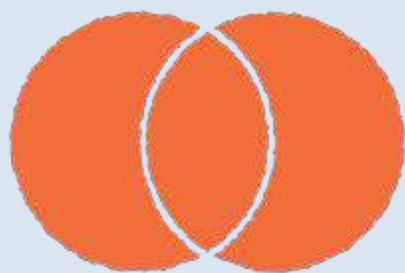


School Guide 2025-2026

Nederlandse School Taipei
Taiwan



Nederlandse
School Taipei

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1 Who we are

1.1 Foreword

Welcome to the Nederlandse School Taipei!

It is a great pleasure for us to have your child(ren) in class this year (again) and to welcome you as parents to the Nederlandse School Taipei.

Since 1989, the Stichting Nederlands Onderwijs Taipei has offered Dutch Language and Culture (NTC) programs for Dutch-speaking children in Taiwan under the name Nederlandse School Taipei (NST). The Stichting Nederlands Onderwijs Taipei, and therefore the NST, is represented in Taiwan by the Taipei Benelux Language and Culture Association (台北市比荷盧語言文化協會).

This school guide provides parents and other interested parties with information about what the NST can mean for your child(ren). You will find information here about teaching methods, semesters (duration, schedules, programs), the team, house rules, and other details that contribute to a smooth school year.

Certain information in this guide may change after publication. We therefore recommend keeping an eye on our website, social media, letters from the board, and LINE groups during the school year.

If you have any questions or comments after reading this guide, please do not hesitate to contact the school leader, the board, or your child's teacher. We will be happy to speak with you personally.

This is the first year that we have translated the School Guide in English. In the event of any disputes, the Dutch version of the school guide shall prevail.

We wish everyone a wonderful and educational school year.

The teaching team & the board

2 About the School

2.1 We Are

At the Nederlandse School Taipei (NST), children learn about the Dutch language and culture (NTC) in a goal-oriented way, following the curricula established by the Dutch government. We are therefore a recognized NTC school.

As a Dutch school abroad, we work with a diverse group of students. Some children are here temporarily and will return to the Netherlands or another country within a few years, while others remain in Taiwan for a longer time. Parents' motivations for having their children learn Dutch also vary, as does the amount of homework support they can provide. We try to accommodate these differences as much as possible by offering differentiated education.

Teaching Team

The NST has a motivated and enthusiastic teaching team, of which we are very proud! They are often present at cultural activities as well and guide the children during these events. The teaching team is led by the school leader.

The School Leader

Hiskia van der Ley has been associated with the NST for several years and has been the school leader since August 2022. This means that, in addition to teaching, she also leads the teaching team and is responsible for the quality of education, ensuring compliance with Dutch laws and regulations for Dutch education abroad.



The Board

The NST has a five-member daily board, with functions and tasks divided among them. All daily board members contribute on a voluntary basis and focus on the school's organization, policy, and finances. At least once a year, they evaluate the education policy and report their findings at the General Assembly (ALV). Naturally, there is frequent coordination between the board, parents, and the teaching team throughout the school year.

On the website, you can find the names of the daily board members and the roles they fulfil. If you have questions for the board, you can contact them at info@nederlandseschooltaipei.com.

2.2 One School, Two Locations

At present, we provide classroom teaching at two fantastic locations in Taipei:

- Taipei Dalong Elementary School (Saturdays)
- Taipei European School (weekdays)

Taipei Dalong Elementary School (臺北市大同區大龍國民小學)

No. 47, Hami Street, Datong District, Taipei City, 103
Website: www.dlps.tp.edu.tw

Taipei European School

No. 99, FuGuo Road, Shilin District, Taipei City, 11158
Website: www.tes.tp.edu.tw

2.3 Subsidies and Support

Subsidy

Because the NST is a recognized NTC school, it is eligible for the Subsidy Scheme of the Foundation for Dutch Education Abroad (NOB). This scheme has been in effect since the 2017–2018 school year and aims to financially support Dutch educational institutions abroad. The amount of the subsidy depends on the number of pupils with EU citizenship in preschool, primary, and secondary education.

Support

To be able to continuously improve the quality of education, additional support is welcome. This may include things such as housing, the purchase of reading books or laptops to help the school with digitalization of education, or contributions to a cultural activity in the form of venue rental, food, and/or drinks.

We thank the following institutions for their support

Nederlandse School Taipei

- Belgium Office Taipei
- Netherlands Office Taipei
- VNT (Association of Dutch Speakers in Taiwan)

3 Education

3.1 Organization of Education

We currently offer classroom programs for preschoolers, primary groups 1 through 8, and secondary education (VO1 and VO3).

For this school year, the groups on Saturdays are:

- Preschool
- Group 1
- Group 3
- Group 4
- Group 5
- Group 6
- Group 7
- VO1

For this school year, the groups on weekdays are:

- Group 8 – Thursday
- VO3 – Monday



Students from Taipei European School (TES) who don't fit into one of the weekday groups or for whom Saturday classes are more convenient can also register for the Saturday program.

Library

For primary education, reading books are available at both locations. These books are organized by reading level and age category, so students can read and borrow books at their own level. For more information, please ask the teacher.

3.2 The Teaching Team

This year we welcome several enthusiastic new colleagues, both teachers and assistants. At the same time, we said goodbye this summer to teacher Jasmijn, who will be studying at Stenden University of Applied Sciences in Meppel, the Netherlands.

Group 0 (Preschool) & Group 1: Teacher Bas with assistant Claire

Bas has been a familiar face at our school for several years. In addition to working with us, he teaches English at a local school during the week. This year he is supported by Claire, who was an assistant with Group 3 last school year.

Group 3 and VO3: Teacher Laura

Laura has lived in Taiwan for many years. She is a former board member of the school and an experienced Dutch lecturer at a university in Taipei. This year she teaches Group 3 (Saturday) and the third-year secondary class (Monday). Laura began the NOB professional qualification program last school year.

Group 4: Teacher Natalie

Natalie has worked at NST for three years. In addition to teaching with us, she is an English teacher at a local secondary school. This year she teaches Group 4 and is the first to start working with the new spelling method Staal.

Group 5: Teacher Shana

Shana is from Belgium and has lived in Taiwan with her husband and dog for two years. Her first year at NST was as a substitute assistant, but since last year she has been a permanent member of the teaching team. This year she teaches Group 5 again. Shana completed her teacher training in natural sciences/biology and health education in Belgium.

Group 6: Teacher Vivian

Vivian started as an assistant and taught Group 4 last year. This year she is responsible for Group 6. She studied Artificial Intelligence at the University of Amsterdam and also tutored Dutch to students and adults who had just arrived in the Netherlands. She is following the NOB professional qualification program, which she began last school year.

Group 7: Teacher Rudi

Rudi joins our team this year. He studied and worked in New Zealand, England, and Scotland. He has lived in Taoyuan for

many years with his wife and three sons, where he teaches English at a local school during the week. We are very happy to have him on board.

Group 8 and VO1: Teacher Hiskia

Hiskia is responsible for Group 8 (Thursday) and VO1 (Saturday) this school year. She is also the school leader. With extensive teaching experience and having successfully completed the NOB professional qualification program (February 2024), she is fully certified. For NTC schools, this certificate is equivalent to a Dutch PABO diploma.

We are proud of our team and look forward to a school year full of learning and success!



3.3 Our Objectives

Currently, more than 60 students follow our program, divided into preschool, primary groups 1 through 8, and secondary education.

Our goals for primary school students are based on two directions defined by the Foundation for Dutch Education Abroad (NOB):

Direction 1

The student works in all language domains toward the final goal of primary education: at least reference level 1F, and where possible, target level 2F; and toward the final goal of secondary education: at least reference level 2F, 3F, or 4F. Students work toward the same final goals as they would in the Netherlands or Flanders, though the timeline for reaching these goals may differ by domain.

Direction 2

Students also work toward the reference levels in all domains. For secondary students, starting at reference level 2F, the goal may also be linked to the European Reference Framework (ERK) level B1 or higher. Because of the influence of other languages, these goals may be reached later than they would be in the Netherlands or Flanders. Again, the timeline can differ per domain.

Secondary education

Our objective is to prepare students for the Certificate of Dutch as a Foreign Language (CNaVT) exam. Section 5.1 provides further details about the CNaVT.

4 Support and Safety

4.1 Climate and Safety at School

Social and Emotional Safety

We strive to provide quality education while also focusing on children's social development and overall well-being. Respectful interaction and a safe learning environment — where children dare to make mistakes and can grow — are central to this.

Anti-Bullying Protocol

If a teacher notices signs of bullying, the anti-bullying protocol is activated. Bullying is defined as unwanted behaviour by one student toward another, where the latter cannot defend themselves. Bullying involves an unequal balance of power, while teasing involves an equal balance. We start from the assumption that unwanted behaviour is usually unintentional, and that students learn to set and recognize boundaries. To prevent structural bullying, we follow these steps (documented from step 2 onwards):

1. The student first tries to indicate that the behaviour is not acceptable, using clear phrases we teach them: "Stop/can you stop, I don't like it."
2. If this does not work, the student may turn to the teacher. The teacher mediates and ensures that the students, depending on their age, talk it out together.
3. We ensure that both students feel the situation is resolved and that apologies are offered if needed. If not, step 2 is repeated.
4. If the situation continues, the teacher speaks to the bully privately to explain acceptable and unacceptable behaviour. Parents are then informed after class, and if needed, a follow-up meeting is held. Steps 2 and 3 are repeated.
5. If two rounds of parental contact and agreements do not help, the school leader consults with the board about further action. This may include (temporary) suspension or starting the reporting procedure from step 6, based on the principle that every bully is also a victim.

Reporting Procedure (Meldcode)

The school also has a responsibility to act if there are concerns about situations outside school. If a teacher receives worrying signals about a child's well-being (e.g., conflicts at home, violence, problems at the day school, social media issues, depression), we follow these documented steps (steps 1–5 are always taken and repeated if necessary):

1. Teacher consults with the school leader. If needed, the school leader contacts the board chair or the NOB contact person (without mentioning names) for advice.
2. Teacher discusses with the child what was observed, what is happening, and what solutions the child sees.
3. Teacher discusses the concerns with parents, but only after informing the child.
4. Teacher (or school leader, depending on the situation) informs parents of the conversation and ensures agreements are made between parents and child.
5. Teacher checks after an agreed period if the agreements had the desired effect.
6. If concerns persist, the school leader may, in consultation with parents, contact the child's day school.
7. Together with the day school, if relevant, an action plan is drawn up involving parents and child step by step.

These steps follow Dutch guidelines. We always act transparently toward all parties, but above all in the best interest of the child.

Physical Safety

Each year, both locations hold safety drills with the children (fire and earthquake). In addition, all teaching staff hold a valid first-aid certificate, refreshed through training every two years.

4.2 School Rules

To create the best possible atmosphere in class and at school, and to safeguard the quality of education, we have established the following rules:

- **I arrive on time for class**

Every child should arrive on time so lessons can start and run smoothly. **Doors open at 08:45 and close at 09:00 on Saturdays.** On weekdays, doors close at 15:10. **Parents are asked to say goodbye in the hallway and not enter classrooms.**

- **I speak Dutch at school**

Students are expected to speak Dutch at school, both with teachers and with each other. Exceptions may be made by the teacher. Dutch-speaking parents are encouraged to also speak Dutch at home.

- **I respect others and their belongings**

Treat classmates and their belongings with care and respect. This helps create a pleasant and safe environment where friendships can flourish.

- **I speak calmly in class and let others finish**

Speaking calmly and allowing others to finish ensures everyone can follow the lesson.

- **I listen carefully to the teacher**

Listening attentively ensures everyone understands the explanation, saving repetition for both teacher and students.

4.3 Code of Conduct for Parents

In this School Guide, we have included a code of conduct for parents. This is new for our school but is widely used in schools in the Netherlands. The code of conduct describes the expectations regarding how parents interact with each other, the teachers, and the board. With this protocol, we hope to create an environment in which children, teachers, and parents feel safe.

This code of conduct for parents will be provisionally in effect from September 1, 2025, so that we have clear agreements in place at the start of the school year. In accordance with the statutes, the code of conduct will be presented to the members for formal approval at the General Assembly on November 8, 2025. Until then, the code of conduct applies based on a board decision.

Introduction

At the Dutch School Taipei, we place great importance on the behaviour of our students and teachers. We strive for a professional culture in which respect, openness, safety, and accountability are central.

A child develops best when parents¹, school, and child form a dynamic triangle where good communication and cooperation are key. In addition to clear agreements on the behaviour of students and teachers, we also find it important to define the expectations for parents. This code of conduct describes what we expect from parents, what is not accepted, where our boundaries lie, and what steps we take in case of conflicts.

The code of conduct applies to the Dutch language and culture classes organized by the Taipei Benelux Language and Culture Association, hereafter referred to as the Dutch School Taipei or the school.

General Agreements

- Parents are aware of and endorse the school rules that apply to students.
- Parents read the information provided by the school and request clarification if needed.
- Changes in contact or personal details are reported immediately to the school leader and/or the board.
- Parents ensure that their child(ren) arrive on time or notify the school in advance of any planned absence—preferably as soon as it is known, but at least 24 hours before the lesson.
- Parents ensure that required forms (e.g., permission slips or requests for additional information) are filled out correctly and returned on time.

Care for Students

- Parents inform the teacher as soon as possible of important changes in the home situation.
- The school informs parents of changes that may affect the behavior or well-being of the student.
- Parents show involvement in their child's development and progress, including by attending (online) parent-teacher meetings.

Interaction and Communication

- Parents, the board, and the teaching staff set a good example for students: they treat each other and students respectfully and follow generally accepted standards of conduct.
- Parents actively contribute to creating a socially safe school.

¹ Where it says *parents*, you can also read: *guardians*.
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- Criticism, complaints, or remarks are discussed directly with the relevant teacher, parent(s), or—if necessary—the school leader. This does not take place in the presence of students or other parents. If several parents share the same concerns, they may also jointly bring them up in a conversation with the relevant teacher or school leader (in line with the first point under Interaction and Communication).
- Parents do not address another child directly about their behaviour but instead approach the relevant teacher, parent(s), or school leader.

Step-by-Step Plan for Violations

When parents do not comply with the rules of this code of conduct, the following step plan is followed. Communication is both written and verbal, and agreements are documented. All agreements are confirmed in writing and shared with all parties involved to ensure everyone has the same information.

Step 1

- The teacher (or, if relevant, the school leader or the board) addresses the parent(s) about the behavior and points out the applicable rules.
- The teacher reports this to the school leader.

Step 2

- In the case of a second incident, the school leader—or, if relevant, the board—speaks with the parent(s).

Step 3

- In the case of a third incident, the school leader submits the case to the board.

Important Note:

Threats, aggression, intimidation, and verbal abuse are not tolerated. If the seriousness of a violation requires immediate action from the board, the following step takes effect immediately.

Step 4

- The school reserves the right to deny parents access to the classroom, school premises, school communication channels, or school activities, or to take other appropriate measures to prevent further undesirable situations.
- In such cases, the school also reserves the right to suspend² or terminate membership, involve the police, the NOB (Dutch Education Abroad), and/or the National Complaints Committee³ for General Special Education in the Netherlands.

² In compliance with the Articles of the Association

³ NOB is affiliated with the National Complaints Committee for general special education, which is part of the Disputes Committees for Special Education partnership. Complaints can be submitted here if the school and the complainant are unable to reach an agreement on their own. All schools affiliated with NOB can make free use of the services of this complaints committee.

5 Development and Results

5.1 Teaching Methods

Preschool Group

Learning Dutch cannot start early enough. Therefore, NST offers preschool education for children from age 3, provided they are toilet-trained. Starting earlier is possible after consulting the teacher. The method includes at least ten themes with activities linked to the preschoolers' world. These activities focus on four developmental areas: language development (e.g., vocabulary), social-emotional development, motor skills, sensory development. Preschool provides an excellent step toward NTC lessons in kindergarten (Groups 1 and 2).

Groups 1 and 2

In Groups 1 and 2 we use the Kleuteruniversiteit method, with themes changing every 3–4 weeks, connected to the child's world. Using Kleuteruniversiteit books and themes, we work on emergent literacy, oral language skills, general language awareness, and vocabulary expansion. In the second semester of Group 2, if the student is ready, we start with Veilig Leren Lezen.

Group 3

In Group 3 we continue with Veilig Leren Lezen, a complete language and reading program mainly focused on learning to read (technical reading). The program includes workbooks, word cards, and reading booklets. New letters and sounds are introduced throughout the year in word combinations and via short videos. The method also provides vocabulary-building, spelling, language awareness, and story-writing exercises.

Groups 4–8

In Groups 4 through 8 we use Taal Actief 4 (4th edition). This method contains eight themes of four weeks each, focusing on: vocabulary, exploring language, speaking & listening, writing. The content and didactics align with core objectives, providing a clear visual learning path for both students and teachers. Vocabulary receives extra attention, with theme words in both language and spelling lessons. To further develop vocabulary and reading comprehension, we also use the digital method Nieuwsbegrip. Students regularly read current texts (often with cultural themes), answer written questions, and watch accompanying videos from the Dutch Youth News (Jeugdjournaal). This year, Group 4 will start with a new spelling method: Staal.

Secondary Education (VO)

Since 2023 we have offered VO lessons using Blink Nederlands and Nieuw Nederlands. Our secondary program is diploma-oriented. Students considering studying in the Netherlands can obtain the Certificate of Dutch as a Foreign Language (CNaVT). The lower years of VO provide a solid foundation for taking this exam later (usually at the end of VO4). This certificate is sufficient for admission to most university or college programs in the Netherlands or Flanders.

5.2 Assessment Methods and Reports

Primary Education

Students' levels and mastery of material are tested at various times in class, both planned and spontaneous, using different methods.



Method-dependent tests

With Veilig Leren Lezen, we test knowledge of letters and reading progress. With Taal Actief, we test spelling (dictation), vocabulary, and language exploration. Results help determine whether the student has mastered the material, or whether remedial or enrichment work is needed.

Method-independent tests

Like in the Netherlands, NTC schools must administer method-independent tests mandated by the Dutch Education Inspectorate: technical reading (from Group 3), spelling (from Group 4), reading comprehension (from Group 5). Since 2022–2023, we have used Diatoetsen. These tests make students' development visible and help identify individual growth potential. With the follow-up tests in language, we gain insight into reading skills, vocabulary, and spelling abilities.

Secondary Education (VO)

Progress is monitored through various assessments: short tests, diagnostic tests, quizzes, competitions, final assignments, and class observations. We also use assessment components from the Blink Nederlands method.

Student Tracking System

In early 2024, NST implemented ParnasSys, a widely used student tracking system in the Netherlands and at other NTC schools. Starting in the 2024–2025 school year, test results, lesson observations, and student progress are recorded here.

Reports and Parent Meetings

All students receive two reports per year, with results and observations of their Dutch language skills. Parents are also offered two individual (online) meetings annually with the teacher, during which the report can be explained in more detail. We strongly encourage parents to take advantage of these meetings to gain a clear picture of their child's language development. Parents may also request additional meetings to discuss their child's progress.



6 Our Quality

6.1 Our Care for Quality

In addition to test results, we use several instruments to safeguard the quality of the school and our education. For example:

- Every two years we send out a parent survey.
- Each year we conduct a student survey (from Group 4 onward).
- Each year the teaching team and board conduct a self-evaluation.
- Twice a year we hold performance reviews with the teaching team, with a board member present.

We are also affiliated with the Foundation for Dutch Education Abroad (NOB), which brings obligations such as periodic visits from the Education Inspectorate.

Finally, we hold an annual General Assembly (ALV) and have regular meetings with the Supervisory Board (RvT).

This gives us feedback from multiple angles on the quality of education and the functioning of the school, allowing us to make adjustments where needed.

6.2 NOB, General Assembly & Supervisory Board

Foundation for Dutch Education Abroad (NOB)

The Dutch School Taipei is a recognized Dutch Language and Culture school and is affiliated with the Foundation for Dutch Education Abroad (NOB). NOB provides advice on education and governance, as well as professional online training for more than 200 Dutch Language and Culture schools worldwide.

Twice a year, the school has an online meeting with NOB to discuss students and other educational matters. They look at how they can support us and what we can contribute to other Dutch schools abroad.

In addition, NOB representatives visit every few years to observe progress. In May 2024, two staff members visited Taipei, offering workshops for the teaching team, board, and parents.

Every two years there is also a three-day in-person conference in the Netherlands, with workshops for teachers and board members. The school leader attended previous conferences, and in summer 2025 two board members were also present.

General Assembly and Supervisory Board

Since 2021, the NST has been a registered Taiwanese entity under the Taipei Benelux Language and Culture Association. Each year, early in the school year, we hold the mandatory General Assembly (ALV) for all parents. During this meeting, we share policy updates, our vision for the future, and the financial outlook, and board members for the current school year are appointed. Parents' input and feedback are highly valued.

Additionally, a Supervisory Board (RvT) meets periodically with the board to monitor educational and financial policy independently.

6.3 Education Inspectorate

Because the school is affiliated with NOB, the Dutch Education Inspectorate visits approximately every six years to assess quality. The last inspection was in March 2024, and once again our school was rated sufficient. (NTC schools are rated either sufficient or insufficient.)

For the coming years, the school will follow these recommendations for improvement:

- Record more clearly when a particular development has been achieved, making quality improvement more targeted.
- Give the teaching team a stronger voice in policy matters to increase input and encourage constructive feedback.
- Strengthen lessons by agreeing on what a "good lesson" looks like, ensuring consistency for all students, and further elaborating on certain lesson components.
- Make better use of test data and improve the quality of instruction.

Would you like to read the full official report? [Click here](#).

7 Useful Information for Parents

7.1 Enrolment and Withdrawal

Enrollment

To enroll in Dutch lessons, you need to send an email to info@nederlandseschooltaipei.com. You will then receive a registration form. Preferably, we receive registrations from new (and current) students as far as possible before the start of the new semester. At the latest, **registrations are finalized by July 1 before the start of a new school year**, so that the school director can place the order for the new books on time. For any later registrations, we will look at the possibilities for still participating in the Dutch lessons during that school year.

After receiving the email, the school leader will contact parents to arrange an introductory meeting. If needed, the student may take a placement test to determine their language level and the best group. One free trial lesson is also possible. A longer trial period can be arranged (see 7.2 Tuition Fees). Once parents decide to enroll their child(ren), they will receive a registration form. Submitting this form finalizes enrollment, and parents automatically become members of NST.

For TES students, Dutch class enrollment goes through their CCA system. TES also charges a one-time registration fee.

Students with specific needs

If extra guidance is required, we will discuss with parents how we can best support the student. If special needs become apparent during lessons, the teacher will coordinate carefully with parents. Extra costs may apply.

Class placement

Students always work at their own level, and we aim to keep them in their age group. If lesson content does not match a student's level, or the right support cannot be provided, the student may be placed in another group (higher or lower) after consultation with parents. Criteria include homework, Diatoetsen results, and the student's social and emotional development.

Withdrawal

Departing students receive a portfolio for their next school upon request, including:

- Written work from the previous year
- School reports
- Grades and a complete test overview
- Educational report, including recommendations



7.2 Tuition Fees

Tuition rates are set by the board of NST. The school operates as a non-profit; fees are set at the level required to keep the school running.

Payment

For 2025–2026, tuition is set at NTD 42,000 per child per year. At the start of the school year, the treasurer emails the invoice for the full year. Payment is due within two weeks. After two reminders, further measures will be taken. Payments from foreign bank accounts incur an additional administration fee of NT\$2,000.

Early withdrawal

From 2024–2025, the following refund policy applies:

- Before the start of the school year: 5% of full tuition is charged (from Group 2 onward).
- Before the 6th lesson of the first semester: 80% refund of full tuition.
- Before the start of the second semester: 40% refund of full tuition.
- After the start of the second semester: no refund.

Sibling discount

Families with multiple children at NST receive a 15% discount on tuition for the second and subsequent children. The fifth child is free. Discounts only apply if lessons are attended weekly.

Trial period

New students may have a trial period. For preschool and Groups 1–8, the trial lasts six weeks (3 hours/week) at NT\$6,000. If continued, tuition is calculated pro rata for the remaining semester. No refunds are given if the trial is ended early.

7.3 School Hours

School year

The NST school year runs from August to June and has two semesters:

- Semester 1: August – January

- Semester 2: February – June

The year consists of 35 lessons of 3 hours each, plus mandatory cultural activities, which are part of the curriculum and usually take place on Saturdays.

Weekdays at TES

VO lessons take place in classroom 3101 at the Taipei European Secondary Campus, No. 31, Jianye Rd, Shilin District, Taipei City 111. Times and content may vary slightly.

- 15:00 – School doors open. Students hand in homework, work on individual tasks, or watch the Youth News (Jeugdjournaal).
- 15:10 – Classroom door closes, lessons start.
- 16:30 – Break
- 18:00 – End of class. Students leave with the teacher and wait outside the gate for pickup.

Saturdays at Dalong Elementary School

Address: No. 47, Hami St, Datong District, Taipei City, 103.

Saturday entrance: Alley 21, Lane 59, Hami Street.

Saturday classes run from 09:00–12:00 for preschool through VO1. The schedule follows Taiwanese school calendars, so on makeup Saturdays (when some students must attend local schools), Dutch classes are rescheduled.

- **08:45 – Doors open.** Students hand in homework, then work individually or watch Youth News.
- **09:00 – Doors close,** lessons begin.
- 10:30 – Break
- 12:00 – End of class. Parents may collect children.

7.4 Communication

- **Contact points**

Teachers are the first point of contact. The school leader has final responsibility. The board can be approached for policy or organizational questions.

- **LINE**

Each group has a LINE chat for sharing important info (homework, substitutions, etc.).

- **Padlet**

Each group has its own Padlet (digital notice board) for lesson info, cultural activities, tips, etc. Links are shared via LINE.

- **Mailing address**

No. 119, Section 1, Chongqing S Rd, Zhongzheng District, Taipei City, Taiwan (R.O.C.)

- **Website & Social Media**

www.nederlandseschooltaipei.com

Active on Facebook and Instagram named Nederlandse School Taipei.

7.5 Cultural Activities

Each year, cultural activities are organized. Sinterklaas, King's Day, and the End-of-Year Celebration are fixed events. Two other activities (one in fall, one in spring) vary annually. Participation is mandatory, as these activities are part of the curriculum. Parents are often asked to help organize. This is also a fun way to meet other parents and become more involved in the school community.



7.6 Dutch Language at Home

In the Netherlands and Belgium, primary students receive around eight hours of Dutch lessons per week, plus all other subjects in Dutch, surrounded by a Dutch-speaking environment. Abroad, NTC students only receive about three hours per week. Many also live in households with one or two non-Dutch-speaking parents.

That's why parental involvement at home is essential. Teachers provide as much as possible during lessons, but homework and repetition are crucial. Parents can help by:

- Reading aloud and encouraging reading daily,
- Using Dutch-language books, magazines, songs, TV & films,
- Using educational apps,
- Keeping in touch with Dutch-speaking family and friends,
- Organizing playdates with classmates.

Tip: Reading is powerful!

- Preschoolers start with 1,000–3,000 words.
- Secondary students need 16,000 words.
- Daily reading can expose children to over a million words per year!

From Group 5 onward, encourage 30 minutes of reading daily, with follow-up questions (What was the best part? Tell me about the main character).

7.7 Absence

If a child cannot attend due to illness, vacation, or other obligations, inform the teacher as soon as possible via LINE, preferably 24 hours in advance.

7.8 Cancellations and Substitutions

If a teacher is unexpectedly absent, we always try to find a replacement. If this is not possible, parents are informed promptly via LINE and email. We try to reschedule the lesson.

7.9 Complaints Procedure

We hope this section won't be needed. If you disagree with something or have a complaint, please first address the person involved (for student-related issues, start with the teacher). If not resolved, contact the school leader, then a board member. If still unresolved, or if you feel unable to raise the issue internally, you may contact the confidential advisor.

- Confidential Advisor

The school is seeking a new confidential advisor. This role is available to all stakeholders. Ideally, issues are resolved directly, but if not, the confidential advisor can step in.

- NOB Complaints Committee


NOB is affiliated with the National Complaints Committee for Special Education, part of the Dispute Committees Special Education. If the school and complainant cannot resolve the matter, a complaint may be filed here. Services are free for all NOB schools.

More info: www.geschillencommissiesbijzonderonderwijs.nl/commissies

7.10 Insurance

Schools (students and/or teachers) can be held liable for damages to third parties during school activities. "Damage" includes both property and personal injury.

NOB provides collective liability insurance for all affiliated schools, through Amlin Corporate Insurance via Marsh. This covers global liability claims related to school activities.

 **Note:** This insurance does not replace personal liability insurance. Parents must arrange their own family liability coverage. For cultural activities outside school grounds, additional insurance may be arranged if needed.

7.11 Photos & Privacy

The school's privacy policy ensures careful handling of student data. Photos and occasional videos are taken during activities, used for internal and external communication (website, social media, school guide, LINE).

- Children are never named in public postings.
- At the start of each school year, parents receive a consent form for photo use.
- Parents are asked not to share photos of other children online without permission.
- Student data and photo consents can be updated anytime by contacting the school leader.

Photos by parents

To protect a safe environment, parents may not take photos/videos during lessons or in classrooms, unless arranged by teachers or the school.

More info: <https://www.kennisnet.nl/informatiebeveiliging-en-privacy/fotos-en-videos-van-leerlingen-delen-en-gebruiken/>