IB Middle Years Programme

VWO programme

Supreme College Guide 2025-2026

Supreme
College Nederland

AS UNIQUE AS YOU ARE

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1 The Mission and Vision of Supreme College

Mission
Supreme College Netherlands stands for education of the future in a close-knit, international environment for students who want to positively influence their world and that of others.

Vision
By 2027, Supreme College Netherlands will be an established model school in the field of future education through constructive collaboration with students, teachers and parents/guardians: *inquiry-based learning* in half-days according to the *Supreme Learner Profile.*

2 The Supreme College student

We strive to ensure that Supreme College students develop in accordance with the *Supreme Learner Profile*. We want our students to become creative, critical and reflective thinkers who are aware of the world around them:

You are curious and knowledgeable
You enjoy researching important topics and current affairs.
You want to know how things work.
You do not shy away from big questions.
You are a critical and creative thinker.

You are open-minded with an international *mindset*
You appreciate your own culture and the culture of others.
You understand that students from different backgrounds may view things very differently.
You enjoy connecting with other cultures.
You have an open mind, which means you do not judge quickly.

You are a reflective thinker
You think about your own development.
You think about the world around you in combination with your experiences and ideas.
You know your strengths and weaknesses, so you know what you still need to develop.
You consider your own role in group work.

You are willing to take risks
You are not afraid of new challenges.
You approach unfamiliar situations with confidence and determination.
You can work independently, including trying out new ideas or strategies.
You are honest and sincere in your work for school and towards others.

You are considerate of others and helpful

You are empathetic, respectful and, where necessary, show compassion.
You enjoy helping others and want to make a positive contribution to their lives.
You care about your environment and a sustainable world.

You are at the heart of society.

You enjoy participating in Dutch society.
You are at home in the digital world.

3 Education at Supreme College

Supreme College is an international school for grades 1 to 4, which means that the education focuses on conceptual understanding, designed to literally look beyond boundaries in terms of learning and thinking. In grades 5 and 6, the Dutch VWO programme is followed.
Supreme College does not really have the 'look and feel' of a school, and subjects are offered in conjunction with each other in subject areas such as *Sciences* and *Individuals & Societies*.

At Supreme College, we organise education differently than is usual in secondary education. In the lower years, we teach in half-days from **8.45 to 11.30 and from 13.15 to 16.00.** The break is from 12.30 to 12.45. The hour before the break is spent on mentor time, NT2, maths lessons, working in groups, community projects and independent work (see also timetables). In the upper years, lessons are from 8.45 to 12.00 and from 12.45 to 16.00.
The education is offered in modules or units, and you start each module with a research question, a *statement of inquiry*. An example of a *statement of inquiry*:

> **Human health** is a consequence of the relationships and interactions within and between organisms and is influenced by scientific and technical innovation.

Teaching in half-days has several important advantages over a timetable with sometimes six or seven subjects in a day. First of all, it creates calm. There are no fixed times for changing classes or starting breaks. It gives you the opportunity to concentrate on an assignment and also to finish something immediately.

The lessons are, in principle, cross-curricular. Sometimes you can see this in the subject itself, such as *Individuals & Societies*, which is a combination of geography, economics, history and social studies. Teachers will often make connections between the different subjects.

Furthermore, the teacher can go into the subject matter in depth and then slow down later, taking into account the attention span of the students. Finally, it offers the opportunity to introduce something to the group 'during the week' and come back to it later in the lesson. In a traditional timetable, the lesson would already be over and you would have something else on your mind. This means that after a day of lessons at Supreme, you are often finished; there is almost no homework in the MYP.

4 MYP and VWO: the best of both worlds

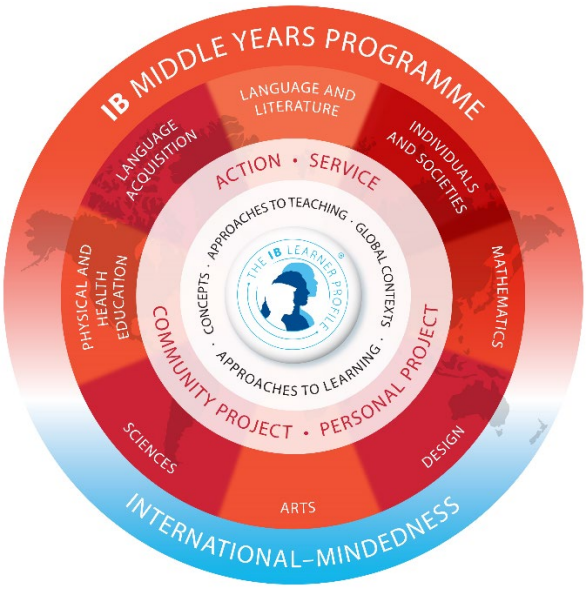
At Supreme College, you will follow two programmes: the MYP in Years 1 to 4 (1vmyp – 4vmyp) and the VWO in Years 5 and 6.
The *MYP* provides intellectual challenge and encourages students to make connections between their studies and the 'real world'. The *MYP* promotes the development of academic skills, intercultural understanding and international engagement – essential qualities for young people who want to become active citizens of the world. We focus on self-management, critical and creative thinking, and social skills, among other things.

At Supreme College, the *MYP* can be easily combined with Dutch VWO education. While the *MYP* focuses on skills rooted in knowledge, VWO focuses primarily on knowledge acquisition. The teachers who guide you in this process come mainly from both Bonhoeffer College and Jac. P. Thijsse College and are specialists in both programmes.
Together, these programmes offer you excellent preparation for future academic challenges: *the best of both worlds*.

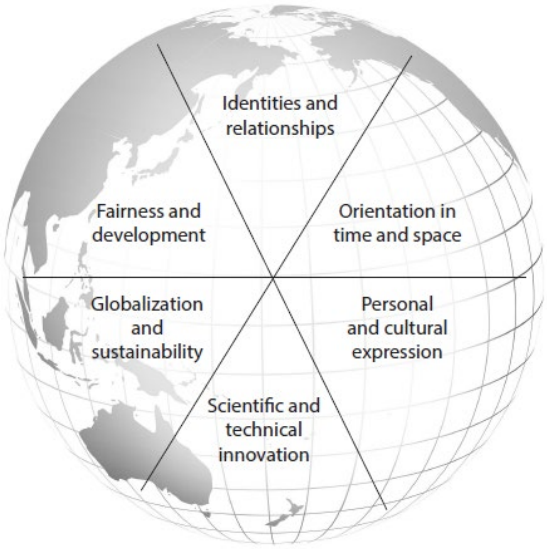
5 What does the *MYP* entail?

The *MYP*:

- gives you the opportunity to develop the knowledge, attitude and skills to tackle complex issues and take responsibility for the future
- provides breadth and depth in learning by studying subjects from seven disciplines: *Language and Literature, Language Acquisition, Maths, Sciences, Individuals & Societies, Arts, PHE*, up to and including Year 4.



- Encourages you to participate actively in society, for example through the *community project*.
- Ensures that you learn in context, which is the best way to learn. The *MYP* uses *global contexts* for this purpose, so that you can better understand what it means to be *internationally minded*. A *global context* is always part of a *statement of inquiry*. In the example mentioned above:
  Human health is a consequence of the relationships and interactions within and between organisms and is influenced by scientific and technical innovation.



- Guarantees stimulating teaching methods through the use of concepts for each subject.

  Concepts provide coherence in learning. There are sixteen *key concepts* and, in addition, there are *related concepts* (subject-specific concepts). They allow you to look at things from a different perspective. Examples of *key concepts* are: communication, systems, form, perspective. In the example:
  Human health is a consequence of the relationships and interactions within and between organisms and is influenced by scientific and technical innovation.

6 The subjects

Language and literature: Dutch and English
In the *Language and Literature* programme, you will develop linguistic, analytical and communication skills in units that are highly interdisciplinary, covering multiple subjects. You will study a carefully selected mix of texts and different literary genres.
Language and literature enables you to think both creatively and critically and to use language to communicate, analyse and reflect at a high level.

Language acquisition: German and Spanish
Language acquisition focuses on acquiring communication skills while respecting the cultural diversity that comes with learning a foreign language.

You will work with different types of sources such as texts, film clips, commercials, music and research questions, which will stimulate international interest in particular.
Native speakers of German or Spanish take the course at *Language and Literature* level.

Maths
The maths lessons ensure that you appreciate maths, become curious, understand the underlying concepts and are able to communicate effectively about mathematical concepts and theorems. It stimulates logical, critical and creative thinking. You develop techniques for problem-solving. In this way, you acquire many mathematical skills in practice that will also be useful in the world outside school.

Individuals & societies
In *Individuals & Societies (I&S)*, we take a critical look at socio-historical issues, such as *'Does Democracy work?*' or *'Can poverty be stopped*?'.

In addition, in I&S we try to look at sources of information from different perspectives and use them: not only historically, but also economically and geographically. You take the history exam in 4vmyp. If you choose the CM/EM profile, you will also take economics and business economics in 4vmyp.

Physical and health education
In addition to a diverse exercise programme focused on social and motor development, the *PHE* course also consists of one hour of theory per week. In the *PHE* course, we delve deeper into themes related to the importance of a healthy lifestyle and make connections between exercise and the subject *of Sciences*, such as biomechanics and training theory. You will learn to understand the theory in a practical way and, conversely, apply the theory you have learned in practice.

Visual Arts
Visual Arts consists of different components that are always interconnected. You will learn to 'look at art', 'analyse art' and 'respond to art'. You will conduct research by creating your own visual artworks. You will learn to apply different visual techniques , develop concepts and reflect on your work. Together, we will discover that art is a form of communication.

Sciences

We focus primarily on the natural sciences biology (also MYP exam) and chemistry. In four years of MYP at Supreme College, you will have laid an excellent foundation for these two subjects of the Dutch VWO diploma. If, after the MYP years, you choose an NG/NT profile for the central VWO exam, we also offer physics and chemistry in 4vmyp.

You will develop into an active, critical and creative thinker, capable of conducting research using the scientific method. You will dare to question and learn from your mistakes. But you will also develop into a well-rounded young adult who can recognise the value of scientific and technological developments, including within the overarching MYP contexts of 'globalisation and sustainability' and 'integrity and development'.

7 MYP eAssessment

The MYP programme concludes in Year 4 with online examinations in the following subjects:

- English: *language and literature* (Dutch only for native speakers)
- German, Spanish or Dutch: language acquisition (only for non-native speakers)
- *Mathematics*
- History (as one of the components of *individuals & societies*)
- Biology (as one of the subjects in *sciences*)
- *Interdisciplinary* (an examination combining subjects)

You will also submit a portfolio for *arts* or *PHE* and the *personal project*.

The *MYP assessment* takes place in May according to the following schedule:

Date	Morning	Afternoon
4 May		English language & literature
6 May	History	
7 May		Mathematics
8 May	Spanish language acquisition	
11 May		German language acquisition
12 May		Biology
15 May	Dutch language & literature	Interdisciplinary learning
	Dutch language acquisition	

8 Academic Integrity

As you have read in the student profile, honesty is of paramount importance at Supreme College. This means that the work you submit must be your own, and it is important that you are aware of the importance of *academic integrity*.
There is a separate document on *academic integrity.* This can be viewed on Managebac and is discussed with the students.

Of course, you can use other people's work for inspiration or to quote. We do this according to the APA, the method that is covered extensively during lessons. We also use the APA method for quoting or referencing in the VWO.

9 5 VWO

Pre-sorting
After the eAssessment in May, the teachers immediately switch to the VWO programme to make the transition to 5 VWO as smooth as possible.

To make this transition to 5 VWO easier, you should choose which profile you want to follow in 4VMYP. Our counsellors will tell you more about this, but it means that you should already choose physics and chemistry in 4VMYP (for the science profiles) or economics/business economics (for the social profiles).

One modern foreign language is also compulsory in addition to English. At Supreme College, you can choose between German and Spanish. You can therefore drop one of these subjects in 4 VMYP.

The lessons
You will notice that the VWO programme focuses more on knowledge than on skills, which is a change after one or more years *of MYP*. You will also notice that the skills you have acquired in the *MYP* will greatly help you to successfully complete the VWO programme.

From 5 VWO onwards, the lessons are focused on preparing for the exam in 6 VWO. Despite the changes in the programme mentioned above, we are largely maintaining the timetable, with one subject being the focus of each half-day. The science subjects are taught twice a week.
You will have already completed the CKV and Social Studies subjects in Year 4 of the MYP, and in Year 5 of the VWO programme you will start working on your profile assignment. The profile assignment is a research project that you will do for one of your subjects or a combination of subjects. It is similar to the *personal project* you did for the *MYP*.

10 Reporting

Twice a year, you will receive a report card to take home. In 1vmyp through 4vmyp, grades are based on the *MYP* criteria. You will be assessed on four criteria for each subject. These criteria differ for each subject and are listed on the report card for each subject. The grades for these criteria are on a scale of 0 to 8:

0	*work does not reach any standard*
1 and 2	*work is of limited level*
3 and 4	*work is of adequate level*
5 and 6	*work is of sufficient/good level*
7 and 8	*work is of excellent standard*

At the end of the year, these four marks are added together for each subject to produce a final assessment. A scale of 1 to 7 is used for this purpose:

Sum	Grade
0 – 5	1
6 – 9	2
10 – 14	3
15 – 18	4
19 – 23	5
24 – 27	6
28 – 32	7

In classes 1vmyp to 4vmyp, we use Managebac, the IBO's administration programme.

From 5 vwo onwards, you will receive grades according to the standard Dutch method: on a scale of 1 to 10. All school examinations are also assessed in this way.

In principle, there are no promotion standards; the school regularly communicates with students and parents about the best route to the final examination. However, there is one exception: the transition from 5 to 6 VWO. International students must have a minimum level of B2 proficiency in Dutch for writing and reading. The tests for this are part of the NT2 state examination.

11 Communication

We would like to hear how students experience the lessons and organisation at Supreme College. That is why we talk to students several times a year about the daily routine at Supreme College. This pupil council meets about five times a year.

The Advisory Board is now also active. This board consists of two teachers, two students and two parents. The Advisory Board sets its own agenda and also invites the school management of Supreme College to attend part of the meeting and answer questions from the Advisory Board.

The Supreme College newsletter is published every two weeks. It keeps all parents informed about the school's activities, background and plans.

At the beginning of the school year, Supreme College organises a general information afternoon about the new school year. In addition, a so-called three-way meeting takes place twice a year. This is done in response to the report in Catwise.

How does the tool work?

At Supreme, students receive a report with feedback twice a year. This feedback is not (only) about grades and results. The feedback also covers effort, motivation, perseverance, choices and challenges. The traffic light system provides an overall picture of how the subject teacher sees the pupil's progress. The tool uses the following four icons for this purpose:

The traffic light

Excellent	Keep it up	Take note	Caution

A red exclamation mark is therefore not a judgement in terms of 'bad' or 'unsatisfactory'. The subject teacher is indicating *'Be careful! I am concerned and something needs to be done*.' It is a well-intentioned signal with advice on how to turn things around. All the icons together give the pupil, the mentor and the parents a clear overview of how things are going.

Before the student can see the feedback report, they are asked to complete the student traffic light. For each subject, the student uses the icon and an explanation in the form of a comment to indicate how they are doing in that subject, again looking at the overall picture and not just the results. When the student is finished, the feedback report appears and comparisons can be made between the feedback from the subject teachers and the student's self-image. During the three-way meeting, the student can then discuss this with the mentor and parents.

If you have specific questions about one of the subjects, your parents can contact the teacher directly. The contact details are listed below. For general questions, an email can be sent to Bianca Harren: b.harren@supremecollege.nl or to r.wellen@supremecollege.nl . In general, if something is unclear or not going well, the school would like to hear about it.

From time to time, parents are informed about activities at Supreme College by email. It is also advisable to consult the annual calendar on the Supreme College website.
If you are absent, we must be notified. This can be done by calling Supreme College on 06-25331850. If there is no answer, you can leave a message on the voicemail. Before 8:30 a.m.,

you can also send an email to b.harren@supremecollege.nl . The student must also inform the teacher of that day of his/her absence.

The counsellors, Sandra Derksen and Barbara Rooimans, keep students and parents informed about the choices to be made for the upper years of VWO. You can also contact them if you have any questions about the selection process or choosing a course of study after VWO (s.derksen@supremecollege.nl andb.rooijmans@supremecollege.nl).

12 Telephone policy

The government has decided that from 1 January 2024, mobile phones, tablets and smartwatches will not be allowed in lessons. Schools must make their own arrangements with teachers, students and their parents about how this will work in their school.
This decision was taken because all parties involved in education agree that the use of mobile phones has a significant negative impact on both the learning and social behaviour of young people. Research shows that the use of mobile phones disrupts concentration and an active work attitude. Both are necessary for optimal learning.
This is why the policy at Supreme College is: no mobile phones, smartwatches or tablets visible in class. The motto for students is therefore: leave ***your phone at home or in the locker*.**

13 Support

At Supreme College, we believe it is important that you are able to develop well – not only at school, but also as a person. That is why we have set up a support structure that helps you to become independent and resilient. We want to prevent you from getting stuck or dropping out, and ensure that you get the right help when you need it.

Basic support

Every student has access to basic support. Your mentor plays a central role in this. During mentor lessons, a lot of attention is paid to developing ATL skills. In addition, there is a support coordinator, student counsellor and media coach who support the mentors.

If you have a brief, individual request for assistance – for example, with fear of failure, stress, grief, or social skills – you can receive up to six sessions of guidance from the student counsellor. Sometimes you can join social skills training courses or courses on coping better with fear of failure at Jac. P. Thijsse or at *Zilveren Maan*, which focus on coping with loss. Basic support also includes *Frisse Start* information lessons in the first year of secondary school. For many students, this basic support is sufficient.

Protocols and safety

We follow the Jac. P. Thijsse anti-bullying protocol and have an anti-bullying coordinator. In cases of digital bullying, we call in the media coach. All mentors and coaches are familiar with the protocols for absenteeism, eating disorders, suicidal behaviour and self-harm. We adhere to the child abuse reporting code.
If you have any questions about dyslexia, please contact the dyslexia specialist at Jac. P. Thijsse. We also follow their dyslexia protocol.

Extra support

If you have a long-term or complex need for help, this falls under extra support. The request is made through your mentor. With your parents' permission, your case will be discussed in the internal support meeting (core team), which takes place once a month. This meeting includes the support coordinator, mentor, coordinator and Youth and Family Coach.
During this meeting, we look at what will help you: guidance from the student counsellor, a recommendation for external help, or support from the Youth and Family Coach. We take an action-oriented approach and evaluate each case after eight weeks.
Parents are an important partner in this process. Together with you and your parents, we ensure good cooperation so that you have the space to develop to your full potential.

Development perspective

If you have long-term and complex support needs, we will draw up a development perspective (OPP) together with you and your parents. In a meeting or multidisciplinary consultation, we will map out your educational needs, goals and approach. We ask you to actively contribute your ideas. The agreements are evaluated every eight weeks.

Contributing ideas about support

Our school has a student council and an advisory council. During meetings, the students who sit on one of these councils can contribute ideas on your behalf about the support offered. Your voice counts!

Youth health care

In the first and third years, you will complete the *Healthy Living* questionnaire*, Check it Out*. This is administered by the youth health nurse from the Municipal Health Service (GGD).

Your path to appropriate education

Every pupil has the right to a good education. Usually, students are able to follow the lessons at school without any problems, but sometimes extra help is needed. If Supreme College is unable to provide sufficient help, we will work with our partners to look at other options, such as support at another school or in special secondary education. There is always a place that suits – we call this appropriate education.

Would you like to know more about appropriate education or our partnership? Please visit the website or contact the Midden-Kennemerland Youth and Parent Support Centre (JOS). JOS is there for parents and students from Castricum, Uitgeest, Heemskerk and Beverwijk. They provide information and advice about appropriate education at mainstream schools and special education.
For personal advice, please call 0251-822540 or email info@swvvomk.nl. They are happy to help you.

Use of pupil data and privacy

In order to provide you with the best possible support, we collect information in the pupil file. This contains general information such as your name, address, grades and absences. If you receive extra support, additional information will be added to the care file, such as test results, observations and agreements made by the core team.
We handle this data with care. Everything is done in accordance with the General Data Protection Regulation (GDPR). Only supervisors within the school have access to the care file. The data is used exclusively for your guidance and remains within the school.

Complaints procedure

We do our best to ensure that you feel comfortable at school and that your education runs smoothly. However, things can go wrong. In that case, we will first try to resolve the issue through discussion. If you cannot reach a solution with the teacher concerned, you can contact your mentor or the coordinator. If that does not help, the management can mediate. If the problem persists, you can submit a complaint to the SVOK Board of Directors (PO Box 371, 1900 AJ Castricum). As a last resort, you can contact the National Complaints Committee (PO Box 85191, 3508 AD Utrecht, 030-280 95 90, info@onderwijsgeschillen.nl).

Sick or absent?

Are you ill or unable to attend school for another valid reason? Then your parents must report this every day by email to the coordinator, Ms B Harren, or by telephone.
Are you absent for another reason (e.g. an appointment or family circumstances)? Then your parents must request written permission from the coordinator in advance.
If you are absent without this being reported, we call this unauthorised absence.

Compulsory education and registration

We keep track of when you are present or absent. If it is not clear why you are absent, we will assume that your absence was unauthorised. This may have consequences.
We work together with the compulsory education officer of your municipality. If you are often absent or regularly late, you will be referred. Your parents and mentor will always be informed. Please note: excursions, sports days and project days are compulsory school time.

Leave outside of holidays

Extra holidays outside of the school holidays are not permitted. You can only request leave in special circumstances. Your parents may submit one request per school year for a maximum of 10 days. This must be done at least 8 weeks in advance using a form submitted to the team leader. They will receive a response within a week. Leave is never permitted during the first two weeks of the school year.

Sick at home

If you become ill during school hours, report to the coordinator. She will call your parents.
If you are still ill the next day, your parents must report this again.

Being late

Are you late? The coordinator will discuss with you how you can ensure that you are on time next time. The Supreme Learner Profile forms the guideline for this discussion.

Truancy

If you are absent without a valid reason (truancy), we will inform your parents and have a discussion with you based on the Supreme Learner Profile. If you are truant for **16 hours within 4 weeks**, we must report this to **DUO**. This will be followed by a discussion with you and your parents at your local education authority.

Absent from PE

Are you unable to participate in PE? Please report this to the coordinator and the PE teacher. Together with the team leader, they will assess whether you still need to be present.
If you are unable to participate for a longer period of time, you will be given a substitute assignment.

14 School management and teachers

The school management consists of the head teacher and the coordinator. Together, they form the school management of Supreme College. The head teacher is responsible for the school on behalf of the competent authority. The coordinator is responsible for day-to-day operations and ensures that the students receive proper guidance.

Management:	René Wellen
Coordinator:	Bianca Harren

The teachers who will be teaching at Supreme College in the 2025-2026 academic year, with their contact details:

Language and literature:

Dutch:	Paul Pfann	p.pfann@supremecollege.nl
	Lisa Kiewit	l.kiewit@supremecollege.nl
English:	Jochem Puts	j.puts@supremecollege.nl
	Rob Roos	r.roos@supremecollege.nl
	Tim Kornet	t.kornet@supremecollege.nl
	René Wellen	r.wellen@supremecollege.nl

Language Acquisition:

German:	Carina Stappers	c.stappers@supremecollege.nl
	Bianca Harren	b.harren@supremecollege.nl

Spanish:	Ilene Petersen	i.petersen@supremecollege.nl
	Nagore Armentia	n.armentia@supremecollege.nl
Maths:	Peter Paul Rauwerda	p.rauwerda@supremecollege.nl
	Tara Kaboodvand	t.kaboodvand@supremecollege.nl
	Lennaert Huiszoon	l.huiszoon@supremecollege.nl
Individuals & Societies:	Manon Schouten	m.schouten@supremecollege.nl
history/geography	Marjolijn van de Geer	m.vandegeer@supremecollege.nl
	Kimberley Kleijne	k.kleijne@supremecollege.nl
PHE:	Pim Berk	p.berk@supremecollege.nl
	Silvia van Tunen	s.vantunen@supremecollege.nl
	Isis Radsma	i.radsma@dalicollege.nl
Visual Arts:	Pauline Jonker	p.jonker@supremecollege.nl
	Ruth van Nes	r.vannes@supremecollege.nl
Sciences/Biology:	Gerda Nicolai	g.nicolai@supremecollege.nl
	Clemens van Ede	c.vanede@supremecollege.nl
	Ruud Roemer	r.roemer@supremecollege.nl
NT-2:	Louk Messing	l.messing@supremecollege.nl
	Myrna van der Veldt	m.vanderveldt@supremecollege.nl
Physics:	Lennaert Huiszoon	l.huiszoon@supremecollege.nl
	Parisa Pourmirjafari	p.pourmirjafari@supremecollege.nl
Chemistry	Klaas Jan Kramer	k.kramer@supremecollege.nl
Economics/Business	Thomas Smit	t.smit@supremecollege.nl
Economics	Anne Laan	a.Laan@supremecollege.nl
	Corné de Waard	c.dewaard@supremecollege.nl
MAW:	Hanneke Vodde	h.vodde@supremecollege.nl
IB administrator	Rob Roos	r.roos@supremecollege.nl

Support coordinator José Welp j.welp@supremecollege.nl

15 Timetable

Timetable		1vmyp	Teacher	Room
Monday	08:45	I&S	Manon Schouten	B204
	13:15	Dutch	Paul Pfann	B201
Tuesday	08:45	Sciences	Clemens van Ede	B208
Wednesday	08:45	PHE	Silvia van Tunen	B201
	13:15	English	Jochem Puts	B201
Thursday	08:45	German	Carina Stappers	B201
	13:15	Maths	Tara Kaboodvand	B207
Friday	08:45	Arts	Pauline Jonker	B209
	13:15	Spanish	Ilene Petersen	B201

Timetable		2vmypA	Teacher	Room
Monday	08:45	Sciences	Clemens van Ede	B208
	13:15	PHE	Silvia van Tunen	B110
Tuesday	08:45	Doctor	Ruth van Nes	B209
	13:15	Dutch	Paul Pfann	B201
Wednesday	08:45	Maths	Tara Kaboodvand	B207
	13:15	I&S	Marjolijn van de Geer	B208
Thursday	08:45	English	Rob Roos	B203
	13:15	Spanish	Nagore Armentia	B205
Friday				
	13:15	German	Carina Stappers	B205

Timetable		2vmypB	Teacher	Room
Monday	08:45	Dutch	Paul Pfann	B201
	13:15	PHE	Isis Radsma	B005
Tuesday	08:45	Maths	Tara Kaboodvand	B207
	13:15	Arts	Ruth van Nes	B209
Wednesday	08:45	Sciences	Clemens van Ede	B208
	13:15	I&S	Manon Schouten	B208
Thursday	08:45	Spanish	Nagore Armentia	B205
	13:15	German	Carina Stappers	B208
Friday	08:45	English	Tim Kornet	B203

Timetable		3vmyp	Teacher	Room
Monday	08:45	PHE	Silvia van Tunen	B209
	13:15	Sciences	Clemens van Ede	B208
Tuesday	08:45	Dutch	Paul Pfann	B203
	13:15	Maths	Peter-Paul Rauwerda	B207
Wednesday	08:45	I&S	Marjolijn van de Geer	B203
Thursday	08:45	Doctor	Ruth van Nes	B209
	13:15	Spanish	Ilene Petersen	B204
Friday	08:45	German	Carina Stappers	B205
	13:15	English	Tim Kornet	B203

Timetable		4vmyp	Teacher	Room
Monday	08:45	Physics	Parisa Pourmirjafari	B205
	12:45	Sciences	Ruud Roemer	B208
Tuesday	08:45	Dutch	Lisa Kiewit	B203
	12:45	Chemistry/Beco	Clemens v Ede/Corné de Waard	B208/204
Wednesday	08:45	I&S	Manon Schouten	B204
	12:45	English	Rob Roos	B203
Thursday	08:45	Maths	Tara Kaboodvand	B207
	12:45	PHE	Pim Berk	B203
Friday	08:45	Spanish/German/NT2	Ilene Petersen/Carina Stappers/Myrna van der Veldt	B208/B205/ B005
	12:45	Doctor	Pauline Jonker	B209

Timetable		**VWO 5**	Teacher	Classroom
Monday	08:45	English	Rob	B203
	12:45	maths/science/economics	Lennaert / Parisa / Corné	B207/209/203
Tuesday	08:45	Science/bio/history	Klaas Jan – Gerda / Manon	BOC/B204
	12:45	Dutch	Lisa	B203
Wednesday	08.45	Spanish/German	Nagore / Bianca	B205/B209
	12:45	wet/dry/wet	Parisa / Lennaert / Tara	B204/B207
Thursday	08:45	Bio/schk/beco	Gerda - Klaas Jan / Corné	B208/002/205
	12:45	R&D / drawing	Britt / Ruth	BOC/B209
Friday	08:45	MAW / NT2	Hanneke / Myrna	B204/B005
	12:45	PE	Isis	Flowers

Timetable		**Sixth form**	Teacher	Classroom
Monday	08:45	Dutch	Lisa	B207
	12:45	Wet/dry/finished	Lennaert – Peter-Paul / Manon	B209/207/204
Tuesday	08:45	Organic/schk/eco	Gerda - Klaas Jan / Corné	BOC/B205
	12:45	PE		Flowers
Wednesday	08.45	Spanish/German/NT2	Nagore / Bianca / Myrna	B205/209/211
	12:45	English	René	B209
Thursday	08:45	Schk/bio/beco	Klaas Jan - Gerda / Corné	B002/208/204
	12:45	R&D / drawing	Britt / Ruth	BOC/B209
Friday	08:45	wet/erasable/erasable	Lennaert - Peter-Paul/Tara	B201/B207
	12:45	MAW	Hanneke	B204

Lessons before the break

	class	activity	teacher	room
Monday	1v	Dutch reading + Numo	José	201
	2v	Reading Dutch + Numo	Clemens	208
	3v	Community Project	Silvia	209
Tuesday	1v	NT-2 / arithmetic / reading in Dutch	Louk/Tara	201/207
	2v	NT-2 / mentor hour	Louk/Marjolijn/Ruth	201/208/209
	3v	NT-2 / Dutch reading/Numo	Louk/Tara	201/207
Wednesday	1v	NT-2 / English reading	Myrna/René	203/207
	2v	NT-2 / working hours	Myrna/Marjolijn	203/208
	3v	NT-2 / English reading	Myrna/René	203/207
Thursday	1st period	mentor hour	Carina	201
	2v	working hour	Nagore	208
	3v	mentor hour	Ilene	203
Friday	1p	NT-2 / working hour	Myrna/Pauline	005/209
	2v	NT-2 / English reading / LA	Myrna/Tim	005/203
	3v	NT-2 / Community Project	Myrna/Bianca	005/211