

Supreme College Guide 2026-2027

IB middle years programme vwo programme



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1. The mission and vision of Supreme College

Mission

Supreme College Netherlands embodies the education of the future in a close-knit, international environment for students who wish to make a positive impact on their own world and that of others.

Vision

By 2027, Supreme College Nederland will have become an established model school in the field of the future of education – through constructive collaboration with students, teachers and parents/carers – specialising in inquiry-based learning delivered in half-day sessions in line with the Supreme Learner Profile.

2. The student at Supreme College

We aim to ensure that pupils at Supreme College develop in line with the Supreme Learner Profile. We want pupils to become creative, critical and reflective thinkers who are aware of the world around them:



You are curious and knowledgeable

You enjoy exploring important topics and current affairs.

You want to know how things work.

You do not shy away from major issues.

You are a critical and creative thinker.

You are open-minded with an international outlook

You value your own culture and the cultures of others.

You understand that pupils from different backgrounds may view things very differently.

You enjoy engaging with other cultures.

You have an open-minded approach, which means you do not rush to judgement.

You are a reflective thinker

You reflect on your own development.

You reflect on the world around you in relation to your own experiences and ideas.

You are aware of your strengths and weaknesses, and therefore know what areas you still need to develop.

You consider your own role in group work.

You are not afraid to take risks

You are not afraid of new challenges.

You approach unfamiliar situations with confidence and determination.

You are able to work independently, including when trying out new ideas or strategies.

You are honest and sincere, both in your work for the school and towards others.

You care about others and are 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 deeply about your local community and a sustainable world.

You are actively involved in society

You enjoy participating in Dutch society.

You are at home in the digital world.

3. Education at Supreme College

Conceptual understanding

Supreme College is an international school for Years 1 to 4, which means that its education is focused on conceptual understanding, designed to literally look beyond borders in terms of both learning and thinking. In Years 5 and 6, students follow the Dutch VWO curriculum.

Supreme College does not quite have the 'look and feel' of a traditional school, and subjects are taught in an integrated manner within subject areas such as Sciences and Individuals & Societies.

Lesson times and units

At Supreme College, we organise teaching differently from the usual approach in secondary education in the Netherlands. In the lower years, lessons are held in half-days from **8.45 to 11.30** and from **13.15 to 16.00**. The break is from 12.30 to 1.15. The hour before the break is spent on form time, NT2, maths lessons, group work, community projects and independent study (see also timetables). In the upper years, lessons run from **8.45 to 12.00** and from **12.45 to 16.00**. The curriculum is delivered in modules or units, and you begin each module with a research question, known as a 'statement of inquiry'. An example of a statement of inquiry:

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.

Subjectsons organised in half-days

Lessons organised in half-days have several key advantages over a timetable that can sometimes include as many as six or seven subjects in a single day. There are no fixed times for changing classes or for breaks to begin. This gives students the opportunity to concentrate on a task and to complete it straight away. It also creates a sense of calm for students; there is already enough going on in the world around them.

In principle, lessons are cross-curricular. Sometimes this is evident from the subject itself, such as 'Individuals & Societies', which combines geography, economics, history and social studies. Teachers will also frequently draw connections between the different subjects. In each year group of the MYP, at least one interdisciplinary unit is taught. This is a unit based on a common theme involving several subjects. Furthermore, the teacher can delve deeply into the subject matter and then ease off a little later on, taking the students' attention span into account. Finally, it offers the opportunity to introduce a topic to the class and return to it later in the lesson. In a traditional timetable, the lesson would already be over by then and students would have their minds on something completely different. This means that students are often finished after a day's lessons at Supreme; there is almost no homework in the MYP.

4. MYP and VWO: the best of both worlds

A unique combination of MYP and vwo

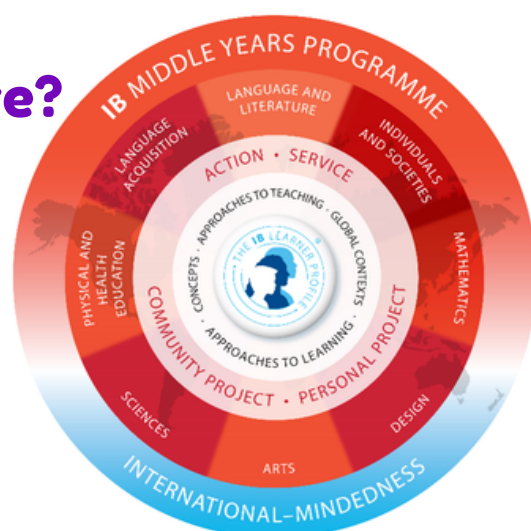
At Supreme College, students follow two programmes: the MYP in Years 1 to 4 (1vmyp to 4vmyp) and the VWO in Years 5 and 6. The MYP provides intellectual challenge and encourages students to make connections between their subject studies and the 'real world'. The MYP promotes the development of academic skills, intercultural understanding and international engagement – essential qualities for young people who wish to play an active role in global affairs later in life. We focus, amongst other things, on self-management, critical and creative thinking, and social skills.

At Supreme College, the MYP can be easily combined with the Dutch vwo curriculum. Whilst the MYP focuses on skills rooted in knowledge, the vwo is primarily geared towards the acquisition of knowledge. The teachers who guide you through this process often come from the Bonhoeffer College or the Jac. P. Thijsse College and are specialists in both programmes. Together, these curricula offer you excellent preparation for future academic challenges: the best of both worlds.

5. What does the MYP involve?

MYP education:

- Gives you the opportunity to develop the knowledge, attitudes and skills needed to tackle complex issues and take responsibility for the future.
- Ensures breadth and depth in learning through the study of subjects across seven disciplines: Language and Literature, Language Acquisition, Maths, Sciences, Individuals & Societies, Arts and PHE, right up to Year 4.
- Enables 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. To this end, the MYP uses global contexts, so that you gain an even better understanding of what it means to be internationally minded. A global context is always part of a statement of inquiry. In the example mentioned earlier: Human health is a **consequence** of the **relationships** and interactions within and between organisms and is influenced by **scientific and technical innovation**.



- Ensures an engaging teaching approach through the use of concepts for each subject.

Concepts provide coherence in learning. There are sixteen key concepts, as well as related concepts (subject-specific concepts). They enable you to view things from a different perspective. Examples of key concepts include: communication, systems, form and 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 course, students develop linguistic, analytical and communicative skills, with the units being distinctly interdisciplinary in nature, meaning they draw on several subjects. We study a carefully selected mix of texts and various literary genres. Language and Literature enables students to think both creatively and critically, and to use language to communicate, analyse and reflect at a high level.

Language acquisition: German and Spanish

In the Language Acquisition course, the emphasis is on acquiring communicative skills whilst respecting the cultural diversity associated with the foreign language. We work with a variety of resources, such as texts, film clips, adverts, music and research questions, which help to stimulate an interest in international affairs in particular. Native speakers of German or Spanish take the course at the Language and Literature level.

Maths

The maths lessons ensure that maths is valued, that students become curious, understand the underlying concepts and are able to communicate effectively about mathematical concepts and theorems. They encourage logical, critical and creative thinking. Students develop techniques for problem-solving. In this way, they acquire many mathematical skills through practical experience that will also stand them in good stead in the world outside school.

Individuals & societies

In the Individuals & Societies (I&S) programme, we take a critical look at socio-historical issues, such as 'Does democracy work?' or 'Can poverty be stopped?'. In addition, at I&S we try to examine and utilise sources of information from various perspectives: not only historical, but also economic and geographical.

continued I&S

In addition, at I&S we try to examine and utilise sources of information from various perspectives: not only historical, but also economic and geographical. We have opted for the History exam in Year 4 of the MYP. If students choose the CM/EM profile, they will also study Economics and Business Studies in Year 4 of the MYP.

Physical and health education

In addition to a varied exercise programme focused on social and motor development, the PHE course also comprises one hour of theory per week. In the PHE course, we explore in greater depth topics relating to the importance of a healthy lifestyle and establish links between physical activity and the Sciences, such as biomechanics and exercise science. Students learn to understand the theory in a practical way and, conversely, apply the theory they have learnt in practice.

Visual arts

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

Sciences

We focus primarily on the natural sciences: biology (which is also an MYP examination subject) and chemistry. Over the course of four years of the MYP at Supreme College, pupils have built an excellent foundation in these two subjects for the Dutch vwo diploma. If, following their MYP years, a pupil chooses an NG/NT profile for the vwo central examination, we also offer physics and chemistry in Year 4 of the MYP.



Students develop into active, critical and creative thinkers, capable of conducting research using the scientific method. They are not afraid to question things and to learn from their mistakes. But they also develop into well-rounded young adults who can interpret the value of scientific and technological developments, including within the overarching MYP contexts of ‘globalisation and sustainability’ and ‘equity and development’.

7. MYP eAssessment

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

- English: language and literature (Dutch only for native speakers)
- German, Spanish or Dutch: language acquisition (only for non-native speakers)
- Maths
- History (as one of the components of Individuals & Societies)
- Biology (as one of the subjects within ‘Sciences’)
- Interdisciplinary (an exam covering a combination of subjects)

In addition, students submit a portfolio for Arts or PHE and their personal project.

The MYP assessment takes place in May according to the following timetable (please note that the first week falls during the May holidays):

Datum	Ochtendsessie	Middagssessie
3 May 2027		English language & literature
5 May 2027	History	
6 May 2027		Mathematics
7 May 2027	Spanish language acquisition	
10 May 2027		German language acquisition
11 May 2027		Biology
14 May 2027	Dutch language & literature Dutch language acquisition	Interdisciplinary learning

8. Academic integrity

As students will have read in the Supreme Learner Profile, honesty is of the utmost importance at Supreme College. It is important that our students are aware of the significance of academic integrity. This includes ensuring that the work they submit is genuinely their own. There is a separate document on academic integrity. This is available on Managebac and is discussed with the students.

Of course, work by others may be used for inspiration or for citation purposes. We do this in accordance with APA guidelines, which are covered in detail during lessons. We also use the APA method for citing or referencing in the VWO programme.

9. 5 VWO

Pre-selection

Following the eAssessment in May, teachers will switch straight away to the VWO programme to ensure the transition to Year 5 VWO runs as smoothly as possible.

To make this transition to Year 5 VWO easier, students choose which profile they wish to follow whilst still in Year 4 VMYP. Our form tutors will provide further details on this, but it means that students will already have chosen to study physics and chemistry in Year 4 VMYP (for the science profiles) or economics/business studies (for the social sciences profiles).

One modern foreign language is also compulsory in addition to English. At Supreme College, students can choose between German and Spanish. Students may therefore drop one of these subjects in Year 4 of the VMYP programme.

The lessons

The Dutch VWO programme focuses more on knowledge than on skills, which marks a change after one or more years of the MYP. Our students find that the skills they have developed during their years on the MYP are extremely helpful in successfully completing the VWO programme.

From Year 5 VWO onwards, lessons are centred on preparing for the final examinations in Year 6 VWO. Despite the aforementioned changes to the programme, we largely maintain the timetable, with one subject taking centre stage per half-day. Science subjects are taught twice a week to ensure consolidation. The subjects CKV and Social Studies are already completed by Year 4 of the MYP. These subjects contribute to a combined mark for the final transcript, together with the profile project, which begins at the end of Year 5 of the VWO.

The profile project is a research project you undertake for one of your subjects or a combination of them. It is comparable to the personal project completed for the MYP.



10. Reporting

Twice a year, students receive a report to take home. In Years 1 to 4 of the MYP, marks are based on the MYP criteria. Students are assessed against four criteria for each subject, ranging from A to D. These vary from subject to subject, and the criteria are also listed for each subject on the report.

The marks 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 work does not reach any standard*

5 and 6 *work is of sufficient / good level*

7 and 8 *work is of excellent level*

In the end-of-year report, these four marks are added together for each subject to produce a final mark. A scale of 1 to 7 is used:

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

In years 1 to 4 of the VMYP programme, we use Managebac, the IBO's administration programme. From Year 5 of the VWO onwards, students are marked 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 communicates regularly with students and parents about the best route to the final examination. There is, however, one exception: the transition from 5 to 6 vwo. International students must have a command of Dutch at a minimum of B2 level for writing and reading. The tests for this form part of the NT2 state examination.

11. Communication

Students' Council

We are keen to hear how students experience the lessons and the organisation at Supreme College. That is why we talk to students several times a year about day-to-day life at Supreme College. This Students' Council meets around five times a year.

Advisory Board

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

Newsletter

The Supreme College newsletter is published every two weeks. It keeps all parents informed about the school's activities, background information and schedules. We also recommend consulting the annual calendar on the Supreme College website.

Absence

If a student is absent, we must be notified. Please contact Supreme College on 06 2533 1850. If there is no answer, please leave a message on the voicemail. Before 8.30 am, you may also send an email to b.harren@supremecollege.nl. The student must also inform their teacher for that day of their absence.

General information afternoon by year group and three-way meetings

At the start 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 organised following the reports generated in the Catwise tool.

How does Catwise work?

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

			
Excellent	Ga zo door	Let op	Pas op

A red exclamation mark is therefore not a judgement in terms such as 'bad' or 'unsatisfactory'. The subject teacher is saying, 'Watch out! I'm concerned and something needs to be done.' It is a well-intentioned signal accompanied by advice on how to turn things round. Taken together, all the icons give the student, the form tutor and the parents a clear overview of how things are going.

Before the student can view the feedback report, they are asked to complete the pupil traffic light. For each subject, the student uses the icon and a comment to indicate how they are doing in that subject, again looking at the overall picture and not just at results. Once the student has finished, the feedback report appears and comparisons can be drawn between the subject teachers' feedback and the students' own self-assessment. During the three-way meeting, the student can then discuss this with the form tutor and their parents.

If parents have specific questions about one of the subjects, they can contact the teacher directly. In 14. For general enquiries, an email can be sent to Bianca Harren:

b.harren@supremecollege.nl or to r.wellen@supremecollege.nl. As a general rule, if something is unclear or isn't going well, the school would like to hear about it.

Guidance on choosing a course of study

The guidance counsellors, Sandra Derksen and Barbara Rooijmans, keep pupils and parents informed about the choices to be made for the upper years of the VWO programme. You can also contact them with any questions regarding the selection process or choosing a course of study after the VWO (s.derksen@supremecollege.nl and b.rooijmans@supremecollege.nl).

12. Voluntary parental contribution

The voluntary general parental contribution makes a vital contribution to education at Supreme College. Thanks to this contribution, we are able to offer additional activities and facilities that enrich your child's learning experience. These include extracurricular excursions, cultural trips, parties and sporting events, creative projects, celebrations, induction programmes and mentoring activities. These activities and facilities play a significant role in the quality of your child's development. Your contribution enables us to offer a wider range of learning experiences, allowing your child to develop to their full potential.

Furthermore, Supreme College is an international school, and as such, the school is required to pay a fee in order to be authorised to offer the programme. The school also pays a fee for each student to sit the MYP examinations.

We understand that the voluntary parental contribution entails a financial responsibility. We therefore wish to make it clear that this contribution is not compulsory. Parents are free to decide for themselves whether or not to contribute. However, we would like to emphasise that every contribution, regardless of the amount, is invaluable for the students' well-being and for maintaining the additional opportunities we are able to offer. The voluntary general parental contribution for the 2026–2027 school year has been set at €495.00 per student.

Supreme College uses the WIS Collect payment system for payments. WIS Collect allows you to easily view the parental contribution and make secure payments. How does WIS Collect work? You will receive an email from wiscollect@supremecollege.nl. This email takes you directly to the overview page, where you can see which payment request is pending. Once you have checked this, select your payment method. Finally, complete the payment on the payment page. If you have several children at the same school, you can view all outstanding payment requests in a single overview. It is also possible to view future and past payment requests. WIS Collect can be used on your mobile phone, tablet, laptop or computer. If you have any questions, please feel free to email a member of the school staff at wiscollect@supremecollege.nl.

13. Mobile Phone and Laptop Policy

The government has decided that, from 1 January 2024, mobile phones, tablets and smartwatches will not be permitted in lessons. Schools must work with teachers, students and their parents to agree on exactly how this will be implemented at their particular school.

This decision has been taken because all stakeholders in education agree that the use of mobile phones has a significant negative impact on both young people's learning and their social behaviour. Research shows that the use of mobile phones disrupts concentration and an active approach to learning. Both are essential for learning as effectively as possible.

This is why Supreme College's policy is: no mobile phones, smartwatches or tablets visible during lessons. The motto for students is therefore: leave your phone at home or in the locker.

A tablet or laptop may only be used if the teacher instructs students to do so. At Supreme College, we believe it is important to develop digital learning skills within the safe, controlled setting of the classroom.

14. Support

At Supreme College, we believe it is essential that students are able to develop fully – not only at school, but also as individuals. That is why we have put in place a support structure to help them become independent and resilient. We want to prevent students from falling behind or dropping out, and ensure that the right support is provided when needed.



Basic support

Every student has access to basic support. The form tutor plays a central role in this. During form tutor periods, there is a strong focus on developing ATL skills. In addition, there is a support co-ordinator and a media coach who support the form tutors.

If there is a short-term, individual need for support – for example, relating to fear of failure, stress, bereavement or social skills – a student can receive guidance from the support coordinator up to six times. Sometimes they can join social skills training sessions or the ‘Dealing Better with Fear of Failure’ training offered by Jac. P. Thijsse, or the training sessions run by Zilveren Maan, which focus on coping with loss. Basic support also includes ‘Frisse Start’ information sessions 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 cyberbullying, we involve the media coach.
- All form tutors and coaches are familiar with the protocols regarding 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 support coordinator. We follow the Jac. P. Thijsse dyslexia protocol.

Additional support

If there is a long-term or complex need for support, this falls under the category of additional support. The request is made via the mentor. With the parents’ consent, the student’s case is discussed at the internal support meeting (core team), which takes place once a month. This meeting is attended by the support coordinator, mentor, coordinator and Youth and Family Coach.

During this meeting, we consider what will best help the pupil: guidance from the pupil counsellor, a recommendation for external support, or support from the Youth and Family Coach. We take a practice-oriented approach and review each case after eight weeks.

Parents are key partners in this process. Together with the student and their parents, we ensure effective collaboration, so that the student is given the space to develop to their full potential.

Development Plan

If a student has long-term and complex support needs, we draw up a Development Plan (OPP) in consultation with the student and their parents. During a meeting or a multidisciplinary consultation, we identify the student’s educational needs, goals and approach. We ask the student to play an active role in this process. The arrangements are reviewed every eight weeks.

Having a say on support

Our school has a students’ council and an advisory council. During meetings, students who sit on one of these councils can have a say on the support services available on behalf of other students. Every voice counts!

Youth health care

In the first and third years, students complete the ‘Healthy Living, Check it Out’ questionnaire. This is administered by the GGD’s youth health nurse.

The path to appropriate education

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

Would you like to find out more about inclusive education or our partnership? Please visit the website or get in touch with 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 on inclusive education in mainstream schools and special education. For personalised advice, please call 0251-822540 or email info@swvvomk.nl. They'll be happy to help you find the right solution.

Use of student data and privacy

To ensure we can support students effectively, we collect information in the student file. This contains general details such as name, address, marks and absences. If a student receives extra support, further information is added to the care file, such as test results, observations and agreements made by the core team. We handle this data with the utmost care. Everything is carried out in accordance with the General Data Protection Regulation (GDPR). Only support staff within the school have access to the support file. The data is used exclusively for support purposes and remains within the school.

Complaints Procedure

We do our best to ensure that every student feels comfortable at school and that teaching runs smoothly. However, things can sometimes go wrong. In such cases, we first try to resolve the issue through a constructive discussion. If you are unable to reach a resolution with the teacher concerned, you, as a student, can speak to your form tutor or the coordinator. If that does not help, the management team can mediate. If the problem persists, a complaint may be lodged with the SVOK Executive Board (PO Box 371, 1900 AJ Castricum). As a final step, you can contact the National Complaints Commission (PO Box 85191, 3508 AD Utrecht, 030 280 95 90, info@onderwijsgeschillen.nl).

Ill or absent?

Is a student ill or absent from school for another valid reason? In that case, parents must notify the coordinator, Ms B Harren, every day by email or by telephone.

Is there another reason for the absence (for example, an appointment or a family matter)? In that case, parents must request written permission from the coordinator in advance.

If a student is absent without this having been reported by a parent, we refer to this as unauthorised absence.

Compulsory education and registration

We keep track of when students are present or absent. If it is not clear why a student is absent, we assume that the absence was unauthorised. This may have consequences.

We work in collaboration with the compulsory education officer from the relevant local authority. If a pupil is frequently absent or regularly arrives late, they will be referred. Parents and the form tutor are always informed. Please note: excursions, sports days and project days are considered compulsory school time.

Leave outside school holidays

Taking extra leave outside school holidays is not permitted. You may only apply for leave in exceptional circumstances. Parents may submit one application per school year for a maximum of 10 days. This must be submitted to the team leader via a form at least 8 weeks in advance. They will receive a reply within a week. Leave may never be taken during the first two weeks of the school year.

Going home due to illness

If a student falls ill at school, they must report to the coordinator, who will then ring the parents.

If the student is still unwell the following day, the parents must report this again.

Arriving late

Late for school? The coordinator will discuss with the student how they can ensure they arrive on time next time. The Supreme Learner Profile serves as the guiding principle for this discussion.

Truancy

In the event of absence without a valid reason (truancy), we will inform the parents and hold a meeting with the student based on the Supreme Learner Profile. If a student is absent for 16 hours within a four-week period, we are required to report this to DUO. This will be followed by a meeting with the student and parents at the office of the school attendance officer in the relevant local authority.

Absence from PE

If a student is unable to take part in PE, they should report this to the coordinator and the PE teacher. The coordinator will then assess whether the student is still required to attend.

If a student is unable to take part for an extended period, they will be given an alternative assignment.

15. School management and teachers

The school management consists of the headteacher and the coordinator. Together, they form the school management team at Supreme College. The headteacher is in charge of the school on behalf of the governing body. The coordinator is responsible for day-to-day operations and ensures that pupils receive appropriate support.

Management: René Wellen. Coordinator: Bianca Harren.

The teachers who will be teaching at Supreme College in the 2026–2027 academic year are listed in the table below (on this and the following page) along with their contact details.

Vak	Docenten	Contactgegevens
<i>language & literature</i> Nederlands	Lisa Kiewit Judith Ricke Cecile van de Pol Kristl Smit	l.kiewit@supremecollege.nl j.ricke@jpthijsse.nl c.vandepol@bonhoeffer.nl k.smit@bonhoeffer.nl
Engels	Jochem Puts Rob Roos Tim Kornet René Wellen	j.puts@supremecollege.nl r.roos@supremecollege.nl t.kornet@supremecollege.nl r.wellen@supremecollege.nl
<i>language acquisition</i> Duits	Carina Stappers Bianca Harren	c.stappers@supremecollege.nl b.harren@supremecollege.nl
Spaans	Ilene Petersen Nagore Armentia	i.petersen@supremecollege.nl n.armentia@supremecollege.nl
Maths	Peter Paul Rauwerda Tara Kaboodvand Lennaert Huiszoon René van de Tas	p.rauwerda@bonhoeffer.nl t.kaboodvand@supremecollege.nl l.huiszoon@supremecollege.nl r.vandetas@supremecollege.nl

Vak	Docenten	Contactgegevens
I&S / geschiedenis	Manon Schouten Thomas Smit Corné de Waard	m.schouten@supremecollege.nl t.smit@jpthijsse.nl c.dewaard@jpthijsse.nl
PHE	Silvia van Tunen Wessel Been	s.vantunen@supremecollege.nl w.been@supremecollege.nl
Visual Arts	Pauline Jonker Ruth van Nes Haitske Jacobs	p.jonker@supremecollege.nl r.vannes@supremecollege.nl h.jacobs@supremecollege.nl
Sciences / biologie	Gerda Nicolai Ruud Roemer Rob ten Pas	g.nicolai@supremecollege.nl r.roemer@supremecollege.nl r.tenpas@bonhoeffer.nl
NT-2	Louk Messing Myrna van der Veldt Lisa Kiewit	l.messing@supremecollege.nl m.vanderveldt@supremecollege.nl l.kiewit@supremecollege.nl
Natuurkunde	Lennaert Huiszoon Parisa Pourmirjafari	l.huiszoon@supremecollege.nl p.pourmirjafari@supremecollege.nl
Scheikunde	Klaas Jan Kramer Maurits Roselaar	k.kramer@supremecollege.nl m.roselaar@jpthijsse.nl
Economie / Bedrijfseconomie	Thomas Smit Anne Laan Corné de Waard	t.smit@supremecollege.nl a.Laan@supremecollege.nl c.dewaard@supremecollege.nl
MAW	Hanneke Vodde Tom van der Bijll	h.vodde@supremecollege.nl t.vanderbijll@jpthijsse.nl
IB coordinator	Rob Roos	r.roos@supremecollege.nl
Ondersteunings-coördinator	Maya de Loos	m.delooos@supremecollege.nl

16. Timetables

At Supreme College, we operate on an annual timetable. The annual timetables for each class are shown below (as at October 2026). Changes may occur during the course of the year, depending on the availability of teachers and classrooms.

1vmypA	Start time	Subject	Teacher	Classroom
Monday	8:45	Nederlands	Judith Ricke	B201
	11:30 -12:30	Mentoruur	Silvia	B002
	13:15	Sciences	Rob ten Pas	B207
Tuesday	8:45	English	Rob Roos	B203
	11:30 -12:30	Werkuur	Arts doc	B201
	13:15	Duits	Carina Stappers	B205
Wednesday	8:45	PHE	Silvia van Tunen	B210
	11:30 -12:30	Lezen + Maths is fun	Rob R / Tara	B201
		Nt2	Myrna	B204
	13:15	I&S	Manon Schouten	B204
Thursday	8:45	Maths	Tara Kaboodvand	B207
	11:30 -12:30	Werkuur	Pauline	B208
	13:15	Spaans	Nagore Armentia	B205
Friday	8:45	No class		
	13:15	Arts	Pauline Jonker	B209

1vmypB	Start time	Subject	Teacher	Classroom
Monday	8:45	Sciences	Rob ten Pas	B208
	11:30 - 12:30	Lezen + Maths is fun	Rob P / Tara	B203
	13:15	Nederlands	Judith Ricke	B201
Tuesday	8:45	Arts	Hazel Nugent	B209
	11:30 - 12:30	Mentoruur	Carina	B203
	13:15	I&S	Manon Schouten	B204
Wednesday	8:45	PHE	Wessel Been	B104
	11:30 - 12:30	Werkuur	Thomas	B203
		NT2	Myrna	B204
	13:15	English	Jochem Puts	B201
Thursday	8:45	Spaans	Nagore Armentia	B205
	13:15	No class		
Friday	8:45	Maths	René van de Tas	B207
	11:30 - 12:30	Werkuur	Carina	B204
	13:15	Duits	Carina Stappers	B204

2vmyp	Start time	Subject	Teacher	Classroom
Monday	8:45	PHE	Silvia van Tunen	B002
	11:30 - 12:30	Nederlands lezen en taal	Judith	B201
	13:15	I&S	Corné de Waard	B205
Tuesday	8:45	Duits	Carina Stappers	B205
	11:30 - 12:30	Mentoruur	Tara	B207
	13:15	Arts	Hazel Nugent	B209
Wednesday	8:45	No class		
	11:30 - 12:30	Werkuur	Silvia	B210
		NT2	Myrna	B204
	13:15	Sciences	Tara Kaboodvand	B207
Thursday	8:45	Maths	Tara Kaboodvand	B002
	11:30 - 12:30	Werkuur	to be determined	to be determined
	13:15	Nederlands	Judith Ricke	B201
Friday	8:45	English	Tim Kornet	B203
	11:30 - 12:30	Werkuur	René T / Ilene	B205
	13:15	Spaans	Ilene Petersen	B205



3vmyp A	Start time	Subject	Teacher	Classroom
Monday	8:45	English	Tim Kornet	B203
	11:30 - 12:30	Community project	Maya	B205
	13:15	PHE	Silvia van Tunen	B002
Tuesday	8:45	Extended maths	Tara Kaboodvand	B207
	11:30 - 12:30	Community project	Maya	B205
	13:15	Nederlands	Kristl Smit	B201
Wednesday	8:45	Sciences	Gerda Nicolai	B208
	11:30 - 12:30	Lezen + taal	Gerda	B208
	13:15	I&S	Thomas Smit	B205
Thursday	8:45	Arts	Haitske Jacobs	B209
	11:30 - 12:30	Mentoruur	Ilene	B209
	13:15	Duits	Carina Stappers	B207
Friday	8:45	Spaans	Ilene Petersen	B205
	13:15	No class		



3vmyp B	Start time	Subject	Teacher	Classroom
Monday	8:45	I&S	Thomas Smit	B205
	11:30 - 12:30	Community project	Wessel	B211
	13:15	PHE	Wessel Been	B005
Tuesday	8:45	Regular maths	Peter-Paul Rauwerda	B201
	11:30 - 12:30	Community project	René	B209
	13:15	Nederlands	Cécile van de Pol	B203
Wednesday	8:45	English	Rob Roos	B203
	11:30 - 12:30	Mentoraat	Wessel	B002
	13:15	Sciences	Gerda Nicolai	B208
Thursday	8:45	Arts	Pauline Jonker	B208
	11:30 - 12:30	Lezen + taal	Nagore	B205
	13:15	Spaans	Ilene Petersen	B204
Friday	8:45	Duits	Carina Stappers	B204
	13:15	No class		



4vmyp	Start time	Subject	Teacher	Classroom
Monday	8:45	Scheikunde Maatschappijleer	Maurits Roselaar Tom van der Bijl	B207 B207
	12:45	I&S	Manon Schouten	B204
Tuesday	8:45	Sciences	Ruud Roemer	B002
	12:45	PHE	Wessel Been	B005
Wednesday	8:45	Maths	Tara Kaboodvand	B207
	12:45	English	Rob Roos	B203
Thursday	8:45	Nederlands	Lisa Kiewit	B203
	12:45	Spaans/Duits/NT2	Ilene/Carina/Lisa	204/207/203
Friday	8:45	Arts	Pauline	B209
	12:45	Natuurkunde/(b)eco	Parisa / Thomas	B208/B201

Rooster 5 v SCN	Start time	Subject	Teacher	Classroom
Monday	8:45	Nat - wisb/wismij	Parisa - Lennaert/Tara	B211/B111
	12:45	English	Rob	B203
Tuesday	8:45	bio/schk/ges	Gerda - Klaas Jan / Manon	B208/A309/B204
	12:45	Nederlands	Lisa	B207
Wednesday	8:45	Spaans/Duits/NT2	Nagore / Bianca / Myrna	B205/B209/B204
	12:45	Wisb - na/eco	Lennaert - Parisa / Anne	B108/A305/B209
Thursday	8:45	Schk - bio/beco	Klaas Jan - Gerda / Corné	B201/B005/B204
	12:45	O&O / tekenen	Britt / Haitske	BOC / B209
Friday	8:45	LO	Fanna	
	12:45	MAW	Tom / Myrna	B207/B005



Rooster 6 v SCN	Start time	Subject	Teacher	Classroom
Monday	8:45	Nat - wisb / ges	Lennaert – Peter-Paul / Manon	B209 / B204
	12:45	Nederlands	Lisa	B208
Tuesday	8:45	schk/bio/eco	Klaas Jan - Gerda / Thomas	A309/B208/B005
	12:45	MAW	Hanneke/Tom	B208
Wednesday	8:45	Spaans/Duits/NT2	Nagore / Bianca / Myrna	B205/B209/B204
	12:30 14:00	Spaans LO	Nagore Silvia	B002
Thursday	8:45	bio/schk/beco	Gerda – Klaas Jan / Corné	B005/B201/B204
	12:45	O&O / tekenen	Britt / Haitske	BOC / B209
Friday	8:45	Nat - wisb/wismij	Lennaert - Peter-Paul/Tara	B208 / B111
	12:45	Engels	René	B203

Final Exams

Students in Year 6 of the VWO will sit their final exams in accordance with the timetable published on the government website examenblad.nl.

The first two cohorts of final exam candidates left school whilst we were still in our first building, the former Maranatha Church.

The accompanying illustration, created by our maths teacher Peter Paul Rauwerda, perfectly captures our character as a unique, international school.

In our current premises, the atmosphere is just as good.



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