

School Plan 2023-2027

European School The Hague Primary



Colophon

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Primary School

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1.Foreword

This is the School Plan for the European School of The Hague's Primary school for the years 2023-2027. This School Plan allows the school to record its ambitions for the next four years by stating its specific goals, describing the current situation within the school including education, staff and finances and identifying the external developments that the school must incorporate. The ambitions of the school are derived in part with the 2020 strategic plan of the Rijnlands Lyceum called "Together for good education, and more...!"

This plan will help ESH Primary to identify and explain what "good education" means in our school and how we evaluate and maintain it, as well as how "and more..." is demonstrated and developed. This multi-annual school plan will lead school development for the coming four years and will form the basis of yearly annual plans and management agreements.

The years leading up to this plan have been turbulent for ESH Primary. The school experienced an unexpected drop in pupil numbers as well as facing the challenges of COVID-19 and the on-going consequences of Brexit which caused a period of uncertainty for the school community. This also led to redundancies and the introduction of a new management structure in the school.

We believe that the solid foundation of this school plan will lead to a more stable and positive future for ESH Primary. While finalising the text of this school plan, we celebrated our 10th anniversary and spent time looking back at all the remarkable events and memories that led up to that moment. It makes us feel incredibly grateful and excited to be part of shaping the future of the European School of the Hague.

The Leadership Team

2. Description of the school

"Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves."

- Parker Palmer, The Courage to Teach

The European School of The Hague opened in August 2012. The school provides tuition, following the European Schools curriculum, for children of the employees of the following European Agencies: EuroPol, EuroJust, ESA/ESTEC, EPO, EMA & the European Commission as well as pupils whose parents choose our school and meet the criteria for enrolment.

The school's legal status is described in a formal document, The Dossier of Conformity on which the initial accreditation of the school is based. Accreditation is maintained based on the results of 3-yearly accreditation visits from European Schools inspectors.

The school follows the European Schools Curriculum (described in Chapter 2) but also follows Dutch Educational Law (Wet Primair Onderwijs) including adhering to the Collective Labour Agreement for Dutch teachers, holiday schedules and other laws related to the school's organisation.

The European School of The Hague is part of the Rijnlands Lyceum Foundation which includes other international and Dutch schools. There are three primary schools in the Stichting, including ESH Primary.

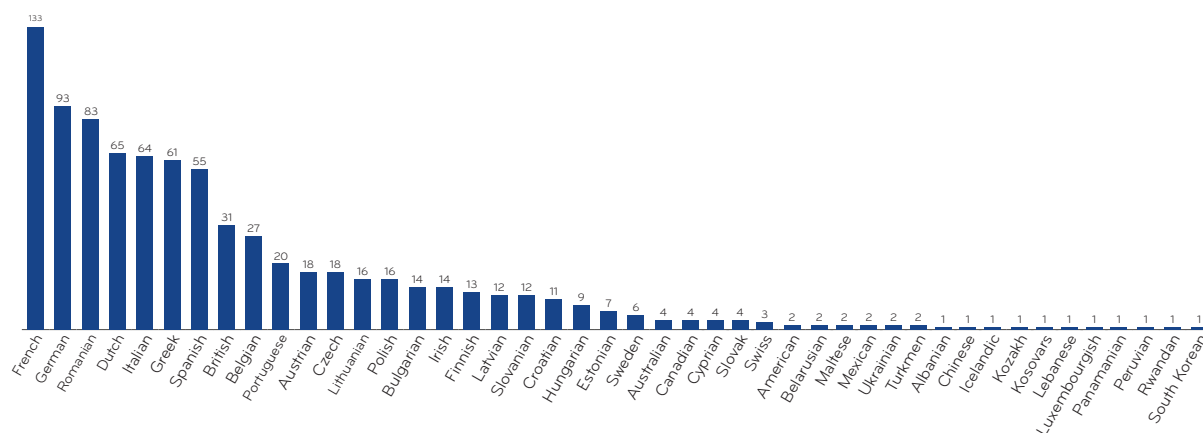
Foundation	Stichting Rijnlands Lyceum
Address	Charlotte van Pallandtlaan 4 2272 TR - Voorburg
Telephone number	071-5730910
E-mail address	info@rijnlandslyceum-csb.nl
Website	www.rijnlandslyceum.nl

Currently there are two locations for ESH: the Houtrustweg (HRW) for Primary education and the Oostduinlaan (ODL) for Secondary education.

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Head of Primary	Mrs N. Mostert
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We have pupils representing more than 56 nationalities in our Primary school. The 905 pupils (prediction for 01-06-2023) are divided into five language sections (Dutch, German, French, English and Spanish). At the beginning of 2023-2024 the Spanish section will begin to be phased out. This process will only finish for the beginning of the 2028-2029 school year, so will continue to be reflected in the next School Plan. The following table shows the breakdown of our pupils' nationalities.

Primary Nationalities 2023-2024



* Numbers last updated August 1st 2023

After a drop in pupil numbers, which was consistent with other international schools in Den Haag during the global pandemic, we have experienced a healthier plateau in our pupil numbers. In the coming years, we expect our yearly pupil numbers to stabilise with approximately 860 pupils each year.

In this plan you will find an analysis of the current situation in the school, the vision we have for the coming years and how this translates into strategic policy and planning.

3.SWOT analysis

The ESH collects information and evidence in many forms. It is important to review, reflect on and use the information and evidence collected to formulate future ambitions. Examples of information and evidence collected by ESH Primary:

- Outcomes of the pupil, staff, and parent Satisfaction Survey (2021-2023)
- European Accreditation Report following accreditation visit for the primary school (2022)
- Quality assurance document (2022)
- Dutch Inspection report (2023)
- Regulations and policy documents (Dossier of Conformity, Strategic Plan Rijnlands Lyceum)

In the spring of 2023, a SWOT analysis was completed by the PTA (Parent Teacher Association), PPC (Primary Participation Council), the Pupils' Council, the Leadership Team and staff. Each group completed their SWOT analysis in dedicated sessions, but all staff had the opportunity to contribute to the SWOT on big sheets of paper hanging in the staff room.

All data was compiled into one 'master SWOT', whose content drove the formulation of goals and interventions identified in this plan.

Strengths	Weaknesses
<ul style="list-style-type: none"> • a safe, pleasant school with attention for the individual pupil • multilingual development • promotes cognitive knowledge • promotes pupils' personal development • acquisition of skills for life • development of good European citizenship • good transition to Secondary • good quality of lessons • Support Department is outstanding 	<ul style="list-style-type: none"> • Communication in all areas can be improved • Quality assurance can be improved • Data analysis is almost non-existent • Complexity of the organisation: logistics, timetable
Opportunities	Threats
<p>Focus on data Intervention: through all layers in the school setting up opportunities for data gathering (through formative and summative assessment, creating intervention analyses, reporting system, etc) whilst being cautious with standardised testing, keeping the European assessment policy in mind</p> <p>Promoting Spanish MT offer Intervention: while gradually phasing out the Spanish section due to a continuous downfall in pupil numbers, the MotherTongue offer will be build up, starting with EY1 tuition</p> <p>Communication Intervention: piloting pupil – parent – teacher talks Intervention: communication officer</p>	<p>Teacher shortage Intervention: seek contact between Stenden University; take care of our teachers; smaller teams for managers; investigate internships</p> <p>Difficulties getting DUO for our teachers Intervention: strengthening relations with other international schools, Ministry of Education and DIPS</p> <p>Frequent/long term absenteeism Intervention: wellbeing group, having clear procedures in place about planned and unplanned absenteeism, creating trust and follow up through HR procedures, creating workflow with new Arbo Unie.</p> <p>Financial structure and funding is complex Intervention: multi annually working towards a financial healthy school, keeping a sharp but realistic formation plan</p>

4. Vision and Mission

4.1 Strategic plan of Stichting Rijnlands Lyceum

Following the strategic direction (Koersplan) of our Foundation, we focus on the seven promises made to pupils and parents:

- Good education and more: We are ambitious in our quality of education, as well as in the intensive attention we pay to citizenship, philosophy, and culture.
- We provide internationally oriented education, in which you learn how diversity can contribute to the quality of living and learning together.
- We prepare students to use their talents to promote a sustainable livelihood and wellbeing for all.
- We are committed to creating a modern, challenging learning environment where students are stimulated in their curiosity and entrepreneurial spirit to develop their potential and ambitions to the fullest.
- We are committed to a professional culture in which it is attractive for colleagues to work and develop.
- We provide a safe and respectful environment where every child and every member of staff recognizes themselves in their own identity.
- Each school in its own way, in a manner appropriate to the target group, its own educational vision and the learning and working community it wants to be, interprets our mission and vision.

4.2 ESH's Vision and Mission

The ESH Vision and Mission are the core of our educational policy. They drive education in the school and are referred to, to ensure that our purpose is clear and consistent. The mission and vision reflect that of the European Schools system but are specific to the ESH.

Our **vision** is to inspire students to be responsible, future focused, and proactive citizens of Europe and the world.

At the ESH our **mission** is to provide a positive, open-minded community that fosters ambition through rich cultural and academic opportunities, inspiring lifelong learning.

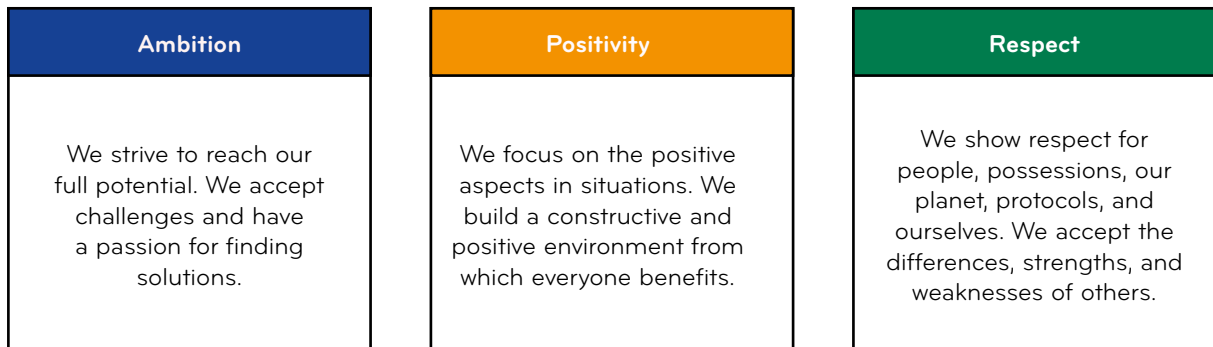
In addition to our mission and vision statements we have a statement about our community:

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



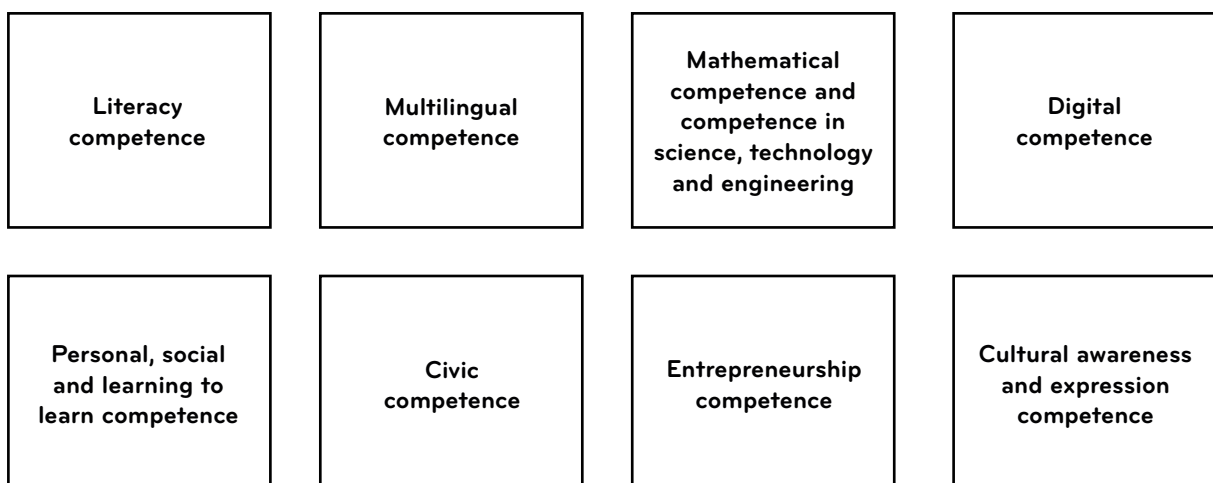
5.Values & 8 Key Competences of the European Schools

At ESH we promote our values throughout the community. It is important for the education of the pupils that these values are upheld and explicitly taught, as they assist the ESH community to live our mission and vision.



The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly changing world. In 2006, the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies 8 key competences which all individuals need for personal fulfilment and development, active citizenship, social inclusion, and employment.

The ESH incorporates these 8 key competences in its mission story, planning, professional development, and daily life:



We also aim to incorporate the Green competence into teaching and learning GreenCeomp: [the European sustainability competence framework \(europa.eu\)](https://european-council.europa.eu/media/14684/nr/en/presentation/Pages/Default.aspx?cid=6467&id=11333)

6.Goals

Our ambitions for the years to come are determined by considering what the school would look like if you were to visit ESH in 2027; what would a prospective parent see, what would a new teacher encounter, what would a pupil experience be, will there be visible signs of good leadership, etc.?

6.1 The core of the European Programme: Positioning the Mother Tongue Offer

In the next four years we will:

- Ensure the quality of the current Mother Tongue language teaching;
- Provide stability for the Mother Tongue offer;
- Provide clear expectations for teachers, parents and pupils;
- Phase in Mother Tongue Spanish as the section phases out.

One of the strengths of the European Schools system is the diversity of languages spoken within it. Closely connected with this is the diversity of cultures represented within a European School. This allows us to develop and teach citizenship in a personalised way for our school. In the coming years, what to sustainably offer for the future of Mother Tongue at ESH will need to be clarified.

Promise 1: Good education and more ~ The ESH Mother Tongue offer comes on top of an already comprehensive curriculum.

Promise 2: Internationally oriented education ~ European and international mindedness are at the heart of the European Schools' curriculum.

Promise 7: Each school in its own way. The ESH Mother Tongue programme is unique to the European School system and to ESH within Rijnlands.

6.2 Inclusion - Differentiation within curriculum delivery

In four years all staff will continue to be trained in strategies for differentiation and skilled in the use of effective differentiation to deliver our curriculum to a diverse group of pupils. During these four years we intend to move forward with the aim of developing not just differentiation but inclusion.

In order to become a more inclusive school ESH, together with SPPOH (het samenwerkingsverband), ESH will explore the possibility of starting an inclusion class on the premises of ESH Primary. The exploration phase will begin in school year 2023-2024 with the goal of opening a class in 2025. To support this goal, we will develop an adjusted curriculum and timetable to cater for these pupils with additional needs.

Promise 6: A safe and respectful environment for all ~ ESH wants to be a great school for all pupils.

6.3 Social Emotional Learning

In the last three years, several Support staff have become certified Rock & Water trainers. Following this, a pilot began in school to offer Rock & Water sessions as an intervention to P3 classes and to other classes staff identified might benefit from the programme.

Our goal is to, over the next four years, become a certified Rock & Water school. This would mean all pupils would access this intervention during their time at ESH primary, all staff would engage in Rock & Water training as part of their professional development and our school community will also be involved. The Support Coordinators leading the pilot project will work with school leadership to develop the long-term plan for school to achieve its certification.

In addition, as social emotional learning is an essential skill to help develop self confident people, in four years we will have a social-emotional learning curriculum throughout school, from Early Years through Primary 5. This should support and compliment the Rock & Water intervention.

Promise 6: A safe and respectful environment for all ~ The common language Rock & Water offers will help children and staff to promote a safe and respectful environment for all at ESH.

6.4 Data

The aim within the next four years will be to meet the Dutch Inspection criteria for data gathering and data analysis to help us inform, evaluate and reflect on teaching and learning in every area of our school but particularly across language sections. The focus will be on:

- Making good analyses and linking evidence-based actions to them;
- Assessments – Organising the systematic collection of information on pupils' knowledge of language and maths, using standardised tests in line with the European Schools view on testing
- Harmonisation of assessments and school reports; parents will be cyclically informed about their child's development and progress in line with the European Schools and Dutch guidance
- Developing the use of assessment portfolios for P1-P5 [Digital assessment portfolios are already in use in Early Years]

It is essential that whatever is chosen or developed caters to our specific needs as a European School. The outcome of this work should allow us to compare data between sections and areas of school, allowing staff to identify gaps, learning needs and areas for development not to create extra work and generate data for the sake of having data.

In order to focus on this, an Educational Assessment Working Group will be established. This group will stay abreast of developments within the European Schools Assessment Working Group and incorporate these into the plan for ESH.

Promise 5: A professional culture ~ More quality data makes us more accountable to each other, the pupils and the wider school community.

6.5 ICT

There is no Primary ICT curriculum from the European Schools but we believe that teaching ICT skills and incorporating ICT into teaching and learning is essential to help prepare our pupils for the world they live in. In four years, ESH will have an ICT skills year plan for Early Years to Primary 5. The role of ICT specialist teacher will be reevaluated and revisited during discussions about the formation plan. In the first year of this cycle the school will investigate, in a joint working party with Secondary (in order to support the Primary pupils transition from Primary to Secondary), the options and make a decision about the future of ICT teaching at ESH Primary.

Promise 4: A modern, challenging learning environment ~ ICT plays a prominent role in this.



6.6 Embedding and Consolidation

ESH Primary staff are modeling what we want to teach our pupils; they are active life-long learners. As a result, there is a significant amount of expertise in our school in a variety of areas related to education, and there are also initiatives, proposals and innovations that are on-going from previous school plans and training opportunities.

This has led to projects, initiatives and goals all being implemented at the same time. In four years, we aim to have consolidated the successful projects and initiatives into yearly plans to ensure they are integrated in our ESH identity. This will make the school more sustainable and will give focus and direction to staff and to the wider school community.

A small group of staff are embarking on a learning journey to explore concept based inquiry as a possible future method for curriculum delivery at ESH. This will take several years and will feature in the next ESH Primary School Plan as well.

Promise 3: Sustainability and well-being ~ Building the goal of consolidation makes sure projects and initiatives are embedded and sustainable.



7.Educational Policy

7.1 Identity

ESH is an accredited European School and a Dutch International School and, as such, its educational policy must incorporate the necessary elements from both.

As an accredited European School we engage the pupils in the mission of the European Schools system, adhere to the legal regulations set out by the Board of Governors (including assessment and reporting) and follow the progression of learning outlined by the European Curriculum.

As a Dutch International School we ensure we provide Dutch as an Additional Language lessons to our international pupils, engage the pupils in the legislated amount of physical education time and provide support to pupils with additional needs be they academic, social-emotional, behavioural or a combination.

7.2 Citizenship

At ESH Primary we identify as not only European but also global citizens. The children learn from the diversity within our school. They grow up with classmates from Europe and the wider world. The opinion of the children is valued throughout the school, including in the Pupil Council and the Eco-Schools groups. We celebrate the National days of our language sections and Mother Tongue languages. These events are intended as opportunities to share language and culture. The children have the opportunity to learn more about citizenship and their role and responsibilities as citizens through our Discovery of the World (DoW) and European Hours curriculum objectives.

Promise 2: Internationally orientated education ~ Citizenship means global citizenship.

7.3 Curriculum

ESH has five language sections: Dutch, English, French, German and Spanish and 9 Mother Tongue classes: Czech, Finnish, Greek, Italian, Polish, Portuguese, Romanian, Slovenian and Spanish.

The Spanish Language section will begin to be phased out starting in 2023 with Early Years 1. Parallel to this, Spanish Mother Tongue will build up year by year. P5 Spanish Mother Tongue is offered at ESH Primary due to the Spanish Transition Programme which prepares our Spanish section children for secondary.

The education provided to pupils in each year level is harmonised. The subjects taught are:

Language
Maths
Physical education (PE)
Music
Art
Discovery of the World ~ Technological, Socio-cultural, Biological, Geographical, Historical
European Hours [P3-P5]
Social and Emotional Learning ~ Leefstijl for P4-P5

All European Schools curriculum documents can be found on the European Schools website: eursc.eu.

Kagan cooperative learning strategies are a tool used by teachers throughout the sections and departments in our school. New staff are trained every year and opportunities are given for experienced staff to refresh their skills.

Rock & Water training is becoming a consistent part of the educational offer for the Primary 3 year group. Through this 10-week programme pupils are taught communication and social skills which aim to have a positive impact on their behaviour and well-being.

For those pupils who need additional challenges in their learning we have a Gifted & Talented offer. This occurs in class with the Challenge Programme and in a withdrawal session the Plus Project using Pittige Plus Toren. The Gifted & Talented coordinators also support teachers to ensure that all pupils can access learning that meets their needs.

7.4 Learning Support and Support structure

The Support Coordinators for each section lead the evaluation of learning on both the group and pupil level together with the class teachers. Twice yearly group consultation meetings provide feedback and focus on the next steps for pupil progress and learning. The next step is to deepen the analysis of the group level data and to ultimately be able to look at learning results on a school-wide level.

Section specific assessments are carried out and the results are part of the data provided during the group consultation meetings. If the development of the pupils or the group is not as expected, the Support coordinator will work with the class and/or group teacher to explore the context and determine an appropriate intervention on the class or individual level using differentiation or support staff.

ESH Primary strives to provide the best possible learning for each pupil. We cater for a variety of educational needs due to our staff of professional teacher including a dedicated support team. When we encounter our limitations we will consult with our external partners in education and care, while also working closely with parents. The expectations of our external partners, and their expectations of ESH, are documented each new school year in the Samenwerkingsplan. More information on our Support procedures and what support we can and cannot offer can be found in our [Support Profile](#).

Promise 3: Sustainability and well-being ~ Meeting the social-emotional needs of all learners allows us to positively impact their well-being.

Promise 5: A professional culture ~ The Support department works closely with teaching staff to share expertise and to ensure accountability for pupil progress.

Promise 6: A safe and respectful environment ~ Pupils are taught that we all learn in different ways and this is respected and celebrated in our classrooms.

7.5 Safety and Safeguarding

Providing a safe learning environment for pupils is crucial for academic success as well as building positive relationships. In line with Dutch Educational law, our Primary 5 pupils complete the School Climate en Veiligheid survey each school year. We use the data it provides to inform staff and make adaptations and/or changes where necessary. All teachers have access to ParnasSys, our digital pupil file management system which enables them to follow the development of their pupils, register absences and keep a record of meetings and agreements made between teachers, parents, experts, etc. throughout the Early Years and Primary years. In the online EduKey system, support plans and safeguarding information are created and stored. In line with GDPR regulations, access to these files is carefully regulated and only relevant trained staff have access to safeguarding concerns.

While the aim is to train all staff on general safeguarding issues and our protocols for how to handle concerns access to the system for follow-up is limited to staff members relevant to the case. ([See School Guide](#)) section 1.6 for more information on our Safety Policy).

- Our school has 12 trained Prevention Officers (Aandachtsfunctionarissen) who can act as safeguarding leads for the staff
- The Prevention Officers will update the Safeguarding Policy and procedures within the 2023-2024 school year. They will also lead on the implementation of these.
- Flag Training will be provided for some Prevention Officers within the next four years.
- On-going staff training during Inset days re: safeguarding, difficult conversations, etc.
- Educating the ESH community about safeguarding – all staff, parents, etc.
- EduKey Safeguarding software will continue to be used to record and monitor safeguarding concerns
- Update the Anti-bullying Policy and create processes for staff, parents and pupils to follow.

Creating a safe climate in school is key to preventing bullying. A good pedagogical teacher-pupil relation and healthy group dynamics are at the core of making sure pupils develop good relationships and use social situations as learning situations. We will not tolerate bullying of any kind and will always act on a bullying concern, whether flagged by the pupils, the teacher or the parents. Our Anti-bullying Policy and information about the No Blame approach employed by our Support team can be requested by emailing primary@eshthehague.nl.

Promise 6: A safe and respectful environment: Safeguarding training and a new Anti-bullying Policy will bring us closer to this promise.



8. Staffing Policy

Without the commitment, enthusiasm and dedication of our professionals, ESH would not be the school it is today. The personnel consist of staff members in a variety of roles: teaching staff, teaching assistants, facilities staff, administration staff, lunchtime supervision staff and management. At the ESH a distinction is made between OP (teaching staff), OOP (teaching assistants) and OBP (administrative and facilities staff). All members of staff work according to the description of the Rijnlands Lyceum job categories (see Intranet Rijnlands Lyceum).

ESH highly values our staff and is committed to their professional development and well-being. The Team Leaders have a professional conversation (the STAY conversation) at least once a year with staff members from their team. The notes taken and goals set will be recorded in a STAY form for each staff member. This will lead to an appraisal, once every three years. When these members of staff are teachers, the Team Leader will observe one lesson per year and then provide feedback. Together with the Head of Primary, the Team Leaders will evaluate the whole team based on the professional development cycle mentioned.

In case of undesirable conduct or a violation of integrity, we will follow the protocols established by the Stichting Rijnlands. Copies of these protocols can be requested by emailing primary@eshthehague.nl

Inducting new staff is an important and valuable process. We work closely with Human Resources and Facility departments to ensure we address all areas a new staff member working at ESH and living in The Netherlands might face. Starting in August 2023, more HR information will be added to the induction programme for new staff, which takes place in the week prior to the start of the new school year.

In the aftermath of COVID-19, all schools in the Netherlands faced a higher percentage of staff absenteeism than previously experienced. The numbers at ESH Primary were exceptionally high, peaking in December 2022 at more than 12%. To avoid quick conclusions and assumptions, the management, supported by the HR advisor, developed an action plan to reduce the percentage:

- Cooperate closely with the new company doctor - Arbo Unie
- Monitor long-term absences and determine whether absences are work-related
- Have conversations with members of staff who are frequently short term absent
- Establish a Well-being Group with a diverse group of staff members (from leadership to support staff).
The goal of the well-being group is to contribute to lowering the absenteeism rate. The group would also like to:

Increase social cohesion within language sections and between language sections. So that staff are involved with each other, feel that they are part of a group and so that they feel responsible for the groups' atmosphere.

- The well-being group started in January 2022 and organised a portion of an INSET day for all staff. They will keep playing a role in the coming four years.

During school year 2022-2023 an investigation into the role and experience of supporting staff at both Primary and Secondary was conducted by the external provider B&T. Improved cooperation between the different departments and leadership of the teams came out as the main areas for improvement. The supporting staff will be led by a Head of Operations (conector bedrijfsvoering), starting September 2023. In four years, we will see a significant improvement in the experience and reduction in work pressure for these staff.

By the start of each school year, agreements will be made with each team member about their use of the Sustainable Employability (Duurzame Inzetbaarheid) hours as stated in the CAO/CLA. Tasks are divided based on a staff member's FTE and working days using FOLETA, but also based on staff wish lists, necessity and professional development. Clear agreements need to be made about the use of Sustainable Employability Hours each year.

The opportunity for professional development is an important feature in our CAO/CLA and one which ESH supports and encourages with our staff. Starting 2023-2024, individual applications for professional development funding will be discussed within the Leadership Team in order to align the requested professional development to the school's goals and to begin to increase the visibility and knowledge of the expertise that is being developed in the school. This will help to ensure that expertise is used to benefit pupils and colleagues, and will help to create a more sustainable situation for the financial and pedagogical development of the school and school community.

Promise 5: A professional culture ~ An open culture where a professional meeting about work and feedback are embedded.



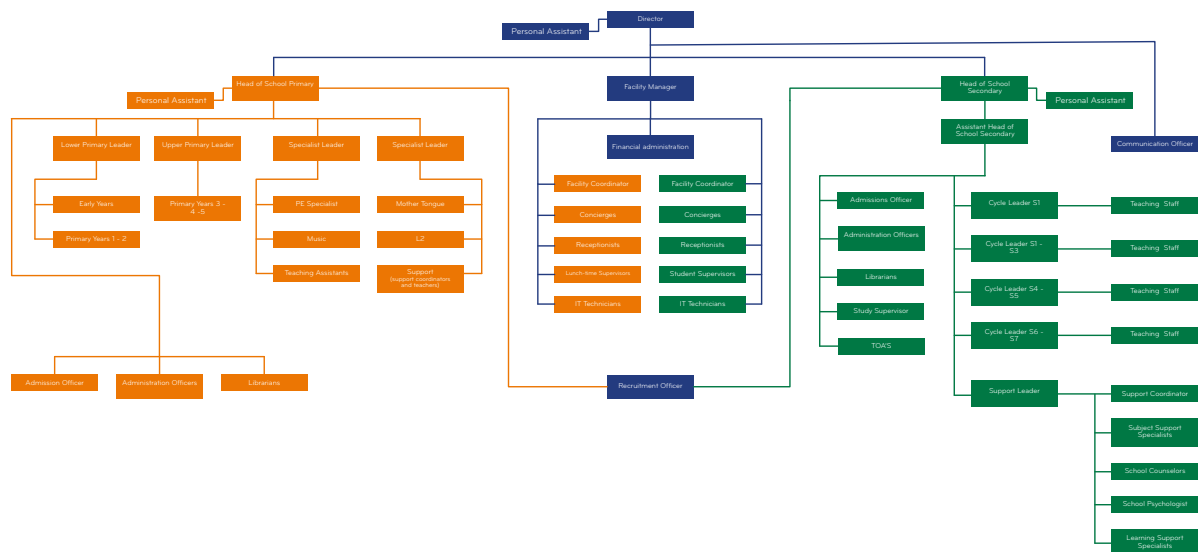
9. Quality Assurance

In the period 2023-2027 we will develop a systematic and sustainable approach to quality assurance. Both the European Accreditation and the Dutch inspection identified this as an area for development. We choose to prioritise quality over quantity as we improve our quality assurance; gathering meaningful data that contributes to the improvement of the education we offer and that allows us to improve the daily running of the school. By establishing regular processes and we can analyse trends over the years.

In the school year 2022-2023, ESH Primary and Secondary wrote the ESH Quality Assurance document. This document described the current situation for quality assurance in the school and set out next steps for its development. This document is available upon request by emailing primary@eshthehague.nl.

During this process we will also stay abreast of developments from the Accredited European Schools working group on Quality Assurance.

10. Organisation



Legenda

- Overarching Organisation Staff
- Primary School Staff
- Secondary School Staff

11. Financial Management

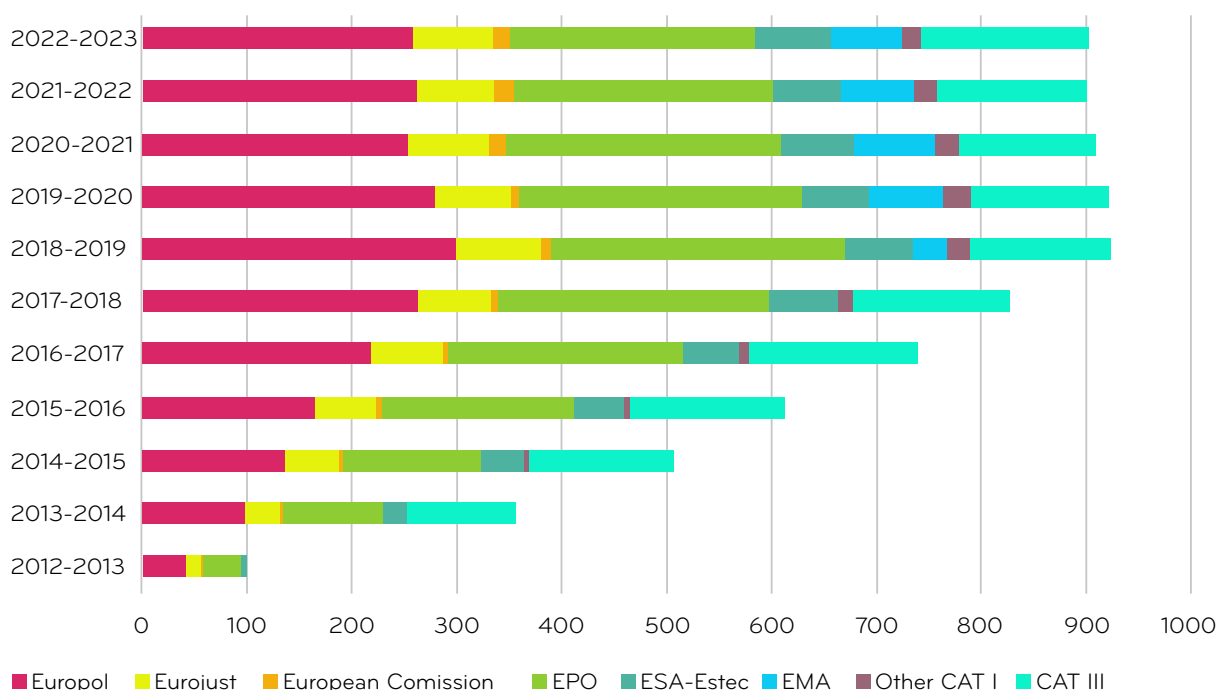
The financial means available to the ESH are linked to the number of pupils enrolled in the school. The school receives a subsidy for International Education (IGBO) from the Dutch Government and a subsidy from the European Commission for our Category I pupils; children from families employed by European agencies.

Category III pupils are children from members of staff employed by the ESH or families employed by other international companies such as OPCW, Shell, Embassies, The International Criminal Court, etc.. Below is an overview of the breakdown in pupil numbers related to the agencies and CAT III.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Europol	43	99	137	166	201	263	300	280	254	264	259
Eurojust	14	33	51	58	69	70	81	72	77	72	76
European Commission	1	3	4	6	4	7	9	8	16	19	16
EPO	37	95	132	182	224	259	281	270	263	247	233
ESA-Estec	5	23	40	48	53	64	64	63	69	64	73
EMA							33	71	77	70	67
Other CAT I	1	1	5	6	9	15	21	26	23	22	18
CAT III	54	102	138	147	161	149	134	131	130	142	160
Total	155	356	507	613	739	827	923	921	909	900	902

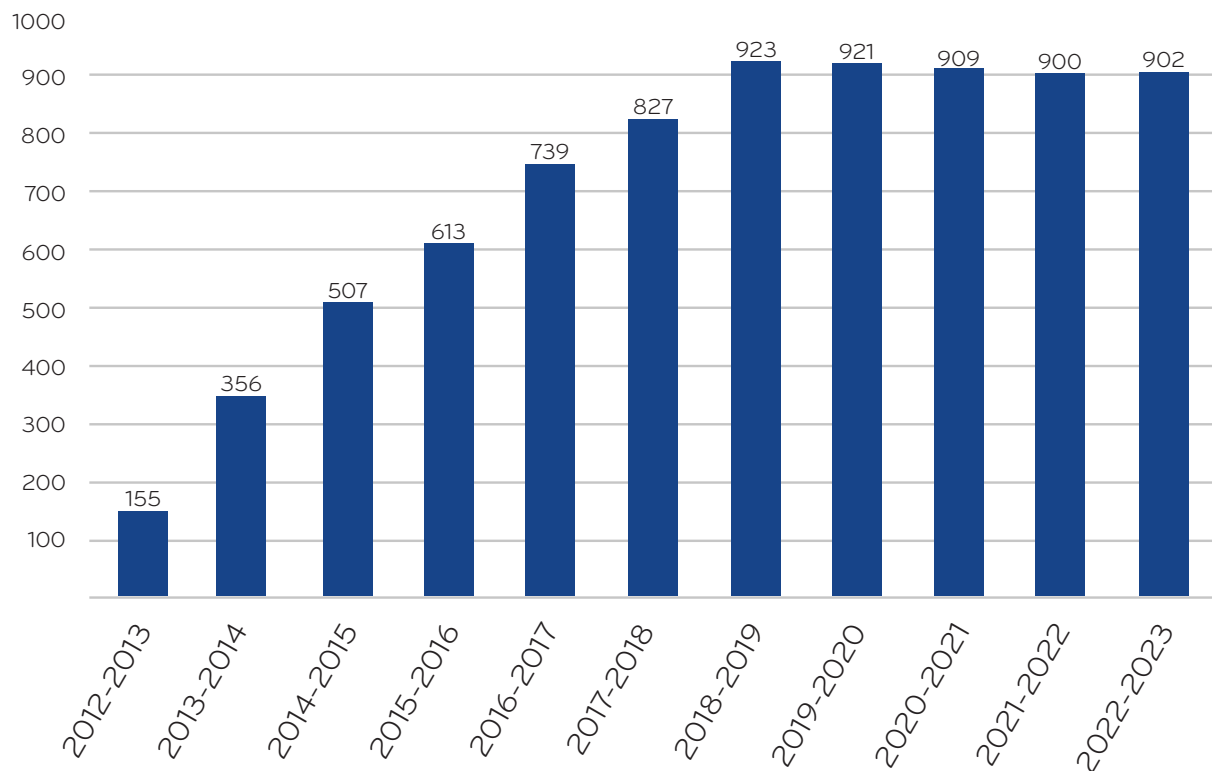
* Numbers last updated July 1st 2023

European School School Primary number of Pupils per Category



* Numbers last updated July 1st 2023

European School School Primary number of Pupils per school year



* Numbers last updated July 1st 2023

In recent years, Dutch national primary school salaries were equalised with secondary school salaries. This was effectuated in the most recent version of the CAO/CLA. On top of that, a 10% pay raise for primary staff was announced in Autumn 2023. This positive development for staff does, however, create financial issues for ESH Primary.

Although the funding from the Dutch government has been increased, the subsidy coming from the European Commission has not. This creates a structural financial problem that needs to be solved. During school year 2022-2023, discussions took place between the members of the Advisory Board and the board of Rijnlands Lyceum to look for solutions. These discussions will continue. If no agreement is reached, ESH Primary will have to look at other means to solve the financial problem. The Director of Rijnlands has requested that ESH begin to write a plan to address the financial shortfall in case additional funding cannot be secured. A first version of this has been written and will be updated and adapted in the coming school years.

12. Annual planning 2023-2027



