

School Improvement Plan (SIP) RISS - 2021/2022

The SIP is designed by our teachers of RISS and in line with our key drivers of change as indicated in our four-year plan. This document has been elaborated and planned in consultation with curriculum areas, coordinators and support staff. It is also based on the recommendations provided by IB, CIS and NEASC in their re-accreditation or evaluation reports and it has been revised to take into consideration key comments and observations coming from PTA, Parents, Students, Wolfert and official surveys. This Annual Plan delivers actions that are in line with the IB Programme principles and practices for all IB World Schools.

This plan will include the application of “leren loont” 2021-2022. Government Subsidies (Leren loont) make it possible to put extra effort to work on the quality of instruction and professional development that benefits our students.

PART A The sections are divided using our *Key Drivers of Change*. They are:

- 1) Leadership & Learning.
- 2) Curriculum & Learning.
- 3) Community, wellbeing & learning.
- 4) Professional Development & Learning.
- 5) Organisation & Learning

Part B This plan will also include the elaboration of the *Nationaal Programma Onderwijs* (NPO). It is based on the four principles of the Wolfert School Group NPO document :

- 1) Learning gaps (or learning entitlement for all via opportunities, progress and achievement);
- 2) Development of executive functioning skills;
- 3) Student wellbeing;
- 4) Staff Resilience and Wellbeing - Readiness for the future.

Please note: costs for part B can be found in this [spreadsheet](#).

Part C contains improvement strategies on the recent student satisfaction survey (Kirkland Rowland Report).

PART A: SIP 2021-2022

1. Leadership & Learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue with the development of our Atlas Curriculum Mapping platform to monitor, evaluate and review our curriculum offer.	September 2021 to June 2022.	CLs, Heads of Section and Principal		<p>All unit planners reviewed by the end of the academic year.</p> <p>CLs to observe a positive alignment of actual delivery and unit planners via DOT.</p>
<p>This strategy was fully achieved. Our teachers are confidently using our curriculum planning platform and the historical data is proving useful when preparing, planning and organising learning experiences for students. Atlas is allowing the LT to obtain information that highlights areas of improvement such as the type of assessment being deployed and filter content to determine interdisciplinary experiences. Challenges are: it is time consuming and the need to integrate new colleagues into the system and for them to adjust practice to the expectations of ATLAS as a unit planner.</p> <p>The alignment required was further confirmed with lesson observations via DOT from November 21 to March 22.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Prepare the school for the next CIS/NEASC Accreditation visit.	January 2022	Principal and LT members.		<p>Review the last report in preparation for the next review visit.</p> <p>Launch the process in January 2022 and create groups that will lead on the different strands on gathering evidence and assess school current state against CIS criteria.</p> <p>Group leaders to commence the write up of the different areas.</p> <p>Submit annual reviews for both organisations before the final visit.</p>

This was fully achieved. Every outcome aspect was formally delivered. This culminated in November 16 2022 when the report was completed and submitted to proceed with the next stage in the process, which is the visit. This one is happening w/c November 28. Link has been shared with Wolfert Governing Body.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue our policy development & implementation. Key documents for this year are the review of our Language policy, Learning Diversity document, Child Protection & Safeguarding policy and Staff wellbeing policy.	October 2021 to January 2022	LT, CI for Language, LD Team and Staff Wellbeing Coordinator		All policies consulted with staff and approved by the MR.
All policies have been fully reviewed by staff members and our PLT (or PAR committee). The latter ensures that consultation also has formal validation within our school. There are two pending documents: Learning Technology plan and Drug policy. The school expects their review to happen in January 2023.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Expand the HE Programme towards our Middle Years to foster interest, participation and research towards future career preferences and target specific students who feel nervous and undecided about their future.	September 2021 to March 2022	HE Coordinator		Specific activities and workshops directed to Grade 9 and Grade 10. More information via our bulletin for our Grade 9 and Grade 10. He Career's day for them.
The programme has expanded to Grade 10. Our HE Coordinator has hosted individual interviews with all students and prepared sessions to encourage a more targeted approach to student options for IB and discuss with them the option of IBCP (a vocational provision). The latter started officially last September after being approved by the IB to deliver it. Much information (this can be requested if evidence is needed) of the numerous events and actions that the HE Team has been delivered via our bulletins to ensure readiness, understanding and awareness of this service within the school. However, grade 9 HE meetings will need to wait as the provision is time demanding. We expect that 2022-2023 academic year will see this aspect of this strategy more consolidated.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Pilot a new system of lesson observation to inform the school of progress in areas of delivery within IBS, CBI and Assessment.	October 2021 to March 2022	CLs & LT	Note this strategy was not implemented in the previous academic year due to COVID	APK Observation October to March. Summary with analysis of current offer.
The school has decided to leave this strategy and incorporate the APK observation entitlement within our appraisal systems. This started last academic year. The DOT is now amalgamated within our performance management, so staff can have their observation recognised within their appraisal cycle. If they are to apply for internal jobs or <i>functiemix</i> , this will allow them to promote themselves - in an evidence-based manner - to apply for internal progression.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Student Data for learning and action. To strengthen our understanding of school growth via MMP data analysis for	September 2021 to June 2022	LT & DGR		Research current MMP Data and identify information relevant to

a longitudinal analysis of progress amongst students population.				school. Share evidence with the PLT and CLs or other stakeholders and inform practice and action.
The school needs further work with the use of MMP. We now have a single tailor-made platform for curriculum leaders to observe MMP results and inform themselves of longitudinal curricular progress. The system, however, requires attention to draw out further ideas as to how this can help colleagues and move from mere information to tangible actions about learning.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Strengthen our system in line with GDPR compliance regulations to ensure all data controllers are aware of potential risks.	September 2021 to June 2022	LT and Identified Data Controllers.		Policies in place. Training for all staff on a yearly basis. Promote knowledge and understanding of what it is in place to account for GDPR.
This provision has been further reinforced via our reviewed privacy statement, new Data Protection policy, posters, communications in our staff notices, revised Staff Code of Conduct, revised Child Protection and Safeguarding and effective use of technology documents (this one will be updated in January 2023). Additionally, all RISS staff, individually, have been invited to a 30-minute training offered by BOOR. This is an asynchronous course and comes with certification. Its focus is solely GDPR. We will move to request that every year this course is taken by all staff to ensure that GDPR receives further compliance from our part.				

2. Curriculum & Learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Restructuring the current learning diversity team to add pace, improve communication and bring relevance within the school as a whole.	September 2020 to June 2021	LT and new LD leads		<p>One head of department within the SEND.</p> <p>Policy fully approved by the MR and consulted by the staff members.</p> <p>Survey to establish staff perception of offer.</p> <p>Staff actively using magister to be informed and understand what actions need to be taken for specific students</p>
<p>The department has one Head of Learning Diversity (SEND). This has allowed for a more efficient and smooth management of priorities. The policy was fully consulted and approved by the MR. The department surveyed all staff members about their perception and expectation for the department and the findings were duly acknowledged within the restructuring of provision. All students within the programme are in magister and their specific needs relayed to teachers for them to enact and help them with progress.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Development of a learning diversity strategy with appropriate process and assessment procedures.	September 2020 to June 2021	Head of Learning Diversity & LTs		<p>Policy for Learning Diversity in place.</p> <p>Folder with students' cases for staff awareness.</p> <p>Strategy in place in Magister.</p> <p>Staff trained on Differentiation.</p> <p>LD Team delivery of staff and Parent workshop.</p>
<p>This strategy has been mostly achieved. The policy, as previously informed, has been formally approved. The department has strong documented information on student cases. All key information related to differentiation and actions for specific students is reflected in Magister. All staff were trained on</p>				

differentiation via Carol Ann Tomlinson on September 27, 2021. Small cohort of teachers (4 in total) participated in in depth differentiation training via "Differentiated Instruction made Practical" by Harvard Graduate School of Education. They will become school specialists and train all staff on key components of this specific pedagogy in 22/23.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Create, organise and deliver new programmes at foundation - commencing with grade 6 - that are interdisciplinary and skills based in nature and provide a different educational experience for foundation students.	September 2020 to June 2021	LT and staff delivering the courses.		Programme in place via ATLAS. Teachers delivering the programme allocated appropriate task hours. Monitor delivery via DOT and TA. Survey students on the quality of the provision.

The programme was RISS ROSE (RR). It was a successful offer with the help of our sister school "Wolfert Lansing." The students enjoy the hands-on experience and the vocational opportunities given for them to successfully bring the learning from other areas within RR. The survey proved that students' favourite class was Food Science. Task hours were allocated and funding came from NPO and ROB. The provision was monitored via student surveys and lesson observations hosted by the Head of Foundation.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Create, organise and deliver new programmes in Middle Years - commencing with grade 9 - that are interdisciplinary and skills based in nature and provide a different educational experience for middle year students.	September 2020 to June 2021	LT and staff delivering the courses.		Programme in place via ATLAS. Teachers delivering the programme allocated appropriate task hours. Monitor delivery via DOT and TA. Survey students on the quality of the provision.

The programme was RISS REACH. It was a successful first year that saw students working on areas related to global citizenship and social justice. The survey showed that students appreciated the interdisciplinary nature, but they are struggling with the value-added. This is not unexpected. This will change as we gain experience on the course and they realise the benefits of it prior to meeting the demands of an IBDP/CP education. The teachers were able to plan, prepare and assess the project. The Head of Middle Years was able to teach as well as monitor the delivery of the course. The experience is a significant and valuable step to be holistic in our intentions and ensure that, in grade 9 and 10, students are exposed to areas of learning that are not just exam-based.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
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Continuing reviewing the current curriculum via ATLAS ensuring that historical data is used to inform practice especially with the incorporation of interdisciplinary offers.	September 2021 to June 2022	CL and Subject staff.		Interdisciplinary units in place All new units revised and completed. Curriculum delivery reflected in ATLAS and aligned with DOT
All interdisciplinary units created such as RISS ROSE and RISS REACH are fully registered in ATLAS and archived. New units were revised, the time for this was allocated during CPD (study days) days, trip week and curriculum day planning. DOT alignment needs further work. This is because the pandemic and restrictions were in place. The tool can deliver a message about performance for the school, but it needs to be more consistent in its use and implementation.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Implement a meaningful strategy for literacy that has a palpable impact on students' reading skills.	September 2021 to June 2022	Literacy Coordinator and Librarian		Single strategy to be promoted and enacted across the school. Evaluate its effectiveness via students' focus group.
<p>"One book, one school strategy" - led by the LT, Librarian and the assistance of the Curriculum Leader for English - delivered an innovative approach. All community members read the same book (<i>Green Rising</i> by Lauren James), which becomes a source of interdisciplinary discussion and study. All curriculum areas utilised the book to inspire their delivery content and skills and use its themes to promote sustainability, activity and students' voice awareness. The book's author visited the school and numerous activities such as writing, adding music to the book and a superpower activity have been organised.</p> <p>We will wait for the end of the year to measure the approach via a focus group.</p> <p>The school invested in the purchase of the book for the whole community as a literacy investment.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue the implementation of the IBCP for official delivery in September 2022.	September 2021 to June 2022	LT and IBCP Coordinator		Update policies as required by the IB. Plan clear admission criteria for the programme. All other documentation in place and ready for approval. Appropriate training delivered to key members of staff.
The implementation of the IB Careers-related Programme was awarded after an official and rigorous accreditation process. This resulted in RISS being authorised to deliver the offer as from August 2021. There was also the need for a second accreditation to obtain the permission from Pearson Btech to deliver its courses. This was granted in January 2022.				

Policies updated were: Language policy, Teaching and Learning policy, Assessment Policy and Integrity policy. They will need renewing in 2024.

Key members of staff received training: IBCP Coordination, service learning, reflective project and personal and professional skills.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue reinforcing Inquiry Based Learning (IBL) as the pedagogy of choice and expectation. This is to ensure the school lives up to the expectations of an IB Education, the CIS/NEASC evaluations and school values.	November 2021 to March 2022	LT, CLs		<p>Monitor delivery via observations with DOT.</p> <p>All Teaching staff to be observed by CLs once within the academic year.</p> <p>All teaching staff to be given feedback on lessons observed via DOT and face to face.</p> <p>CLs will be observed by LT</p> <p>Training by Trevor McKenzie on IBL.</p>

DOT observations were replaced during lockdown and restrictions with virtual visits by curriculum leaders during remote delivery, collaborative work when planning, joint assessment preparation, moderation, learning walks by CLs and Survey to establish quality of remote delivery.

The school recommenced its delivery of lesson observations via DOT in January 2022. They are organised as a coaching event with a specific focus. All observations are formally registered within our PRD documents (Appraisal).

Training was offered by Trevor McKenzie at two levels: beginners and advance. This took place on 27/09/2021.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Developing a concerted approach to differentiation and staff collaboration in the classroom to support our diversity programme.	September 2021 to June 2022	CLs		<p>Lesson observation reflects the change.</p> <p>Unit Planners in place to demonstrate intention.</p> <p>Training delivered by Carol Ann Tomlinson.</p>

Current DOT page incorporates differentiation as a target that can be agreed for observation between observer and teacher.

In the ATLAS curriculum planning tool, differentiation is incorporated within a long term planning offer. It is formally registered and information can be obtained as to how it is deployed across the school.

Training was provided by Carol Ann Tomlinson, differentiation specialist, on 30/09/2021				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Developing and delivering effective feedback to students that allows them to progress and achieve.	September 2020 to June 2021	CLs and LT, staff		Training delivered by Shirley Clarke on feedback.. Lesson observations with this in focus.
<p>The training was delivered by Shirley Clarke, feedback specialist, to all staff as to how this should be given to students. The perception of this training was that it lacks understanding of our school context and provision, i.e., IB education. Although there were great takes, some of the activities were more applicable to a primary setting. This training took place on 27/09/2021.</p> <p>A short group of RISS practitioners took a deep dive and participated in a differentiation course via Harvard Executive Education offer. These 4 colleagues will deliver more targeted and bespoke training for our teachers on 22/23 to support students progress and understanding of what to do to improve via Feedback.</p> <p>DOT focus on this aspects of the provision will be revised on 22/23.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Develop a homework policy	September 2020 to June 2021	LT and CLs, focus groups	In response to KR and PASS survey data.	Clear homework policy that is in line with our mission and vision, and approaches to teaching, learning and assessment
<p>This strategy is still ongoing. Via the Kirkland Rowell Survey, it was established that our students are requesting more attention to these expectations from their school. There is a great deal of homework given without consideration to time demands, wellbeing and year groups. Curriculum Leaders are currently studying this scenario to ensure that, by 2023/202, there is an agreed practice based on concerns highlighted by students.</p>				

3. Community, Well-being & Learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Review pastoral programme in light of COVID 19 consequences and Dutch Government NPO requirements.	September 2021 to June 2022	Heads of Section and Tutors		<p>Programme reviewed in ATLAS. with updated content on issues such depression, anxiety, panic attacks.</p> <p>Training tutors on mental health issues affecting children via optimus.</p> <p>Develop opportunities for student voice regarding community, wellbeing and learning.</p>
<p>Pastoral programme has been reviewed to incorporate sex-ed and social media to all our students - considering age-appropriate provision - with an experienced provider, Allison Ochs. This delivery took place in February 2022. A similar workshop - but focused on social media - was offered to parents in April 2022.</p> <p>PASS Survey was delivered to students to establish priorities within the pastoral curriculum and ascertain the current state of students' relationship with the school. It was a positive result, but students in Grade 8 seem to have lost a sense of connection with the school environment. This could be a post-pandemic influence. The school decided to use NPO funding to create out-of-school activities, ie., experiential learning, to provide a more emotionally enticing offer that enables children to relate better with one another and mitigate the effects of lockdown. Grade 8 students received a special one week long outing that elevated enthusiasm and rapport with school life.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue working and reinforcing our Admission Process with strong online presence and promotion.	September 2021 to June 2022	Admission Officer & Digital Learning Coordinator		<p>Stronger social media presence and updating Websites.</p> <p>Care with GDPR.</p> <p>Ascertain how much this is impacting our intake via google analytics.</p>

The results of promoting the school via Instagram, bulletins and websites have paid off. The consistent updating has enabled the school to remain relevant within the field. As a result, our intake grew significantly this year. We have 393 students on roll as of October 1st 2022, potentially going beyond 400 by January 2023. This is down to the tremendous effort exerted by the leadership team after we lost our Admission Officer due to illness. This is a situation that has not changed to date.

Access to all digital platforms have been reinforced with a two-factor authentication including Open Apply. Within this platform no personal information is kept beyond necessary and any information from the data owner provided for admission purposes, if their application is not successful, is deleted. The same happens when children are admitted. Once they are in Magister, all information is erased in Open Apply.

Google Analytics has enabled our Learning and Technology Coordinator to establish that our website is our biggest asset to attract new families to our school. The second most visited page - after the landing page- is our staff page. After reviewing the process and consulting with staff, the platform is open. All staff consent or not with the right to withdraw at any point.

All of our new students found us via our website primarily and, secondly, via parental recommendations. This is a shift from five years ago where a great deal of input was put into contacting the big multinationals operating in the local area.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue applying for Government Subvention to ensure we improve the quality of provision via staff training and /or offer specialist provision.	September 2021 to June 2022	LT and key members of staff affected by the extra funding.		Successful application approved by the government. Invest in areas identified and government approved.

The school has continued to apply for ROB subventions. The applications have been successful and the school has benefitted from the extra funding to cater for areas related to accreditation (IBCP), Curriculum Design (RISS ROSE and RISS REACH) and training for one member of staff.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Address staff wellbeing via strategies related to internal workload.	September 2021 to 2022	Staff Wellbeing advisor and staff focus group		Policy that establishes actions that enable a shared understanding of workload. Protocol in place that supports staff wellbeing and action.

RISS Staff has worked jointly on the production of concerted agreement on wellbeing via our *RISS Wellbeing Partnership*. This document is annually reviewed. It establishes our responsibilities as a school, community and at an individual level to actively connect with our own personal care, school responsiveness and take action when needed. Additionally, the school used the NPO funding to invest heavily in areas related to wellbeing, workload relief, comprehensive use of task hours and resources that support colleagues on a daily basis within their pedagogical role. Riss staff have also a dedicated Staff

Wellbeing Counsellor who continues offering on-the-spot emotional health and welfare support to teachers.

Next year this will be developed further via more targeted workshops that offer a more preventative approach to colleagues' mental health and health in general.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Create a mini JC Library to serve students development of reading and literacy skills .	September 2021 to 2022	LT, Librarian, Literacy Coordinator and Financial Director		NPO funding for the environment. Strategy in place and monitored by Librarian and Literacy Coordinator.

The Junior Campus library is up and running and the investment can be seen *in situ* and is having an impact as an area for study, learning and reading. The lack of monitoring and consistent supervision did not offer, at first, the expectations needed for the environment to be a successful one as per its original vision. There was a need to review its provision and running. After adjustment and changes, the current set-up in place may improve the classroom environment with more consistent monitoring, event promotion and involvement from students. The 2022 -2023 academic year will be important in order to observe its development and progress.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Review the effectiveness and organisation of our House System and events.	September 2021 to 2022	LT and Community and House Mentor Coordinator		New strategic concept in the organisation of the house system. This will involve students, LT and Community and House mentor Coordinator.

This is a strategy that has been delayed in its implementation due to the demands on the Student and Community Coordinator's capacity to deliver this within the time allocated for this bid. It was decided that we needed to target a better staffing model that allows for the house system to grow with impact and strength via four dedicated House Mentors and two (rather than one) Student and Community Coordinators. This will allow the house system to grow and consider a new provision for 23/24.

4. Professional Development & Learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Optimus Training Online to serve areas related to staff, children and pastoral care.	September 2021 to June 2021	LT & tutors and staff, Wellbeing Coordinator		<p>All staff trained on key areas related to mental health and workload.</p> <p>Create a record for the above. Measure effectiveness during Appraisals the second meeting in June 2022.</p> <p>Identify which provider serves better the school needs: Optimus or Educare.</p>
<p>It was decided to keep Optimus and Educare provision as they both distinctively serve different priorities. The former focus on pedagogy and policy, the later on child protection and pastoral care. This has benefitted the school, especially when we lost a student. The provision enabled the school to respond quickly to prepare support for students.</p> <p>All staff (new and old) are expected to follow three specific training programmes: online safety for international schools; preventing bullying in international schools; child protection in international schools. Records are kept for this purpose.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue developing and reinforcing Inquiry Based Learning (IBL) across the school as the pedagogical model across RISS, but with emphasis on differentiation so the approach is not modified or left aside due to students' individual needs.	September 2021 - July 2022	CLs and LT	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Training in September with Trevor Mac Kenzie on IBL and differentiation.</p> <p>CLs to monitor staff delivery in line with learning via formal and informal observations.</p>
<p>Differentiation training and Inquiry-Based Training took place on September 30 and September 27, 2021 respectively. The training delivered a joint message of action, but needs further time to cement its impact and consistency. Curriculum Leaders feel confident that much has been done, but more targeted observations need to happen in 2022/2023 via DOT to enhance importance and value amongst colleagues.</p> <p>There will be CLC (Community Learning Cafe) training by four colleagues who received specific training via Harvard Professional Education. This is expected to be more meaningful and in line with the RISS commitment to IBL provision.</p>				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
New staff trained on IBL to ensure that they are able to deliver lessons within this pedagogical framework. This includes new teachers and interns.	September 2021	LT		Asynchronous virtual training by Trevor Mackensie.
<p>This aspect of our strategy was developed differently. Our recruitment services and actions required that all candidates come with an IB pedagogy and full understanding of IB Education. Therefore the provision of an introductory process was managed via careful appointment with an IBL expertise. Interns are currently supported by our newly appointed Internship Coordinator. All of them are mentored by senior teachers - who are trained on teacher training, to guide on pedagogy and delivery.</p> <p>At the time the training with Trevor Mackensie was delivered to all members of staff.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Training staff on Differentiation strategies to ensure all our students have the opportunity to succeed and progress in the mainstream classroom.	September 2021	LT		Training by Carol Ann Tomlinson.
<p>Carol Ann Tomlinson, expert on Differentiation in the Classroom, delivered a tailor-made one day workshop on the topic. This took place on September 30 2021.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Training staff on effective oral and written feedback to students to maximise learning opportunities via understanding and skillful explanation.	September 2021	LT		Training by Shirley Clarke
<p>Oral and written feedback with Shirley Clarke (expert and specialist on the topic) took place on September 27, 2021. The provision enabled colleagues to understand the core aspect of effective feedback, i.e., prompt, specific and positive. This is very much used for verbal communication with students and in student workbooks and report messages.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Training tutors and interns on Restorative Practices approaches to solve issues for students	September 2021	Heads of Section, tutors		Training by Mark Finnis
<p>This is an important aspect of our pastoral care and student agency. Our core values are at the centre of our discussion with students and parents about managing student behaviour. This started in 2019 with a dedicated three-day training for all tutors (mentors) on restorative practices. The school manages two processes in parallel. We decided this year to offer to all staff a training session with Mark Finnis, who is an expert on this approach. The intention is for all staff to manage student behaviour via this first line approach. This was a successful training event for new and old members of staff, reinforcing our commitment to participation, wellbeing and peace.</p>				

The training took place on September 12, 2022.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Training for staff on EAL in order to prepare colleagues to meet the demands of teaching students whose English is not their heritage or mother tongue.	September 2021	CL for Languages	This training is for all new teachers and interns.	Training by Lynn Libert
A priority in our school is to ensure that all staff are trained on EAL strategies as our cohort of students need different attention when it comes to English as the language of instruction. Our students come with different levels in the language. Therefore, EAL provision has a wider role in the school, ensuring our teachers implement strategies that enhance levels of English. This training was changed as the previous one lost its currency and impact (this was determined via a staff survey). Currently the training has been organised and accredited by Optimus and the Curriculum Leader for Languages, who is also EAL Lead. The provision is more effective, time-conscious and tailored to the school requirements.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Staff to participate in DISS conference February 2022	February 2022			RISS attending a Conference at ISH.
DISS decided to cancel the conference indefinitely.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Restructure the provision for Interns in the school to ensure they play a key role within the life of the school and they are able to deliver a pedagogy in line with an IB education.	February 2022			Appoint Internship Supervisor coordinator to supervise and connect different stakeholders within and outside the school to promote and enhance interns' performance and development.
Our new Internship Coordinator was appointed to start in September 2021. This was a successful move as this has enabled our intern to have a focus point of support, better liaison across the school faculties, targeted training for those acting as coaches and to construct a programme that it is enabling, rewarding and thorough when it comes to training the next generation of teachers with a more constructivist approach to education.				

5. Organisation and Learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Continue developing a Budget that enables savings without compromising teaching.	September 2021 to June 2022	MGS, MRU	Monthly meetings are in place.	To finish the year without a deficit.
<p>The current organisation of our Budget has been more open with Curriculum Leaders planning and preparing their annual budgets independently. This started in 2019 and it is still current.</p> <p>Our Budget 2021 and 2022 (annually organised) sends a confident message that the school is managing its resources as on both occasions it ended up in the green with reserves that will allow the school future possible investments, such as the International Campus. Both budgets were fully approved by the Wolfert MR (Participation council).</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Manage staffing deployment to meet the needs of a transitional year due to student numbers caused by COVID.	September 2021 to June 2022	MGS, MRU		<p>Work at capacity with current staff ensuring that effective deployment occurs. This will be reflected in Foleta via contracts and task hour policy.</p> <p>Finance Director to establish progress and success in this area.</p>
<p>Three posts were not reappointed: Geography, Business and Physics. This attrition process was necessary due to the uncertainty of student numbers. Additionally, due to illness, our Admission Coordinator could not continue in post. This role and responsibility was passed to our Heads of Section and Deputy Principal. Ensuring that substantial savings were made all in all. We feel confident that this situation will change as our student numbers are recovering and we will be able to invest in three new practitioners: Business, Physics and Maths, slightly different this time around, to target current post-pandemic and curriculum needs across the school.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Close monitoring of student numbers in terms of admission and attrition rates to evaluate growth and predict staff investment.	September 2021 to June 2022	LT, Admission Officer and MRU		Monthly meeting with the Finance director that includes LT and admission officer.
<p>As indicated above, with the absence of our Admission Coordinator, the school - specifically the leadership team - needed to exercise close attention to the process. Meetings were often hosted with our CFO to ensure a strong flow of information and consistently monitor growth in</p>				

student numbers. The process was successful and our student numbers have increased with a potential intake of over 400 by January 2023. This will be for the first time in RISS history.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Data Protection and Privacy Laws (GDPR) further develop by expanding roles and responsibilities and awareness of potential risks in the handling of Data.	September 2021 to June 2022	Data Management Team.		<p>Establish a Data Management Team with key members in charge of data management.</p> <p>The team meets twice in a year for analysis and action.</p> <p>Findings and actions informed to staff via staff notices.</p>

This strategy grew differently as teams were already in place within Wolfert and our school needed to connect with them to ensure this is managed holistically.

Our school has a GDPR ambassador that relates needs and actions to our Wolfert Executive. The process has been reinforced in our school via the provision of policies such as a Data Policy, the staff Code of Conduct and a privacy statement. Additionally, our staff are continuously alerted to potential issues via our staff notices procedures.

Finally, all staff members were and will be annually trained on GDPR via Privacy op School, organised by BOOR.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Further GDPR compliance by digitising all records from alumni.	September 2021 to November 2021			<p>Obtain an extra pair of hands to ensure all information is done within this window.</p> <p>Allocate extra task hours to ensure this is completed.</p> <p>Ensure information is managed effectively regarding hard copies of student files.</p>

The school started a process of digitising all information older than two years. The process needed a great deal of administrative work. This was completed by June 2022. The investment in administrative work was a necessary investment to demonstrate compliance within our privacy law.

All student and staff files are digitised and safely stored in Magister.

PART B: Nationaal Onderwijs Programma (NPO) or National Education Strategy 2021-2022.

1. Learning Gaps (or Learning entitlement for all via opportunities, progress and achievement)

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
To bring expertise to strengthen our Special Educational Needs and Disability (SEND) provision to deliver a programme for specific students.	September 2021 - July 2022	LT, MSW, LD team	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year. This contract in principle is for 2.5 years.	<p>Identify students via Yellis, Midyis, PASS and previous school IEP to create provision.</p> <p>Full time expert and practitioner working in the implementation and provision within SEND. <u>Check the budget for specific costs.</u></p> <p>Identify students via Midyis, Yellis, ALIS, PASS and specific tests to create accommodations for students.</p> <p>Establish a system of information and communication that supports staff action and influence within the SEND programme.</p> <p>Identify a cohort of students within the programme and put in place a care plan for action.</p>

The appointed member of staff has been in place since September 2022 and has supported our students with more expert input that is integrated better within the school system.

The use of data continues to be the start of a conversation. We additionally use Teacher Assessment to reinforce understanding of potential actions. This has enabled the school to meet with students and parents and establish more inclusive action on student performance and support. This has also allowed

colleagues to prepare lessons that account for the needs of specific students.

The transition work - with our primary feeder and the above - has helped to identify students early on that will benefit from Learning Diversity provision.

Learning Diversity student requirements are shared with staff via our two-step verification process, staff notices and magister.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
To bring further expertise to support and strengthen the development of numeracy and literacy within the school with emphasis on students who struggle to progress at an expected pace.	September 2021 - July 2022	LT, ATU, Literacy Coordinator	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Appoint a specialist teacher in numeracy dedicated to work on face to face tutoring for specific students.</p> <p>The literacy advisory team will be composed of the curriculum leader for English and Language. Both will receive additional task hours for this role.</p> <p>Monitor its quality via exam tests, Teacher assessment and progression within maths.</p>

This strategy has been partially met. As discussed previously our “One book, One School” project was launched and much has been done to improve student levels of literacy, especially verbal skills. It only needs more consistency over time. In addition, we have a Junior Campus Library and Junior Librarians. The EAL training received by our colleagues helps to reinforce key concepts and foster literacy across the curriculum. Also our Mobile Phone Policy has promoted more discussion and communication Mondays to Thursdays, enhancing student linguistic skills.

Our Numeracy project needs careful thinking, planning, consultancy and investment to fully acquire the level of impact we all want. Steps are being taken by the initially strategy called the NAL Programme.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Train staff on differentiation across the school to ensure that a basic offer is provided to support students progress within a normal classroom context.	September 2021 - July 2022	CLs, LT	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Training by Carol Ann Tomlinson in September.</p> <p>Curriculum Areas to generate an action plan for the rest of the year and assessed via DOTs.</p>

The basic premise of our learning diversity project is that all teachers will need to differentiate for high/low ability. This has been in place via ATLAS since 2018. Our school has invested more in training during this period to target this specific pedagogical approach due to the learning gaps presented by all students after the pandemic. Our Learning Diversity policy emphasises this step - when students present difficulties that are beyond remedial differentiation,

the school may initiate a different form of provision.

The curriculum areas will focus on differentiation and feedback as from 2022-2023 academic year with our formal return to DOT.

Carol Ann Tomlinson training took place on September 30, 2021.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Formalise the process of delivering feedback to students about their progress, assignments, examinations and learning general. This is to maximise progress, build relationships and identify students that may still struggle to perform despite the approach.	September 2021 - July 2022	CLs and LT	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Training with Shirley Clarke in September.</p> <p>CLs to design a plan of action and monitor the implementation of their agreements.</p> <p>CLs to utilise DOT (formal observation) to establish overall impact.</p> <p>Review assessment Policy in light of this new training.</p>

The assessment policy received a review and has been updated with another review planned for 2024. The most successful aspect of this policy was the result of an implementation called "Assessment Calendar". This allows staff and students to know when their tests are taking place, their content and their rubric. Curriculum Leaders review the effectiveness of this provision termly. This is shared with families. It contributes towards helping students organise their work and time and be better prepared for tests. This is also a differentiation strategy as our Learning Diversity cohort is able to receive timely support when preparing for key assessments.

The curriculum areas will focus on differentiation and feedback in depth as from 2022-2023 academic year with our second formal return to DOT.

Shirley Clarke training took place on September 27, 2021.

Much work is expected to happen by Curriculum leaders, especially linked to homework, as students have identified issues with quantity, time, consistency and validity of the provision.

2. Development of Executive functioning skills

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Implement and create a new programme that develops students' oracy, presentation, research and literacy skills. Commencing in Grade 6 in September 2021. This in collaboration with Wolfert Lansing.	September 2021 - July 2022	LT, MSW,	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Formal launch and implementation of RISS Rose Programme for September 2021 in collaboration with Wolfert Lansing. Monitor, evaluate and review the programme via students' survey, staff observation and assessment of ATLAS units compared with ground delivery.

This implementation and strategy has been the most successful project for the school. The provision is the favourite one for our Grade 6s with Food Science coming top overall. The collaboration with Wolfert Lansing has been positive, strong and meaningful with an outstanding provision delivered by its team. Staff assessment and observations confirm that students are engaging strongly and naturally with this vocational, interdisciplinary and experiential education. We will continue with a new offer in grade 7 and grade 8 eventually.

Atlas units are in place.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Implement a new educational programme for Grade 9 students that seeks to develop research, ICT, critical thinking and assessment skills. Commencing in Grade 9 in September 2021.	September 2021 - July 2022	LT, MWR	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Formal launch and implementation of RISS Reach Programme for September 2021 Monitor, evaluate and review the programme via students' survey, staff observation and assessment of ATLAS units compared with ground delivery.

A second programme was implemented to give more holistic preparation when it comes to the IGCSE years. As stand-alone exams, this period of time needs more preparation to deal with the demand of an IBDP/CP education. The course focuses on international mindedness and global citizenship. The course has

delivered outstanding projects organised and led by grade 10 students.

Atlas units are in place.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Provide task hours for the above new projects to ensure expert implementation and success of the above new offer.	September 2021 - July 2022		This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Staff receiving task hours and appropriate extra contracts to cover time costs beyond the normal contract. This in consultation with staff.

The programme will continue in Grade 10 as it has proven to be beneficial to students' future interest and preparation. This as per teacher assessment and observations and student survey.

Staff working in the project were given task hours and teaching allocation to ensure that the programme received formal recognition.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Create a special learning environment dedicated to the development of reading, literacy and language development skills for students with care plans, EAL students and SEND students.	October 2022	LT, Teacher Librarian and Literacy Coordinator	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Invest in the refurbishment of a classroom environment. This is a one-off investment of €20000 paid via the facilities scheme. Purchase age and stage appropriate books to serve the needs of this strategy. PTA to serve this section with €5000. Allocate task hours for staff to meet the needs of delivering the service for specific students. This will be served by the Learning Diversity Department and/or Literacy Coordinator.

We have refurbished two areas. One is dedicated to teaching by the Learning Diversity Team. It contains a Prowise to help with students' work and provision. The second is the Junior Campus mini-library, which has become a classroom, a library and a meeting point for study.

Our librarian and Learning Diversity Lead organise the management and deployment of these two areas.

The PTA contributed with a budget of €5000 to resource the mini-library in the JC.

Improvement strategy	Timeline	Who is	Monitoring Progress & Comments	Outcome
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		responsible?		
Provision of learning technology to serve small groups of students within a booster programme.	September 2021 - July 2022	LT, Learning Technology coordinator and	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Small mobile provide to serve this specific group of students.</p> <p>Purchase platforms and/or apps to cater for literacy, numeracy and language development.</p> <p>Purchase 5 laptops/Ipads to support a consistent digital delivery for students with specific learning requirements.</p>
<p>This provision has enabled our learning diversity team to diversify their delivery for specific students. Now, the department benefits from a small Prowise, APPS and it has five laptops/IPads to help with a more digital-oriented provision.</p>				

3. Student Wellbeing

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Increase the number of hours for staff delivering tutoring to provide extra support for students for the next two years.	September 2021 - July 2023	Heads of Section and tutors.	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Increase the normal 80 tutoring hours to 120. This will be called <i>tutoring plus</i> and finance in some cases with a small contract. This will be consulted with staff.
<p>These additional hours were paid via NPO funding. This extra paid time allowed colleagues to have a more targeted support and personalised offer to identify early on issues of a pastoral nature in our students. Some of our teachers provided surgery hours which were beneficial and effective, raising the profile, experience and view of our tutors' role amongst the student population and parents. The strategy has continued in 2022/23.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Monitoring students wellbeing and their school perception for timely action and identification of students at risk.	September 2021 - July 2022	LT, Tutors, DGR	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Students sit PASS in November 2021 to establish areas of risk. Meeting with students and families at risk. Inform staff of results for information and action amongst their tutees. School to review results for a whole school strategy for next academic year 2022-2023.
<p>The students sat PASS in November 2021. The information provided enabled us to understand the relationship between students and school and how they experienced RISS. The findings indicated that students would benefit from a different offer linked to experiential and outdoor education, to have a format more linked to play, enjoyment and socialisation post-pandemic.</p> <p>The student assessment, however, did not deliver the more precise message related to mental health that we wanted. Therefore, we opted out from delivering this survey again, choosing a more tailor-made one, more centred around wellbeing than PASS. This will take place in the academic year 22/23.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome

Strengthen the counselling provision by bringing more local expertise within our school to aid tutors, Heads of Section and students.	September 2021 - July 2022	LT, counsellor and new member within the team.	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Appoint a new counsellor (MLA) with local knowledge and expertise to aid students at risk.</p> <p>Invest in external expertise where necessary and appropriate to support students who need a more targeted offer.</p>
<p>Head of Counselling was appointed and started in post in August 2022. The new Head of Counselling is a psychologist with great expertise, confident in engagement with local authorities to ensure our students have access to any dedicated support provided by the local government. Coincidentally, Wolfert appointed a new Head of Counselling across the group. This appointment has added thorough expertise, advice and actionable support to RISS when dealing with demands beyond the scope of influence of the school. This has resulted in savings as our new appointments ensure that we work with available social services that, more often than not, are provided free of charge to schools and parents.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Targeted training for staff that it is targeted to more serious forms of mental health affecting children.	September 2021	LT	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Purchase Optimus programme training to train staff on early signs of depression, anxiety and panic attacks conditions.</p> <p>Monitor incidents and cases arises once the training has happened.</p> <p>Prompt action by tutors and heads of section in consultation with counsellors to target needs and work with home in the solution of the situation.</p>
<p>The school invested in provision delivered by Optimus education. This has enabled our teachers to have access to official and quality training on-demand and linked to their PRD (appraisal) targets. This has enabled staff to immediately have access to training related to depression, self-harm, FGM and understanding grief. The investment can have a bigger impact, but needs more PR for it to become part of the school fabric provision.</p>				
<p>Tutors have benefitted from Optimus provision by having on-demand training based on required and sudden needs, however the fact that we have more hours allocated to their role has also aided them to have a more personalised and productive time with students. It is worth mentioning that we have created more tutor groups in grade 9, 10, 11 and 12. This means better student:tutor ratios. The intention is to personalise further our pastoral care.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome

Targeted workshop for students and parents that deal with self help, stress management and online safety linked to wellbeing.	September 2021 - July 2022	Heads of section, LD team, Counsellors	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Restorative practices training with Mark Finnis. Stress management and online safety training with Allison Ochs.
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These training sessions did not happen during the period of this annual review. However they were offered during the new annual review 22/23. It is hoped that we will discuss the impact in the next review. Both workshops for parents happened in September and October 2022.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Create a culture of wellness in school by establishing more student voice and self-advocacy events that foster community involvement, Action at a local level and service for all.	September 2021 - July 2022	LT, Community and House Mentor coordinator.	This project will need equipment for public speaking, Professional photographer/film costs to capture events, Tasks hours for a specific member of staff, to habilitate an area within the school for appropriate display.	Town Hall (or all-hands) meetings with students as an open house event in the school. One per term. Showcase issues and possible solutions on a wall presented in the town hall meetings. Public speeches by students and supported by staff that deliver messages centred around students' interests, needs and concerns. Invite visitors to enlighten students' views on current issues and foster a sense of urgency and action with current affairs.

The 'town hall' events have taken place mainly in the senior years for students and parents with an IB content. This has enabled us to understand the importance of bringing parents in via a more informal, yet meaningful process. The idea is to expand this to the students. This will happen in the next academic year 2022/23.

Public speaking experiences will be delivered via RISS REACH within a Ted Talk format in academic year 2022/2023.

Our two visitors, supporting our student on social media, sex ed and the 'importance of an education', Allison Ochs and Jim Roberson, were outstanding in their engagement with our students and their needs. Their expertise brought a different angle to current issues touching these topics and student involvement was obvious from the outset.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
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Additional trips for students at the beginning of the year and in February to provide more opportunities for building relationships and a sense of belonging. All groups targeted, but Grade 8 specially due to their deep in school perception and impact as demonstrated by PASS	September 2021 - July 2022	LT, Community and House Mentor coordinator.		Trip at the beginning of the academic year 2021-2022. Trip in Grade 8 in February 2022.
<p>This has been a key area of investment in our school to counteract the effect of the pandemic. Once Europe reopened, the school embarked on getting the students out and about with experiential learning. From September 2021 the school delivered:</p> <ul style="list-style-type: none"> ● Grade 6, 9 and 11 trips. ● Grade 11/12 joint trip to Scheveningen. ● Grade 8 Orchestra trip. ● Grade 11 theatre trip. ● Grade 11 Geography Circular Economy Trip. ● Outdoor Adventure Trip for Grade 8 (3 days). ● Grade 11 Geography and History trip (5 days). ● Grade 11 TOK Trip to Teyler's Museum. ● Grade 9 Geography trip. ● Trip Week for all students in June (5 days). <p>There are other trips that occurred during half days not accounted for here, but it demonstrated the commitment of the school to invest in their students. No fees were asked from parents.</p>				

4. Staff Resilience and Wellbeing - readiness for the future

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Address staff workload and enhance wellbeing with the implementation of diverse actions and projects to improve morale and school perception.	September 2021 - July 2022	LT and SMU	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	<p>Staff wellbeing advisor (SMU) that supports staff on mental health, personal matters and wellbeing.</p> <p>Staff focus group that determine school priorities that will inform a well being policy.</p> <p>Headspace Staff wellbeing App in place.</p>

				Create a staff wellbeing policy that identifies basic actions to address internal workload.
<p>Our Staff Wellbeing Advisor is in her second year of provision. She has played a key role not just supporting colleagues, but also attendance in her role as nurse. The next stage is to have more proactive and preventative provision via mental health and wellbeing workshops. They also need to include areas such as menopause, cancer awareness practices, and Covid advice.</p> <p>Staff focus groups established the need to have a more concerted, annually planned and explicit wellbeing provision that places a responsibility and action on school, individuals and leads when considering overall wellbeing. The result was a Staff Wellbeing Partnership.</p> <p>Headspace App was abandoned due to cost and in consideration of the above strategy. Funds were diverted to cover.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Enhance staff participation and consultation on school decisions via the creation of a strategic group composed of permanent members and non-permanent ones. The nature of the meeting is open and focuses on pedagogy.	September 2021 - July 2022	LT	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Create a pedagogical leadership team (PLT) with responsibility to advise on matters related to the implementation of diverse projects, but linked to staff wellbeing. Allocate 60 task hours if necessary.
<p>PLT started its duties in September 2021. It met 6 times in the year and has provided a strong consultative and valuable input enabling RISS to approve projects and/or policies before being taken to the MR. Its wellbeing angle has to do with its capacity to channel concerns with a significant group that will advise on the scope of the issues.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Invest in specific actions that will help staff morale as a whole within the school. These actions are in line with the specific suggestion made by them.	September 2021 - July 2022	LT, SMU, SBE (KlasseStudent)	This programme needs to be reviewed in June 2022 to ascertain its continuity for another year.	Provide school lunch to all staff. Buy in cover rather than using staff in situ to cover for staff planned absences and where possible for student needs. Bring in external invigilators to cover for January mocks exams and IB/IGCSE examinations to alleviate staff internal workload.

				Check the budget for specific costs for the above
<p>All staff received lunches last academic year as per their request and supported via NPO funding.</p> <p>Cover was bought via KlasseStudent to alleviate this demand due to illness (specifically COVID). This project was also financed by the NPO funding and the school budget.</p> <p>For all exams and mocks, external invigilators were hired to help staff with work overload and allow them to mark papers as appropriate, especially for mocks. This was also covered via NPO funding.</p>				

PART C: School Response to the Student Satisfaction Survey (Kirkland Rowell survey February 2021).

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Monitor and analyse more continuously the state of the school, its perception and progress that includes teachers, students and parents.	February 2022	LT & DGR		Kirkland Rowell Satisfaction survey.
The survey was administered in March 2021. The results were analysed via staff meeting in September 2021 and actions were registered in RISS SIP 2021/2022 for action and implementation. This was also officially communicated to families via Bulletins. The key decision is to be informed more regularly about student needs and perceptions by delivering the survey to students twice in a year, in December and the end of March.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Establish yearly monitoring progress to ascertain students' perceptions of themselves and the school for pastoral care purposes.	November 2021	LT & DGR		PASS Survey administered in November 2021
The PASS survey was administered in 2021 and delivered useful information about priorities. The school embarked, as a result, on experiential learning with an outdoor emphasis. This is to counteract the effect of post-pandemic seclusion. All kinds of trips have occurred across all years to foster and rescue social skills. This was especially the case for Grade 8 groups, to help reconnect them with school life.				
The PASS survey, despite its efficacy, comes with certain challenges and at times does not respond to specific school needs. As from this year, the school decided to use a different wellbeing survey from Optimus and adapted to measure our particular circumstances. This was delivered in October, 2022. Results of which we are still considering.				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Enhance staff participation and consultation on school decisions via the creation of a strategic group composed of permanent members and non-permanent ones. The nature of the meeting is open and focuses on pedagogy.	September 2021 - July 2022	LT & staff		Create a pedagogical leadership team (PLT) with responsibility to advise on matters related to the implementation of diverse projects, but linked to staff wellbeing.
The Pedagogical Leadership Team (PLT) became a reality in 2021/2022 with eight permanent staff from all areas who met on eight occasions. They act as a consultative body that represents the staff in all areas of implementation, policy and monitoring. Academic year 2022-2023 will bring another challenge to the team as our student council and PTA will be invited to be part of the team, adding another dimension to the PLT that enhances our consultation provision across the school.				
Improvement strategy	Timeline	Who is	Monitoring Progress & Comments	Outcome

Review the delivery and provision of homework across the school to be used as an effective tool for learning and wellbeing for all students.	September 2021 - July 2022	responsible? LT, CLs, Tutors, students and parents		Create a consultative body that identifies actions that address this need. This may result on: A homework policy A homework schedule Guidelines on what constitutes good homework.
<p>This project needs more time to be informed and appropriately planned to ensure we can solve what it is perceived as a strategy that needs more consistency and regulation in its application. Currently, curriculum leaders are working on potential strategies to help with giving better purpose and direction to this essential pedagogical tool.</p> <p>Currently all homework has to go in Magister as an overall agreement.</p> <p>Academic year 2023-2024 will see an implementation in situ.</p>				
Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Enhance the school culture of celebration for students' achievements and identity.	September 2021 - July 2022	LT, CLs, Tutors, students	Investment on resources, guest speakers, Prefect medals, Design, etc.	<p>One key assembly per term to celebrate students' positive influence on the school and its community. Students will be awarded with medals and recognition.</p> <p>Formal appointing of school Prefects as guardians of school values</p> <p>Celebrate the presence of the students council and classroom representative via a programme of media promotion that highlights contribution and service to the school.</p>
<p>This is in place and all students receive awards centred around our school values, efforts and best in class. We are trying not to focus solely on academics, this has resulted in giving awards to students that otherwise would not get recognised.</p>				

Due to the pandemic, it was impossible to create a formal prefect structure and embed it as another leadership structure for students. This needs to be revised for the academic year 202-2023, especially in light of a potential restructure with the house system.