

Year Plan 2017-2018



‘Quality for All and All for Quality’

| Contents | Page nr |
|--|----------------|
| | 1 |
| 1 Introduction | 2 |
| 2 School description | 3 |
| 2.1 School information | 3 |
| 2.2 Characteristics of the staff | 4 |
| 2.3 Characteristics of the students | 5 |
| 2.4 Characteristics of the parents | 5 |
| 2.5 Survey analysis | 6 |
| 3 Improvement targets | 7 |
| 3.1 Self-evaluations and inspection report April- June 2016-2017 | 7 |
| 3.2 Recommendations and matters to be addressed for 2016-2017 | 8 |
| 3.3 The what, how, who and when the designated improvements will be made | 9 |
| 4. IB programme evaluation visit | 11 |
| 5. Continuous Professional Development Plan | 14 |
| 5.1 Introduction | 14 |
| 5.2 Professional development 2017-2018 | 15 |
| 5.3 Budget for 2017 | 17 |
| 5.4 Management and professionalization | 17 |

1 Introduction

IPS Hilversum opened its doors thirty years ago in August 1986 as the English Stream of the Violschool, a Dutch state primary school. There were five such schools spread throughout the country, all 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 seven 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.

The School Plan for 2016 to 2020 is aligned to the Strategic Plan of STIP Hilversum and the policy areas we consider 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?

Using the four-year School Plan as a starting point, we identify the schools areas of focus for our Year Plan 2017-2018. We provide details on:

- School characteristics
- Strengths and weaknesses identified by the school
- Significant local, national and international trends
- Matters to be addressed
- Recommendations

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.

A Year Plan is the planning document in which the areas designated as improvement targets in the School Plan are to be approached. These can be 'Recommendations' indicating an area of medium priority whereas 'Matters to be addressed' indicate a high priority.

Some of these may be finalised within a school year but many will be included subsequent Year Plans up to 2020. Any significant school, local, national or even international developments could have a significant effect on any Year Plan

2 School description

2.1 School information

Information about the local school foundation

Name: STIP Hilversum
 General Director: Mr. Geert Looyshelder
 Address + number: Oude Enghweg 2
 Postcode + place: 12127JC Hilversum
 Telephone number: +31 35 6221370
 E-mail address: info@stip.hilversum.nl
 Website: www.stip.hilversum.nl

Information about IPS Hilversum

Principal: Mr Robert Westlake
 Vice principal: Mrs Lorraine Rea
 Main address: Address + number: Rembrandtlaan 30
 Postcode + place: 1213BH Hilversum.nl
 Telephone number: +31 35 6216053
 E-mail address: info@ipshilversum.nl
 Website address: www.ipshilversum.nl

| Main location: Rembrandt | | |
|---|---|--|
| Rembrandt building groups 4 to 6 | Frans Hals building groups 1 – 3 | Mondrian location groups 1 to 8 |
| Rembrandtlaan 30 1213 BH Hilversum tel: 31(0)35-621 6053 email info@ipshilversum.nl Websites www.ipshilversum.nl | Frans Halslaan 57a 1213 BK Hilversum 31(0)35-693 0641 info@ipshilversum.nl www.ipshilversum.nl | Minckelerstraat 36 1221 KH Hilversum 31(0)35-6 mondrian@ipshilversum.nl www.ipshilversum.nl |
|  |  |  |

2.2 Characteristics of the staff

The school's management team consists of a principal and a vice-principal. The school's pedagogical leadership team consists of the management team, the learning support coordinator and the school IB PYP coordinator. There are eight-year group representatives and specific area coordinators that support and assist the pedagogical leadership team as necessary.

The team is comprised as shown below:

| Specific tasks and functions within the school | Present situation |
|---|-------------------|
| | 2017 |
| Number of employees | 65 |
| Management team | 2 |
| Learning support coordinator | 1 |
| IB Primary Years Programme (curriculum) coordinator | 1 |
| Class teachers | 29 |
| English as an Additional Language teacher | 6 |
| Dutch as the host country language teacher | 3 |
| Learning support teacher | 6 |
| Class assistant | 10 |
| Administrative assistant | 5 |
| Caretaker | 3 |

Of the 65 staff, 54 are female and 11 male. 29 staff work on a full-time basis and 36 part-time.

The age spread of the staff is given below:

| September 2017 | Total | Total % |
|--------------------------------|-----------|-------------|
| Older than 60 years | 7 | 11 % |
| Between 50 and 60 years | 15 | 22 % |
| Between 40 and 50 years | 22 | 34 % |
| Between 30 and 40 years | 14 | 22 % |
| Between 20 and 30 years | 7 | 11 % |
| Total | 65 | 100% |

IPS Hilversum has a large number of experienced 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 450 students of 44 different nationalities for 2016-2017. The school population has doubled since 2008-2009. The students come from expat families of which the parents have provided evidence of temporary residence in The Netherlands. Eighty percent of the students have English as a second or additional language.

For this reason, we give extra attention to the teaching of English as an additional language.

Student population prognosis per year group on 1 October 2017 using data available July 2017

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|----|----|----|----|----|----|----|----|-------|
| 38 | 48 | 69 | 53 | 57 | 62 | 67 | 59 | 456 |

Group 1 is expected to start with only two classes with all the others having three with the exception of group 7, which will have four classes. This is 25 classes with a third group 1 expected by January 2018.

2.4 Characteristics of the parents

Our parents, and therefore families, are mainly of non-Dutch nationality (84%) who 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 an 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' support group (PSG) that supports the whole school community in many ways throughout the year.

2.5 Survey analysis

The school arranged external satisfaction surveys for staff, students and parents in May 2017.

From the students survey it was evident that there is a high level of satisfaction. Students only identified one area for attention and that was parent involvement. An overall score of 8.5 is not only well above the average for the reference group of schools but shows the high level of satisfaction achieved in 2014 is still evident. However, the school has chosen to instigate a student council from this school year. Representatives from each class will be given to the opportunity to meet regularly with each other and with members of the school's pedagogical leadership team. Assemblies will be organised by the student council to feedback to the whole student population.

In the parents survey the overall score of 7.9 indicates that parents are very satisfied with the school. It is not only well above the average for the reference group of schools but shows a significant improvement in comparison to the previous survey in 2014.

The report concludes that IPS Hilversum can profile the following aspects as its strengths:

- Student support
- Atmosphere in the school
- Knowledge development
- Personal development, school rules & order in the class
- The teachers

This is particularly positive for the school as these five areas are also the ones identified by parents as having the highest priority.

Although there were no areas identified as in need of particular attention, we feel it is true to say that road safety at all locations and having three, separate buildings are priorities for the school, our Board and Hilversum council to address. A traffic awareness and safety project has been instigated in cooperation with Hilversum council. A specific road safety covenant signed by both parties regarding all the area around all three school buildings. New road markings have been placed, and cycling proficiency lessons have been organised for the 10-11 year olds.

An overall score of 8.0 indicates that the staff is generally very satisfied with the school. The issues raised by the survey appear directly linked to the current spread of the school across three locations. The planned building developments announced, in July 2017, by Eric van der Want, from Hilversum council, will make a significant difference to these issues. The creation of two campuses for international education in Hilversum by 2021 will play a significant role in our planning for the coming year.

Requirements and wishes for the primary campus will need to be formulated, discussed, and determined. To prepare for the further growth of the school, we are opening six new classes at the Mondrian location. For this school year, it will house all age groups whereas the Rembrandt location only houses the 4 to 7 year olds at the Frans Hals building and the 7-10 year olds in the Rembrandt building. From 2018-2019, we expect to house all age groups at both locations. This will provide parents with a choice of locations in Hilversum so all their children can be in one location. Within two years of this, the intention is to move then whole school into the new and purposely built international primary campus in the area known as Monnikenberg. This to the east of Hilversum just outside the ring and behind the hospital, accessible from the Soestdijkerstraatweg.

3 Improvement targets

3.1 Self-evaluation and inspection report, April - June 2017

We conducted a series of thorough self-evaluations on a three-point scale in the spring of 2017. This was in preparation for a visit from Dutch inspectors in June. The conclusions from the inspection report form a logical base for our planning for the subsequent school year.

The inspection report was compared with our self-evaluation and the conclusions from self-study and internal-audit from 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 coming and future years.

The results from the inspection report are listed below.

The Dutch inspectorate sent two inspectors to our school to evaluate the quality of our education in June 2017. As was the case with the audit, the purpose of the inspection was to see whether the school's written quality criteria are actually being put into practice.

| | Unsatisfactory | Satisfactory | Good |
|--|------------------------|--------------------------|------------------------|
| The inspectors' quality judgment of the standards assessed in June 2016 | Matter to be addressed | Meeting all requirements | Above the requirements |
| Quality aspect: Educational process / onderwijsproces (OP) | | | |
| OP1 Content | | | Good |
| OP2 View on development | | | Good |
| OP3 Didactic performance | | Satisfactory | |
| OP8 Assessment and closure | | Satisfactory | |
| Quality aspect: School climate / schoolklimaat SK | | | |
| SK1 Safety | | | Good |
| Quality aspect: Educational results / onderwijsresultaten OR | | | |
| OR1 Results | | Satisfactory | Not applicable |
| Quality aspect: Quality care and ambition / kwaliteitszorg en ambitie | | | |
| KA1 Quality care | | | Good |
| KA2 Quality culture | | | Good |

3.2 Recommendations and matters to be addressed for 2017-2018.

Matter to be addressed **Recommendation** **Meeting expectations** **Above expectations**

In the table below, a 'Recommendation' indicates an area of medium priority determined by the school whereas a 'Matter to be addressed' indicates a high priority and its inclusion has arisen from results or conclusions from the audit, inspection or school surveys. Obviously, the areas identified as meeting or above all expectations still require attention but do not need a specific plan or inclusion in this document.

| Standard | Aspect | Priority given by the school | Planning |
|--|---|------------------------------|------------------------|
| 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 | 2017-2018 |
| 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 | 2017-2018 2018-2019 |
| Monitoring and support | 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 | 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 | 2017-2018 2018-2019 |
| | The teachers align the tasks with the developmental differences between the students | Matter to be addressed | 2017-2018 2018-2019 |
| | The teachers are effective in coping with the differences in their class | Matter to be addressed | 2017-2018 2018-2019 |
| Outcomes and results | Feedback from secondary schools in The Netherlands on ex-students progress, including IS Hilversum | Recommendation | 2017-2018 |

3.3 The what, how, who and when the designated improvements will be made.

The written curriculum (content)

| What | How | Who | Priority | When |
|---|--|-------------|----------|---|
| The school's reference levels for literacy and numeracy are in accordance with the level of all the students | <p>Our scope and sequence documents for language and mathematics include clear reference levels for the core, review and extension groups</p> <p>Management and the IB PYP coordinator will include this in the annual planning for study days</p> | Year groups | High | <p>2 year period</p> <p>2016 – 2018</p> |

View on development

| What | How | Who | Priority | When |
|---|--|------------------------|----------|---|
| Consistency and stability in staffing throughout the school. Continuous investment in professional development. | Staff continuous professional development plan including IB beginners' workshops for all new staff | IB PYP coordinator | High | <p>3 year period</p> <p>2016 – 2019</p> |
| Well-thought out housing policy reducing the number of locations to a maximum of two. | Published functional housing policy to accommodate student growth 2016-2020 | STIP & management team | High | <p>4 year period</p> <p>2016 – 2021</p> |
| A staffing policy which facilitates growth and recruitment in advance of urgency as opposed to last minute accommodation for student growth. | Staff recruitment policy specifically aligned to the needs of IPS Hilversum | STIP & management | High | <p>3 year period</p> <p>2016 – 2019</p> |

Monitoring and support

| What | How | Who | Priority | When |
|--|--|---|----------|-----------------------------|
| 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. | A tried and tested structural system for evaluating the effectiveness of extra support throughout the school | Learning support team with learning support coordinator | High | 3year period 2016 - 2019 |

Alignment with student's educational needs

| What | How | Who | Priority | When |
|---|---|--------------------|----------|-----------------------------|
| The teachers align the instruction with the developmental differences between the students | Professional development on differentiation | IB PYP coordinator | High | 3year period 2016 – 2019 |
| The teachers align the tasks with the developmental differences between the students | Class observations on alignment | SENCO | | |
| The teachers are effective in coping with the differences in their class | Peer observations | Management team | | |

Outcomes and results

| What | How | Who | Priority | When |
|--|--|---------------------------|----------|-----------------------------|
| Consistency in feedback from secondary schools in The Netherlands on ex-students progress, including IS Hilversum | Contact local secondary schools and Board of the Dutch International Schools | Management team and SENCO | Medium | 2year period 2016 – 2018 |

4. IB programme evaluation visit

This school year, we be having our fourth programme evaluation from the IB Organisation. We were authorised in 2000 and successful programme evaluations in 2003, 2008 & 2013.

The IB publishes a comprehensive guide to evaluation and the text below is adapted from this guide.

The programme evaluation is the primary means of ensuring that IPS Hilversum meets the IB programme standards and practices. This process can also serve as a catalyst for school improvement.

Programme evaluation:

- is both a requirement and a service provided by the IB to IB World Schools
- is a reflective exercise that involves the entire school community
- assesses whether IPS Hilversum meets the *IB standards and practices* and will remain an authorized IB World School
- supports our school's efforts to continually improve the delivery of the programme(s)
- results in a clear plan for next steps and future actions
- can result in improved teaching and learning throughout IPS Hilversum

The aim of programme evaluation is to:

- evaluate the extent to which IPS Hilversum meets the programme standards and practices
- improve our implementation by identifying strengths and weaknesses, and determining areas for future focus
- serve as a vehicle to reinforce the support and commitment for the programme from all stakeholders in the IPS Hilversum community.

The IB expects we continually strive to improve the quality of our programme implementation through an ongoing commitment to meet all the standards, practices and programme-specific requirements. This is, in addition to and in supplement of our internal audit and state inspections, results in IPS Hilversum having a very comprehensive and stringent quality control cycle. This quality control cycle is at three levels - local, national and international.

How does the IB evaluate IPS Hilversum?

IPS Hilversum completes a self-study process assessing our implementation of IB standards and practices and gathering evidence to support our assessment. The IB evaluates that evidence and provides feedback to the school.

The Programme standards and practices:

- set the foundation of what it means to be an IB World School starting with the authorization process
- are expected to be developed and implemented, fully understood and integrated into school processes at the time of programme evaluation
- provide a set of criteria against which both IPS Hilversum and the IB can evaluate success in the implementation of IB primary years programme.

The evaluation process will be a major part of our planning study days. Work groups will evaluate each of the Programme standards to evaluate the practices detailed for each standard.

4. IB self-study and Programme Evaluation Visit: The what, how, who and when

| What | How | Who | Priority | When |
|---|---|---|----------|---|
| Standard A. Philosophy | | | | |
| The school's educational beliefs and values reflect the IB philosophy. | Self-study process assessing our implementation of the IB standards and practices in a work group, gather evidence to support the assessment and feedback back to the whole school. | Management team, parent and staff members of the school participation council | High | Nine month period August 2017 to May 2018 |
| Standard B: Organization | | | | |
| B1: Leadership and structure The school's leadership and administrative structures ensure the implementation of the programme. | | Members of pedagogical leadership team and administration staff | | |
| B2: Resources and support The school's resources and support structures ensure the implementation of the programme. | | Management team, staff members of the school | | |
| Standard C: Curriculum | | | | |
| C1: Collaborative planning Collaborative planning and reflection support the implementation of the programme. | | Staff members of the school in work groups | | |
| C2: Written curriculum The school's written curriculum reflects IB philosophy. | | Staff members of the school in work groups | | |
| C3: Teaching and learning Teaching and learning reflects IB philosophy. | | Staff members of the school in work groups | | |
| C4: Assessment Assessment at the school reflects IB assessment philosophy. | Learning support coordinator and staff in work groups | | | |
| Writing of school Action Plan and submission of documentation | Analysis of the completed self-study report | Pedagogical leadership team | High | |

After we submit a self-study report and action plan, the IB will plan in dates for an evaluation visit.

The visit is an opportunity for an IB team to verify the evidence provided with the self-study, view additional evidence, such as samples of student work and written curriculum and have a first-hand look at the school. The visiting IB team will meet with teachers, school leaders, students, parents and members of the governing body, as well as observe classes and view the school facilities.

The aim of the visit is to confirm the effectiveness of the programme implemented by the school as described in the school's self-study. The process does not appraise or assess individual teachers or school leaders.

Each visit normally lasts two to three days, but the IB may decide on a longer visit depending on the size of the school or the programme structure.

The exit meeting

At the end of the visit, the IB team will meet with school leaders and the programme coordinator and orally communicate the findings from the self-study documentation and the visit as related to the programme standards and practices.

The IB team will take this opportunity to check their facts and ensure that the report they submit to the relevant IB office accurately depicts the findings.

At this time, the IB team will not provide the school with the outcome of the evaluation. The team may continue discussions among themselves after the visit, and adjustments to their report may be made.

The team will then submit their report to the regional IB office for review.

The final decision regarding the outcome is made by the regional office and not by the members of the IB team.

5. Continuous Professional Development Plan 2017-2018

Introduction

All activities aimed at deepening and expanding the knowledge, understanding, skills and professionalism of members of staff are summarised as in-service training or professional development. At least ten percent of the teachers' actual working hours are available for professional development. The supply of in-service training courses is determined in most cases by demand from school. The courses are geared to a particular goal, which may vary from an individual teacher to a small group of teachers to all teachers in one location or the whole school. Professional development courses can be taken at any moment during the teacher's professional career, on the initiative of the school or on the initiative of the teacher. Courses are offered by institutions for professional development, in particular the IBO. A wide range of professional development courses for teachers is available annually.

The Education (Professions) Bill (Wetsvoorstel Beroepen in het Onderwijs) urges schools to pay attention to the continuous professional development of teachers. This ensures that the teaching staff will meet the competence requirements permanently.

Principles and values

IPS Hilversum is a 'learning community' where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning amongst its community. Continuous professional development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels – individual, group, location, whole school and through wider networks with an emphasis on collaborative learning.

IPS Hilversum believes and supports the philosophy that 'effective teachers should take ownership and give a high priority to professional development'. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

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.

For the two-year period 2016-2017 we have chosen to focus on a number of areas at a variety of levels – individual, group, location and whole school - through local, national and international organisations. These are listed in the following section.

Professional development 2017 - 2018

External

Title: Making the PYP Happen cluster workshop

Date/period: TBD

Organised by: International Baccalaureate Organisation AEM

Target group: All new staff employed in Dutch International Schools offering the PYP curriculum and other PYP schools in the Benelux area (Cluster workshops permit staff from several IBPYP schools to attend together, cutting costs for each school)

Organisation: Two day training for teachers new to a PYP school (following up on an orientation program) as well as teachers that feel they need to revisit the basic philosophy and framework of the programme. This workshop assumes some familiarity with the planning process and the philosophy of the PYP. Participants will develop their personal knowledge and understanding of the essential elements of the programme; deepen their understanding of international mindedness and the learner profile; further preparation for planning, teaching and assessing students.

Trainer(s): Various

Certificate: Included in fee

Costs: €120 per participant approximately

Title: Category 2 and 3 at regional workshops; see document IB Workshop Catalogue

Date/period: to be determined as choice are made known by IBAEM

Organised by: International Baccalaureate Organisation AEM

Target group: All staff that have a permanent contract within Stip

Category 2: experienced IB educators, focusing on programme delivery.

Category 3: experienced educators to build on and enhance their professional development portfolios.

Organisation: The workshops are for three full days and are held in conference centres throughout the whole IBAEM region.

Category 2: There is an emphasis on assessment, teaching and learning methodologies, and exploring best practice in the classroom.

Category 3: Participants will engage in in-depth investigation into specific areas of interest /expertise.

Trainer(s): Experienced IB workshop leaders

Certificate: Yes

Costs: Travel, accommodation and workshop fee. Varies per location: € 850 to €1,500 per participant.

Professional Learning International

Title: Ways to Learn Through Inquiry - Guiding Children to Deeper Understanding

Presenter: Jo Fahey

Target Audience: Early Years- Group 4 Educators

Dates: TBD

Times: 8:30 am- 3.00 pm Workshop fees:

Organised by: Professional Learning

Certificate: Included in fee

Costs: €350 per participant

Professional Learning International

Title: Ways to Learn Through Inquiry –teaching mathematics in an inquiry based environment

Presenter: Kelvin Sparks

Target Audience: Group 4 - 8 Educators

Dates: TBD

Times: 8:30 am- 3.00 pm Workshop fees:

Date/period: As needed

Organised by: Professional Learning

Certificate: Included in fee

Costs: €350 per participant

ONLINE WORKSHOP:

Title: Category 2 and 3 at regional workshops; see document IB Workshop Catalogue

Date/period: to be determined as choice are made known by IBAEM

Organised by: International Baccalaureate Organisation AEM

Target group: All staff that have a permanent contract within Stip

Date/period: September 2017 to June 2018

Organised by: International Baccalaureate Organisation

Target group: Experienced educators to build on and enhance their professional development portfolios.

Organisation: Standard duration is 6 weeks

Workshop time commitment is expected to be around 4-6 hours per week

Trainer(s): Online

Certificate: Yes

Costs: € 400

Internal (organised and led by PYP coordinator)

Title: IB PYP Orientation

Date/period: September 2017-March 2018 (study week in September then 1 per month)

Target group: All staff (FT/PT) newly employed by the school plus other staff as well as teachers that feel they need to revisit the basic philosophy and framework of the programme on an as-needed basis

Organisation: Introduction to the Primary Years Programme as a systemic and all-encompassing curriculum through the study of “Making the PYP happen”. The workshop presents an overview of the written, taught and assessed curriculum as it pertains to concepts, knowledge, skills, attitudes and action – the five essential elements of the PYP that are integral to classroom practice. In addition to a broad introduction to the PYP, participants will understand how the theory is put into practice at IPS. Through this, participants will be introduced to the systems, policies and procedures in place at IPS Hilversum.

Trainer(s): PYP coordinator

Certificate: Not applicable

Costs: none

Budget for professional development:

The cost of all professional development is included in the annual budget. School management plans the professional development according to needs and agreements and then determines the level of funding that needs to be allocated specifically to realise this professional development.

There are two key factors that influence the amount of funding available:

1. The number of students enrolled on the 'counting date' of 1st October of each year
2. The total amount expected to be received from parental fees

The budget for professional development in calendar year 2017 was € 36 000.

The budget for calendar year 2018 will be determined in autumn 2017 but is expected to be higher, approximately € € 40,000, as we are expecting out fourth IB programme evaluation this school year and have employed eight additional staff members.

The school management and professionalization

School management fulfils an important role, particularly in accountability for learning results. This is internal and external accountability for the total yield of the educational institution IPS Hilversum, and is less concerned with the results of individual pupils.

The quality assurance system of the school is an important source of information about the development of the quality of education.

School management is responsible for the staffing policy and for coaching (new) teachers.

The professionalization of personnel is a priority within IPS Hilversum. For good quality assurance, school management is responsible for reporting how it intends to maintain the competences of its personnel. This is the base on which agreements that relate to specific schooling and the improvement of expertise are made between staff and management in IPS Hilversum.

Mr R J Westlake
Principal, IPS Hilversum
August 2017