

"Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together."

~ Jean Monnet

Colofon

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Foreword

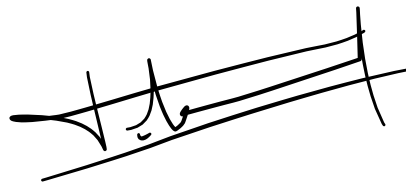
In this school plan you find an outline of our vision for the development of the school in the coming four years and beyond. This school plan has been created in the context of dynamic growth, in student numbers and in educational ambitions and has been shaped by our three core values: positivity, ambition and respect.

This school plan is written on the basis of input from a broad range of stakeholders – students, parents, staff, the European Baccalaureate and the Executive Board of Rijnlands Lyceum. The input was received through various means, including but not exclusive to, reports, surveys, conversations, workshops and relevant documentation.

We would like to thank everyone who has contributed to the production of this school plan.



Ms. Annette Sloan, Head of Secondary School a.i.



Mr. Frans van de Kerkhof, Principal ESH

1. Introduction

In this chapter we explain how this document has been produced and the purpose and structure of the document.

1.1 How was this document produced?

A four-year school plan is, in the context of the Dutch educational system, an obligatory document. For the ESH the production of this document is a welcome opportunity to reflect on our purpose and direction and make plans for the longer-term future. The production of the document also forms part of our preparation for the upcoming accreditation visit of the European Baccalaureate.

In producing this document we have incorporated feedback from the following sources:

- The report of the Audit by the European Baccalaureate in 2019;
- The outcome of the satisfaction surveys for staff, students and parents conducted in the 2021;
- The outcome of our discussions about ESH values and how to implement them with students, parents and staff during study days and other meetings in school year 2021 - 2022.

The document was written by the school leadership with feedback from the Participation Council. The plan has been formally approved by the Executive Board of the Rijnlands Lyceum and is aligned with the strategic vision of the Rijnlands Lyceum.

1.2 What is the purpose of this document?

The purpose of this document is threefold:

- To reflect on our purpose and direction for the coming years;
- To make concrete commitments which will guide us in our quest for improvement in the coming years;
- To explain to all our stakeholders our purpose, direction and plans for improvement in the coming years.

1.3 How is this document structured?

In Chapter 2 we describe the purpose and direction of the ESH.

In Chapter 3 we describe the history and the future of the ESH.

In Chapter 4 we describe the management and organisation of the school.

In Chapter 5 we describe the broader framework for the educational development of the ESH.

In Chapter 6 we describe our plans for development and improvement of our curriculum.

In Chapter 7 we describe our plans for development of teaching and assessing for learning.

In Chapter 8 we describe our plans for development and improvement of students' learning and well-being.

In Chapter 9 we describe our plans to further develop the quality of our staff.

In Chapter 10 we explain our approach to quality assurance.



2. Purpose and direction

2.1 Purpose

"Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe." ~Jean Monnet

The purpose of ESH is explained in our mission and vision statements:

Our Mission

Is to provide a positive, open-minded community that fosters ambition through rich cultural and academic opportunities, inspiring lifelong learning.

Our Vision

Is to inspire students to be responsible, future focused and proactive citizens of Europe and the world.

Our Context

The European School The Hague is a unique school. We were established in 2012 to educate the children of employees of European Union institutions. We provide a multicultural and multilingual education to Early Years, Primary and Secondary school children, culminating in the European Baccalaureate. We are an officially accredited European School, partly administered and financed by the Dutch national education system and accredited by the Board of Governors of the European Schools since December 2012. We are part of the Rijnlands Lyceum Foundation.

Our Community

Is enriched by our multicultural and multilingual staff, students and parents as we connect, collaborate and celebrate a culture of learning.

Our Core Values

Provide the foundation for how the ESH community, staff and students achieve our mission:

Ambition

We strive to reach our full potential.

We accept challenges and have a passion for finding solutions.

Positivity

We focus on the positive aspects in situations.

We build a constructive and positive environment from which everyone benefits.

Respect

We show respect for people, possessions, our planet, protocols and ourselves.

We accept the differences, strengths and weaknesses of others.

Eight Key Competences

ESH students are future citizens of Europe and the world. As such, they need a range of competences to meet the challenges of our rapidly changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. These competences are incorporated and embedded in the European Schools curriculum. The eight key competences, which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment are what we aim for our students to achieve.

Key competences for lifelong learning

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression
- Interpersonal skills, and the ability to adopt new competences

2.2 Direction

Our Secondary School has grown rapidly since it started in 2014. In the last four years the focus was, of necessity, on dealing with this growth. In the coming four years the focus will be on consolidation and improvement of our education, improving our quality assurance, organisation and communication. These focus points are aligned with the feedback which emerged from our consultation with our community – staff, students and parents – satisfaction surveys and in discussions.

We aim to improve the education we offer to our students in the following ways:

Differentiation

We will consolidate and develop differentiation within the classroom. To that end teachers will get training in differentiation and also time to work on their competence in differentiation. During trainings and INSET days, teachers will also be motivated to share best practices in the classroom and get time to work on their competences.

We aim to approach students' differences in a more holistic way, not just giving extra work to those that progress faster. Semester plans will include a column for differentiation where teachers can show how they incorporate differentiation in the learning outcomes.

The eight key competences

We will integrate the eight key competences into our teaching and learning. Please see the chapter on Curriculum Chapter 6) for further information.

Formative assessment

We will develop more formative assessment practices. Subject teachers will collaborate in their subject groups on creating differentiated formative assessments from S1- S7 that contribute to the mark for classwork (A mark).

Future European Citizens

Through our core values and key competences, we are dedicated to strengthening the sense of European community through our students, parents, and staff.

We will focus on activities to promote our key competences and core values in the community beyond the classrooms:

- School assemblies where all students feel part of the community and the core values are clearly represented: ambition, respect, and positivity;
- Organise events to promote European Citizenship – National days,/ European Day of languages with attention to language, culture, history and food. A summer fair and Christmas brunch with the focus on celebrating different cultures;
- We will actively participate in European celebrations to promote cultural awareness and expression, such as the successful national day celebrations, where gastronomy and culture of many European countries are shared; European flags in the canteen; European flag flown on the school alongside the Dutch flag; classroom and corridor displays that celebrate European culture(s);
- Clubs and after school activities to promote active citizenship, such as the Green Club to bring awareness about our environment or the Neighbourhood Committee to engage in a good relationship with the neighbourhood we are part of;
- Programs within the curriculum to promote entrepreneurship such as Day for Change: a program through which students learn to create their own company and earn money. We will explore with staff and students a broader definition of entrepreneurship, which focuses on taking initiative;
- Multi-disciplinary projects across different subjects such as art (design), physics, biology, maths;
- Technical clubs and scientific trips to promote numerical, scientific and engineering skills, such as the Lego Club or the Math & Jeans Program;
- In-class debates, speeches and presentations to promote literacy, as well as further developing the extra-curricular culture that includes literacy-based clubs such as book clubs organised by the library, the Drama Club and The Hague International Model United Nations (THIMUN);
- We will involve the community more in enrichment of European values – speakers, ambassadors, university talks;
- To become a European Parliament Ambassador School (EPAS).

2.3 What does this mean in practice for the coming years?

Visibility

Considering all the feedback from students, parents and staff, in writing and in discussions, we come to the conclusion that the common thread running through our purpose and direction for the next four years is Visibility. We commit to increase visibility in the following areas:

- The European Dimension; through notice boards, displays of our students' work, projects and art, the European Day of Languages, flags in the reception, display art work made by students in the corridors;
- Key competences; through shared icons to highlight and embed the key competences in our planning, teaching and learning, through cross-curricular projects;
- Senior and middle leadership; through assemblies and community events.

Strengthening our Core Values

We identified Respect is the core value most frequently mentioned by all members of the community. Therefore next school year we will focus on this core value. Together with staff and students we will make respect more visible in the school.

Some of the ways in which we will do so are:

- Developing vertical cross-curricular projects to promote respect to our school and to our rules.
- Integrating more visibility of our community projects and students' work, to show respect to their efforts and achievements.
- Increasing and improving our celebration of events such as European Day of Languages, National Days and Purple Friday.

Strengthening the Key Competences

The feedback from staff is that some Key Competences are less visible than others and that, Interpersonal skills, Entrepreneurship and Digital and Technology-based competences need further development. To strengthen these key competences we will take the following actions.

Interpersonal skills

- We will organise promoting in-class and year-group activities to develop interpersonal skills such as active listening, teamwork, motivation and flexibility.

Entrepreneurship

- We will develop an ESH definition of entrepreneurship and make visible how students develop this by participating in activities such as projects, after-school activities and student representation.

Digital and technology-based competences

- We will provide more training for teachers and for students, especially at the beginning of the school year; particularly for our S1 students, during their first week of school, also for all years.
- We will evaluate and improve the channels of communication, so that finding information is easier and more efficient than it is now. This will involve streamlining and minimising the source of information to minimise the risk of missing important announcements and simplify information retrieval.
- We will share best practice in teaching and learning in staff meetings where teachers demonstrate laptop-based activities that work effectively.



3. The history and the future of the ESH

The European School The Hague Primary opened its doors in August 2012. Two years later, in August 2014 the Secondary department started with only S1, S2 and S3 years. Gradually, consecutive years were opened and in August 2017 the final year (S7) was opened which led to ESH's first baccalaureate examination in Spring 2018.

ESH is an Accredited European School, a so-called European School Type II, whereas the classical European Schools, governed by the Board of Governors of the European Schools, are called European Schools Type I.

ESH is a Dutch international school and part of the Rijnlands Lyceum foundation. Being a Dutch school and an accredited European School, ESH has to obey both, Dutch law and regulations and the European regulations regarding the curriculum of the European Schools and the organisation of studies. It is sometimes considered as complex; a system within a system but ESH considers it as having therefore 'the best of both worlds'.

3.1 Reason for starting the school

The 'raison d'être' of our school is the city of The Hague being the seat of many EU Agencies and EU organisations. With Europol, Eurojust, ESA-Estec, GSA, EPO and EMA, The Hague has, next to Brussels the most EU institutions compared to other European countries.

It is therefore that on request of the European Commission, the Dutch Ministry of Education investigated in 2010 the feasibility of setting up an Accredited European School in The Hague. The municipality and the Stichting Rijnlands Lyceum were soon involved in this project.

3.2 The development of the student population

The diagrams below show the growth of the school until now and the expected growth of the school in the coming four years.

Table 1: student numbers 2014 - 2021

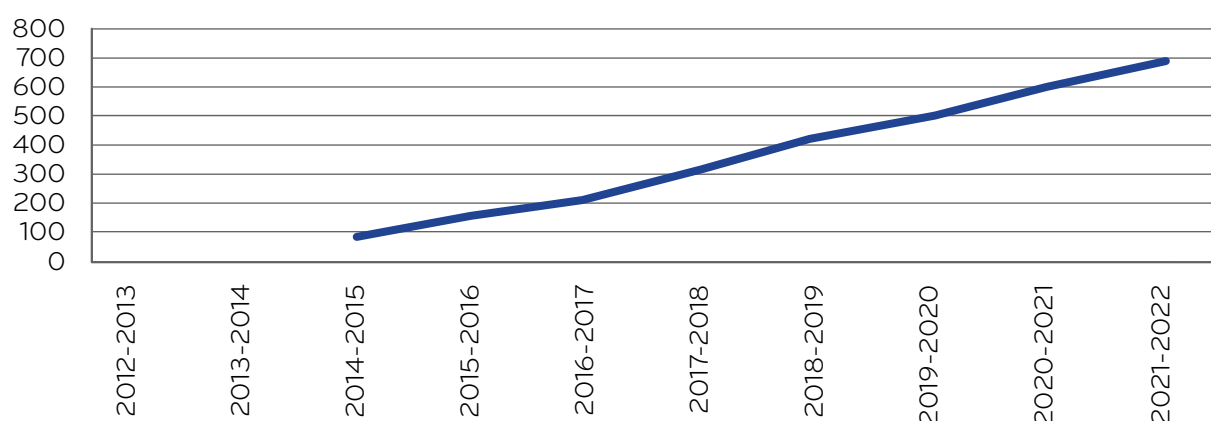


Table 2: growth of school 2019 – 2026

Year/Student	2019/20	2020/21	2021/22	Prognoses	Prognoses	Prognoses	Prognoses
				2022/23	2023/24	2024/25	2025/26
S1	102	143	142	148	136	125	111
S2	95	85	143	142	141	126	115
S3	90	93	84	140	137	134	122
S4	86	86	102	84	135	132	130
S5	67	80	83	97	78	130	127
S6	55	60	82	78	92	72	125
S7	36	55	61	82	78	92	72
Total	531	603	697	771	797	811	802

The Secondary department started in 2014 with only 79 students. Within four years it covered all 7 secondary years. In August 2021 ESH Secondary welcomed nearly 700 students.

The student number forecast shows a point of stability reached at approximately 750-800 students. In view of the decrease in the number of pupils in our Primary, there will also be an end to the growth of the number of pupils in our Secondary. The cohorts of primary school leavers who come to secondary become less extensive. However, it is difficult to predict exactly how the student numbers will develop. We are largely dependent on European Union agencies and European Union organisations.

3.3 The development of school accommodation

In the Autumn of 2021 the renovation of the monumental school building was complete and the school moved into the building October 2021. The official monumental status of the building means that there were many restrictions on the renovation of the building. We now have a state-of-the-art building for education with large, well-equipped classrooms and other spaces for teaching, learning, working and relaxing. However, the building is not yet fully equipped for the projected growth 2022-2026. If everything goes according to plan, then the school will take over an annex building in 2027. This will provide 10 extra classrooms. In 2022 we will create a plan to bridge this period. This plan will involve rearrangement of classroom and office spaces within the building and possibly the use of temporary classrooms.



4. Management and organisation

4.1 The Rijnlands Lyceum School Group

The ESH is part of the Rijnlands Lyceum School group, which consists of 8 schools, 3 primary and 5 secondary. The Rijnlands schools have a predominately international profile.

The Rijnlands Lyceum 'Roadmap 2025, Together for good education, and more ...!' describes the strategic agenda of the school group. It forms the basis for the policy agenda of the various Rijnlands schools. In the context of 'good management' and the quality framework, school directors render account of the results of their policy to the Executive Board of Rijnlands. The chairman of the Executive Board in turn renders account to the Rijnlands Supervisory Board and government authorities.

The ESH is a Dutch subsidised international school, and delivers high-quality education at competitive fees. The ESH is accountable for high standards to the Inspectorate of the Dutch Ministry of Education.

The ESH is a European Baccalaureate School. The goals, objective and educational principles of the European Schools are reflected in our mission, our curriculum and our approach to teaching and learning. The EB helps us to maintain a Quality Care Cycle in the school and train our staff to answer to the highest quality standards.

4.2 The organisation of the ESH

Below, you see an overview of the current school organisation. As the school grows, the school leadership team will review the organisational chart and adapt it to facilitate growth and to provide a structure with clearer end responsibility.



4.3 Participation of stakeholders

The following groups play an important role in providing school leadership with feedback and shaping the development of the school.

Secondary Participation Council

The Secondary Participation Council consists of students, parents and staff. The Council meets with School Leadership on a regular basis. The role of the Participation Council is defined by the act on Participation in Education (WMS.) The Council has the right to give advice on some subjects. For other more important subjects the approval of the Council is necessary.

Student Council

The student Council consists of representatives from all classes. They meet on a regular basis with a teacher who has the task of coaching and supporting the Student Council. The Student Council gives advice to the School Leadership on a wide range of issues.

Parent Teacher Association

The Secondary PTA Board is comprised of five parents, a staff representative and a student representative. First and foremost, the aim of the PTA is to benefit the school community. Through the PTA, parents can have their voices heard, make contributions to the school and organise various activities for children and families to build our community, fundraise or just have fun. The PTA work closely with Secondary staff to explore how the Secondary PTA could further assist with the organisation of events, bake sales, finding host families for exchange students, and finding placements for the S5 work experience weeks. The Secondary PTA also collaborate with the Primary PTA for whole school events such as the organisation of the Summer Fair and hosting the German Big Band.

Advisory Board

The Advisory Board consists of representatives of the European organisations associated with the school. The organisations whose employees send their children to the ESH. The Advisory Board meets regularly with Senior Management and with the Head of the Executive Board of Rijnlands Lyceum. The Advisory Board gives advice (upon request, or on its own initiative) and support to the school management on matters related to the work field of the ESH.

In the coming years we will continue to strengthen constructive collaboration with the above groups.

4.4 Relations with the community in The Hague

ESH Secondary has started to work together with a network of local partners. We have signed into the "Plan van aanpak - Veiligheid en leefbaarheid in en rondom de Europese School Den Haag". This plan is an agreement between schools, businesses and a number of municipal organisations (Team Welzijn, Jeugd en Burgerschap and Team Leefbaarheid from the Municipality of The Hague, the police, Stichting Halt and HTM) in the area of Benoordenhout. The agreement seeks to ensure the safety and livability in the neighbourhood.

We are also in regular contact with the neighbouring Vrije School and intend to set up plans to get students from both student councils to work with the above parties and the 'Wijkvereniging Benoordenhout' on improving safety and livability in our part of the local area.

4.5 IT applications

An important aspect of the organisation and communication in the school is the use of IT applications. In the last 3 years we have introduced a number of new applications for admissions for student administration, financial administration, etc. This presents the school with a number of challenges:

- Technical – the applications have to be adapted for the specific needs of the ESH and 'technical synergy' between the applications has to be created;
- Adapting to change – these applications create new ways of working and communicating. All members of the community have to adapt to changes in ways of working and communicating. This presents challenges for all involved, particularly for support staff;
- Support and communication – staff, students and parents have to be supported in learning to work with these new applications. The communication regarding developments has to be carefully orchestrated.

While we do not have the illusion that we will reach a 'status quo' in the coming years our ambition is to improve the 'customer satisfaction' as regards the IT applications which support our organisation and communication.


In the coming years we will focus on:

- Improving the technical synergy between the applications which we use;
- Supporting all members of staff in adapting to changes in working and communicating;
- Improving the communication as regards developments in our IT-applications;
- Improve the accessibility and quality of hardware available to staff and students.

4.6 Finance policy and sponsoring policy

ESH Secondary is a school with a healthy financial basis, as part of the Rijnlands Lyceum school group. The system of budgeting and control is of a high standard. As a Dutch international school we are subsidised by the Dutch government. ESH also receives funding from the EU agencies (via the European Commission) and the EU organisation. We also have self-paying parents. They pay a fee which is equal to the contribution from the European Commission.

The school does not make use of sponsoring and has no plans to do so.



5. The framework for the educational development of the ESH

Two organisations form the broader framework in which we operate and seek to improve: The European Baccalaureate and the Rijnlands Lyceum School Group.

5.1 The European Baccalaureate

The European Schools began in October 1953 in Luxembourg, on the initiative of officials of the European Coal and Steel Community, with the support of the Community's institutions and the Luxembourg Government. This experiment in education, side by side, of children of different mother tongues and nationalities quickly took shape as the six different governments and Ministries of Education cooperated in matters of curricula, appointment of teachers, inspection and recognition of levels attained.

In April 1957, the signing of the Protocol made the Luxembourg School the first official European School. The first European Baccalaureate was held there in July 1959 and the qualification was recognised as fulfilling basic entrance requirements by all the universities of the member states.

The success of this educational experiment encouraged the European Economic Community and Euratom to press for the establishment of other European Schools at their various centres.

Aims of the European Schools

The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

"Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe."

~Marcel Decombis, Head of European School, Luxembourg between 1953 and 1960

Objectives of the European Schools

To give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;

- to provide a broad education of high quality, from nursery level to university-entrance;
- to develop high standards in the mother tongue and in foreign languages;
- to develop mathematical and scientific skills throughout the whole period of schooling;
- to encourage a European and global perspective overall and particularly in the study of the human sciences;
- to encourage creativity in music and the plastic arts and an appreciation of all that is best in a common European artistic heritage;
- to develop physical skills and instill in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities;
- to offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of the secondary school;
- to foster tolerance, cooperation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education;
- to provide Education for Sustainable Development with a cross curriculum approach in line with European and international documents.

The educational principles of the European Schools

- Basic instruction is given in the official languages of the European Union. This principle allows the primacy of the pupil's mother tongue (L1) to be safeguarded.
- Consequently, each school comprises several language sections. The curricula and syllabuses (except in the case of mother tongue) are the same in all sections.
- The conscience and convictions of individuals are respected. Religious education or education in non-confessional ethics is an integral part of the curriculum.
- To foster the unity of the school and encourage genuine multi-cultural education, there is a strong emphasis on the learning, understanding and use of foreign languages. This is developed in a variety of ways.

At the ESH we fully endorse and strive to live up to the EB aims, objectives and educational principles.

5.2 The Rijnlands Lyceum School group

As a member of the Rijnlands group of schools we adhere to the Rijnlands Lyceum roadmap 'Together for good education and more...!'. Below we briefly describe how we intend to achieve the seven promises which Rijnlands Lyceum makes in the coming years.

1. Good education and more

We are ambitious in terms of our educational quality and deliver more than just the statutory requirements. We are also ambitious when it comes to our intensive focus on citizenship, philosophy and culture. We take each student seriously as an individual, and do everything we can to provide good education. We focus not only on cognitive results, but also on the development of our students as human beings.

- At ESH we see these values in:
- The development of our gifted and talented program;
- Ethics as a taught subject from S1-S7;
- Developing our curriculum using the Key Competences for Lifelong Learning;
- The success of our European Baccalaureate program.

2. Internationally oriented education

We prepare all of our students, whether they are educated at one of our international schools or at one of our Dutch schools, for world citizenship. With us, they learn how diversity can contribute to the quality of life, living and learning together. We educate them to take a place in society where they can contribute as adults.

At ESH we see these values in:

- Our multilingual and multicultural curriculum;
- The Key Competences for Lifelong Learning, in particular multilingual competence;
- Our celebration of European diversity through National Days; the European Day of Languages;
- Students successfully prepared to study at universities and higher education institutions across Europe and the world;
- The mentor program throughout the school from S1-S7;
- Ethics as a taught subject from S1-S7;
- Participation in The Hague International Model United Nations (THIMUN); our participation in the European Schools Exchange Program;
- The S4 L2 Language Trips;
- The S6 Trip to Crete.

3. Sustainability and wellbeing

We instill in students the need to use their talents to promote sustainable livelihoods and wellbeing for everyone. We train them to help solve global issues of sustainability and wealth distribution.

At ESH we see these values in:

- Our human science, science and geography curriculum;
- The key Competences for Lifelong Learning in particular Civic Competence;
- The Green Club;
- Our relationship with our locality;
- The Student Council.

4. A modern, challenging learning environment

We are committed to creating a learning environment that challenges students in terms of their curiosity and entrepreneurial spirit. With the aid of suitable accommodation, state-of-the-art facilities, new teaching methods and modern ICT applications, they can develop their potential and ambitions to the full.

At ESH we see these values in:

- The Key Competences for Lifelong Learning in particular digital and technology bases competence, entrepreneurship, interpersonal skills, and the ability to adopt new competences;
- The Bring Your Own Device (BOYD) program;
- The passion project and work experience in S5.

5. A professional culture

We are committed to a professional culture in which it is attractive for colleagues to work and develop. We recognise and respect everyone's role in the organisation, whether as a teacher, support staff, staff executive or manager. In the professional culture, everyone is given space for their own duties, within the context of the totality of the school and the group of schools. Each keeps up-to-date with their own profession in order to remain a modern professional.

At ESH we see these values in:

- Our norms of collaboration;
- Our appraisal system;
- Our professional development program;
- Our INSET days;
- Our meeting schedule for teachers which facilitates collaboration within subject groups, between subject group coordinators, etc.

6. A safe and respectful environment

We provide a safe and respectful environment where every child and every member of staff recognise themselves in their own identity. Whatever the origin, skin colour, religious or sexual orientation of students and staff, we encourage them to discover and develop this. And that they respect that of others. Students, parents and staff show respect to each other regardless of role, position or function.

At ESH we see these values in:

- Our core values;
- Our Gender Sexuality Alliance (GSA);
- The Diversity and Inclusion Club;
- Our celebration of Purple Friday.

7. Each school in its own way

Each school substantiates our mission and vision in its own way, appropriate to its own target group, educational vision and the learning and working community it wants to be. Our approach is based on trust, strength and space. In this way, we facilitate our staff to the maximum and provide our students with the education that suits them.

In this school plan and other documents we substantiate the mission and vision of Rijnlands Lyceum in writing. In daily practice we strive to live up to them.



6.1 Introduction

The European School curriculum focuses on applied language learning. In addition to studying their European mother tongue, students also study in one of the vehicular languages of the European Union, and have the option to study a third or fourth language. Partway through their journey at ESH Secondary, where students study Mathematics and Science in their first language, they start studying their Humanities subjects and Ethics in their second language, meaning that all students are truly bilingual upon graduation.

The European Baccalaureate allows students to choose subjects according to their strengths and interests in the areas of mathematics, science, arts or humanities. Students must be able to perform well across a wide variety of academic subjects to obtain a good overall score. The European Baccalaureate diploma is recognised by universities all over the world and opens doors to further study in a wide variety of disciplines.

The school aims to provide a positive, open-minded community that fosters ambition through rich cultural and academic opportunities, inspiring lifelong learning through all curricular and extra-curricular activities.

Our core values, Respect, Ambition and Positivity provide the foundation of how the ESH community, staff, students and families work on this goal together.

6.2 School Structure

The Secondary education lasts for 7 years and it is divided into 3 Cycles: the Observation Cycle, the Pre-Orientation cycle and the Orientation Cycle. Below a description of each cycle including the lesson table and the foci for improvement and further development in the coming years.

Number of periods per week S1 to S3			
Subject and optional courses	S1	S2	S3
Language 1	5	5	4
Mathematics	4	4	4
Language 2	5	4	4
Language 3	2	3	3
Physical Education	3	3	3
Ethics	2	2	2
Human Science	3	3	3
Integrated Science	4	4	4
Latin		2	2
Art	2	2	2
Music	2	2	2
ICT	1	1	2
Mentor Lesson	1	1	1
Total	34	34/36	34

The Observation Cycle: Secondary year 1, 2 and 3

Students follow a broad academic curriculum including Languages 1, L2 and L3. They study Mathematics, Integrated Science, Ethics and PE. Human Science is taught in the language of the section in S1 and S2 and Human Science and Ethics are taught in Language 2 from S3 onwards. ICT is also a compulsory part of the curriculum in S1, S2, and in S3 for students who do not study Latin.

Students begin Secondary in S1 and continue to study the same subjects before making their preferred subject choices (during S3) in preparation for S4. Latin is an additional subject in S2. The number of students who opt to study Latin has steadily increased and we envisage that the numbers will continue to grow. Another option is Windband Music in S2.

Each student has two periods of Ethics and one period of Mentor weekly. Over the past three years we have developed and strengthened links between the Ethics and Mentor programme. Our Mentor programme has evolved each year and we review this with the input of staff and students on an annual basis to adapt where necessary to meet student needs. Mindfulness has become a seven-week programme delivered in most Mentor classes throughout the school year by qualified staff members.

During Integrated Science and Mentor lessons, we have collaborated to ensure Sexual Education is covered both from a biological and a social-emotional aspect.

In S1 we have participated in a Hidden Talent screening that has been an integral part of the Gifted and Talented programme. This allows staff to identify students who may require further challenge in their educational programme.

In the coming years we will focus on:

- Continuing to offer the two optional subjects in S2: Latin and Windband.
- Further synchronizing the Ethics and Mentor lessons with topics that relate to both. We will ensure that all mentor lessons receive a Mindfulness course. We will investigate further resources for Mentor lessons such as Traffic lessons, Addiction etc.
- Ensuring Ethics is taught by the class mentor in S1 and S2. It is important that the Mentor has optimal contact with the students during the school week and is able to maintain a sound relationship.
- In S3 the Mentor will also teach a subject to the class.
- Ensuring thorough mixing of students from different language sections in Art, Music, PE and ICT. This encourages students in different language sections to mix as much as possible and develop their language skills.
- Further integrating and developing ICT skills beyond the classroom into school and everyday life including projects in class.
- Extending the Careers programme in S3 to best help students choose the subjects for their future studies.
- Developing a cross curricular project that incorporates as many subjects as possible in a collaborative manner to enable students to make connections in their learning.
- In S3 developing a small project by class that involves student entrepreneurship and may be related to a charity or aspect in the local community.
- Continuing to evaluate and develop the P5-S1 Transition programme to ensure students are best prepared to enter Secondary.
- Further strengthening harmonisation/ alignment across all subjects both horizontally and vertically to ensure high quality teaching and learning at ESH.
- Consolidating the teaching and learning of literature in L2 to ensure that all students study unabridged standard texts in order to prepare them for the final Baccalaureate examination where the emphasis on response to literature has been increased.

The Pre-Orientation Cycle: Secondary year 4 and 5

In this cycle, students have the opportunity to personalise their course of study based on their language and subject preferences. Next to (a continuation of) their three languages, they must take Mathematics for 4 or 6 periods a week. Biology, Chemistry and Physics are studied in the language of the section for 2 periods each week. History and Geography are studied for 2 periods each in the student's second language, as is Ethics (1 period a week). Students add at least one elective subject such as Language 4, Economics, Latin, Art, Music or ICT.

Optional subjects S4-S5		Number of periods per week S4 and S5		
Subject and optional courses	Periods per week	Compulsory Subjects	Ordinary Maths	Strong Maths
L4 Spanish	4	Language 1	4	4
L4 German	4	Language 2	3	3
L4 English	4	Language 3	3	3
L4 French	4	Physical Education	2	2
L4 Dutch	4	Ethics in L2	1	1
Latin	4	Geography in L2	2	2
Economics in NL/EN	4	History in L2	2	2
ICT	2	Biology	2	2
Music	2	Physics	2	2
Art	2	Chemistry	2	2
Mentor Lesson	1	Mathematics	4	6
		Mentor Lesson	1	1
Total	34-36	Total	28	30

Students in S4 and S5 have a subject package which they choose while still in S3, and which they will keep for the duration of the Pre-Orientation Cycle. Students have weekly mentor lessons in which they work on topics such as mental health, teambuilding, citizenship, future orientation and study skills.

In the Pre-Orientation Cycle, we have set up a number of projects and activities in the past years. Some, like the exchanges between the European Schools and the S5 students who take up a role as Student Mentor for an S1 class, run smoothly, and others are not yet developed to their full potential. In the coming 4 years, we will focus on the increased visibility of the Cycle Leader towards the students and continued development of the projects that have started taking shape in the past few years:

- Meetings between the Cycle Leader and the Class rep (students) of each mentor group twice per year to discuss issues and questions in each class.
- Developing the Make a Difference programme in S4 to the point where it becomes an integral part of school life – close cooperation between mentors and Subject Coordinators for example will help ensure continuity in the 'subject buddies' (peer tutoring) part of the Make a Difference programme.
- We aim to have a list of companies who will welcome our S5 students for a 2-week internship at the end of the school year. This should help those students struggling to find a placement in.
- We will further develop the Passion Project – currently an activity that is done by S5 students who are not successful in finding a work placement, but in future this will be an independent project that all students in the Pre-Orientation Cycle will complete.
- We will encourage cross curricular work and projects done throughout the year in regular lessons, by supporting Subject Coordinators and allowing subject teams time to work together on these by finding where the overlap in curriculum exists. Currently, some cross-curricular projects are already being done but more visibility of these projects is desirable.
- We aim to have more continuity in mentorship: whenever possible, S4 mentors will keep the same mentor class in S5.
- The mentor lessons are an aspect of the Cycle that need attention. There is currently a year planning with 3-4 guest lessons delivered by an outside company (sex ed in S4 and lessons about addictions in S5). Currently, the topics are defined and planned in but there is not yet materials for every topic in each language. While not working with a set book or method in S4 and S5 was a conscious choice, it is our aim to develop more materials in order to support the mentors and the students.

- Part of the mentor programme is 'careers': We will develop a careers programme that will help S5 students make their subject choices upon entering S6 and give students in both years insight into their own abilities and possible future. The careers programme will start with activities in S4 that can be done in the mentor lessons and which focus on students' knowledge and understanding of their own strengths and interests, and towards S5 will focus on activities in which students start looking at possible future studies and careers.
- We will develop the teaching and learning of literature in L2 to include literary analysis of more challenging texts in order to prepare students for the final Baccalaureate examination where the emphasis on response to literature has been increased.

The Orientation Cycle: Secondary year 6 and 7

The Secondary School course culminates in the European Baccalaureate at the end of Year seven. The certificate awarded is officially recognised by treaty in all the countries of the European Union, and many other countries. Those awarded the certificate have the same rights and benefits as other holders of school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to universities or institutions of higher education in the European Union. The Baccalaureate examination assesses performance in the subjects taught in years 6 and 7. To qualify for admission students must have spent both years in a school offering the European Baccalaureate programme. These two years lead to the European Baccalaureate. Students must study at least ten subjects. There is a core of compulsory subjects which include Language 1 (mother tongue/dominant language), Language 2 (first foreign language), Mathematics, History, Geography, Philosophy, Ethics and Sport. In addition, if no science subject is taken as an elective subject, students must also take a course of two lessons per week in Biology. Students must take a minimum of two elective subjects of four lessons per week and may take as many as four. These subjects include each of the separate Sciences, Humanities subjects, Art, Music, Philosophy and Languages 3 and 4. Mathematics can be taken as a 3-lesson or 5-lesson per week course. Three-lesson per week advanced level elective subjects can be taken in Mathematics, Language 1 and Language 2 which are additional to the compulsory courses in these subjects. Students may also choose two lessons per week complementary subjects such as Practical Science courses, introductory Economics, Art, Music.

The following table summarises the choices available for students: certain optional and complementary courses cannot be guaranteed to run every year, viable courses are dependent on the number of students selecting the course.

Compulsory subjects				Optional courses (elective subjects)				Compl. Courses	
Column 1		Column 2		Column 3		Column 4		Column 5	
Language 1	4P	History	2P	Art	4P	Advanced L1	3P	Art	2P
Language 2	3P	Geography	2P	Music	4P	Advanced L2	3P	Economics	2P
Maths 3	3P	Philosophy	2P	Biology	4P	Advanced Maths	3P	ICT	2P
Or Maths 5	5P	Biology	2P	Chemistry	4P	(Advanced Maths only if Maths 5 is chosen in column 1)		Lab Science	2P
Ethics	1P			Physics	4P			Music	2P
Sport	2P			Geography	4P			Advanced sport	2P
Total	13-15 P	Total	2-8P	History	4P			Language 5	2P
				Philosophy	4P			(Art2, Music2 and Eco2 are excluded if chosen in column 3. L5 New Language)	
				Economics	4P				
				Latin	4P				
				Language 3	4P				
				Language 4	4P				
(These courses are compulsory unless they are chosen in column 3. Biology 2P is compulsory unless Biology, Chemistry or Physics is chosen in column 3.)									

We have responded to exponential growth in the Orientation Cycle (2019: 20 S7 students; 2020: 35 students; 2021: 55 students) by adding more options and complementary subjects to the curriculum. We have developed our options choice process to take account of the requirements of Dutch universities, in particular, where students applying for Science and Medicine are required to study all three sciences and mathematics. We have opened courses in science that do not meet the threshold of five students in order to support students wishing to pursue science and medicine at university. We have refined the advice and support given to students choosing between 3P and 5P mathematics by clarifying the minimum grade expectation for 5P Mathematics and by sharing practical examples of university courses requiring 5P mathematics. We have applied successfully for Baccalaureate Additional Examinations to facilitate the application process to Dutch universities. We have increased the number of L1 languages offered and now have a number of L1 classes running even though the student numbers do not reach the minimum threshold of 5 students. L1 Languages that fall into this category include: Czech, German, Greek, Lithuanian, Portuguese, Romanian, Slovenian and Spanish. We have developed the role of the Careers Advisor and from September 2021 we have recruited three advisors, one for each of the language sections in S6/S7: French, English and Dutch. We continue to have mentor lessons in S6 and S7, beyond the requirements of the European Baccalaureate. We have established a mentor program that includes units on study skills, careers research and university application. We have developed links with external agencies and individuals who provide on-site sessions on sexual education, responsibilities and the law on turning 18 and mindfulness. In the coming years we will focus on:

- Consolidating the options choice process and moving the procedure entirely online;
- Continuing to expand the options we offer; with the intention of offering 4P History, Geography, Chemistry, Physics and Biology in all three section languages;
- Offering L1 and L2 Advanced languages;
- Establishing a formal induction day for new S6 students in collaboration with support where students will be formally assessed in their L1, L2 and mathematical skills to confirm that their option and language choices are appropriate;
- Developing student collaboration and including S6 students advisors in the S5 options choice process;
- Evaluating the mindfulness program offered in 2021;
- Consolidating the mindfulness sessions offered as part of the mentor program;
- Consolidating the sexual education program students in S6 and S7 receive;
- Consolidating the role of the careers advisors and developing the positions with more hours and possible lesson reduction;
- Attending careers markets in other schools;
- Integrating the S6 Cultural trip to Crete into the curriculum: in Geography looking at the impact of mass tourism; in mentor learning basic Greek phrases (European dimension); in mentor raising money for an animal sanctuary on Crete;
- Developing the opportunities for formative assessment in S6 and S7.

6.3 The Curriculum and the Key Competences

The relationship between the curriculum and the key competences is now implemented as follows:

1. Literacy Competence

Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written form, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others in an appropriate and creative way. Development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region.

Essential Knowledge	Where in the curriculum
A broad range of vocabulary	L1 to L5; subject specific vocabulary in all subjects
Functional grammar	
The functions of language	
The main types of oral interaction	General student interaction
A range of literary and non-literary texts	Varied methodologies used in all subjects, especially L1-L4; Integrated Science S1-S3; Science subjects
Different styles and registers of language	
How language and culture vary in different contexts	Extra-curricular activities; students' families

2. Multilingual Competence

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of communication of literacy: it is based on the ability to understand, express, and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. As appropriate, it can include maintaining and further developing mother tongue competences. A learner's level of proficiency will vary between the four dimensions and between the different languages.

Essential Knowledge	Where in the curriculum
An appropriate range of vocabulary	L1 to L5; subject specific vocabulary in all subjects
Functional grammar	
The main types of verbal interaction	General student interaction
Different styles and registers of language	Varied methodologies used in all subjects especially L1-L4
How language and culture vary in different contexts	
The role of language in own and other cultures	Extra-curricular activities; students' families
Societal conventions	

3. Mathematical Competence and Competence in Science, Technology and Engineering

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentations (formulas, models, constructs, graphs and charts).

Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Essential Knowledge	Where in the curriculum
Numbers, measures and structures	Mathematics, Integrated Science and Physics
Basic operations and mathematical presentations	
Mathematical terms and concepts	
Awareness of the questions to which mathematics can offer answers	Mathematics, Music, Geography, PE
Fundamental scientific concepts, theories, principles and methods	Integrated Science
Science as a process for the investigation of nature	Integrated Science, Geography, Biology
The impact of science, engineering and human activity on the natural world	School trips and other cross-curricular activities
The advances, limitations and risks of scientific theories, applications and technology in societies at large	Ethics, Music, L1-L5

4. Digital Competence

Digital competence involves the confident, critical and responsive use of, and engagement with digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, digital content creation (including programming), safety, (including digital well-being and competences relating to cyber security), and problem solving.

Essential Knowledge	Where in the curriculum
How digital technologies can support communication, creativity and innovation	ICT (S1-3, option); supported by all subjects; individual school policies
The opportunities, limitations, effects and risks associated with digital technologies	All subjects
The general principles, mechanisms and logic underlying evolving digital technologies	ICT (S1-3, option)
The basic use and function of different devices, software and networks	
Validity, reliability and impact of information and data made available by digital means	History and Geography S1-7; career guidance (S6-7), Integrated Science and Biology S5-S7
Legal and ethical principles involved in engaging with digital technologies	Ethics; ICT (S1-3); supported by all subjects; individual school policies

5. Personal, social and Learning to Learn Competence

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, empathise and manage conflict.

Essential Knowledge	Where in the curriculum
The components of a healthy mind, body and lifestyle	Mentor; Ethics; PE, Integrated Science and Biology
Codes of conduct and rules of communication for social participation	L1-L5; Ethics; Mentor
Inclusion and equality	All subjects
The learning process and learning strategies	
Their own competence development needs	
How to search for education, training and careers opportunities and guidance available	Career Guidance
Management of time and information	All subjects
Motivation, confidence and self-discipline	

6. Civic Competence

Civic competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic and political concepts and structures, as well as global concepts and sustainability.

Essential Knowledge	Where in the curriculum
Concepts of democracy, justice and equality	History and Geography S1-7 Art
Citizenship and civil rights	
Contemporary events	
Main events and trends in national, European and world history	
Aims, values and policies of social and political movements	
European integration	
Climate and demographic change	
European common values	
Multi-cultural and sociological-economic dimensions of European societies	

7. Entrepreneurship Competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking, and problem solving, taking initiative, perseverance, resilience and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value.

Essential Knowledge	Where in the curriculum
Different contexts and opportunities for turning ideas into action	Geography; Economics; cross-curricular project, the Sciences
Planning and managing projects, including processes and resources	L2, L3, L4, The sciences
How the economy works	Geography; Economics; Mentor
Social and economic opportunities and challenges facing employers, organisations, society	
Being financially literate	
Ethical principles	Ethics; L1; extra-curricular
Own strengths and challenges	All subjects; Mathematics

8. Cultural Awareness and Expression Competence

Competence in cultural awareness and expression involves understanding, and having respect for, how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

Essential Knowledge	Where in the curriculum
Local, national, European and global cultures	Art; History and Geography; Ethics
How culture can influence ideas of identity	
Different ways of communicating ideas between creator, participant and audience	Art; L1; L2; L3; L4; L5; PE; Ethics; History and Geography
Their own developing identity within a world of cultural diversity	Art, Ethics; Mentor
The role of arts and culture as a way to both view and shape the world	Art; L1; L2; L3; L4; L5; PE; Ethics; History and Geography
The importance of aesthetic factors in daily life	

In the coming years we will work on strengthening the integration of the key competences, within subjects, in cross-curricular learning and in extra-curricular activities.

6.4 Language Learning

The syllabi in all the language sections of the European Schools, including those at the ESH, are - with the exception of mother tongue tuition – harmonised. All programmes of study in the different sections lead to the same examination: the European Baccalaureate. Syllabi can be downloaded from the European Schools website www.eursec.eu under Studies and Syllabuses.

Language section and L1

The Secondary School has four language sections (English, French, Dutch and German, which opened for S1 students starting the school year in 2020-2021). All students are placed in the language section of their mother tongue or dominant language (Language I). Students with a first language, which is not yet offered at the school or students without a language section (these students are called SWALS) are placed in the English, Dutch, French or German language sections following academic assessment and in consultation with parents. The final decision regarding placement of a student in a language section rests with the school. The vast majority of SWALS students are currently placed in the English section. If necessary, moderate to intensive learning support is provided for those students to be able to succeed in their language section.

The Secondary School currently offers Italian, Spanish, Slovenian, Polish, Finnish, Portuguese, Croatian, Romanian, Czech, Latvian, Lithuanian and Greek mother tongue (L1) education in addition to English, French, German and Dutch.

L2

From the first year of Primary until the Baccalaureate students must study a first foreign language (L2). It may only be English, German or French and must be different from the L1. In S3, Human Science courses must be taught in the L2 and may not be taught in L1. Ethics courses are also taught in the L2 from S3. From S4 History and Geography courses must be organised in the L2. From S4, Economics, where this is chosen as an option, should normally also be taught in the L2. However, if an insufficient number of pupils have chosen Economics, so that a course in this subject cannot be organised in the L2, it may be organised in the language of the host country of the school.

L3 and L4

L3 is taught from S1. It may be any official language of the EU countries not being studied as L1 or L2. L3 in S1 is a beginner's course to be chosen from amongst the following languages: Dutch, English, French, German, Spanish and Italian (subject to a minimum class size of 7). From S2, students have the opportunity to study Latin as an L3. L4 is taught as an option from S4. It may be any official language of the EU countries not being studied as an L1, L2 or L3. Currently, English, Dutch, French, German, Italian, and Spanish are offered.

To improve language learning at ESH we plan to:

- Continue to investigate and open more mother-tongue languages;
- Ensure that the teaching and learning of L2 includes reading challenging unabridged texts from S1;
- Implement a more rigorous language testing policy for students new to ESH to ensure that new students have the correct language scenario and that students requiring intense L2 support are identified quickly;
- Continue to develop the links between support and class teachers;
- Ensure that differentiation is used effectively in language lessons to provide both challenge and support for all students in an inclusive classroom environment;
- Subject to student numbers, open L1 Advanced in English in S6;
- Continue to offer L2 Advanced in English in S6 and subject to student numbers open L2ADV in French.

In the school year 2022-2023 we will revise our language policy to make our policy clear both as regards the curriculum (the languages we offer) and our approach to teaching and learning languages. This revised policy will guide the development of language learning and teaching in the coming years.



7. Teaching and assessing for learning

7.1 The quality of teaching

We continually strive to maintain and improve the quality of teaching. We have an induction programme for new teachers to help them land and integrate at the ESH. External and internal professional development is focussed on improving the quality of teaching and learning. We hold regular Inset Days throughout the school year.

New teachers follow an appraisal programme for new staff in which lessons are observed by their Subject Coordinator and Cycle Leader. We have staff coaches who are assigned to all new teachers and who are there to support and coach existing teachers if the need arises. Existing staff go through a yearly appraisal cycle in which they meet with their Cycle Leader twice or three times a year. Every teacher sets themselves three goals and by the end of the year, progress will be evaluated.

Teachers meet in their subject teams regularly. In these meetings, the teaching content, assessment and materials are discussed. As for most subjects, there are no books that match the European Schools curriculum, and as there are little to no published teaching materials that have been translated into all the languages we teach in, harmonisation is an important part of the team work and an important tool for maintaining a high standard in teaching. Teachers get time that is especially dedicated to the preparation and harmonisation of B-tests and exams for S4 - S7 several times a year.

The focus for the coming years is to further strengthen harmonisation within subject groups and across subject groups, within year groups (horizontal harmonisation) and across year groups (vertical harmonisation).

- We have established subject coordinators for L1 and L3 / L4. They work with subject teachers to ensure that assessments are harmonised across the language sections where possible (L1 syllabi are not harmonised). In the next four years we need to review how effective the coordination roles are in relation to languages.
- We will appoint a teacher experienced in the L2 curriculum as an L2 coordinator.
- We will identify best practice of harmonisation within teaching subjects across languages and share this in INSET.
- We will improve the process of translation of examination papers across language sections to ensure the quality of examinations.

7.2 Feedback from students on the quality of teaching

At present, feedback from students is only gathered in the context of the appraisal cycle and the questionnaire is filled in on paper. As part of our drive to involve students and promote student voice, we will develop a digital questionnaire which students will use for all secondary teachers. Students will be asked to fill in the questionnaire for a small number of teachers, ensuring feedback is provided for all teachers. The outcome will be sent to the individual teacher and his/her line manager who will discuss the outcome in terms of development goals.

Before setting the questionnaire out to all students for all teachers, we will first carry out a pilot project with a small number of teachers.

7.3 Social competences/Global citizenship

At ESH, we not only want our students to perform well in tests and exams, we also want them to develop a sense of social responsibility for the community and world around them. With this in mind, we provide opportunities for students to develop their social compass. The running of our Student Council also allows for the development of leadership skills and innovative ideas to improve the school community. The school actively promotes the participation of Student Council Representatives in the Student Council for Accredited European Schools (CoSeea). The Student Council also meets regularly with the Deputy Director, to give feedback and to discuss suggestions on how to improve learning at ESH. Every mentor class elects a class representative at the start of the year.

We have an active student body and several groups have started regular meetings and activities in the past three years, among which the Green Club, the Neighbouring Committee and the GSA. Learning also takes place in the wide variety of clubs that are active within the ASC (After School Clubs). These clubs are run by staff and by members of the local community. Some examples are the LEGO club, Model United Nations, the Art Passion Club, the Chess Club, sports teams and music ensembles. As part of the ASC we also offer private lessons on a wide variety of musical instruments.

Non-subject related learning also happens in mentor lessons and assemblies. In normal times, each Cycle or year group has regular assemblies that are organised by the Cycle Leader. These assemblies take many different forms and deal with a wide variety of topics.

In September 2020, our first cohort of S1 Student Mentors started working alongside the S1 mentor teachers. As part of the Make a Difference programme in S4, students can apply to become S1 Student Mentors in the following academic year. During S4, they are prepared for the task and already get to know the specific mentor class they will be assigned to. Student mentors act as ambassadors and points of call for our younger students and help to make them feel at home at ESH Secondary.

The Make a Difference programme is a mentor project in which all S4 students complete at least one long-term and one short-term project in which they contribute positively to someone else or the community without expecting something in return. Some examples are peer-tutoring in specific subjects,

volunteering in the school library, the IT department, the Science department - learning how labs are prepared and organised, organising a charity event and giving guest lessons to students in S3 about the Pre-Orientation Cycle.

At the end of S5, all students do a two-week Work Experience. During the mentor lessons, students learn how to write a CV and application letters. Many of our students choose to do their work experience abroad. During the pandemic, students who did not manage to find a work placement, completed a Passion Project instead. In the Passion Project, students set themselves a goal, a project or product they want to complete by the end of the two weeks. They formulate goals, set out a timeline and work on achieving their goal. They work on this project from home, but are in regular touch with their mentor, who has a coaching role.

7.4 The International Dimension

Normally, many ESH students take part in the European Schools' Student Mobility Programme. Every year we receive about 15 pupils from other European Schools, and we also send about 15 of our own students on exchanges to several other European Schools. This is a very valuable program as it allows our students to sample education in other European Schools for an 8-week (S4) or 4-month (S5) period and gain valuable experiences. Exchange students live with a host family and as such are completely immersed in life in a different country and in a different school, while still being educated in the same subjects they have at their own school.

7.5 Analysis of European Baccalaureate results

We aim to ensure that all students are provided with high quality learning experiences that lead to a consistently high level of student achievement. Our European Baccalaureate results and the universities that accept our students are an important indicator of our students' academic success.

Table 3: Pass rates diploma students

Our Baccalaureate results are analysed each year by every subject team. The results in each subject are compared with the results of the other European Schools and Subject Coordinators then hand in a report

Year	no. of students	passing students	pass rate	average grade	highest grade
2019	20	20	100%	77.7	91.2
2020	35	34	97%	78.09	93.84
2021	55	55	100%	76.18	96.04

to the Orientation Cycle Leader in which they reflect on the results obtained by their students and look for ways of maintenance or improvement in the future.

In the coming years we will focus on improving our analysis of the results and ensuring that plans for improvement within subject groups are implemented and evaluated.

7.6 Assessing for Learning

The EB-curriculum has a wide variety of means of assessment. The focus of assessment within the curriculum is self-reflection and development in learning, not on grades. We endorse this approach to assessment. In professional development for teachers, we focus on how teachers can give constructive, formative feedback to support individual students in their learning process.

Formative Assessment

On-going and regular assessment takes place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning. Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.

In the coming years our focus on improving formative assessment will be so that:

- Formative assessment and learning are directly linked and provide feedback to teachers and learners. It is responsive to learner needs and informs teaching practice.
- Formative assessment engages students actively in the process of learning. Students learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes as they are not working solely towards the achievement of grades.
- Formative assessment will form a measurable percentage of the classwork (A) mark.

Summative Assessment

Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance. The tasks involved are assessed using relevant subject criteria. These grades count towards end of term grades. Summative assessments can take a variety of forms including for example tests, preliminary examinations, lab reports, oral and visual presentations, essays, written assignments, projects, oral examinations, B-tests and exams.

In the coming years our focus will be on improving summative assessment so that:

- The assessments enable learners to demonstrate their knowledge and understanding in authentic tasks and apply their skills.
- The form of assessment will be varied within each subject team. We want to move away from tests being the standard form of summative assessment. In some subjects, this is already the case, and we will ask these subject groups to share their assessment plans with other subject teams as examples of good practice and as a source of inspiration.

7.7 Reporting and class councils

Each student at ESH receives a report card four times a year: two mid-term reports and two semester reports. Our grading and reporting system is in line with the requirements set out in the General Rules of the European Schools.

Class Councils take place before the publication of each report. Led by the relevant mentor, class teachers discuss the progress of students and agree interventions where concerns are raised. If a student is at risk of failing the year then a warning letter is sent to parents following the 3rd Class council.

In the **Observation Cycle**, students' results are expressed in letter grades (A-Fx, A being the highest, Fx being the lowest. E is the pass mark, F and Fx and failing marks.).

In the **Pre-Orientation** and **Orientation Cycles**, students are graded out of 10. A 5 is the passing grade.

The mid-term reports for all year groups are an impression grade that takes into account both classwork and more formal assessments.

Students in the Observation Cycle receive a single summative grade in the semester one and two reports.

Students in the Pre-Orientation and Orientation cycle receive a separate classwork (A) grade and exam (B) grade in the semester one and two reports.

For all years, the semester 2 report also includes an end of year grade (C) grade.

In the coming years we will focus on improving the communication with parents regarding the academic and social progress of their children.

7.8 The Role of the Learning Hub

The Learning Hub is a shared study space for S1 – S7 in the former chapel of the school. It is managed by a pedagogical advisor and students can use it for private study and project work. The pedagogical advisor is available to help support students and to administer cover work for absent staff.

In the coming years we will focus on further integrating the role of the Learning Hub in the learning and teaching process and on synchronising the role of the Learning Hub with the role of the Library.

7.9 The Role of the Library/Mediatheek

The Secondary Mediatheek offers students a unique space to learn and grow. We have resources to help students with their studies, presentations, group work and assignments. Students can use and borrow a great variety of resources, from books and eBooks to iPads, PCs, magazines, 3D printer and online encyclopaedia's. Our book collection includes non-fiction books, novels, magazines, comics and mangas in more than 7 different languages. Furthermore, we have an area called "MakerSpace" with tools, like a 3D printer, that students can use to experiment, learn and get creative.

The Mediatheek Information Literacy program: shows the students how the library's resources and collections can help with their studies, teaching students how to find information on Internet and became digital citizens, capable to evaluate information, detect fake news and give credit by referencing the authors.

- Two Book Clubs
- Hosting the Writing Club, Inclusion and Diversity Club and the GSA. Creating a space for students to meet and connect, to be independent, to have initiative and to become leaders.
- Celebrating National Days in the Library with book displays, music and snacks from the country/culture, in coordination with Mother Tongue Teachers.
- Celebrating Language Day with activities in the Library. Project in coordination with all Language Teachers.
- Celebrating Book Days with Language teachers in the Library.
- The Haiku Wall: in collaboration with all the Mother Tongues Teachers we created a wall with haikus from students in different languages.
- The Poetry Book: students wrote original poems in different languages and it was published as a small book. It's in both printed and online formats.
- Horror Stories context with original stories in different languages. They will be published as a book.
- Reading Challenges: War, Detective Stories, Female Writers, in the Library.
- Book displays about War, Poetry, Christmas, Thriller and Horror stories, Women's Day, Mindfulness and well-being, Mangas and Comics, LGBTQ+, Utopia-Dystopia genre, etc.
- Student's Choice Corner: one of the Book Clubs has created a display with recommendations with their favorite books. This is a permanent display.
- Creation of the Library's "Makerspace". This area includes different materials (papers, markers, fabrics, ...), stapler, laminator, cutting tools, canvas, brushes, recycling materials and a sewing machine. Students can do some DIY or practice for the Art classes. The Makerspace also includes IT tools like PCs, iPads, calculators, headphones and a 3D Printer. Students can create designs in 3D, improve their IT skills or design a digital Christmas Card.

The proactive role of the Mediatheek in the learning and teaching process, in educational innovation and in the creation of a sense of community in the school is something which we are truly proud of. In the coming years we will continue to further support and develop this role and synchronise the role of the library with the role of the Learning Hub.



8. Students' learning and well-being

8.1 Introduction

Student support begins within the classroom itself, led by teachers and mentors. Our aim is to ensure that we are able to meet the diverse needs of our student population by tailoring our teaching around individual student needs. We recognize that all students require different levels and kinds of support, from language acquisition to specific learning needs or from emotional support to stress management, to ensure their well-being. We adopt a learner-centered support policy at ESH, which means the student's needs are at the forefront of any support given, and any learning plans or provisions made.

All ESH staff are responsible for, and committed to, providing a safe and secure environment for our students to achieve personal excellence. Our dedicated Student Support Team, continually review, reflect on, and report on the support needs of the students in their care and maintain an open channel for discussion with parents.

If a student requires more support that can be offered in class, a teacher, through the mentor, can refer them to the Student Support Team. The Student Support Team offers a range of small group training and individual coaching. This team also guides and supports teachers in the implementation of support strategies in the classroom. Support for students is determined on an individual basis and the school will always make the final decision as to what kind of support a student can and will receive.

While we strive to be inclusive, we may not be able to meet the needs of some students. In the interest of giving the best education and support, we carefully assess all students with learning diversity needs who apply to ESH Secondary. When we are unable to support a student's learning diversity needs we advise families on alternative schooling possibilities.

For more detailed information on the student support program at ESH and the limitations of the support we can offer, please read through the Student Support Profile and the Inclusion Policy.

8.2 The Student Support Team

The student support team within ESH Secondary consists of the following functions:

- Language Support Specialists in Dutch, English, French and German;
- Math Support Specialist in Dutch, English;
- Learning Support Assistant (LSA) for French;
- Learning Support Specialists (LSS) who support students with specific learning needs;
- School Psychologist;
- School Counsellor;
- Support Coordinator;
- Support Leader.

8.3 The External network for Student Support

As a school we are responsible for implementing the Wet op Passend Onderwijs, which places a duty of care on schools. To this end, regular and special schools work together in partnerships that form an external network for student support. We have a Student Support Profile which follows the framework provided by the Samenwerkingsverband Zuid-Holland West. This documents describes the support we can provide as a school and the support which is provided by our external network.

Samenwerkingsverband Zuid-Holland West (SWVZHW) is the support network for all Secondary Schools in the area of The Hague. An educational advisor from SWVZHW is linked to the school with whom the support team regularly meets to discuss additional provisions for support that fall outside of the basic level of support that the school offers.

The Center for Youth and Family (CJG) can be consulted for extra support in the family situation of a student at home. An external school social worker is appointed to ESH Secondary for a couple of hours per week to be able to work with individual students and their families. Parents, teachers and students can contact the social worker for assistance through the support team. Also the school nurse and school doctor can be contacted through the CJG. Every year students from Secondary 3 are offered a free consultation with the school nurse.

Every other week there is a Youth and School (JES) Team meeting in which students are discussed from a multidisciplinary perspective. This team consists of:

- Support Coordinator;
- Educational advisor of the Support network;
- School social worker;
- If needed, the school nurse;
- If needed, the attendance officer (leerplicht ambtenaar);
- The mentor and/or cycle leader of the students discussed.

The Haags Centrum voor Onderwijs (HCO) plays an important role in the implementation and development of support in our school. This includes carrying out assessments, observations and supporting students.

8.4 Student Support offered at ESH Secondary

Academic support

We provide support to students who have additional and diverse learning needs, whether in mathematics or one or more of their languages. Currently, languages supported at ESH are English L1 and L2, French L1 and L2, German L1 and L2, and Dutch L1. Support in mathematics is offered in English, French, and Dutch.

Language learning support

Some students are truly bilingual or multilingual upon entering the school. However, for others there is the expectation that they will work toward becoming fluent in at least two languages by the end of their Secondary education. Mother tongue classes are offered for several European languages and, in addition to this, many students must reach a level of fluency in another language in order to follow their classes. This can be challenging for some learners and is unique to the European School system.

ESH Secondary offers language support lessons in English, German, French and Dutch for L1 and L2. When enrolled at ESH Secondary, students are evaluated by their class teachers, and referred for support according to their individual needs by their mentor. If the student's level is significantly lower than their peers, withdrawal from their L1 or L2 language classes may be necessary, so that they can be given intensive support in that subject on a 1-1 basis or in a small group. Other students will receive support in class or during their free periods. Depending on their needs, students are encouraged to focus on grammar and vocabulary development as well as structural aspects of writing and speaking. Dyslexic students will receive specific support according to their needs. Another aim of the language support lessons is to help the students develop the language skills needed for their other subjects which is particularly important for older students.

Mathematics learning support

The Mathematics Support Team builds the bridge between regular math teaching and supporting students who experience mathematics as a challenge, or who may benefit from more challenges in mathematics like dyscalculia or other specific learning needs. By leaning on five inter-related components: concepts, skills, processes, metacognition and attitudes, our goal is to work with the student and teacher to frame a program that supports the student's academic needs, adds a personal touch to create self-confidence, and makes success in mathematics achievable. The math support specialist provides learning experiences that suit the student's learning style.

Learning to learn and planning & organisation

Executive functioning is one of the essential cognitive processes, with a great impact on behaviour. Planning and organisation can be influenced by poor executive functioning skills as well and have a more negative impact on a student's general school achievement and well-being. When a student struggles to organise their homework and assignments in an efficient way, we offer needs-based support, providing students with useful planning skills and strategies. The support is always intended as a bridge between learning and well-being, creating a more holistic approach to the needs and the resources of each student.

Social emotional wellbeing

Social emotional well-being plays a big role in the development of youth. Needing social emotional support might be indicated by issues such as social development, bullying, challenging life-events, behavioural changes, stress, anxiety or other mental health issues etc.

All staff members of the school have followed training in Child Protection and Safe Guarding.

We have a number of facilities and policies in place to underpin this:

- A code of conduct for students, parents and staff;
- An anti-bullying policy;
- A policy and procedure for safe guarding and child protection;
- An internal confidentiality advisor for students and parents.

In collaboration with parents and teachers, our student support team aims to identify these factors and put a support plan in place. The Student Well-Being Counsellor, School Psychologist and the external School Social Worker are available to support students at ESH Secondary. The Student Support Team also has links with a range of private practices, professionals and organisations outside of school for specialist advice, information and support. The team also runs social skills and fear of failure courses for students throughout the school year.

Well-being support

Depending on the need of the student, the counselor and psychologists may offer a couple of short sessions with the student. Or, in case of a need for more specialized care, a referral can be made to an external provider. The school counselor and psychologist usually try to schedule support sessions during free periods in the student's timetable. Currently, social emotional support is only offered in English and Dutch

At the start of the process, goals will be set with the students. These goals will be discussed and adjusted throughout the period of support if needed. During Class Councils, teachers will have the chance to evaluate the students' progress, and this will be considered in the evaluation of the goals. Teachers and mentors can contact the Support Coordinators, counsellor or psychologist directly with questions or information about students.

Well-being is also facilitated through:

- Mindfulness for students - in mentor groups – supported by staff members as well as external trainers;
- Mindfulness for students – in class and in separate workshops/activities - to enhance learning;
- Confidentiality Person and Anti-Bullying Coordinator;
- Learning about body awareness in PE.

Gifted and Talented program

At ESH Secondary, a central tenet of our pedagogical approach is rooted in student-centered learning. We strive to support the holistic growth of our students and enable their development at a pace that is consistent with their abilities. To help facilitate this, the ESH Gifted and Talented programme adopts a highly inclusive approach, seeking to provide enriching opportunities to all and establishing a learning dialogue between staff, students and parents. This holistic approach to learning seeks to instil the creative and critical thinking skills needed to become productive citizens of our European society.

We aim to facilitate an environment where being identified as gifted and talented is not the final destination or the benchmark of success, but rather the starting point for nurturing and realising potential.

Identifying gifted and talented students

To create a systematic and rigorous identification process, and to acknowledge the multidimensionality of aspects of ability, our programme follows a multifaceted approach and considers both quantitative and qualitative data.

Key points in the identification process:

- 'Hidden Talents' screening in S1 on a voluntary basis
- Informal teacher/peer nomination
- Discussions with key teachers involved/period of observation
- Application of the whole school checklist to see if the student meets the criteria set
- Analysis and consultation with teachers, students and parents after determined gifted
- Allocation of Talent Coach

Please note that being nominated by a teacher does not automatically mean students will be added to the gifted and talented register, but it will begin the process of looking closer at that student's particular needs.

Ongoing training is being delivered to staff to support the continued differentiation of needs in the classroom, including delivering challenging material for our gifted learners.

Assignment of a Talent Coach – each student identified as Gifted and Talented will be assigned an expert Talent Coach to work one-on-one with them in setting targets and taking ownership of their learning journeys.

Dedicated psychosocial working space – gifted and talented students can make use of the Gifted and Talented room where they can study, socialise and find a safe space with other students. To ensure a fully integrated and inclusive approach to this program, other students who wish to work with their gifted friends in this space are able to.

Access to extracurricular clubs, university project opportunities and cross curricular project days.

Please see our [Gifted and Talented Policy](#) for further information.

Homework support

If additional Homework Support is needed for a student, the student can inform their mentor to discuss suitable solutions.

In the coming years we will focus on:

Further strengthening the established support structure, with the aim to offer all students the opportunity to develop to their full potential within the ESH. As a mainstream secondary school, ESH has its limitations and requires students to be able to access the academic level of their respective year groups.

- Creating clarity for students, parents and teachers as regards how the student support system works, which support we can and cannot offer by aligning the student support profile with the admissions policy;
- Monitoring of the student support system – analysis of the quantity and characteristics of students who need extra support;
- Evaluating the effectivity of the extra support which is given;
- Shifting the focus from support for individual students to support for classroom teachers;
- Making the SST team more visible in the school. The SST team will give regular presentations and publish in newsletters for students, parents and staff;
- Strengthening our support for high potential learners through the Gifted and Talented program;
- Professionalising mentoring in the secondary department. Mentors will follow training. A learning line through the years and materials will be developed.



9. School staffing

9.1 Policies and procedures

The Rijnlands Lyceum School Group, not the ESH, is the official employer for all of our staff. The ESH occupies a unique position within The Rijnlands Lyceum School Group because of our need to recruit subject teachers who can teach in Dutch, English, French and German. We also offer an extensive Mother Tongue Programme. We have grown rapidly in terms of staffing since 2014 and a high percentage of our staff are recruited from abroad.

The Senior Management of the ESH actively participate in the formulation of The Rijnlands Lyceum School Group staffing policies to ensure that the unique position of the ESH is adequately taken into account.

Secondary teachers, support staff and school leadership fall under the Collective Labour Agreement for secondary educational staff.

Our staff policies are outlined in a number of documents. These policies are developed within the framework of the staff policies of The Rijnlands Lyceum School Group and are approved by the ESH Secondary Participation Council.

In the coming years we will focus on:

- Making our staff policies clearer to staff. We will do so by making the documents more 'reader friendly' and by presentations in which we explain the policies and address any questions staff have.
- Improving the organisational chart, job description and roles and responsibilities of staff members/ departments.

9.2 Staff profile

Our staff currently numbers 140 and in the coming years we will grow to approximately to 150 -160.

The global characteristics of our staff are:

- Commitment to the mission and vision of the ESH and the EB;
- Possessing the required educational qualifications;
- Native or near-native speaker in the language in which they teach;
- Experience with EB-education and/ or international education;
- Culturally competent and able to function well in a cultural diverse environment.

In the coming years we will focus on:

- Continuing to attract highly qualified and committed staff;
- Monitoring the growth and development of our staff.
- Encouraging and facilitating collaboration and sharing of knowledge between staff.

9.3 Recruitment of staff

We are in the fortuitous position of being able to attract a large number of highly qualified and experienced staff to our school. We have secure procedures in place to select and appoint new staff. Recruitment of staff is the responsibility of the school leadership team in collaboration with our Human Resources Advisor.

However, there is a general teacher shortage in the Netherlands and worldwide which impacts our school.

In the coming years we will focus on:

- Starting the recruitment processes earlier in the school year, particularly for teachers coming from France.
- Improving the efficiency of our recruitment procedure, with a particular focus on ensuring that the teachers L1 are mother-tongue in the language they teach.

9.4 Induction of new staff

A good start for new staff is important to us. We ensure our induction programme (two days at the start of the school year) for new staff helps them to integrate in our community. The Human Resources Advisor, the BOS and coaches for new teachers, the subject coordinators and the school leadership all play a role in welcoming and coaching our new staff.

In the coming years we will focus on:

- Using feedback from new members of staff to improve our induction programme;
- Offering twilight sessions for new teachers on subjects such as SMS and Class Councils;
- Providing better support for staff who come from other countries – explaining how Dutch labour laws, the Collective Labour agreement and ESH/Rijnlands HR policies work;
- Providing better support for teachers who begin during the school year;
- Providing new staff with information about living in the Netherlands/the Hague.

9.5 Professional development

The Rijnlands School Group attaches great importance to professional development. It offers a broad range of training for staff from all its schools. Rijnlands will offer a collective INSET day to all schools in 2022. The ESH also attaches great importance to professional development of staff.

Our professional development activities include the following:

- Inset days for all staff, including support staff. On these Inset days we address a range of issues which are relevant to the development of the school;
- Emergency response training for groups of staff to ensure that we maintain the quality and quantity of our emergency response teams;
- Language training for members of staff who wish to learn/ improve Dutch;
- IT training to all staff based on their competences;
- We offer Mindfulness courses and yoga classes for all our staff and an opportunity to follow external certified courses to use Mindfulness in the classroom with their learners and/ or to become trainers themselves;
- Wide participation in EB training, including training days in Brussels, to ensure that our staff are qualified and competent to teach the programmes we offer;
- InterVision for teachers on a voluntary basis to improve the quality of collaboration between colleagues;
- A wide range of small-group and individual professionalization development activities to support life-long learning;
- A growing number of teachers follow university programmes with the help of subsidies offered by the Dutch Government for the educational sector.

In the coming years we will focus on:

- Strengthening our capacity as a learning organisation, so creating greater synergy between the learning of individual staff members and the development of the school as a whole;
- Producing a Professional Development Policy to make clear to all staff and interns the aims, the possibilities, and the organisation of professional development;
- Training for all teaching staff in the EB curriculum and approach to teaching and learning to support improvement in the quality of the education we offer;
- Continuing to support and encourage staff to pursue/ seek professional development opportunities relevant to them.

To ensure we are focussing on our educational policy, our schoolwide for Professional Development sessions will focus on the following topics:

- Differentiation
- Formative assessment
- Learning online – sharing best practise about engaging students, planning for successful learning & assessment, using the TEAMS environment
- Using technology as a tool for learning in lessons
- Supporting Gifted and Talented Students
- Child protection



10. Quality assurance

10.1 Internal

The Director of the ESH meets regularly with the Chairman of the Executive Board of the Rijnlands school group to discuss the progress of the school. The Chairman of the Executive Board visits the school on an annual basis. The Supervisory Board also visits the school annually. EB Inspectors visit annually to ensure that the school is adhering to the examination regulations.

The Rijnlands Lyceum school group has a standardised management report system (month, quarter, year) for monetary finances. The ESH and Rijnlands Lyceum are developing an internal benchmarking system for monitoring the development in educational results and quality which will focus not only final diploma results but also the developments within each cycle.

Based on the school plan for four years we will produce a school development plan for each school year. To write the development plan for the coming school year we will evaluate the progress in the current school year. There will be a schoolwide plan and a plan for each cycle. The school development plan for 2022-2023 will be submitted to the EB as part of the self-evaluation for the upcoming audit in November 2022. The annual school development plan forms the basis for the annual management agreement between the Director of the ESH and the Chairman of the Executive Board.

Besides the school development plan for each school year, we have a whole school calendar in which we plan all our activities for the coming school year – Inset Days, examinations, test weeks, parent teacher conferences etc. There is room for improvement in the planning of our activities and the communication about our activities.

In the coming years we will focus on:

- Improving the quality of our school development plan for each school year, making it more accessible and understandable for all staff. And, thus more of a driving force in school improvement;
- Improving the long-term planning of activities and the communication about these activities. This will be in order to improve the image of the school with students, parents and staff;
- Implementing an annual self-evaluation based on the self-evaluation documents and the Quality Assurance and Development in the European Schools;
- Develop a quality assurance work group which will meet regularly and steers both internal quality assurance and external accreditations.

10.2 Feedback from stakeholders

In compliance with national agreements the Rijnlands school group organises feedback from stakeholders in the following ways:

Employee survey – once every three years members of staff at Rijnlands Lyceum schools complete a questionnaire. The outcomes are used to inform future decisions and developments. The latest survey was conducted in the Spring of 2021.

Student (annually) and parent satisfaction survey (every three years)– a questionnaire is sent out to representative sample of students and parents in Secondary school. A nationally agreed focus is 'social wellness'. These outcomes are published in 'Windows for Accountability' (Vensters voor Verantwoording).

In the coming years we will focus on:

- Improving the quality of leadership through a professional development programme for the group as a whole. Next year we will carry out 360% feedback for all members of the leadership team and provide further professional development/coaching on the basis of the feedback.
- Developing a digital questionnaire which will be used for all Secondary teachers. Students will be asked to fill in the questionnaire for a small number of teachers. The outcome will be sent to the individual teacher and his/her line-manager who will discuss the outcome in terms of development goals.

10.3 Internal analysis of results

We analyse our internal assessment data and the Baccalaureate programme exam results in the Autumn term to look at patterns/ trends across the whole grade and to compare against the European school averages. We share the analysis with the Participation Council, students and parents in October each school year.

In the coming years we will focus on:

- Developing the skills of teachers in order to analyse internal and external examination results.
- Developing the leadership teams ability to accurately forecast examination results based on performance data.

10.4 External benchmarking

We currently do not participate in external benchmarking except for the final diploma examinations.

Next school year we will participate in The PISA-based Tests for Schools (PBTS) for S5 students. The domains of the tests, the key competences in reading, mathematics and science are in line with the recommendations of the European Council of 22 May 2018 on key competences for lifelong learning, which are also the bases of the pedagogical development of the syllabi of the European Schools. The report on the outcomes will provide the school with useful information which will serve as a basis for the improvement of the teaching and learning process.

At a later stage we will explore external benchmarking for the observation cycle.

EB External Assessment

Students in their final year of EB take part in an EB examination and assessment along with other EB students around Europe. The final assessment process consists of both examinations and coursework. The Final examination and orals of the students is graded by an internal and an external subject teacher/inspectors.

In the coming year we will focus on:

- Transparent communication about our results for students, parents and staff;
- Publish information about our students' results on our website.

10.5 External accreditation

We are accountable to two external accreditation organisations.

The European Bacculaureate

The European Bacculaureate has a rigorous quality control system which includes visiting the school once every four years. We are currently in the process of preparing for an external audit carried out by the EB. In the Autumn of 2022 we will deliver a self-evaluation report. Representatives of European Schools will visit the school in November 2022. In the Spring of 2023 we will receive the audit report which will inform the future development of the school.

Dutch Inspection of Education

As a partly state subsidised Dutch International School the ESH is evaluated by the Dutch Inspection of Education and held against the same standards as Dutch national schools.

The date of the following visit is not yet known.

Appendix 1: General Information

Name of the school:	The European School The Hague
Address:	Oostduinlaan 50, 2596 JP Den Haag, Netherlands
Telephone:	+31 70 700 1600
Email:	info@eshthehague.nl
Website:	https://www.europeanschoolthehague.nl/
Director ESH:	Frans van de Kerkhof
Brin number:	02GP06

Appendix 2: School policies

Below is a list of the school policies, you can find on the community portal of our school.

We annually review our school policies and add policies in the light of the development of the school.
To access some of these documents you will need to have login details to the Parent/Community Portal.

- [Admissions - European School The Hague \(ESH\)](#)
- [Anti-Bullying Policy \(ESH\)](#)
- [ESH Drugs Policy \(ESH\)](#)
- [Student Charter](#)
- [Mobile device Policy \(ESH\)](#)
- [Gifted & talented Policy \(ESH\)](#)
- [Complaints regulations](#)
- [Integrity Code](#)
- [Participation Council](#)
- [Student Support Profile](#)
- [Code of behaviour \(ESH\)](#)
- [Health & Safety Protocol \(ESH\)](#)
- [Privacy Policy \(ESH & Rijnlands\)](#)

