

Year Plan 2018-2019



‘Quality for All and All for Quality’

Contents	Page nr
	1
1 Introduction	2
1.1 Foreword	2
1.2 Aims and function of the Year Plan	3
1.3 Procedures for the drawing up and approval of the Year Plan	3
2 School description	4
2.1 School information	4
2.2 Characteristics of the staff	5
2.3 Characteristics of the students	6
2.4 Characteristics of the parents	6
2.5 SWOT analysis	7
3 Improvement targets	8
3.1 Self-evaluations 2015-2016	8
3.2 Recommendations and matters to be addressed for 2016-2017	9
3.3 The what, how, who and when the designated improvements will be	10
4 Formulier “instemming met jaarplan”	12
5 Formulier “vastelling van jaarplan 2018-2019”	13

1 Introduction

1.1 Foreword

IPS Hilversum opened its doors more than 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 80+ with responsibility for 500 students. The continuous growth the school has experienced in the past 10 years has been significant for the whole school community and its partners.

Our ideology:

IPS Hilversum caters for the needs and demands of the 21st Century. Diversity is recognised as both a fact and a strength. We facilitate transition for students, and therefore their families, to be able to move around the world while enriching their identity as opposed to hiding, forgetting or losing it. Our approach to education is transdisciplinary and our beliefs, values and mission cut through any barriers and boundaries set up by politics, religions, prejudices and fears. Without schools such as ours, there is a danger of our future regressing into a repeat of our familiar but failing present.

Education itself can never be 'neutral' or 'value free'. IPS Hilversum should not and does not want to be neutral or value free. We have strong interlocked beliefs and values that are relevant to all students and educators that are the driving force behind our mission and vision.

How we view the world: We believe that every child should enjoy going to school. To achieve this, it is essential that a school creates a safe, welcoming, peaceful and ordered environment. This applies not only to the children. It is equally important to all the other members of the school community – the teachers, assistants, management and parents.

What we want to achieve: The motto, '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.

At IPS Hilversum we aim to provide high quality primary education in English for pupils of all nationalities within the Dutch State system. Children will have a safe, supportive environment where self-discipline, motivation and excellence in learning is promoted. IPS Hilversum has an international population of both students and teachers. The staff is caring and dedicated to providing the best education possible. They are reflective practitioners who embrace continuous professional development in order to create a positive learning atmosphere with an understanding of students' individual needs.

Mr Robert Westlake, Principal

1.2 Aims and function of the Year 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.

A Year Plan can be regarded as 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.

In an 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 Year Plan is drawn up by the school principal in conjunction with the management team and presented to the Participation Council (MR) for approval.

At the end of each year a Year Plan for the following year is determined. Similarly, an Annual Report is written at the beginning of each in which the school reflects on how the improvement targets from the previous year have been achieved.

2 School description

As this Year Plan has been written in the same school year as the four-year School Plan 2016 – 2020 the details in section two are identical in both documents.

2.1 School information

Information about the local school foundation

Name:	STIP Hilversum
General Director:	Mr. Geert Looysschelder
Adress + number:	Oude Enghweg 2
Post code + place:	1217 JC Hilversum
Telephone number:	+31 35 6221370
E-mail address:	info@stiphilversum.nl
Website:	www.stiphilversum.n



Information about the school

Name:	IPS Hilversum
Principal:	Mr Robert Westlake
Adress + number:	Rembrandtlaan 30
Postcode + plaats:	1213BH Hilversum.nl
Telephone nummer:	+31 35 6216053
E-mail address:	info@ipshilversum.nl
Website address:	www.ipshilversum.nl

2.2 Characteristics of the staff

The school's management team consists of a principal and three sector leaders. One for lower primary, one for middle primary and one for upper primary. To support them there is a pedagogical leadership team consisting of the management team, two learning support coordinators and two curriculum coordinators.

Specific tasks and functions within the school	Situation 2018
Number of employees	78
Principal	1
Primary sector leaders	3
Learning support coordinator	2
IB Primary Years Programme (curriculum) coordinators	2
Class teachers	39
English as an Additional Language teacher	4
Dutch as the host country language teacher	4
Learning support teacher	5
Class assistant	6
Administrative assistant	9
Caretaker	3

Of the 78 staff 69 are female and 11 male. 23 are employed on a full-time basis.

Our school 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. The 'new' refers to being new to our school and not necessarily new to teaching.

2.3 Characteristics of the students

Our school has an expected enrolment of 496 students in September 2018 representing 48 different nationalities. This is expected to rise to well over 500 by January 2019. The school population will then have more than doubled in the past ten years. The students come from expat families of which the 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

Student population prognosis per year group on 1 October 2018 using data available in June 2018

Group	2	3	4	5	6	7	8	Total	
Early years									
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	
	60	60	55	65	55	65	65	75	500

Estimations to nearest 5 students

Each year group will have a minimum of three classes and some four. The largest growth is in the Early Years which is expected to go up to almost 80 students by the end of the school year.

2.4 Characteristics of the parents

Our parents, and therefore families, are mainly of non-Dutch nationality (86%) 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 2018, the highest percentage came from the United Kingdom, with The Netherlands, India and the United States of America following as the main four of the 48 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.

3 Improvement targets

3.1 IB Programme Evaluation Self-study 2017-2018

The aim of a programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. 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 present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the 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.

A number of evaluations on a scale from 1 to 4 were conducted by IPS Hilversum staff in 2017-2018. These were compared with the conclusions from a programme evaluation visit in May 2018. The combined results and conclusions shown below indicate the quality standards and practices identified by the IB both those in place and in need of attention. The school has until November 2018 to submit a written response to the recommendations made by the IB.

For each Standards, the colours signify:

Matter to be addressed

Meeting all expectations

Standard A Philosophy	Result 2018
The school's educational beliefs and values reflect IB philosophy.	Meeting all expectations
Standard B1 Leadership and structure	Result 2018
The school's leadership and administrative structures ensure the implementation of the IB programme.	Meeting all expectations
Standard B2 Resources and support	Result 2018
The school's resources and support structures ensure the implementation of the IB programme.	Matter to be addressed
Standard C1 Collaborative planning	Result 2018
The school makes use of the PYP planner for planning in the single-subject area.	Matter to be addressed
Standard C2 The written curriculum	Result 2018
	Meeting all expectations
Standard C3 Teaching and learning	Result 2018
	Meeting all expectations
Standard C4 Assessment	Result 2018
	Meeting all expectations

The next IB programme evaluation will involve a self-study in school year 2022- 2023 with an programme evaluation visit expected in spring 2023.

3.2 Recommendations and matters to be addressed for 2018-2019

In the table below, a ‘Recommendation’ indicates an area of medium priority whereas a ‘Matter to be addressed’ indicates a high priority.

For each practice, the colours indicate

Matter to be addressed MtbA	Recommendation REC
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Practice		Priority	Planning
Standard A Philosophy:			
The school’s educational beliefs and values reflect IB philosophy.			
A1	The school publishes a review cycle and review process for the school's mission statement and informs the community about the results of the review process.	REC	PLT 2018-2019
Standard B1: Leadership and structure			
The school’s leadership and administrative structures ensure the implementation of the programme.			
B1.5	The school develops a review cycle for all IB required policies, documentation and publish the process of the review. These policies are then consistently implemented to inform teaching and learning.	REC	PYPC & PLT 2018-2019
B1.5a	The school completes the review of the language policy, including clear statements of language principles and uses the completed language policy to inform teaching practices.	REC	Led by PYPC 2018-2019
B1.6	The school use the IB self-study and the accompanying action plan as a tool to ensure the continuity and ongoing development of the programme.	REC	Led by PYPC 2018
B1.7	The school reviews the timeline of the self-study to align with the advised 12 months.	REC	PYPC & PLT 2022-2023
Standard B2: Resources and support			
The school’s resources and support structures ensure the implementation of the IB programme.			
B2.3+3a	The requirements for staff participation in IB-recognized professional development at evaluation has been met.	MtbA	PYPC2018- 2019
C1 Collaborative planning			
Collaborative planning and reflection supports the implementation of the IB programme.			
C 1,1b+c	The school makes use of the PYP planner for planning in the single-subject area.	MtbA	PYP coord 2018-2019
C1.3:	The school adopt a review cycle for the programme of inquiry and develop a systematic approach to be used during the review.	REC	Led by PYPC 2018-2019
C1.3a	PSHE, the Arts and Dutch language are planned explicitly through a school wide approach, acknowledging the development of subject specific knowledge, concepts, skills and attitudes as documented in scope and sequence documents and how these subjects can be used to develop a deeper understanding of the units of inquiry.	REC	Led by PYPC 2018
C1.4b	The PYP coordinator and teachers work together to develop common understandings related to the level of detail required for filling in stage 3 and 4 of the planner.	REC	Led by PYPC 2018
C.1.8	The school completes the language policy review and uses the policy to inform language teaching in the school. The teachers	REC	Led by PYPC 2018

	plan language engagements that are authentic and integrated in meaningful context.		
Practice		Priority	Planning
C2 The Written Curriculum			
The school's written curriculum reflects IB philosophy.			
C.2.4a	The school reviews scope and sequence documents for each subject area to include the development of conceptual understanding, knowledge and skills.	REC	Led by PYPC 2018-2019 2019-2020
C.2.4b	The school reviews its scope and sequence documents to reflect a balanced approach, including an emphasis on concepts.	REC	Led by PYPC 2018-2019 2019-2020
C.2.9	The school develops a curriculum review cycle to ensure that new developments in the programme are incorporated and ensures that all teachers regularly access the programme resource centre to keep themselves updated on current IB publications relevant to their teaching.	REC	PYPC 2018
C.2.10	The school explore ways to further develop, review and integrate the language policy into the written curriculum.	REC	PYPC & PLT 2018-2019
C3 Teaching and Learning			
Teaching and learning reflects IB philosophy.			
C.3.1	The school ensures systems that support consistency in teaching and learning based on thorough understanding of how to embed learning in meaningful contexts.	REC	Led by PYPC 2018-2019 2019-2020
C.3.2	Teachers increase student agency, providing space for students to make their own choices, make their own connections and use their creativity.	REC	Led by PYPC 2018-2019 2019-2020
C.3.2a	All teachers provide a range of learning opportunities that are open-ended.	REC	Led by PYPC 2018-2019 2019-2020
C.3.10a	The PYP coordinator and Group 8 teachers ensure that grouping and regrouping reflects PYP philosophy.	REC	Led by PYPC 2018-2019 2019-2020
C4 Assessment			
Assessment in the school reflects IB philosophy			
C.4.1c	The school review the way it uses student portfolios	REC	Led by PYPC & PLT 2018-2019 2019-2020

The planning column on the far right indicates who is responsible for taking action and the proposed timeline.

Abbreviations:

PYPC – primary years programme coordinator

PLT – pedagogical leadership

Led by PYPC... - indicates that specific and meaningful input from staff will be involved.

4 Formulier "Vaststelling van jaarplan"

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 2018 tot 2019** geldende jaarplan van deze school.

Namens de MR,

naam

naam

functie

functie

plaats

plaats

datum

datum

handtekening

handtekening

5 Formulier "Vaststelling van jaarplan"

Brin: 19NA01

School: IPS Hilversum

Adres: Rembrandtlaan 30

Postcode: 1213 BH

Plaats: Hilversum

VERKLARING

Het bevoegd gezag van bovengenoemde school heeft het **van 2018 tot 2019** geldende jaarplan van deze school vastgesteld.

Namens het bevoegd gezag,

naam

naam

functie

functie

plaats

plaats

datum

datum

handtekening

handtekening
