



## EVALUATION PREPARATORY REPORT

In collaboration with NEASC

# **Rotterdam International Secondary School**

[Rotterdam | Netherlands]

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## Basic Information

### School Context


Rotterdam International Secondary School (RISS) is a Dutch, semi-private English medium secondary international school situated in the port city of Rotterdam in The Netherlands. It serves students from the ages of 11 to 18. RISS is part of the Wolfert van Borselen conglomerate of schools, which, in turns, is a member of a wider education system provider called Stichting BOOR (BOOR Foundation). This is one of the biggest mainstays of education in the Netherlands, delegated by central authority, to manage and deliver education to over 75 schools.

RISS was established in 1987 with a small cohort of 7 students from all continents as the English Stream (ES) within the current Wolfert Tweekalig (bilingual) facility. The ES cohort, unlike the ISK (or international transition classes) who came to the Netherlands to settle, demanded a more flexible curriculum that allowed them to move after a year or two to other countries as it was the nature of expat life with a lingua franca - English - that empowered them to continue their education. The following year in 1988, with the official opening, the ES had 48 registered students. Much took place in those years such as the first PTA, first International Food Fair (IFF), the first public speaking competition and the first Model United Nations - events that became a hallmark of our history as a school. The first IGCSE exams took place in 1991 and in 1993 the school was honoured with its first International Baccalaureate graduates. The school grew from humble and daring beginnings, then in 2004 moved to the current building (now the Junior Campus) and then in 2017, due to significant growth in student numbers, a second campus was quickly commissioned. It was an old building that belonged to national railway offices that was carefully and tastefully remodelled to now house our senior students (grade 12 and 11). This ensures that a better, more dedicated, pastoral and curriculum offering is developed for them.

RISS is divided into grade 6 to grade 12 groups. Grade 6 to grade 8 are part of our Foundation years with 134 students on roll. Grade 9 to 10 are our Middle School years provision with 117 students. Grade 11 and grade 12 are our Senior Years or Upper School. This section (or division) has 142 on roll. In 2019-2020, we have an overall number of 369 on roll. In 2020-2021, our numbers went up to 392. Finally, in 2021-2022, we had a drop to 383 students registered in our school. Currently our numbers are 394 in total, with our biggest grade 9 intake on record. The last three years have indeed been affected by the pandemic. The trend seems to indicate that in the years when the lockdown restrictions were at their maximum, interest for the school dropped slightly, but to manageable levels financially, with current figures that seem to indicate a recovery process.

Our students are a true reflection of our exemplary diversity. The school has over 63 nationalities present as of October 2022. The biggest group comes from the Netherlands, they represent 17.5% of our intake and they are all in compliance with our admission requirements as legislated by the national






government. Students from India constitute 10.1% of our cohort and 6.59% are represented by students coming from the USA. They are our biggest groups. The rest of the student population comes from far and wide giving RISS a great variety of ethnicities and nationalities that we are extremely proud of.

Our staff come from far and wide too. We have a total of 73 members of staff, comprising teachers and support staff. Our staff represents a true coalition of international colleagues with over 23 nationalities represented and all united by their passion for education and student wellbeing. 34.2% of our staff comes from the Netherlands. 10.9% come from the United Kingdom and 10.9% from the USA. The rest are representatives of many different countries and nationalities that serve to enrich the life of the school. Most of our teachers are between the ages of 31-50, this represents 53.8% of our staff whilst 19.2% are in the age range of 21-30. 52.5% of our colleagues have worked in our school for more than 3 years, whilst 47.4% have one or two years in post. 6.4% of our staff are 61+ years of age.

The governance arrangements are dictated by the BOOR Foundation as representing the Dutch Ministry of Education. The Foundation provides special primary and secondary education, plus mainstream primary and secondary provision in Rotterdam. It has 75 schools and 30,000 students are taught everyday. They are the official governing body, but they delegate school care and management to individual executive principals, who are in charge of the overall purpose and direction in its representation of the different school conglomerates. Wolfert van Borselen (Wolfert) is one such group. Wolfert consists of six secondary schools spread throughout Rotterdam, which RISS belongs to. It is led currently by Mr Bart Oremus. He is our executive director and de jure governing body. In addition, by law, every school in the Netherlands is linked with a medezeggenschapsraad (MR). This is a participation council, where elected representatives of teachers, students and parents are consulted by the school management over matters concerning the management of the schools. The MR holds, according to the legislation, two types of rights: the right of advice (adviesrecht) and the right of approval (instemmingsrecht). The executive is accountable to this body. Wolfert has one MR, or participation council, and elected members of all schools ensure that appropriate consultation and accountability is offered on behalf of all school members in partnership with the executive.

RISS is located in the centre of the city of Rotterdam, minutes from the Rotterdam Central Station. This allows for students from nearby towns to commute to our school. The transport system within Rotterdam benefits our school well too, with buses, metro, cycle routes and trams. We have two campuses, a seven-minutes walk from each other. Our Junior Campus is located in Bentincklaan 294 and our Senior campus is located in Schimmelpenninckstraat 23. Both campuses do well out of the aforementioned transport facilities. The junior campus serves our students from grade 6 to grade 10, whilst our senior campus is dedicated to our grade 11 and 12 students.





The Dutch economy was affected by COVID-19. The country's six-year strong growth was reversed by the pandemic and the economy contracted as of 2020. However, the measures put in place allowed the Netherlands to control the pandemic's effects better than many other countries. This is down to timely policies and the high degree of digitalisation and teleworking already available before the pandemic (OECD, 2021).

The current Dutch government target is to control high levels of inflation, due to supply shortages and high energy prices, with a projected slow recovery by 2.95% in 2022 and 1.1% in 2023 (OECD Regions and Cities at a Glance, 2020; OECD Economic Outlook, 2022). This has affected all cities in the Netherlands, including Rotterdam.


Rotterdam was founded in 1340 and grew from a small fishing village into the city it is today. Rotterdam is the second largest city in the Netherlands with over 600,000 inhabitants. It is part of the "Randstad area", or Dutch Economic Hub (OECD, the city of Rotterdam, 2010). It has the largest port in Europe and it is often called the 'Gateway' to Europe. Despite being severely bombed in 1949 during the Second World War, its rapid reconstruction has produced the vibrant modern community it is today.

Rotterdam is multicultural, well-equipped and modern. It is accessible and ever changing, with modern technology and architecture. The city offers diversity, sports events, festivals, concerts and theatre performances. It has many museum cafes, restaurants, and international film and jazz festivals. The city is the home to Erasmus MC Medical Centre, Unilever, Erasmus University, other Applied Sciences universities and two major football clubs (Rotterdam University of Applied Science, 2022). However, there are challenges - levels of education per individual is low compared to other Dutch cities and the unemployment rate is higher than the Dutch average. There are earning discrepancies between households especially in communities from different ethnic backgrounds (OECD).

Our school currently delivers three programmes: IGCSEs in grade 9 and 10 and, then, grade 11 and 12 benefit from the IB Diploma Programme and our recently accredited IB Careers-Related Programme with Pearson BtechBusiness. In the foundation years (grade 6, 7 and 8) students receive the RISS Foundation programme that prepares them for their IGCSE courses. In addition, our Foundation students received a bespoke vocational strand called RISS ROSE that contains subjects such as Food Science with Chemistry, Oracy, Photography, Choir Singing and Dance. The middle years programme (IGCSE) is enriched with a bespoke curriculum called RISS REACH that ensures that our students are exposed to local and global citizenship content and skills and prepares them for IB areas such TOK, CAS, the Extended Essay, service learning, reflective project and personal and professional skills.

Our language provision has grown across the school and serves different stages of learning. We deliver English EAL, Dutch (at different levels) to support our students with English and the learning of the language of our host country. In





addition, we offer French, Spanish, Chinese and German in Grade 6 to 10. In the IB, we offer the same as in the rest of the school, depending on demand, staffing and availability. Our IB offer also contains a Language Self-Taught strand, serving a variety of home languages to our students. This type of provision will be widened to accommodate a similar course, but as a pilot programme, with a Home Language course in Grade 7 as from September 2023.

The school, since its inception in 1995, has offered an international provision with the IBO. This was 35 years ago. The school has gone through numerous IB evaluation visits that have resulted each time in great feedback that ratifies the schools strengths when delivering an IB Education, with no further recommendations. For example:

“The school has completed a thorough process to implement an educational philosophy which is fully aligned with the IB mission and vision and philosophy” (IB Evaluation Visit, 2019).

In 2020, the school decided to go for the IB Careers-Related Programme candidacy. The result of this effort is that the school was officially awarded provider status commencing in September 2022. Within this new offer, we specialise in Btech Business (via Pearson), which required the school to apply to provide Btech courses. This was also awarded in 2022 allowing the school to deliver a more vocational strand and widen the learning paths for our students to access higher education. In our middle years, we provide IGCSE Cambridge Examinations. This has been the case since 1991 and does not require a re-evaluation approach. However, the school has enriched its provision with Travel and Tourism, Enterprise, Environmental Management, Music, Chinese and German and RISS REACH. This has added a more meaningful, less academic, but more language enhanced provision than before.

The following is a list of our significant changes since our last CIS Evaluation visit:

- New Curriculum for Foundation - RISS ROSE.
- New Curriculum for Middle Years - RISS REACH
- New IGCSE courses: Travel and Tourism, Enterprising, Environmental Management.
- New IB Courses: Psychology and Business.
- New language courses: Chinese and German.
- New Pastoral Care with two periods per week.
- New Pastoral approach: “Restorative Practice.”
- New battery of Policies all of them reviewed and some soon to be approved.
- Recently approved to offer IB Career-Related Programme.
- Experienced Curriculum Leaders
- New Coordinators for the IB Core, Service Learning, Learning Technology and IT.
- Admission officer in place.



- New Learning Diversity Programme
- A Revamp Counselling provision.
- New team: Pedagogical Leadership Team (PLT). This functions like the MR, but centres around RISS priorities.

Since our last CIS/NEASC accreditation visit, and its final report in 2018, the following actions and their impact are worth noting:

NEASC recommended to prioritise the below two special issues:

- Special Issue #1: Develop a community-wide Understanding of Quality Learning that will drive innovations in teaching, learning and assessment.
- Special Issue #2: Develop a written curriculum that is vertically and horizontally articulated, aligned to the ACE Learning Principles and the school's Understanding of Learning.

**Both items were thoroughly and continue being addressed. The final approval of successful action was received on a NEASC letter dated April 8, 2019 (See document titled: "NEASC - Consideration of the Special Report - Rotterdam International Secondary School").**

**CIS requested the following areas to be addressed:**

1. Appropriate school leaders and staff ensure that more linkages to intercultural learning are documents, taught, reflected upon, and appropriately assessed. Domain A Standard A3.
2. The Leadership Team creates a regular review cycle for all required policies alongside clear procedures as to what such reviews will incorporate in the future. Domain E Standard E2.
3. As a matter of urgency, the leadership team implement[s] the recently approved policy to conduct police checks to fill personnel (e.g. everyone who is in contact with students) who have been at RISS for more than two years. Domain F Standard F2.
4. The Leadership team generates a school-wide professional development plan aligned with the school's teaching and learning improvement goals to further embed best practice related to performance development and review. Domain F Standard F5.

The school responded accordingly, providing a supplementary report for the above areas, which CIS fully approved via letter dated 9 January 2020 (See document titled: "CIS - Email from MG congratulatory message on supplementary report" and "CIS - Response to supplementary report"). It described our report as "comprehensive and thorough, providing substantial detail as to how a number of Major Recommendations have been addressed".

Additionally, CIS made some other recommendations



- Domain A - Focusing on teaching and learning by further developing the Professional Reflection Development instead of the former appraisal process.
  - Our professional Reflection and Development (PRD) appraisal system has continued growing since 2017 and it is reviewed annually to establish efficacy.
- Domain B - Ensuring that senior and middle leaders have the capacity to lead the change process and support staff through it.
  - The school has an established and experienced team of middle leaders, coordinators and a Pedagogical Leadership Team that provides effective agency and direction to lead change and growth.
- Domain E - Increasing the focus on Sex Education and Education of Sexual Orientation by identifying strong practitioners to educate students.
  - The school has expanded its pastoral care. It addresses and delivers sex-ed, annually with expertise, care and with the support of the school community via a trusted, informed and age-appropriate programme.
- Domain F - Strengthening teacher voice and choice through the PRD process and aligning it to the mission and vision ensuring teacher agency with regards to career and professional development.
  - Our PRD process has been commended by the other Wolfert schools as it encapsulates not just contractual information, but also the strategic plan and annual plans to support the importance of their impact professionally, but also at grand scale within the school and beyond.
- Domain G - Developing a technology integration plan that aligns to guiding statements and that will be sustainable for the school.
  - Our technology plans have evolved and their strength has enabled levels of responsiveness during the pandemic that ensured the continuity of our students' education. The relevance of technology is measured within our lesson plans in ATLAS and the corresponding policies that intend to create a positive use of learning technologies for students and staff.





## Reflective Statements

### Reflective Statements – Head of School

The school's identity is centred around its guiding statements. The mission and the vision - especially after its revision in 2017 - have proven to be a strong foundation and a real asset. Their simple yet empowering message permeates the fabric of the school community fully. For example, it has been said during our admissions interview how compelling and inviting these mission statements are, reassuring parents who are seeking an educational establishment that puts the happiness of their children at the centre of our priorities.

Internally, our strategic plans and annual school improvement plans (SIPs) are testament to the school's commitment to align its practice and implementations on the basis of a mission, "for every student to enjoy their youth" and our vision, "Educating for self-awareness, curiosity and integrity in a changing world." These are bold and aspirational statements that require continuous quality assurance to determine how we are implementing them and making them real.

From caring appraisals, investment, counselling and working conditions for staff to student inquiry provision, ambitious curricula, our pastoral programme, the support and auxiliary systems deployed and our communications, RISS has grown tremendously since the last CIS/NEASC inspection. It is without a shadow of a doubt that our rapid growth is down to the power that our guiding statements offer as a demonstration of who we are and what we want to be.

Our guiding statements are actioned within specific leadership, community & wellbeing, organisational systems, curricula and through our professional development offer. We work within these key strategic drivers (KSD) to achieve our strategic goal which is "to be an exceptional example of an international school". These drivers are inspired by the CIS Domains, ensuring full alignment with our key external partner.

The content of each KSD is officially published on our website. They form the core format of our strategic plans. Further to this, annually, our school improvement plans establish the priorities that will enable us to achieve and grow in line with our guiding statements. All of these documents are consulted on or advice is sought ensuring maximum support and awareness of the school priorities. At the end of every academic year, we review their progress in line with KSC, an action which is submitted to approval by our MR (participation council).

The approach above affects all areas of the school life such as our policies, administrative systems, curricula, unit planning, professional development, budget, reserves, communications, community involvement, inclusive systems, diversity and inclusion to name but a few.

School Strength in implementing its guiding statements:



- The school's systems of communication and the flow of information are effective in ensuring that our aspirations are shared and consulted on with a wide audience, bringing stakeholders together even at short notice to maximise the impact of implementations.
- Our responsiveness to changes has been a highlight of the last five years. This is the result of a staff effort to read priorities and trust its leadership on the need for change as we strengthen our identity as a truly international school with its roots in the Netherlands.
- The school is a resilient community that has survived a great deal and successfully delivered and grown despite the pandemic and loss.
- Our school values give evidence that, above all, we are a truly international, inclusive and caring community, that despite its growth, still fights to be a family-orientated institution.
- Our systems of provision, yearly organisation, staffing and protocols are evidence of an effective and efficient school that despite its size, offers genuine value for money to families.
- A school that learns fast and accepts the need for changes for the betterment of students' education, especially if we consider that their lives can be greatly affected by social media or world events beyond the school or their parent's control.
- Despite its size, the school will maximise space and resources to be as responsive and creative as possible to provide students with an education that is inquiry based, experiential and current. This is, of course, inspired by what we believe is key, i.e., the happiness of a child.
- Staff mindset and vision that prioritises student needs and feelings first to ensure they are best placed to then learn and achieve.
- Funding and investment on staffing in annual budgets that allow us to be as inclusive as possible within our means.

School challenges in implementing its guiding statements:

- Due to the pandemic, parental involvement and participation has been affected. The school only this year has started to promote a programme that brings parents together and into school after a two-year absence.
- The pandemic effect on students' mental health is still an ongoing concern. If we consider our vision, "for every student to enjoy their youth". Our actions in this regard are important, but subject to uncertainty and time constraints.
- Student numbers and associated uncertainty put a strain on the school's objectives each year.
- Online delivery might have had an impact on our explicit commitment to inquiry-based learning. Participation, involvement and our experiential learning targets might have been unavoidably affected by the extent of online delivery we were forced to deliver.
- The need for a more proactive, diverse and bigger PTA that promotes schools success and understands the challenges and decisions the school needs to make.



- The wellbeing of our students, teachers and parents has been hit by the last two years. The impact of this is still emerging and uncertain.
- Uncertainty is the norm in today's world and, for some community members, it is a difficult process to understand and accept.
- The world is changing rapidly and we are a school that is highly responsive to external demands and circumstances. However, thanks to our guiding statements, we achieve this in a way that does not lose sight of the impact on our students of such uncertainty and our role in mitigating these stressors and challenges.
- Student behaviour has changed. Their social skills have been affected as they have relied on social media to interact with each other, with inefficient and clumsy approaches evident at times.
- Having consistent student numbers on rolls has been challenging and stressful. This has affected staff morale as there is no certainty how this might affect, say, contracts.
- Parental, staff and student demands are on the increase but school resources are limited, especially with regard to facilities, equipment and space. This has placed pressure on how our guiding statement can be interpreted.
- The loss of a student in tragic circumstances affected our community deeply. This led to questioning our own values, mission and vision. A great deal of work needs to be done to recover our strength and find power from what we believe is right: the happiness of the child.


All in all, our guiding statements have a key role to play in our daily and long-term readiness to work as a community. Above all they continue to set the bar high enough for our school to seek to be responsive to and responsible for an inspiring education, but with a firm understanding that, as a society, we are different, with priorities that have changed dramatically due to the events of the last three years.

### Reflective Statements – Governors and Board

The mission, vision, values and strategic intentions are all written down in the so-called schoolplan. This four-year plan is an obligation in Dutch education and it's a guideline for all we do. The RISS is very clear about all this and communicates the baseline in internal and external communication (like the website). Schoolmanagement communicates by email, in newsletters and brochures with parents and students and in so-called feedback sessions with parents, students and employees. There is always time for reflection and feedback on the fundamental statements. The way of working of RISS is an example for other schools in the Wolfert Scholengroep; how to work in the so called PDCA-cyclus and they show us the importance of what it means to translate mission and vision in reality.

From the perspective as governor/ board we do experience the guiding statements in practice when we walk through the school and talk with students, teachers and management. We experience in practice the principle: for every student to enjoy their youth" and "Educating for self-awareness, curiosity and





integrity in a changing world." In the so called internal audits and meetings we talk about the principles and ask for good examples and also what the room for improvement is. The ambitions of the school are also written down in the so-called year plan (SIP) and this year plan (SIP) is evaluated several moments in a year.

School Strength in implementing its guiding statements:

- The involvement of teachers with the students (wellbeing and knowledge)
- The energy of the teaching staff for cooperation and development.
- The will of the teaching staff and students to be successful.
- The way the management team supports teaching staff and students.
- The way of working of the management team by fulfilling the PDCA cycle and the involvement with students and teaching staff.
- The head of school is proactive and on the job. She's in control and is an example of mission, vision and core values in words and behaviour.
- The positive energy of the leadership team and the teaching staff in being successful

School challenges in implementing its guiding statements:


- Every year colleagues go and new colleagues come. So investment in mission and vision is always needed.
- Students come and go and it's therefore needed to invest yearly in awareness of mission and vision.
- Due to development in the outside world, it's sometimes difficult to keep focus on core business.

### Reflective Statements – Parents

The school's guiding statements represent the school at its core - their beliefs, values and the goals the school is continuously trying to achieve. For parents next to an excellent education, the child's happiness is probably most important of all. Especially with the current world situation (pandemic, war in Ukraine, environmental crisis), the self-awareness, curiosity and integrity that are the essence of school's vision, are of exceptional importance. The support for all the community members is constantly shown at RISS and the guidance for the parents to be a part of their children's education is visible.

From the parents perspective the communication with school is of the highest significance. Thanks to emails, weekly newsletters and meetings with teachers (both online and in person) the parents feel well informed and involved in the learning process. RISS not only delivers high quality education to their students but also strives to help their guardians and staff by organizing educational workshops on a regular basis. The extra curricular opportunities like the green team, cooking lessons, debate club etc. prepare the students for the future success in their adult lives. The teachers focus on independent work and they encourage the students to think and formulate their own opinions on different





matters. The “One Book for the Whole school” initiative is a wonderful illustration of how thought through the education process is. Inviting a parent and student representative to the Leadership Team is a best example of the importance and value the school’s management puts on involving and listening to all the members of the community.

School Strength in implementing its guiding statements:

- The communication flow is well developed and does provide an informed community
- The involvement of teachers with the students and their positive energy, especially in challenging times, is exemplar,
- The school supported the students very well during the pandemic and it is good to see the “crisis management” aspect build into the strategy (point 1.3)
- The attention given the professional development of the staff (section 4.1 -4.5)

School challenges in implementing its guiding statements:


- The high turnover rate of teachers and students in recent years can impact the implementation of the guiding statements and create additional challenges with consistency of the education,
- Due to the pandemic the parents participation as well as students’ mental health has been affected,
- The current version of the strategic intent could be expanded by adding measurable goals. For example: maximum class sizes, range of subjects offered at the IGCSE/IB etc.
- Post-RISS careers support seems limited for some subjects and relies on the students and parents independently researching their options.

### Reflective Statements - Teachers and Support Staff

The school’s identity was fully revised in 2017 wherein a new mission and vision statement was written with input from all stakeholders, including support staff and teaching staff. Therefore, members of the school community are fully engaged in the use of our guiding principles. Our vision statement is “educating for self-awareness, curiosity and integrity in a changing world”. Our mission statement is “our mission is for every student to enjoy their youth”. These can be seen in how we deal with students and each other in the following ways.

- The use of EPraise by teachers to students to emphasise good behaviour by students
- End of term Core Value awards given to students via input from teachers and staff
- Professional Reflection and Development (PRD) with support staff and teachers, emphasising best practices in our professions, including “love of





learning” which is not only directed towards students, but also to educators and support staff.

- Implemented Curriculum Leaders as a new role for the school.
- Weekly Curriculum meetings every week.
- Weekly support staff meetings
- Weekly staff meetings
- Strong emphasis on supporting staff with mental health

The school’s guiding statements are implemented in the following ways:

- **SELF AWARENESS:**
  - PRD (Professional Reflection and Development) appraisals twice a year during which time each and every staff member is able to indicate areas of growth and development which they wish to work throughout each academic year. This is directly linked to our vision of educating for self-awareness in that it allows all members of staff to reflect and act upon their professional development. The areas which are focussed on during these two moments in the school year are:
    - professional growth and wellbeing;
    - how to contribute individually to the school’s SIP (School Improvement Plan);
    - student-centred, i.e. pedagogy and/or wellbeing.
    - Support staff has an adjusted version of the PRD forms to accommodate for different approaches to working in an educational environment.
  - This is the second year we have had the PLT (Pedagogical Leadership Team). This group acts in an advisory and consultative capacity on matters related to pedagogy, strategic implementation, curriculum direction, and student and staff wellbeing. The aim of this group is to give agency to our school community in these areas. The group is composed of 13 to 16 members and they all represent members of our community: teachers, support staff, parents and students. The group meets 6 times a year.
  - Great emphasis on staff mental well being by creating space and opportunity for staff to talk to an in-house mental wellbeing coach.
  - Governmental support offered in the form of money and extra time. All staff heavily involved in deciding how this is best utilised.
  - Transparency regarding how the working hours are allocated through mutual agreement. This ensures no one works too much without proper compensation and that everyone’s time is effectively spent.
- **CURIOSITY:**
  - With regard to the school’s vision to educate for curiosity, the staff is fully encouraged and supported to receive external schooling in every possible beneficial to one’s professional development. Also, individual initiatives are also welcomed and supported.
- **INTEGRITY IN A CHANGING WORLD:**



- All staff must read and sign the RISS Code of Conduct at the start of each academic year.
- Regular workshops by external experts on social media and its influence on our students' lives as well as how we as educators need to be aware of these developments
- OUR MISSION STATEMENT:
  - posted in every classroom.
  - Regular guest speakers who train all staff in the latest educational developments and innovations such as Understanding by Design, Inquiry Based Learning and differentiation.
  - International mindedness is fostered through the Festival of Light, the Wine and Cheese night, Language village, Ski trip, several house events,
  - Strong sense of community among staff.
  - Trying to never lose sight of having fun. Lots of space to appreciate the lighter side of a stressful and busy job.

School Strengths in implementing its guiding statements:

- Weekly mini-staff meetings to communicate short and long term goals and events;
- Weekly support staff meetings with LT to make sure the educational process is supported in a complete and timely manner.
- New staff is supported in moving to the Netherlands. External companies and internal colleagues make great efforts to ease the process as much as possible.
- New staff are also given three days of induction before the start of the new academic year to ensure they are familiar with school policies and procedures. Throughout the year, new colleagues are supported by all staff with regard to systems such as Magister, Learning Diversity referrals, etc.
- Positive reinforcement of student achievements through awards, certificates, displaying projects, etc.
- Open and transparent communication with the RISS community.

Schools challenges in implementing its guiding statements effectively

- Wanting too many changes in a too short period of time. Hard to keep up, especially after the last two years and the effect COVID has had on both students and staff.
- The last two years have had an effect on the student behaviour which has an impact on all staff. Will take time to get back to a more positive and calm relationship.
- In an international environment staff members tend to leave quite often (for various reasons). Retraining and acclimatising new staff members can take time.
- More consistent PTA's input:




- The transient nature of international schools can be clearly seen in the PTA members. From year to year there are many changes in the number of active members. Some parents volunteer for one event a year while others may volunteer for every event.
- The PTA leadership varies due to families coming and going. This fluidity in its membership makes it difficult to build on past successes such as, for example, catering during the Festival of Light, the Wine and Cheese evening and the International Food Fair.
- Due to Covid and the pandemic these past two years, all of these events have had to be cancelled. A hopeful moment this school year so far was a good attendance by parents at our 'Back to School' information evening in September.
- A challenge with the PTA in the past has been to ensure that its members fully understand that the PTA is a partner organisation within the RISS community which works to support and improve school life socially and culturally. Some PTAs have had members who become too personally involved and use this platform as a means to voice their concerns regarding matters dealing with their child(ren).

### Reflective Statements - Students

The RISS mission and vision is something relevant to the student population because we all want to enjoy our youth whilst educating for self-awareness, curiosity and integrity in a changing world. Therefore,

- Having expectations as a school is essential to create a safe environment for a student to be able to develop their educational and social knowledge.
- Being involved as an individual in a large group of people can establish character with confidence, resulting in behaviour that will include thoughtful decision making processes in many different situations.
- Students want to have fun while learning and enjoy learning as a whole.
- As a community, it is important to reach a level of organisation. Student and staff members at RISS all offer a unique perception of what a healthy community should be like.
- The RISS values allow students to create a sense of comprehension of the core values: respect, courage, relationships and responsibilities. They can all be applied to our individual beliefs, culture, religion and even age.
- Values at RISS are broad, abstract and applicable for long-term purposes in life, while the rules are meant for efficiency, concrete thinking and supposedly have a short-term purpose.
- Specifically, on the above, it is sometimes a challenge to clearly communicate these rules and values in a way that students feel it enhances their learning experiences rather than feel like a forced expected behaviour. Therefore, at RISS there is still room for improving communication skills on this aspect to avoid the slight sense of





disconnection towards the school's mission and values from the students in order for students to achieve the best academic version of themselves.

The schools guiding statements are implemented pretty well in practice:

- In house events everyone from each year levels interacts with each other, enjoys the time spent and gives a break from academics.
- Student council and class representatives give students a sense of responsibility as well as letting all the other students be more open to address their issues as they feel like they are being listened to by their own peers and will be more at ease rather than when they address issues with teachers or staff members.
- When students with learning needs are included in lessons it teaches other students to have empathy and tolerance, but sometimes it can take some time for some students to get used to that, which sometimes raises conflicts in the class.
- The various clubs RISS offers, let students bond with others who have the same interests which build new friendships as well as students being able to express their talents, hobbies and practise them in a welcoming environment.

Strengths:

- RISS is a place where different cultures have the opportunity to learn together as well as learn from each other. It is a place where every point of view is welcome and accepted within the community.
- Educating the generation of tomorrow, introducing real life problems and teaching the community how to manage and solve these problems.
- RISS encourages relationships and interaction with kids of all ages especially during house events.
- Challenging curiosity, especially when evaluations are due, gives us the responsibility and flexibility to choose our own topic and apply the knowledge we have been given during class.

Challenges:

- Some challenges that the school may face in the implementation of these values could be the extent of which various clubs are offered at the school. Although there is some range in this area, many students have requested there to be more clubs with their own interests or clubs that they can create on their own, but have no platform to do so.
- Additionally, there may be times when the pressure of school-work is unevenly distributed, leading to certain times of academic distress on an individual which may have a negative effect on a students ability to properly enjoy their youth. However, the introduction of several services, such as tutoring and maths support have started to regulate these challenges, although more work should be applied in these fields.



## Domain A – Purpose and direction

### A1

The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)

#### School Response

##### **Exceeds**

A1i. The guiding statements inform the school and its decision-making.

Our new [guiding statements](#) were officially approved five years ago. The changes were a necessary step. This was reflected in the previous Evaluation Team Report Standard A1, as it coincided with the last CIS/NEASC Team Visit in 2017 (see document titled: CIS/NEASC Team Visit in 2017).

The school articulates its message within its Strategic Plans ([2022-2026](#) and [2017-2022](#) [see page 71 for the latter]). Both documents involved consultation with the school community and approval by our MR (participation council). They are also fully reflected in the school annual plans (or [School Improvement Plans](#)) to meet our aspirations and ensure our decision making has a sense of pace and certainty.


Our guiding statements (see document titled: Guiding Statements) continued to be prominently displayed around our campuses. They have served as *raison d'être* for the creation and reviewing of fundamental policies such as [Teaching and Learning](#), [Child Protection and Safeguarding](#), ATLAS curriculum Planning Tool - this includes pastoral provision (see evidence titled: Atlas Curriculum Planning Tool) , Curriculum design ([RISS Rose](#) & [RISS Reach](#)), [School Bulletins](#) and agenda meetings (see document titled: agenda meetings) across our teams.

The advice provided in our last inspection to widen our consultation process resulted in a more proactive action to request stakeholders' views on the influence and value of our guiding statement via a formal [publication of our strategic plan](#), [Teaching and Learning Policy Review](#) (see page 3). Also, the establishment last year of a [Pedagogical Leadership Team \(PLT\)](#) (see page 66) as a response to this standard, ensured key community representatives have a say in the life of the school. Additionally, our new strategic plan 2022-2026 will be fully consulted (which includes our guiding statements) with our PLT, staff, students, parents and, finally, approved by our [MR](#) (or Participation Council).

A1ii. The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at both governance and leadership levels.

Our Strategic plan [2017-2022](#) (page 71) and its revised and new chapter document for [2022-2026](#) has enabled us to establish drivers of change that permeate all aspects of our school environment, something which is, in turn,





actively endorsed on a yearly basis via our [School Improvement Plans](#) (SIPs). All strategic documents received the approval of Wolfert, BOOR and our Leadership team via formal consultation and final [MR](#) approval. This process not only necessitates a wide understanding of our school's functioning, but also the school openly states [its contribution to Wolfert](#) (see Strategic Plan Introduction) and BOOR in what it is to offer International Education.

All schools within Wolfert need to draw an [annual plan](#) (SIP), inspired by each school's guiding statements. The document is approved by staff, Wolfert Governing body, PLT and MR (Participation Council). At the end of each school year, the document is reflected upon and its effects assessed by RISS Leadership Team and Wolfert Governing body (see document titled: RISS SIP - Year plan 2019 - 2020 - Final and analysed for Wolfert approval) to recognise the validity of its content in line with our stated purpose and direction.

RISS Leadership Team committed itself further by analysing processes, priorities and decision-making processes by organising its meetings around an agenda that follows the CIS domains (see document titled: agenda that follows the CIS domains - LT Agenda 2021-2022), providing an ongoing focus on school action centred around our purpose and direction.


### Evaluator Response

#### **Exceeds**

The school's guiding statements were carefully curated 5 years ago in a thoughtful process of consultation and reflection involving all members of the school community. Conversations with the board and the leadership team made evident that the guiding statements are an integral part of decision-making in the school through examples of strategic planning, facilities development and professional development. The guiding statements are explicitly referenced in and act as a foundation for the development and review of the core policies and pedagogical documents, including annual school improvement plans and the strategic plan. The school leadership confirmed that the 2022-2026 Strategic Plan will be fully consulted with the Pedagogical Leadership Team (PLT), staff, students and parents, with final approval by the MR.

Conversations with parents and students highlighted that the guiding statements play an important role within the Rotterdam International Secondary School (RISS) community. Students were able to freely quote the guiding statements, the Mission and Core Values. The students shared that the guiding statements are reflected through the care and support they receive from their teachers for their well-being and academic progress. Parents said that the guiding statements are an appealing aspect of the admissions process. On a whole, the parents confirm that the guiding statements are part of school life.





The school's Mission and Core Values are displayed in numerous teaching and learning areas of the school. The Vision is prominently displayed on the outside wall of the school. The RISS Mission, 'for every student to enjoy their youth', is student-centred, and fosters a sense of identity and belonging and this was supported by all stakeholders during the visit. Conversations with staff highlight their appreciation for the Mission statement in that it can easily be understood and unpacked by students of all ages.

### Commendations

A1 (Major) -The leadership team for using the guiding statements in all areas of school operation, bringing clarity and consistency to the decision-making process.

### Recommendations

None at this time.

### A2

The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)

### School Response

#### **Meets**


A2i. The school has an engaging and contextually appropriate definition of high-quality learning and teaching to guide its practice.

The school has a [Teaching and Learning Policy](#) (see page 3), which contains a definition of high-quality learning and teaching (see document titled: "NEASC - Consideration of the Special Report - Rotterdam International Secondary School") . The document has been reviewed in consultation with [the whole school community](#) (see page 3). It was reviewed in June 2022. The document has served as a guideline for a multitude of documents, such as the [RISS School Handbook](#) (see pages 11, 16, 19, 28 and 67) 2022-2023 (annually updated), our [Assessment Policy](#) (see page 3), our [Language Policy](#) (see page 2), our [Learning Diversity Policy](#) (page 2) and our [Academic Integrity Policy](#) (see page 2).

The above is reinforced in practice via a formal system of lesson observations within a platform called [DOT](#). The approach establishes the quality, consistency and strength of our instructional expectations. These observations are performed by the RISS Curriculum Leaders and Leadership Team. The platform database was developed with staff in 2018 and has been in operation since. The approach allows the school to determine how aligned our provision is with our stated teaching and learning standards. Please see documents titled: "Lesson observation (1)" and "Lesson Observation (2)".

All members of staff are entitled to one lesson observation per year. This is registered within their Professional Reflection and Development (PRD) form - or





Performance Management - within the staff appraisal cycle. Please see the document titled: "Professional Reflection and Development (PRD) 2022-2023 Form" (see page 4). This has been in place since 2018 and is reviewed yearly.

When it comes to lesson planning, alignment is demonstrated via our ATLAS Curriculum Mapping planning platform. Within this system, we are able to conceive teaching and learning in line with our stated mission and vision and intended provision. Please see documents titled: "Atlas Portraiture," "Atlas colours clothes and body review B1" and "Atlas HL Civil Rights and Social movements in Americas" as examples of this process. ATLAS has been in operation for more than seven years in our school.

As of this year, our parents have been informed of our provision and how we deliver learning during our "Back to school night" event. This is the occasion where we target a specific school practice to share. This year, and because we are back to normal after the pandemic, the school explained to parents the nature of learning in our school and how they can be part of this process. Please see PPT Titled: "Back to School Night 2022" and check the photo document of the night titled "Back to School Night 2022 (2)."

Our students are fully consulted within our school via our Kirkland Rowell Survey (KRS) that is delivered every two years but, as of this year, twice in a year.

The idea is to ensure that we have a better appreciation of our impact within our student population (see document titled: Kirkland Rowell Survey - School performance). We started KRS in 2016 to analyse and learn about how our teaching and learning and pastoral care are perceived amongst students, parents and staff. Additionally, we have other surveys that are delivered via Google Forms to establish the effectiveness of different provisions and check our alignment with our instructional aspirations. Please see the following document titled: "KR - Student Feedback within Kirkland Rowell Survey and other surveys."


Finally, our KRS analysis leads to specific actions in response to its findings. This is reflected in our SIP 2021-2022 (see document titled: "RISS SIP - Year plan 2021 - 2022 - FINAL, page 26 onwards).

### Evaluator Response

#### **Meets**

The Learning and Teaching policy explicitly references the RISS definition of high-quality learning and teaching. In short, 'learning is change'. This approach to high-quality learning and teaching is supported by teachers 'collaborating with each other, connecting with students and creating first-hand experiences that make learning possible, manageable, perdurable and enjoyable'.





Through conversations with curriculum leaders and a review of the school's curriculum, it is evident that the curriculum leaders shared a common understanding of the school's definition of learning and their implementation of the definition through the curricular development and review process.

Classroom observations and conversations with students confirmed that the students display the skills and dispositions of independent, self-directed learners or active collaborators in the learning process.

Inquiry-Based Learning is highlighted as core to the teaching and learning process. During the visit, limited concrete examples of inquiry-based learning were observed indicating that it is not an embedded teaching practice. However, it was frequently observed that teachers promoted open-ended thinking and questioning which elicited student responses displaying a high level of conceptual understanding. The school's formal lesson observations through the school's Digital Observation Tool (DOT) are a valuable resource to focus on and identify examples of high-quality teaching and learning to further develop the direction of teaching in line with the curriculum.

### Commendations

A2 - The curriculum leaders for their commitment to a shared understanding of high-quality teaching and the transfer of this understanding to reflect this in school-wide teaching and learning.

### Recommendations

A2 - The curriculum leaders use school resources, such as the formal DOT observation process, to identify high-quality teaching to guide the school's intended direction for learning and teaching through the planned and taught curriculum.

### A3

The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)


### School Response

#### **Meets**

A3i. The school has created an engaging and contextually appropriate definition of global citizenship and intercultural learning to guide its practice.

The school [RISS Handbook 2022-2023](#) (see page 7-8) contains our definition and understanding of internationalism and interculturalism. The document is reviewed annually to check its responsiveness in line with our pastoral and curriculum provision. The impact of this view can be seen in our lesson planning, presented in ATLAS (see document titled: ATLAS curriculum Planning Tool - Atlas\_Identity\_who\_are\_you) and the programme [RISS Reach](#) as two key examples. ATLAS has been in place for the last five years and every year





receives updates via staff recommendations, ensuring that our stated commitment to global citizenship is dutifully adhered to.

The community celebrates, on the basis of this definition, other activities such as our Festival of Lights (see document titled: Festival of Lights and Fol Running Order - Splitted), Food Fair (see document titled: Food Fair), Cheese and Wine event (see documentS titled: Wine and Cheese Evening and cheese and wine event), the [RISS Rose Curriculum](#), annual trips (see document titled: Grade 6 trip) and our Induction Week (see document titled: Start of school year & Induction week). Via our [Bulletins](#), we highlight important community events related to religion that ensure that our school members are aware of our cultural richness as a school.

Our recruitment process, via its new policy (see document titled: Recruitment Policy Draft), will be another step that will add to our already strong staff diversity. We would like to see practitioners delivering quality provision to students and challenging conceptions and expectations of specific ethnic and age groups capable of educating them.

### Evaluator Response

#### **Meets**


RISS has a clear and articulated definition of Internationalism & Interculturalism. It is referenced in the school's handbook which is available to all members of the school community. The domain response states that this is reviewed yearly to ensure it is aligned with the pastoral and curriculum provision. During the visit, evidence of intercultural learning embedded in the curriculum and extracurricular activities was observed. The school celebrates a number of community events which recognize its cultural diversity.

Discussions with students highlight their recognition of the importance of internationalism and interculturalism and that they are exposed to these concepts in their learning. Examples provided were explicit concepts taught through the RISS-Reach program, the study of world religions in humanities and global issues addressed in the DP.

The RISS Reach program, developed for Grades 9 and 10, specifically aims to explore personal, local and global engagement, international mindedness and global citizenship. A component of this program is an impact project requiring the students to explore a global issue to help develop global understanding. Student feedback about the program is valued with RISS Reach surveys.

International Mindedness is specifically indicated in the ATLAS curriculum unit planning template. Specific skills referencing international mindedness were not evident in the unit plans, but rather a link to the generic document on "Developing five skills for international mindedness". Moving into the self-study, the school has the opportunity to review and unpack their definition of





Internationalism & Interculturalism to identify those components to help them focus this understanding in their teaching and learning plans.

### Commendations

A3 - The teaching and support staff for embracing global citizenship and intercultural learning, both inside and beyond the classroom to enhance the learning experience for all students.

### Recommendations

A3 - The curriculum leaders review the specific components of the school's definition of Internationalism & Interculturalism to further their explicit use within the written and taught curriculum.

### A4

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)

### School Response

#### **Exceeds**

A4i. The guiding Statements make a clear commitment to well-being and this commitment is evident in practice.


Our [guiding statement](#) within its performance targets clearly states: "[Addressing the school community's social, emotional and physical well-being](#)" (see Key strategic Target 3). It means we have to demonstrate in practice how we deliver this in situ via our [Strategic Plan 2022-2026](#) (see page 5) and annually respond via the [SIP](#) (see page 9 and 10).

Our [RISS Staff Wellbeing Partnership](#), annually revised with all staff, contains our aspirations and learning for the year to look after ourselves and ensure that we can maximise our own potential when it comes to wellbeing.

We have channelled a great deal of capital coming from the [NPO government subvention](#) (see pages 16 to 25) to alleviate workload via the provision of staff lunches, contracting out cover, procuring invigilators for mock and formal external examinations and having a dedicated Staff Wellbeing Counsellor who helps staff with all matters related to personal wellbeing.

Our students are looked after by their tutors, who are trained in [restorative practices](#) (see pages 76). We have also increased our tutoring to two sessions per week. We commenced this four years ago. This is accompanied via a targeted and annually reviewed [pastoral programme](#) plus a generous 120 chronological task hours (see document titled: TASK Hours - tutoring) a year partly paid via the [NPO](#) (see above).





A4ii. The guiding statements are in alignment with the [CIS Code of Ethics](#) and influence decision-making.

Our [Guiding Statements](#) fully aligned with the aspirations and expectations of CIS Code of Ethics.

All key documents such as [RISS Handbook](#), [Policies](#), Letter of appointments (see document titled: Letter of Appointment) are in line with national expectations and Dutch law. Additionally, all systems and key documents are annually reviewed to respond to union and government agreements reflected within the [CAO](#) (or Labour Agreement), which our school has taken the task [to translate in English](#) for our school, Wolfert and [DISS](#) (Dutch International Secondary Schools) to promote further awareness and strengthen understanding of professional roles and responsibilities within the specific national context.

Our ATLAS Curriculum Planning tool (see document titled: Comparative Unit Calendar) is where our faculties demonstrate their adherence to our Educational Project and they are expected to offer a yearly reflection on progress as to how standards have been met.


Lesson Observations and its formal DOT (see document titled: DOT - Observation sample) registering instrument, provide another opportunity to demonstrate compliance with the CIS code of ethics. Teachers and Curriculum Leaders (CLs) agree on what to observe to maximise collaboration and partnership. DOT is curated annually - by CLs and their faculty members - to show that the pedagogical experience given to children reflects our stated guiding statement and remains relevant.

Our school is a member of Dutch International Secondary Schools association or [DISS](#) (see page 22). We follow their advice and observance in order to demonstrate compliance with national operational standards for all Dutch semi-private schools and ensure that our [child protection and safeguarding](#) as well as our [privacy approaches](#) are in full alignment with the DISS code of practice.

A4iii. Suitable references to the UN Convention on the Rights of the Child (1990) are deployed to give purpose and direction to policy related to well-being, as appropriate.

Our [RISS Handbook](#) (see page 119), annually reviewed, contains the school's formal commitment to the UN Convention on the Rights of the Child in student-friendly format. Its content is also reflected in our [Child Protection and Safeguarding Policy](#) reviewed this year for a second time. Our [Staff Code of Conduct](#) ensures that all practitioners coming from all corners of the world understand our expectations about how we relate to children. These documents have also been reviewed by RISS staff - [via its PLT](#) (see page 66) - and MR approved.





It is worth noting that within our provision, students are exposed to opportunities and experiences that encourage their participation especially via our commitment to inquiry-based learning, which brings student agency to the centre of practice.

Our ATLAS Curriculum Platform (see document titled: Comparative Unit Calendar) can testify this, as can our [Teaching and Learning Policy](#). [RISS Reach](#) and [RISS Rose](#), unique new school curricula, are a targeted provision that delivers a hands-on and international mindedness perspective that encourages active student participation in current affairs and complex issues with a problem-solving approach.

Finally, our [Mission and Vision](#) are fully aligned with the UN Convention on the Rights of the Child, especially via our mission for every student to enjoy their youth.

Further steps will be taken to formalise our actions when it comes to recruitment (See document titled: Recruitment Policy Draft) and [children's privacy](#) via a documented policy that describes our commitment to continued growth in thought and action.

#### **Evaluator Response**


#### **Exceeds**

It was evident throughout the visit that the well-being of students is a major focus at RISS. The Mission and Core Values clearly indicate the extent of the school's commitment to well-being. The mission statement alone, 'is for every student to enjoy their youth', highlights this. This is further supported through the strategic drivers of which one driver explicitly addresses community, well-being and love of learning.

Parents and students alike commented on how safe, and nurturing the school community is for students. Students in both junior and senior divisions acknowledge the kindness and support they received from the staff. Classroom observations attested to the positive professional and caring relationship that exists between staff and students. The well-being of staff is also considered a high priority. The Staff well-being Partnership outlines, 'the desire of all RISS staff to work together to support each other when it comes to well-being. For example, not requiring emailing on weekends and the school's provision of staff lunches, show the school's commitment to staff well-being. The school has also invested in creating a Staff Well-Being position to further support this priority. During the visit, this school spirit and collegiality were felt in all interactions during the week.

The school makes an intentional commitment to the CIS code of ethics through their guiding statements and actions. Provided documentation, conversations with students, staff and teachers and general observations during the week showed how the guiding statements permeate the culture of the school. Additionally, RISS strives for academic excellence, values the well-





being and cultural diversity of its school community and follows national educational guidelines. The school references the UN Declaration of Human Rights and the Convention on the Rights of a Child (in child-friendly language). The school states that the contents of this document are reflected in its Child Protection and Safeguarding Policy. The valuable Student's Charter also aligns directly with the convention. It provides an overview of the student's rights and obligations.

### Commendations

A4 (Major) - The school leadership and staff for embracing the guiding statements (mission and core values) to create an environment with an emphasis on safe and ethical community relations and student well-being.

### Recommendations

None at this time.

### Domain Summary – School Response


#### Domain A - Summary

##### Strengths:

The analysis of and reflection on our purpose and direction shows how much Rotterdam International Secondary School (RISS) has grown since the last CIS visit.

- Our two four-year strategic plans and annual school improvement plans (SIPs) are evidence of our school effectiveness in creating long- and short-term journeys that are aspirational and student centred. Their needs are fully reflected and acted upon in documentation, policies, new curricula, bulletins, collaborative meetings and consultations with parents, students and staff.
- Our Key Strategic Drivers gives us direction in our actions and assists with understanding our purpose and informing others efficiently what it means to be part of our school community.
- Our Teaching and Learning inspires and guides a multitude of documents, all reviewed and some annually updated to represent the type of education we wish our students to experience. It also inspires our lesson observations (DOT), appraisal processes and school improvement plans. Further evidence of its impact is sought via formal feedback such as Kirkland Rowell Surveys.
- Global citizenship and intercultural learning has grown within much of our curricula, exposing students to a wide range of experiences that foster a commitment to an international education. They are celebrated on a weekly basis with our community via our bulletins.
- Wellbeing is at the heart of what we do at RISS. Our strategic plans and annual actions establish looking after one another as a priority and ensure that there is a proactive approach via funding, investment, tutoring and





training to ensure that we can prevent and protect students and staff and be happy in our school. This is in direct alignment with the CIS Code of Ethics.

- Our commitment to child centredness is exemplified not only via the UN Convention on Rights of the Child, as quoted in our handbook, but also through a concerted effort on daily basis to work together for our children within our PLT, policies, pastoral programme, RISS ROSE, RISS REACH and our mission statement: "For every student to enjoy their youth".

#### Planned Actions

#### Outstanding past recommendations:

- A3: Ensure that linkages to intercultural learning are documented on Rubicon Atlas, taught, reflected upon, and assessed.
  - All new linkages to intercultural learning are in place on ATLAS (ex-Rubicon). This was led by members of the staff and leadership team. Ongoing process since 2017.
- A5: The RISS Leadership Team considers ways of engaging different stakeholders from all parts of the community in reviewing the guiding statements.
  - Since then, two Strategic Plans and the annual SIP have been approved by parents, staff, students and MR (or participation council).
- A6: The RISS Leadership Team and teachers make use of the survey data to generate an action plan to address concerns that warrant further attention.
  - Since then, our School Improvement Plans establish our response to the Kirkland Rowell Survey to action community needs.
- A7: Relevant stakeholders develop a contextually appropriate definition of high quality learning relating to expectations for specific age groups.
  - Our current policy that contains a definition of high quality learning has received two reviews. For these two occasions parents, students, staff, MR and PLT collaborated ensuring that document was responsive and current to best serve our students.

#### Preparatory Evaluation Criteria prior to 2017:

- There are no outstanding actions.

#### Team Evaluation Criteria - Exceed (2022 onwards):

- A1:
  - A1i: the current analysis, evaluation and evidence indicates that the school is firmly working via involvement, consultation and collaboration inspired by the guiding statements to establish a united course of action for growth, change and achievement in the long term.



- A1ii: our DOT platform, ATLAS Curriculum planning, collaborative arrangements, staff support system, curriculum design, timely reviews, school yearly organisation and communications demonstrate an establishment that has a strong identity that relies heavily on its vision, mission and values-led aspirations.
- A1iii: Our guiding statements are fully embedded in the fabric of our school. Their content is aspirational, timeless and rooted in the premise that a child needs to be happy to learn, achieve and enjoy life.
- A4:
  - A4i. Our guiding statements have been in place since 2017 and revised in 2022. Our mission is "For every student to enjoy their youth." This is a holistic statement further ratified by our desired performance, "Addressing the school community's social, emotional and physical well-being". Our policies, surveys, implementations, investments, pastoral programme, thorough communication, timetabling, curricula are evolving continuously and demonstrate that, above all, RISS strives to care for all community members.
  - A4iii. The school believes that our current approaches - our GDPR policies, our soon to be approved recruitment policy, being a member of the task force in the Netherlands, our child protection policy, the staff code of conduct, our provision, the use of auxiliary services and our guiding statements all demonstrate our commitment to apply and embody the UN Convention on the Rights of the Child (1990).

### Domain Summary – Evaluator Response

Overall, RISS is well-prepared for the self-study period in Domain A.

Domain A, well-reported with evidence and in a clear manner, reflects the depth and breadth with which the school's Mission and Core Values pervade and impact the school community. This domain reflects RISS's use of its guiding statements and purpose in its planning, decision making and forward thinking. The school's Domain Summary shows appropriate planning and progress since the last accreditation visit and has planning that aligns with the recommendations made by the visitors for the preparatory evaluation. Their planned actions and the recommendations made by the visitors for the preparatory evaluation will help the school in its self-study and its preparations for the team evaluation visit. There does remain some work to maximise both high-quality teaching and learning and the global understanding of interculturalism and internationalism within the taught and written curriculum, as detailed in the recommendations from the evaluators.



## Domain B – Governance, ownership and leadership

### B1

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)

### School Response

#### **Exceeds**

B1i. The roles and responsibilities of governance and/or ownership, leadership and management are clearly articulated in approved policy, well understood and respected by members of the school community, and effectively communicated.

RISS Roles and responsibilities for governance, leadership and management are clearly explained to the whole community via our yearly-updated [RISS Handbook](#) (see pages 59 - 67), which is revised by our staff, parents (via [PTA](#)), students (via the [student council](#)) and formally approved by [Wolfert Participation Council](#) (MR).


At the beginning of every academic year each student receives a copy of the RISS Handbook to take home and it is revised in tutorials. Additionally, the document is shared via a link to all parents and guardians via our bulletins (see document titled: "RISS Bulletin 1 2022-2023"). During our "Back to School Night" (see document of the same title) event, we revisit key aspects of the Handbook, including roles and responsibilities, as well as offering a Q/A session.

The [school website](#) offers additional information on roles and responsibilities within the school. The [staff area](#) (GDPR consulted and approved with staff) gives an overview of roles. More comprehensive information about the [MR](#), [PTA](#), [HE service](#) and the [student council](#) is also provided in our community information and, also, for website visitors to acquire a sense of our key priorities and who is responsible for them.

In addition, detailed roles and responsibilities of key stakeholders such as Principals, Heads of section (or Team leaders), teachers and support staff or counsellors (see document titled: "Counsellor-job description support coordinator A" as an example) can be issued upon request. This is mentioned within the twice-reviewed [Staff Code of Conduct](#) (see page 15) which is expected to be read by new members of staff, with reading time allocated for this purpose for the rest of the staff at the beginning of each academic year. Most job descriptions have been translated into English (see document titled: "Job Description teacher Lb (rev)").

Roles and responsibilities within the Dutch Educational system are clearly defined and approved by MRs, unions and the government. This is especially the case for teachers who are split according to experience, expertise and years on the job as LBs or LCs or LDs (See document titled: job information senior





teacher LD (variant a)). This can also be provided, but it is officially communicated when there is a “functiemix” - or division mobility - (see document titled: LD:LC Application Process) for which practitioners can apply (see document titled: "LD\_LC APPOINTMENTS 2020-2021").

All roles and responsibilities of all stakeholders are monitored, evaluated and reviewed via our annual performance management's processes, which we call Professional Reflection and Development (PRD) (see document titled: PRD Staff Overview 2021-2022).

Our Kirkland Rowland Survey (see document titled: Kirkland Rowell Survey - School Communication) shows that the parents support the school levels of communication to the highest standard. This underlines and supports the idea that our roles and responsibilities are effectively understood and shared within the community.

B1ii. Governors and/or owners, as well as leaders, use the CIS Code of Ethics to guide their decision-making and policies.


[CIS Code of Ethics](#) is fully embedded within our practice and adhered to by governors and school leaders.

The school has proven - via its commitment to timely reviewing and consulting on all its [policies and implementations](#), the formal recruitment process (see document titled: “Acting Head of Foundation - RISS - Interview Questions”), the [safeguarding procedures](#) and our continuously updating our [website](#) - to be transparent, current and accountable in regard to its stated mission, vision and values for all staff and stakeholders. The scrutiny of this process is offered via our appraisal system (see document titled: "PRD Document sample"), [MR approvals](#), [PLT consultative group](#) (see page 66), biannual Kirkland Rowell Survey (see document titled: “Kirkland Rowell Survey Results Overview”) and via our CIS/NEASC membership.

The school has numerous actions that demonstrate its commitment to provide a caring and solid educational provision for students. This is centred around our core values, our culture and our performance. Examples of evidence here include the new curricula created by us in the Foundation Years - [RISS ROSE](#) - and in the Middle Years - [RISS REACH](#) (see also document titled: “RISS Reach grade 9 unit planner sample”). They both seek to boost the student learning experience with a more vocational and interdisciplinary proposition. Our newly approved [IB Career-Related Programme](#), in the senior years, also gives credit to our reliable approaches to promote excellence and inclusion.

Our reviewed [key strategic drivers](#) and our latest [four-year strategic plan](#) define our commitment to creating a caring and welcoming community. We do this via reviewing our [policies](#), personalising our appraisals (see document titled: “PRD document sample”), investing in staff training (see document titled: “Restorative Practices - RISS CPD Sept 12, 2022”), appointing a dedicated staff counsellor






(see document titled: "RISSBulletin1-2022-2023"), consulting staff on national strategies pertaining to [wellbeing](#), delivering lesson observations (see document titled: "DOT - observation sample -27-10-2022") that allow staff to show their creativity, weekly meetings for collaboration and planning within faculties (see document titled: "Calendar meetings sample") and a [clear leadership structure](#). Our students are our priority not only by the application of the above actions, but also by our recruitment approaches (see our document titled: "Acting Head of Foundation - RISS - Interview questions", our [staff code of conduct](#), [child protection](#) and safeguarding documents and our [privacy statement](#) (see also document titled: "privacy statement - website picture").

Our school, as a semi-private school funded by the government and parents top-up fees, must adhere to national standards, guidelines and expectations as any normal mainstream Dutch school via [DISS](#). The school needs to demonstrate compliance via our [SIP](#) (or annual plans), provide staff with a Foleta Sheet (see document titled: "Foleta document sample") that indicates their annual teaching allocation and tasks, justify government funding (see document titled: "Budget Report - Meerjarenbegroting 2023-2027"), adhere to the requirements of the Dutch International Secondary School association ([DISS](#)) and honour the requirements established in the annually reviewed [Labour Agreement](#). The school translates this document into English to effectively serve our staff and also DISS (please note the new 2022-2023 translation is being translated at the time of writing).

The school has a strong set of core values: courage, relationships, responsibility and respect. They are promoted daily in our school through our [communications](#) and how we [manage our student population](#) (see pages 76 to 83). Our teaching content delivers a message of inclusion via diversity, equity and anti-racism that pushes inquiry to connect with issues that represent minority groups (see document titled: "DEIJ- Diversity, Equ(al)ity, Inclusion, Justice. We have a strong system of [counselling](#) and [learning diversity](#) that ensures our students feel supported and can make progress based on their stage not age. Our [EAL programme](#) (see page 7) ensures that students' language skills are improved so they can access the curriculum with confidence. Our parents promote diversity via different events such as food fairs (see document titled: "food fair") and wine and cheese nights (see document titled: "cheese and wine event"). We have recently had a students' initiative to set up a staff guided support group called QSA - Queer Spectrum Alliance (see document titled: "QSA"). This is a sign of the confidence students have in being supported by the school. Our discipline programme is centred around restorative [practices](#) (see pages 76 to 83) and all of our staff have received appropriate training (see document titled: "Restorative Practices - RISS CPD Sept 12, 2022") and the system has been in place for the last three years.

Global citizenship plays a key role within our lesson plans inspired by our guiding statements. In RISS REACH, the whole programme is centred around Global Citizenship and identity, ensuring that our students celebrate an international





education that promotes peace and understanding (see document titled: “DEIJ: Diversity, Equ(al)ity, Inclusion, Justice”).

### Evaluator Response

#### **Exceeds**

RISS, a semi-private school in The Netherlands, is a member of the Wolfert van Borselen School Group which operates under the umbrella educational organisation, BOOR. The school also functions in conjunction with the Dutch educational system and in coordination with the Dutch International Secondary Schools (DISS).

The RISS board is represented by the CEO, nominated by BOOR to represent the Wolfert van Borselen School Group and a CFO from Wolfert. Alongside the board, the roles and responsibilities within the Dutch educational system are defined and approved by the participation council (MR) for Wolfert and a local RISS association for the MR established by RISS as the Pedagogical Leadership Team (PLT) consultative group.

Supporting the governance and leadership structure at RISS, the school has delegated school educational leadership through curriculum leaders, programme coordinators, the PLT, and student council, and the teachers.

A review of documentation at the level of RISS, the board and the government along with conversations with the board, leadership and staff confirm that at RISS, the roles and responsibilities for governance and leadership are well articulated and understood, are reflected in operational practice, and are clearly aligned to the school’s guiding statements and strategic plans.

During the visit, it was noted in conversations with stakeholders that the roles of the board and leadership, including the principal (head of school), are understood and respected. Though it is not directly referenced in documentation, the board and leadership work in an ethical manner, through decision and policy making, that is intentionally aligned with the CIS Code of Ethics. Relationships between the board and the leadership team have provided stability for their school through open communication and mutual trust and advocacy of educational leadership to the principal. Staff, leadership and the board expressed a common view that there is a positive collaboration between the board and leadership which aligns with the school’s mission and core values of courage, relationships, responsibility and respect, the strategic drivers and strategic plan.

The school’s thorough narrative with supporting evidence for this standard has been confirmed during this visit.



## Commendations

B1 (Major) –The board and principal for the clear and functional governance framework to guide practice and clarify processes, systems, roles and responsibilities and help facilitate the development, stability and sustainability of the school.

## Recommendations

None at this time.

## B2

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)

## School Response

### Exceeds

B2i. The head of school's role is unambiguous and supported by the school's constituent groups.


The role and responsibility of the Head of the school is annually shared and reminded to all our school community via our [RISS Handbook](#) (see page 65 and 66). Students received a hard copy of the [document](#) as well as a link that is shared with all community members (see document titled: RISS Handbook 2022-2023 - sending links to families). It is a tradition that every year the principal delivers [a video message](#) welcoming the community back to an academic year, which sets the tone for the rest of the year. Additionally, every week via our bulletins (see document titled: RISS Bulletin #1 - 2022-2023), the school principal engages and communicates key actions to the school seeking support and delivering information in the management of the school. This further supports the Head of school in promoting her role within the school.

During the pandemic, when for the first time the school went into lockdown. The school was already prepared (see document titled: "RISS - Bulletin #1 (first bulletin)") and ready to go minutes after the government officially announced the new measures (see video message here). The head of school, on behalf of staff, delivered a message that reassured the community during this difficult time guiding and, hopefully, inspiring confidence towards our actions around that difficult period of time.

During "Back to School Night" events (see document titled: "Back to school night"), the principal leads parents with a TEDTalk approach to present current needs and actions to support the community and children and secure their assistance for the school to grow.

Annually, the Kirkland Rowell Surveys (see document titled: "Kirkland Rowell Survey Results Overview") delivers a message that establishes that the





community understands and supports the purpose and direction that the principal wishes for the school to undergo (See document titled: "..."). The survey includes parents, Leadership Team, students and staff. This ensures a two-fold response, one where the [Director understands the communities' positionality and reacts accordingly when priorities arise](#) (see page 26 and 27) and for the community to recognise the direction set by its lead when it comes to change.

Key groups to mention are our curriculum leaders (see document titled: "Curriculum Leaders' meeting agenda and minutes 2022-2023"), who the principal together with the LT meet every three weeks to assess and be informed about mutual priorities. The Pedagogical Leadership Team (see document titled: "Pedagogical Leadership Team Agenda and minutes (PLT) 2022-2023") meets six times per year to act as a pre-stage approval group to deliver fully curated and consulted documents such as our soon-to-be Recruitment Policy (see document titled: "Recruitment Policy Draft") for MR approval.

Finally, we have a school Magazine that celebrates the life of the school [RISSUE](#) (two numbers in a year since 2017). Within this student-led project, the principal is invited to participate with Introductory articles (see document titled: "RISSUE 3 WINTER 2021 LR Final," see pages 5 and 6) that intend to reflect on the mood of the community, the country and the world and ensure that a positive message captures the school imagination.


B2ii. The working relationships between the head of school and the governors and/or owners includes an appraisal process for the head of school and the opportunity for mutual discussion of the effectiveness of the working relationships.

The Head of School is appraised annually by Mr Bart Oremus (see document titled: "Appraisal (ontwikkelgesprek) MGS") as representative of BOOR and Wolfert, which is the school's governing body, nominated by BOOR to represent them at Wolfert. Before Mr Oremus' tenure, RISS Principal's appraisal was in the hands of Mr Rob Fens, this was prior to his retirement in 2019 (see document titled: RISS Principal's Appraisal - RF). He delivered appropriate and holistic performance management and appraisal to the RISS Head of School since her appointment in 2017.

The Head of School holds fortnightly meetings with Mr Oremus (see document titled: CEO and CFO Agenda 22\_23), as was the case with Mr Fens (see document titled: "FG agenda MGS 2020 2021"). This secures that priorities are discussed, problem areas identified and analysed and there is a mutual flow of information, with subsequent actions that ensure learning and professional development at RISS is of a consistently high quality.

Additionally, the Head of school meets with the other Wolfert principals (see document titled: "Notulen AD vergadering - 27 September 2022") in meetings that examine wider decisions across the conglomerate, the BOOR and the





country. This further enhances the partnership between the RISS Head and the executive on matters relating to school progress, labour agreements, personnel, performance management, annual budgeting, policy implementation, cross-school collaboration and the overall direction of the group of schools itself. One such a project was our Assessment Calendar (see document titled: "C1i Assessment Calendar - CL - FINAL VERSION - 2021-2022"). This one was implemented in 2019 for the first time. This was part of an action research for the principal's NPQH qualification (see document titled: "Sponsor comments - NPQH CANDIDACY")

The support for the Head of School is also demonstrated by making certain that appropriate professional development takes place every year. Key training so far includes online courses with Harvard Business School (see document titled: "Wolfert van Borselen Mail - Important\_ October Negotiation and Leadership Program Logistics"), National Professional Qualification for Headship (NPQH UK) (see document titled: "NPQH Certificate") and the commencement of an [LLM on Human Rights and Humanitarian Law](#) in February 2023 at Aberystwyth University. This level of support is a reassuring indication of the confidence the Executive has in the Principal.


This commitment to the current RISS Head is also exemplified by the Executive's response to the Dutch '30% tax ruling' through which the RISS Principal faced a significant loss of earning this year. In most cases, this loss of income leads to Principals having to leave their post. However, the executive and RISS Principal worked together to appeal directly to the Dutch Inland Revenue for a year's dispensation (see document titled: "Wolfert van Borselen Mail - Advice regarding the end of the 30%-ruling Mrs. Gilbert-Saez [AC100134\_I30933042]"). This required the involvement of a tax solicitor along with a great deal of paperwork. These actions enabled the Principal to continue in post (see document titled: "Addendum to the employment contract M.F. Gilbert-Sáez"). The tax office approved the request in August 2022. The effort and support given reflects the Executive's trust in and positivity towards the current RISS Principal.

### Evaluator Response

#### **Exceeds**

The working relationship between the board and the principal can be characterized by genuine respect and support with a common view of the school's mission and core values which helps foster a positive and close school community. The board referred to two significant aspects of the guiding statements when explaining the purpose and direction of the school in their role, "for every student to enjoy their youth" and 'educating for self-awareness, curiosity and integrity in a changing world'. Not only is the common vision aligned with the guiding statements for the board and principal, but there is also a commitment to the drivers of CIS for purpose and direction, learning, well-being and global citizenship.





The board's and principal's respective roles are articulated and shared with the community. The role of the principal (head of the school) as the educational leader is unambiguous and she is highly regarded throughout the community's constituent groups. RISS is unique in Wolfert as an international school. Through conversations with the board and principal, it is confirmed that the RISS principal has the facility "to work within international standards and actions with, at times, different priorities from Wolfert, for differences rooted in internationalism and global citizenship." The annual Kirkland Rowell survey is further evidence that the community understands and supports the purpose and direction that the principal.

The regular and frequent meetings with the board and the principal offer further opportunities for mutual discussion including the effectiveness of their working relationships. The principal's annual appraisal process by the CEO from Wolfert is documented and acted upon through Wolfert processes. The board is appraised within the Wolfert and Boor organization. Both the principal and the board are given opportunities to partake in professional training.

### Commendations

B2 (Major) - The principal and the board for nurturing a culture of trust and support between the school and the board enabling effective and purposeful leadership of the school.

### Recommendations

None at this time.

### B3

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)


### School Response

#### Meets

B3i. The governors and/or owners have realistic and appropriate strategic and/or operational plans that are underpinned by financial planning and which are focused on educational improvement.

Rotterdam International Secondary School is funded partly by the Dutch government, based on student numbers on October 1st each year, and partly by parents in the form of a top-up fee that matches the government's per-student investment (see document titled: "operational overview budget"). [Admission](#) requirements are strict and our fees are within the bracket agreed amongst the school members of the Dutch International Secondary Schools in the long-





standing so-called "gentlemen's agreement" (see document titled: "fee-agreement 2.8 (copy)")

RISS financial planning is led by our CFO and managed jointly in situ by our CFO and Wolfert Heads.

The CFO meets with the RISS Principal every three weeks (see document titled: "CEO and CFO Agenda 22\_23") to manage current and future investments in line with student numbers, allocate priorities for annual budget planning, jointly prepare annual financial investments, manage reserves, agree on cuts where appropriate and feasible and establish a course of action to absorb losses when this happens (see document titled: "Operational overview budget").

This close financial partnership is fundamental for operational purposes. Schools within the conglomerate, in fact all mainstream Dutch schools, are not allowed to make a profit and are strictly audited (see document titled: "BOOR\_jaarverslag-2021\_DEF\_web\_Auditor") each year by the government. All annual surpluses remain as reserves for future investments or act as a safety-net in case of financial crisis (see document titled: "20211010 Presentatie meerjarenbegroting 2023-2027 (solidarity)").


Within our strategic plan 2017 and [2022](#) (see page 6) versions, and in support of our guiding statements, there is a section that highlights the importance, organisation and responsiveness of the school budget to support growth. In addition, every year, via our SIPs, specific priorities are created to invest in areas such as curriculum innovation and design, staffing and facilities (see document titled: "RISS SIP - Year Plan 2021-2022 - Final").

The budget for each school is managed via a system called CAPISCI. RISS Principal has access to the system. This allows her to track continuous expenditures in line with annual agreed targets (see documents titled: "Capisci sample 1" and "Capisci sample 2").

One of the benefits of being a semi-private school is that we are entitled - and expected - to apply for and receive the benefits of government funding for diverse needs, but mostly for student learning and welfare, staff training, salary scale systems, salary increases, bonuses and any national decision within the labour agreements or CAO (See document titled: "Negotiators' agreement CAO VO 2022 English"). We have three sources of extra funding: NPO, GOB, Workload alleviation fund and extra 40 Personal Budget (PB) hours to take PB to 90 as from this academic year for a full timer (See document titled: "Operational overview budget" section 311007 and 321021 and "Negotiators' agreement CAO VO 2022 English" item 3 and 4 on page 2).

All of the above contributes to maintaining a rhythm of security, pedagogical improvement and well being with targeted investment and accountability with a focus on constantly and consistently investing in our students' current and future education.





B3ii. The governors and/or owners have financial plans that include contingencies for unexpected circumstances in order to best ensure the viability of the school in the future.

Our financial plans cover for eventualities via an insurances provider - [AON](#) - to offset any unforeseen costs related to facilities, students and staff (please see document titled: "Insurance outcome")


Annually, the Dutch government allows any budgetary surpluses to be left with schools as reserves for future investments and eventualities (see document titled: "Jaarplan\_2022\_definitief - Annual report"). This is accumulated year on year and will benefit the school and its students through, potentially, a new international campus (see document titled: "Businesscase Internationale Campus"). This initiative is now being explored by the local authorities through a business plan. This is important to mention here as the school is growing and the need to support a growing expat community takes precedence over other matters for guaranteeing growth.

Wolfert schools as a whole, have a solidarity plan (See document titled: "20211010 Presentatie meerjarenbegroting 2023-27 (solidarity).pdf". This guarantees that if any of the school falls behind financially due to student numbers or any other financial situation, the conglomerate will put a safety net in place to support the school until it is able to recover.

Another example is the Dutch Functiemix. These are opportunities for staff to progress on salary scales and continue to move forward professionally and financially (see document titled: "functiemix 2018 (job mix 2018)"). For example, one Wolfert school needed to secure staff retention, but student numbers were not high. The Principal used the Functiemix guarantee to ensure that attraction of new staff and retention of existing staff was still viable through a salary progression. The rest of the schools in the group decided not to make use of the Functiemix for a year in their own schools in order to channel these funds to the school in need (see document titled: "20211010 Presentatie meerjarenbegroting 2023-27 (solidarity).pdf" see slide 27). This solidarity fund resulted in gaining enough time (one academic year) for the school to retain its staff and wait for student numbers to grow, which did happen. This level of support is applicable to all Wolfert schools, including RISS.

Additionally, the conglomerate has invested a significant amount of money to update and strengthen the ICT provision and internet speeds (see document titled: "Technologyplan") . This is as a response to the online learning needs driven by the pandemic and any future scenarios that may occur. RISS is well placed, therefore, to switch immediately to online learning if necessary. To test our systems, we have deployed the use of remote learning during IB and IGCSE exams to both provide more space for students during exam seasons and for colleagues to practise and be ready for any eventuality.





The conglomerate, spearheaded financially by the CFO, plans in advance for a budget of three or more academic years by making predictions (see document titled: " Budget - Exploitatie 15KR - DE WOLFERT - 2022-10-21 15.18.32") on student numbers and establishing targets that can be met when the circumstances are right. This enables schools to understand their financial field and prepare targets that will create an educational provision attractive enough to make those students' number targets a reality.

## Evaluator Response

### Meets

A review of documentation and conversations with the board and senior leadership confirm the school's thorough response to this standard.

RISS sustains financial stability due to resource access and corporate direction as a member of the Wolfert Schools Group and the additional student fees which are regulated by the government and DISS agreements. As a semi-private school, RISS can also benefit from the Dutch government for instance, with "grants that cover professional training, wellbeing, curriculum development, facilities, salaries and staffing." As stated in the school's narrative, RISS must show compliance with its annual plans, stemming from the four-year strategic plan developed with Wolfert, to justify government funding. RISS financial planning is led by the CFO, aligned with Wolfert schools and in collaboration with the RISS principal for budget development.

The school's financial plans cover eventualities via an insurance provider and include an emergency fund through a Wolfert solidarity plan that guarantees financial support at the school group level.

The school and Wolfert have implemented a comprehensive and extensive school process management system for financial, strategic and annual planning processes. Budgetary planning processes in place both for the mid and short-term indicate that financial expenditure is carefully planned. The school has also engaged an external financial auditor.

## Commendations

B3 - The board and principal for effective strategic and financial management planning for the viability of the school and its future.

## Recommendations


None at this time.

## Domain Summary – School Response

### Strengths

- Our school communication systems have been designed to contact our families on a weekly basis what we do and who is doing it. This provision





ensures consistency through time that enables the community to understand, recognise and support our actions.


- The school responsiveness to the CIS Code of Ethics permeates all areas of our action with regard to communication, curriculum, staffing, planning, guiding statements, recruitment and the observance of the law of the country as a semi-private school.
- The commitment of the Principal to be seen, involved in and service the community by giving purpose and direction to the school at all times and levels. In addition to always being accountable to the governing body and all elements of the school community.
- RISS, as part of the Wolfert van Borselen conglomerate, acquires a firm financial standing that allows it to create reserves as well as invest in the school's educational plans.
- As a semi-private school, RISS is allowed to benefit from government funding, salaries, pay outs and grants that cover professional training, wellbeing, curriculum development, facilities, salaries and staffing.

## Planned Actions

### Outstanding past recommendations:

- B9: There is a clear roadmap for the storage, access and use of data to enhance learning.
  - This was done by the LT and the Learning Technology Coordinator. The below are the actions taken since 2017. The school has:
    - an "Acceptable use of technology plan" delivered to new students and Grade 6 students since 2017.
    - "Learning Technology Plan" to be reviewed in November 2022.
    - a soon to be approved "Data Protection Policy".
    - delivered annual training on data protection for all staff since November 2022.
    - benefitted from BOOR's annual GDPR official training since 2021.
    - a GDPR Statement on the website since 2018.
    - complied with Wolfert and BOOR as organisational members for the national requirements on data protection since May 25, 2018.
    - a staff Code of Conduct since 2017, reviewed accordingly.
    - a GDPR Ambassador and GDPR Advisor since May 25, 2018.
- B6: The RISS Leadership Team (LT) should develop structured opportunities to measure its own effectiveness through reflection and feedback.
  - The school has put in place major systems since 2018 and they have all been reviewed more than once. They are our Strategic Plans, SIPs, appraisal systems, Kirkland Rowell Surveys, DOT (observation tool) and ATLAS curriculum mapping platform. They all work holistically, aligned and in tandem, to inform the LT about





school growth and flag areas for attention, ensuring the institution receives due care and attention in its development . The process has been led by the LT.

- B5: The school articulate[s] and communicate[s] how the guiding statements link with the strategic plan, and how these in turn flow from a shared understanding of high quality student learning.
  - The school hopes that given the discussion in section B and reflections provided by stakeholders, this will satisfy this recommendation beyond the basics.

Preparatory Evaluation Criteria prior to 2017:

- There are no outstanding actions.

Team Evaluation Criteria - Exceed (2022 onwards):

- B1:
  - B1i: the school now operates strongly within principles of distribution. This is not just simple delegation but, rather, empowering key community members to exercise and experience ownership and accountability because of what they do in school. This requires - and shows - confidence in the exercise of duties and awareness to (re-)negotiate constantly for quality and sustainability. Key management members: Curriculum Leaders, Coordinators, Pedagogical Leadership Team, Student Council, Leadership Team, Governors and teachers.
- B2:
  - B2i:
    - RISS Principal and the executive have developed a strong bond rooted in the need to constantly negotiate a better deal for students. The partnership worked on a diverse project of mutual interest in Wolfert. Both collaborated on the creation of guiding statements (the first one for Wolfert) for the conglomerate inspired by need, but also by RISS's understanding of purpose and direction. Additionally, our appraisal systems received commendations from the other school principals in Wolfert and are now being implemented widely.
    - The freedom given to the RISS Principal has allowed her to work within international standards and actions with, at times, different priorities from Wolfert, differences rooted in internationalism and global citizenship. The trust of the executive to manage the school has been enabling, consistent and critical for the school growth.

### Domain Summary – Evaluator Response

Overall, RISS is preparing well for the self-study period in Domain B.





This domain reflects the collaborative relationship between the governance and the head of the school, one in which autonomy is given to the principal as the educational leader. The Domain Summary indicates the school's strengths and also its improvements to move the school forward for its self-study. The strengths and conveyed in this domain have also been reflected in the feedback from CIS.



## Domain C - The curriculum

### C1

*The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)*

#### School Response

##### **Meets**

#### C1.i

RISS has a consulted and reviewed (see document C1i PolicyforTeachingLearning-RISS) fully aligned with the definition of high quality learning described by CIS.

DOT Observations (Digital Observation Tool, using RISS teacher observation form (see document C1i DOT\_Observation sample) completed by Curriculum Leaders of teachers in their departments, create an atmosphere of collaboration with vital feedback and reflection by the teachers on teaching and learning in order to improve delivery. During those observations, teachers are able to present their inquiry and concept based approaches to teaching, allowing open dialogue and areas of improvement between the Curriculum Leader and the teacher.


Teachers further reflect on their teaching in Rubicon Atlas (see document C1ii Atlas Unit Plan (English)), after each unit is completed, giving a constant atmosphere of self evaluation in order to continually improve their teaching delivery. In Atlas, teachers are regularly maintaining in their unit plans how the school's Core Values and school's Mission and Vision align with their units.

In Curriculum Meetings (see photo C1i Curriculum Time in Agendas), departments continually discuss best practices in their subject areas and also discuss areas in need of improvement. This is a vital time for collaboration to make sure that all the grade levels are vertically and horizontally aligned. The students are exposed to the same activities in the same grade levels at the same time which is reflected in the (see document C1i Assessment Calendar - CL - FINAL VERSION). During the Curriculum Leaders meetings, CLs make sure that students do not have more than 2 assessments per day as stated in the Student Charter (see document C1i StudentscharterWvB2018-2022). Differentiation within each classroom is also a priority and part of the discussions during collaborative curriculum meetings.

We are constantly engaging with student feedback with the means of the Kirkland Survey (how do they feel they are making progress).

C1ii. The curriculum is well planned and suits the needs of the students at all levels throughout the school. Academically, this is evident through unit overviews on Atlas (see documents C1ii Atlas Unit Plan English, C1ii Atlas Unit Plan Biology), which clearly indicate how students are enabled to meet the





learning objectives from the relevant syllabuses (Foundation Year, IGCSE, IBDP). Unit plans on Atlas also indicate how differentiation takes place, indicating how students are supported in their intellectual development (see above evidence). Additionally, recently developed courses RISS Reach and RISS Rose assist students to develop emotionally and socially, through for instance a unit on Identity (see documents C1ii-Riss Reach, C1ii Riss Rose ).

Students' emotional and social skills are also developed through the Tutor Programme, which, like the academic curriculum, is articulated on Atlas (see document C1ii Tutor Time). Units are tailored so as to suit the specific needs of students of each age group. The outcome of this is monitored using regular [student surveys](#).

A recent development is that teachers now also put individual lesson plans for academic classes on Google Classroom, and these plans articulate lesson goals (see document C1ii Google Classroom Lesson Plan.) The degree of detail in these lesson plans varies however from teacher to teacher.

Each year, teachers reflect on Atlas units to ensure that the planning and articulation remains relevant and appropriate to the student body, and to determine areas for improvement. These reflections are informed by formative and summative assessment data, teachers' observations, and survey data (see document C1ii-KR survey).

Finally, the co-curricular programme at RISS is wide-ranging and varied, and develops students' physical and social skills (see photo C1ii-extracurricular activities). An area for improvement is to more fully articulate the particular goals for these activities.


## Evaluator Response

### Meets

RISS has a definition of learning supported by the RISS teaching and learning manifestos. These are part of the school's Learning and Teaching Policy. Conversations with curriculum leaders and a review of the school's curriculum confirm that the curriculum leaders have a common understanding of the school's definition of learning and implement it through the curricular development and review process. The curriculum leaders stated they undertake concept-based curricular development from broad to specific ideals with a focus on horizontal and vertical alignment.

Unit plans, housed in ATLAS, are structured to support the school's definition of learning while offering individual teacher innovation in their lessons. The current structure of the unit planners has undergone numerous revisions based on the reflection and feedback of teachers, curriculum leaders and programme coordinators. Google Classroom houses teachers' individual lesson plans based on the unit plans.





Curriculum development at RISS is based on the school's Foundations Years and the IGCSE, and IB -DP & CP programmes. The whole school curriculum is aligned with the RISS's guiding statements and intended for students' individual emotional, social, and academic development. In response to the identified need for further social, emotional, values and attitudes growth for students, RISS recently developed RISS Reach and RISS Rose courses. This focus on student growth is further supported by the Tutor Programme with a curriculum designed to address the specific needs of students of each age group.

In the school's definition of learning and manifestos, inquiry-based learning is highlighted as core to the teaching and learning process. During the visit, classroom observations offered limited examples of inquiry-based learning. In conversations with the leadership, curriculum leaders and staff, it is clear that the school is aware of the need to move from an understanding towards the implementation of inquiry-based learning and that the curriculum will support this practice.

### Commendations

C1 - The leadership and curriculum leaders for the development of the bespoke RISS Rose and RISS Reach courses which enhance students' social, emotional, values and attitudes growth.

### Recommendations

C1 (Major) - The curriculum leaders and teachers ensure there is understanding and consistency of inquiry-based learning throughout the planned curriculum to foster teaching and learning aligned with the school's definition of learning.

### C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)


### School Response

#### Meets

C2i.

Riss utilizes Atlas Rubicon which outlines in detail knowledge, understanding and skills (know, understand, be able to do) aligned to a published syllabus. (see document C2i - Rubicon Atlas) These learning outcomes are shared with students via documents within individual google classrooms created specifically for each subject (see screenshots C2i - Google Classroom; C2i - Google Classroom 2). Students and their parents are provided with information on all of the courses offered at RISS ([C21 - Website Foundation Years](#)) and also given access to a RISS handbook (see document C2i - Handbook) which explicitly





outlines course information (C2i Handbook, p.12,17,23), including specific expected learning outcomes, criteria for success (C2i - Handbook promotion criteria p48), skills and competencies. During the admissions process, interviews are conducted, whereby further clarification is given about the learning outcomes for specific chosen subjects, to students. (see document C2i - Admissions Policy) Furthermore, information on each of the subjects, including expected learning outcomes, skills and competencies can be found on the RISS website, which includes various documents, multimedia presentations, videos which provide clear information on the expected learning outcomes. Additionally, RISS provides information on the design, implementation and outcomes via a subject fair, specifically for IGCSE and IB subjects (see document C2i - ICSE Subject Fair)

C2ii.

RISS has a mission for 'every student to enjoy their youth' and core values (respect, responsibility, courage and relationships) which are built into planning for each subject (see photo C2ii - Rubicon Atlas Core Values) and these values are embedded into the curriculum. Subjects like RISSRose and RISS Reach have been designed to help students develop their own interests and explore values and attitudes (see document C2ii - RISS Reach). For example, cooking classes, photography and social justice all offer students opportunities to develop principles and values, as well as developing skills and aptitudes. (see photo C2ii - Bulletin RISSRose)

At senior level, there is an explicit set of points related to CAS, focusing on developing opportunities for personal development. (see photo C2ii - CAS).

Students are encouraged to think about their own aptitudes, attitudes and values with regards to each of our core values. For example, students are encouraged and asked to set their own target grades for subjects, through discussions with teachers, setting out their own goals and aspirations (see photo C2ii - Magister Target Grades) Additionally, students are encouraged to share attitudes and values, which are planned for and embedded into lessons (see document C2ii - Science\_global-citizenship) We align students own personal aptitudes, attitudes and values with our own core values (see - Handbook Effort Grades p.36) Our tutor program also has a documented curriculum, specific to each year group, which focuses on students personal development. This includes opportunities for students to reflect on their attitudes, aptitudes and values at various points throughout the year (see photo C2ii - Rubicon Atlas Tutorial). We award students based on our core values, acknowledging their own personal progress and personal development (reports, certificates) (see document C2ii - Reports and Certificates) At IGCSE and IB level, the tutor curriculum has embedded within it, a focus on personal development through Unifrog, whereby students are encouraged to reflect on their skills, aptitudes (see document C2ii - HE\_p.18 RISS Bulletin#8 ) and think about their own development in the future.



## Evaluator Response

### Meets

At RISS, curriculum planning by teachers and curriculum leaders is clearly understood and followed. Opportunities for collaboration are evident at all levels of the school as structures and systems are in place to ensure curricular development and review. To lead curriculum development, the school engages curriculum leaders who each are responsible for a whole-school subject. RISS offers the opportunity for curriculum collaboration, including subject review days, within departments and this also ensures all grade levels are vertically and horizontally aligned. Time is also allotted for the curriculum leaders to collaborate to support the whole-school perspective.

Within the curriculum, outcomes for student learning are stated with reference to concepts, understanding, knowledge and skills through the unit planner format on ATLAS. The unit planning involves teacher and department reflection and includes student reflection such as the end-of-unit feedback and surveys.

In conversations with curriculum leaders and teachers, it was emphasised that RISS has a mission for 'every student to enjoy their youth' and core values (respect, responsibility, courage and relationships) and these are addressed in curriculum planning. As stated in Standard C1, RISS Rose and RISS Reach courses have been designed to help students further develop their own interests and explore values and attitudes while supporting their emotional and social development. Students' emotional and social skills are also developed through the Tutor Programme,

### Commendations

C2 - The leadership team for ensuring structures and systems to enable school-wide curricular planning and development that enhance age-appropriate student learning and align with the school's guiding statements.

### Recommendations

None at this time.

### C3


Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

## School Response

### Meets

C3i. The school has significantly adapted its approach towards engendering an understanding of students as global citizens in contexts of varying scales, demonstrated by our definition of internationalism/interculturalism (C3i - RISS handbook p.7). The new RISS Reach programme ([C3i - RISS Reach Website](#)), mandatory for all middle years students, has a (large) unit titled 'Global





Citizenship'. In this unit students unpack what (global) citizenship means through the concepts of 'place' and 'power' (see document C3i - Lesson 2 - Global Citizenship to You) and through a variety of activities and a major summative group project (see photo C3i - Academic Poster). Pertinent themes of this unit relating to global citizenship are later developed in the Service and Community Engagement unit, where students become agents of positive change in a local context. The new RISS Rose programme in the foundation years has modules rooted in themes like oracy, social justice, (urban) sustainability, and ethics, all of which give students both knowledge and requisite skills to become engaged citizens in their contexts ([C3i - RISS Rose Website](#)).


The CAS programme affords the students an array of opportunities for students with community engagement, including making food for a local homeless shelter (see photo C3i - Cooking for Pauluskerk), while establishing fundraisers for causes far beyond the Dutch border in Kenya (see photo C3i - Operation Smile CAS). CAS links are embedded in all levels of the school's curriculum planning in Rubicon Atlas (see photo C3i - CAS Atlas Geography example).

Additionally, the continuation of the Erasmus + ([C3i - Erasmus + Website](#)) and MUN programmes has encouraged students to engage with the community on a more regional level in practical ways this year. These include having students participate in an EU Economic and Social Committee conference, where students suggested how to combat 'fake news' on a European scale (see document C3i - Your Europe, Your Say). Students hosted an MUN conference at our school with the theme 'An Entangled World', which focussed on peace and stability in the Middle East and human rights of the Uyghur Muslims in China (see photo C3i - RISS MUNRO).

C3ii. The school offers a multitude of opportunities for students to learn new languages wherein Chinese and German has been added (along with Spanish and French) to the curriculum (including that of the host country) and to develop their native languages. A school wide (see document C3ii Language survey 2021-2022 students) was given to both students and parents asking them if language acquisition was important to them and both fully agreed that offering the additional languages of Chinese and German were an added value to their curriculum. Overall, they felt the language offering at RISS was an added value to their overall learning.

The RISS Language Policy (see document C3ii RISSLanguagePolicy2022V3) has been written and vetted between the Leadership Team and the Curriculum Leader for Languages. This policy clearly states the policy of the School and the expectations of the teachers and the students. Through this document, you can also see how Heritage Language is supported throughout the school. In Foundation years (if a language is offered in their heritage language they take that language) In the Middle years, if a student's heritage language is offered by Cambridge to take as a first language exam, then we encourage the student to get an outside tutor and study for that exam. Then in the IBDP students are able to take SSST at a standard level in order to take their Heritage Language on





a self-taught basis with the help of a literature teacher and also with the help of an outside tutor.

International Language Day is held on an annual basis, which supports and encourages students' heritage language and their cultural identities. Students in grade 11 run a CAS project for this day wherein they help support Foundation and Middle Year students understand the importance of maintaining their Heritage languages (see document C3ii Language Heritage Committee presentation).

Language Village is held yearly in Foundation years wherein students can use their language skills in real life situations, such as renting a bike in Dutch or ordering a meal in Spanish.


Grade 8 students take the DELF exam for French, DELE exam for Spanish (last time in 2019, halted due to COVID, will continue in 2023), and the Chinese Efficiency Exam (HSK) for Chinese. The German exam will start in 2023. These exams show the progress of students using the European Framework for languages and give our students certificates at an A1 to A2 level (see example document C3ii Chinese Exam letter to Parents).

### C3iii

RISS has clearly defined the purpose and direction of digital citizenship in the (see document C3iii Learning Technology plan). Expectations are shared with all stakeholders in the form of the (see doc C3iii Mobile Phone policy) and the (see document C3iii Academic Integrity Policy), thereby supporting the well-being and learning of students engaged in the digital world. During tutorials in all stages of the school students learn what is appropriate and what to look out for with regards to communication using digital media. Students learn ICT skills (see document C3iii ICT\_digital-citizenship) and use digital technology when learning (see C2i Google Classroom). RISS has age-appropriate research tools such as Newsela and Britannica and are guided in their research by teachers within the subjects. Academic honesty and anti-plagiarism software is used in senior years.

Well-being of students engaged in digital technology (such as dealing with social media) is supported by the school's mobile phone policy, as well as workshops such as the Sex Education and Social Media (see document C3iii Bulletin #05 p.5) workshops hosted for students and parents. This also relates to aspects like data and photo sharing (GDPR compliance). Digital citizenship is explicitly taught in the Grade 9 Pastoral programme (see document C3iii Atlas Digital Citizenship) and the RISS Handbook (see document C1i RISS Handbook p.93) addresses social media use, gaming, and online bullying. All the examples above also foster the development of global citizenship in a digital world.





RISS has shown many examples of how digital citizenship is embedded and spread out throughout the whole fabric of the school. However, an official definition of digital citizenship by RISS is still missing, which will be addressed.

## Evaluator Response

### Meets

RISS's guiding statements support the values of global citizenship and intercultural learning. The school has a definition of Internationalism & Interculturalism which is referenced in the Learning and Teaching and Policy. This definition is also in the school's handbook which is available to all members of the school community.


A review of the curriculum and conversations with teachers and curriculum leaders confirm intercultural learning is embedded in the curriculum and extracurricular activities. Offering further opportunities for students to intentionally develop aspects of global citizenship are the recently developed RISS Reach and Rose courses.

Students and teachers are aware of the significance of global citizenship in student learning and during our meetings they did share connections with intercultural perspectives. With respect to the school's curriculum, the specific skills referencing international mindedness are not evident in the unit plans, but rather a link to the generic document on "Developing five skills for international mindedness". Moving into the self-study, the school has the opportunity to review and unpack their definition of Internationalism & Interculturalism to identify those components to help them focus this understanding in their teaching and learning plans.

At RISS, there is a high value on language and culture. The RISS Language Policy states that "Language Policy is central to the identity of the school. It drives the school forward and the development of the students' heritage language(s) and English Additional Language". Based on stakeholder feedback, Chinese and German have recently been added as language acquisition courses, along with the current offering of Spanish and French. The language of the host country is offered and there is a possibility to study a student's heritage language in all school sections. The strength and significance of the school's language programme are also emphasized through its encouragement of students to take external language examinations.

The school's narrative for this standard referring to digital citizenship states that "RISS has shown many examples of how digital citizenship is embedded and spread out throughout the whole fabric of the school. However, an official definition of digital citizenship by RISS is still missing, which will be addressed." A review of the curriculum and conversations with students, teachers and curriculum leaders have confirmed this statement. Digital citizenship is explicitly taught in the ICT curriculum, through the Tutor Programme, integrated into





appropriate units of study and addressed in student workshops. It is also reflected through various documentation such as the technology plan, technology user agreement, the school handbook, code of conduct and mobile use policy. Currently, the school does not have a definition or common understanding of digital citizenship. Having a definition for the school ensures there is a common understanding and consistency for developing and reviewing and teaching the planned curriculum for digital citizenship.

#### Commendations

None at this time.

#### Recommendations

C3 - The curriculum leaders ensure specific skills referencing Internationalism & Interculturalism in are incorporated in the unit plans furthering their explicit use within the written and taught curriculum.


C3 (Major) - The leadership team and curriculum leaders with the staff develop a contextually appropriate definition of digital citizenship to ensure its common understanding and consistency throughout the planned curriculum.

#### Domain Summary – School Response

There are many strengths in this domain. First, the school has committed to fully articulating all units in detail in Atlas. These units are conceptually focused and include specific learning goals and assessment objectives. The units are reviewed and reflected on at least yearly. The use of Atlas has also facilitated vertical and horizontal integration of curricula. Google Classroom (brought in initially for remote learning during COVID-19) has also allowed the school to progress in this domain, as it provides a platform for teachers to share lesson plans with students. In addition, the development and implementation of the RISS Rose and RISS Reach programmes have facilitated student reflection on and increased understanding of what it means to be a global citizen, as well as providing students with additional opportunities for social and emotional growth. Finally, students' opportunities for language development have been strengthened. The school has added German and Chinese in Foundation and Middle Years, thus widening provision and promoting multilingual learning. The strength of the school's language programme is also emphasized through its encouraging students to take public language examinations (such as DELE and DELF).

Despite the strength of the school in this domain, a couple of planned actions have been identified. First, the school will construct a more explicit definition of digital citizenship (person responsible: ICT Coordinator). Second, the school will work to improve horizontal alignment amongst the various curriculum areas, including embedding TOK more consistently in the IBDP (People responsible: Curriculum Leaders). Finally, there is some variation in the thoroughness of unit planning on Atlas, and so the school plans to achieve greater consistency here





(people responsible: curriculum leaders). The school aims to have carried out these actions by the end of the 2022-23 school year.

Outstanding Past Recommendations (taken from NEASC ACE report 2018) :

(A7) – Definition of high quality learning related to student expectation learning outcomes.

We have defined a clear Teaching and Learning Policy that is acknowledged by all stakeholders.

(C6) – Systemic review of the school's curriculum ensures appropriate scope and sequence.

The use of Atlas Rubicon is more consistent and has qualitatively improved greatly as a result of the collaboration between leadership team, curriculum leaders and teaching staff. The Curriculum day that all curriculum areas have at the end of the school year supports this as well.

(D2) – Teachers receive professional training and support.

There is continual support for training and trained teachers transfer their knowledge on a regular basis at the Community and Learning Cafe (CLC).

The CPD days are well planned and effective for professional development as well.

(D8) – Media/The used as a means to differentiate teaching and learning.

VR headsets are bought and being used and the now much more extended and consistent use of Google Classroom helps with differentiation as well.

Preparatory Evaluation Criteria prior to 2017:


- There are no outstanding actions.

### Domain Summary – Evaluator Response

Overall, RISS is preparing well for the self-study period in Domain C.

At RISS, there is a commitment to effective student learning through curriculum development. This domain is well reported, focusing on its programmes on offer with supporting evidence. The school's stated areas for improvement align with the following findings. The curriculum reflects the guiding statements of the school Further implementation of the school's definition of learning with a view on inquiry-based learning, along with global citizenship and digital citizenship will offer a focus on a collective understanding and use in the development and





review of curricular and extracurricular learning, teaching and student wellbeing.



## Domain D - Teaching and assessing for learning

### D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

### School Response

#### Meets

D1i: Students are actively engaged and challenged in their learning.

RISS promotes [inquiry-based learning](#), which is supported through whole-staff training (e.g., Trevor MacKenzie). Students are encouraged to actively engage in their learning, through inquiry projects that foster transfer of knowledge to skills and understanding (e.g., RISS Rose) (e.g., RISS Reach) (e.g., Collaborative Project) (e.g., IBDP English Banksy project) (e.g., TOK Exhibition). Students are encouraged to actively engage and be challenged in their learning (e.g., Science Fair). Students are surveyed about their participation in their learning experiences (e.g., RISS Reach). Practices such as co-designed rubrics (e.g., English Eulogies task rubric) show student engagement in their learning. Students are challenged in their learning both within (e.g., RISS Reach assessment rubric) and outside the classroom (e.g., Kangaroo Maths Competition).


D1ii: Through their practice, teachers are implementing the school's definition of high-quality learning.

Teaching practices are led by our [Teaching and Learning Policy](#), which contains a Learning and Teaching Manifesto (pp. 3-4). Curriculum is mapped using ATLAS (e.g., ATLAS unit example) and units are reviewed and adjusted regularly. Quality of teaching is monitored through informal drop-ins and formal DOT observations (e.g., DOT observation), which feed into teachers' professional development goals. Teachers set and review professional, strategic and student-centred goals in the annual PRD process (e.g., PRD 2021-2022 form).

D1iii: Teachers employ a range of differentiated methodologies that enable learners of all ages and abilities to be successful.

Teachers are trained in differentiated approaches (e.g., Carol Ann Tomlinson training) (e.g., Take ups from CPD (differentiation)). Students are assessed through a range of different assessment tasks (e.g., assessment types in Assessment Calendar). Teachers provide differentiation both in their teaching (e.g., DP Biology Unit Plan) and through differentiated assessment opportunities (e.g., G12 Geography differentiated assessment). Our Learning Diversity team offers differentiation of assessment tasks (e.g., Request for Differentiation). Classroom layouts allow students to interact in different ways (e.g., Differentiated Classroom Design).





D1iv: Teachers understand student learning needs and support their academic, social, emotional and physical development accordingly.

Students with specific learning needs have support plans, which are accessible on the school's Magister platform (e.g. Magister LD Support Plan). These include the student's diagnosis, strengths, challenges, accommodations and classroom strategies. Teachers are trained in differentiation (e.g., Harvard Ed Differentiation Instruction course, e.g., Carol Ann Tomlinson training). Our Learning Diversity (LD) team runs mini-workshops on different topics, such as Working Memory and ADHD (e.g., Working Memory) (e.g., ADHD). The LD team offers drop-in sessions and has a group email.

The tutorial programme supports the social, emotional and physical development of students (e.g., DEIJ Equ(al)ity & Diversity) (e.g., Mental Health and Wellbeing). The tutorial programme (e.g., Middle Years Tutorial Planner) includes counselling workshops, and social media and sex and relationships workshops with an external visitor (e.g., Social Media Workshops) (e.g., Sex and Relationships workshops). Teachers also attend workshops (e.g. Sex and Relationships Workshops). Physical development is also supported by our PE curriculum and [sports clubs](#).


### Evaluator Response

#### Meets

Conversations with teachers across the school elicited a common awareness of effective student learning and teaching that aligns with the school's definition of learning. In particular, they shared the significance of conceptual learning, student inquiry, differentiation for learning and student engagement, access and inclusion. Classroom observations and conversations with students did reflect a learning environment as expressed by the teachers, though inquiry-based learning, core to the school's teaching and learning process, was limited in evidence. Through the lens of these class visits, it was observed that the students displayed the skills and dispositions of independent, self-directed learners and active collaborators in the learning process. It was frequently noted that teachers promoted open-ended thinking and questioning which elicited student responses displaying a high level of conceptual understanding. When asked during class visits, students from all ages could explain the purpose of their learning and share their conceptual understanding. To support the implementation of the school's learning definition, teaching is monitored by curriculum leaders through informal class visits and formal DOT observations aligned with the school's learning and teaching policy. This process leads to teachers' professional development goals.

Students positively commented on the support offered by teachers, the good relationships they develop with them and the challenge of learning. In the student meeting, it was shared that "they (teachers) care about you and want you to do well, push you and challenge you" and the students "learn for value and understanding". Parents shared similar views on teaching and learning. In a





meeting with parents, comments were made about students developing critical thinking skills and independence as learners and that “teachers show how to think and solve problems”, and that the child learns to “think out of the box”. A teacher commented in a meeting that the culture of RISS embodies, “authentic and committed relationships between students and teachers to support both emotional and intellectual development”.

Through professional development and support from the Learning Diversity team, teachers are aware of student learning needs, the support they need in conjunction with school infrastructure and the student referral process.

The school’s narrative for this standard has been confirmed during this visit.

### Commendations

D1 - The teachers and support staff for their commitment and effort, both in and beyond the classroom, to instil learning purpose and support students’ learning and well-being.

### Recommendations

D1 - The curriculum leaders and teachers implement inquiry-based learning practices reflective of the school’s learning definition to foster teaching and learning aligned with the school’s guiding statements.

### D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school’s programmes. (CORE)


### School Response

#### **Meets**

D2i: The learning needs of students enrolled in the school are adequately supported by clearly defined and effective screening programmes and referral systems.

Student with specific needs are identified during the Admissions Process (e.g., Admissions Process LD needs). Our [Admissions Policy](#) (p. 5) communicates this process to parents. We also survey new students on language needs, and new students complete English, Dutch and Maths testing (e.g. EAL and Dutch testing). We offer extra support sessions (e.g., Math support). At the start of each year, students complete MidYIS, YELLIS and ALIS assessment (e.g., Yellis), which allow us to see strengths and areas for support (e.g., YELLIS prediction image) (e.g., ALIS example). We follow our [Language Policy](#) to allocate students to appropriate English and foreign language levels. Students with specific needs are referred to the Learning Diversity department (e.g., LD referral form). The screening procedure allows us to observe students on a regular basis, to monitor progress and to adjust where necessary (e.g., LD referral screening procedure).





Support provided is aligned with the [Learning Diversity Policy and Procedures](#). The effectiveness of LD support is evaluated in the exit policy in the [Learning Diversity Policy and Procedures](#) (p. 12).

D2ii: Ongoing assessment procedures monitor the extent to which students benefit from school programmes, and effective procedures are used to continually improve student access to the curriculum.

The [Assessment Policy](#) provides guidance for practice. Students are assessed twice per term, as per our [Assessment Policy](#) (p. 4). We collect mid-term feedback from teachers about student progress, achievement and attitudes to learning (e.g. mid-term reports 2022-2023). Reports (grades and core values comments) are completed at the end of each term. This process includes teacher Report Meetings, where feedback about students is shared (e.g., Report Meetings Jan-Feb 2022). Students set target grades and progress towards these is monitored by subject teachers and tutors. Approaches to assessment for, as and of learning is outlined in the [Learning and Teaching policy](#) (p. 7). We analyse value added (e.g., Yellis value added) between YELLIS/IGCSE and ALIS/IB, as well as school data, and use this to inform planning and practice. We complete results analyses and subject reviews to inform future practice (e.g., World Literature IGCSE results subject review). The Learning Diversity Referral process (e.g., LD Referral Form) identifies students who need improved access to the curriculum. Support includes 1:1 support sessions and in-class support. Teachers monitor student achievement and make recommendations, for example, for students to move from extended to core (e.g., G9 Maths letter core extended).

### [Evaluator Response](#)


#### **Meets**

The narrative completed by the school accurately describes the policies and procedures in place to identify the varied learning needs, student progress and overall well-being of students both at admissions and while enrolled.

Conversations with leaders and teachers confirmed that there are clear and effective admission procedures for students wishing to enrol at RISS. The comprehensive Admissions Policy reflects the values of the school. Each section of the school has specific admissions procedures relative to academic and developmental needs. All student applicants are interviewed and admission is based on meeting criteria aligned with RISS values. Admissions information is shared with the relevant teaching staff. The school has the right to not admit students for whom they cannot offer effective support in the student's learning and well-being.

Within the school, student performance is tracked and reviewed both qualitatively and quantitatively for student access to the curriculum and to identify support needs. For example, in terms of baseline student data, teachers





use MidYIS, YELLIS and ALIS assessments to assess student growth and identify areas of improvement.

Support systems for learning and social and emotional development are established and discussions with teachers confirm their understanding of the processes and for referring students for support.

#### Commendations

None at this time.

#### Recommendations

None at this time.

#### D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

#### School Response

##### Meets


D3i: Teachers are aware of the school's own definition of global citizenship and use it to provide age-appropriate opportunities to experience and learn from a variety of environments, contexts and cultures.

Our [Teaching and Learning policy](#) (p. 6) emphasises the importance of the IB Learner Profile and being globally minded. In 2020, we introduced the RISS Rose (Grades 6-7, Grade 8 next year) (e.g., RISS Rose overview) and [RISS Reach](#) (Grades 9-10) programme, with the goal to empower students to become thoughtful and reflective citizens. One of the key concepts of the Reach course is 'citizenship' (e.g., Global Understanding lesson). Culture is a component of the foreign language curriculum (e.g., IGCSE Syllabus Languages). We participate in MUN days (e.g., Picture 1 MUN) (e.g., Picture 2 MUN) and also have a Human Rights Club (e.g., Human rights club...). The IBDP CAS programme requires a global consideration of Service and Citizenship and our Heritage Literature [SSST course](#) allows students to enrich understanding of their heritage culture.

D3ii: Students can give examples of their intercultural learning.

International Mindedness and Internationalism are an integral part of the [Teaching and Learning Policy](#). Examples are seen in the Language Village (e.g., Language Village student list), the Heritage Literature [SSST course](#). Opportunities to explore global and intercultural issues are seen in subjects such as Maths (e.g., G9 Maths number system project), Geography (e.g. Geography student example), CAS (e.g. CAS Global...) and TOK (e.g., TOK Exhibition). Students in RISS Reach demonstrate their intercultural learning in an authentic poster session (e.g., RISS Reach Global Citizenship poster session).





D3iii: The school is seeking ways to measure and assess students' development as global citizens and intercultural learners.

Each term, students are assessed on the [RISS core values](#) (pp. 36-38), which includes assessment of respect, responsibility, courage and relationships. In RISS Reach, students complete a unit based on the concept of citizenship and are assessed on their understanding of the concept (e.g., Reach citizenship assessment rubric). In Grades 11-12, the World Studies Extended Essay has been relatively popular in recent years (e.g., World Studies Guide). This multidisciplinary research task requires students to engage with a global issue of their choice in a local setting.

### Evaluator Response

#### Meets

RISS has a whole school definition of Internationalism & Interculturalism. It is referenced in the school's handbook which is available to all members of the school community. The school has a genuine intention to integrate global citizenship into curricular and co-curricular learning and this is further supported by the recently introduced RISS Rose planned for Grades 6 to 8 and RISS Reach planned for Grades 9-10, which offers opportunities for students to intentionally develop aspects of global citizenship. The IGCSE and IB programmes offered at RISS align with numerous aspects of global citizenship. Discussions with leadership, programme coordinators, curriculum leaders, teachers, parents and students indicate that global citizenship is part of learning and is valued. It was noted from our conversations that "Teachers incorporate the values of culture and the world in lessons.", "Students have ownership of examples of culture through inquiry." and "Students work with changes in perceptions when they challenge each other (in debate)".


From the conversations during the visit, it is clear that students and teachers are aware of the significance of global citizenship in student learning and in our meetings, they could share connections with intercultural perspectives. In our discussions with teachers, they reflected on how to measure student development in global citizenship. Ways were shared such as students being assessed on RISS core values of respect, responsibility, courage and relationships, MUN reflections, and CAS reflections. However, clarity in assessing this effect was not evident. For the school's future work on global citizenship, it will need to consider agreed-upon ways to systematically measure student development in global citizenship with evidence such as portfolios, reflections, surveys etc.

### Commendations

D3 - The leadership and teachers for intentionally immersing the values of global citizenship in learning both in school and out of class supporting the school's guiding statements and student growth.

### Recommendations





D3 - The curriculum leaders and teachers seek ways to measure and assess students' development as global citizens and intercultural learners throughout the curriculum to monitor their progress and measure the impact of the programme.

### Domain Summary – School Response

#### Strengths:

- Our curriculum expansion (RISS Rose in Grades 6-8, RISS Reach in Grades 9-10) has encouraged engaging and high-quality learning opportunities for students to challenge themselves beyond the existing curriculum. Students are involved in learning opportunities such as cooking a meal for class parents, collaborative service learning projects, which see them engage in new and different ways with their learning.
- Through the professional development mentioned above, our teachers have strengthened their inquiry-based practice and differentiation strategies.
- Our reporting process is a thorough and holistic process, including student target setting, mid-term report feedback (followed by tutor/student discussions and tutor/parent communication), report comment gathering, report meetings (in which all teachers discuss students), reports, parent-teacher conferences.

#### Areas of development since previous accreditation:

- (D1ii) – Sufficient learning support is provided to students: We have made significant progress in the area of Learning Diversity. We have a Head of Learning Diversity, one full-time qualified LD teacher, and several other teachers who provide support in various forms (1:1, small groups, in-class support, support for assessments). Support plans and Individual Education Plans have been developed for students with learning needs and differences, and these are accessible for teachers via our Magister platform. Students with writing challenges have access to devices and software to support with, for example, spell checking.
- (D2) – Teachers receive professional training and support: We have strengthened our professional training and support provision, and process for Professional Reflection and Development.
  - At the beginning of each school year, teachers set professional targets relating to professional growth, the school's strategic plan, and student-centred learning. These drive the professional learning (e.g., workshops, courses) that teachers attend.
  - Over the past several years, we have strengthened our teachers' professional development, particularly in the areas of inquiry-based learning, differentiation, assessment/feedback (e.g., workshops by Trevor McKenzie, Carol Ann Tomlinson, Shirley Clarke).




- Our Learning Diversity team have also run several mini-workshops on working memory, autistic spectrum differences, etc. and we have developed a programme of 'Community Learning Cafes' (CLC) where colleagues share good practice through 45min after-school workshops.
- In addition, teachers attend relevant IGCSE and IB curriculum and marking workshops, as well as other professional learning opportunities (e.g., HGSE courses) that align with the professional targets set as part of their Professional Reflection and Development process.
- Prior to the introduction of the IBCP this year, teachers and leaders attended IBCP courses (e.g., PPS< RP, BTec).
- Our Curriculum Leader for Languages, Heritage and Culture runs training for new staff on teaching for students whose heritage language is not English (previously 'Unlocking the World', now a school-led programme).
- We subscribe to Educare and Optimus, which support particularly with pastoral PD.
- Professional development is also supported through weekly curriculum planning time in teams.
- (D2) – Students unique abilities/ needs are identified prior to entry: Our Admissions process identifies a student's unique abilities/needs prior to entry. Parents share information about their child's previous medical and learning support needs, whether they have had an IEP. The Admissions Team reviews applications and identifies the abilities and needs of each student. In the interview, we ask students about prior support and areas that they need support and/or challenge. Our Head of Learning Diversity is involved in the interview process where relevant, to ensure that we are able to offer suitable provision for a child who might join our school.
- (D2) – I am informed about abilities/ need of students: Our teachers are informed about the abilities/needs of students. Teachers have access to Magister and under each student's file there is a section for relevant information (e.g., Support Plan, IEP, access arrangements. We have a Learning Diversity Register, and details of students with access arrangements are shared with teachers. Our Learning Diversity team offers to adapt assessment tasks where necessary, as well as support with accommodations (e.g., extra time, scribe). Our Learning Diversity referral process provides opportunities to share and access information about students' needs.

#### Areas for Development/Planned Actions:

- We continue to develop opportunities for students to develop as global citizens and intercultural learners.
  - Our Grade 9-10 RISS Reach programme was introduced in August 2021. This programme is concept-based and includes a citizenship unit. However, the course also strongly emphasises the UN Sustainable Development Goals, and provides opportunities for





students to have a positive impact on their communities, both through individual and collaborative action.

### Domain Summary – Evaluator Response

Overall, RISS is preparing well for the self-study period in Domain D.

The school's Domain Summary addresses its developments moving the school forward in this domain. This domain is thoroughly reported with supporting evidence and confirms RISS leadership and staff are committed to student learning and well-being. During the visit, the classroom observations depicted high levels of student engagement with a focus on conceptual learning. Inquiry-based learning, core to the school's teaching and learning process, was limited in evidence which is an area for further development. Further investigation to determine how students are developing/being assessed in terms of their global citizenship is also suggested.



## Domain E - Well-being

### E1

The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)

### School Response

#### Exceeds

**E1i. The school promotes a positive and supportive, culturally-sensitive environment for student well-being, including fair and appropriate expectations for behaviour.**

RISS implements the [core values](#) and which clearly outline expectations for student behaviour and interactions according to our values. Every term student progress is also measured via [effort grades](#) (p36. 37), which are linked to our core values, to encourage behaviour linked to our values.

The [restorative practice](#) (Handbook 76 - 79) approach enables fostering relationships between students themselves, but also within the community. Expectations are further explored and strengthened through timely messages in the [Bulletin](#) to the school community, the [learner profile plus](#) (p 5-6) and pastoral care curricula (See Tutorial Year Plan) in tutor groups, [Student Charter](#) and [escalation procedures](#) (Handbook 79 - 82) . Additionally, the school aims to provide a supportive environment for student well-being by including an [Induction week](#), (see Bulletin #1) transition workshops for all foundation students ( see document Transition survey results) as well as the surveys to poll students' well-being and positionality.

At RISS, student input is highly valued and feedback regarding their wellbeing are sought in a variety of ways: informal via close tutor relationships, investigative through surveys such as the Student Well- Being survey (see document named Student Well-being survey) or KR surveys (see KR survey pupil report) and formally through meetings with either Heads of Sections, Learning Diversity or Counsellors Teams. Student relationships are fostered in clubs and at events such as Science club, Debate club, Festival of Lights performing arts show, CAS, Language Heritage day, The International Food Fair, Sports clubs and Sports days, MUN, Language Village, QSA, different House events and school trips. ( See File named School life Ei) Our definition of [Internationalism and Interculturalism](#) ( Handbook p7) is at the heart of all our activities and include inclusions of all holidays, and acknowledging different cultures and their celebrations in an inclusive and respectful way (Ramadan, Sinterklaas, Christmas, Chinese New Year, Diwali / Festival of Lights, both in the subject lessons and in the school as a whole ( see file called Workshop Evidence)

Additionally, workshops related to well-being and behaviour such as social media, sex education, restorative practices are provided on a regular basis throughout the school year



**E1ii. There are opportunities for students to share concerns, express their views and influence decisions and develop their leadership capabilities.**

Student voice is fostered and encouraged, and various opportunities are created for students to share their concerns and express their views to ultimately influence whole school decisions. The student council (see Student Council Meeting Notes) has been given more agency to influence decision making, and communicates with the school through the student council newsletter ( see Student Council Newsletter) and has their own [email address](#) for any suggestions made by students. In every class two students are chosen to be class reps to represent student voice on the student Council. Elected House Captains represent the different houses. The student council also communicates weekly with the parents through the [Bulletin](#) ( Please note Student Council Section) . The student council drive various activities to help develop their leadership capabilities: such as the Iris Award Book Bowl, (See Document called Iris Book Award) Ukrainian crisis drive, MUNRO ( See MUNRO sign up form), Valentine's celebration to raise money for S.O.S. Children's Village charity, Dodge ball house event (See House Event Dodge Ball 2021) and Fun activity day. Students work closely with the student council and the class reps form every class. Nominated students are also part of the PLT.


In our FY, students take part in the [RISSRose program](#) where they learn valuable life skills to increase student agency with year-long projects that include showcasing their skills. In Middle Years students effect positive change in the school's physical and social environment in their RISS Reach Collaborative project. ( see Riss Reach Collaborative Project)

[CAS](#)/Service Learning is a well established programme for IB students that develops students' sense of fairness and leadership: students get involved in the community through service. These projects included: supporting local and global charities via fundraising activities (i.e. Operation Smile, Stahili Foundation, etc.), community clean-up initiatives, baking for local homeless/refugee shelters (see, C31 Cooking for Pauluskerk) etc. Additionally, IB CAS students assume leadership roles on the junior campus in the RISS student prefect programme; they monitor and ensure health and safety issues for the younger students. Individual CAS Projects provide students with opportunities to initiate, plan and implement service opportunities in the school/local communities; the Projects lend themselves to student leadership.

Students are provided with a confidential platform to raise their opinions and concerns on all aspects of school life through the Kirkland Rowell ( see KR survey) survey and a variety of anonymous surveys which are done every year.

During tutor time, students establish good relationships with their teachers and have a safe place to raise concerns. During this time teachers give constant





feedback (see example Transition survey results) on concerns to ensure students know that their concerns and opinions are heard and hold meaning. The [student charter](#) (pg 9&14) explicitly mentions that students have freedom of opinion and have the right to lodge a complaint. There is a [complaint procedure](#) available to students on the RISS website.

Examples of current student action leading to change can be found in formal school structures such as the Green Team who has earned the Green Flag award and our Junior Librarians. (See [Bulletin #7](#) p 18 and 22) and our new Fish Tank in the JC , conceptualised, spearheaded and installed by some junior year students. This year a Queer Spectrum Alliance has also been started by students ( See QSA.pdf)

### Evaluator Response

#### **Exceeds**


The well-being of all members of the RISS community is embodied through its Core Values of respect, responsibility, relationships, and courage. The school's behaviour framework, Restorative Practice, aims to build, maintain and restore relationships. These practices are fostered in their tutorial classes via activities which build trust and relationship building. Activities which support this relationship and trust building are embedded in the articulated pastoral program. Appropriate behaviour is further fostered via effort grades which are formally communicated to parents during the semester grading periods. The formal code of conduct and Student Charter clearly list behaviour expectations, students' rights and the process taken when addressing behavioural concerns.

Students give feedback via a number of channels including ongoing and yearly surveys such as the student well-being survey and the external Kirkland Rowell (KR) survey, in their tutorial classes, and via their student council representatives. Members of the student council have the opportunity to join the Pedagogical Leadership Team (PLT) which plays a vital, and soon-to-be official, role in developing and approving important teaching and learning programs in the school. Students are also provided with the venue to share their voice in the weekly Bulletin.

Students are offered numerous student-led opportunities to help them pursue and develop their leadership capabilities. These include representative roles in the student council, PLT, tutor group representation, service groups and clubs. These opportunities allow the students to pursue their passions and develop their leadership capabilities and they are encouraged and supported to raise awareness of local and global groups and organisations. Additionally, it provides these students with an important and influential voice in student life.

A fine example of effective student voice and choice is the Green Team initiative, a student-initiated group that achieved the Ecoschool's Green Flag award. Looking forward to the self-study, RISS could explore the Future Aspiration of how they could evaluate the development of compassion, agency and leadership





in students, through the opportunities provided in service learning, environmental stewardship and community-related activities.

It is clear that student voice and agency are valued and supported at RISS.

### Commendations

Domain E Standard 1 (Major) - The entire school community for fostering an exceptionally inclusive, positive school culture of support, trust and mutual respect.

Domain E Standard 1 (Major) The leadership and staff for enabling further student voice, agency and leadership to foster student ownership and stewardship of their school.

### Recommendations

None at this time.

### E2

The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)

*These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.*

### School Response

#### Meets


**E2i. The school is implementing appropriate policies and procedures to safeguard and protect students. (Reference the list of areas to cover in the standard.)**

Comprehensive evidence shows that RISS is meeting and exceeding this providing policies protecting students with regards to safeguarding, mental , physical and social emotional aspects and implementing appropriate procedures which are regularly reviewed (policies as the [Child Protection and Safeguarding Policy](#), [Drug Policy](#), [Mobile Phone Policy](#), [Staff code of conduct](#) and the Student Charter).

The [staff code of conduct](#), read annually by staff, explores the expectations for staff with their behaviour towards students and other staff, and the [The Student Charter](#) provides an overview of students' rights and obligations.

in weekly tutorials by the class representatives. The [child protection and safeguarding policy](#) applies to all staff members, volunteers and Wolfert representative members and BOOR Chairman and they are consistent with those





of the local safeguarding regulations of the Netherlands. The document also explains the child protection procedures in place.

All policies are open for the entire RISS community (including parents) and can be accessed via the RISS Website under [Key documents](#). The [RISS Handbook](#) is updated annually and contains all relevant information for parents and students about school procedures and pastoral approaches.

RISS implements appropriate procedures where policies are addressed: yearly training staff, individual meetings between students and tutors, student council meetings, class representatives meetings, bi-weekly tutorials. Also [emergency and lockdown procedures and practices](#) are in place.

**E2ii. Policies and procedures include: an explanation of how the school encourages students, staff, and parents to share safeguarding and child protection concerns; clear reporting lines for students, staff and parents, and ways to escalate their concerns if necessary; and how the school responds to concerns and allegations when they are raised.**

Evidence shows that RISS meets this criterion. We have a [communication flow chart](#) (RISS Handbook p.83) in place for students and parents. This allows them to address any concerns, including safeguarding and child protection.


Students can raise issues with their [tutors](#) (RISS Handbook P.65), who can refer students to a [counsellor](#) (RISS Handbook P. 103) or the [learning diversity department](#). In case of a child safety issue, students can also contact a (deputy) [designated safeguarding lead](#) (RISS Handbook P.5-6).

Staff members have access to the [Magister logbook](#) ( see note E211.jpg), where they can report issues and concerns. For issues regarding colleagues, there is a [whistleblowing policy](#) (P.8) in place, as well as a [complaints procedure](#), which is also put in place for parents and students. Additionally, the complaints procedure includes the option for a [parent confidant](#) (P.8-14) in school.

**E2iii. The school has clearly defined leadership and governance responsibilities for safeguarding and child protection and is aware of the legal, ethical and cultural expectations and requirements regarding child abuse within the country in which it operates.**

The RISS has clearly defined leadership and governance responsibilities for safeguarding and child protection and is aware of the legal, ethical and cultural expectations and requirements regarding child abuse within the country in which it operates. The RISS has a Student Protection and Crisis Team ([RISS Handbook](#) pg. 105). The Crisis Team becomes involved in any situation where any action indicative of sexualised content is viewed or shared at the school. The Crisis Team also has the responsibility of involving external agencies if deemed appropriate ([RISS Handbook](#), pg. 78). The RISS maintains a [Child Protection and Safeguarding Policy](#). This document states that RISS will adhere to all city and





national laws regarding child protection and safeguarding and lists appropriate government agencies ([Child Protection and Safeguarding Policy](#), pgs. 4, 24-25). Moreover, this document clearly identifies the roles and responsibilities of the staff, heads of section, and the school leadership in safeguarding and child protection ([Child Protection and Safeguarding Policy](#), pgs. 5-6). It is documented that teachers and staff read this document every year. All RISS teachers are subject to a Certificate of Conduct (VOG) that reports the judicial history of the individual. Teachers and staff must obtain an updated VOG from the Dutch government every two years ([Staff Code of Conduct](#), pg. 12). The RISS complies with the Dutch government regarding student attendance. Unauthorised absences are reported within the Leerplicht framework which ensures that students with more than 16 hours of unauthorised absence within a four-week period are reported to the government ([RISS Handbook](#), 87). The RISS, as a member of the Wolfert van Borselen school group, has all of its policies, including the Child Protection and Safeguarding Policy, reviewed and approved by the WvB Participation Council (Medezeggenschapsraad) which ensures oversight and feedback on all RISS policies ([Medezeggenschapsraad \(Participation Board\) Policy](#), pg. 5).

**E2iv. The school has developed and adopted an appropriate definition of child abuse including physical, emotional, and sexual abuse (including sexual exploitation), neglect, and commercial exploitation, and recognises the different contexts in which students can experience abuse, including at home, in school, online, and amongst their peer group.**

RISS has a [child protection and safeguarding policy](#) defining child abuse including physical, emotional, and sexual abuse (including sexual exploitation), neglect, and commercial exploitation, and recognises the different contexts in which students can experience abuse, including at home, in school, online, and amongst their peer group. The policy is published in the school [handbook](#) and on the school [website](#). The policy is reviewed every two years. The latest review was done in 2022.

Staff are offered specific time to read and are required to acknowledge that they have read the policy.

A age-appropriate relationship education workshops are offered to all students to raise students' awareness about types of child abuse, and contexts where it can take place: at home, in school, online, and amongst their peer group. (See Drug Prevention and Healthy Choices and Relationship and Sex Ed) The school also has annual anti-bullying workshops. (See

RISS [admissions policies](#) are quite robust. RISS requires parents to provide the school with evidence that the students are registered with the local gemeente, that they are staying with a legal guardian (pg 6) and that they are registered at a local doctor.



## **E2v. The school has a programme of annual training for faculty and staff (including non-teaching staff) regarding child safeguarding.**

All teachers undergo compulsory training (see E2. Evidence of Training) through [Educare](#) (see E2 Educare) and other educational training (see Courses for Training) platforms to ensure they are up to date with the most recent information about child safeguarding , including different types of abuse. Teachers have also done compulsory training on [GDPR](#), (see E2.GDPR) [first aid](#) (see E2.First Aid BHV) and [child protection](#) (see E2. Child Protection) , the latter being done on a yearly basis. Additionally, counsellors and the school's (deputy) designated safeguarding leads have participated in workshops doing a case study, (See Case Study Evidence) which has been provided by CIS.

### **Evaluator Response**


#### **Exceeds**

RISS has a series of documents in place which reflect the high priority they place in child safety. There are appropriately documented and implemented policies and procedures in place that relate to child protection and safeguarding and which also support student well-being and welfare. These policies are reviewed in line with the school's policy review timelines. The key document supporting child safety is the Child Protection and Safeguarding Policy. This was approved in January 2022 and is scheduled to be reviewed in 2024. This policy is reviewed and approved by the MR, also known as the participation council, and is consistent with the safeguarding regulations of The Netherlands. The policy references other relevant policies and documents relating to safeguarding, child well-being and welfare such as the Staff Code of Conduct, Student Charter, Acceptable Use of Technology Policy, Mobile Phone Policy and Drug Policy.

The school takes active steps to ensure all staff understand their responsibilities and expectations in regard to student welfare. If allegations are made towards a member of staff, the Child Protection and Safeguarding Policy outlines a clear reporting process for these concerns. The Staff Code of Conduct is required to be read yearly by all staff and this document outlines clear guidance on safeguarding students. Staff are also required to undertake yearly online safeguarding training. Safer recruitment practices are also in place when hiring new staff. New staff must complete a number of online courses around child protection and are required to obtain a VOG (the equivalent of a criminal background check) which must be updated every two years. The requirement to update the VOG every two years is also in place for all RISS staff members.

All policies, including those stated above, are available for all members of the school community on the school's website. The RISS School Handbook highlights the procedures the school has in place for child safeguarding, what community members should do if they suspect abuse and who to contact on the school Protection and Crisis Team. The Child Protection and Safeguarding Policy clearly outlines the roles and responsibilities of those who manage safeguarding, the reporting process and the safe recording of concerns.





Any concerns related to student welfare are recorded in Magister, the school's learning management system. This ensures detailed, secure and confidential storage of information. This detailed recording allows for consistent and suitable follow-up by the appropriate key safeguarding personnel. Additionally, due to the confidential nature of such reporting, access to this information is restricted to the relevant safeguarding personnel.

The Child Protection and Safeguarding Policy addresses peer-on-peer abuse such as bullying and sexual harassment and outlines how to address allegations of such abuse including reporting and recording.

Student education around safeguarding includes related topics explicitly addressed in the pastoral program as well as assemblies. This commitment to child safeguarding could be enhanced by exploring through the Self-Study the Future Aspiration of how effectively and safely the school consults with, and learns from, its students when implementing and revising safeguarding practices, and how could the impact of this work be measured over time.

As a member of the Wolfert van Borselen school group and the contacts available through the school's counsellor, the school has good relationships and access to government agencies and social support services to assist them if the Crisis Team deems it appropriate for such cases to warrant such support.

The evidence suggests an improved rating from that indicated by the school.

### Commendations

Domain E Standard 2 (Major) - The leadership team and counsellors for developing and putting in place robust processes that foster student safety and well-being.

### Recommendations

None at this time.

### E3

The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)


### School Response

#### Meets

**E3i. Sufficient and suitably qualified medical and counselling staff/contracted providers, are regularly trained, to serve the physical and mental health needs of the students enrolled.**

Riss has dedicated members of staff such as a psychologist, qualified school nurse and qualified contracted counsellor who provide for both the physical and





the mental well being of students. The Head of Counselling overseeing the counsellors and provides workshops to the other members of staff/students and parents about specific themes, with an own section in the [Bulletin](#). (See Suicide Prevention as example) Our Learning Diversity Team ( One Head, a full time member and various part time members) has a clear [Policy](#), have weekly meetings within it their team, bi-weekly meetings with Head of Sections and offer in school training for teachers. ( See Inclusion as an example of in house trainings)

Counsellors hired through an outside organisation with RISS, (Schoolformaat), receive regular training offered by the Jeugdformaat Academie. The trainings offered cut across a variety of topics. It ranges from solution-focused trainings to trainings that address working with traumatized children/youth. In addition, specific methodological trainings are offered which contribute to the advancement of the counselor's expertise ([jeugdformaatacademie.nl](http://jeugdformaatacademie.nl)) . At Riss we have a first responder who provides first response training to teachers ( See First Responder Training Evidence) .


The counsellors get the opportunity to follow training and to work on increasing expertise. This can be done by following the online Educare and Optimus trainings. In addition, counsellors and LT members are constantly upskilled: (see Invoice Mental Health and Well Being) for the promotion of expertise at RISS an application (see application form: ) can also be submitted to follow training externally and thus promote expertise.

In addition, as this is a Dutch government school, students and staff have access to medical and counselling programmes/assistance (outside agencies like Jeugdzorg) when required. Staff members are provided with and provide well-being and mindfulness exercises and information to disseminate during student tutor sessions, ( See School Anxiety Reduction) and full-school house events are scheduled throughout the school year to reinforce the importance of physical well-being and the emotional value of collaboration. All staff receive annual training in a range of topics such as substance abuse ( see Drug preventions\_healthy Choices workshops G 10 png) , bullying ( see Evidence of Anti-Bullying workshops) , sex/sexuality and using restorative practices to promote student confidence and self-esteem. Additionally, students have access to online mental health care in the Netherlands, and all students under the age of 18 have access to paediatric mental health services (Jeugd GGZ). The RISS [Student Charter](#) outlines many of the students' rights and responsibilities, and the weekly [RISS Bulletin](#) include weekly updates and information for links for students and parents to pursue assistance (physical, counseling, etc.) if/when needed.

**E3ii. Physical and mental health records are kept systematically, securely and confidentially and are used to support students in need.**

Physical and Mental health records are taken upon student induction ( See E3ii Example medical intake form) into the school, and organised in Magister (





see E3ii #3 student confidentiality: tick boxes for who can see this info). This platform strictly adheres to Dutch/EU GDPR regulations, and by default uses 2-factor verification for logging in. Records are only available to, and accessed by relevant stakeholders (leadership team, counsellors, teachers of the student) . Records are removed when students leave the school. In addition, relevant data is asked from parents prior to trips (See Relevant info is gathered prior to trips) . This includes (food) allergies, as well as swimming proficiency. This data too is stored on protected school servers, accessible only to relevant personnel (leadership team, counsellors, trip chaperones) and immediately deleted after the event. Printouts are limited to a bare minimum, provided to relevant staff on a need-by-need basis, and shredded immediately after use. All staff are trained through Stichting Boor (See GDPR.png) on different types of data, and relevant rules and regulations involving them. In addition, staff confidentiality is communicated and secured through the [Child Protection Policy](#) (page 11 and further of this document) and [Staff code of conduct](#) (pg 10).

**E3iii. Programmes of physical and mental health education, including students being taught about child safeguarding are evident for all age groups and they are age-appropriate.**


The school has in place structured and sequential learning programmes related to physical and mental health, including; Drug prevention and healthy choices workshops given annually at the start of the academic year by the outside provider [Youz \(See Drug prevention Healthy Choices\)](#). [Anti- bullying workshops](#) are provided to FC students. Students in grade 6 through to grade 12 have relationships (sex ed ) workshops given by qualified outside providers and are all age appropriate (See Relationship\_Sex Ed Workshops)

The programs that are implemented throughout the year include the [Pastoral Programme](#) (See Pastoral Programme website) ) which is delivered during [tutorial time](#) (see Tutor Time Examples) , this is centred on supporting and exploring the social, emotional and physical well-being of the students, our school core values are the starting point and mainstay of the program supported by the International Wayfarer educational program in FC and PPS in Grade 11

[Physical Education](#) (See Sports Science Programme) is part of the Junior and middle years curriculum and also a range of [sports clubs](#) - either free or paid( See Sports Clubs) are offered as extra-curricular activities. Riss offers yearly workshops by [a trusted partner](#) on online safety to students and parents with a focus on negotiating online presences , and topical aspects such as sexting, and various challenges. ( See evidence of Social Media\_Consent Workshops) Our [Mobile Phone Policy](#) is instrumental in keeping students safe and helping them manage their lives online and expand their communication strengths in school.

**E3iv. There are established partnerships and identified community services available to support physical and mental health of students.**





RISS has extensively met and exceeded this section by establishing partnerships and community services as [Koers VO](#), [Veilig Thuis](#), [Leerplicht](#), Wijkteam, Schoolformaat, GGZ. Meetings with Child Protection Network for The Netherlands have been scheduled. The Counsellor is the main contact for these organizations.

The RISS counsellor, the school nurse and management are in contact with these institutes to support the physical and mental health of students. Students and Teachers know how to refer students who need any help to the [school counsellors](#) if they feel they need additional support. (See How to Refer to Counselling Department) The school provides support through tutors, counsellors, school nurse and the student crisis & protection team.

### Evaluator Response

#### **Meets**


RISS has a supportive group of adults who can effectively handle the mental health and overall well-being of their students. These adults consist of a qualified psychologist, a nurse, a counsellor and members of the Leadership Team.

All members of this team are regularly upskilled to meet the physical and social-emotional needs of the students. Training is undertaken with outside agencies or via their online Educare and Optimus providers. All staff also receive yearly training in areas that can support students in the school's personal, social, emotional and health pastoral program. The counselling department supports their families with valuable information about student's physical and mental health with informative information in the weekly Bulletin. A recent bulletin article guided parents through the process of finding a licensed therapist in The Netherlands.

As a Dutch government school, both students and staff have access to numerous medical and counselling services afforded to all national schools. Student medical health is supported by a qualified nurse who is currently contracted at 60%. Additionally, all staff have access to receive first aid training. While RISS can access qualified medical support from a neighbouring Wolfert school at all times of the school day, during the visit the possibility of providing full-time qualified medical support on the RISS campus was discussed with leadership and the board.

The physical and mental health records of all students are securely stored on Magister, the school's learning management system. All staff who support student health and well-being, keep student information regularly updated to ensure support is tracked and followed through.





Specific topics around physical and mental health including aspects related to child safeguarding are provided via grade-level student workshops or addressed in the aligned pastoral program.

The school counsellor has actively fostered relationships with local and governmental educational and social services which support children in all aspects of their lives both inside and outside of school. These include educational support services, neighbourhood support for families, and support for domestic violence and child abuse. There is a structured referral process in place for teachers and support staff to use if they have concerns about student well-being.

### Commendations

E3 - The leadership and staff for their commitment to social and emotional learning across all grade levels fostering age-appropriate safety and well-being of all students at RISS.

### Recommendations

E3 - The leadership team, along with the board, consider qualified full-time medical support on the school campus to maximise the medical care for the community.

### Domain Summary – School Response

#### Strengths

- The well-being of the students are top priority and evidenced for RISS. The school provides a safe, culturally-sensitive environment for international students by celebrating interculturalism and internationalism throughout the year. Diversity, inclusion of various cultures and student identity is celebrated. Expectations regarding behaviour are set using policy documents and workshops, and are part of our school reporting structure
- RISS creates an environment where students feel comfortable to raise their concerns through formal and informal channels and know that their voices will be heard. This is primarily encouraged by way of the Student Councils, PLT, and pastoral tutor programme. Any information shared is stored safely according to GDPR regulations.
- All policies to ensure child safeguarding are available on the school website. These are shared with and read by the school community, implemented and regularly reviewed. The [child protection policy](#) clearly outlines the school's moral and statutory responsibilities to safeguard and promote the welfare of all students.



- Teachers undergo compulsory child safeguarding training on a yearly basis. Additionally, new members of staff complete multiple online courses on child protection. A dedicated crisis team is trained to deal with any safe-guarding issues that arise.
- Tutor time plays a crucial role in monitoring of student well-being and the Pastoral Programme which is delivered during tutor time, is centred on supporting and exploring the social, emotional and physical well-being of the students. Our school core values are the starting point and mainstay of the program.
- The Physical and Mental health of students also takes top priority. Unlike independent, for-profit and non-profit schools, RISS, as a Dutch government school, provides extensive access to physical and mental health facilities and has close contact with various external institutions to assist with student well-being and also has clear internal procedures to ensure student well-being.
- We have specialised staff ( Counselling Team consisting of psychologist and counsellor) School Nurse and Learning Diversity Team ( One Head of LD, one full time member and three part time members) who meet bi weekly with the Head of Sections to assess and monitor student well being. A Care Team and Crisis Team meet both in response to need and on a regular basis.

Planned Actions Based on the recommendation of the previous CIS visit:

***Standard E1 - The RISS Leadership Team consider how to provide students more opportunities to share their views and influencedecision-making at RISS***

- The Student Council is autonomous and students are part of the PLT. Class reps bring ideas and concerns to and from the student council. Surveys are held regularly to poll student opinion - not only the official KR surveys, but also smaller surveys asking students' opinions and then adjusting further planning to respond to student voices.

***Standard E2 - The school create a system to monitor that all faculty, staff, volunteers and contractors have acknowledgedreading and will abide by guidelines on appropriate behaviour with Children.***

- Time is allocated yearly for staff to read and acknowledge that they have read the Staff Code of Conduct and the list is kept by administration to ensure all Educare/Optimus courses are complete and updated yearly.

***Standard E3 - The RISS Leadership Team create a regular review cycle for all required policies alongside clear proceduresas to what such reviews will incorporate in the future.***



- The date of review of policies is clearly indicated on all school policies as they are available on the school website. This has happened consistently since 2017

**Standard E3 - Relevant stakeholders continue to develop the Learning Diversity Policy to create a clear definition of inclusion and ensure that students have access to appropriate learning differentiation and support.**

- The Learning Diversity Team has expanded (One permanent member appointed) and solidified processes to support teachers and students with differentiation, and specific extra support. The LD policy has been reviewed and renewed, logbook in Magister is used to indicate all students needing support and the care plan is in Magister, accessible to any relevant teachers and staff. Individual collaborative plans are developed and shared with staff, where teachers are encouraged to share best practice. Specific support meeting re Inclusion is held for all staff during CLC meetings

**Team Evaluation Criteria - Exceed (2022 onwards):**

**Domain E1**


**E1i** The Core values are part of the school architecture and expectations regarding behaviour and consequences are clearly communicated via Our Handbook, Restorative Practices, various policies such as Teaching and Learning Policy and Mobile Phone Policy, The students expectation of the school is explored via the Student Charter.

**E1ii** Student Voice is heard via the Student Councils, Class reps, House Captains and a variety of opportunities offered - and taken to students, The Tutor programme offers students a chance to be heard and also to explore ideas. Various groups: Green team, QSA, Ukrainian Support Drive is evidence of student agency and drive.

**Domain E2**

**E2i** Policies protecting students with regards to safeguarding, mental , physical and social emotional aspects and implementing appropriate procedures are present and regularly reviewed. Staff are allocated time to read the documents and these are also explored during tutor time. All policies are open for the entire RISS community (including parents) and can be accessed via the RISS Website under [Key documents](#). The [RISS Handbook](#) is updated annually and contains all relevant information for parents and students about school procedures and pastoral approaches.





RISS implements appropriate procedures where policies are addressed: yearly training staff, individual meetings between students and tutors, student council meetings, class representatives meetings, bi-weekly tutorials. Also [emergency and lockdown procedures and practices](#) are in place

### Domain E3

**E3i** Specialist staff - Psychologist, counsellors, Learning Diversity specialist, Nurse are present and provide support for students teachers and parents in enhancing the physical and mental health

of the wider school community.

**E3iv** RISS has extensively met this section by establishing partnerships and community services as Koers VO, Veilig Thuis, Leerplicht, Wijkteam, Schoolformaat. Meetings with Child Protection Network for The Netherlands have been scheduled. Appointment of a Dutch speaking counsellor has helped in this aspects

The RISS counsellor, Learning Diversity Team the school nurse and management are in contact with these institutes to support the physical and mental health of students. Students are free to make an appointment with the school counsellors if they feel they need additional support.

The school community provides support through tutors, counsellors, school nurse and the student crisis & protection team.

### Domain Summary – Evaluator Response

Overall, RISS is well-prepared for the self-study period in Domain E.

This domain explores RISS' commitment to student mental and physical well-being and safeguarding/child protection. The school's domain summary highlights its strengths in its commitment to prioritizing the well-being of its students through its positive school culture, student voice and support for students. Strengths in this domain have also been reflected in CIS feedback including its rigorous child safeguarding practices and inclusive school culture which supports trust and respect. Additional recommendations have been suggested to enhance the medical support for the school. In the CIS narratives, there are future aspiration suggestions for the school's upcoming self-study in the CIS narratives. How student feedback can help in revising its safeguarding practices and how the school's service learning, environmental stewardship and community-related activities impact the development of its compassion, agency and leadership



## Domain F - Staffing

### F1

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications and competencies, and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)

### School Response

#### **Meets**

Since the last Team Evaluation visit in 2018, RISS now has a clear chain of command through the positions of Head of Foundation Years, Head of Middle Years and Head of Senior Years who each report to the Head of School.

Each curriculum area has a qualified and trained Curriculum Leader to ensure that teachers deliver high quality teaching and learning as outlined in the [Teaching and Learning policy](#).

At RISS, there are a sufficient number of appropriately qualified faculty and support staff commensurate with the number of students currently enrolled at the school (see data in Part 1). All teaching and support staff are able to meet the demands of the school's services and pedagogy. Staff are qualified and experienced to teach the Foundation Years (school's own curriculum), IGCSE, Dutch and RISS Reach programmes in Grades 9 and 10, and the IB CP and DP courses in Grades 11 and 12 (see data in Part 1). All RISS staff and contracted staff who deliver the complementary programme are qualified and experienced.

Class sizes do not exceed 26 students. The Learning Diversity team now consists of 3 members of staff which has enhanced the pedagogical support for students.


In August 2019, the Higher Education counselor set up the programme to facilitate and guide RISS students to tertiary education.

Since January 2020 RISS has a qualified and experienced School Nurse, who works at 60% of a full-time contract.

In August 2021, a new post was created, the Internship coordinator. This function supports the trainee teachers who complete their practical teaching assignment at RISS. This is in cooperation with Universiteit Leiden, TU Delft and Hogeschool Rotterdam.

Stichting BOOR's recruitment policy adheres to employment law of the Netherlands (see Part 1). The RISS recruitment process meets the CIS Code of Ethics - see vacancy announcement. The interview questions (see interview questions for new teachers) include questions which must be asked as per Dutch employment laws. The letter of appointment states which national salary scale is attributed to the post, as per the [CAO](#)/Labor agreement (see Letter of appointment; CAO English).





The [RISS Handbook](#) (2022-2023) and [Staff Code of Conduct](#) guides staff recruitment and retention.

Stichting BOOR offers a relocation allowance for staff hired from abroad with the understanding that the staff member stays at RISS for a period of at least 3 years.

Due to the diligence and adherence to Dutch employment laws and the robust practices of Stichting BOOR, RISS is an attractive employment option for prospective staff.

### Evaluator Response

#### Meets

There is sufficient teaching staff in line with the number of students currently enrolled at RISS. Student enrollment guides the decision of staff hiring practices. Since the last self-study, numerous leadership and support staff positions have been added to support organizational, school services and teaching and learning. Foundation Years, Middle Years and Senior Years Heads have been added to support and implement the guiding statements, strategic planning and coordination of teaching and learning in their sections. Curriculum Leaders specifically guide the whole-school delivery of the teaching and learning in their respective subject areas. Counselling and Learning Diversity support staff have been hired to support the educational and social-emotional needs of all of its students.

The leadership team stated during the visit that the Wolfert Group is very supportive in granting requests for the hiring of support staff in those areas that benefit student well-being and learning diversity needs.

The RISS recruitment and selection policy, currently in draft form, has been developed in line with BOOR's, the umbrella organization for RISS, recruitment policy which follows Dutch employment laws.

### Commendations

F1 - The leadership team and board for creating leadership and school support staff positions supporting the socio-emotional, academic and learning diversity needs of students.

### Recommendations

None at this time.

### F2

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)

### School Response





## Meets

F2i. RISS is committed to making appropriate background checks prior to the appointment of all staff.

New members of staff at RISS are appointed on condition of obtaining an up to date police check and a confirmation of this clearance with a Dutch Certificate of Conduct (VOG) after registration in the Municipal Personal Records Database (Basisregistratie Personen or BRP) in the Netherlands. This includes teacher trainees, volunteers and KlasseStudenten (who cover absent teachers and invigilate exams). This is completed using the application for a VOG (VOG request email and VOG application/english) received individually by Stichting BOOR. This is in compliance with the requirements of Dutch law and is part of being a Dutch International School, member of Stichting BOOR and the Wolfert van Borselen Scholengroep. New staff joining RISS are also required to submit a police clearance document from the country they were previously employed in. This is detailed in the email sent to new staff (local police check request).

F2ii. As of August 2021 there is now a requirement that all staff including existing staff, volunteers and governors have to request a new VOG every two years. Through these diligent practices and guidelines set by Stichting BOOR, parents can feel assured that their children are in a safe environment, as all staff (teaching and support staff) are regularly screened.

### Evaluator Response

#### Meets

A draft version of the recruitment and selection policy is currently in place. This policy aims to ensure safer recruitment practices are in place. This policy is in line with Dutch Department of Education guidance. Safer recruitment practices are in place to ensure all prospective employees, regardless of position, have met all requirements of the screening process. New staff must complete a number of online courses around child protection and are required to obtain a VOG (the equivalent of a criminal background check) which must be updated every 2 years. This is also now the case for existing staff. At present, all RISS employees are up to date with relevant screening requirements.


### Commendations

F2- The leadership team for effectively implementing and following the safer recruitment policy and coordinating the recruiting process for new teachers and staff to ensure the safety and well-being of the community.

### Recommendations

F2 (Major) - The leadership team and board complete and codify the recruitment and selection policy based on current procedures for secure hiring incorporating thorough background, reference, and criminal record screening for all





prospective members of staff to ensure consistent, safe and ethical recruitment practice.

### F3

The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)

#### School Response

##### **Exceeds**

All courses and training follow the vision and mission of RISS and impact the core values of the school. Continued professional development (CPD) remains a priority at RISS, as outlined in the [RISS Strategic plan 2022-2026](#) (number 4, page 5) and [School Improvement Plan](#) (pages 11-13). There are numerous [CPD opportunities](#) offered to staff working at RISS. A reminder of how to apply for CPD is mentioned in our weekly Notices (Training Request form).

From the Training log (Training log), it is evident that there are many different types of professional development courses on offer and which have been completed. Professional development is completed either online or face to face in school or off-site. Examples of recent professional development offered to staff include Differentiation by Carol Ann Tomlinson and Giving Feedback by Shirley Clarke (Giving back Shirley Clarke, Differentiation Tomlinson, Training log).

Teachers can obtain funding to receive an additional Bachelor/Master degree through the Lerarenbeurs (Teacher Study Scholarship - Flyer Lerarenbeurs). This scholarship is funded by the National Education Department and it is meant to provide compensation for study related travel costs, books and university fees. Additionally the school can obtain a subsidy to grant the teacher a study leave and hire a replacement teacher. This enables teaching staff to continuously upgrade their skills without interrupting the education of the students and taking into consideration the staff's schedule and flexibility.

All new staff have to complete three courses related to Child Protection and EAL learner training via Educare.

Each week, access to CPD is found in the staff Notices. In the school Handbook, suitable training courses can be found via various avenues for CPD opportunities. Staff fill out a training request form which is then sent for approval to Curriculum Leaders and the Leadership Team. All requests are checked by the Curriculum Leaders and Leadership Team to ensure the training is in line with the priorities set out on page 11 in the School's Improvement Plan (2021-2022).

Collaborative curriculum planning time takes place every week (Weekly planning time calendar), including the "Curriculum Learning Cafe" which takes place monthly (CLC unpacking TOK prescribed titles M23).



## Evaluator Response

### Exceeds

Professional Development and/or training opportunities are available for all faculty and support staff. The focus of intended professional development priorities is defined from the Professional Reflection and Development (PRD) process. The process, procedures and availability of professional development and/or training courses are clearly explained as part of the PRD process. Continuous Professional Development (CPD) opportunities are regularly communicated to staff via the weekly Bulletin and school website. Professional development and/or training priorities relate to three targets included in the PRD process; a priority linked with the School Improvement Plan (SIP), a target impacting teaching and learning and a personal growth target. These professional development expectations and opportunities are also available for all non-classroom support staff. The PRD process is the same for these staff and professional growth goals target the school's strategic priorities as well as their own specific school support responsibilities.

### Commendations

F3 - The leadership team for developing a focussed professional development process in line with a culture of coaching that addresses performance and growth for all staff.

### Recommendations

None at this time.

### F4

The performance evaluation system is defined and implemented for all faculty and other staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (CORE)

## School Response


### Meets

All staff receive information yearly about the performance evaluation process through the Notices (PRD communication) and during the first staff meeting of the year. Performance evaluation is known as PRD (Professional Reflection & Development) at RISS. This process is further outlined by Curriculum Leaders in their curriculum/subject team meetings.

Please consult the PRD template to understand the different categories of this process. Staff set goals linked to the [School Improvement Plan](#). The majority of the staff have entered into this process during the academic year 2021-2022.

All teaching staff have the opportunity to be observed by a Curriculum Leader/line manager at least once per school year using DOT concept list for RISS and APK lesson observation form. The staff member makes their own





reflection on the lesson and shares their findings during the meeting (DOT lesson observation form filled in and anonymised). These processes enable the teachers to understand and meet the standards required within their teaching and through support can continue to develop and improve their performance.

The “Complaints regulations, BOOR”, is a document which has been translated into English from BOOR Klachtenregeling. This document outlines an appeals process for staff. Stichting BOOR has a team of Complaints Officers, but there is not one at RISS. There is a staff confidante (Vertrouwenspersoon) - see [Staff Code of Conduct](#) page 13.

If a staff member is dissatisfied with the PRD and DOT process, the staff member is advised to speak with their line manager/Curriculum leader or/and approach the Director of school. A staff member can also approach the Executive Principal of the Wolfert van Borselen group.

### Evaluator Response

#### **Meets**

RISS has created a rigorous and robust performance evaluation system, known as Professional Reflection and Development (PRD), which focuses on a culture of coaching and addresses performance and growth for all staff. This process is yearly and involves a collaborative process between staff and their line manager and combines aspects of observation, appraisal and professional development goals created in line with the school’s yearly School Improvement Plan (SIP). The process and procedures of the PRD are clearly understood by staff. Observation, feedback and reflection allow for focused professional development and three clearly defined yearly targets focusing on professional growth, the School Improvement Plan and pedagogy. Staff are aware of the appeals procedure if they wish to question aspects of their evaluation. This procedure is outlined via the umbrella organisation, BOOR’s, complaints regulations document.

### Commendations

F4 - The leadership team for creating and implementing a performance evaluation system, linking appraisal and professional development with the school improvement plan, that is supportive and beneficial to all staff.

### Recommendations

None at this time.

### F5

Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)

### School Response



## Meets

Throughout the physical and digital school of RISS, the school values ([RISS Handbook](#)) are included and followed by all leaders, faculty and support staff.

The vertrouwenspersoon (staff confidante) is available to staff to ensure a trusting environment and is detailed in the [Staff Code of Conduct](#).

The introduction of a hierarchy within the management team creates a professional route for all staff to follow. This allows staff members to have a clear chain of command for all successes, complaints and guidance.

By law, every school in the Netherlands is linked with a medezeggenschapsraad (MR); the RISS MR representative is linked to the Wolfert School Group MR which meets 5 times a year to consult over matters concerning the management of the school. The function of the representative for the staff is to listen to concerns and opinions from staff members and to give critical and constructive feedback to the MR on decisions affecting the school and the staff team. All decisions made by the leadership of RISS that affect the wider school community are checked and balanced through the representative at the MR meetings to ensure that the decisions made are lawful and appropriate.

The [Staff Wellbeing Partnership](#) sets out the foundations for a professional and trusting working environment (PLT agenda and minutes). The [Student Charter](#) sets out clearly students' rights and responsibilities.

The Kirkland Rowell survey allows staff to express their opinions of all matters related to school life on a regular basis.


RISS is a Dutch International School, but is closely tied to the national education system. Job roles and responsibilities are governed by the CAO and each job has a category linked to salary (LB, LC, LD etc). Support staff have their own salary scales linked to their specific responsibilities to the school. The above mentioned salary categories each carry their own job description, expectations and roles within RISS.

Some roles at RISS do not exist in national Dutch schools. Therefore, some staff members have a generic job description (teacher, LB) and others will have a specific job description linked to their role at RISS (Example job description, Anonymous task hours sheet). All staff have an annual performance review (PRD) for reflection and setting development objectives - see F4.

The [RISS Staff Code of Conduct](#) clearly outlines all expectations of behaviour for all members of staff. In the [RISS school handbook](#) there is specific mention of the responsibilities of the classroom tutors.

The school has developed and adopted a [code of conduct for staff](#) at RISS with specific written guidelines clearly stating appropriate and inappropriate





behaviour towards all students in and outside of class and school. The RISS Staff Code of Conduct provides guidelines for staff behavioral expectations at the school. After full staff consultation, it was officially approved by the MR in 2022 and will be reviewed in 2024, confirming that this policy is regularly reviewed and updated. The impact of this keeps the particular details of each review fresh in the minds of each staff member.

The [Student Charter](#), published in 2018 and due for revision and renewal in 2022, provides an overview of students' rights and obligations. These in turn lead to rights and obligations for staff members. Students and staff members are required to act in accordance with the provisions of this students' charter. The Student charter is published at school and is available to parents, teachers and staff at the start of the school year. It is also available on the school group's website. Students and their parents/carers will be informed of any changes to the charter's provisions.

Thorough onboarding and orientation experiences include a 3-day induction, including meetings with key colleagues to understand the culture of the school and the country. Support from HR, tax experts and the external consultancy company Exterus advise new colleagues in financial matters, thus aiding staff well-being through better integration into the school community. The school also works with ACCESS (support for expatriates in the Netherlands, [www.access-nl.org](http://www.access-nl.org)). Stichting BOOR also supports staff through their HR and Salaries/Finance departments. The [RISS School information brochure](#) gives additional insight into school culture.

Weekly staff meetings, followed by sharing of RISS notices, keep staff informed of on-going matters related to school culture.


The intention of the [RISS Handbook](#) is to provide a framework of the school's cultural context including the expectations for the students and the staff. The RISS handbook implements several cultural guidelines for both staff and students in regards to the dress code, behavior expectations, etc. the impact of which provides staff, students and their parents the particular framework to operate within the school's unique cultural context.

### Evaluator Response

#### Meets

The collaborative working relationship between the leadership team, the curriculum leaders, staff and non-teaching staff permeate a positive school climate and culture which embodies trust, cooperation and professionalism. All school staff are qualified and experienced to competently handle the responsibilities of their assigned roles. The responsibilities and attributes, relating to the beliefs in the culture of the school are defined in the job description. The recently approved Staff Code of Conduct provides clear guidance of expectations supporting the school's guiding statements. Staff are made clear about appropriate relationships with their colleagues as well as relationships with students focusing on child protection and





safeguarding. Time is provided at the start of each school year to review these expectations. The cultural context of the school is supported through the school handbook and staff handbook and plays an important role in the Professional Reflection and Development process. This cultural context is also regularly reinforced in the weekly Bulletin.

### Commendations

F5 (Major) - The leadership and staff for creating, in a climate of local and global instability, a professional, collaborative, and respectful working environment for employees.

### Recommendations

None at this time.

### Domain Summary – School Response

Since the last team evaluation visit, there have been several changes to the staffing structure within RISS. In place are now multiple positions of responsibility including a Head of Foundation Years, Head of Middle Years, Head of Senior Years and a Curriculum Lead for each department/subject group within the school. Additional roles have also been added to enhance student learning in the shape of a Higher Education Counselor and an Internship Coordinator.

In terms of class size, this is at a maximum of 26 to ensure full focus on individuals. In addition to this, the Learning Diversity team has grown to enhance the pedagogical learning on recommendation from individual class teachers to support students both within their classes and as support in addition to their timetable.

Employment law of the Netherlands is at the forefront of staffing, and the CIS Code of Ethics is adhered to throughout. Previously all new staff members had been screened prior to starting work with RISS. However, now, all staff are screened every 2 years to ensure compliance.

Continued professional development remains a priority at RISS. With the PRD system fully in place for all members of staff (teachers and support staff), there is a focus on feedback both on teaching and classroom management, and on the person's individual CPD and improvement throughout the course of their time at RISS.

The Staff code of conduct and School Handbook are kept up to date, reviewed and approved by the MR regularly to ensure consistency.

The evaluative process has been useful for us to identify our strengths, but also examine where improvements could be made. The team considers the following to be points to be addressed:



- As the VOG screening will now take place for all staff every 2 years including existing and new staff, this needs to be stated in the RISS Handbook. This will make the full school community aware of the safety steps taken.
- RISS is in need of a Complaints Officer to follow the BOOR Klachtenregeling to support the appeals process for teachers.
- Teachers could benefit from training to support Gifted and Talented students.

### Domain Summary – Evaluator Response

Overall, RISS is well-prepared for the self-study period in Domain F.

The leadership and board of RISS have taken bold steps since their last self-study to commit considerable investment to expand its staffing to support student learning and well-being. New positions include Heads of Section, Curriculum Leaders and support teachers for students requiring social-emotional and inclusion needs. RISS has the appropriate policies and procedures in place to ensure that all current and future staff have met the screening requirements to be in line with national employment laws. This also ensures appropriate child protection and safeguarding considerations are in place. All staff are supported with their professional growth and development via the Professional Development and Reflection program. This combines the appraisal and professional development processes to help staff set professional goals which support the school's strategic vision, teaching and learning and personal pedagogical development. RISS exudes a positive climate of trust, support and collegiality which ensures that student learning and well-being are at the forefront of all they do. The school's Domain Summary shows appropriate planning and progress and aligns with the findings from CIS.



## Domain G - Premises, facilities, technology systems and auxiliary services

### G1

The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)

#### School Response

##### Meets

***G1i - The school monitors, evaluates, and reviews use of the facilities in relation to the number of students enrolled, the occupancy of classes, the programmes on offer and the nature of learning expected, and has a well-developed process of facility planning to enhance learning and well-being. - Met***


At RISS, different stakeholders work together to ensure the facilities are appropriately monitored, evaluated and reviewed. For example, our support staff members meet on a weekly basis to stay up to date on day-to-day activities related to school life and facilities, but also to evaluate the facilities and how we can ensure that our facilities support our educational goals. (Reference: 22-23 Support staff and LT meeting notes.pdf) In addition to our weekly support staff meetings, the school organizes monthly meetings with the RISS leadership team, the facilities manager of RISS, and the facilities manager of Wolfert Schools to evaluate and review the use of facilities on Wolfert Schools level (Reference: Facilities\_Meetings\_RISS.jpg). During these meetings the school's improvement plan (Reference: RISSIP-Yearplan.pdf) is used to prepare for future innovations, facility maintenance, and upkeep of facilities and school grounds. In the last three years, we have extended our learning space provision in the Junior Campus by the implementation of the Junior Campus library, computer lab, the red room and the fish bowl.

(Reference: Riss\_junior\_Library.pdf) These additional learning spaces promote our learning programmes on offer and support the students wellbeing by having dedicated learning spaces. The Senior Campus has been in use since 2019 and offers a positive learning environment to our students with spacious classrooms and a large amount of natural light. The Senior Campus allows the school to effectively offer a concept-based learning experience with flexible use of learning spaces. The Senior Campus also offers study spaces for students to work outside of scheduled class time, including the Open Learning Center, the Library (upstairs and downstairs) and the flex room. The new furniture in the Senior Campus invites students to collaborate on their school work in a professional environment and contributes to student well-being. The school's facilities manager has worked with a number of students on improving recreation spaces for students, by students, through collaborative projects. (Reference: SC\_Recreation.pdf).

#### Evaluator Response

##### Meets





Conversations with the principal and the facilities managers of RISS and of Wolfert Schools, a review of the school's documentation and touring the Junior and Senior Campus buildings confirm that RISS monitors its facilities use in relation to student number, class size and the required learning. Facilities and grounds are maintained according to national requirements. RISS follows set processes to ensure learning and well-being are supported through its facilities. Support staff members meet weekly to overview and evaluate the facilities. Monthly meetings are held with the leadership team and the facilities managers of RISS and of Wolfert Schools to evaluate and review the use of facilities with a view to current and future school improvement.

The narrative completed by the school for this standard describes modifications over the past years to enhance student learning and well-being on the Junior Campus which caters for grades 6 to 10. The Senior Campus opened in 2019, is a purpose-designed learning environment for students in their last two years of study at RISS. This innovative building offers an educational space appropriate for young adults. The Senior Campus is designed for collaboration, individual study, research and reflection. The classrooms are spacious with visual access to the outdoor environment. The school accurately narrative states, "The Senior Campus allows the school to effectively offer a concept-based learning experience with flexible use of learning spaces." The central, two-floor library space is the hub of learning and well-being for this community.

### Commendations

G1 - The facilities team for creating and maintaining a physical environment that is conducive to high-quality learning and teaching, well-being and safety.

G1 The board and leadership for the creation of a Senior Campus promoting transparent and collaborative learning spaces with an environment for active learning and well-being for young adults.

### Recommendations

None at this time.

### G2

The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)


### School Response

#### Meets

***G2i. The school has a system of monitoring and maintenance that ensures the premises and equipment are healthy, safe and secure. - Met***

RISS has contracts with external bodies for cleaning services as well as food provision through our cafeterias. (References: *CleaningCompany\_Contract.PDF*)





*and Vital\_cateringSupply.pdf*) These contracts are in line with the expectations of RISS and all Wolfert schools.

VOG's for all RISS employees and auxiliary services staff is mandatory, which is in line with the expectations for all RISS staff when it comes to Child Protection requirements. (*reference: VOG\_RequestStaff.pdf*)

RISS facilities are thoroughly checked and monitored on a yearly basis by the city of Rotterdam and the fire department. (*Reference: Yearly Fire Checks.pdf*)(*Reference: Fire Safety\_contract*) In April 2022, the security system at the RISS Junior Campus has been completely renewed. (*reference: Alarm system factuur.PDF*). Both campuses are equipped with appropriate health and safety materials ranging from fire extinguishers to AEDs to First Aid kits, and emergency evacuation signs throughout the buildings. (*Reference: RISS\_Health and Safety.pdf*). Security cameras which make continual recordings are located throughout the school. Whilst they are not constantly monitored, students should be aware that their actions could always potentially be seen, and looked up on the camera recordings. Security cameras are used to ensure the safety of all students and staff, both inside and outside the school area. BOOR has a policy for CCTV cameras applicable to RISS. (*Reference: CCTVPolicy.pdf*)

***G2ii. Due regard is given to building and facility design, layout, designation and use to ensure effective practice in child safeguarding and protection. - Exceed***

RISS has a closed campus at the Junior Campus. (*Reference: ClosedCampusJC.jpg*) This means that students are only able to enter the school building during school hours with their school-provided badge.

Students at the Senior Campus are allowed to leave the building during breaks, under teacher supervision. All visitors to RISS have to ring the doorbell and once admitted to the building by the reception staff, all visitors have to check in at the reception, where they will receive a visitors badge. This badge needs to be visibly worn until checking out at the reception. This procedure is the same at the Senior Campus, however, students are allowed to leave the building during their breaks. Behind the Junior Campus, two basketball hoops have been placed so students can safely play outside during breaks. Additionally, students can walk with a supervisor to the football field or spend time outside on the rooftop. The Senior Campus has a large fenced-in outdoor playground where students can play sports or spend time with their peers safely. Our newly added libraries in both campuses enhance our educational programmes and are accessible for all students and staff.

All classrooms in both campuses can be securely locked, either with keys (JC) or with electronic locks (SC) which can be unlocked by staff badges only. All classrooms have windows in the interior walls and/or doors, to ensure a safe and professional work environment for all students and staff.



***G2iii. Effective procedures that comply with, or exceed, local regulations are in place for emergency situations that require evacuation, lockdown, medical response and/or response to natural disasters, for example, earthquake or flooding, as appropriate. - Met***

On a yearly basis, evacuation routines are practiced in both school buildings. Prior to such drills, students and staff are reminded of the procedures and protocols we have in place to safely evacuate every one of the buildings to the designated meeting points. (Reference: *Emergency\_Evac\_Procedures.pdf*) (Reference: *Emergency Evacuation Report Nov 2021.pdf*) (Reference: *First responders action Email.pdf*)

Evacuation and lockdown procedures are covered in the tutorial and the classroom, but all students should familiarise themselves with the emergency exits in school. When the fire alarm sounds, all students and staff should quietly and quickly evacuate the building in an orderly manner (and as indicated and explained during the tutorials), via the nearest emergency exit indicated by a member of staff. Students convene in their class groups in the designated Assembly Point, where registration will be taken. Students should not take any bags with them. Evacuation exercises take place without warning, but if and when a lockdown exercise will be held, there will be prior warning for all students and staff.

RISS has trained first aid personnel as well as emergency first responders. (Reference: *RISS Handbook.pdf*) First responders have been last trained in June 2022 (reference: *Certificate\_FirstResponders.pdf*) and will receive a refresher training every two years. RISS' school nurse has been fully trained as a first aid trainer. This allows RISS to train all staff in-house to be first aid trained in the upcoming academic year 2022-2023 and with refresher training offered every other year.


***G2iv. Provision is made to meet the health, safety and freedom of access needs of all students and staff. - Met***

At RISS, both campuses are equipped with elevators (Reference: *Elevators\_Stiga\_Contract.pdf*) to allow any physically disabled person or people in, for example, wheelchairs to enter the building. The JC has a moveable ramp at the front entrance and a permanent ramp in the lobby. All floors in the Junior Campus are wheelchair friendly and meet accessibility expectations.

All student and staff ID badges are programmed to enter the building on working days during business hours.

Students in grades 6-10 who spent the majority of their learning journey in the JC take some lessons in the SC, for example; students in grade 7 have their science lessons in the SC science rooms for a full learning experience with appropriate facilities to do experiments, as the JC has only 2 science labs and there are 3 sections of grade 6. Additionally, school-wide community events are





often organized at the SC as there is outdoor space for the school community. However, for assemblies or presentations for the community, we use the tribune in the Junior Campus. These events support the sense of community at RISS, despite the two separate campuses.

RISS facilities and premises are kept safe and secure according to local and national regulations, coordinated by the facilities manager as well as the Wolfert head of facilities and ICT. As a result of COVID-19, extra attention has been given to all air ventilation systems which have been checked and updated where necessary to ensure healthy air quality in the school buildings. All classrooms and offices without windows that can open have been provided with an air quality sensor. In addition, all classrooms and common spaces have a cleaning station to disinfect hands and furniture to reduce the spread of viruses.

{Reference: *CleaningSupplies.jpg*). In the Senior Campus, ventilation systems have been partially replaced and updated in 2021 to meet the standards for clean air within the school building. (Reference: *AirLet.pdf*)

RISS' Emergency Response team and First Aid trainers have been fully trained in June 2022 and will continue to receive refresher trainings every other year. RISS has a part-time school nurse and well-being advisor on staff to respond to first aid and emergencies as they arise.

## Evaluator Response

### Meets


The school's comprehensive narrative and evidence thoroughly address each criterion for this standard. This narrative has been confirmed through a review of documentation and in conversation with the principal and the facilities managers of RISS and of Wolfert Schools

The school follows all local requirements with internal and external oversight as described in its narrative. This is to ensure premises and equipment are healthy, safe and secure, and emergency procedures both in writing and practice comply with local regulations. Child protection is a priority in the buildings' design as well as meeting the physical and emotional needs of students and staff. Both campus buildings offer adequate security and freedom of access needs of all students and staff.

It was observed that the lunch break in the Junior Campus, which is a closed campus, hosts all students at once creating a high demand on the school resources. There was limited access to the refectory, social areas and outside activities in the back courtyard. It is understood that the school rooftop will be available as another space for students in the near future. However, it is worthy of consideration to review the use of facilities, supervision and time based on the schedule to reduce this resource demand.

## Commendations





None at this time.

## Recommendations

G2 - The leadership team and board review the Junior Campus use of facilities, supervision and the schedule during lunch break to increase student resources access and further enhance well-being.

### G3

The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place. (CORE)

## School Response

### Meets

***G3i. The provision of technologies is planned, appropriately funded and integrates successfully with the provision of other media and printed resources to support and enhance the learning programmes. - Met***


The provision of technologies is outlined in the school Learning Technology Plan (*reference: Learning Technology Plan.pdf*) and communicated with the Wolfert ICT department. The Learning Technology Plan is reviewed on a yearly basis to ensure a solid provision of technological tools for teachers to enhance students learning, never to become a goal in itself. The technology plan outlines the purchases and replacement purchases of hardware, in combination with our inventory of devices and equipment as part of our reinvestment plan for IT hardware with Econocom (*Reference: Econocom Contract.pdf*). The plan also outlines the use of Google for Education within the school and expectations when it comes to the use of learning technology, digital learning tools and teacher/staff tech skills. Additionally, staff are presented with professional development opportunities via Tech Updates (*Reference: [tech updates emails](#)*)

The majority of learning resources for students are organized via Google Classrooms, to support students in their planning and organization. Teachers have been provided with training to ensure the continuity of teaching and learning remotely when the need arises.

In 2019 the ICT infrastructure at RISS, and other Wolfert Schools, has been improved to ensure solid and secure IT infrastructures for all students and staff. (*Reference: Compromise\_Wolfert.pdf*)

At RISS we do not offer a 1:1 device program as we think it is important for our staff and students to use technology only to enhance existing learning goals or when the intentional use of technology can be used to add levels of transformation or redefinition of learning tasks. At the JC we have 3 fully equipped mobile carts with Chromebooks and 1 cart with iPads and 2 computer rooms. (*Reference: Device Reservation Sheet for Staff.pdf*). The senior campus has 1 cart with chromebooks to provide devices to students who do not bring





their own, as the majority of senior students bring their own devices due to the nature of the IB program.

It is part of the curriculum to teach students about digital citizenship, where students are also introduced to the school's Acceptable Use of Technology Policy.

***G3ii. Technology systems sustain the management and operational functions of the school and are appropriately confidential. - Met***

All staff at RISS has recently (July 2022) completed an online GDPR training course to raise awareness about the GDPR principles. (*reference: GDPR elearning course.pdf*) This supports our staff to keep information confidential and to only share information with those who need access. All Google accounts (*Reference: Google Cloud Contract.pdf*), Magister accounts for staff, and OpenApply accounts are all secured by using Two Factor Authentication. (*Reference: OpenApply\_2FA.jpg*) The security levels of these online platforms are managed on Wolfert Schools level, which we adhere to. Posters are on display in the staff rooms to also remind staff of the GDPR principles. The Wolfert Schools ICT team has been working with Google to ensure meeting GDPR regulations as well as creating end-user contracts regarding data with any non-EU organization that handles data from our community. (*Reference: Kognity User Contract.pdf*)

RISS' Privacy Statement is open to the public via its website [here](#) and the Data Protection Policy has been established since August 2022. (*Reference: RISSDataProtectionPolicyAug2022.pdf*)


#### Evaluator Response

##### Meets

The school has shared appropriate evidence and a detailed narrative for this standard which has been confirmed through a review of the evidence and conversations with leadership, teachers and the IT department.

The IT department at RISS, currently a team of two, works in conjunction with a Wolfert Schools Group advisor. This department collaborates with all staff and students to support, train and enhance the effective and safe use of technology for learning and school operations. As stated in the school's narrative, the provision of technology and its educational purposes, based on the school's research-based philosophy and its guiding statements, are outlined in the comprehensive school Learning Technology Plan. This plan is reviewed annually to ensure the current and effective provision of technological tools for teachers to enhance students learning. The technology plan includes short and long-term goals for technology development and education use, a resource audit and a skills checklist. The laptop programme as described in the school's narrative for this standard was determined through current research on technology and learning and alignment with the school's guiding statements. It ensures access to learning technology for all students," to enhance existing learning goals or when the intentional use of technology can be used to add levels of transformation or redefinition of learning tasks."





Budgeted technology provision is planned through a separate budget with facilities and technology in conjunction with the Wolfert Schools Group. The process involves four-year planning inclusive of all Wolfert schools.

Technology systems sustain the management and operational functions of the school with the protection of all data and infrastructure. Technology audits are undertaken by the umbrella organisation BOOR.

RISS is GDPR compliant with policy and this is reflected in the school's code of conduct. The school offers an online GDPR training course to raise awareness about GDPR principles. The privacy statement is on the website, A RISS Privacy Ambassador supports best practices at the school and collaborates with the Wolfert schools.

### Commendations

Domain G Standard 3 - The IT department for comprehensive technology planning that aligns with the growth and needs of technology for learning and school operations.

### Recommendations

None at this time.

### Domain Summary – School Response

#### Strengths

- RISS added a new position in the school in 2020 Facilities Manager. The facility manager is responsible for all the upkeep, maintenance and improvements to our facilities and premises, and works closely with the support staff team. A wide range of improvements to learning spaces has been realized in the last few years as a result of this. These improvements and additional learning spaces have positively contributed to the students learning and students and staff's well-being. While the space in the Junior Campus is still restrictive, the school has found creative and innovative ways to support the community.
- An additional strength of RISS is the recently trained Emergency Response Team as well as a school nurse who is trained as a first aid trainer.
- Procedures and protocols are in place to support the school's direction, mission, and vision related to facilities, premises and IT services.

#### Planned Actions

#### **Outstanding past recommendations:**



- G1: The previous recommendation in regard to investigating soundproofing solutions has not been completed, due to the COVID-19 pandemic. Other school improvements at the SC had a higher priority than soundproofing: toilets and sewage pipes replacements and air filter replacements to ensure quality air within the building. Classes in the SC have been scheduled on the playground side of the building as much as possible, to reduce the interruptions of lessons due to train noise.
- G1: RISS has an established community however due to the restrictions of COVID-19, online learning, and hybrid learning this is not been present as much as before the pandemic. When school events are offered, we switch between hosting the events at the Junior and Senior Campus to allow our community members to experience both campuses. Additionally, students from the JC take some of their classes at the SC. The house system and house events RISS offer also supports fostering the school community as a whole. Additionally, Senior students support the Junior students during break times. The school is looking forward to hosting more community events organized by the PTA and Student council.
- G2: A Learning Technology Plan was drafted in 2019 and has been completed in 2020 and reviewed on a yearly basis (G2). This plan outlines the use of digital learning devices and tools to support the school's mission and vision.

### **Actions to meet the Preparatory Evaluation Criteria before 2017:**

- There are no outstanding actions.

### **Actions to meet the Team Evaluation criteria (Exceed, 2022 Onwards)**

- There are plans to replace the JC CCTV camera system and to re-design the front entrance/reception area at the JC.
- There are plans to redesign the JC rooftop to provide more opportunities for students to enjoy the outdoors during break times to support the student's wellbeing.

### **Domain Summary – Evaluator Response**

Overall, RISS is preparing well for the self-study period in Domain G.

RISS has facilities and technology infrastructure and health and safety practices that support the delivery of a curriculum and co-curriculum and the running of school operations with attention to safeguarding and well-being. The Domain Summary indicates the school's strengths and also its next improvements to move the school forward for its self-study. The strengths and next actions conveyed in this domain have also been reflected in the feedback from CIS.





## Domain H - Community and home partnerships

### H1

Effective communications foster a productive home-school partnership and a positive learning community. (CORE)

#### School Response

#### **Exceeds**

#### **H1i**

The evidence provided shows that there is high-quality and effective communication from RISS to the parents/guardians. The school's communication is regular, detailed and consistent and utilises various mediums to make and allow contact between the various stakeholders. Communication with the parental/guardian community is primarily through the weekly bulletin, the RISS Handbook, parental access to Magister, Google Classroom and the school website. Evidence gathered via the recently completed Kirkland Rowland surveys highlighted school communication as the main strength of our school across the three survey groups (parents, staff, students)

The written academic reports sent three times a year (term 1, term 2, End of year) highlight the level of communication concerning academic progress. It is essential to emphasise that the school's values are integrated into the school reporting via the efforts grades found on each student's report cards. Students' grades are regularly updated on the online platform Magister, with all stakeholders having access (students/parents/teachers). Through Magister, parents can track students' progress and view their schedules and absences.

From the beginning of the academic year, parents are given opportunities to contact the school and staff—for example, back-to-school evenings, parent-teacher conferences, Tutor information evenings, and parent-focused workshops.


RISS has a very active student council that gives all student community members a voice.

#### **H1ii**

The school consistently seeks community feedback through regular surveys on various elements such as communication effectiveness, the learning environment, subject choices and delivery, student well-being and facilities. This is done through tutor classes (for students) and emails to the broader community. The results are analysed and acted upon. Information gathered further enhances the school's protocols and processes (such as ascertaining Heritage languages).

At RISS, parents are involved in different events to support the student's learning and well-being. The PTA (Parent Teacher Association) actively organises events, i.e. food fairs and EOY barbecue. The PTA also reviews important policies





that directly impact the students' learning, such as the mobile phone policy. Communication about these events is found in the weekly bulletins. The bulletin also contains essential information about events organised by the school, including the back-to-school evenings, subject information evenings and special events like the Festival of Light. The assessment calendar is also included within the bulletins to communicate information regarding deadlines and exams/assessments.

Parents who wish to contact the teachers directly can either get in touch via email or discuss their child's development during monthly report meetings. In addition, the tutors, teachers and LT actively reach out to parents to work together as a team.

Another aspect in which parents are involved in the school to benefit students and their learning is their involvement in the development of IEPs. The provided sample IEP highlights how parents are consulted regarding the level of support required for students, which will affect the distribution of learning support.

The school's Pedagogical Leadership Team (PLT) comprises stakeholders' representatives. There are representatives for Leadership, Curriculum Leaders, Teachers, Support Staff, Students (Student Council President), and parents (PTA President). Since its inception, the group has met regularly, reflecting on and analysing all matters related to the school and that, ultimately, have as a target the education and well-being of our students. The group's purpose is to include all key RISS stakeholders gathering six times a year to have a say in our school formally.


Another initiative this year is the 'One school, one book' project, which has the entire RISS community - students, teachers and support staff reading and discussing one book which covers global themes and issues relevant to everyone and the world as a whole. This is a very exciting opportunity to bring us all even closer together.

### **H1iii**

The evidence highlights that RISS has a well-formed induction process for new students and their families. From the moment the parents view the website, they are provided with necessary information regarding all aspects of RISS and life in The Netherlands. The school's admissions officers play a significant and pivotal role in the induction of new families to RISS. Regular communication between the admissions officer and families from day one of their application to joining our community is maintained. In line with our school's mission to provide high-quality support and services to our community, each family is asked to complete an Admissions Enrollment Survey. The survey is used to gather feedback from parents about their appliance process.

RISS provides multiple in-person opportunities for parents/guardians to become familiar with RISS and further promote integration into the RISS community;





these include the 'Back to School' information evening, whereby all teachers are introduced to parents and parents are given the opportunity to meet with their children's tutor and other parents of the tutor group. The first PTA coffee morning in the first month of the academic year continues the engagement between parents. Tutors readily engage with parents at the start of each year by directly contacting all parents via an introductory email. RISS also allows parents to establish contact with each other in a Whatsapp group for each tutor class.

There is also information available to new parents concerning external organisations and agencies which help make their transition to secondary school in general and a new city, country and culture as easy as possible; information is shared via the bulletin and targeted emails. These include access to general health services in the regions and organisations which help newcomers to the country find a suitable home and tax assistance.

The following documents have been included as evidence of the school's attainment of the standards:

- RISS Music School Event
- Email Welcome to RISS
- Parent night Poster
- Summer Edition Admissions Email
- Academic Report Sample
- Admissions Enrollment Survey
- Effort Grade Report Sample
- Email -New Families 130-Day Welcome Email
- Email - Welcome to RISS (Middle Years)
- Email to Harbour School
- Email Welcome to RISS
- First Day of School Information Email
- IB DP Self-Study Survey Results
- IEP Copy
- IGCSE Celebration Invite
- Kirkland Rowell Survey Results Overview
- Language Survey Results
- Learning During Lockdown Analysis of Results
- Mobile Phone Survey Students' Results
- Music School Event 2021-22
- New Family Email 95 Days to go
- Parent Edition Admission Email
- Personal Invitation Student Open Day
- Poster Open Day- Delft
- PTA & Events
- PTA Website info
- PTA Community Survey
- RISSUE
- Thank you Email - Graduation IBDP



## Evaluator Response

### **Exceeds**

Discussions with parents highlight the structure and regularity of communication from the school, and they feel that they are very informed. The weekly Bulletin is highlighted as a very effective method of receiving important information covering all aspects of the student's life at school as well as support services available to them in the local community. Communications about student academic progress occur three times a year via formal, written academic reports. Parents can follow their child's achievement at any time via the learning management system, Magister.

Parents have numerous avenues for offering feedback or sharing concerns with the school. The yearly Kirkland Rowell survey, meetings with student tutors, PTA parent meetings, town hall meetings and PTA representation in the Pedagogical Leadership Team (PLT) are examples of ways that the parents have the opportunity for their voices to be heard. Parents, through PTA representation and involvement, are becoming more actively involved in school activities since Covid restrictions have been lifted. Parents support numerous activities which celebrate the school's multicultural diversity and student curricular achievements.

Families who are new to the RISS community are fully supported by the admissions team through all stages of the admissions process including follow-up after their children have integrated into the school. The school bulletin offers these families information and links to services to support their transition into the local Rotterdam and Dutch community.

### Commendations

H1 (Major) - The entire school community for its efforts to build an inclusive, positive, respectful and caring school community where all stakeholders feel included, supported and informed.

### Recommendations


None at this time.

## Domain Summary – School Response

### **Strengths:**

In conclusion, RISS has robust practices that promote effective communication leading to a productive home-school partnership and a safe, respectful and loving learning community.





Regarding communication with stakeholders, RISS implements a high level of regular communication through its weekly bulletins and emails. This is backed up by seeking parental feedback through bi-annual parent-teacher conferences and regular information evenings where parents can communicate their views directly with teachers. Surveys further back this up to ascertain stakeholder feedback on various areas around the school, including teaching and learning and holistic care of students.

Parents are given the opportunity to play an active role in students' lives academically through consultation on key policy documents and about the organisation of events that benefit the well-being of students and encourage global citizenship throughout the school.

Families new to the school are given extensive induction material to welcome them to the school and broader community of Rotterdam. The PTA also ensures that new families are welcomed into the school community by setting up various events for parents; this is backed up by seeking feedback in the form of surveys about the enrollment process.

### **Planned Actions**

- **Outstanding past recommendations**
  - There are no outstanding actions.
- **Actions to meet the Preparatory Evaluation Criteria before 2017:**
  - There are no outstanding actions.
- **Actions to meet the Team Evaluation criteria (Exceed, 2022 Onwards)**
  - **H1i:**

The current analysis, evaluation and evidence indicate that the school's communication between all stakeholders does enhance student learning and well-being. Engagement of stakeholders in the development, review and implementation of events, programmes and policies is an integral part of our school's approach to education and learning.


- **H1ii:**

The school consistently seeks feedback, guidance and engagement from its stakeholders in various ways. Feedback is then reviewed with the analysis used to guide the school's decision-making process. For example, parental feedback regarding the implementation of the Mobile Phone policy. Alternatively, the schools request parental/student feedback on subject selection. Each opportunity to collect feedback is a foundational element to ongoing progress.

- **H1iii:**

The school believes that our current approach to the involvement of parents in school life has already had benefits for our school. Benefits come from the





support, guidance and buy-in evident in our community and can be seen in the Kirkland Rowell surveys. Our school recognises that learning takes a community and parental involvement in the learning process, and their child's education is paramount hence why it is sought so frequently.

- **H1iv:**

Our school recognises the challenge of joining a new school for any of our families and has put in place policies, protocols and staff intended to streamline and reduce the anxiety surrounding the transition. Through their various initiatives and events, the PTA offers an inviting community from day one with the welcome to RISS day.

#### [Domain Summary – Evaluator Response](#)

The school is well-prepared for the self-study in Domain H.

RISS commits itself to develop a positive home-school culture and this is fostered through clear and regular communications. School leaders and parents highlighted the central role of the weekly Bulletin to keep parents, students and community members updated on school events. This communication is enhanced with information from the student council, counselling team, and PTA to provide information about school-related events, well-being and local community support. Feedback from parents is valued and this is done via surveys and through representation via the PTA. Since Covid restrictions have eased PTA involvement has become more evident through PTA-sponsored school events, many of which, focuses on the diversity of the school community. Conversations with parents highlighted the admissions and orientation process and helped with the integration into the school and the local community. Strengths in this domain have also been reflected in the feedback from CIS including commendations related to the caring school community where all members feel included, supported and informed.



## Domain I - Residential services - boarding and/or homestay

### I1

Student learning and well-being, in line with the school's purpose and direction, is systematically enhanced by the boarding and/or homestay services provided. (CORE)

#### School Response

**Meets**

N/A

#### Evaluator Response

**Meets**

N/A

#### Commendations

N/A

#### Recommendations

N/A

### I2

The school's policies and procedures in relation to child safeguarding are appropriate and/or adapted and effectively implemented to meet the needs of boarding and/or homestay students, staff and facilities. (CORE)

*These policies set out how the residential services address the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles & responsibilities of residential staff, leaders and governors to manage and oversee safeguarding; residential staff training, student education and parental engagement; peer- on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.*

#### School Response

**Meets**

N/A

#### Evaluator Response

**Meets**

N/A

#### Commendations

N/A


#### Recommendations

N/A

### I3

The school provides health and well-being support to residential students, including first aid, medical care, the management of personal and social well-





being, crisis and emergency management, and age-appropriate health and well-being education. (CORE)

School Response

**Meets**

N/A

Evaluator Response

**Meets**

N/A

Commendations

N/A

Recommendations

N/A

**I4**

The number, quality and suitability of residential leaders and staff are all appropriate to supervise and meet the needs of the students and also provide appropriate and effective education in the context of boarding and/or homestay. (CORE)

School Response

**Meets**

N/A

Evaluator Response

**Meets**

N/A

Commendations

N/A

Recommendations

N/A

**I5**

Residential accommodation and the facilities available to boarding and/or homestay students are suitable and secure for the number, gender, age and needs of the enrolled students and the staff providing care/supervision. (CORE)

School Response

**Meets**

N/A

Evaluator Response

**Meets**

N/A





Commendations

N/A

Recommendations

N/A

Domain Summary – School Response

N/A

Domain Summary – Evaluator Response

N/A



## Conclusions

### School Response

As a school, we decided that we needed to focus on action, participation and expertise. It was important to ensure there was full understanding of the process ahead and targeted input was given to all staff to familiarise them with the various stages of CIS/NEASC Reaccreditation. This will significantly support them in the future when it comes to their organisation and preparation for the self study stage.

We started the process on February 11th, 2022 with the official launch of the Preparatory Report period and since then we have used dedicated CPD time to work on the demands of the project. The Head of School took the lead and became the Accreditation Coordinator and Domain Lead for A and B. Two members of the Leadership took charge of two other domains, whilst our two IB DP and CP coordinators took another two and a curriculum leader led on another one. This enabled us to gain and provide experience *in situ* for colleagues to lead on domains, gather evidence, narrative writing and input information within Armature. The same process is expected to be applicable to the self-study stage, ensuring maximum efficacy in preparation and process. The same group was functioning as the steering committee, ensuring that key stakeholders acquire the skills necessary for the next stage. The whole community played a role in this, made possible by our high levels of organisation, staff used to being involved on projects and the size of our school.

We have learnt that involving all staff was a great opportunity to recognise how much we have grown as a school. We also appreciated our knowledge and understanding of what our school needs to do to be more successful and where we may need to go next to continue our ambitious plans for our students' education.

With reports like this, self-exploration is always welcome. We are conscious that this is an educational journey, with priorities that change over time, and we have learnt to be adaptable and responsive toward what is a reality of modern life. Issues have been confirmed and others have come up, due to the current circumstances of our world, especially after the pandemic.

All in all, this process has been exceedingly positive, enabling and insightful. The preparatory report has given a renewed confidence, satisfaction and agency to our community members to appreciate how their actions, as insignificant as they may appear to them, have contributed to create the small and mighty school we are now: RISS!





## Evaluator Response

CIS would like to thank everyone involved at the Rotterdam International Secondary School for ensuring the Preparatory Evaluation went smoothly and efficiently and to offer further thanks to the students, parents, teachers, support and administrative staff and board and leadership who were generous with their time and honest in their answers to the many questions explored.

CIS is pleased to inform you that your school has been granted candidate status for CIS Accreditation. Congratulations to the leadership team and the school community on this achievement.

RISS has shown numerous strengths during the preparatory visit and evidence of school improvement since the time of the last CIS visit. Most notably, the school's strengths include:

- a community committed to their guiding statements
- a strong sense of community and family
- ongoing commitment to well-being, through the mission and core values
- a culture of collaboration and learning
- significant school progress since the previous accreditation

The preparatory report was clearly written. It addressed the criteria of each standard and provided appropriate supporting evidence. The school is very aware of its strengths, challenges and next steps. This report offers a realistic view of the school and clearly reflects the readiness of the leadership and staff to move the school forward with their self-study.

As a reminder for the self-study, consider the following when responding to the standards. With respect to the narrative, write explicitly to the criteria, keeping in mind the evidence and its purpose (intention, implementation, or impact). The latter is more appropriate for numerous standards at the team evaluation stage.

While the report offers both commendations and recommendations, the following are the main priorities:

- ensuring greater understanding and consistency of inquiry-based learning
- developing a contextually appropriate definition of digital citizenship to ensure its common understanding and consistency
- reviewing the specific components of the school's definition of Internationalism & Interculturalism to further their explicit use





## Next steps and timeline

Following the self-study workshop, the school should now proceed with the next steps of the accreditation process, following the negotiated timeline as shown below.

*During the self-study period, the school should take into account the recommendations listed in the Preparatory Evaluation report, the most important of which are identified as 'Major' Recommendations.*

### As soon as possible

- Set up all committees and begin the self-study.
- Put an early emphasis on the requirements for Early Feedback

### 8-months before the Team Evaluation

- Submit for Early Feedback - School Specific Language, School Context, School Overview, CIS Community Survey and the Financial Information; and
- A draft of Domain A.

### 8-weeks before the Team Evaluation

- Complete and submit the self-study report to CIS.

A colleague from the CIS Office will be in touch with the school to confirm dates for the team evaluation visit.

## Resources and documents

All documentation to support your self-study process can be found on the [CIS Portal Resources and Documents](#) page. Should further assistance in accessing the materials be needed, please contact [accreditation@cois.org](mailto:accreditation@cois.org).

*During the self-study, the school should also focus their attention on evidence-gathering to illustrate meeting team evaluation criteria which will, in turn, demonstrate meeting each standard. It should also be noted that in the rubric, there are also Future Aspirations questions which provide an opportunity for the school to demonstrate that it exceeds the Team Evaluation criteria for any standard. Once a domain committee feels that the team evaluation criteria are satisfied, the self-study committees for the domain are able to use one or more of the questions to facilitate and make further school improvement in that standard. This also should be substantiated with evidence.*





## Questions and advice

Please contact Steve Kotanen, the CIS School Support & Evaluation Officer linked to your school ([stevekotanen@cois.org](mailto:stevekotanen@cois.org)) if there is any point that is unclear or on which you need further advice.

CIS wishes the school well as it prepares for this exciting next step in the accreditation process