



Year Plan 2019-2020

International Education in Hilversum for ages 4-12 since 1986

Quality for All and All for Quality



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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 almost 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 strength. We facilitate transition for students, and therefore their families, to be able 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 are 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 School 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

2.1 School information

Information about the local school foundation

Name:	STIP Hilversum
General Director:	Mr. Geert Looyshelder
Address + 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
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

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 2019
Number of employees	75
Principal	1
Primary sector leaders	3
Learning support coordinator	2
IB Primary Years Programme (curriculum) coordinator	1
Class teachers	34
English as an Additional Language teacher	5
Dutch as the host country language teacher	4
Learning support teacher	5
Class assistant	9
Librarian	3
Administrative assistant	5
Caretaker	3

Of the 75 staff 65 are female and 10 male. 27 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 500 students in September 2019 representing almost fifty nationalities. The school population has 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 2019 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
	55	60	60	65	65	70	65	60
								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:

Action plan for 2019-2020 and further

Note:

- This plan was updated after the ‘Building for the Future Workshop’ in Helsinki, Finland on 29 - 31 March 2019
- All objectives are connected to the new standards and practices of the IBO.

Objective	Indicator of Success (measured against the enhancements)	Possible Actions	Person/Group responsible for achieving this objective	Budgetary implications	Date to be achieved
The school's published statements of mission and philosophy align with those of the IB.	<p>The school develops a mission, vision and strategy that reflect the IB mission and philosophy.</p> <p>The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community.</p>	<p>School board, School council and PLT will continue to review the mission statement annually.</p> <p>In addition, the existing document showing alignment of the school mission with that of the IB, DIPS and STIPs will be reviewed every 3 years and included in the annual report and published to the whole school community.</p> <p>Summary of conclusions arrived at through discussions from the above-mentioned stake holder will be published and distributed to all parents and teacher.</p>	PLT, School Council and Board	N/A	Annually from 2019
There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.	<p>The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning.</p> <p>PYP: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry.</p> <p>The school ensures that all subjects are represented within the programme of inquiry at each year or grade level.</p> <p>The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry.</p>	<p>Develop and review the scope and sequence for single subject areas.</p> <p>Explicit planning of single-subjects using the PYP Planner to acknowledge development of specific knowledge, concepts, skills and ATL.</p> <p>Alignment of the scope and sequence with the POI.</p> <p>Networking/visits with other schools to gain insight and scope of implementation.</p>	PYPC and Single Subject Teachers	Transport for school visits is now included in annual budgeting	July 2021

Objective	Indicator of Success (measured against the enhancements)	Possible Actions	Person/Group responsible for achieving this objective	Budgetary implications	Date to be achieved
The school has systems in place for the continuity and ongoing development of the programme(s).	The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. The school captures and uses data that informs the operation and sustainability of the programme(s). The school captures and uses data that informs the quality of the implementation of the programme(s). The school funds and allocates resources that sustain and further develop its IB programme(s). The school funds adequate resources to implement the programme(s) and meet program requirements.	Use the action plan to develop a timeline for addressing the ongoing development of the PYP within the school. Track and reflect on the action plan, making it a visible and working document for all staff	PYPC	n/a	July 2020
The school develops and implements a language policy consistent with IB expectations.	The school implements and reviews a language policy that is aligned with IB language policy guidelines. The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. PYP: The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven; multilingual programmes where students are learning at least two languages can but are not required to offer additional languages.	Finalise the initial draft of Language Policy in a collaboration group of teachers across the sectors. Share the updated language policy with all staff and identify how this can be visible within the classroom. Schedule into the yearly plan, time to collaborate on a review of the language policy.	PYPC in collaboration with teachers	N/A	Annually from 2019.
The written curriculum is informed by current IB publications & is reviewed regularly to incorporate programme developments	Teachers use IB-mandated policies to support students Teachers support language development with consideration for the language profiles of students. The school implements and reviews a language policy that is aligned with IB language policy guidelines.	Develop and ensure regular review of POI to match changes, improvements reflections made to Year Group units. Sharing of IB documents and publications with all staff. Ensure all staff are registered to MyIB. Attending 'Building for the future' transition workshop and share transition plan with school.	PYPC (access and sharing of documents) PYPC led with all staff involvement	Falls within CPD budget €34,000.00 per calendar year	July 2021
Collaborative planning and reflection addresses vertical and horizontal articulation.	The school designs its curriculum in accordance with programme documentation. The school articulates its curriculum horizontally and vertically. The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities.	Creating and mapping a review cycle and steps involved for the POI. Specific in school study days to be used for collaboration on alignment of the POI across the school. For 2018/2019 school year, these dates are 7 th January 2019 and 25 th February 2019.	PYPC to facilitate with collaboration of whole staff	n/a	Annually from 2019

Objective	Indicator of Success (measured against the enhancements)	Possible Actions	Person/Group responsible for achieving this objective	Budgetary implications	Date to be achieved
Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.	<p>Teachers support language development with consideration for the language profiles of students.</p> <p>The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.</p> <p>The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.</p>	<p>Review and develop the language policy as a means of informing and guiding language within the classroom.</p> <p>Language within the classroom is integrated within the current unit of inquiry.</p> <p>Planning reflects learning opportunities which are relatable for the learner to ensure meaningful and authentic learning.</p>	PYPC and Class Teachers	n/a	July 2020
Teaching and learning aligns with the requirements of the programme(s).	<p>The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities.</p> <p>The school designs its curriculum in accordance with programme documentation.</p>	<p>The school has created sector leaders who, through working in close collaboration with the schools PYPC, will work to ensure that there is closer cohesion and consistency regarding teaching and learning in each sector and that there is vertical alignment through the three sectors.</p> <p>Leadership and teachers to participate in regular CPD to ensure best practices and common understandings.</p> <ul style="list-style-type: none"> • IB workshops • In school workshops • Sharing BP readings • Pineapple Club <p>After CPD, feed forward understandings taken away.</p> <p>Regular appraisals will be undertaken by all members of the leadership team where specific teacher goals are being addressed.</p>	PYPC	Falls within CPD budget €34,000.00 per calendar year	July 2020
The school ensures that PYP planners are coherent records of student learning.	<p>Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme.</p> <p>Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings.</p>	<p>Develop consistent approach to planning with year level teams through collaboration with the PYPC.</p> <p>Essential agreements created for what is included in sections 3 and 4 of the planner.</p>	<p>PYPC</p> <p>PYPC in collaboration with planning teams</p>	n/a	2019 and ongoing
Teaching and learning engages students as inquirers and thinkers. (Agency)	<p>Students understand the Learner Profile, and can reflect on it effectively.</p> <p>Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate.</p> <p>The school provides opportunities for students to directly apply their learning by taking action.</p> <p>Students take opportunities to develop personal learning goals.</p> <p>Students take opportunities to ask questions and pursue personal inquiries and actions.</p>	<p>CPD for staff on learner agency</p> <ul style="list-style-type: none"> • In school workshops • IB workshops <p>Developing learning spaces which support learner creativity and learning styles which evolve and change over each unit.</p>	PYPC to facilitate with whole staff involvement	Falls within CPD budget €34,000.00 per calendar year	July 2020

Objective	Indicator of Success (measured against the enhancements)	Possible Actions	Person/Group responsible for achieving this objective	Budgetary implications	Date to be achieved
The school has scope and sequence documents #indicating the development of conceptual understanding, knowledge and skills for each PYP subject area.	<p>Teachers focus on conceptual understanding to support students in developing their ideas.</p> <p>Teachers demonstrate strategies focused on conceptual understanding.</p> <p>Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum.</p>	<p>Review language and math scope and sequences to check still relevant and in line with the updated language policy.</p> <p>Create a review cycle of the scope and sequence documents for Social Studies, Science, Arts, Language, Math and PSPE. Each year 2 subject areas are to be reviewed.</p> <p>Review and further develop scope and sequence for single subject areas (HCL and PSPE) to ensure alignment with IB policy.</p>	PYPC in collaboration with workgroups	n/a	July 2020
The school ensures that inquiry is used across the curriculum and by all teachers.	<p>Teachers use inquiry-based teaching strategies and learning engagements.</p> <p>The school monitors and evaluates inquiry-based teaching strategies and learning engagements.</p> <p>Teachers facilitate student exploration of their personal interests and ideas.</p>	<p>Make use of an inquiry cycle to ensure consistency across the school and common language is being used. This will be achieved through collaborative planning sessions where unpacking of the units will take place and ideas around possible action are highlighted.</p> <p>Planning reflects voice and choice for learners as well as open-ended tasks that enable learning to take multiple directions.</p>	PYPC to facilitate with all staff involvement	n/a	July 2020
The school provides for grouping and regrouping of students for a variety of learning purposes.	<p>Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration.</p>	<p>Teachers to participate in CPD for personalising learning and implementing a needs based approach.</p> <p>Explore ways to meet individual learner's needs through shared best practices and professional readings.</p> <p>Regular reflection on grouping throughout the year which will be addressed during collaborative planning sessions.</p> <p>Teachers to regularly reflect on students' needs and use reflections to differentiate instruction.</p> <p>Develop an understanding within teachers of the difference and uses of personalising learning, supported by the PYPC and Sector Leaders</p>	PYPC to facilitate with all staff involvement	Falls within CPD budget €34,000.00 per calendar year	July 2020
Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.	<p>Teachers support language development with consideration for the language profiles of students.</p> <p>The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.</p> <p>The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development.</p>	<p>Review and develop the language policy as a means of informing and guiding language within the classroom.</p> <p>Language within the classroom is integrated within the current unit of inquiry.</p> <p>Planning reflects learning opportunities which are relatable for the learner to ensure meaningful and authentic learning.</p>	PYPC and Class Teachers	n/a	July 2020

Objective	Indicator of Success (measured against the enhancements)	Possible Actions	Person/Group responsible for achieving this objective	Budgetary implications	Date to be achieved
The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).	Teachers use IB-mandated policies to support students Teachers support language development with consideration for the language profiles of students. The school implements and reviews a language policy that is aligned with IB language policy guidelines.	Develop and ensure regular review of POI to match changes, improvements reflections made to Year Group units. Sharing of IB documents and publications related to the written curriculum with all staff. Ensure all staff are registered to MyIB. Attending 'Building for the future' transition workshop and share transition plan with school.	PYPC (access and sharing of documents) PYPC led with all staff involvement	Falls within CPD budget €34,000.00 per calendar year	July 2021
Learning: Approaches to assessment	The school provides evidence of student learning over time across the curriculum.	New essential agreements have been created at sector level in collaboration with teachers for portfolios. Growth portfolios will follow the child from EY to Group 3 demonstrating development over their early years' experience. Digital growth portfolios (seesaw) will follow the group 4, 5 and 6 learners and digital growth portfolios (Google drive) will follow the Group 7 learners to Group 8 with reflections on learning from previous year. Growth Portfolios will be accessible within the classroom for learners to interact with. Review and evaluate platform in middle sector to ensure visible evidence over time. To implement SLC's, incorporating the use of portfolios	PYPC to lead with support from sector leaders and teaching teams	Hard copy portfolios in EY's €800 Seesaw for schools (whole school) €3,500	July 2020
Learning: Approaches to assessment	The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the PYP scope and sequence documents.	A review of alignment will be undertaken between school scope and sequence and PYP scope and sequence. The review will focus on the inclusion of concepts and understanding and ensuring alignment. Receive CPD to support development in concept based instruction.	PYPC in collaboration with staff	Falls within CPD budget €34,000.00 per calendar year	July 2021

4. Formulier "Instemming van jaarplan 2019-2020"

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 geldende jaarplan **van** 2019 tot 2020 deze school.

Namens de MR,

naam

naam

functie

functie

plaats

plaats

datum

datum

Handtekening

Handtekening

5. Formulier "Vaststelling van jaarverslag 2019-2020"

Brin: 19NA01

School: IPS Hilversum

Adres: Rembrandtlaan 30

Postcode: 1213 BH

Plaats: Hilversum

VERKLARING

Het bevoegd gezag van bovengenoemde school heeft het geldende jaarplan van 2019 tot 2020 deze school vastgesteld.

Namens het bevoegd gezag,

naam

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datum

Handtekening

Handtekening
