

Schoolplan 2016-2020



‘Quality for All and All for Quality’.

Contents	Page nr
	1
1 Introduction	3
1.1 Foreword	3
1.2 Aims and function of the School Plan	4
1.3 Procedures for the drawing up and approval of the School Plan	4
1.4 Appendices:	5
2 School description	6
2.1 School information	6
2.2 Characteristics of the staff	7
2.3 Characteristics of the students	8
2.4 Characteristics of the parents	8
2.5 SWOT analysis	9
2.6 National and international developments	10
3 Educational policy	11
3.1 The school's mission	11
3.2 The school's vision	13
3.3 The mission and vision of STIP Hilversum	14
3.4 Beliefs and values in personal, social and physical education (PSPE)	15
3.5 Social-emotional development	16
3.6 Active citizenship and social cohesion	17
3.7 The core subjects: Curriculum Content	18
3.8 Disciplines and assessment instruments	18
3.9 Teaching and Learning: Language	19
3.10 Teaching and learning: Mathematics	20
3.11 Teaching and learning: A transdisciplinary approach	22
3.12 Information Communications Technology	24
3.13 Teaching and learning: The Arts	25
3.14 Teaching and learning: Science	26
3.15 Teaching and learning: Additional languages: English, Dutch, Mother Tongue	27
3.16 Teaching and learning: Use of lesson time	28
3.17 Teaching and learning: Pedagogical performance	29
3.18 Teaching and learning: Didactical performance	30
3.19 Teaching and learning: Active and independent role of the students	30
3.20 Developmental process: monitoring and support	31
3.21 Teaching and learning: Alignment with students' educational needs	31
3.22 Outcomes and results	32

Contents	Page nr
4 Staff policy	33
4.1 Integrated staff policy	33
4.2 The school leadership	34
4.3 The school's staffing objectives	35
4.4 Professionalism	36
4.5 Professional culture	36
4.6 Policy regarding trainee teachers	36
4.7 Recruitment and selection	36
4.8 Mentoring and induction	37
4.9 Collegial consultation	37
4.10 Class observations	37
4.11 Personal Development Plan (PDP)	37
4.12 The consultation cycle	37
4.13 Professional development and professionalization	37
4.14 Staff Appraisal system	38
4.15 Task policy	38
5 Organisational policy	39
5.0 Organisational structure	39
5.1 Class structure	40
5.2 Staff sickness policy	40
5.3 Mobility policy	40
5.4 Labour policy	40
5.5 Risk analysis (RI&E)	41
5.6 Social and physical safety	41
5.7 The transition from primary to secondary education	42
6 Finance policy	43
6.1 Lumpsum financing	44
6.2 External income	44
6.3 Internal income	45
6.4 Budget	45
7 Quality Assurance	46
7.1 General aspects	46
7.2 Legal requirements	46
7.3 Strategic policy	46
7.4 School inspection and evaluation visits	47
7.5 STIP self-evaluation and internal audits	48
7.6 IB Programme Evaluation Visit (PEV)	49
7.7 School climate	50
7.8 Satisfaction survey: Staff	51
7.9 Satisfaction survey: Students	51
7.10 Satisfaction survey: survey: Parents	52
8 Recommendations and matters to be addressed 2016-2020	53
9 Forms in agreement to the School Plan 2016 2020	55
10 Forms in approval of the School Plan 2016 2020	56

1 Introduction

1.1 Foreword

IPS Hilversum opened its doors thirty years ago in August 1986 as the English Stream of the Violen school, a Dutch state primary school. There were five such schools spread throughout the country and all were linked to a Dutch state primary school and a Dutch state secondary school with its own English Stream. As is the case with all schools, IPS has experienced a variety of successes and challenges as it has grown from one teacher with 7 students to its current staff of 53 with responsibility for 431 students. The continuous growth the school has experienced in the past 10 years has been significant for the whole school community and its partners.

I would like to use the school's mission slogan as a starting point. Striving for 'Quality for All and All for Quality' has not only raised the quality of education and learning in our school but it has also made a major contribution to raising the 'quantity' of students and therefore staff, classrooms and locations. It is logical that any organisation which raises its quality can expect this to have a positive effect on its quantitative aspects.

However, there is absolutely no guarantee that raising the quantitative aspects of an organisation will have a positive effect on its quality. As the quality of a school forms the essence of any internal or external evaluations it is this that has to remain the driving force and remain guaranteed in any strategic planning. Achieving quality is an objective in itself but assuring this quality is maintained after it has been achieved has additional challenges involving planning, evaluation and maintenance.

The School Plan for 2016 to 2020 is aligned to the Strategic Plan of STIP Hilversum and the policy areas we consider to be relevant to our school's development. These policy areas form the basis of our quality assurance.

This means these areas are:

- Planned: what do we aim to achieve?
- Periodically evaluated: are we achieving our aims?
- Maintained or improved: how will we act?

The various policy areas in the School Plan are (partly) aligned to the quality aspects of the Dutch inspectorate's supervisory framework.

In the section 'Staffing Policy' we describe the competencies (in the spirit of law regarding professions within education) that we use for the personal development of our employees. These competencies are a leading thread throughout our staffing policy.

Mr R J Westlake
Principal, IPS Hilversum
June 2016

1.2 Aims and function of the School Plan

Our School Plan describes, within the framework of STIP's strategic policy plan, foremostly our quality: our mission, our vision and the related aims and objectives. We are speaking here of ambitions – the planning phase. On the basis of the current situation we use a number of instruments to determine our strength and weaknesses and the improvement targets – the checking phase, for the coming four years. For this, the School Plan functions as a planning document - what and when will we improve- and an accountability document -what we are promising- document to the government, the School Board and the parents during the period 2016 to 2020. On the basis of our four-year Action Plan we want to determine annual year plans. In the Annual Report we review in how far the designated improvement targets have been realised.

In this way we give form to a cycle of planning, implementation and evaluation: plan - do – check

1.3 Procedures for the drawing up and approval of the School Plan

The School Plan is drawn up by the school principal in conjunction with the management team and presented to the School Council (MR) for approval. Staff is involved in the SWOT analysis and determining and prioritising the school's ambitions. The members of the School Council and the staff of the school have considered the school's mission and vision statement and have contributed to its evaluation through the school's own quality system. The coming four years we will discuss the sections of the School Plan systematically. In addition, at the end of each year a 'Year Plan' for the following year will be determined and presented to the School Council for approval.

At the end of each year we will also review whether we have realised our improvement targets for that year to a satisfactory degree and publish this in an Annual Report, after approval by the School Council.

Finally, we ensure there is a cyclic evaluation of the policy areas so as described in this School Plan. The schools quality system is used to identify what has (not) been successful and determine our improvement targets in relation to our School Plan and the proposed improvement points.

1.4 Appendices:

Our School Plan is core plan. We therefore refer you to the following policy documents:

Sources:

- IPS School Guide
- IPS School Support Profile
- IPS Curriculum Guidelines
- The inspectors report 2011
- The IB Programme evaluation self-study 2013
- The IB Programme evaluation visit report 2013
- IPS Learning Support Plan
- The quality aspect evaluations for didactic performance
- IPS quality aspect evaluations
- IPS self-evaluation report
- The results of the IPS parents' satisfaction survey 2014
- The results of the IPS students' satisfaction survey 2014
- The results of the IPS teachers' satisfaction survey 2014
- IPS Hilversum Staffing Policy
- IPS Hilversum Staff Appraisal System - SAFER
- IPS Hilversum Code of Conduct
- IPS Hilversum Language Policy
- Making the PYP Happen
- Teacher competencies
- Function Mix/ Book

STILL TO BE FINALISED!!!!

2 School description

2.1 School information

Information about the local school foundation

Name:	STIP Hilversum
General director:	Mr. Geert Looyshelder
Adress + number :	Lapersveld 59
Post code + place:	1213VB Hilversum
Telephone number:	+31 35 6221370
E-mail address:	info@stip.hilversum.nl
Website:	www.stip.hilversum.n



Information about the school

Name:	IPS Hilversum
Prinicpal:	Mr Robert Westlake
Vice principal:	Mrs Lorraine Rea
Adress + number:	Rembrandtlaan 30
Postcode + plaats:	1213BH Hilversum.nl
Telefoonnummer:	+31 35 6216053
E-mail adres:	info@ipshilversum.nl
Website address:	www.ipshilversum.nl

2.2 Characteristics of the staff

The school's management team consists of a principal and a vice-principal. To support them there is a pedagogical leadership team consisting of the SENCO, the school IB PYP coordinator, the English as an additional language coordinator and the quality coordinator. The pedagogical leadership team is supported and assisted by eight year group representatives and specific area coordinators.

The whole team is comprised of:

Specific tasks and functions within the school	Present situation 2015
Number of employees	53
Management team	2
SENCO	1
IB Primary Years Programme (curriculum) coordinator	1
Language coordinators	1
Class teachers	26
English as an Additional Language teacher	4
Dutch as the host country language teacher	4
Learning support teacher	5
Class assistant	2
Administrative assistant	5
Caretaker	2

Of the 53 staff 45 are female and 8 male, 26 are employed on a full-time basis and 27 part-time.

The age spread of the staff is given below for:

the pedagogical leadership team PLT; teachers T; and assistants/caretakers A;

Per 1-10-2015	PLT	T	A	Total %
Older than 60 years	1	1	3	9.4%
Between 50 and 60 years	1	8	2	20.8%
Between 40 and 50 years	2	15	3	37.7%
Between 30 and 40 years	1	10	2	24.5%
Between 20 and 30 years	-	4	-	7.5%
Total	5	38	10	100%

Our school has a large number of experience teachers and a number of these are designated as mentors for every 'new' teacher during their first year with the school.

2.3 Characteristics of the students

Our school has an enrolment of 405 students of 43 different nationalities. This is expected to rise to just over 450 by the summer of 2016. The school population will then have doubled since 2008-2009. The students come from expat families of which of parents have provided evidence of temporary residence in The Netherlands. 80% of them have English as a second or additional language.

For this reason we give extra attention to:

- the teaching of English as an additional language
- the teaching of Dutch as the host country language

2.4 Characteristics of the parents

Our parents, and therefore families, are mainly of non-Dutch nationality (84%) which are temporarily resident in the region or of Dutch nationality but have provided proof that their future location and their children's education is expected to be in a country other than The Netherlands, and they will attend another international or English speaking educational establishment. The school can accept families of Dutch nationality who are returning to The Netherlands and whose children have already attended international education or received education in English, and initially wish to continue their primary education in English. Children of families of Dutch or other nationalities living in The Netherlands on a permanent basis are not accepted.

Although the vast majority of the parents live in the town of Hilversum, some 15% live in towns situated in 't-Gooi and further afield, ranging from Amsterdam to Almere and Utrecht. The level of education of the parents is high, with the majority at university or higher education level. They represent a diversity of cultures and religions, which is enrichment to the whole school community. In October 2015, the highest percentage, 16%, came from the United Kingdom, with The Netherlands, India and the United States of America following as the main four of the 43 nationalities represented in the school population.

Parents are very involved in the school, actively participating in school and supporting out-of-school social activities. The social activities are organised by the parents' social group (PSG) that supports the whole school community in many ways throughout the year.

2.5 SWOT analysis

We see a number of strengths, weaknesses, opportunities and threats, both internal and external, for our school, the staff and therefore the students.

For the school:

Strengths	Weaknesses
The teachers	Housing with the school spread over three locations
Partnership with parents	Lack of teaching /working space
Status as an authorised IB World School	Traffic/parking situation at current locations
Quality of education offered	Lack of outside facilities: playground space & sports
Small class sizes	
Open, welcoming atmosphere	

Opportunities	Threats
Positive trend of growth in student numbers	Competition from neighbouring international and bilingual schools
New building for the whole school	Bureaucratic delays and difficulties in recruiting qualified experienced staff from non-European countries.
	Limited secondary working conditions in comparison to independent international schools

For the staff:

Strengths	Weaknesses
Dedication and motivation	High sickness percentage
Commitment to IB philosophy	Lack of Dutch language competency
Diversity	Recruitment of suitable staff to enable consistency and stability while accommodating constant growth
Relationships with parents	High turnover and sudden departure
	Limited secondary working conditions in comparison to independent international schools

Opportunities	Threats
Professional development	Overcrowding resulting in minimal teaching space
Sharing knowledge and cultures	Instability due to constant changes on housing situation

2.6 National and international Developments

There a number of national and international developments in education that will influence school policy and decision making in the period covered by this School Plan.

- The introduction of the revised primary years programme in 2018
- Changes in the structure of the school day – 5 equal days, no lunch times
- Emphasis on student results and outcomes
- Emphasis on a needs based approach - differentiation model
- Heightened emphasis on students personal, social and emotional development
- Attention for 21st century skills (wide development)
- Introduction of inclusive education
- Developments in the area of accountability to the public (*Venster PO*)
- Compulsory registration of school leaders and teaching staff
- Development of a new inspection system based upon self-evaluation
- Growth in the number of students with a non-Dutch background
- Increased emphasis on English as the language of instruction in primary education
- Primary bilingual schools (TPO)

3 Educational policy

3.1 The school's mission

'Quality for All and All for Quality'

The motto above, 'Quality for All and All for Quality', was designed to represent all we stand for and value. This motto is the essence of our mission statement which itself encompasses the school's vision and ambitions.

Mission statement:

IPS Hilversum is an IB World School that aims to provide high-quality primary education in English for pupils of all nationalities within the Dutch State system.

We provide each pupil with a diverse education in a safe, supportive environment that promotes self-discipline, motivation & excellence in learning.

The terms mission, vision and ambitions, or goals & objectives, are commonly used but an organisation's understanding of them needs to be clearly defined before they can be fully understood by others, meaningfully evaluated or knowingly achieved.

- Our mission is why we are significant and what we want to achieve for society.
- Our vision is how we view the world and our normative framework.
- Our ambitions, aims & objectives are what we want to achieve.

We view the School Plan as an outline of how we intend to realise the ambitions, goals & objectives arising from our vision and mission from 2016 to 2020. In the coming four years, the following directional statements are significant for our activities and priorities:

- In our school we give systematic and structured attention to personal, social and emotional development.
- The professionals within our school work collaboratively on personal development related to school development.
- In our school we work to achieve high quality outcomes and results.
- In our school we work to achieve an alignment to student needs through differentiation and a needs based approach.

In our status of IB World School we are a school that, regardless of location, size or constitution, strives towards developing an internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The kind of student we hope will graduate from IPS Hilversum is the kind of student who, in the struggle to establish a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish.

The attributes of such a learner are listed in the learner profile below. The learner profile is central to the Primary Years Programme definition of what it means to be internationally minded, and it directs schools to focus on the learning. As an IB World School we can be proud to send out into the world students who exemplify the attributes expressed in this profile:

IB Learner profile:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

3.2 The school's vision

Vision on teaching and learning

Our core business is teaching and learning. It is driven by our mission and our aims and objectives are clearly defined within the framework of the standards and practices of the IBO.



Our ambitions, aims and objectives:

In our school:

- students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time
- the classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning
- personal and social education is the responsibility of all teachers
- inquiry is used across the curriculum and by all teachers

In our school, teaching and learning:

- builds on what students know and can do
- addresses the competencies, experiences, learning needs and styles of students
- promotes the understanding and practice of academic honesty
- supports students to become actively responsible for their own learning
- addresses human commonality, diversity and multiple perspectives
- addresses the diversity of student language needs, including those for students' learning in a language(s) other than mother tongue
- demonstrates that all teachers are responsible for language development of students
- uses a range and variety of strategies
- differentiates instruction to meet students' learning needs and styles
- provides for grouping and regrouping of students for a variety of learning purposes
- incorporates a range of resources, including information technologies
- develops student attitudes and skills that allow for meaningful student action in response to students' own needs and needs of others
- engages students in reflecting on how, what and why they are learning
- fosters a stimulating learning environment based on understanding and respect
- provides environments in which students work both independently and collaboratively
- empowers students to take self-initiated action as a result of the learning
- encourages students to demonstrate their learning in a variety of ways
- develops the IB learner profile attributes

3.3 The mission and vision of our local, national and international affiliations

The mission, vision, aims and objectives of our school are aligned to those of the three organisations we are an integral part of.

Local: STIP Hilversum: Foundation for Public Primary Education in Hilversum;

This is our local school board which is responsible for some 11 schools spread over 16 locations in Hilversum. In total, 320 employees are responsible for the education of 3000 primary school pupils on a daily basis.

Mission: STIP views its mission as being to provide public and generally accessible primary education for children from 4 to 12 years regardless of ethnicity, culture or religion.

STIP's mission, vision and ambition of STIP Hilversum encompass those of our school reflecting a quest for quality in all that it does. There are connections but no conflicts and it is this alignment in mission & vision that makes it possible for our school to function optimally with STIP as its board.

National: Dutch International Schools (DIS)

Dutch International Schools (DIS)

This is a national organisation responsible for international education in The Netherlands in English, within the Dutch educational programme and intended for specific 'international' target groups. We have been affiliated to DIS since its foundation in 1986

The Dutch International Schools are united under the joint mission;
To provide international education for students of all nationalities in The Netherlands.

The mission of Dutch International Schools encompasses those of our school and our very existence is dependent upon close alignment to its basic principles, aims and ambitions. We are a Dutch International (primary) School by definition.

International: International Baccalaureate Organisation (IB)

The International Baccalaureate Organisation is a non-profit educational foundation, motivated by its mission, focused on the student. We are an authorised IB World School and fall under the region Africa, Europe and the Middle East (IBAEM) for this international organisation.

Mission

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The alignment of our school's mission statement to that of the three above is essential for us to maintain an individual identity while recognising the significant connections that are essential to our identity. The connections strengthen our mission and our vision while clarifying our ambitions, aims and objectives.

3.4 Beliefs and values in personal, social and physical education (PSPE)

In the Primary Years Programme, personal, social and physical education (PSPE) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

PSPE is integral to teaching and learning in IPS Hilversum and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded students and effective lifelong learners. As lifelong learners we strive to make sense of our lives and the world around us by constructing meaning, exploring concepts and revising understandings.

Lifelong learners adopt a positive attitude to learning, develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new learning and skills in different contexts. In order to become successful learners, it is necessary for students to feel empowered by their learning, to value and take responsibility for their learning, to demonstrate resilience and to develop independence. Such learners are able to reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social and physical well-being.

The IB learner profile is integral to teaching and learning in the PYP because it represents the qualities of effective learners and internationally minded students. Appropriate attitudes and behaviours are also modelled within the school and the school community. Students learn best when the learning experiences they engage with provide them with the motivation to achieve their personal goals.



PSPE offers an effective vehicle for opening up healthy dialogue between school and home. In this way, school and home may function as partners in education, making learning more relevant to the child and, therefore, more effective and enduring.

Physical education in a PYP school is more than just student participation in sports and games. Its purpose is to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long term healthy living; and to understand the cultural significance of physical activities for individuals and communities.

Therefore, in the PYP, there are specific opportunities for learning about movement and through movement in a range of contexts. Students of all abilities are challenged to improve their movement skills, but they are also supported and encouraged to enjoy physical activity and see it as part of a healthy and active lifestyle with connections to other areas of the curriculum and community.

What we want students to know in PSPE:

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Active living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

Our ambitions are:

- Recognition of the key importance of each teacher's personal knowledge of PSPE
- Every teacher takes the responsibility to support each student's PSPE development through all learning engagements both within and outside the programme of inquiry.
- All staff model the characteristics of the IB learner profile

3.5 Social-emotional development

At IPS Hilversum we are very aware that the social-emotional well-being of students has significant influence on how they function in totality. therefore, we give structural and systematic attention to our students' social-emotional development. We do this because we want to educate our students to become responsible citizens. they need to be able to care for themselves and interact with the people from the world around them.

Staff has prioritised our ambitions as being:

- We have sufficient expertise regarding social-emotional development
- We listen to parents concerning the social-emotional development of their children
- We organise information sessions addressing social-emotional development
- We organise projects related to social-emotional development

Evaluation:

These ambitions are evaluated every four years by our teaching staff and management and, where necessary, revised.

3.6 Active citizenship and social cohesion

Our vision is that all students are growing up in a ever-increasingly complex and pluriform society. IPS Hilversum considers it important that its students are being correctly and adequately prepared for a society in which they fulfil a significant role. Knowledge is important but insufficient in itself. We give equal importance to our students being able to stand consciously in life with respect for and from others. We teach them how to live and work in collaboration with others. We want to provide them with a wide knowledge base and a sense of responsibility towards society.

Our ambitions are imbedded in the characteristics of the IB learner profile for the internationally minded student and are detailed on page11 of this School Plan.

IB Learner profile:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Caring	Open-minded	Risk-takers	Balanced	Reflective

As an IB World School we can be proud to send out into the world students who exemplify the attributes expressed in this profile.

3.7 Curriculum Content

In IPS Hilversum we have a comprehensive written curriculum which is independent of published teaching schemes but meets the requirements core subjects of the Dutch ministry of education. We apply self-designed pre-, formative and summative assessments in addition to a battery of recognised standardised assessments for comparison with native English speakers.

A comprehensive Curriculum Guideline is published annually for each year group in addition to a school wide Curriculum Guideline.

The school's written curriculum was evaluated by staff and scored on a scale of 1 to 4 as part of the self-evaluation in preparation for the STIP audit conducted in May 2016.

Description	Result 2016
Self-evaluation curriculum content	3.2

3.8 Disciplines and assessment instruments

Disciplines:

Due to the particular difficulties faced by schools implementing a programme of international education, it is immensely important that the Primary Years Programme curriculum model includes an outline of a coherent, flexible and interpretive written curriculum that frames a body of knowledge which supports the IB, its mission statement and its learner profile.

This decision is driven by the belief that there are areas of knowledge that, while important for any student, are especially significant in schools that aim to promote international mindedness on the part of their students.

We acknowledge the importance of the traditional subject areas given below and they are specified as components of our curriculum model:

- Language
- Mathematics
- Social studies
- Science
- Personal, social and physical education
- The Arts

In addition, overall expectations for each subject, within each age range, are specified in the school's detailed scope and sequence documents.

Assessment instruments:

Through the use of standardised assessments we compare our students' performance with that of a normalised age group to determine if the results of each student are above, below or average for his/her age group. Taking into account the cultural differences and language ability of the student when evaluating the results, we monitor progress from one year to another by keeping a cumulative record of group and individual test results.

Groups 5 to 8 predominantly use an online battery of assessments while the younger classes use a written form.

The use of curriculum-based assessments will be maintained throughout the school year as a way to monitor whether the objectives included in the curriculum have been achieved by each student.

3.9 Teaching and Learning: Language

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. It enables us to make sense of the world around us. The language learning process at IPS Hilversum simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. All students will need to develop the ability and confidence to communicate competently in English, in both its spoken and written forms. Language is the major connecting element across the curriculum.

Therefore, in a Primary Years Programme school, the focus is not only on language for its own sake, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry.

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners' inquiries and the sharing of their learning. The starting point should always be learners' prior experience and current understanding.

Teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.



Language learning at IPS Hilversum is organized into three strands: Oral, Visual and Written language. The program throughout the school is designed to develop a range of essential skills in these three interrelated areas, built on a solid foundation of knowledge of the conventions of Standard English.

Our ambitions are:

- IPS Hilversum has a language policy with a language philosophy which is understood, valued, implemented and adhered to by all staff
- We recognise and value the significance of mother tongue
- The school has a qualified coordinator for English as a second language
- Teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts
- Wherever possible, language is taught through relevant, authentic context of the units of inquiry
- Teachers provide language learning opportunities that support learners' inquiries and the sharing of their learning.
- The starting point is always the learners' prior experiences and current understandings.
- We follow and evaluate students language development structurally and systematically

Evaluation:

These ambitions are reviewed annually by our teaching staff and management and, where necessary, revised.

3.10 Teaching and learning: Mathematics

In the same way that students describe themselves as “authors” or “artists”, at IPS Hilversum we want to provide students with the opportunity to see themselves as “mathematicians”, where they enjoy and are enthusiastic when exploring and learning about mathematics.

Mathematics at IPS Hilversum strives for a balance between the acquisition of knowledge and skills and the development of conceptual understanding and emphasises how mathematics applies to the world in which we live. The knowledge component is organized into five strands: number, pattern and function, data handling, shape and space, and measurement. Inquiry-based units are often the entry point into mathematics through which students will determine the content for the strands Data Handling, Measurement and Shape & Space.

It is important that learners acquire mathematical understanding by constructing their own meaning through ever increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge. Additionally, it is fundamental to the philosophy of the Primary Years Programme that since it is to be used in real-life situations mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to students.

How children learn mathematics can be described using the following stages.

Constructing meaning about mathematics

Transferring meaning into symbols

Applying with understanding

Constructing meaning about mathematics

Learners construct meaning based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas. Therefore, involving learners in an active learning process, where they are provided with possibilities to interact with manipulatives and to engage in conversations with others, is paramount to this stage of learning mathematics. When making sense of new ideas all learners either interpret these ideas to conform to their present understanding or they generate a new understanding that accounts for what they perceive to be occurring. This construct will continue to evolve as learners experience new situations and ideas, have an opportunity to reflect on their understandings and make connections about their learning.



Transferring meaning into symbols

Only when learners have constructed their ideas about a mathematical concept should they attempt to transfer this understanding into symbols. Symbolic notation can take the form of pictures, diagrams, modelling with concrete objects and mathematical notation. Learners should be given the opportunity to describe their understanding using their own method of symbolic notation, then learning to transfer them into conventional mathematical notation.

Applying with understanding

Applying with understanding can be viewed as the learners demonstrating and acting on their understanding. Through authentic activities, learners should independently select and use appropriate symbolic notation to process and record their thinking. These authentic activities should include a range of practical hands-on problem solving activities and realistic situations that provide the opportunity to demonstrate mathematical thinking through presented or recorded formats. In this way, learners are able to apply their understanding of mathematical concepts as well as utilize mathematical skills and knowledge.



As they work through these stages of learning, students and teachers use certain processes of mathematical reasoning.

Our ambitions are:

- The teaching and learning of mathematics shows a balance between the acquisition of knowledge and skills and the development of conceptual understanding
- Mathematics is taught in relevant, realistic contexts
- Students are provided with possibilities to interact with manipulatives and to engage in conversations with others,
- We follow and evaluate students mathematical development structurally and systematically

Evaluation:

These ambitions are reviewed annually by our teaching staff and management.

3.11 Teaching and learning: A transdisciplinary approach

At IPS Hilversum we recognise that educating students in a set of isolated subject areas, while necessary, is not sufficient. Of equal importance is the need to acquire skills in context, and to explore content that is relevant to students, and transcends the boundaries of the traditional subjects.

Through acknowledging the diverse needs of the student — physical, social, intellectual, aesthetic, cultural — IB Primary Years Programme (PYP) schools ensure that the learning is engaging, relevant, challenging and significant for all learners.



What adds significance to student learning in the Primary Years Programme is its commitment to a transdisciplinary model, whereby global themes frame the learning throughout the primary years, including in the early years. These themes promote an awareness of the human condition and an understanding that there is a commonality of human experience. The students explore this common ground collaboratively, from the

multiple perspectives of their individual experiences and backgrounds. This sharing of experience increases the students' awareness of, and sensitivity to, the experiences of others beyond the local or national community. It is central to the programme and a critical element in developing an international perspective, which must begin with each student's ability to consider and reflect upon the point of view of someone else in the same class.

These “transdisciplinary themes” promote an awareness of the human condition and an understanding that there is a commonality of human experience.

These commonalities form our ambitions for all units in our programme of inquiry:

- They have global significance — for all students in all cultures
- They are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning
- They will be revisited throughout the students' years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- They contribute to the common ground that unifies the curriculums in all PYP schools.

Our school's Programme of inquiry is available to view and/or download from the school's website.

The PYP has these commonalities organised into six transdisciplinary themes.

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of human kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organise ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on human kind and the environment.

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities;

Students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit.

These units collectively constitute the school's programme of inquiry. The themes provide a basis for much discussion and interpretation within a school, and allow for both local and global perspectives to be explored in the units.

Evaluation:

The school's programme of inquiry is evaluated annually by our teaching staff and management and, where necessary, revised.

3.12 Information Communications Technology (ICT)

The ever-increasing impact of ICT on teaching and learning is an important consideration in education at all levels. Through ICT, there are greater opportunities for interactive communication and exchange of information through global collaboration, authentic learning, expansion of the learning community and empowerment for all learners.

In our school, ICT encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing.

In the PYP, there will be opportunities to use ICT in the relevant, authentic context of the Units of Inquiry, as well as through teaching and learning experiences in other areas of the curriculum.

The role of ICT to support inquiry is important as students engage in building understandings that contribute to their success as lifelong learners in a digital age.

ICT includes a variety of approaches to help connect learners within both the local and global community in order to empower learning. Learners' awareness, use and appreciation of different ICT knowledge, skills and platforms should be developed. Furthermore, students should be encouraged to recognize that competency in ICT is a valuable life skill.

The following six ICT skills are relevant to all learners:

- investigating
- creating
- communicating
- collaborating
- organizing
- becoming responsible digital citizens

Each skill is transdisciplinary and will support learning both within the transdisciplinary Programme of Inquiry and within the subject areas. These skills interact with each other to support the development of learners.

Therefore, teachers should consider these skills when planning for teaching and should look for evidence of them in student learning.

Our ambitions are:

- ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions
- ICT allows students to make connections and reach a deeper understanding of its relevance and applicability to their everyday lives
- ICT empowers learners to develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts

1.13 Teaching and learning: The Arts



In the Primary Years Programme, the arts are identified as dance, drama, music and visual arts, which are significant disciplines in their own right. However, the transdisciplinary nature of the arts makes them an essential resource throughout the curriculum.

Two common strands have been identified that apply across the different art forms and define the critical artistic processes, these are responding and creating. These intrinsically connected strands are concept-driven and have been designed to interact with each other, working together to support the overall development of the students.

Drama and visual art include the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others, and aesthetic appreciation.

Music and dance include the study and exploration of sound and the expressive use of voices, bodies and simple instruments to develop concepts about sound and musical awareness.

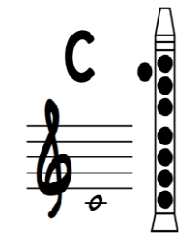
From an early age, students have the opportunity to develop genuine interest, to give careful consideration to their work, and to become self-critical and reflective. Through the arts, students gain confidence and competence in self-expression and collaborative learning, in both formal and informal settings.

The teaching and learning of music

The school is planning to promote the teaching of music significantly in the coming four years. A partnership will be initiated with Globe CKC and the 'Muziekcentrum voor de Omroep' in Hilversum. Professional training will be provided for staff and by musical specialists and a wide variety of music lessons and experiences will be made available to the students throughout the school. A range of choice modules will be offered and some will include the opportunity for after-school music lessons related to in-school activities. We have identified a number of ambitions for our students

Our ambitions are that students:

- participate in lessons that make it possible for them to play a musical instrument
- have a sound understanding of the instruments to be found in an orchestra
- have experienced orchestral repetitions and workshops on an orchestra
- can give form to musical emotions in an improvisation or composition
- experience the pleasure of creating music together with others –singing or playing
- students have listened to live performances by professional musicians



3.14 Teaching and learning: Science

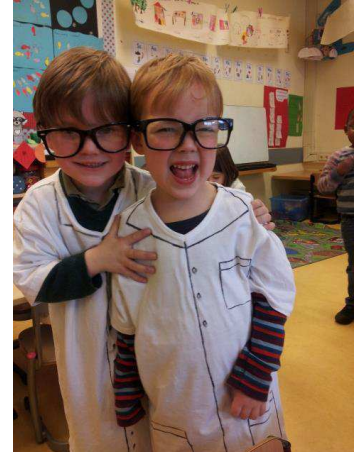
We recognise learning about science as an individual subject, while necessary, is not sufficient. Equally important is the need to learn about science in context, exploring content relevant to students. Science in the Primary years Programme is characterized by concepts and skills rather than by content and is relevant to all the transdisciplinary themes.

In the Primary Years Programme science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them.

Our understanding of science is constantly changing and evolving. The knowledge component of science in the PYP is arranged into four strands: living things, Earth and space, materials and matter, and forces and energy. These strands are concept-driven and are inextricably linked to each other providing links to other subject areas of our chosen curriculum model.

Our ambitions are:

1. IPS Hilversum ensures that our science content is covered through the units of inquiry.
2. Students gain experience in testing their own assumptions and thinking critically about the perspectives of others in order to further develop their own ideas.
3. Through reflection on scientific knowledge we help students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.



3.15 Teaching and learning: Additional languages:

Our EAL department provides extra English support to students who arrive at our school with little or no English language skills. This support may be in the form of one on one, in a group or within the classroom depending on the individual needs of each student.

Our EAL teachers work alongside the class teachers to assess the individual language needs of each student and help to reinforce and consolidate new ideas and concepts as they are introduced. The main goals of our EAL programme are to work towards increasing the range, depth and proficiency of the student's language skills to enable them to understand academic concepts and vocabulary.

Our EAL programme is made up of six stages of language development:

- New to English,
- Early Acquisition,
- Becoming Familiar,
- Becoming Competent,
- Becoming Fluent,
- Fluent,



As the students progress, they move through the programme until they reach a high enough level of fluency and understanding to be able to function successfully in the academic environment of the classroom. At this point, the students exit the programme.

Dutch: The host country language

In IPS Hilversum, all students have the opportunity to learn more than one language. Every learner benefits from having access to different languages, and, through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international-mindedness. Our chosen additional language is the host country language of Dutch.

For many of our students it is important to remember that this may not be their only additional language as English is also a foreign language.

Our ambitions are:

- The students will acquire Dutch in a relaxed atmosphere and be able to communicate in social situations.
- They will participate in a range of communicative activities such as role play, storytelling and presenting.
- The students will be exposed to a wide range of Dutch vocabulary and language structures and use these in different situations.
- The students will take part in key celebrations such as Sinterklaas and King's Day to develop an appreciation of Dutch culture.

Mother Tongue Language

Research shows that development of mother tongue language is crucial for cognitive development and in maintaining cultural identity. It also has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with the language, literature and culture of their home country. It is a strong predictor of their long term academic achievement, including acquisition of other languages.

The acquisition of more than one language enriches personal growth and helps facilitate international understanding. The PYP recognises and respects the value of every student's mother tongue and home culture. We encourage parents of students who are studying English as an additional language to continue the development of their child's mother tongue at home and outside school. There are also opportunities in the classroom where students are encouraged to read and discuss school assignments in their mother tongue with fellow students. They may also be given home activities which include translating vocabulary and discussing specific assignments in their mother tongue, which help deepen their conceptual understanding.

Mother Tongue Groups

Our school provides the opportunity for extra-curricular development of mother tongue in an after school programme. At present, there are after school mother tongue groups for German, French, Italian and Dutch. These are organised and run under parental initiative with full support of the school. The financial responsibility for these lessons lies with the parents. The school is working towards creating more mother tongue groups within the school where students have the opportunity to take part in activities and communicate with each other in their mother tongue, involving their families other members of the school community.

3.16 Teaching and learning: Use of lesson time

At IPS Hilversum we want to use the lesson time effectively because we realise that this is an important factor in our students learning. We therefore strive to the loss of lesson time to a minimum. We work following a class timetable, a weekly planner, a unit planner and a year planner.

Staff has prioritised our ambitions as being:

- Teachers act immediately whenever students are not participating effectively
- Teachers ensure materials are readily available and accessible
- Teachers work according to fixed procedures and routines
- Teachers explain to students what to do when they have completed their work

Evaluation:

These ambitions are evaluated every four years by our teaching staff and management and, where necessary, revised.

The use of lesson time throughout the school was evaluated by the whole staff and scored on a scale of 1 to 4 for this School Plan in March 2016.

Description	Result 2016
Self-evaluation use of lesson time	3.26

3.17 Teaching and learning: Pedagogical performance

Our teachers form the essence of our school. They play a role in making the students good citizens. We therefore consider it important that students interact openly and freely with other students from all countries and cultures. To facilitate this the teachers create a safe and structured environment in which the students feel both respected and valued.

Key words are: relationships, competence and autonomy.

We give great value to a positive and motivational teacher who is a mentor who ensures the students can work independently and collaboratively.

To achieve this we have clear rules and ambitions.

Staff has prioritised our ambitions as being:

- Teachers stimulate student's self-confidence
- Teachers ensure there is a challenging learning environment
- Teachers stimulate collaborative learning
- Teachers help the students to resolve conflicts
- Teachers ensure the students interact in a respectful manner
- Teachers provide the students with positive personal attention
- Teachers demonstrate respect for all the students in their behaviour and use of language
- Teachers make carefully thought-out use of compliments and corrections

Evaluation:

These ambitions are evaluated every four years by our teaching staff and management and, where necessary, revised.

Pedagogical performance throughout the school was evaluated by the whole staff and scored on a scale of 1 to 4 for this School Plan in March 2016.

Description	Result 2016
Self-evaluation pedagogical performance	3.54

3.18 Teaching and learning: Didactical performance

At IPS Hilversum, the teachers effectively give meaning to differentiated teaching and learning. They use group plans and differentiate during instruction and also task content and allotted time. We give great value to students independence we stimulate collaborative learning wherever appropriate.

We have prioritised our ambitions as being:

- Teachers include students interactively in the lessons
- Teachers motivate students for and in their work
- Teachers activate students' prior-knowledge
- Teachers actively include students in the lessons
- Teachers explain clearly and concisely
- Teachers facilitate a task-orientated working atmosphere
- Teachers specifically teach strategies for learning and thinking
- Teachers ensure there is a good structure in the educational activities
- Teachers evaluate whether the students have understood the explanation or the task
- Teachers provide students with feedback on their learning and development process
- Teachers apply different work forms
- Teachers use appropriate teaching aids & materials to enhance the learning environment

Evaluation:

These ambitions are evaluated every four years and, where necessary revised by the teaching staff and management.

Didactic performance throughout the school was evaluated by staff and scored on a scale of 1 to 4 as part of the self-evaluation in preparation for the STIP audit conducted in May 2016.

Description	Result 2016
Self-evaluation didactic performance	3.6

3.19 Teaching and learning: Active and independent role of the students

Our ambitions are:

- students are actively involved in the learning activities
- students are responsible for the organisation of their own learning process as suited to their developmental level
- students apply their acquired knowledge and understanding in other situations
- students learn to work together constructively and effectively

Evaluation:

These ambitions are evaluated every four years by our teaching staff and management and, where necessary, revised.

The active and independent role of the students was evaluated by the whole staff and scored on a scale of 1 to 4 for this School Plan in March 2016.

Description	Result 2016
Self-evaluation active and independent role of the students	3.12

3.20 Developmental process: monitoring and support

Our ambitions are:

- Students are given extra content and support whenever needed.
- The school has planned interventions for students with special educational needs.
- These interventions are geared to the developmental perspective of the student.
- The school draws up an individual educational plan (IEP) for students that are structurally in need of curriculum content at a different level than their age group or receive extra funding / support from SWV.
- The school regularly evaluates the effectiveness of extra support given to see if the desired results are being achieved and, where necessary adjusts the interventions.

Evaluation:

These ambitions are evaluated every four years by our teaching staff and management and, where necessary, revised.

The developmental process: monitoring and support throughout the school was evaluated by the whole staff and scored on a scale of 1 to 4 for this School Plan in March 2016.

Description	Result 2016
Self-evaluation developmental process, monitoring and support	2.95

3.21 Teaching and learning: Alignment with students' educational needs

Our ambitions are:

- Teachers align the lesson content to the students differences in development
- Teachers align the instruction to the students differences in development
- Teachers have a group overview that gives clear insight into student differences
- Teachers align the tasks to the differences between the students
- Teachers handle the differences in the group effectively
- The weekly plans clearly indicate when and which groups receive (extra) instruction
- In the school teachers follow the students progress in a systematic manner
- In the school teachers analyse the students' progress in order to determine whenever alterations are necessary to the content or teaching process for the class
- In the school the language teachers use is appropriate for the language needs of individual students and the whole class

Evaluation:

These ambitions are evaluated every four years by our teaching staff and management and, where necessary, revised.

Alignment with students' educational needs throughout the school was evaluated by the whole staff and scored on a scale of 1 to 4 for this School Plan in March 2016.

Description	Result 2016
Self-evaluation alignment with students' educational needs	2.90

3.22 Outcomes and results:

The outcomes and results are an integral part of the school's student monitoring system. These results are recorded digitally for the two assessment periods the school holds each academic year. At beginning of the year all new students are assessed and mid-year all the students are assessed. The school acknowledges the limitations of standardised assessment but also recognises their use for analysis and comparison at student, group, year and school level.

These outcomes are evaluated and analysed bi-annually by the management team and the SENCO.

Our ambitions are:

- The school uses a range of strategies and tools to assess student learning.
- The school provides students with feedback to inform and improve their learning.
- The school has systems for recording and reporting student progress aligned with its assessment philosophy
- The school analyses assessment data to inform teaching and learning.
- The school ensures that students' knowledge and understanding are assessed prior to new learning.
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition

Evaluation:

These ambitions are evaluated every four years by our teaching staff and management and, where necessary, revised.

Description	Result 2016
Self-evaluation outcomes and results	3.56

Management and the SENCO evaluated the school's outcomes and results in March 2016. It was concluded that the school does need to identify what the minimum expectations are for our student population regarding assessment results in language and mathematics.

The majority of our students do not have English as their mother tongue and our assessment results are compared to those of native speakers of English.

Based upon the results over the past ten years the minimum expectation regarding results for the year group average standardised age score (SAS) for groups 3 to 8 is set at the national average of SAS 100.

4 Staff policy

4.1 Integrated staff policy

Quality education requires professional, excellent and inquisitive teachers and other staff. We learn collaboratively, both students and staff. STIP, our Board, encourages its teachers and school leaders to be inquirers and risk-takers when it comes to educational innovations, developments and opportunities. There is a challenge in solving problems together through the use of our knowledge and expertise but also through our own trials and investigations. On a professional school environment there is space for professional dialogue in which all are fully aware of and accept their responsibilities for the students, the education, the atmosphere in the school and their personal development within the context of the whole school.

The integrated staffing policy of STIP and our school is directed towards the development of its employees. The intended development is linked to the mission and vision of both the foundation and the school and the pre-determined competencies. These are the criteria for teachers that were nationally determined in what is known as the Wet BIO.

Three levels of competence have been identified

Novice competence with starting skills- the first three years after gaining your teaching diploma

Basic competence with full basic skills - from the 4th to 7th year after gaining your teaching diploma

Professional competence as a skilled professional - from the 7th year onwards

The seven teacher areas of competence are:

- Interpersonal competence
- Pedagogical competence
- Didactic competence
- Organisational competence
- Competent in collaboration with colleagues
- Competent in collaboration with the environment
- Competent in reflection and development

4.2 The school leadership

The school leadership for IPS Hilversum is the principal and the vice-principal. Both of these also hold the function of head of a location.

Our school leadership focuses on:

good communication

effective organizational structures

pedagogical leadership

For our school with its annual tuition fees and high student turnover, an extra emphasis is on administrating financial issues and student admissions.

Educational leadership in all aspects of teaching and learning remains important at all times and to achieve this adaptive leadership is necessary, meaning that, wherever appropriate, leadership allows for differences between employees.

Our ambitions are:

- school leadership develops innovative policy based upon strategic choices
- school leadership is able to make policy operational and implement it accordingly
- school leadership provides staff with sufficient opportunities for independent thought and action in the form of input, reflection, feedback and discussion
- school leadership has faith in the abilities of the staff and is able to communicate this to them
- school leadership communicates sufficiently and effectively with the staff
- school leadership defines the conditions for a functional and pleasurable working climate
- school leadership stimulates staff initiative and innovation
- school leadership supports staff appropriately
- school leadership has the ability to coordinate and delegate appropriately
- school leadership organizes daily structures within the school effectively

In 2016 the foundation, STIP, started a professional development project for its school leaders with the objective of all its leaders being officially accredited in a national school leaders' register by 2018.

As of May 2016, both the school's principal and the vice-principal are, together with their fellow school leaders from seven Dutch STIP schools, following an accredited course, given in Dutch, that will result in the recognised qualification for acceptance in this school leaders' register.

4.3 The school's staffing objectives

STIP Hilversum has reviewed how they would like the staffing situation to be, both quantitative and qualitative, over a term of four years and which actions need to be taken to realise that desired situation. This desired situation is based upon mission, vision and existing agreements.

For our school we have taken a situation with three to a maximum of four classes per year group with 28 to 32 groups in total. Factors such as how many locations or their proximity have been taken into consideration in as far as it was realistic to do so.

Specific tasks and functions	Present situation 2015	Desired situation 2020
Number of employees	53	64-73
Ratio male to female	15% / 85%	Min 20% / 80%
Ratio fulltime to part time	50% / 50%	Min 60% / 40%
Management team	2	2
SENCO	1*	2-3*
IB Primary Years Programme (curriculum) coordinator	1*	1-3*
Language coordinators	2*	4*
Year Group or subject (representatives) coordinator	10*	6*
Teacher	41	52-55
English as an Additional Language teacher	5*	6-8*
Dutch as the host country language teacher	4*	6-8*
Learning support teacher	5*	6-8*
ICT-specialist	0	2-3
Class assistant	3	8
Administrative assistant	5	6
Caretaker	2	3

*Included in teachers

The consequences of these organisational objectives are included in STIP's Action Plan for (2016-2020) and are always included in the school's formative meetings with staff in the consultation cycle.

4.4 Professionalism

It is important for the quality of a school that its staff possess more than just teaching capacities. Our school places a high value on a professional approach and attitude from its staff.

To realise this we have the following ambitions:

- Teachers act accordance with the school's mission and vision
- Teachers feel a responsibility for the school, the students and each other
- Teachers are prepared and willing to work collaboratively
- Teachers prepare for meetings and study days in an appropriate manner
- Teachers implement and follow school agreed decisions loyally
- Teachers accept accountability for not adhering to school agreements
- Teachers are self-motivated to develop themselves professionally

4.5 Professional culture

School leadership strives to develop the school into a learning organisation characterised by a professional culture. Therefore, a number of study days for the whole school are planned annually with the main objective of staff development leading to better teachers. For this, school leadership conducts and organises class observations followed up by oral and written feedback.

STIP has the intention to form policy for collegial consultation to allow teachers to learn from each other. It wants its employees and schools to learn from and with each other in a professional learning community. Staff are expected to maintain their own professional development and become accepted for the teacher register (*Ierarenregister PO*) by 2019.

4.6 Policy for student teachers

STIP Hilversum considers it important that its schools make an active contribution to educating future teachers. Places are offered to a number of teacher training establishments. For our school this is usually Hogeschool in Utrecht or Stenden University in Meppel which has a special course for international education. In addition, places are also made available for students training to become class assistants or following a course to become a school leader.

4.7 Recruitment and selection.

When recruiting new class teaching staff our school looks for fully qualified teachers who are fluent in both spoken and written English and preferably native speakers. Similarly, for positions teaching Dutch in the school we prefer native Dutch speakers.

Applicant's qualifications need to be for the primary age range and have to have been recognised and validated by the Dutch authorities before we can consider employment.

For applicants from countries outside the EEC we also require work and residency permits before we consider offering any position.

Full information on validation of qualifications can be obtained from *DUO IB Groep*.

Our selection criteria is the set of teacher competencies related to the function applied for.

4.8 Mentoring and induction

New teachers in our school are given an internal mentor to act as an initial contact person regarding all elements of the weekly routines.. The school has written a Mentor Handbook which is available for both the new teacher and the mentor. There is also a booklet, translated from Dutch, explained the ins and outs of working for the Foundation for Public Primary Education in Hilversum. In combination with the two above mentioned documents, the School Plan 2016-2020 provides new teachers with clear and detailed information about the organisation they have become part of.

Each school year the school uses one of its qualified IB workshop leaders to provide new staff with a number of training sessions introducing them to the principles of the Primary Years Programme.

4.9 Collegial consultation

Colleagues visit each other's classes to observe, participate and learn from each other. This can also be for 360 feedback related to a teacher's peer-evaluation of a quality aspect. The year group representatives can arrange this for teachers and they can also arrange them themselves during any release moments.

4.10 Class observations

Management conducts class observations for all teachers each year. The criteria are pre-determined and in direct link with the quality aspects. The conclusions from the observations are included in the consultation cycle and form the basis for agreements and the teacher's appraisal.

4.11 Personal Development Plan (PDP)

Each employee of the Foundation for Public Primary Education in Hilversum has an up to date personal development plan (PDP) based upon a set of recognized competencies. The employee completes a self-evaluation, carries out a start-up meeting and then draws up a PDP. In the appraisal meeting management advises the employee on the realization of the PDP's.

4.12 The consultation cycle

Management holds a meeting with all staff annually in accordance with the board's protocol for the consultation cycle. During the start-up and formative meetings, the staff member's PDP forms the core of the discussions. An individual's action plan is examined for its relation to the school's development plan. Also included are; career wishes, professional development, pressure of work, task policy and mobility within the organisation.

4.13 Professional development and professionalization

Professional development is included in the consultation cycle. Staff can choose personal professional development and, in addition, management facilitates school specific professional development. This is also directed towards the strengthening of the school's mission, vision, agreements and objectives. Study days are included in the year planning, communicated to staff before the start of the school year and attendance is compulsory. Professional development is included in the year norm task.

4.14 Staff Appraisal System

Start Appraisal Formative Emotional-safety Reflection

SAFER A three-year cycle for all staff.

Year One/Four/...: A Start consultation which is preceded by a self-reflection and three peer-evaluations. Together these produce a 360 feedback..

Year Two/Five/...: A Formative consultation based upon a written reflection by the staff member on how they regard their functioning within the school.

Year Three/Six/...: An Appraisal consultation during which the staff member is given direct feedback from management on their competency development.

There are two other types of consultations within the cycle; **Emotional-safety** and **Reflective**.

The school's pastoral care officer holds the Emotional-safety consultations. These are offered to all but are not compulsory, confidential and neither documented or communicated to management. An exception would be when a staff member specifically requests otherwise.

Reflection consultations are offered to all within two weeks of any of the above consultations. Some need the opportunity to discuss previous thoughts, ideas, agreements and plans after a period of personal reflection. That is what these optional consultations are for. They are not planned but can be requested whenever appropriate.

4.15 Task Policy

A task policy can be described as an optimal alignment between the work that has to be done in school (task load) and the qualities and the available time of the school's staff.

Our school has chosen for a 'consultation model'. In accordance with the new Collective Labour Agreement (CAO) the old system of a year task has been changed to a 40 hour working week and on that basis the foundation has determined a work time ruling for all its schools (8 hours a day or 4 times 8 ½ hours and one of 6 hours) . Before the end of a school year the working schedules are agreed, as concrete as possible, with all employees for the subsequent school year. In principle, cases where there are discrepancies in the working hours are compensated before the following holiday.

The task load for teaching staff is made up of three tasks:

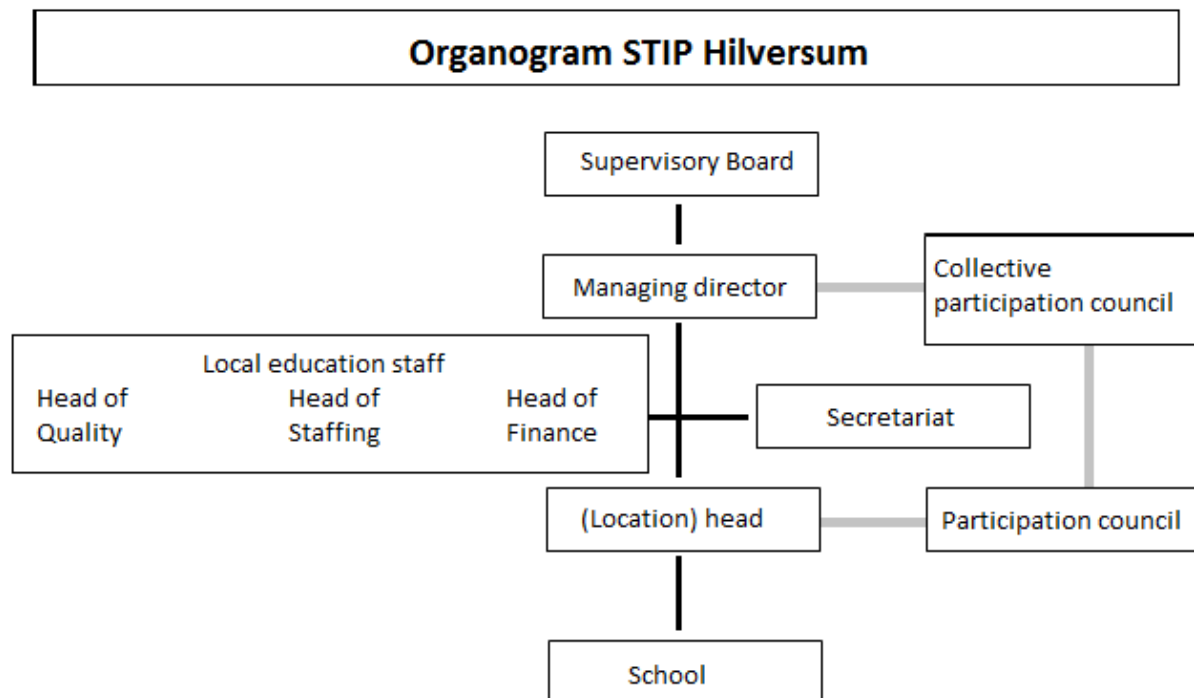
- Teaching tasks
 - Lessons
 - Preparation and marking
 - planning & supervision
- Professional development tasks
 - School wide
 - Individual
- School tasks
 - for all
 - specific

5 Organisational policy

5.0 Organisational structure STIP Hilversum

Our school is part of the Foundation for Public Primary Education in Hilversum which governs 10 schools spread over 16 locations in the council of Hilversum. These schools display considerable diversity. Within the Foundation, there is a division between the functions 'governance' and 'internal supervision', in the form of the 'supervisory model'. The role and responsibility of the governing authority are statutorily deposited with the managing director. The Supervisory Board exercises internal supervision. The managing director has as governing authority final responsibility and accountability for all business relating to the Foundation and the governance of the schools. The members of the Supervisory Board are responsible and accountable for the manner in which they exercise supervision of the managing director.

The organisational structure is shown below:



The Foundation has identified its target in both qualitative and quantitative sense to be to cater for the needs of public education in Hilversum, in which quality and multiform schooling is offered to students in primary education. In public education, all children are welcome, irrespective of their origin, religion, background or beliefs. Its students come into contact with many cultures and learn to know, appreciate and cope with differences. In this way, a contribution is made towards the development of balanced individuals that are independent and responsible. The Foundation strives to be an open and ambitious organisation that offers its employees development opportunities and challenges.

5.1 Class structure

In our school, we organise the classes according to curriculum year groups. In all years there are parallel groups. In certain situations, linked to the number and ages of new registrations, a combination class may be formed. The school strives to place students in such a way as to maintain a logical balance of class sizes, boy-girl ratio, nationalities & native/non-native speakers ratio. The classes are not necessarily restructured at the beginning of each new school year unless the class balance needs to be addressed.

Parallel groups cover the same scope and sequence for each discipline and may, in some cases, collaborate closely when working on Units of Inquiry or stand alone areas. Collaboration for staff of parallel groups is compulsory to ensure horizontal articulation in the planning and recording of parallel groups.

5.2 Staff sickness policy

Any staff member that becomes ill should contact the head of the location where they are expected to be present, preferably, at the latest the evening before. If he/she is not available, then the head of the other location should be contacted. An agreement will be made between the staff member and management during this call regarding the follow-up procedure. All staff members are required to keep the school management regularly informed on the progress of his/her condition of health. Messages should not be passed on through other colleagues.

Management will arrange for a substitute and notify STIP who may then pass on the information to the ARBO doctor.

Upon recovery, the staff member should report this to management, at the latest during the working day before he/she is able to return to school. This is also reported to STIP.

5.3 Mobility policy

A staff interest registration form is distributed to all staff annually. In this form, they can express specific wishes regarding working hours, age ranges and, possibly, mobility, including transfer to another location, school or organisation. This information is used together with consideration for the individual qualities of a teacher when the school formation for a new school year is determined.

5.4 Labour policy

Our school has a Labour contract with 'Arbobutler'. The policy has to be geared towards the prevention of absenteeism through sickness. For long-term absences the labour expert – possibly in collaboration with the employer's doctor – draws up a problem analysis. The head of location and the employee on sick leave complete a plan of action based upon the analysis. There is always the possibility for the head of location to consult the employer's doctor and the head of staffing. We place great importance on a healthy living and working climate in and around the school.

We follow agreed procedures regarding an accident book for the registration of accidents and any related causes. In this manner, we intend to maintain a clear overview of any shortcomings in respect to the school buildings or materials within them. There are agreed procedures and logbooks for maintenance of playground equipment. The fire department has issued a user's licence for the school buildings declaring them fire safe. All locations have an evacuation plan for emergencies.

5.5 Risk analysis (RI&E)

The risk analysis for all STIP schools is implemented by Arbomeester and is completed by the head of school, the school's prevention officer and a staff member of the School Council. The school is then visited by a labour expert to discuss the conclusions from the risk analysis. A report is drawn up from the risk analysis inventory indicating areas for attention and improvement. The resulting action plan is readjusted annually, implemented and evaluated. At least once a year, there is an evaluation meeting with the local education management. Every four years, the RI&E begins a new cycle.

5.6 Social and physical safety

Our school guarantees the social and physical safety of its students and staff. The school has identified what it recognises as (serious) incidents:

- physical abuse
- intimidation by, or threat of, physical violence
- intimidation, or threat, via msn, sms, e-mail, any internet sites
- bullying, teasing, blackmail
- sexual abuse or sexual intimidation
- discrimination or racism
- vandalism
- theft or the passing on of stolen property
- (religious) extremism

There is a registration system in place in both school locations: staff, including lunch supervisors, record in an accident and an incident book. They are kept in the administration offices of both school locations. Inside the front covers of both of these books is a copy of 'Procedures for the registration of accidents or incidents in IPS Hilversum informing all users of the steps to be taken. Incidents are made known to management on the day of occurrence and the incident books are reviewed by management on a weekly basis to ensure all necessary follow-up has been completed.

The school's aim is to prevent incidents. The foundation produced an integral code of behaviour for all employees in 2012. In alignment with STIP policy, the school published a document in 2012 entitled 'IPS Hilversum Code of Conduct' which clarifies expectations, boundaries and consequences for all members of the school community.

There is an emphasis on personal, social physical and emotional development built into the school's curriculum. Initially, incidents involving students are dealt with by the class teacher. If they cannot be solved, then the head of location is informed. Parents are also involved and informed in any action arising from the incident. In severe cases, the local police officer may become involved in dealing with a complaint.

The school has a complaints ruling (mentioned in the School Guide), and is affiliated to a national commission for conflicts in education, an internal contact person for the complaints ruling and an external confidential counsellor.

Our school has a large number of qualified Fire and Health Prevention Officers. They follow a refresher course at least once every two years. Our school has a trained Prevention Officer whose duties focus on safety issues regarding the building and its use.

Staff, student and parent satisfaction surveys are conducted by an external agency .

5.7 The transition from primary to secondary education

At the age of 12, after successfully completing the IPS Hilversum Primary Years Programme (PYP), a student may progress to the International School of Hilversum or the Groot Goylant International Stream VMBO, which are both located near to our school. The International School of Hilversum offers the Middle Years Programme (MYP) for pupils from 11 – 16 years old. The Groot Goylant offers vocational education.

Our Primary Years Programme (PYP) offers a prerequisite for the MYP, since the philosophy, styles of learning and teaching and overall goals are consistent. An MYP certificate can be obtained after four years, to be followed by the two year course, the International Baccalaureate Diploma Programme (DP) (16 – 18 yrs), if accepted into that programme.

Together with the International School of Hilversum and Groot Goylant, we organise an introductory programme for students and parents. During their final year with us, all group 8 students attend a full school day at the International School of Hilversum to experience the transition. In the spring, parents/guardians are invited to an information evening in which a description of the curriculum of the secondary school is given and, for clarification, questions can be addressed.

Of course, there are other secondary education possibilities in an international setting in the Netherlands or abroad. Also possible is a transfer to Dutch Secondary Education. The school will advise and support the family as much as possible in making the right choice.

The procedure:

Although the transfer is made at the end of group 8, the preparations, internal analysis and discussion and communication with parents and students begins from the first year of enrolment.

In addition to unit or subject related formative and summative assessments a battery of external standardised assessments are administered annually. This provides evidence of academic levels and progress which is analysed together with the SENCO. Each student is discussed a minimum of twice a year and a group overview¹ is drawn up summarising the conclusions from the evidence the teacher has observed in the class, the assessment results and the discussions.

At the age of 8 and 10, groups 5 & 7, an online cognitive ability assessment (CAT) is administered which provides an indication of potential which can then be compared to performance both in class and the external assessments. Individual results of the CATs are printed in booklet form and given to the parents following an information evening, usually in November, in which school management and the SENCO explain the purpose and significance of assessment.

At the end of each school year an end of year transfer sheet² is completed for all the students in the school. This transfer sheet focuses on the PYP attitudes and shows development over the whole period of enrolment in the school.

If and when there are any academic, or other, concerns regarding suitability for completion of a DP level education the student's parents are invited to a meeting with the class teacher and, in most cases, the SENCO. The situation, reasons and causes for concern, options, and consequences are then discussed in depth and recorded in the student's file for future reference. This could be as early as four years before the student transfers to a secondary school and may be repeated as the student progresses through the school.

... 5.7 The transition from primary to secondary education

At the end of group 7 a provisional school advice³ is given by the class teachers. This is based upon all available evidence and a series of discussions between the group 7 staff, SENCO and management. The English as an additional language (EAL) coordinator will also be included in the discussions whenever a student is in the EAL programme. This is only a provisional advice and in cases where there is some doubt a double advice may be given which indicates a need for further attention to either work skills, attitude or both.

In February or March of the final year, group 8, a final school advice⁴ is given. This indicates the level of secondary education we recommend as suitable for both the student's ability and work attitude. The advice is given for continuation in international education but the Dutch equivalent is indicated in the advice.

We do not provide the secondary school with any assessment scores. When a student is transferring to a Dutch secondary school a special overview⁵ is included indicating the performance band attained in the final standardised assessments

Application procedure for secondary schools

This is organised by the secondary school that has been chosen by the parents and follows that specific school's enrolment procedures. The parents are responsible for following the procedure of the school they have chosen.

For IS Hilversum, we provide them with a copy of the last two school reports for each enrolling student that transfers from us. However, the secondary school does belong to a different School Board so a new application has to be made as there is no automatic transfer from IPS Hilversum to IS Hilversum. Our group 8 coordinator has an active role in guiding parents through the process.

After the transfer:

In the autumn of the students' first year attending IS Hilversum the group 8 staff and the SENCO attend a meeting with the secondary school teachers to discuss all the students' progress. Our group 8 coordinator continues to monitor the students' progress throughout the whole first year and liaises regularly and closely with IS Hilversum.

6 Financial policy

6.1 Lump sum financing, support and meetings

All the schools within the Foundation for Public Primary Education in Hilversum receive means consisting of a budget for staffing and a budget for materials. The initial allocation of funding for staffing is based upon the Board's formation plan. The budgets are divided into two sections:

- A general part dependent upon the total number of students for determining means for management, administration & caretakers and teachers and the SENCO.
- A supplementary part linked to specific issues within a school.

The size of the supplementary part is determined each year. Specific funds for some categories of special needs students are given to the school providing the necessary care and support. In the same way, a government budget for international education is in its entirety allocated to IPS Hilversum

All lump sum finances are managed by the Board - STIP. The exact allocation of funding from the lump sum financing is detailed in their formation plan.

The specific budget allocated to a school is managed by the head of the school. He is responsible for the budget, may make commitments regarding the allocated means, controls the expenditure and reports on this to the managing director of the Foundation for Public Primary Education in Hilversum.

For administrative support, use is made of an external office ObT in Twente. The managing director has the final responsibility for the effective use of funding.

STIP organises quarterly meetings with the heads of its schools to discuss the financial position and exploitation. The financial situation can be monitored by the school using ObT's information system.

6.2 External income

IPS Hilversum is a partially-subsidised Dutch International School. Legally, the school shares the licence of the Violschool and therefore receives subsidies from the Dutch government.

These government subsidies are primarily for staffing and materials and are managed by STIP at Board level for all its schools.

STIP Hilversum is accountable for an appropriate spending of the subsidies and detailing this in its management and annual reports.

Per 1st August 2015 STIP Hilversum is fully responsible for any risks related to the supply fund. *Eigenrisicodrager (ERD) geworden van het Vervangingsfonds.*

6.3 Internal income

As the subsidies from lump sum financing received from the Dutch government represent only a part of the costs needed to run the international department, the school charges registration fees for new applications and annual tuition fees for all students.

The school's fee structure is fully detailed in the document '*IPS Hilversum Terms and Conditions*'. Each year parents are required to sign in agreement to this form for each child attending the school.

The annual fee was € 2750 in 2007 and remained so until 2012. At that point the Participation Council agreed to a school fee structure until 2019. This involves an annual increase of € 100 per student. However, should there be a significant and specific need to increase the fee by more than this amount then this is presented to the Participation Council for approval by school management on behalf of the Board. The fee was raised by an additional € 50 in 2014 and 2105 due to a 50% reduction in the government subsidies.

Parents are made aware in '*IPS Hilversum Terms and Conditions*' that a significant need would be generated if a single new location is found, or built, for the whole school which resulted in significantly improved facilities and significantly higher housing costs.

All fees are paid directly into a school-specific account, managed and controlled by ObT.

The head of school is responsible for the distribution of all funding available from the fees. Choices regarding portioning means between staffing and materials are based upon balancing the government entitlement plus the fee income with the school's needs. These choices are presented to STIP Hilversum for approval and the agreed amounts are added to the annual budget generated from external income. The final budget is presented to the Participation Council and to the whole school community during the Annual General Meeting of the Participation Council.

6.4 Budget

The budget is set by the Supervisory Board before each calendar year on the proposal of the managing director. The adopted budget determines for the schools that, in principle, no expenditure can be made without it having been budgeted. Adjustments are allowed within the budget provided there are not to the detriment of any policy objectives. The budget has become an important control element.

In the spring of each year, the managing director and head of staffing prepare a formation plan in cooperation with the heads of each school. It is also possible for a school to request additional formation.

The Board has a long-term exploitation budget which is valid for a period of four years for staffing and materials. This budget is evaluated on its alignment with the Board's long-term policy plan.

7 Quality Assurance

7.1 General aspects

Our school makes a division between quality and quality assurance. We aim for quality in different policy areas and we assure that achieved quality is maintained: we evaluate the ambitions systematically in cycles and, on the basis of the results, we improve or maintain our quality. It is also important that our quality assurance is linked to the integral staffing policy. We aim for our employees to develop competencies that are related to the policy areas we consider as significant. We therefore guarantee that school development runs parallel with staff development.

Aims and objectives:

In our school we:

- have insight into the characteristics of our student population
- have identified our objectives regarding different policy areas in the School Plan
- have an evaluation plan guaranteeing the various objectives are evaluated systematically
- allow the quality of the school to be evaluated through external satisfaction surveys
- work systematically on improvements
- evaluate systematically if our plans for improvement have been realised
- guarantee our quality through recording processes and developments
- report to our partners: IB, inspectorate, School Board, Participation Council and parents
- guarantee the social safety of the staff and students

7.2 Legal requirements

Our school meets the laws and legal requirements as they are described in the assessment framework of the education inspectorate. In our school:

- we submit the School Guide to the inspectorate before the summer vacation via the digital 'school dossier': the School Guide satisfies requirements regarding content
- we submit the School Plan to the inspectorate before the summer vacation via the digital 'school dossier': the School Plan satisfies requirements regarding content
- how the lesson time and different discipline areas are divided within the groups is included in the School Guide
- the Special Needs policy meets the legal requirements
- we timetable a maximum number of seven incomplete teaching weeks for groups 3 to 8

7.3 Strategic policy

Our school belongs to a foundation representing ten public primary schools in Hilversum. STIP Hilversum's ambitions and result areas are clearly defined in their long-term strategic plan.

These areas are:

Education & quality ;

Staffing and organisation;

Finances;

Housing;

Communication and profiling

7.4 School inspection and evaluation visits

The Dutch Inspection for Education visited the school on 8 November 2011 and conducted an inspection into the quality aspects of education and compliance with legal requirements and regulations.

The inspection consisted of the following elements:

- An analysis of documents regarding quality assurance and the school's self-evaluation activities and other documents sent by the school prior to the visit
- A school visit, during which a number of groups were observed in practice, through attendance of lessons in language, numeracy and mathematics
- A meeting with the teachers that had been observed
- Meetings with management and the SENCO concerning the quality of the indicators
- A final meeting with management and representatives from the School Board
- During the investigation, the inspectors assessed and evaluated compliance with the law and legal regulations and all of the indicators

General overview of findings and conclusions from 2011

The inspectorate concluded that the quality of education at Violen school IPS is satisfactory to good. The results and outcomes are satisfactory to good and the inspectorate did not identify any shortcomings. Through this, the school shows that it has maintained the quality of education and has actually improved in comparison to the previous inspection visit in April 2007.

Based upon these conclusions, the inspectorate has determined that a 'basic arrangement' is applicable for the school. (Every school receives a specific arrangement from the inspectorate. The 'basisarrangement' is only given when the inspectorate has full trust in the quality of the school.)

Two aspects of the quality of the education were judged by the inspectorate as being outstanding in a positive sense:

- The teachers displayed a high didactic quality, in which a target-based approach, a good working environment, an abundance of interaction between the students and the design of challenging education were evident.
- The systematic endeavours of management during recent years to improve the quality of education, made visible in a cyclic integrated system of quality control and improvement.

We are expecting the next visit from the Dutch inspectors to be in school year 2016-2017. This would be using the new assessment framework published in 2016. STIP schools have developed their own self-evaluation and internal audit based upon this revised framework.

7.5 STIP self-evaluation and internal audits

STIP schools give form to quality care during the four year period 2015-2019 through self-evaluations and internal audits.

IPS Hilversum is a special case in that it follows its own quality care system according to the standards and practices of the IBO. All other Stip schools use a four-year cycle known as 'Werken met Kwaliteitskaarten' (WMK-PO).

All schools are required to carry out a self-evaluation once every years. The school's self-evaluation report is used to conduct the audit. This is, in many ways, very comparable to the IB's Programme Evaluation Visit (PEV) we receive every five years. However, there is one significant difference in that while the PEV covers all areas of philosophy, organisation and curriculum the STIP self-evaluation and audit only addresses one quality aspect from the four given below.

- Developmental process (monitoring and support)
- School climate
- Safety
- Quality care

The school conducts the evaluation and sets its own objectives. If any objectives have been determined by STIP then the school includes these in the evaluation. The school also incorporates the analysis of the outcomes/results and the calculated support weight ('zorgzwaarte').

One step in the process of quality improvement is an internal audit. This is when a school allows management and SENCO's from another STIP school assess its quality. Through an internal audit it is possible for a school to see whether its written quality criteria are actually being put into practice.

The aim of the audit is to match 'say what you do' and 'do what you say'.

The audit is expected to play a significant role in future inspections from the Dutch inspectorate. The responsibility of the local school Board for quality care policy will receive a more prominent place.

The audit

In general terms we can say that an audit investigates:

- whether a school does what it promises
- whether a school actually works according to agreed procedures and inspectorate requirements

The audit is primarily directed towards identifying areas of attention with the objective for the school to learn and improve.

IPS Hilversum completed a period of self-evaluation in April 2016 followed by a visit by from a STIP audit team at the end of May. Recommendations from both the self-evaluation and audit report will be included in the School Plan for 2016-2017.

7.6 IB Programme Evaluation Visit (PEV)

As an authorised IB World School, we had our third IB Programme Evaluation Visit in March 2013.

The school engaged in an intensive self-study process for the programme evaluation. The aim of a programme evaluation is for the IB to ensure on a cyclic basis that the standards and practices of the programme are being maintained in the school. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The final PEV report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of a three-day school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached. The report is structured according to the document titled 'Programme standards and practices'. It includes feedback on the self-study process and an analysis of the self-study process carried out by the school. The findings are summarized as commendations, recommendations, or matters to be addressed.

The outcome of the evaluation process of our school in 2013 was that based on the findings included in the report, the IB did not identify any matters to be addressed by the school. With regard to the recommendations mentioned in the report, the school is required to have incorporated these into their action plan for the new five-year cycle which will end in 2018.

A copy of the IB report and the self-study was submitted to the Board and discussed by the head of education and quality with the school management.

The school places great value on its quality assurance and considers the three levels of evaluation as essential in assuring that our achieved quality is maintained.

- Local level – STIP, Internal audit following a self-evaluation
- National level – Dutch ministry of education, inspection visits
- International level – IB, Programme Evaluation Visit following a period of self-study

In this manner we evaluate our ambitions systematically in cycles and, on the basis of the results, we improve or maintain our quality.

7.7 School climate:

IPS Hilversum considers it very important that it offers a safe and secure environment for its students and its staff. An environment in which everyone feels welcome and accepted and working together is experienced as being pleasurable. Our school is one that is openly welcomes parents as partners. We do our best to ensure they are kept optimally informed and are aware of the daily school routines and, wherever appropriate, actively involved.

Our ambitions are:

- The school is kept clean, tidy and attractive
- The school is seen as a safe school
- Staff and students interact in a respectful manner
- Parents are kept regularly informed by the school through a weekly Bulletin,
- The school organises a number of thematic evening information sessions
- Parents are able to participate in a range of events and activities
- The school is always open for parents and management and teachers are accessible

Evaluation:

These ambitions are evaluated every year by management and, where necessary, revised.

The school climate was evaluated by the management on a scale of 1 to 4 for this School Plan in March 2016.

Description	Result 2016
Self-evaluation school climate	3.42

Our ambitions are also evaluated every two or three years through satisfaction surveys for staff, parents and students.

The satisfaction surveys

November 2014 three separate online satisfaction surveys were conducted through the external agency 'BvPO, Bureau voor Praktijkgericht Onderzoek' in Groningen. The school has used this agency for similar surveys in 2007, 2008, and 2011. In this way the results could be compared to measure progress and change as well as to identify plus points and areas for attention.

It is important to remember that this is an online and statistics based survey. Documentation is automatically generated by a computer programme in the Dutch language. A truly meaningful interpretation of the results will take considerable time, analysis and discussion. This summary is therefore still very statistics based and does not pretend to include any analysis or conclusions.

The strength of the survey was, in addition to our school's previous results, the very large reference group it provides for all three surveys. However, the reference group is also the weakness of the survey as the questions are very clearly translations from Dutch and designed from the perspective of a Dutch primary school environment.

7.8 Satisfaction survey: Staff

The satisfaction survey was completed by the staff with a response percentage of 76%. The survey showed that the staff is, on average, very satisfied with the school. The school received an overall score of 3.3 on a scale of 1 to 4 in comparison to the reference group score of 3.1.

The following aspects were included in the survey:

Aspects	IPS Hilversum 2014
School building	3.0
School climate	3.6
Pedagogical climate	3.5
Teaching materials	3.3
Work climate	3.4
Primary working conditions	3.1
Secondary working conditions	3.2
Career management	3.2
Internal communication	3.3
External communication	3.6
School management	3.7
Organisation	3.2

7.9 Satisfaction survey: Students

A satisfaction survey was completed by the 185 students from groups 5, 6, 7 and 8 in November 2014. The response percentage was 100%. The survey showed that the students are, on average, very satisfied with the school. The school received an overall score of 8.5 on a scale of 1 to 10 in comparison to the reference group score of 8.0.

The following aspects were included in the survey:

Aspects	IPS Hilversum 2014
Level of difficulty	7.7
Language and mathematics	7.1
Social studies and science	6.4
Expressive subjects / PE	8.7
Group work in the class	7.9
The class	8.2
Interaction between students	7.7
Contact between teachers and students	9.1
Feedback / support from the teacher	7.8
School building and surroundings	8.8
Well-being in school	8.1
General degree of satisfaction	9.1
Parental involvement	7.2

7.10 Satisfaction survey: Parents

A satisfaction survey was completed by the parents in November 2014. The response percentage was 42%. The survey showed that the parents are, on average, very satisfied with the school. The school received an overall score of 3.2 on a scale of 1 to 4 in comparison to the reference group score of 3.0.

The following aspects were included in the survey:

Aspects	IPS Hilversum
School building	3.1
Environment around the school	2.5
Student monitoring	3.1
Atmosphere	3.4
Knowledge	2.9
Personal development*	3.1
School times	3.5
School rules, order & discipline	3.2
The teacher	3.5
Contact with the school	3.1

8 Recommendations and matters to be addressed for 2016-2020

A number of evaluations on a scale from 1 to 4 were conducted during the process of writing this document. The results are listed below. These were compared with the conclusions from the schools self-evaluation in preparation for an internal audit for May 2016. These results and conclusions form the basis of the quality standards and their aspects identified by the school as in need of attention.

For the self-evaluations below the colours signify:

Matter to be addressed <3.0	Meeting expectations 3.0 - 3.49	Above expectations >3.5
Description		Result 2016
Self-evaluation curriculum content		3.2
Description		Result 2016
Self-evaluation use of lesson time		3.26
Description		Result 2016
Self-evaluation pedagogical performance		3.54
Description		Result 2016
Self-evaluation didactic performance		3.6
Description		Result 2016
Self-evaluation active and independent role of the students		3.12
Description		Result 2016
Self-evaluation developmental process, monitoring and support		2.95
Description		Result 2016
Self-evaluation alignment with students' educational needs		2.90
Description		Result 2016
Self-evaluation outcomes and results		3.56
Description		Result 2016
Self-evaluation school climate		3.42

In the table on the following page, a 'Recommendation' indicates an area of medium priority whereas a 'Matter to be addressed' indicates a high priority.

.....8 Recommendations and matters to be addressed for 2016-2020

Standard	Aspect	Priority given by the school	Planning
School climate	The School Guide includes how incidents and accidents are addressed throughout the school	Matter to be addressed	2016-2017
	The school registers incidents according to agreed procedures and analyses the details annually, linking them to conclusions and interventions	Recommendation	2016-2017
	The school can prove that it is pro-active in preventing accidents and incidents	Recommendation	2016-2017
	The school has a safety policy directed towards handling incidents in and around the school	Matter to be addressed	2016-2017
The written curriculum (content)	The school's reference levels for literacy and numeracy and are in accordance with the level of all the students	Matter to be addressed	2016-2017 2017-2018
Monitoring and support	The school draws up an educational development perspective (OPP) for students that are structurally in need of curriculum content at a different level than their age group or receive extra funding / support from SWV.	Matter to be addressed	2016-2017 2017-2018
	The school regularly evaluates the effectiveness of extra support given to see if the desired results are being achieved and, where necessary, adjusts the interventions.	Matter to be addressed	2016-2017 2017-2018 2018-2019
View on development	Teachers use information to align the teaching to the education needs of both groups of students & individual students.	Matter to be addressed	2016-2017 2017-2018 2018-2019
Alignment with student's educational needs	The teachers align the instruction with the developmental differences between the students	Matter to be addressed	2016-2017 2017-2018 2018-2019
	The teachers align the tasks with the developmental differences between the students	Matter to be addressed	2016-2017 2017-2018 2018-2019
	The teachers are effective in coping with the differences in their class	Matter to be addressed	2016-2017 2017-2018 2018-2019
Outcomes and results	Determining a standard for (minimum)levels of achievement	Recommendation	2016-2017
	Feedback from secondary schools in The Netherlands on ex-students progress, including IS Hilversum	Recommendation	2016-2017 2017-2018
	How do we identify the characteristics of the school's student population	Recommendation	2016-2017

9 Formulier "Instemming met schoolplan"

Brin: 19NA01

School: IPS Hilversum

Adres: Rembrandtlaan 30

Postcode: 1213 BH

Plaats: Hilversum

VERKLARING

Hierbij verklaart de medezeggenschapsraad van bovengenoemde school in te stemmen met het **van 2016 tot 2020** geldende schoolplan van deze school.

Namens de MR,

naam

naam

functie

functie

plaats

plaats

datum

datum

handtekening

handtekening

10 Formulier "Vaststelling van schoolplan"

Brin: 19NA01

School: IPS Hilversum

Adres: Rembrandtlaan 30

Postcode: 1213 BH

Plaats: Hilversum

VERKLARING

Het bevoegd gezag van bovengenoemde school heeft het **van 2016 tot 2020** geldende schoolplan van deze school vastgesteld.

Namens het bevoegd gezag,

naam

naam

functie

functie

plaats

plaats

datum

datum

handtekening

handtekening
