws explain natural phenomena
Sharing the Planet	*	Water is shared by many living things	Conflict resolution can build peaceful communities locally and globally	Change occurs when ideas and values are in conflict

*Early Years explores 4 themes per year, due to the role of play and experimentation in the learning of young children.

2.3 Education Hours

While each teacher arranges their timetable to best fit the inquiries and needs of their students, lessons are scheduled to ensure the following minimum hours of learning each week. Wherever possible, inquiry learning includes connections to mathematics and language for additional authentic learning opportunities:

Language	Mathematics	Inquiry	Dutch*	Gym	Music*
6	6	9	1.5	0.75*+0.75	.75

*Taught by a Specialist Teacher

2.4 Music, Physical Education, Dutch and Arts and Culture

IST emphasises the enrichment of students in Music, Physical Education (PE), Dutch and Arts and Culture. All primary students have a minimum of 1 lesson per week of Music, and 2 lessons per week of PE, and Dutch. For the subjects Dutch, Music and PE, students receive the lessons from specialist teachers.

3. Primary School Organisation 2025-2026

3.1 IST School Hours Primary

Classes at IST are conducted on the following days:

Monday	08:30 - 15:00
Tuesday	08:30 - 15:00
Wednesday	08:30 - 12:30
Thursday	08:30 - 15:00
Friday	08:30 - 12:30

Students attending Reception to Year 2 may be taken directly to their classroom by parents between 08:20 to 08:30 each morning. Year 3 until year 6 are able to enter the school independently to their classrooms.

3.2 School Procedures

3.2.1 Toddle Learning Portal

Toddle is the official means of communication between parents and school. Toddle is an online platform used at IST primary. It is accessible via a parent app or web. All new parents

receive an email as well as an information sheet with their child's unique code once the student starts their school.

Here are some of the purposes for which the school uses Toddle:

- Announcements from school and teachers
- Student homework assignments, with the ability to submit homework
- Portfolios to show student work and successes.
- Attendance recording, as well as submission of requests for excusals.
- Report cards
- The option to add more children to the same platform for parents with more than one child at school
- Sharing school policies
- School calendar
- Teacher messaging centre, where teachers and parents can send and receive messages.

Ms. Fadila is the administrator for Toddle at IST; should you have any questions or concerns, please feel free to contact her directly at fadila.dzambic@istwente.org.

3.2.2 Entry procedure

Parents are requested to **ONLY** accompany their child to the class door. Parents are asked not to enter the classroom, as this disrupts the morning welcome routine. Please save comments for the teacher until the end of the day. If necessary, please write any important information in a message via Toddle for the teacher to be read later when students have settled.

Students attending Years 3 to 6 can be dropped at the gate or front door of school between 08:20 to 08:30 each morning. They are capable of going to their classroom and hanging up their jacket and backpack independently.

3.2.3 Pick up procedure

Parents should wait in the front playground to collect students when school is dismissed each day. Only students enrolled in extra-curricular activities and those attending BSO are allowed to remain after dismissal.

No child is allowed to leave the playground without their parent(s) consent. Children are not allowed to either go home on their own, or with another family, unless this had been agreed between the school and their parents in writing.

3.3 Primary School Holidays 2025-2026

HOLIDAY	DATE
First Day of Primary	26 August 2025
Autumn break	20 October to 24 October 2025

HOLIDAY	DATE
Winter Break	22 December 2025 till 2 January 2026
Spring Break	23 February to 27 February 2026
Good Friday	3 April 2026
Easter Monday	6 April 2026
May Break	27 April to 8 May 2026
Ascension Days	14 May and 15 May 2026
Pentecost	25 May 2026
Summer Break	6 July to 14 August 2026

3.3.2 Professional development days (No school)

Monday, 25 August 2025	Friday , 20 March 2026
Thursday, 9 October 2025	Wednesday, 17 June 2026
Monday, 5 January 2026	Friday, 3 July 2026
Tuesday, 5 February 2026	

4. Extra-curricular Activities

IST is privileged to be part of a vibrant learning community of parents and neighbours who embody a wide range of expertise and talents which they are willing to share with our students. IST provides space for these community members to hold after school activities for students, details for sign up of which are made available per term.

5. School policies and procedures

Please refer to our policies on our website for more detailed information

5.1 IST Student Attendance and Late Policy

To ensure continuous, full educational opportunities for all students of IST, Children are required (by Dutch law) to attend school regularly from their 5th birthday.

- Children are welcome into the school from 8:20 when the first bell rings. Children arriving after school begins (8:30 second bell) will be marked late.
- Children not present at school will be marked absent. This absence will be marked excused if an acceptable explanation by note or telephone has been provided to the school the same school day. If a child is absent without an explanation, the school will call the parents after 9:00.
- Special permission for leave of absence for up to a maximum of 10 days can be applied for at the school's main office. There are specific regulations regarding the duration and reason for absence that affect whether the request is granted or not. A request for leave needs to be submitted at least 4 weeks in advance.
- Parents are expected to pick up their child(ren) on time. If a parent is late there will be a charge of € 5,- per child for each 10 minutes that child(ren) has not been picked up and remains at school, beginning 10 minutes past the scheduled pick-up time.

Please see below for more detailed information

5.1.1 Late to school

If a child is late this will be noted in the attendance records. A child is marked late if they are not in their classroom by the second bell at 8:30 am.

5.1.2 Short absence due to illness or appointment

For short-term absences from school due to illness, doctor's appointments, or for other reasons, please submit an excusal to the classroom teacher in Toddle. You can also phone the school before 09:00 to notify the office of the child(ren)'s absence, or send a message to the classroom teacher in Toddle.

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Excusal submitted through Toddle: submitted by 8:30 so teachers can see once marking students for attendance.

Toddle message: to the classroom teacher.

Telephone: +31 (0)53 206 80 35

5.1.3 Requests for Leave of Absence

To ensure continuous, full educational opportunities for all students of IST, it is strongly recommended that parents organise holiday travel within the scheduled holiday periods for the school. In the event that parents must schedule holiday travel outside of these scheduled periods for personal or work reasons, the school requests that parents, wherever possible:

1. Formally request Leave of Absence from the Principal for the period that your child(ren) will be absent who will inform you if the leave has been approved or not;
2. Notify the respective teacher(s) of the intended dates for the child(ren)'s absence at least 10 days in advance to allow teachers sufficient time to prepare homework, which the child(ren) will be expected to complete while absent from school in order to keep up with their studies;

3. Ensure that the child(ren) completes all homework assignments while away and submits these to the respective teacher(s) on the morning of their return to school;

Students will be recorded as absent for those days when they are not in attendance at school, outside of the scheduled holidays. If leave has not been sought and received from the Principal, in advance of the absence, students will be marked as absent without leave. Parents should notify the front office and the child(ren)'s teacher(s) at the beginning of term of any expected absences due to religious celebrations.

5.1.4 IST Late Pick-up Policy

To ensure that all children are properly supervised at all times while on school property and that teachers are not required to supervise students outside of regular school hours, parents are expected to be at the school to pick up their child(ren) when school is dismissed for the day. When parents arrive late to pick-up the child(ren), a teacher is required to remain on duty to supervise the child(ren), which infringes on the time that teacher has available to prepare work for the next day.

To ensure fairness for parents and teachers, the school will levy a charge of € 5,- for each 10 minutes that child(ren) have not been picked-up and remain at school, beginning 10 minutes past the scheduled pick-up time. Parents are expected to be available to supervise their child(ren) no later than 10 minutes after class is dismissed to avoid this charge. Parents are called to see who is picking up the child (ren), and why child (ren) have not been picked up. Students who have not been picked-up 10 minutes after dismissal will be taken into the school to await arrival of their parents, at which time the Late Pick-up Fee will be levied.

If parents know their arrival will be delayed by more than 10 minutes past dismissal time, please phone the school to notify the respective teacher(s).

The Late Pick-up Fees that are collected will be spent at the discretion of IST teachers for educational supplies.

5.2 Inclusive Education

IST supports differentiated education through its Inclusion policy, with explicit procedures to support, for example, students with high ability, dyslexia, and emotional and behavioural difficulties. The students come from a wide variety of backgrounds and previous education, cultures, traditions and religions. It is our aim (teachers and students) to share and learn about these from each other. We reflect not only upon our differences but also on our similarities. IST aims to support not only the student's cognitive development but also their personal development. International understanding and information about the host country's language and culture are delivered through clearly defined learning goals.

Teachers are aware that in order to meet a student's needs fully, individual teaching and student's interests should be addressed. This is achieved by having small classes, and activities that are geared to match the individual needs of the students, assessing and reviewing previous knowledge before new learning takes place, and allowing students to work at their own speed to access the learning goals of each subject at their own level. Students are also encouraged to challenge themselves and to become independent learners.

More details can be found in IST Primary's published Inclusion policy.

5.3 Assessment

Student progress is constantly monitored through teacher-administered classroom assessments, as well as standardised tests. In early years, these assessments are carried out through targeted observations, both while children are playing, and during specific tasks. Assessment informs learning and teaching, aiding teachers and students to plan next steps for learning. Assessment allows IST to evaluate the effectiveness and depth of its teaching, and to make decisions about how resources and support can best be delivered. Parents play a vital role in supporting ongoing learning, and are included in assessment through reports and parent conversations (attended by at least one parent), held three times per year.

5.3.1 Testing

The purpose of IST standardised testing is to obtain an objective assessment of the students' performance. Test results are always confidential and parents may make an appointment to see and discuss the results. The student monitoring system contains standardised tests that are independent of the curriculum. The tests contain various components, including technical reading, comprehension, vocabulary, spelling, Mathematics and a nonverbal assessment. IST administers the standardised tests in June; both Progress Tests in English standards (PTEs) and Progress Tests in Maths (PTMs). Students in years 4 and 6 also take the CAT4 test at the start of the school year (or, if joining school afterwards, upon arrival). It is expected that students will score at a similar level to that assessed by their teacher during the year. Due to extenuating circumstances, sometimes test results do not reflect international students' actual knowledge or skills. The PTEs and PTMs tests are administered to meet the requirements of the Dutch Ministry of Education, which requires annual external examinations. More details can be found in IST Primary's published Assessment policy.

5.3.2 Achieved Educational Results

The first graduating class from our Primary Years Programme (PYP) has reached a key milestone with a 100% graduation rate to our secondary school. We celebrate this accomplishment as a direct result of our commitment to academic excellence and the tireless efforts of our students and educators.

5.4 English Language Acquisition (ELA)

The curriculum taught at IST is delivered in English to students of many nationalities, languages and cultures. The school is very proud that students are multilingual learners with important experiences in other languages.

IST provides a full English Language Acquisition (ELA) programme to support English learners. The role of the ELA teacher is to aid students in learning English, while supporting the development of their mother tongue and the host language, Dutch. This approach not only values where the students come from, it also accelerates their access to the school curriculum.

Every ELA learner receives a progress report describing their level of attainment and monitoring their progress. Furthermore, the progress reports help teachers and parents understand where an individual's strengths and weaknesses are. In addition, all classroom teachers and assistants are trained in ways to help students participate in the school curriculum. The school offers an environment in which students feel nurtured and comfortable, whilst learning the language and skills they need to access the curriculum and build friendships.

With many languages at our fingertips, by using technology IST is able to communicate to students in their own language and make them feel comfortable and welcome to the classroom while supporting them in learning the English language as well. Using technology, teachers give students instruction of lessons in their own language to ensure understanding of what is being taught.

More information can be found in the IST Primary's published Language Policy.

5.5 Dutch

Dutch language and culture is a required subject, and Dutch lessons are considered necessary to enable students to integrate into Dutch society and become part of the area they live in. While a separate subject, Dutch lessons are taught in the same inquiry philosophy and approach of the PYP. Dutch lessons are conducted by a specialist, native-speaking teacher. Writing Dutch begins in year 5, or when the student's level of Dutch is advanced enough.

5.6 IST Field Trips and Class Trips

In keeping with the PYP philosophy of authentic educational experiences, students will have as many first-hand experiences as possible. In the course of the academic year you may expect your child's class to go on educational trips and excursions. Parents may be asked by the class teacher if they would like to join these trips in a supervisory capacity.

5.7 Technology

Students study various forms of technology through their PYP Transdisciplinary Themes, as well as having regular access to technology in the form of tablet computers (in Early Years and Year 2), and 1-to-1 Chromebooks (in Years 3-6). These Chromebooks and tablets are provided by the school to be used during school hours and will not be taken home.

5.8 International-mindedness and Global Citizenship

As an international school with students coming from over 30 different countries and staff from 10 different countries, IST is afforded a global outlook through its community. Teachers endeavour to weave international aspects across the curriculum, and emphasise the many similarities as well as the differences between Dutch culture and the cultures of their students' countries. Our use of the IB Learner Profile Attributes assists us in developing all members of the learning community into successful global citizens. Students are encouraged to take another perspective and to put themselves into other student's shoes to better understand and respect their viewpoint.

The school welcomes parents to share knowledge and expertise of their country's unique identity with our learning community.

5.9 Physical Education (PE) & Fitness

Students in IST participate in two 45-minute PE lessons weekly. One of these lessons is offered by a specialist teacher at a nearby gym. Students, accompanied by their teacher, will walk to and from a local gymnasium. Teachers focus on developing students' fitness levels throughout the year.

5.10 Library

To develop children's language skills and appreciation for reading, IST maintains a school library where students can regularly check out english books for reading at home, as well as use as a basis for research. As IST recognizes that literacy is a skill that is fostered by reading in any language, the IST library also hosts a growing number of mother tongue books in the languages of its community,

6. School support profile of IST

On 1 August 2014, the Appropriate Education Act came into effect. All primary schools are then part of a partnership for Appropriate Education (Passende Onderwijs). Our school is part of the partnership Samenwerkingsverband Twente Oost PO, as deelregio Enschede. (<https://www.swvtwenteoostpo.nl>).

6.1 Future ambitions

It is our ambition to be a school that offers a high level of broad support to all children who are registered with us, from any age at which they enter. Our aim is to continue to articulate the international educational offering within the region by offering the full continuum of International Baccalaureate programmes, working to make each of these programmes as inclusive as possible. We will build this programme on the basis of effective and successful collaboration, not only between school campuses (IST Primary and IST Secondary), but within and beyond our learning communities.

6.2 Registering

When registering children with specific support needs, parents are expected to inform the school that this is the case and in which areas their child may need support. The school then investigates whether it can provide the necessary support. Parents can expect an indication within 6 weeks whether IST can offer the child appropriate education. If this is not the case, parents can expect an indication of where appropriate education can be provided. In some cases, research needs to be done to determine this. In that case, IST expects the cooperation

of parents. It is a possibility that it is not possible to make a suitable offer within 6 weeks. In that case, the investigation period can be extended by a maximum of 4 weeks.

The assessment of whether IST can offer appropriate education is an individual decision. A possible 'label' such as autism or ADHD is not leading, but it is important to clarify the needs of the child. IST also looks at the special educational needs of the group the child will be in and at the longer term: can the school offer appropriate education for several school years? If unsure, the school will make agreements with parents about periodic evaluations.

IST believes that a child with specific support needs should not compromise the safety of other children and teachers. The need for support should not mean that insufficient attention can be paid to other children.

6.3 Specialisations

IST has the following specialisations:

- Experienced Educational Leaders
- Experienced educational counsellors
- Network of Dutch International Schools
- Primary Years Programme Coordinator
- Gym teacher
- Educational ICT expertise
- Speech therapy connections
- Occupational and physical therapy connections
- Dutch teacher
- ELA teacher (English Language Acquisition)
- Collaboration with OBS De Prinseschool
- Music teacher
- Special Educational Needs Coordinator
- Quality Coordinator

IST has a highly experienced professional team that works well with each other and with our students with great passion, dedication and pleasure.

6.4 Student Support

Student support means that the school adapts the teaching as far as possible to meet the needs of each student, allowing the students the opportunity to develop at their own level. Teachers systematically observe and record the progress of students in order to highlight the needs of each student and adjust the curriculum as necessary. Therefore, our student support system not only assists students who struggle to progress in one or more of the developmental areas, but also works to challenge students who progress quickly. In adapting the curriculum, the school also takes into account matters like the student's home situation,

self-esteem, motivation and attitude to work, learning style, motor control skills and social-emotional development.

IST can currently provide support to:

- Mild to moderate behavioural, social, or emotional needs
- Mild to moderate physical needs
- Mild to moderate speech needs
- High ability or “giftedness”

Support at IST is offered in multiple levels:

Level 1- Parents entrust their children to professional class teachers, who are highly trained to ensure students are working at their optimal development.

Level 2- Student support is provided within the class without the help of the student support team. Teachers act to resolve difficulties by giving additional or differentiated instruction and tasks.

Level 3- If the student has difficulty progressing, the nature of the difficulty will be analysed in as much detail as possible (with examples of the student’s strengths and weaknesses), in consultation with colleagues, and the Quality Coordinator. Together they develop an individual educational plan for the student, which is shared with parents. The plan will be used in the classroom by the class teacher and evaluated eight weeks after it has been drawn up. If the plan’s aims have not been met at the end of the eight weeks, new targets may be set.

Level 4- If the child continues to experience difficulty with the new targets, the school will, with parents’ consent, organize a discussion with an external group of educational and health experts.

Level 5- In the event that the child’s needs are determined to be beyond the support that can be organized at school, access to a specialized school can be offered.

6.5 Limitations

For children with externalising behaviour problems, the safety of the other students and staff must be guaranteed.

In the case of students with special educational needs, it must be assessed per situation whether it is feasible for this child to continue education at IST, so that the student can meet their full potential and meet the requirements to transfer to a secondary school.

Barriers for education at IST can include:

- additional problems (such as behavioural problems)
- lack of cooperation of the parents
- the group composition (group dynamics and student care)
- do the specialisations of the teachers match the needs of the student
- ability to serve the student throughout the school career

During the school year it will be examined whether the situation can still be maintained, this also depends on the formation, group sizes and staffing.

7. Secondary Education

7.1 Transition from the primary to the secondary school

At the end of year 6 students will move to secondary education. To support the transition of the students to the secondary school, IST teachers of both schools meet to discuss the students with regard to any academic, social and/or emotional issues. There are no final exams for the students at IST primary, nor for entry to the Secondary school. At the end of year 6 students will visit the IST secondary campus during the transition day to familiarise themselves with their new school.

8. The MR

Every Dutch school in the Netherlands must have an MR (Medezeggenschap Raad) in place. The MR deals with a wide variety of subjects which have are described in the Dutch “School Council Regulations” in accordance with the WMS (Law on Participation in Schools)

8.1 The MR at IST Primary

Every Dutch school in the Netherlands must have an MR (MedezeggenschapsRaad) in place. The MR is a recognised body which is consulted by the principal on matters concerning the management of the school. The current elected members of the ISTwente MR are;

- Franck Assayag (Parent representative)
- Marta Plonek (Parent representative)
- Martin van Hooijdonk (Teacher representative)
- Nicole von Hollen (Teacher representative)

General Authorities:

The general rights of a school’s MR are:

1. Right of Consultation (WMS art.6)
2. Right of Initiative (WMS art. 6 lid 2)
3. Right of Information (WMS art. 8)

Special Authorities: Right of Advice and Right of Agreement:

According to legislation, the MR holds two types of rights: the Right of Advice (‘adviesrecht’) (such as the recruitment of key members of staff, the teaching schedule, the financial plan and cooperation with other schools.) and Right of Agreement (‘instemmingsrecht’) (including finances and school budget, school plan, safety regulations, MR regulations, Care and special needs plans, and school formation).

Contact

If you would like to contact the MR with questions or queries please find us at the following email address; mr@istwente.org.

9. Teachers, leadership and support staff

Primary Teachers	
Reception, Year 1	Sara Sheafor-Postma
Year 2	Danielle Overweg, Priyanka Soni
Year 3	Corinne Boswinkel, Priyanka Soni
Year 4	Nicole von Hollen, Rob old Agterhuis
Year 5	Rob old Agterhuis, Fadila DZambic-Spahic
Years 6	Martin van Hooijdonk
Dutch	Rob Olde Agterhuis and Josje Achterberg
Music	Anouk Verhoogt
English as an Additional Language (EAL)	Robin Holland
Physical Education	Martine Benneker
Primary Leadership	
Principal	Jason Wilson (interim for Zoe Price)
Primary Support staff	
Primary Years Programme Coordinator	Jason Wilson
Special Educational Needs and Quality Coordinator	Josje Acterberg
Administration	Fadila DZambic-Spahic
Admissions	Anna Groot
Concierge	Mr. Rawi
IST Senior Management Team	
Primary Principal	Jason Wilson

Lower Secondary Principal	Manon Niemeijer
Upper Secondary Principal	Lucien de Bruin
IST Bestuur	
Bestuur Stedelijk Lyceum	Manon Ketz
Bestuur Consent	Renate Klokman, Marcel Poppink