

Schoolplan 2023-2027

International School Leiden Leiden

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1 Introduction

This school plan aligns in accordance with the law of primary education in The Netherlands, encompassing the educational policy, the policy of employment, and the policy of monitoring and improving the quality of education as conducted at the International School Leiden (ISL) in the period 2023- 2027. The school plan is an accountability document for the board of governors as well as the staff, parents, students and external partners.

This school plan includes the strategic vision for the next four years and was written by the pedagogical leadership team of the school, consisting of the Principal, SCOL, management and staff. The strategic vision and school plan is approved by the board of SCOL and aligned with the vision of SCOL. The school plan is not meant to be a static document. It offers information and guidance as to the future of the school. The ISL school plan aims to develop the school academic and extra curricular offer as well as developing our staff team to become the best they can be.

Based on the strategic direction of SCOL, the evaluation of previous school plans, current data, and the information of the new developments, the school team have taken ownership of these development goals for the next four years.

The Chairman of SCOL takes knowledge of the school plan and takes responsibility for support, and control by a signed agreement.

At ISL we value and respect our diverse community of students, parents, staff and administrators. It is our mission as a school to provide an education for all that goes beyond academics, with the aim of contributing to a more understanding, just and peaceful world. We strive to install in all of our students compassion, empathy, understanding and integrity. We aim to be : Adaptable, Collaborators, Ethical, Communicators, Thinkers, Resilient, Respectful and Empathetic.

Above all, we value Honesty and Integrity very highly.

Deon du Plessis
Principal
International School Leiden

Bijlagen

1. ISL School Guide 22/23

2 Strategic Policy

Strategic policy " learn and live together'

SCOL Leiden has made strategic course named 'Learning Together and Living Together'. SCOL Leiden aims to work on a better future on a healthier planet. The strategic course has a duration of 4 years, 2023-2027. The strategic course has following important policy points;

1. We offer students a strong foundation in Literacy, Languages, Maths and Digital Literacy skills.
2. Increasing the resilience to equip students with a global outlook to become citizens of the ever changing world.
3. Increase professional impact. (Future-proof organization and quality culture).

The above mentioned three points were developed with different members of SCOL. These intermediate goals and action points are for all the schools in the SCOL group In our school plan you can read wich action points we as a school have chosen.

The Strategic direction for ISL were the result of consulting with various stakeholders across the educational platform including staff, managers at SCOL, other principals and parents. The process was done by using a range of sources and research.

As a new and growing school we have looked at what is beneficial for our students and are creating an ethos based on the learning goals stipulated by the International Primary Curriculum (IPC)

We are committed to delivering the highest quality education. We believe all children should receive an exemplary education in an environment that is safe and conducive to learning. Together we can help our children excel and grow individually.

Domein	Actiepunten beleidsplan 2023-2027	Prioriteit
Kwaliteitscultuur	18b. De leiding van de school geeft uitvoering aan de kwaliteitscyclus vanuit een duidelijke visie op de onderwijskundige ontwikkeling van de school (KC).	gemiddeld
Kwaliteitszorg	b. Beschrijf in het schoolplan de schoolvisie op de goede les. De kenmerken van de goede les zijn geborgd en terug te zien in de les.	gemiddeld

3 School description

General

International School Leiden is the first to offer international primary education within Leiden, ages 4-11. Our new campus is situated a stones throw from the heart of Leiden on the Van Vollenhovenkade, providing a warm and welcoming community feeling. International School Leiden (ISL) has opened its doors for students and new enrollments. Our beautiful campus offers a wide range of facilities to accommodate teaching all necessary skills and more. The spacious playground on premises are used for playing and outside learning experiences. Leidens popular Roomburg park across the road is an added bonus for learning more about the environment and its eco systems.

International School Leiden

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Stichting Confessioneel

Onderwijs Leiden

Executive board

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Schoolpopulation

We started the 22/23 academic year with 4 students. As of 1st March 2023, we have 29 students registered.

At this moment the prognosis for the schoolpopulation is:

- 1 February 2023 : 15 students
- 1 February 2024 : 35 students
- 1 February 2025 : 50 students
- 1 February 2026 : 80 students

The school population is made up of students from various countries in the world from ages 4-11:

- Early years is ages 4-6
- Milepost 1 is ages 6-8
- Milepost 2 is ages 8-10
- Milepost 3 is ages 10-11

At this point in time we have students and staff from:

- United Kingdom
- Egypt
- Malaysia
- Spain
- Ukraine
- Korea
- India
- Romania
- Hungary
- South Africa
- Portugal
- Russian

Our aim is to not combine milepost, and to adhere to what the IPC stipulates. This is what parents are used to all over the world and what they expect to find at an International School.

Due to the diversity of student backgrounds ISL needs to employ a full time EAL (English as an Additional Language) Teacher. The importance of an EAL teacher must never be underestimated as this is a crucial role in International/IPC teaching.

In addition to this we aim to employ specialist teachers in the fields of Physical Education, Music/Performing Arts and Languages as the school grows.

A full time admissions/marketer is needed as we function differently from Dutch schools and not able to predict student numbers in February. We need to market aggressively, through out the year, especially from February to July.

International Primary curriculum (IPC)

The IPC is committed to the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future.

5 Ways The International Primary Curriculum will benefit our students.

1. The International Primary Curriculum is designed around how students learn

The IPC is one of the fastest-growing curriculum choices in the world today, used in schools in over 90 different countries. It is a comprehensive curriculum for 5 -11-year old's, made up of over 130 exciting, engaging and globally relevant thematic units of work, which are designed around a clear process of learning and with specific learning goals for subject, personal and international learning.

2. It is designed for specific age groups

The IPC is a learning focused comprehensive curriculum that provides children with opportunities to explore engaging and international themes. It is a philosophy and approach to learning that honors how students learn best in a specific age group, and it is an approach which is aimed at improving students learning.

3. The IPC improves students learning

Each IPC unit is designed around one core purpose: improving students learning. The IPC's world class writers have created a range of cross-curricular units based on globally relevant themes that excite students and teachers alike. They are designed to nurture children's personal qualities and develop international mindedness, and at the heart of these units are the IPC Learning Goals.

One of the main reasons that IPC has become one of the most widely used Primary curriculum's in the world is its three-tiered approach that focuses upon 3 types of learning goals:

- Subject (Academic) Learning Goals
- Personal Learning Goals
- International Learning Goals

4. It is rigorous yet flexible

With its own Assessment for Learning Programme, the IPC provides immediate support for teachers and students through its comprehensive design and rigor, whilst being flexible enough for each school to adapt the planning and build on their own strengths.

5. There is a distinct learning process with every IPC unit, providing a structured approach to make sure that students learning experiences are as stimulating and rigorous as possible.

With the IPC students can develop the academic knowledge, skills and understanding to prepare them for Secondary school and beyond whilst also developing the personal qualities and characteristics to help them flourish in our increasingly connected and dynamic world. In short, the IPC can unlock students imagination and transform their education.

4 SWOT analysis

ISL has carefully considered what we feel our current SWOT situation is. (attached). This could however change as we grow and successfully work on shortcomings,

Actiepunt	Prioriteit
Agreement on budgets helps to manage expectations to parents (students per class, number of groups, staf)	laag
Investing in a admissions and marketing development officer to make the existence of the school known in the region and to keep ahead of competitors	hoog
Understanding the International Education community from school and shortening the communication- chain helps to improve ongoing processes.	hoog
Ongoing renovations of the school ensures that ISL is able to attract new families to the school.	hoog
Our open door policy ensures that we maintain a strong community feel	gemiddeld
In order to grow and develop the school the teaching and learning budget must be separate to the building and development budget	hoog

Bijlagen

1. SWOT ISL

5 ISL mission

We aim to provide a safe learning environment for every student to become self-aware and develop a sense of responsibility towards themselves, respect for each other and their environment in order to become active global citizens.

Onze slogan

To become our future oriented global citizens

Onze kernwaarden:



Inclusion



Diversity

We firmly believe that fair treatment, justice, and equality for all regardless of race, creed, religion, color, culture, national origin, age, sex, sexual orientation, gender identity or expression, physical ability or socioeconomic status is the most basic of rights.



compassion, empathy, understanding, and integrity.

Have an eye for the individual, an open attitude, mutual respect to ensure the student feels heard. Important pedagogic notions: independence, own responsibility, critical sense, reflective capability and working together.

6 ISL pearls

Our school delivers quality as described in :

' Inspectie van het Onderwijs, [Onderzoekskader IGBO 2021](#)'

Besides that we have our own Pearls:

- * Our school started with 4 students and has 30 registered students for (6/3/2023) 2023-2024
- * School building renovated.
- * All staff members IPC certified.
- * Established parent/teacher committee
- * Well established connections with Leiden and surrounding EXPAT centers
- * Good relations built with local community
- * Solid social media platform - good name in the region
- * Interdisciplinary lessons within school

Parel	Standaard
 staff IPC certificated	OP3 - Pedagogisch-didactisch handelen
 parent /teacher committee	VS2 - Schoolklimaat
 well established connections with EXPAT centers	SK4 - Voorwaarden voor realisatie van de kernfuncties
 good relations with local community	SK4 - Voorwaarden voor realisatie van de kernfuncties
 good name in the region	SK4 - Voorwaarden voor realisatie van de kernfuncties
 interdisciplinary lessons within the school	OP1 - Aanbod

7 Big improvement targets

For the next four years (2023-2027) we have chosen the next major goals. These goals are the main focus for our educational actions for the period 2023-2027. (Not in any order of importance)

- * Maintaining the high standard of education and delivering what we stand for in our Vision and Mission.
- * Employing the staff needed to fully function as an International school.
- * Growing our student numbers to at least 190 in 3 years.
- * Renovating the school and its building to an international standard.
- * Developing educational programs to a high standard.

Speerpunten
1. Student admin programme/process (open apply)
2. Required education resources. Maths/Reading
3. Develop S.T.E.M programme
4. view of development of students and learning support (including choose method independent tests)
5. Implementation of a quality system for professional development personnel
6. Learning spaces
7. Security fencing/lighting and controlled access to the school grounds/building facilities

8 ISL vision on teaching

Teaching is our main goal. We distinguish pedagogical and didactic actions, however both facets of our work are actually inseparable. What is important here is: have an eye for the individual, an open attitude, mutual respect to ensure the student feels heard. Important pedagogic notions are: independence, own responsibility, critical sense, reflective capability and working together. In view of this, we consider the following matters very important:

- Interactive teaching; involving the children in the education.
- Education on own level; differentiate.
- Use varied working methods.
- Provide high-quality (direct) instruction.
- Allow children to work independently
- We aim to provide all students with high quality education enabling them to become our future oriented global citizens.

Bijlagen

1. ISL Vision and Mission

Our vision on basic skills

We want our students to develop a good foundation for the English language, as well as exposing them to the Dutch language. At ISL we promote skill based learning encapsulating reading, writing and maths in a holistic manner.

Through thematic units, we challenge our students to become knowledgeable, open minded future ready learners, who think 'outside of the box' and take calculated risks to enable them to develop into active global citizens.

9 ISL vision on identity

The International School Leiden is part of the school board Stichting Confessioneel Onderwijs Leiden (SCOL), which translates to Foundation for Confessional Education Leiden.

At ISL we value and respect our diverse community of students, faculty, staff and administrators. We firmly believe that fair treatment, justice, and equality for all regardless of race, creed, religion, color, culture, national origin, age, sex, sexual orientation, gender identity or expression, physical ability or socioeconomic status is the most basic of rights.

It is our main focus as a school to provide an education for all that goes beyond academics, with the aim of contributing to a more understanding, just and peaceful world. We strive to instill in all of our students compassion, empathy, understanding, and integrity.

It is our responsibility to live our Core Values and provide an inclusive learning environment and we ask that you help us get better everyday.

Our vision on philosophical global citizenship

Our school pays attention to philosophical global citizenship education. Our education focuses on the identity development of students by bringing them into contact with each other, philosophical sources and social developments. This offers them the opportunity to develop themselves with a critical view of society and a sustainable world. Philosophical world citizenship education contributes to the development of insight into different views and ways of life, even if these are not all familiar or known to the student. It encourages students to deal with differences and to live together democratically. This is entwined through our core values. In this way, students gain more insight into social processes and developments. Pupils also practice skills to promote and reflect on their own interests and the interests of others. They also learn to recognise and challenge exclusion, injustice, discrimination and unequal opportunities. Our students gain an understanding of sustainable development, peace and conflict and inequalities of power.

10 Educational Policy

Identity

As part of our commitment to diversity and inclusion we will continue to learn and grow as a school and always work to do better. We understand that there is a difference between simply being diverse and creating spaces for diversity to flourish. It is our goal to have a culture where all of our students and families feel welcomed to participate in all aspects of our community.

philisophical global citizenship

This is a fundamental part of our philosophy as a school to provide an education for all students that goes beyond academics, with the aim of contributing to a more understanding, just, peaceful and sustainable society. We strive to instill in all of our students compassion, empathy, understanding, and integrity. This is the basis of our Vision and Mission statements. ISL= Inclusive - Supportive - Learners

curriculum

At ISL, the educational focus is aimed at the cognitive, social and broad development of our students. We test ourselves against the Valuation Framework for internationally oriented primary education (igbo) and other International schools who fall under DIPS (Dutch International Schools)

Influenced by progressive pedagogy, metacognition and primary education best practice, the IPC can be tailored to fit the children's needs while developing their knowledge, skills and understanding. Through thematic units teachers can create fun and engaging learning opportunities that enable learners to make connections between subjects and the world around them.

subjects and methods

We use the IPC framework to teach your child history, geography, science, ICT, design technology, art, music, physical education and international-mindedness. The IPC allows the class teachers to deliver a range of complementary subjects that are linked into a unit of study by their association to a theme or topic.

The curriculum subjects are taught through individual 'Units of Learning', which are topic-based, and include engaging themes like Animals, Active Planet, Buildings, Young Entrepreneurs, and Who Am I?

The aim of this approach is for primary school children to understand how the different curriculum areas interlink, and for them to make connections across subjects to form a stronger understanding of the learning: so, for example, the Active Planets unit could include geography, history, science, languages and more.

There are three 'mileposts' of learning, for children aged five to seven, seven to nine, and nine to 11. These roughly correspond to Key Stage 1 (Years 1 and 2), lower Key Stage 2 (Years 3 and 4), and upper Key Stage 2 (Years 5 and 6).

Each milestone contains a number of units of learning developed especially for that age range. Every unit also includes an international aspect, to help children develop a sense of 'international mindedness.'

Our School Guide gives you information about the subjects.

Language education

This is part of our IPC curriculum (Appendix)

We will further develop and enhance our learning Support structures in the coming year. The need for an EAL (English Additional Language) teachers should be a priority and not underestimated.

Mathematics

This is part of our IPC curriculum (Appendix)

We will further develop and enhance the learning support in the coming year. We also make use of an extra programme in addition to what the IPC expects of us. (Numicon)

World orientation

World Orientation, is part of the IPC curriculum. (appendix)

Art

Art is a part of the IPC curriculum

Gym

This is in the development stages although we have a gym programme in place in line with what is set out through the IPC.

Science and technology

We use the IPC framework to teach your child history, geography, science, ICT, design technology, art, music, physical education and international-mindedness. The IPC allows the class teachers to deliver a range of complementary subjects that are linked into a unit of study by their association to a theme or topic.

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Each milepost contains a number of units of learning developed especially for that age range. Every unit also includes an international aspect, to help children develop a sense of 'international mindedness.'

S.T.E.M.(CS) will be an important part of our school in the future.

Science-Technology-Engineering-Math including computer science.

Digital education

We're working to organise this at this point in time as this is one of SCOL's vision of learning and and living together. (Samen Leren, Same Leven)

English

This is part of our IPC curriculum (Appendix)

We will further develop and describe learning Support in the coming years. The need for EAL (English Additional Language) teachers will be given priority. As English is our method of teaching we aim to deliver high quality education and programs to help students who have a delay in English language development.

Learning time

Description of the distribution of teaching time at school. Our lesson table is to be found in our School Guide (appendix).

Within our teaching time, we as a school deliberately plan sufficient learning time for the various subjects, so that the students can familiarize themselves with the curriculum.

At our school, we want to use learning time effectively and efficiently, because we realize that learning time is an important factor in the learning of our students. We therefore try to prevent loss of learning time, for example by strictly applying the starting time of the lesson so that no time leaks away.

	Monday	Tuesday	Wednesday	Thursday	Friday
Extra Note 08:00-08:15	Principal chat with Students		Parents Walk in		
08:00-09:00	Recounts/ Creative Writing	Unit	Maths / Timestables Free Play (Small)	Lang	Unit
09:00-09:45	HFWS / Theme Words	Unit	Music	Lang	Lang (Storytelling & Reading)
09:45-10:00	citizenship	citizenship	citizenship	citizenship	citizenship
10:00-10:30	Break	Break	Break	Break	Break
10:30-11:00	Maths / Timestables	Lang: Phonics/ Punctuation	Unit	Maths / Timestables	Maths / Timestables
11:00-11:30	Maths	Lang: Phonics/ Punctuation	Unit	Maths	Dutch / English
11:30-11:45	Maths / Maths Game	Lang: Recap Session	Unit	Unit	Dutch / English
11:45-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Break	Break	Break	Break	Break
12:30-13:00	Unit	Maths (Quick Mental Maths)	Lang (Compre- hension)	Unit	Library
13:00-14:00	Unit	Gym	Lang (Compre- hension & Reading)	Gym	Free Time / Art

Pedagogical and didactic actions

We have developed a vision for pedagogical-didactic action as a team and translated it into concrete behavioral indicators. At ISL all the educators were selected for their experience and passion for teaching, as result, the educators know what is expected from them to deliver optimal education. The pedagogical action is characterised by the words: safe, respectful, independent and ownership. The pedagogical-didactic actions of the educators are evaluated and discussed through out the academic year . **In the coming years we will make use of the Bluesky platform.** We aim to provide optimal, high value education to all our students through our ongoing evaluation and CPD. (Continious Professional Development)

Differentiate (tailoring to levels)

At our school we look at the educational and support needs of the students and provide the extra support where necessary. The students are observed regulary and a journal (group overview) is kept. Students that are flagged will be discussed with the Learner Support Coodinator and a detailed educational intervention will be planned.. The teachers tailor their instruction and teaching time to the levels of the students in the group. Where necessary, pre- and/or extended instruction is given. In extreme circumstances the PPO will be contacted.

uninterrupted development

At our school, we strive for continuous development among or students. We have many ability levels among the students at our school. We strive to organise the educational learning process in such a way that that we can reach everybody. The teachers have a good understanding of all the students. The students development is noted by both

the teachers and the leadership team. Twice a year, the teacher and the leadership team have a student meeting (Group Overview) in which it is discussed whether the student continues to develop according to his learning potential. We do this by comparing the tests and our goals through internal, external testing and evaluation. Where necessary, the range of lessons and/or support is adjusted for the student. We have described what basic support we can provide and what additional support.

In the coming year we will start to keep administration in Esis

Passend onderwijs

We believe that every child has the right to a good and appropriate education. We realise that we have a duty of care. Our school focuses on providing basic support and in some cases on providing extra support. This is seen to be more intensive than the Dutch system as our students are not all fluent in English and the method of teaching differs.

We are affiliated with (Dutch International Primary School (DIPS)

We discuss methods on how we provide this in line with the igbo valuation framework, We take this very seriously and reflect on this regularly in workshops and training.(CPD)

system of learning support

At this moment we are fortunate enough to be able to individualise student learning support. As we continue to grow we will build a learning support department. We have a demand for an EAL teacher as this is important because some students do not have English as their home language.

Students will be formally assessed twice a year by using the GL testing method, this highlights and strengthens gaps in reading and core subjects, reveals barriers to learning, identifies and supports students with additional educational needs, providing evidence of progress. From the GL testing results it could be determined that additional support is required in certain subjects and will be provided.

Testing

We will be using the GL testing method for the coming 4 years. On top of this, we continuously evaluate our students in order to gauge the progress of their learning. (group overviews)

Parents will be informed through reports (twice a year) and parents evenings (twice a year) and we also have student led conferences.

Results

Our school is not a results driven school although we do strive to get the best out of our students. Within ISL we aim to get learning results according to the levels of the students of our population. We have a special and diverse population. We distract our goals from international curricula.

We use the IPC and GL methods to determine gaps in reading and other core subjects.

At this moment we do not yet have enough information to determine the gaps. We follow children individually. As we grow we will evaluate the test of our students systematically and use the outcome to uplift the quality of our education. Results will be made public to parents as soon as we have enough data.

11 Policy Staff

Personnel Policy

In the coming 4 years we will develop a personnel policy that connects with the international educational community and fits with the values of SCOL.

People make quality.

SCOL is known as an organization that has confidence in teams and professionals. Teams that are given the space to provide the best education and also take responsibility for this. The basis of our organization are the employees and school teams who directly contribute to the primary process; every day and every time a little better. They know the students, the parents and what is going on in the neighborhood like no other and they know what is needed from their expertise.

Monitoring continuity

The growing staff shortage, healthy financial management and the fluctuating staffing demand multi-year staffing planning. In addition, the current, tense labor market may require some tightening of existing policy and/or a different way of working and recruiting, with more clout, flexibility and differentiation. Policy-rich, strategic long-term personnel planning is therefore an important theme; with a focus on retention, recruitment and training.

Central is the development and deployment of talent and personal leadership, based on personal responsibility, appropriate to the goals of the school/organization, personal motives and capacity of the employee.

themes

1. Ensure that managers are good employers in order to reduce absenteeism, stimulate sustainable employability and ultimately enable employees to work with vitality and pleasure for longer.
2. Anticipating the shrinking labor market through interaction and sustainable connections with study programs, the labor market and the environment.
3. Good quality education requires that employees continue to learn and that they are enabled to perform their job properly through appropriate training. Extensive training and career opportunities make SCOL an attractive employer. The SCOL academy will continue to develop in the coming years to meet the demand for training and professionalization needs among SCOL employees.

In the first half of 2023, by writing the school plans, it will become clear what the focus and priorities of the schools will be for the next four years. By comparing the desired (both in quantity and quality) staffing in 2027 with the existing staffing, a gap will (probably) become visible. The question that arises is what activities can be undertaken to close this gap in time. In consultation with the directors, the HRM department will provide the relevant data and advise on that basis. An annual review is part of this. This provides insight into the available knowledge, talents and competences of employees and looks at the desired composition of the team to achieve the objectives in 2027.

Staff Policy

People make quality

SCOL is characterized as an organization that has confidence in teams and professionals. Teams that are given the space to provide the best education and also take responsibility for this. The basis of our organization are the employees and school teams who directly contribute to the primary process; every day and every time a little better. They know the students, the parents and what is going on in the neighborhood like no other and they know what is needed from their expertise.

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Themes

1. Ensuring that managers are a good employer in order to reduce absenteeism, stimulate sustainable employability and ultimately enable employees to work vitally and with pleasure for longer.
2. Anticipating the shrinking labor market through interaction and sustainable connections with study programmes, the labor market and the environment.
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Interview cycle

In addition to the development of our students, we naturally also pay attention to our own development. A rapidly changing society forces us to change with it. To be able to teach well for a lifetime, lifelong learning is necessary. Just as the well-being of our students is important for their functioning, we also value the professional well-being of our employees.

Our school has a structured conversation cycle. The interview cycle applies to all teachers (LB, LC and LD), but also to other positions. The cycle is geared to the skills of teachers (starting, basic and vocational skills). Within SCOL, the requirements of the collective labor agreement aimed at working in the classroom are supplemented with requirements in the field of cooperation with colleagues and parents, and with school-specific requirements. We determine what essentially determines the distinction between starting, basic and professional skills within SCOL. We discuss and develop this within a professional knowledge platform, which meets regularly for this purpose.

Professional culture

Our school attaches great importance to a professional culture, to learning and working together. That is why we work with so-called professional learning communities and working groups. In this way it is ensured that the teachers are involved in the development of the educational policy of our school.

These knowledge/working groups are put together by the management or at the request of the team members themselves. For example, school themes are discussed that are worked out jointly. The school themes are related to the school development points. In consultation, the themes are - provided with concrete assignments - by the management assigned to the groups.)

Ability

Qualified and skilled teachers work at our school. The school leader has a diploma from a training course for school leaders. When teachers and/or lecturers are hired, the development of skills (starting, basic and vocational skills) is started immediately. In the conversation cycle, we discuss how teachers can progress from one stage to the next stage of competence. At our school, a number of employees work with a specific additional task in addition to teaching, namely; (to be completed by school).

These employees have followed specific training to be able to fulfill this task effectively.

In view of the shortage of teaching staff, there is a lot of pressure to appoint competent and (starting) qualified teachers. The management has an overview of all teachers, their qualifications and skills, and a plan of action in case teachers are not (yet) qualified.

Internal Guidance

New teachers are offered a trajectory that is in line with the description in the collective labor agreement. The SCOL academy intends to organize an annual meeting for starting teachers (PO&VO). New teachers and tutors are quickly assigned a mentor who supports them in all matters of teaching and lesson preparation. The development of the starting teacher and teacher becomes transparent and measurable through the personal development plan or portfolio. This is done by recording individual development goals, writing down reflection moments and looking at competencies that are important to develop from the perspective of the school. SCOL offers targeted training in the SCOL academy and facilitates intervention for starting teachers. At ISL we will implement the Internationally accepted program from BlueSky.

Work Distribution Policy

At our school, all teachers are assigned tasks each school year. Before the summer holidays, written agreements are made with each individual employee about the number of teaching hours or lesson-related and/or treatment tasks, the time for preparation and aftercare, professionalization and the task policy.

Schooling/Training

Continuous learning takes place within SCOL.

- Personal training Employees can opt for (personal) training (preferably in relation to the organizational goals of the school, the school improvement goals, and/or the personal development plan drawn up).
- Team-oriented training. The management organizes and facilitates team-oriented training. This training also focuses on strengthening the mission, vision and ambitions (goals) of the school. The training is included in the training agenda. The training is incorporated into the standard annual task.
- SCOL academy Within the SCOL Academy, SCOL organizes broad training activities, a mandatory introduction day for new colleagues and in-company training by both its own trainers and external parties. All training courses are open for registration via the SCOL intranet.
- knowledge circles Within SCOL we have professional learning communities (knowledge circles), in which teachers develop the primary process together while learning. We believe it is important that within the frameworks set by the school management, employees are involved as much as possible in and help shape the school development. This concerns, for example, the IB knowledge group, language coordinators and behavioral specialists.
- Knowledge platforms At the supra-school level, we have various platforms in which schools exchange knowledge and skills and develop policy arising from the strategic course, for example on HRM, quality assurance and the continuous line PO-VO, ICT & digital literacy and philosophical citizenship. These topics are evaluated annually.
- In 2016, a conscious decision was made to collaborate with several boards in a SO&P partnership with the PABO Hogeschool Leiden. Schools that place students of this program are so-called training schools. Students learn to teach in practice. Participating in the Training School and making use of its training means that we learn and develop ourselves.
- Based on its social mission, SCOL is part of the partnership PPO Leiden and Duin en Bollenstreek. The PPO partnership organizes various flash workshops for the PO.

Our school has a structured conversation cycle. At ISL we will implementt working with BlueSky. The interview cycles applies to all teachers but also to other positions. The cycle is geared to the skills of teachers (starting, basic and skilled)

Within SCOL, the requirements of the collective labour agreement aimed at working in the classroom are supplemented with requirements in the field of cooperation with colleagues and parents/guardians, and with school-specific requirements. We determine what essentially determines the distinction between starting, basic and skilled teachers within SCOL. We discuss and develop this within the professional learning community of directors, who meet at least twice for this purpose. Evaluation takes place annually.

Method:

We talk about personal and school development, schooling, achievements, division of labor, well being, etc. Each conversation is prepared and conducted on a tailor-made basis, both in form and expression. Being known and attention are important concept here.

self-evaluation:

The employee makes visible in his goals and results what has been learned or achieved. The employee does this in a self-evaluation. The self-assessment can be combined with a personal plan.

Personal plan:

Every employee draws up a personal plan every year. The starting point for the content of the plan are the goals or the assignment of the school and its translation into the content (pedagogical, subject-related, didactic and organisational).

Attitude reflection and development:

Each employee writes a report after a performance interview. In addition to the self-evaluation, various sources are possible to gain insight into the performance of employees. Example include class visits, flash visits, images and reports of previous conversations, diplomas or certificates, corridor conversations, 360 feedback tool, educational concept specific observations tools, school-specific viewing guides.

This process will be reviewed as we transition into the bluesky platform.

Professional culture

Our school values the importance to a professional culture, to learning and working together. That is why we work with professional learning communities and working groups. In this way it is ensured that the teachers are involved in the development of the (educational) policy of our school.

These groups are put together by the management or at the request of the team members themselves. For example, school themes are discussed that are worked out jointly. The school themes are related to the school development points. In consultation, the themes are, provide with concrete assignments, by the management assigned to the groups).

As we are a small school our professional development takes place frequently and we make use of an open doors decision making policy.

Ability

Qualified and skilled teachers work at our school. The school leader has a qualification in educational management and is also registered at the principles associations. When teachers are hired, the development of skills is started immediately. In the conversation cycle we discuss how teachers can progress in their professional development. All those involved work with a competency file. These files are managed by the teacher themselves. The file is always available at school. The management ensures that the competence file is a working document.

Accompaniment

New teachers are given a mentor. The mentor supports the teacher, for example, with questions regarding preparation, planning and organization of the curriculum, classroom management, instruction, taking differences into account and contact with parents. The school organisation also requires extra attention and time from beginners. The following is important here:

Work pressure reduction: A starting teacher receives 40 hours extra 'sustainable employability, per year, to have room to develop with regard to teaching duties.

Guidance in the lesson: every starting teacher receives support in the preparation and evaluation of the lessons of a colleague with the same (age) group.

Professional development, anchored in HRM policy: the development of the starting teacher becomes transparent and measurable through a personal development plan or portfolio (Bluesky). This is done by recording personal development goals, writing down reflection moments and looking at competencies that are important to develop from the perspective of the school.

Measurement: the competence of a teacher is recorded with a proven instrument (Bluesky)

At ISL we will make sure that continuous professional development takes place and is recorded through Bluesky.

Job Policy

At our school, all teachers are assigned tasks each school year. We opted for the basic model. Before the summer holidays, written agreements are made with each individual employee about the number of teaching hours or lesson-related and/or treatment tasks, the time for preparation and aftercare, professionalisation and other tasks.

Schooling

Continuous learning takes place within SCOL. See the vision document "SCOL learning " landscape' Training is discussed in the performance interviews, preferably in relation to the organisational goals of the school, the school improvement goals, and/or the personal development plan drawn up. 9At ISL we use the [BlueSky](#) platform. SCOL distinguishes different types of training, such as personal training and team-oriented training (included in the training agenda and the standard annual task).

The SCOL academy means to ultimately create a culture within SCOL of permanent professionalisation aimed at the person and organisation. Within SCOL academy, SCOL organises broad training activities, a mandatory introductory day for new colleagues and in-company training by both our own trainers and external parties.

Within SCOL we have professional learning communities (learning circles), in which teachers develop the primary process together while learning. At a supra-school level, we have various knowledge circles in which schools exchange knowledge and skills and develop policy. For example in the field of quality assurance, internal guidance, continuous line PO-VO, internationalisation and ICT.

In 2016, a conscious decision was made to collaborate with several boards in a PO training school with the PABO Hogeschool Leiden. From the point of view of education, students learn to teach in practice, workplace supervisors develop into adequate coaches and school leaders learn how to look and recruit new teachers. Participating in the Training School and making use of its training means that we learn and develop ourselves.

Based on its social mission, SCOL is part of the PPO, VO-Leiden and Duin en Bollenstreek partnership. Various flash workshops are organised for the PO by the PPO partnership.

The above mentioned is as suggested by SCOL, we as an international school do different/extra training's through DIPS (Dutch International Primary Schools), but it does not differ very much and the emphasis is always to develop professionally.

12 Organizational policy

Safety

Security Policy: ISL has a safety policy, with which it guarantees the social, psychological and physical safety of students and teachers. The safety policy is written based on the legal requirements; protocols have been included on how to act in the event of serious incidents in the school. The plan also pays attention to dealing with new media. In addition, it has been arranged how the incident registration is designed: Incidents that take place at the school are handled on the basis of the measures from the policy. The school has a safety coordinator who is responsible for updating and implementing the safety policy.

Anti-bullying coordinator: To ensure that students and parents have an accessible point of contact within the school in the event of bullying, the school has an anti-bullying coordinator. This person is known to all students and the name is mentioned in Windows and on the website. In situations where bullying occurs, students, parents and employees can turn to this person. The anti-bullying coordinator coordinates the anti-bullying policy.

The management and teachers prevent bullying, aggression and violence in any form and act quickly and adequately if necessary.

Safety Officer

Deon du Plessis (Principal)

Anti Bullying co-ordinator

Deon du Plessis (Principal)

We take physical and emotional safety very seriously and extra steps are taken in line with International School responsibilities, such as high fencing/security cameras and access badges.

ISL Health and Safety Policy

The aim of this policy is:

- To prevent accidents and cases of work-related ill-health.
- Manage health and safety risks in our workplace
- Provide clear instructions and information and adequate training to ensure employees are competent to do their work.
- Maintain safe and healthy working conditions
- Consult with staff in matters affecting their health and safety
- Implement emergency procedures, including evacuation in case of fire or other significant incident
- Review and revise this policy regularly

Responsibilities:

Overall responsibility for health and safety at International School Leiden: Head of school

Day-to-day responsibility for ensuring this policy is put into practice: Concierge (premises); ISL's Health and Safety officer.

All employees should:

- Undertake Safeguard

- Cooperate with management and co-workers on health and safety matters
- Take reasonable care of their own health and safety
- Report all health and safety concerns to an appropriate person (as detailed above).

Risk assessment:

We will complete relevant risk assessments and take action. ISL will also review risk assessments when working habits or conditions change.

Training:

- We will provide health and safety induction for new employees and provide appropriate training
- In order to keep our knowledge up to date, courses will be given in Fire safety, First Aid and Safeguarding on a yearly basis
- We will ensure we have the correct number of emergency response workers among our staff as is required by the

Health and Safety Service (BHV)

● We will ensure the Health and Safety Officer has updated training as required, to carry out his/her duties effectively.

Consultation:

We will consult staff routinely on health and safety matters as they arise and formally when we review health and safety.

Evacuation:

- We will make sure escape routes are clear and well sign posted at all times
- Regular fire drills (2 times per school year) will be held to ensure that both children and staff know exactly what to do in case of an emergency
- We will practice a lockdown procedure once a year, in the unlikely event that this should ever need to happen in reality

We believe in "Better Safe Than Sorry".

Employees must take care of their own health and safety and that of others who may be affected by their actions at work. Such as:

- When in class or moving around school with a hot drink, it should be in a cup with a tight fitting lid, to minimise the risk of scalding yourself or others
- Keep outside doors and gates locked to prevent unauthorised entry to the building. Visitors should ring the bell at the entrance, be given a visitors badge on entry and complete their details on the sign-in sheet

They must also co-operate with employers and co-workers to help everyone meet their legal requirements.

Revised February 2023

Registration

The school will record incidents in Esis. The safety co-ordinator records accidents and incidents using a format. An incident is registered if the safety coordinator assesses that it is really an incident, or after an official complaint. The safety coordinator annually reviews the information provided by the teachers and if needed identifies points for improvement.

Prevention

Within our school, rules of conduct have been drawn up in consultation with the staff/parents/MR/SCOL and students. There are school and class rules (including playground rules) these rules are mainly rules of conduct.

The school has an anti-bullying policy in place which is referred to on a regular basis and we also discuss any issues through restorative practices.

Monitoring

To ensure the safety of our students, we conduct an annual safety survey from the students. A separate survey is sent to parents and staff on a yearly basis. Based on the results of the surveys, the school gains insight into the safety and well-being of students. The results are then analysed and appropriate measure taken where necessary. The survey results are available on request.

Information safety

SCOL has a complaints procedure (see school guide), a complaints committee and an (internal and external) confidential advisor. In the school guide, parents are extensively informed about aspects of social safety. The school has an emergency response officer -Ali Butler (Teacher)

Our school has an internal contact person. This person, connected to the school, can be contacted with confidential matters and personal problems related to school matters. Parents/Guardians, students and employees can contact this person to tell their story and ask for advice. The internal contact person also has a preventive function in preventing problems. He or she guarantees confidentiality within the frameworks set by the privacy legislation and the Social Security Act for this purpose. The internal contact person has a duty to report if criminal offences come to light. In addition, SCOL has two external confidential advisers. It is possible that the internal contact person refers to these people, depending on the nature of the complaint. The external confidential advisers are independent and can reflect on the situation, advise on next steps and possibly show the way in official proceedings before the Education Committee (LKC) to which SCOL is affiliated.

confidential adviser

SCOL has two central confidential advisers. A contact person for these confidential advisers has been appointed at

school. This person puts students, parents and teachers in contact with the confidential advisor if it is deemed necessarily.

Our school has an internal contact person (Deon du Plessis). This person, connected to the school, can be contacted with confidential matters and personal problems related to school matters. Parents/Guardians, students and employees can contact this person to tell their story and ask for advice. The internal contact person also has a preventive function in preventing problems. He or she guarantees confidentiality within the frameworks set by the privacy legislation and the Social Security Act for this purpose. The internal contact person has a duty to report if criminal offences come to light.

Collaboration

Our school works effectively with:

- DIPS
- PPO
- Veilig Thuis
- Police

As we continue to grow these connections will continue to develop accordingly.

Privacy

The website of the school board, SCOL, contains the privacy regulations and other relevant information (scoleiden.nl/privacy). When processing personal data, we comply with the requirements of the Privacy Act (GDPR). This means, among other things, that we do not collect and store more data than necessary. We do however ask permission to upload digital media.

At ISL we adhere to privacy by GDPR (General Data Protection Regulation)

ISL School Image Policy

Parental consent:

- Written permission from parents or carers will always be obtained before images and/or videos of children are taken, used or published.
- Written parental consent will always be sought to take and use photographs for professional, marketing and training purposes. This is in addition to parental permission sought for images used by the school.
- Written consent from parents will be kept by the setting where children's images are used for publicity purposes, such as brochures or publications, until the image is no longer in use.
- Parental permission will be sought on an agreed basis upon admission to the school.
- A record of all consent details will be kept securely on file. Should permission be withdrawn by parents/guardians at any time, then all relevant images will be removed and disposed of and the record will be updated accordingly.

Bijlagen

1. Anti Bullying Policy ISL

13 Financial policy

All financial resources are allocated to the schools, and as an International school, parent contributions are higher than that of a Dutch school. The available budget per school is determined by government funding and other resources. The number and type of students per count date determine the amounts. Each school has its financial budget with which the formation must be deployed and choices are also made with regard to material expenditure. The income and expenses of the parental contributions are budgeted for the most part on a budget-neutral basis.

Within SCOL, no sponsorship activities take place with public funds. At ISL we follow the same criteria.

Formation budget

Each year in the spring, the director draws up a staffing plan in consultation with the HRM and finance departments. These budgets are used for resources with regard to the regular staffing and any project about staffing.

The staffing-plan is discussed at higher level with the GMR and at school level with the DMR.

Budget: Each year, the director draws up a multi-year budget with explanatory notes in consultation with the finance, housing, ICT and HRM departments. This includes all income and expenses of the school for which the director is responsible. The operating budget is based on SCOL's course plan and the school's school year plan.

The multi-year budget is drawn up annually by the directors prior to the calendar year and adopted by the Executive Board and the Supervisory Board. The adopted budget is the task of the Executive Board and the directors of the schools. This means that in principle no expenses can be made without budgeting them. The budget is therefore an important control element. The multi-year budget is discussed at sector level with the GMR and at school level with the DMR. At this point in time this is problematic for ISL as it is a new school and still growing with many issues.

Operating budget

Each year, in consultation, the director draws up a proposal for a budget for the coming calendar year with an explanatory note (operating budget). This includes all income and expenditure of the school for which the director is responsible. The operating budget is based on the school's policy plan. In addition, in the spring of each year, the director draws up a personnel formation plan in consultation with the P&O policy officer. This accounts for the deployment of resources with regard to basic formation, weighting funds and impulse funds. The personnel formation plan is discussed with the MR (in consultation with the P&O department). The formation overview is sent monthly to the school board for review. They check this overview with their own 'depletion overview'. Differences are discussed directly with the HR and Finance department.

The above mentioned is the ideal situation but ISL is not able to predict our future numbers which impacts on our budget demands and personnel staffing budgets.

Our school has a multi-year operating budget valid for four years (taking into account our turn over as an International School we are unable to predict our numbers) (personnel and equipment). This budget is drawn up in outline and tested against the long-term policy plan. The development of the number of pupils and the weighted average age of the teaching staff are determining indicators for the long-term budget.

The long-term investment budgets (OLP, ICT, furniture, equipment) are derived from the data obtained from the so-called baseline measurements. The investments have been capitalised since 2022 and, based on the chosen depreciation periods, it is determined when the investment has been written off (as revised in the ISL business plan).

14 Quality policy

Quality is the extent to which the school succeeds in realising the objectives set with regard to student results (qualification, socialisation and personal development) and the processes to the satisfaction of itself, the board, DIPS and the inspectorate. SCOL works systematically and clinically in quality assurance and uses the PDCA cycle in combination with the Control on Educational Quality model. By consistently working on the quality cycle, we guarantee a satisfactory outcome and if needed adjustments will be made.

I. Systematic data collection

In order to know the state of the quality of education and the goals / own ambitions of the schools, the school systematically collects data on Revenues, Learning Process, School Climate and Safety and HRM using various measurements. We involve various stakeholders in the data collection, such as students, teachers, parents and other external parties. Most measurements take place at fixed times during the year according to a fixed schedule. We will include the resulting actions in the annual plans.

Measurements:

Many measurements are used throughout SCOL, such as: the tests of the Pupil Monitoring System of DIPS/GL testing. (satisfaction surveys, School Diagnosis), lesson observations. In addition, there are a number of school-specific instruments, such as GL testing/Bluesky/surveys : In addition to measurements already in place, we also try to include noticeable signals, which emerge from observations and conversations.

Self-assessment:

We intend to map the basic quality on a regular basis via Bluesky.

Collegial visitation:

Within SCOL we have a collegiate visitation method (see collegiate visitation scenario). Each school receives a peer review at least once every four years, according to a schedule. The school presents itself partly on the basis of the self-evaluation and a learning question. The collegiate visitation committee, consisting of PO and VO colleagues, an O&K policy officer and an external process supervisor, holds up a mirror to the school as a 'critical friend'.

II. Cyclic method

Annual plan:

Every year, the director and the team draw up an annual plan with focus areas. This takes place in the perspective of the targets in the school plan and on the basis of the data collected in the meantime (e.g. educational results, self-evaluation, peer visitation, audit, Bluesky). A budget is linked to this annual plan. A working group or PLG elaborates the focus areas at school. The management monitors the progress of the annual plan with the team.

Report

Three times a year, the directors report to the Executive Board by means of a report. The annual plan with focus areas forms the foundations for this. It is evaluated whether the testable goals that the school has formulated have actually been achieved and, where necessary, improvement actions should follow. The interviews will take place in October (emphasis on results, safety and satisfaction surveys), February (monitoring the progress of the annual plan/ focus areas) and June (evaluation). At the end of the year, we account for the realisation of our improvement goals and the results achieved by means of the evaluation of the annual plan.

Goal- and Result-oriented work

Within SCOL, the schools consider the development of the students with the expected development. This is done, for example, by means of trend analyses at school, group and student level. Where necessary, education is tailored to the students. The changes lead to concrete implementation in everyday practice of what the school stands for

III. IPB

We have linked our quality assurance to our integral personnel policy. As a result, we guarantee that the development of the school and the development of our employees take place in parallel (See HRM).

We as ISL continuously revisit this area of professionalism to make sure we deliver on our promise to our students and parents to provide the best education available.

Leadership

At ISL we believe in life long learning and inclusivity. The value of CPD (continuous professional development) can never be underestimated. Our principal believes in educational partnerships. Leadership is the backbone of a successful school.

Multi-year plan

Within SCOL we have drawn up a multi-year plan for quality assurance. This includes, for example: the administration of the Safety Monitor, Self-evaluations, Satisfaction Surveys. Where necessary, the school has adapted these to the specific situations at the school. Based on the results of the various quality assurance measures, we (as a team) determine action points that are included in our annual plan. These plans are not cast in stone and can change.

Quality manual and calender

The multi-year plan is linked to a SCOL quality manual and supplemented with the situation at the school. In the quality manual we describe per measurement (what do we measure when?) the policy (how do we approach this?) with regard to the measurement. We also have a quality calendar. This calendar provides insight into all our quality activities (what do we do when?).

Accountability and dialogue

We discuss the content of the measurements, the results (data), the choices for action points and the progress with regard to the improvement plans (and their effects) with our board (by means of the report), the parents (MR). We publish the main points in our annual report, on our website and in the school guide. All the above is available on our website.

15 Founding quality

Our school delivers basic quality in view of the inspection framework of the inspectorate and also DIPS. Once every two years by means of a self-evaluation we ensure we reach the basic level of education required. (see our long-term planning). Based on the measurement, we determine action points that we incorporate into our annual plans.

Beoordeling

This is an ongoing process

Omschrijving	Resultaat
Basiskwaliteit PO 2021 - Aanbod (OP1)	3,77
Basiskwaliteit PO 2021 - Zicht op ontwikkeling en begeleiding (OP2)	3,04
Basiskwaliteit PO 2021 - Pedagogisch-didactisch handelen (OP3)	3,94
Basiskwaliteit PO 2021 - Onderwijstijd (OP4)	3,3
Basiskwaliteit PO 2021 - Afsluiting (OP6)	2,9
Basiskwaliteit PO 2021 - Veiligheid (VS1)	3,19
Basiskwaliteit PO 2021 - Schoolklimaat (VS2)	3,8
Basiskwaliteit PO 2021 - Resultaten (OR1)	3
Basiskwaliteit PO 2021 - Sociale en maatschappelijke competenties (OR2)	2,75
Basiskwaliteit PO 2021 - Visie, ambities en doelen (SKA1)	3,17
Basiskwaliteit PO 2021 - Uitvoering en kwaliteitscultuur (SKA2)	3,55
Basiskwaliteit PO 2021 - Evaluatie, verantwoording en dialoog (SKA3)	2,92

Actiepunt	Prioriteit
De school gebruikt een leerling- en onderwijsvolgsysteem voor het verzamelen en vastleggen van (toets)informatie	hoog
De school heeft in het ondersteuningsprofiel vastgelegd wat zij verstaat onder extra ondersteuning	gemiddeld
De school heeft in het ondersteuningsprofiel vastgelegd welke (extra) voorzieningen de school kan bieden	hoog
De school registreert het ontwikkelingsperspectief in het ROD (voor welke leerling, voor welke periode en -indien van toepassing- informatie over het OPDC)	gemiddeld
De school heeft vastgesteld welke activiteiten onder de onderwijstijd vallen	laag
De school heeft beleid om ongeoorloofd verzuim tegen te gaan	gemiddeld
De school heeft beleid om voortijdig schoolverlaten te voorkomen	gemiddeld
De school kan aantonen m.b.v. een gestandaardiseerd instrument dat de leerlingen zich veilig voelen	hoog
De school kan aantonen m.b.v. een gestandaardiseerd instrument dat er sprake is van welbevinden	hoog
De school monitort de veiligheid en het welbevinden minstens één keer per jaar met een gestandaardiseerd instrument	hoog
De school treft maatregelen om de situatie te verbeteren als de uitkomsten van de monitoring daartoe aanleiding geven	gemiddeld
Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat in overeenstemming is met de basiswaarden van de democratische rechtsstaat	gemiddeld

Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat bijdraagt aan de bevordering van de basiswaarden van de democratische rechtsstaat	gemiddeld
De school behaalt met haar leerlingen resultaten die ten minste in overeenstemming zijn met de gestelde norm(en)	gemiddeld
De school brengt de resultaten m.b.t. de sociale en maatschappelijke ontwikkeling betrouwbaar en inzichtelijk in kaart	hoog
De schoolleiding heeft beschreven op welke manier ze zorgt voor het realiseren, borgen en verbeteren van de onderwijskwaliteit	gemiddeld
De schoolleiding heeft beschreven op welke manier ze ervoor zorgt dat ze de naleving van de wettelijke eisen realiseert	gemiddeld
De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met de wettelijke opdracht tot bevordering van burgerschap	gemiddeld
De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met specifieke behoeften van de leerlingen	laag
De schoolleiding beschrijft in haar beleid hoe zij bijdraagt aan gelijke kansen voor alle leerlingen	laag
De schoolleiding zorgt ervoor dat de resultaten van eerdere evaluaties en de uitkomsten van een interne en externe dialoog zichtbaar zijn in de doelen voor het onderwijskundig beleid	gemiddeld
De schoolleiding zorgt voor goede voorwaarden (personeelsbeleid) om de onderwijskundige ambities en doelen te bereiken	hoog
De school beschikt over een heldere verantwoordelijkheidsverdeling m.b.t. het stelsel van kwaliteitszorg	hoog
De schoolleiding zorgt voor goede voorwaarden (de organisatie van het onderwijs) om de onderwijskundige ambities en doelen te bereiken	hoog
De schoolleiding beschikt voor elk personeelslid waarvoor bekwaamheidseisen gelden over geordende gegevens over de bekwaamheid en het onderhouden daarvan	gemiddeld
De school geeft uitvoering aan de het schoolondersteuningsprofiel	gemiddeld
De schoolleiding informeert het bestuur over de uitkomsten van de monitoring, evaluatie(s), analyse(s) en beoordeling(en)	gemiddeld
De schoolleiding monitort, evalueert, analyseert en beoordeelt in hoeverre de doelen en het beleid worden gerealiseerd	hoog
De schoolleiding analyseert en beoordeelt de uitkomsten van evaluaties en verwerkt deze uitkomsten –indien nodig- in het verbeterbeleid	hoog
De school kan aantonen dat zij haar doelen m.b.t. de sociale en maatschappelijke ontwikkeling behaald heeft	gemiddeld
De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met (taal)achterstanden	gemiddeld

16 System quality

Our school delivers system quality in view of the inspection framework of the inspectorate.

Beoordeling

Omschrijving	Resultaat
Stelselkwaliteit PO 2021 - Kernfunctie Kwalificatie (SK1)	3,7
Stelselkwaliteit PO 2021 - Kernfunctie Socialisatie (SK2)	4
Stelselkwaliteit PO 2021 - Kernfunctie Allocatie (SK3)	3,67
Stelselkwaliteit PO 2021 - Voorwaarden voor realisatie van de kernfuncties (SK4)	3,55

Actiepunt	Prioriteit
De scholen zorgen ervoor dat de kwaliteit van de toetsing leidt tot relevante en betrouwbare uitspraken over niveau, prestaties en referentieniveaus van de leerlingen	gemiddeld
De scholen zorgen ervoor dat de kwaliteit van het onderwijsaanbod regelmatig wordt getoetst aan de actualiteit en aan (internationale) wetenschappelijke maatstaven	gemiddeld

17 Actiepunten 2023-2027

Hoofdstuk / paragraaf	Actiepunt	Prioriteit
Speerpunt	Student admin programme/process (open apply)	hoog
	Required education resources. Maths/Reading	hoog
	Develop S.T.E.M programme	hoog
	view of development of students and learning support (including choose method independent tests)	hoog
	Implementation of a quality system for professional development personnel	hoog
	Learning spaces	hoog
	Security fencing/lighting and controlled access to the school grounds/building facilities	laag
SWOT analysis	Agreement on budgets helps to manage expectations to parents (students per class, number of groups, staf)	laag
	Investing in a admissions and marketing development officer to make the existence of the school known in the region and to keep ahead of competitors	hoog
	Understanding the International Education community from school and shortening the communication- chain helps to improve ongoing processes.	hoog
	Ongoing renovations of the school ensures that ISL is able to attract new families to the school.	hoog
	Our open door policy ensures that we maintain a strong community feel	gemiddeld
	In order to grow and develop the school the teaching and learning budget must be separate to the building and development budget	hoog
Beleidsplan 2023-2027: Kwaliteitscultuur	18b. De leiding van de school geeft uitvoering aan de kwaliteitscyclus vanuit een duidelijke visie op de onderwijskundige ontwikkeling van de school (KC).	gemiddeld
Beleidsplan 2023-2027: Kwaliteitszorg	b. Beschrijf in het schoolplan de schoolvisie op de goede les. De kenmerken van de goede les zijn geborgd en terug te zien in de les.	gemiddeld
PCA Basic quality	De school gebruikt een leerling- en onderwijsvolgsysteem voor het verzamelen en vastleggen van (toets)informatie	hoog
	De school heeft in het ondersteuningsprofiel vastgelegd welke (extra) voorzieningen de school kan bieden	hoog
	De school registreert het ontwikkelingsperspectief in het ROD (voor welke leerling, voor welke periode en -indien van toepassing- informatie over het OPDC)	gemiddeld
	De school heeft vastgesteld welke activiteiten onder de onderwijstijd vallen	laag
	De school heeft beleid om ongeoorloofd verzuim tegen te gaan	gemiddeld
	De school heeft beleid om voortijdig schoolverlaten te voorkomen	gemiddeld
	De school kan aantonen m.b.v. een gestandaardiseerd instrument dat de leerlingen zich veilig voelen	hoog
	De school kan aantonen m.b.v. een gestandaardiseerd instrument dat er sprake is van welbevinden	hoog

	<ul style="list-style-type: none"> De school treft maatregelen om de situatie te verbeteren als de uitkomsten van de monitoring daartoe aanleiding geven 	
	<p>De school monitort de veiligheid en het welbevinden minstens één keer per jaar met een gestandaardiseerd instrument</p> <ul style="list-style-type: none"> De school brengt de resultaten m.b.t. de sociale en maatschappelijke ontwikkeling betrouwbaar en inzichtelijk in kaart 	hoog
	<p>Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat bijdraagt aan de bevordering van de basiswaarden van de democratische rechtsstaat</p> <ul style="list-style-type: none"> Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat in overeenstemming is met de basiswaarden van de democratische rechtsstaat 	gemiddeld
	De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met de wettelijke opdracht tot bevordering van burgerschap	gemiddeld
	De schoolleiding beschrijft in haar beleid hoe zij bijdraagt aan gelijke kansen voor alle leerlingen	laag
	De schoolleiding zorgt ervoor dat de resultaten van eerdere evaluaties en de uitkomsten van een interne en externe dialoog zichtbaar zijn in de doelen voor het onderwijskundig beleid	gemiddeld
	De schoolleiding zorgt voor goede voorwaarden (personeelsbeleid) om de onderwijskundige ambities en doelen te bereiken	hoog
	De school beschikt over een heldere verantwoordelijkheidsverdeling m.b.t. het stelsel van kwaliteitszorg	hoog
	De schoolleiding zorgt voor goede voorwaarden (de organisatie van het onderwijs) om de onderwijskundige ambities en doelen te bereiken	hoog
	De schoolleiding beschikt voor elk personeelslid waarvoor bekwaamheidseisen gelden over geordende gegevens over de bekwaamheid en het onderhouden daarvan	gemiddeld
	De school geeft uitvoering aan de het schoolondersteuningsprofiel	gemiddeld
	<p>De schoolleiding monitort, evalueert, analyseert en beoordeelt in hoeverre de doelen en het beleid worden gerealiseerd</p> <ul style="list-style-type: none"> De schoolleiding informeert het bestuur over de uitkomsten van de monitoring, evaluatie(s), analyse(s) en beoordeling(en) 	hoog
	De schoolleiding analyseert en beoordeelt de uitkomsten van evaluaties en verwerkt deze uitkomsten –indien nodig- in het verbeterbeleid	hoog
	De school kan aantonen dat zij haar doelen m.b.t. de sociale en maatschappelijke ontwikkeling behaald heeft	gemiddeld
	De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met (taal)achterstanden	gemiddeld
PCA Stelselkwaliteit	<p>De scholen zorgen ervoor dat de kwaliteit van de toetsing leidt tot relevante en betrouwbare uitspraken over niveau, prestaties en referentieniveaus van de leerlingen</p> <ul style="list-style-type: none"> De school behaalt met haar leerlingen resultaten die ten minste in overeenstemming zijn met de gestelde norm(en) 	gemiddeld
	De scholen zorgen ervoor dat de kwaliteit van het onderwijsaanbod regelmatig wordt getoetst aan de actualiteit en aan (internationale) wetenschappelijke maatstaven	gemiddeld

18 Meerjarenplanning 2023-2024

Hoofdstuk / paragraaf	Verbeterdoel
Speerpunt	Student admin programme/process (open apply)
	Required education resources. Maths/Reading
	Develop S.T.E.M programme
	view of development of students and learning support (including choose method independent tests)
	Learning spaces
	Security fencing/lighting and controlled access to the school grounds/building facilities
SWOT analysis	Agreement on budgets helps to manage expectations to parents (students per class, number of groups, staf)
	Investing in a admissions and marketing development officer to make the existence of the school known in the region and to keep ahead of competitors
	Understanding the International Education community from school and shortening the communication- chain helps to improve ongoing processes.
	Ongoing renovations of the school ensures that ISL is able to attract new families to the school.
	Our open door policy ensures that we maintain a strong community feel
	In order to grow and develop the school the teaching and learning budget must be separate to the building and development budget
Beleidsplan 2023-2027: Kwaliteitscultuur	18b. De leiding van de school geeft uitvoering aan de kwaliteitscyclus vanuit een duidelijke visie op de onderwijskundige ontwikkeling van de school (KC).
PCA Basic quality	De school gebruikt een leerling- en onderwijsvolgsysteem voor het verzamelen en vastleggen van (toets)informatie
	De school heeft in het ondersteuningsprofiel vastgelegd welke (extra) voorzieningen de school kan bieden
	De school heeft vastgesteld welke activiteiten onder de onderwijstijd vallen
	De school heeft beleid om ongeoorloofd verzuim tegen te gaan
	De school kan aantonen m.b.v. een gestandaardiseerd instrument dat de leerlingen zich veilig voelen
	Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat bijdraagt aan de bevordering van de basiswaarden van de democratische rechtsstaat
	De schoolleiding zorgt voor goede voorwaarden (personeelsbeleid) om de onderwijskundige ambities en doelen te bereiken
	De school beschikt over een heldere verantwoordelijkheidsverdeling m.b.t. het stelsel van kwaliteitszorg
	De schoolleiding zorgt voor goede voorwaarden (de organisatie van het onderwijs) om de onderwijskundige ambities en doelen te bereiken
	De schoolleiding monitort, evalueert, analyseert en beoordeelt in hoeverre de doelen en het beleid worden gerealiseerd
PCA Stelselkwaliteit	De scholen zorgen ervoor dat de kwaliteit van de toetsing leidt tot relevante en betrouwbare

	uitspraken over niveau, prestaties en referentieniveaus van de leerlingen
	De scholen zorgen ervoor dat de kwaliteit van het onderwijsaanbod regelmatig wordt getoetst aan de actualiteit en aan (internationale) wetenschappelijke maatstaven

Het schoolplan geeft globaal de verbeterdoelen aan. Per jaar zullen we de verbeterdoelen uitgebreider beschrijven (SMART) in het jaarplan. Aan het eind van ieder kalenderjaar zullen we terugblikken of we de verbeterdoelen in voldoende mate gerealiseerd hebben. We plannen daartoe jaarlijks een evaluatiemoment. Tevens bespreken we tijdens de evaluatie de opbrengsten van de school. De bevindingen worden opgenomen in het jaarverslag.

19 Meerjarenplanning 2024-2025

Hoofdstuk / paragraaf	Verbeterdoel
SWOT analysis	Ongoing renovations of the school ensures that ISL is able to attract new families to the school.
	Our open door policy ensures that we maintain a strong community feel
	In order to grow and develop the school the teaching and learning budget must be separate to the building and development budget
Beleidsplan 2023-2027: Kwaliteitscultuur	18b. De leiding van de school geeft uitvoering aan de kwaliteitscyclus vanuit een duidelijke visie op de onderwijskundige ontwikkeling van de school (KC).
Beleidsplan 2023-2027: Kwaliteitszorg	b. Beschrijf in het schoolplan de schoolvisie op de goede les. De kenmerken van de goede les zijn geborgd en terug te zien in de les.
PCA Basic quality	De school registreert het ontwikkelingsperspectief in het ROD (voor welke leerling, voor welke periode en -indien van toepassing- informatie over het OPDC)
	De school heeft beleid om ongeoorloofd verzuim tegen te gaan
	De school kan aantonen m.b.v. een gestandaardiseerd instrument dat er sprake is van welbevinden
	De school monitort de veiligheid en het welbevinden minstens één keer per jaar met een gestandaardiseerd instrument
	Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat bijdraagt aan de bevordering van de basiswaarden van de democratische rechtsstaat
	De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met de wettelijke opdracht tot bevordering van burgerschap
	De schoolleiding beschrijft in haar beleid hoe zij bijdraagt aan gelijke kansen voor alle leerlingen
	De schoolleiding zorgt voor goede voorwaarden (de organisatie van het onderwijs) om de onderwijskundige ambities en doelen te bereiken
	De schoolleiding beschikt voor elk personeelslid waarvoor bekwaamheidseisen gelden over geordende gegevens over de bekwaamheid en het onderhouden daarvan
	De school geeft uitvoering aan de het schoolondersteuningsprofiel
	De schoolleiding monitort, evalueert, analyseert en beoordeelt in hoeverre de doelen en het beleid worden gerealiseerd
	De schoolleiding analyseert en beoordeelt de uitkomsten van evaluaties en verwerkt deze uitkomsten –indien nodig- in het verbeterbeleid
	De school kan aantonen dat zij haar doelen m.b.t. de sociale en maatschappelijke ontwikkeling behaald heeft
PCA Stelselkwaliteit	De scholen zorgen ervoor dat de kwaliteit van de toetsing leidt tot relevante en betrouwbare uitspraken over niveau, prestaties en referentieniveaus van de leerlingen

Het schoolplan geeft globaal de verbeterdoelen aan. Per jaar zullen we de verbeterdoelen uitgebreider beschrijven (SMART) in het jaarplan. Aan het eind van ieder kalenderjaar zullen we terugblikken of we de verbeterdoelen in voldoende mate gerealiseerd hebben. We plannen daartoe jaarlijks een evaluatiemoment. Tevens bespreken we tijdens de evaluatie de opbrengsten van de school. De bevindingen worden opgenomen in het jaarverslag.

20 Meerjarenplanning 2025-2026

Hoofdstuk / paragraaf	Verbeterdoel
SWOT analysis	Ongoing renovations of the school ensures that ISL is able to attract new families to the school.
	Our open door policy ensures that we maintain a strong community feel
	In order to grow and develop the school the teaching and learning budget must be separate to the building and development budget
Beleidsplan 2023-2027: Kwaliteitscultuur	18b. De leiding van de school geeft uitvoering aan de kwaliteitscyclus vanuit een duidelijke visie op de onderwijskundige ontwikkeling van de school (KC).
PCA Basic quality	De school gebruikt een leerling- en onderwijsvolgsysteem voor het verzamelen en vastleggen van (toets)informatie
	De school heeft beleid om ongeoorloofd verzuim tegen te gaan
	Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat bijdraagt aan de bevordering van de basiswaarden van de democratische rechtsstaat
	De schoolleiding zorgt ervoor dat de resultaten van eerdere evaluaties en de uitkomsten van een interne en externe dialoog zichtbaar zijn in de doelen voor het onderwijskundig beleid
	De schoolleiding zorgt voor goede voorwaarden (personeelsbeleid) om de onderwijskundige ambities en doelen te bereiken
	De school beschikt over een heldere verantwoordelijkheidsverdeling m.b.t. het stelsel van kwaliteitszorg
	De schoolleiding zorgt voor goede voorwaarden (de organisatie van het onderwijs) om de onderwijskundige ambities en doelen te bereiken
	De schoolleiding monitort, evalueert, analyseert en beoordeelt in hoeverre de doelen en het beleid worden gerealiseerd
	De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met (taal)achterstanden
PCA Stelselkwaliteit	De scholen zorgen ervoor dat de kwaliteit van de toetsing leidt tot relevante en betrouwbare uitspraken over niveau, prestaties en referentieniveaus van de leerlingen

Het schoolplan geeft globaal de verbeterdoelen aan. Per jaar zullen we de verbeterdoelen uitgebreider beschrijven (SMART) in het jaarplan. Aan het eind van ieder kalenderjaar zullen we terugblikken of we de verbeterdoelen in voldoende mate gerealiseerd hebben. We plannen daartoe jaarlijks een evaluatiemoment. Tevens bespreken we tijdens de evaluatie de opbrengsten van de school. De bevindingen worden opgenomen in het jaarverslag.

21 Meerjarenplanning 2026-2027

Hoofdstuk / paragraaf	Verbeterdoel
SWOT analysis	Ongoing renovations of the school ensures that ISL is able to attract new families to the school.
	Our open door policy ensures that we maintain a strong community feel
	In order to grow and develop the school the teaching and learning budget must be separate to the building and development budget
Beleidsplan 2023-2027: Kwaliteitscultuur	18b. De leiding van de school geeft uitvoering aan de kwaliteitscyclus vanuit een duidelijke visie op de onderwijskundige ontwikkeling van de school (KC).
Beleidsplan 2023-2027: Kwaliteitszorg	b. Beschrijf in het schoolplan de schoolvisie op de goede les. De kenmerken van de goede les zijn geborgd en terug te zien in de les.
PCA Basic quality	De school heeft beleid om ongeoorloofd verzuim tegen te gaan
	De school heeft beleid om voortijdig schoolverlaten te voorkomen
	De school kan aantonen m.b.v. een gestandaardiseerd instrument dat er sprake is van welbevinden
	De school monitort de veiligheid en het welbevinden minstens één keer per jaar met een gestandaardiseerd instrument
	Het bestuur ziet erop toe dat de school zorg draagt voor een schoolklimaat dat bijdraagt aan de bevordering van de basiswaarden van de democratische rechtsstaat
	De schoolleiding beschrijft in haar beleid hoe zij rekening houdt met de wettelijke opdracht tot bevordering van burgerschap
	De schoolleiding beschrijft in haar beleid hoe zij bijdraagt aan gelijke kansen voor alle leerlingen
	De schoolleiding zorgt voor goede voorwaarden (de organisatie van het onderwijs) om de onderwijskundige ambities en doelen te bereiken
	De schoolleiding beschikt voor elk personeelslid waarvoor bekwaamheidseisen gelden over geordende gegevens over de bekwaamheid en het onderhouden daarvan
	De schoolleiding monitort, evalueert, analyseert en beoordeelt in hoeverre de doelen en het beleid worden gerealiseerd
	De schoolleiding analyseert en beoordeelt de uitkomsten van evaluaties en verwerkt deze uitkomsten –indien nodig- in het verbeterbeleid
	De school kan aantonen dat zij haar doelen m.b.t. de sociale en maatschappelijke ontwikkeling behaald heeft
PCA Stelselkwaliteit	De scholen zorgen ervoor dat de kwaliteit van de toetsing leidt tot relevante en betrouwbare uitspraken over niveau, prestaties en referentieniveaus van de leerlingen
	De scholen zorgen ervoor dat de kwaliteit van het onderwijsaanbod regelmatig wordt getoetst aan de actualiteit en aan (internationale) wetenschappelijke maatstaven

Het schoolplan geeft globaal de verbeterdoelen aan. Per jaar zullen we de verbeterdoelen uitgebreider beschrijven (SMART) in het jaarplan. Aan het eind van ieder kalenderjaar zullen we terugblikken of we de verbeterdoelen in voldoende mate gerealiseerd hebben. We plannen daartoe jaarlijks een evaluatiemoment. Tevens bespreken we tijdens de evaluatie de opbrengsten van de school. De bevindingen worden opgenomen in het jaarverslag.

22 Formulier "Instemming met schoolplan"

Brin: 17MJ01B
Naam: International School Leiden
Adres: Van Vollehovenkade 15
Postcode: 2313 GG
Plaats: Leiden

VERKLARING

Hierbij verklaart de medezeggenschapsraad van bovengenoemde school in te stemmen met het **van 2023 tot 2027** geldende schoolplan van deze school.

Namens de MR,

naam

functie

plaats

datum

handtekening

naam

functie

plaats

datum

handtekening

23 Formulier "Vaststelling van schoolplan"

Brin: 17MJ01B
Naam: International School Leiden
Adres: Van Vollehovenkade 15
Postcode: 2313 GG
Plaats: Leiden

VERKLARING

Het bevoegd gezag van bovengenoemde school heeft het **van 2023 tot 2027** geldende schoolplan van deze school vastgesteld.

Namens het bevoegd gezag,

naam

functie

plaats

datum

handtekening

naam

functie

plaats

datum

handtekening
