

School guide 2026-2027

Dutch School Taipei
Taiwan



**Nederlandse
School Taipei**

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1 Foreword

Welcome to the Dutch School Taipei.

It is our real pleasure to have your child(ren) in the classroom (again) this year and to welcome you as parents to the Dutch School Taipei!

The Dutch School Taipei has been offering Dutch Language and Culture teaching programs to Dutch-speaking and Flemish-speaking children in Taiwan since 1989. The Dutch School Taipei (NST) is the username of both the foundation in the Netherlands and the association in Taiwan.

As indicated; the school has been providing lessons in the Dutch language and culture since 1989. To anchor the organization legally, the Stichting Nederlands Onderwijs Taipei was established on December 16, 1998. This is a foundation under Dutch law, with its registered office in Voorburg and registered with the Dutch Chamber of Commerce under number 27176568.

For the local Taiwanese structure, the Taipei Benelux Language and Culture Association (台北市比荷盧語言文化協會) was established on 9 May 2020. This is an association under Taiwanese law, officially registered with the Social Affairs Bureau of the Taipei City Government. The association is governed by the Taiwanese Civil Association Act and complies with the laws and regulations arising from this law.

In front of you is the school guide to inform parents and interested parties about what the Dutch school can do for your child(ren). Here you will find information about the teaching methods, the semesters (duration, lesson times, program), the team, house rules and other information that contribute to the smooth running of the school year.

Due to circumstances, certain information in this guide may change after publication. We therefore recommend that you keep an eye on the LINE groups and the emails from the board, but also our website and social media, during the school year.

If you have any questions or comments about this guide, please do not hesitate to contact the school leader, the board or the teacher. We are happy to speak to you personally.

We wish everyone a beautiful and educational school year.

The teaching team & the board

2 About the school

2.1 Who are we?

At the Dutch School Taipei, children learn about the Dutch language and culture (NTC) in a goal-oriented way, according to the learning pathways as drawn up by the Dutch government. We are affiliated with the Foundation for Dutch Education Worldwide (NOB). Through the NOB Foundation, the Dutch School Taipei falls under the Dutch Ministry of Education, Culture and Science. The NOB Foundation assesses whether the school continues to meet the subsidy conditions, advises on educational and administrative matters and coordinates, among other things, training, educational initiatives and inspection visits. The Dutch School Taipei is part of a worldwide network of approximately 180 Dutch schools abroad.

As a Dutch school abroad, we deal with a diversity of students. Some students are here temporarily and will leave for the Netherlands or another country within a few years, others will stay in Taiwan for the time being. The parents' goal of having their children learn the Dutch language is also different, as is the support with the homework that can be offered. We try to take this into account as much as possible by offering differentiated education.

The teaching team

The NST has a motivated and enthusiastic teaching team in front of the classroom, and we are proud of that! They are also often present during the cultural activities and supervise the children. This school 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, whereby Dutch laws and regulations for Dutch education abroad must be complied with.

The board

The NST currently has a four-member executive board, in which functions and activities are divided among themselves. All board members contribute on a voluntary basis and focus on the organization of the school, policy and finances. At least once a year, they evaluate the education policy and report their findings in the General Members Meeting (GMM) and to the three-member Supervisory Board. Of course, there is frequent coordination between the board, parents and the education team during the school year. On the website you will find a photo, the names of the board members and what role they fulfil. If you have any questions for the board, you can reach her via the email address info@nederlandseschooltaipei.com.

2.2 One school, two locations

We currently provide classroom education 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號, Hami St, Datong District, Taipei City, 103
www.dlps.tp.edu.tw

Taipei European School

No. 99, FuGuo Rd, Shilin district, Taipei City, 11158
www.tes.tp.edu.tw

And we are working on "One school, three locations"

In recent months we have been busy setting up Dutch lessons in Kaohsiung. We polled the Dutch-speaking community to see who is interested in Dutch language and culture lessons for his or her children. A small group of enthusiastic parents emerged from that. Earlier this year we also met the experienced teacher, Helga van Voorbergen. She is excited to teach in this first pilot year of the Dutch School in the south of Taiwan. We have also set up a collaboration with the Kaohsiung American School, and we will start from September 5 at their premises. We offer the same program, considering the variations in ages and the holiday schedules in the south. We are extremely proud and happy that we can start this expansion of the NST.

2.3 Subsidy and Support

Subsidy

Because the Dutch School Taipei is affiliated with the NOB Foundation, it is eligible for the foundation's Subsidy Scheme. Of course, there are several conditions attached to this, including the number of 120 teaching hours per year, having a school guide, and at least one qualified teacher.

NOB Foundation and all educational facilities affiliated with NOB can count on the support of the Ministry of Education, Culture and Science until 2028. This is laid down in the new 'Regulations for the Foundation for Dutch Education Worldwide 2024-2028' that was published in the Government Gazette on 30 November 2023. The subsidy aims to financially support Dutch educational facilities abroad. The amount of the subsidy depends on the number of pupils with EU citizenship in pre-school, primary and secondary education. Because the Dutch School Taipei receives a subsidy from the Netherlands, we have been able to keep the tuition fee at a fixed amount for many years.

Extra Support

To continuously improve the quality of education, extra support is always welcome. This includes matters such as housing, the purchase of reading books or laptops to help the school digitize education or cooperation in a cultural activity in the form of location rental, food and/or drinks. In any case, our thanks for their support in the past years go to: **Belgian Office Taipei (BOT), Netherlands Office Taipei (NLOT) and the Association of Dutch Speakers Taiwan (VNT).**

3 Education

3.1 Organization of education

Currently, a classroom program is offered for toddlers, primary groups 1 to 8 and Secondary Education.

On Saturday, the groups are divided as follows:

- Toddlers
- Group 1
- Group 2
- Group 4
- Group 5
- Group 6
- Group 7
- Group 8

During the week, the groups are divided as follows:

- VO 1 - Thursday
- VO 4 - Monday

Of course, students of the TES for whom the right group is not there or for whom it is more convenient to have lessons on Saturday, can also be registered for the Saturday program.

Library

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

3.2 The teaching team

This school year we start without new faces, but we will continue full of energy with our trusted team from last year!

We would like to introduce our team to you:

Group 0 (Toddlers) and 1: Teacher Bas with assistant Myrthe

Teacher Bas has been a familiar face at our school for several years. In addition to his work with us, he teaches English at a local school during the week. Teaching assistant Myrthe is also a familiar face at the school and will happily support us again.

Group 2 and VO: Teacher Laura with assistant Boaz

Laura has lived in Taiwan for many years. She is a former board member of the school and an experienced Dutch teacher at the university in Taipei. This year she teaches group 2 (Saturday) and the fourth grade of secondary education. Teaching assistant Boaz helped us tremendously last school year and will be there for us again this year as an assistant.

Group 4: Teacher Natalie

Natalie has been working at the NST for three years. In addition to her work with us, she is an English teacher at a local high school. This school year she will again provide lessons for group 4 and will again use the spelling method Staal.

Group 5: Teacher Rudi

Rudi started at the NST last year and then taught group 7. This year he will teach group 5. He has studied and worked in New Zealand, England and Scotland. For years he has lived with his wife and three sons in Taoyuan, where he teaches English at a local school during the week.

Group Upper Grade: Teacher Vivian

Vivian started with us as an assistant and oversaw group 6 last school year. This year she will teach the upper classes (group 6-7-8) together with Hiskia. Vivian studied Artificial Intelligence at the University of Amsterdam and tutored students and adults who had just arrived in the Netherlands. In February of this year, Vivian successfully completed the Competence Program of the NOB and is fully qualified (for NTC schools, this certificate is equivalent to a PABO diploma).



Group Upper Grade, VO 1 and VO 2: Teacher Hiskia

Hiskia is responsible for the upper school this school year together with teacher Vivian and VO 1 and 2. She is also the school leader. With extensive experience in education and the successful completion of the Competence Program of the NOB foundation (February 2024), she is fully qualified (for NTC schools, this certificate is equivalent to a PABO diploma).

Groep Kaohsiung: Teacher Helga

Helga will join our team this year and will teach the children in Kaohsiung. She has a lot of experience in education, not only as a teacher, but also as a language and reading coordinator. We are very happy to have such an experienced force in our team.

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



3.3 Our Directions

Currently, a teaching program is offered to around 60 students, who are divided between the groups of toddlers, the basic groups 1 to 8 and Secondary Education. Our objectives for children in primary education are based on 2 directions, as formulated by the NOB Foundation.

- Direction 1 (R1)

This course is specifically designed for a direct connection to education in the Netherlands or Flanders, with a view to a possible interim or later return. The curriculum is fully geared to achieving the core objectives for the Dutch language and culture.

- Direction 2 (R2)

This direction focuses on maintaining the Dutch language as well as possible. Although direct connection to the Dutch education system is not the primary goal, the teaching material offered provides a solid foundation that facilitates a possible later transfer. The curriculum is designed in such a way that pupils have reached at least the level of the end of group 6 at the end of primary school. These children usually speak Dutch at home in combination with another language.

Our objective for secondary education is to prepare the students for the Certificate of Dutch as a Foreign Language (CNaVT) exam. The CNaVT is explained in more detail in section 5.1.

4 Support and safety

4.1 Climate and safety at school

Social and emotional safety

We strive to provide quality education, also taking into account the social development of the children and their overall well-being. Respectful interaction and a safe learning environment within the school, where children dare to make mistakes and can develop, are central to this.

Anti- pestprotocol

If a teacher receives indications of bullying behaviour, the anti-bullying protocol comes into effect. By bullying we mean undesirable behaviour from one pupil to another, where the other pupil is unable to defend himself. Bullying involves an unequal balance of power, while teasing involves an equal balance of power. At school, we initially assume that undesirable behaviour is unintentional and that students (learn to) indicate and recognise their own boundaries in this. To prevent a situation of structural bullying from arising, we follow these steps, which we also document from step 2:

1. The student first tries to indicate that certain behaviour is not desirable, for this we use clear terms, which we teach the students: 'stop/can you stop, I don't like it'.
2. If this does not work, the student can contact the teacher. The teacher mediates and sees to it whether pupils, partly depending on age, come to a solution together in a conversation.
3. We make sure that both students feel that the situation has been resolved and that apologies have been offered where necessary, if not, we will follow step 2 again.
4. When the situation continues, the teacher takes the bully aside and explains 1-on-1 to the student what is desirable and undesirable behaviour. In this step, the teacher always informs the parents after the lesson and discusses - possibly by appointment - what is needed to prevent the situation. Steps 2 and 3 are repeated.
5. If this does not have the desired effect after two parent contacts and agreements, the school leader will consult with the board about follow-up steps. A (temporary) expulsion from school or the start of the reporting code described below can be done from step 6, based on the principle that there is also a victim in every bully.

Report code

As a school, we not only have a responsibility for education, but also to act when we receive worrying signals about situations outside the school. When a teacher receives worrying signals about a child's well-being, these can be: arguments at home, violence, problems at day school, social media, depression, etc., we follow the following documented steps - steps 1 to 5 are always followed and repeated where necessary:

1. The teacher consults with the school leader and, where necessary, the school leader, without mentioning the names of those involved, contacts the chairman of the board or the contact person of the NOB to discuss how to deal with this;
2. The teacher discusses with the child what has been noticed, what is going on, and what solution the child sees;
3. The teacher discusses the signals with parents, but always after the child has been informed;
4. Teacher (or, depending on the situation, school leader) informs parents about the conversation and the signals and, where applicable, lets parents and child make agreements;
5. After an agreed period, the teacher checks whether the agreements have the desired result;
6. If signs and concerns remain, the school leader, in consultation with the parents, can contact the regular day school;
7. In consultation with the day school, if relevant, a plan of action is drawn up, in which parents and child are also involved step by step.

The steps are in line with the Dutch guidelines. We always act transparently towards all parties involved and above all in the interest of the child.

Physical Safety

Every year, safety drills are held with the children at both locations in Taipei in connection with fire and earthquakes. In addition, the teaching team has a valid first aid certificate, for which it follows a (refresher) course every two years.

4.2 School rules

To create the best possible atmosphere in the classroom and at school and to guarantee the quality of education, we have drawn up the following school rules.

I arrive at class on time

It is important that every child is present in the classroom on time. To make the best use of the limited time we have, we even ask everyone to be present well in advance. In this way, the lesson can start on time, run undisturbed and we can make optimal use of lesson time.

- **The doors open at 08:45 on Saturday and close at 9:00.**
- **On weekdays, the doors close at 15:10.**
- **Parents are requested to stay outside the classroom. Please say goodbye to your child(ren) in the hallway.**
- **Be on time so that the class can start on time and with everyone.**

At school I speak Dutch

We strive to ensure that Dutch is always spoken at school with the students and between the students. Exceptions can be made by the teacher if he or she deems it desirable. Dutch-speaking parents are advised and encouraged to speak Dutch with their child(ren) at home as well.

I respect others and other people's things

It is important to treat other students well and respectfully with their belongings. In this way, we all ensure a pleasant and safe learning environment, and we can also make better friends.

In class I talk calmly and let others finish

By talking calmly in the classroom and letting each other finish, we can understand each other well and follow the lesson well.

I listen carefully to the teacher

The moment the teacher is listened to carefully, everyone gets the explanation. This saves repetition for the teacher and the students.

4.3 Code of Conduct for Parents

We have included the code of conduct for parents in the School Guide. This is relatively new to our school but is frequently used in schools in the Netherlands. The code of conduct describes the expectations about how parents interact with each other, the teachers and the board. With this protocol, we hope to create a situation in which children, teachers and parents feel safe. This code of conduct for parents applies to all members as of November 8, 2025, in accordance with the articles of association ratified by the General Members' Meeting.

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 parents, 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.
- 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 behavior but instead approach the relevant teacher, parent(s), or school leader.

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 behaviour 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 suspend or terminate membership, involve the police, the NOB (Dutch Education Abroad), and/or the National Complaints Committee for General Special Education in the Netherlands.

Where it says parents, you can also read: guardians.

4.4 NST Board Regulations

The NST has drawn up board regulations for all board members. In accordance with Taiwanese laws and regulations in the Civil Association Act, we have nine board members (and three members on the Supervisory Board). All nine board members have signed the board regulations. In these board regulations, we have laid down the principles from which we work as a board. The board regulations have been adopted by the board and divided into the following paragraphs: (1) Tasks and powers of the board: tasks, working methods, accountability and division of responsibilities; (2) Code of Good Governance; (3) Policy determination; (4) Reporting; (5) Evaluation; (6) Code of Conduct; (7) Entry into force of the administrative regulations. The board regulations can be requested from the Secretary.

5 Development and results

5.1 Teaching methods

In this chapter you will find an overview of the different teaching methods used per group.

Toddler group

In the toddler group we work with themes that are in line with the perception of young children. We offer varied activities in which the toddlers can develop in a playful, language-oriented way. The curriculum uses the SLO goals. Learning the Dutch language cannot start early enough. That is why the NST offers pre-school education for children from the age of 3, provided they are potty trained. You can start earlier in consultation with the school leader. The teaching method consists of at least ten themes with activities that pay attention to the four developmental domains: language development (including vocabulary), social-emotional

development, motor development and sensory development. Preschool education is a nice stepping stone towards the NTC lessons for preschoolers (Group 1 and 2).

Group 1 and 2

In groups 1 and 2 we work with the 'Kindergarten University' method and with themes that change every three to four weeks and are related to the child's perception of the world. With the books of Kindergarten University and themes, we work on early literacy, oral language skills, general linguistics and increasing vocabulary. In group 2 we will put more emphasis on phonemic awareness (e.g. hearing that "cat" consists of the sounds k-a-t), in order to reduce the transition to the formal reading process in group 3. In the 2nd semester, if the student is ready, we start with the Safe Learning to Read method (Second Moon version of VLL, Core Start, Core 1 and 2).

Group 3

In group 3, work will continue (Core 3-11) with the second lunar version of Safe Learning to Read (VLL). This method is a complete language and reading program, which focuses mainly on learning to read (technical reading of the 34 graphemes of the Dutch language) and consists of workbooks, word cards and reading books.

Each core contains new letters and sounds that are offered in different word combinations and introduced by means of a short video. These cores are treated in a cycle of three to four weeks and are completed with the relevant test. After core 6, it is examined whether a student has mastered all 34 graphemes well or not and an assessment is made whether a student goes back to group 2 to better master the basics.

Furthermore, exercises are included in the program to broaden and deepen vocabulary, to use spelling as well as possible and to gain insight into linguistics.

Differentiation takes place through the so-called sun and moon group. The sun group works more independently and can already read at the start of group 3. The sun group only participates in the instructions when new topics are discussed for them. The moon group works more under the guidance of the teacher.

Unfortunately, the NST does not have group 3 students this year.



Groups 4 to 8

In groups 4 to 8, the fourth edition of *Taal Actief* is used. It is a clear and structured method, based on the core objectives as formulated by *SLO* (The Nederlandse Institute for Curriculum Development). We offer the basic language and spelling lessons, with a focus on vocabulary lessons, speaking and listening, the most relevant grammar lessons and at least one writing assignment per theme. We work with a cycle of 4 lessons per theme, which means that the eight themes can be covered in a school year. During the first three lessons, the basic material is offered. In the fourth lesson, the language and spelling test is taken and at the same time this is a week for remediation or deepening. Within each lesson there is as much differentiation as possible, and the teacher strives for every student to do the 2 star assignments.

In addition, a lot of attention is paid to vocabulary with theme words in both language and spelling. To increase vocabulary and stimulate reading comprehension, we also work with the digital method *News Comprehension* in these groups. The pupils regularly receive an up-to-date text, often with cultural content, which they read and to which they answer questions in writing. The texts are supported by a video from the *Jeugdjournaal*.

School year 2025-26 saw the first roll-out phase of *Staal Spelling* in group 4. In the coming years, *Staal Spelling* will be rolled out, with the result that in the 2029-2030 school year, all groups 4 and higher will use *Staal Spelling*.

Secondary education (VO = Voortgezet Onderwijs)

Following on from primary education, the school offers the possibility of taking Dutch language lessons at the level of Secondary Education. Our main goal is that students always can enter or return to education in the Netherlands or Flanders without barriers.

In secondary education we work with two methods: *Blink Nederlands* and *Nieuw Nederlands*. Depending on the group size, it will be determined which method is most suitable for the students. Both methods cover the following components: reading skills, oral language skills, writing skills, argumentation, linguistics, and a profile paper.

Our language education is aligned with the core objectives for the renewed lower years and with the IB (International Baccalaureate diploma).

By focusing on these core objectives, we give skills and the development of language use and language acquisition a central place in our curriculum. A broad command of the language enables pupils to participate intensively in social life, now and in the future. Our aim is to offer good education in secondary education that is based on the following characteristics:

- The student learns actively and increasingly independently.
- The student learns together with others.
- The student learns in coherence.
- The student orients himself.
- The student learns in a challenging, safe and healthy learning environment.
- The student learns in a continuous learning line.

Our secondary education enables pupils to obtain the Certificate of Dutch as a Foreign Language (CnaVT, Profile Language Proficiency Higher Education). This serves as proof that they have sufficient knowledge of Dutch to study at a university or university of applied sciences. If students want the subject of Dutch as a final exam subject for the IB, we will look at how we can facilitate this. There is close contact between the teacher, management and parents about the progress and future of the student.

For new students, an extensive intake interview takes place between teacher, management and parents. In this meeting, the language situation of the student is discussed and mutual expectations are aligned. If the level is not clear, the student is tested on components such as verb spelling, text comprehension, fixed prepositions and vocabulary. The *DIA* test for group 8 is used to determine whether the student's level is sufficient to participate in secondary education.

5.2 Cultural education

Culture is an essential part of our curriculum and is woven into both the daily curriculum and five extracurricular cultural activities. With this cultural education, we strive to maintain and strengthen the cultural connection of our students with the Netherlands and Flanders. At the same time, cultural education supports the development of the Dutch language and is a valuable addition to language education.

The five cultural activities are organized by the school with the support of the Dutch-speaking community, the NLOT, the BOT and the VNT. Both teachers and students are actively involved in this and participation is mandatory. The cultural themes are determined in consultation with the teachers and are in line with the students' perception of the world. Within these themes, we pay attention to typical Dutch holidays and traditions, such as Sinterklaas and King's Day, as well as recurring cultural moments such as the Children's Book Week. In addition, we are organising a Flemish culture day, in which Belgian culture, customs and language variation are central.

Cultural education is also structurally integrated into the lessons during the regular school days. In the higher groups, students work with *Nieuwsbegrip*, among other things. In addition, activities such as speaking engagements, book reviews, topography and writing Christmas cards to family in the Netherlands and/or Belgium are discussed. In this way, the connection with the Netherlands and Flanders is strengthened in a natural and recognizable way.

5.3 Assessment methods and reports

Primary education

The level of the students and the extent to which they have mastered certain material is tested at different times in the classroom. The teachers do this both planned and unplanned and in various ways.



Method-dependent testing

With the method-dependent tests of Safe Learning to Read, we test the progress of letter knowledge and the progress in reading development. From the Taal Actief method, we test spelling skills (word dictation), vocabulary and explore language. On the basis of the test result, the teacher assesses whether the pupil has mastered all the material well or whether he is offered remedial or enrichment material.

Method-independent testing

As in the Netherlands, NTC schools are also obliged to administer the method-independent tests made mandatory by the Education Inspectorate; a technical reading test (compulsory from group 3), a spelling test (compulsory from group 4) and a reading comprehension test (compulsory from group 5).

We use *Diattoetsen*. *Diattoetsen* make the development of the student clearly visible and help to look at the growth potential of each individual student. With the Language follow-up tests, we gain insight into the reading skills, vocabulary and spelling skills of the students and their growth.

Secondary Education

Through various measurement moments in the form of short tests, diagnostic tests, a quiz, a competition or a final assignment and observations during lessons, the progress of the students in Secondary Education is tracked. In addition, we use parts of the tests (final and reference) that are integrated into the Blink Netherlands method.

Pupil tracking system

The NST uses ParnasSys, a widely used student tracking system in the Netherlands and at other NTC schools. This keeps track of test results, observations during lessons and the progress of the students.

Reports and parent meetings

All pupils receive a report twice a school year with the results and findings about Dutch language skills. Twice a year there is also the possibility to have an individual (online) parent meeting with the teacher, during which, among other things, an oral explanation of the report can be given. We wholeheartedly advise all parents to make use of this opportunity to get a good or better picture of your child's development in the Dutch language area. If desired, parents can also request a meeting in between to discuss their child's progress.

6 Our quality

6.1 Our care for quality

In addition to the test results, we use several instruments to guarantee the quality of the school and of education. For example, we send out a parent survey every two years and an annual student survey (from group 4). We also do an annual self-evaluation among the education team and the board, and we have performance interviews with the education team twice a year, in which a board member is also present.

In addition, we are affiliated with the Foundation for Dutch Education Worldwide (NOB), which also entails the necessary obligations towards education, including a visit from the Inspectorate of Education. Finally, we hold an annual General Members Meeting (GMM) and there is periodic consultation with the Supervisory Board. In this way, we receive information and feedback from various sides about the quality of education and the functioning of the school and we can adjust our education and policy where necessary. You will find more information about this in sections 6.2 and 6.3.

6.2 NOB Foundation, GMM and Supervisory Board

Foundation for Dutch Education Worldwide (NOB)

The Dutch School Taipei is a Dutch Language and Culture School recognized by the Foundation for Dutch Education Worldwide (Stichting NOB). The NOB provides advice in the field of education and governance, as well as professional online in-service training to more than 200 Dutch Language and Culture Schools around the world.

Twice a year, an online conversation between the school and the NOB takes place and the school, students and other relevant educational matters are discussed. We look at where they can offer support and what we as a school can do for other Dutch schools abroad. They therefore form an important pivot in the network of these schools.

In addition, a delegation from NOB visits the school once every few years to see how things are going. In May 2024, two employees visited Taipei. Among other things, they have provided workshops for the teaching team, the board and the parents.

Finally, there is a physical meeting (three days) in the Netherlands every two years, during which various workshops are offered to both the teaching team and board members. The school leader has been present at this in recent times and in the summer of 2025 two board members were also present.

General Members Meeting (GMM)

Once a year we hold a General Members Meeting (GMM) for all parents. During this meeting, we will take you through important developments in our policy, future vision and financial situation and the board members for the current school year will be appointed. In addition, we would like to hear your opinion and receive your input regarding the school.

The General Members Meeting is an annual mandatory part for our association. A quorum of 2/3 of our members is required to be able to take new board members and other important decisions, such as amending the articles of association. **It is very important that as many parents as possible are present at the GMM.** Not only is it a good way to get to know the back of your child(ren)'s school, attendance and the opportunity to **vote is essential for the survival of the school.**

Supervisory Board (RvT)

The Supervisory Board is independent and supervises the school's educational and financial policy. The board consults with the Supervisory Board at least twice a year.

6.3 Inspectorate of Education

Because the school is affiliated with the NOB, the Dutch Education Inspectorate also visits about once every six years to check the quality. The last inspection was in March 2024 and once again the quality of our school has been assessed as sufficient. NTC schools are assessed as sufficient or insufficient by the Education Inspectorate. We expect the Education Inspectorate to visit Taipei again within six years of the previous visit.

Do you want to read the final report? [Then click here.](#)

7 Useful information for parents

7.1 Registration and deregistration

Registration

If you are interested in Dutch lessons and you are a parent/guardian of a new student, we ask you to send an e-mail to info@nederlandseschooltaipei.com. You will then receive a registration form. We prefer to receive registrations from new students as far as possible before the start of the new semester.

After receiving the email, the school leader will contact you and the new parents will be invited for an introductory meeting. If necessary, an entry test is taken with the student to determine the language level and to see which group best suits the student. One free trial lesson can also be taken. A longer trial period (6 consecutive lessons) is possible, for more information see section 7.2 Tuition fees.

If you decide to register your child(ren), you will receive a registration form. By completing and sending this, the registration is final and you commit to the payment of the tuition fee. Parents of the registered student(s) also automatically become members of the association of the Dutch School Taipei and therefore have the right to vote and are strongly suggested to vote during a GMM.

We complete the registrations no later than July 1 before the start of a new school year, so that the school leader can place the order for the new books in time. In case of any later registrations, we will look at the possibilities of still participating in the Dutch lessons in that school year.

We ask current students, by email to their parents, at the end of April / beginning of May whether the students will participate again the next school year. In connection with the planning of the classrooms, teachers and ordering books, it is very important that we know as early as possible who will stay the following year.

The registration of Dutch lessons for TES students at the TES is also done through their CCA system. The TES charges a one-time registration fee for this.



Pupils with special needs

If there is a demand for extra guidance for students, we are happy to see how we can help. If specific points of attention emerge during the observation during the lessons, the teacher will coordinate the possibilities in careful consultation with the parents. Additional fees may apply.

Class at your own level

In our NTC education, students always work at their own level and we strive to keep the students in their age group. If it turns out that the teaching material offered does not match the level of the student or that the right attention/guidance cannot be given, it can be decided in consultation with the parents to place the student in another group. This can be either a group higher or lower. In this decision-making process,

we use these criteria: homework, Slide tests and social and emotional behaviour of the student. The final decision lies with the school, with the interests of the student and the quality of education being leading.

Deregistration

Departing students will receive a file for the next school on request. This dossier contains:

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

7.2 Tuition

The rates for the Dutch lessons are determined by the board of the Dutch School Taipei, subject to final approval by the GMM, keeping in mind that the Dutch School Taipei is a non-profit organization and therefore does not have a profit motive. The amount of the tuition fee is in accordance with what is necessary for the functioning of the school.

Payment of tuition fees

The tuition fee is a fixed amount per school year, for school year '26-'27 it is again set at NT\$ 42,000 per child.

The treasurer of the Board invoices, in principle, for the entire school year and sends the invoice by email to parents at

the beginning of that school year. Parents must pay within two weeks of sending the invoice. In case of default of payment, the treasurer sends a reminder. If no payment is received by the School within two weeks of the third reminder, the invoice amount may be increased by an additional 5% of the invoice amount for each week or part thereof that the invoice has not been paid. In the event of persistent refusal to pay, the Board may decide in a Board Meeting to no longer admit the child/children to the lessons, subject to provisions in the Association's Articles of Association.

The payment of the tuition fee can be made via the bank account stated on the invoice. If you intend to pay from outside Taiwan, please contact the treasurer in advance.

Early deregistration / deregistration

The parents can, provided there are well-founded reasons for doing so, decide in consultation with the school leader that their child/children will stop attending classes prematurely.

After receipt of the cancellation by email, part of the tuition fee paid for a school year will be refunded:

- Before the start of the school year: 5% of the full tuition fee will be charged (from group 2).
- After the start of the school year: the corresponding proportion of the lessons not taken on the understanding that a minimum of 7 (seven) lessons must always be paid, even if part of those seven has not been taken.

Sibling discount

For families with several children in a full school year at the Dutch School, a discount of 15% applies to the tuition fees of the second child (and each subsequent child). The fifth child in a full school year is free. This discount only applies to children who take the lessons weekly.

Trial period

A trial period is possible for new students. The trial period is set at 6 weeks for 3 lessons per week, at NT\$ 6,000, to be paid before the start of the second lesson. If classes continue after the trial period, the tuition fee for the remaining period of the school year will be charged on a pro-rata basis. For the trial period, no refund of the tuition fee will be made if the lessons are terminated prematurely during that probationary period.

Other constructions

The standard lesson structure at NST is a full school year. Other constructions are only possible according to prior mutual agreement by email between parents and the school leader (and possibly the Board). Payments for deviating constructions must be made before the start of the second lesson and are non-refundable.

7.3 School hours

The school year

The school year of the NST runs from August to June and consists of 2 semesters. The first semester runs from August to January and the second semester from February to June. The total school year consists of 35 lessons of 3 hours plus compulsory cultural activities, with the exception of the Kaohsiung lessons that are 4 hours per week. The cultural activities are part of the curriculum. These generally take place on Saturdays, following the Saturday lessons.

Weekdays at the TES

The lessons of the secondary school are in classroom 3101 at the Taipei European Secondary Campus, No 31, Jianye Rd, Shilin district, Taipei City 111. The timetable of secondary education differs slightly in time and content, depending on the lesson.

Schedule

- 3.00pm: School doors open. Children go into the classroom and hand in their homework to the teacher. They get to work on an individual language exercise or watch the Youth News or other news.
- 3.10pm: The door of the room closes. Everyone is expected to be present. The lesson starts in class.
- 4.30pm: Break
- 6pm: End of class. Children walk outside with the teacher and wait outside the gate for the parents to pick them up.

Saturday at Dalong Elementary School

The official address is: No. 47, Hama St, Datong District, Taipei City, 103. The gate that is open on Saturdays is located at 21 Alley, 59 Lane, Hama Street.

The Saturday lessons are given from 9:00am to 12:00pm and are for the toddler group and groups 1 to 8. The Saturday program follows the Taiwanese school schedule as much as possible. This means that catch-up Saturdays are taken into account when a number of our students are expected at local schools. In principle, there is no Dutch lesson and this lesson is made up on another Saturday.

Schedule

- 08.45am: School doors open. Children go into the classroom and hand in their homework to the teacher. They get to work with an individual language exercise or watch the Youth News or listen to songs.

- **09.00am: The door of the room closes.** Everyone is expected to be present. The lesson starts in class.
- 10.30am: Break
- 12.00pm: End of class. School door open for parents picking up.

Saturday at Kaohsiung American School

As a result of the agreements with the KAS and the schedule of the various schools, Saturday lessons are given from 9:00am to 1:00pm.

7.4 Communication

Point of contact

The teacher is the first point of contact for parents, and the school leader is ultimately responsible. The board is there for support and can be approached with questions about the policy and the organization.

Before or after the lesson, there is generally the possibility to briefly discuss something with the teachers. Do not hesitate to approach the teacher or the board if you have any questions, comments or suggestions.

LINE

There is a joint LINE group for parents per group. Important information is shared here. Consider, for example, homework and replacement of the teacher due to illness.

Padlet

Each group has its own padlet (digital bulletin board) with information about the lesson, school, cultural activities, tips and other matters. At the beginning of the school year, the padlet's link is shared in the LINE group.

Postal address

The postal address of the Dutch School Taipei is:

- CBCSPACE 100, 28F, No. 66, Section 1, Zhongxiao West Road, Zhongzheng District, Taipei City
- CBCSPACE Taipei Main Station – Shin Kong Center, 28F, No. 66, Sec. 1, Zhongxiao W. Rd., Zhongzheng Dist., Taipei City 100

Website and Social Media

The school's website can be found at www.nederlandseschooltaipei.com. In addition, the school is active on Facebook and Instagram with the page Dutch School Taipei. Follow these social media for interesting information, fun facts and reports of the cultural activities and other special events!



7.5 Cultural Activities

Cultural activities are organized every school year. Sinterklaas, King's Day, the Children's Book Week and the end of the school year are fixed components. In the autumn and spring, changing activities are organized every year. The cultural activities are a **mandatory** part of the curriculum.

For the cultural activities, help from parents is regularly called upon. We hope you will help sometime. This is also a fun way to get to know the school and other parents better.

More information about the cultural activities will follow later in the school year via email and LINE.

7.6 Dutch language at home

In the Netherlands and Belgium, a pupil in primary education receives an average of eight hours of Dutch lessons per week and all non-language-related lessons are also in the Dutch language. In addition, in most cases a student in the Netherlands and Belgium is in a Dutch-speaking environment, both at home and with family and friends. A Dutch

language environment contributes significantly to the language development of the child.

NTC lessons contribute to the development and stimulation of Dutch language skills and to increasing knowledge of and connection with Dutch/Flemish culture. However, this is only about three hours a week and in addition, abroad, especially in the case of families with one or two non-Dutch-speaking or Flemish-speaking parents, the environment in which the child finds himself is often non-Dutch-speaking. Below are some tips and information on how to deal with this.

Commitment at home is important

The teachers try to offer as much learning material as possible at school in a relatively short time and homework is also part of the curriculum. For this reason, it is very important that you as parents take the assigned homework and any assignments to be done seriously. Repetition is essential and we need the home front for that.

For example, create fixed moments at home with a Dutch language offer such as reading moments, reading Dutch books, looking at magazines, singing songs, watching TV & movies, playing with educational apps, contact with grandparents or take the initiative to meet up with Dutch-speaking classmates and undertake an activity together.

Reading is fun! (and useful too)

Preschoolers start their school years with 1000-3000 words. For secondary education you need 16000 words. With a good language method, lessons every day and a fantastic teacher, you come to more than 1000 words per year. But we don't teach every day, so reading at home is important. How?

- Start with 15 minutes of concentrated reading every day. A child comes into contact with an average of about 1 million words per year — enough to grow their vocabulary by an estimated 1000 new words!
- From group 5, try to have children read for at least 30 minutes or read aloud with questions afterwards, so that children concentrate better. Questions such as 'What did you like the most? What can you tell about the main character, etc.

If you have any questions about this or would like more information, please feel free to come to the teacher and/or school leader.

Only with your help can we get the best out of your child!

7.7 Not attending

If the lesson is not attended due to illness, vacation or other obligations, let the teacher know via a LINE text message as soon as possible, preferably at least 24 hours before the lesson. In this way, the teacher can adjust the lesson if necessary.

7.8 Lesson cancellations and replacement

When a teacher is unexpectedly absent due to illness or other reasons, we always try to find a solution to allow the lesson to continue. In the unlikely event that this is not possible, we will inform the parents concerned as soon as possible via the Line group of the relevant class and email. We try to catch up on the lesson at another time.

7.9 Complaints procedure

The education team and the board naturally hope that this information does not have to be used at all. However, if you do not agree with certain matters or have a complaint, you should discuss this directly with the teacher, parent(s) or – if necessary – the school leader. This does not happen in the presence of students or other parents. If several parents share the same concerns, they can also make them known together in a conversation with the teacher or school leader concerned. See also chapter 4.3 Code of conduct for parents.

If this does not offer the desired solution or if you feel that you cannot go here with your question or complaint for whatever reason, you can contact the confidential advisor.

Confidential advisor

The confidential advisor is for all those involved in the school. In case of problems, it is of course nice if you first try to solve this with the person(s) directly involved, as indicated earlier. If this is not satisfactory or is not possible, you can contact the independent confidential advisor. Joos Louwerier has shown himself willing to be a confidant since last year. He can be contacted via LINE (Joos Louwerier) or via email JJLouwerier@hotmail.com.

NOB

The NOB is affiliated with the National Complaints Committee for General Special Education, part of the partnership Disputes Committees for Special Education. A complaint can be submitted here if the school and the complainant are unable to reach an agreement independently. All schools affiliated with NOB can use the services of this complaints committee free of charge. For more information, visit www.geschillencommissiesbijzonder onderwijs.nl/commissies

7.10 Insurance

Schools (pupils and/or teachers) can be held liable for damage to third parties caused during the execution of work. The concept of damage includes both property and personal injury. NOB has taken out a collective variant of the third-party liability insurance for all affiliated schools. The insurance was purchased with Amlin Corporate Insurance through Marsh (an insurance broker). This type of insurance provides worldwide coverage when your school is held liable for property or personal injury to third parties.

The collective third-party insurance is not a substitute for personal liability insurance for teachers, students and their family members for the damage they cause as a private individual. Parents must take out this third-party insurance themselves.

If cultural activities take place outside the school grounds, a separate insurance policy will be taken out for this if possible and necessary.

7.11 Photos, Videos & Privacy

The purpose of the school's privacy policy is to handle the students' data with care. We make photo and (occasional) film recordings of all kinds of activities at school. These recordings are for internal and external use. We want to show parents, caregivers and people from outside what we are doing and give an impression of the education. The material is used, for example, for the website, on social media, in the school guide and shared with other parents in the Line group. The photos used by the Dutch School of Taipei – on the website and in other communications – are protected by copyright and may not be copied, shared or used for commercial or promotional purposes without permission.

Of course, we handle photos and videos with care and children are never mentioned by name when they are placed. When registering for the new school year, or when registering for new parents, all parents will receive an online form, in which you can indicate whether we are allowed to post photos of your child on internal or external media. Fill in this form so that we can record it and take it into account.

We also ask that you do not post photos of students online unless parents have given permission. You can always change your child's personal data. You can also change your consent about photos or digital tools. To do this, send an email to the school leader (hiskia@nederlandseschooltaipei.com)

Taking photos by parents at school

The school wants to be a safe environment for all children, and not a place where children (and their parents) must be afraid of being photographed all the time. Taking photos and videos at school during class or in class is only allowed by teachers and/or on behalf of the school.

For more information: <https://www.kennisnet.nl/informatiebeveiliging-en-privacy/fotos-en-videos-van-students-sharing-and-using/>