School Improvement Plan (SIP) RISS - 2024/2025

The School Improvement Plan (SIP) aligns with RISS' mission and vision, and the drivers of change outlined in the four-year plan for 2022-2026. This document has been developed and planned in consultation with curriculum areas, coordinators, faculty, and support staff. The plans are cognisant of both the recommendations from the CIS and NEASC, in their re-accreditation reports, and sensitive to the upcoming IB reevaluation planned for February 2025. The entirety of the document is based on the Formatieplan 2024 - 2025.

Furthermore, the school improvement plan incorporates feedback and observations from the PTA, parents, students, and official surveys. This annual plan encompasses actions that adhere to the principles and practices of the IB Programme for all IB World Schools. Specific examples of these are the annual survey (CIS Community Survey), the BOOR-led Effectory Teacher satisfaction survey in 2024 to assess the quality of education and provisions within the school, as well as the school's internal Medewerkers Tevredenheids Onderzoek (MTO) run in July 2024.

As a semi-private school, RISS has access to apply for government and Koers VO subsidies. This enables us to make extra efforts in enhancing the quality of instruction and professional development, which benefits all our students.

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

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

*** PART A:** Improvement strategies which were mentioned in the community satisfaction survey (CIS Community Survey 2024), Effectory Teacher Satisfaction Survey 2024, and follow up MTO survey in July 2024, are indicated with an asterisk (*).

+ PART B: Contains strategies to respond to the Dutch Government Skill Enhancement Strategy funding. These may be repeats of actions mentioned in Part A, as the school strategic drivers are essential to enhance provision. These are indicated with a plus (+).

PART A: School Improvement Plan (SIP) 2024-2025

1. Leadership & love of learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Recruitment of RISS Principal for August 2025 Undertake a thorough search for a new permanent RISS Principal. Plan a timeline, list of must/need/want attributes and skills. Place advertisements as necessary. Undertake interview process.	TBD	As determined by Rector (reps form LT, AD, staff OOP, students, parents		1. Successful recruitment of permanent RISS Principal. 2. Principal to start August 2025.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
IB re evaluation The IB reaccreditation is an opportunity to reflect and consider our adherence to the IB mission and vision, and ascertain that RISS meets and exceeds international benchmarks of high-quality education.	September 2024 - February 2025	IB Lead and IB DP/CP Coordinators		1. Submit the preliminary review: 15 October 2024 2. Self-Study Report: 1 January 2025 3. Evaluation visit: 17 - 19 February 2025 4. Obtain our IB re accreditation
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Concept-based approaches The curriculum leaders and teachers implement inquiry-based learning practices reflective of the school's learning definition, to foster teaching and learning aligned with the school's guiding statements.	September 2024 - July 2025	CLs		1.CPD day led by CLs on concept-based teaching . 2. Evidence during DOT evaluations of more secure understanding and implementation of concept-based teaching. 3. ATLAS units refined and analysed.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Inquiry-based learning Continuously train and emphasise an Inquiry-Based Learning approach within our planned and taught curriculum. This ensures ongoing consistency in our intended direction for teaching and learning.	2023-2024 and beyond	CLs to manage and support teachers		1. Focus on Curriculum Planning Meetings and curriculum development. 2. High-Quality Learning and Teaching Policy put into practical action. 3. DOT Observations: Scheduled from September 2024 to February 2025. .
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
*** DEIJ approaches** Continue exploring the concept of being a warm defender. Negotiating a DEIJ task group to initiate and drive a focused and actionable plan to promote Inclusivity, Diversity, Equity, and Anti-racism (I-DEA) at RISS. This will be guided by our mission statement and international offerings, with a strong focus on extending global citizenship.	September 2024 - July 2025	The whole-school approach led by LT or working group of interested teachers		1. Look for a working group in school. 2. Identify the primary focus for 2024-2025. 3. Continue to evaluate our existing provision.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Data accessibility, sharing and informing school approach Yearly Midyis, Yellis and Alis assessments are done. Our focus for 2024-2025 is to share this with parents, and use data to support decision making. Teachers should have access to data, and understand how to use data. Data should be easy to use, and part of educational and learning conversations and teaching approaches.	September 2024 and beyond	LT to lead the process (Head of FY). Training and exposure of CLs and staff to disseminate understanding. VVE to support.		1. Understanding of Yellis, Midyis and ALIS (whole school) 2. Using “kwadrant” on Magister for parents and teachers. 3. Ensuring more confident and effective use of value-added data.

Use of IGCSE and IB results data for reflection (focus on predicted grades) Results analysis of IB and IGCSE results. In curriculum areas to reflect on Value-added data, accuracy of predicted grades, longitudinal data, and the relationship between mock exam and final grades. Use of IB Insights to analyse and understand grades.	September 2024 - December 2024 and ongoing	IB Lead, DP and CP Coordinators, Head of MY, CLs and more.		1. Reflections on data and link to teaching practices. 2. Insight offers data on specific questions in the IB exams, this can be used to inform teaching and learning. 3. Maintain level of predicted grade alignment with results.
EOY Reflection				

2. Curriculum & love of learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Lesson consistency with inquiry-based approaches Maintain consistent delivery of lessons using inquiry-based approaches within the planned curriculum. CLs have received coaching training via ICLON to coach teachers in supporting inquiry-based and concept-based approaches.	September 2024 to June 2025	CLs and LT	Agreement on classroom expectations to support inquiry-based learning.	1.Invitation for inquiry-based mini CLC's asking staff to share best practices. 2. Early deployment of DOT to identify areas requiring targeted action.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Improvement strategy
*** Mapping curriculum to determine competencies** Multi-year plan to document horizontal curriculum, in order to determine the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies relevant to the students' current and future development. (C2 recommendation of CIS, NEASC)	September 2024 ongoing	CL supported by LT, and teachers		1.Development of understanding of the concept of horizontal curriculum. 2. Brainstorming approaches to documenting the horizontal curriculum. 3. Platform on which to document the progression.

				4. Time allocated for mapping to be done.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
Heritage Language Self Study Development The Heritage Language Self-study (HLSS) course (introduced in Grade 7 in 2023-2024) is being expanded into Grade 8. This course formalises the teaching of students' home language as part of the curriculum. This is done in collaboration with parents and language tutors. The project reflects our international status, and is designed to enrich our language offerings, including multiculturalism.	September 2024 to June 2025	Head of Foundation and Curriculum Leader for Language, Heritage and Culture. HLSS teacher/s.	1. Small student groups with parental approval and support. 2. Unit planners designed in ATLAS. 3. DOT observations for quality assurance. 4. Lesson feedback obtained through surveys. 5. Visiting other schools to see implementation.	1. Effective teaching. 2. Surveys to gather feedback and evidence about the course (incl. success of direction, satisfaction and engagement).
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
Approaches to Teaching (ATT) focus: Developed in local and global contexts.A focused approach to support the extension of students' learning experiences, and understanding of local and global contexts, through the development of opportunities for experiential learning.	June 2024 to July 2025	IBDP, IBCP IB Lead in developing understanding of ATT		1. Workshop on ATT delivered in July 2024. 2. Unit plans altered. 3. Number and quality of experiential trips. 4. Feedback at the end of year.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**

RISS Rose This programme requires ongoing formal management and continued critical leadership to ensure long-term sustainability. Focuses include the promotion of literacy, cultivation of global citizenship, preparation of students for the IGCSE programme, and making programmes responsive to global citizenship. We will reconsider long-term units and options based on current knowledge of challenges in Wolfert Lansing.	September 2023 to June 2024	Head of Foundation, Principal, interested members of staff.		1. Exploring the possibility of a RISS Rose lead or collaborator. 2. Overview of programmes and options for sustainability, especially towards using off-site locations.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
RISS Reach This programme requires ongoing formal reflection on management and leadership to ensure long-term sustainability. Reach should continuously promote literacy, critical thinking and global citizenship, and prepare students for the IB programmes.	September 2024 to June 2025	Head of Middle Years, Principal, interested members of staff.		1. Exploring the possibility of a Reach lead or collaborator. 2. Overview of programmes and options for sustainability created.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
*** Curriculum enhancement of ICT digital Skills** Exploring possibility of adding and/or enhancing provision of ICT/ Computer Science/Digital Skills beyond the Foundation Years. Ensuring digital citizenship and 21st-century skills are supported throughout the school.	September 2024 to December 2025	Learning Technology Coordinator, with CLs and LT.		1. Better understanding of what is available regarding possibilities in enhancing the options for students. 2. Possible extension of provision in MY and above.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
***Homework Guidelines implementation** Based on previous survey feedback the perception of type and amount and pedagogical approaches to homework has led to some questions. During 2023-2024 CLs have researched and introduced a Homework Guidelines	**October 2023 - ongoing**	CLs		1. Implementation of Homework Guidelines . 2. Surveys of students, parents and staff, to determine understanding and outcomes.

Policy, ratified by the MR which needs to be implemented and monitored during 2024-2025.				
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
*** Re-assessment of timetable approach** RISS currently works with a blocked timetable. This system has both positive and negative aspects. Ongoing discussion with the timetabler as to current processes—as well as an open discussion about possible different approaches to our timetable in order to maximise a positive timetabling process—will be held to ensure everyone understands and is invested in the timetabling approach.	September 2024 to December 2025	LT, Timetabler, CLs, interested teachers.		1. Staff-wide understanding of timetabling constraints. 2. Looking at different approaches to timetabling to decide which one will work best for RISS.
EOY Reflection				

3. Community, well-being & love of learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Target setting Establish a pilot project for goal-setting that shifts from traditional target setting to a model of holistic appraisal meetings with students and parents that are centred on school values and hope. This project and its impact has been carried over from the previous year. Key questions will be required to determine whether the current target-setting approach should be replaced with a "Goal System approach." As a preliminary action plan, the Principal (MGS) and the Head of the Foundation met twice to establish priorities and devise an action plan to initiate the programme. This may be discreetly integrated into the pastoral curriculum, starting in Grade 6, and expanding annually to ensure progress and success.	September 2024 to June 2025	Head of Foundation and Principal	The strategy will be delivered to Grade 6 students, with the intention to roll out across the school.	1. Establish a structured process to assist students in planning their upcoming year.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Safeguarding Policy reviewed and roles of safeguarding clarified according to the recommendation in the CIS report for leadership to review the child protection designation of roles and responsibilities in the Child Protection Policy. Investigate option to join specific CIS Safeguarding Toolkit for sustained safeguarding. All safeguarding members trained.	September 2024 - November 2024 and ongoing	LT, Care and Crisis Team, input from all staff.		1. Reviewed Child Protection Policy. 2. All members of staff update Child Protection/Safeguarding skills. 3. All members trained.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome

First Aid and BHV Maintain and provide comprehensive emergency first aid training and refresher courses to all school staff, including newcomers, to ensure the welfare of our students. All members of the BHV team (new members recruited) to receive updated training. Focus to also train students. Specific focus on Science Staff on specialised science training.	September 2024 to June 2025	LT, OOP (support Staff)and CL for Science and PE, School Nurse.		1. Provide emergency response training to all staff. 2. Deliver specialised enhanced training to Science and PE staff. 3. Target new staff for training. 4. Successful evacuation training.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
***Parent Meet- Ups** Focused drive to better involve the parental community in school, in order to create third spaces that support parents' understanding of academic well being and social emotional aspects of students' school experience.	September 2024 to June 2025 and ongoing	LT, Counsellor Head of Sections.		1. Number of meetings scheduled on a variety of topics: some on school initiative and some on parental initiative.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
***Student Agency, Leadership through StuLT structure** During 2023-2024m a new StuLT was formed. Feedback and reflection has indicated new ways forward in order to enhance student agency in both campuses, and ensure the development of true student leadership skills. The result is a new process of selecting StuLT membership. After approval of the new RISS Student Charter, the charter has to be embedded in students' understanding and become part of the student architecture of the school.	September 2024 - September 2025	StuLT Coordinators, LT to support.		1. StuLT is in place with a focus on incorporating the JC students more actively. 2. Develop and offer more leadership opportunities for all students.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**

Pastoral wellbeing programmes Providing responsive expert tutorial programmes and workshops for student development. This is a provision that has always been in place and continuously updated to be responsive to students' needs as is seen in ATLAS. Students have been offered workshops linked to depression, exam anxiety, sex and relationships education, drugs, bullying, and counselling in-situ. This should be maintained and enhanced; both proactively and reactively. A focus on Restorative Practices could be a strong focus in the coming year.	September 2024 - July 2025	Heads of Section, Deputy Principal, IBDP and IBCP coordinators, Head of Counselling, and tutors.		1. Carry on with the workshops, as explained in the previous section. 2. Consult and rate the service priorities through surveys. 3. Introduce a counselling programme aimed at proactively planning workshops to improve our offerings, with a main focus on mental health.
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
Gifted and Talented provision within Learning Diversity During 2023-2024 it became clear that RISS' Learning Diversity programme does not yet cater for all students. Supporting the highly able (Gifted and Talented students) was a point discussed during our CIS/NEASC accreditation. RISS has been conducting talks with Lihi Engelsman from Beyond IQ, to support our Learning Diversity department to create a G&T provision for our students. This partnership started in July 2024 and is ongoing. With collaboration with Koersvo, we will be incorporating a peer group for Gifted and Talented students to support their social and emotional wellbeing.	July 2024 - September 2025	Head of Learning Diversity,;LT to support		1. Whole staff training in understanding the concepts of G&T. 2. Small-group training. 3. Developing a programme/support groups for highly-able students. 4. Supporting students in academic stretching in areas of interests but also in making connections with each other.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
*** Staff wellbeing** RISS has many specific systems in place to support our staff's academic, social- emotional, physical and psychological well being. These include members of staff, policies, team-building exercises, staff-appreciation	July 2024 - September 2025	LT, Staff Confidant, Staff Wellbeing Advisor.	This approach has been in place for the last three years, representing a staff agreement to collaborate on expectations and investments. However, it needs to be continuously	1. Team Building activities to enhance staff wellbeing. 2. Provision of fresh fruit on both campuses.

activities, and subsidised staff snacks. This is an area that is ongoing (with much appreciation) yet also with some concerns raised. Specific focus on new staff induction, team building ,and psychological safety in school.			adapted to ensure all members of staff are supported. Changes in the PB and CAO national agreements create challenges in aligning staff and educational provision.	3. New approach to staff lunch sign ups. 4. Refocus on staff wellbeing partnership, updating documents.
EOY Reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
Green Team, Environmental Stewardship RISS is delighted to have been awarded the second green flag as an Eco School in June 2024. The recommendations from the team in their report is to form a guideline to integrate environmental stewardship into the curriculum, but also specifically to involve the community more.	September 2024 - July 2025	Eco School Team,specific teachers, PTA.	Use guidelines from the report to ensure RISS sustains a Green Flag focus.	1. Follow recommendations from the Green Flag Eco School team. 2. Continue to integrate the 17 Sustainable Development Goals (SDGs) into ATLAS for inclusion in unit planning. 3. Maintain the requirement for staff to identify key ECO School targets within their deliverables. 4. More presence of Green Team in JC. 5. Wider participation of the community in environmental stewardship.

4. Professional Development & love of learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Concept Based approaches The curriculum leaders and teachers implement inquiry-based learning practices reflective of the school's learning definition to foster teaching and learning aligned with the school's guiding statements.	September 2024 - July 2025	CLs	Reflect on efficiency	1.CPD day led by CL on concept-based teaching in September. 2. Evidence during DOT evaluations of more secure understanding of concept based teaching. 3. ATLAS units refined and analysed.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Leadership team building (strengths-based) A Leadership Team with new members and roles requires support in team building, and strengthening relationships.. Training in understanding strengths and supporting collective working for increased trust and effectiveness.	August 2024 - ongoing	Principal to arrange, LT to participate.		1. Workshop introduced (20/08/2024) 2. LT is aware of strengths and team work possibilities. 3. Enhanced trust and effectiveness.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome

Restructuring the PRD process and timeline PRD was previously undertaken as a discrete process, with initial meeting in September/October and reflection in May. PRD to now be done once a year, as part of an ongoing inquiry cycle, which completes the previous year and looks ahead to further personal professional development. Formal moments for professional development planned, and informal check-in moments possible throughout the year. PRD forms are filled out once, but with possibilities of updating and refining PRD as teachers progress and grow.	September - October 2024 - September October 2025	LT with teachers		1.PRD meetings are held to document the past and look ahead to future interests and development opportunities. 2. Evidence gathered on areas of interest and development. 3. Teacher PD used efficiently and effectively.
EOY Reflection				

Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
***Community Learning Cafes (CLC) and Professional Development (PD) report back** CLC's have been established as part of Curriculum time. Need to ensure better use of CLCs, for example, teachers given opportunity for small PD sessions, reporting back on any PD done outside, and sharing of best practice. Look into easy-to-manage "PD giving back" formats, within time constraints.	September 2024 - June 2025	LT, CLs, interested teachers.		1.CLC scheduled. 2. Wide range of teachers using time to do mini PD, sharing best practice, and sharing PD learning.
EOY Reflection				

Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
** **Professional Development Campfire Conversations** After PRDs are completed, areas of common interest to be determined in order to support internal study groups or areas of focus for internal PD support groups. Aim to enhance teacher development, skill interest areas, and teacher wellbeing through engagement.	October 2024 - ongoing	Deputy Principal, with interested members of staff.		1.Small groups of cross-curricular teachers supporting each other in interested areas of PD.
EOY Reflection				

5. Organisation and love of learning

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Budget and financial Continue developing a budget that enables savings without compromising teaching, learning, and wellbeing. Changes in AD have affected change in roles and experience. Use of Capisci to understand and manage finances.	September 2024 -	Principal/BOOR Rep	Monthly meetings are in place.	1. To finish the year without a deficit.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
School budgetary processes Clarify expectations re leaving gifts, stipends for away-day declarations, as well as fiscal frugality. CLs to continue to manage their budgets independently but within clear structures. Clarify approach to school trips and school financing of trips for parity and equity.	September 2024 -	LT, SBE support from school, CLs		1. Clear understanding in respect to budgetary approaches. 2. Document to clarify expectations and approaches. 3. CLs produce a responsible and responsive 2025 budget in November.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
*** Enhancing staff connection and understanding of BOOR** Effectory survey pointed out that staff do not really understand the connections with BOOR and Wolfert. Specific approach to make staff more aware of the role of BOOR and Wolfert in relation to each other. Understanding payslips, AFAS, and Foleta.	September 2024	Principal, MRU, BOOR representatives	Feedback from staff have already indicated some positive approaches, re information sessions, organograms, hierarchical structures. HR rep at RISS has also enhanced understanding.	1. Staff understand the role and scope of BOOR. 2. Commonalities found between RISS, Wolfert and BOOR.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Green Roof development Subsidies have been obtained and with funds earmarked from Wolfert and the PTA, the Green Roof and extra space should be a focus this coming year. Optimise the Junior Campus space through investments in facilities and equipment to enhance the well-being of students and teachers.	September 2023 - July 2024.	Principal, LT and CFO, Facilities Manager, PTA and SLU.		1. Progress and possible completion of an extra space on the JC roof.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
***Effective development and upkeep of spaces** Facilities remain a point of concern at RISS. Junior Campus requires space through investments in facilities, and equipment to enhance the wellbeing of students and teachers. Space is at a premium, with a focus on Green Roof development. Senior Campus has physical and technical deficiencies re age and building qualities. Classroom sharing and flexible seating to be considered.	September 2024 - July 2024.	Principal, Facility mManager, SLU, LT and CFO CL.		~~1. RISS Roof Project Investment~~ ~~1~~. Facilities and equipment that enhances the wellbeing of students and teachers.
EOY Reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Alumni organisation RISS prides itself on its sense of community, but involving alumni in school to give back, or continue to foster relationships beyond school, has happened only at times. RISS would like to look into creating a group of alumni who are connected to school and can support and enhance relationships with school and each other.	October 2024 - July 2024	Admissions Coordinator, LT, and interested parties.		1. Exploration of possibilities for setting up an Alumni organisation. 2. Understanding what is available. 3. Deciding what form a RISS Alumni organisation could take.
EOY reflection				

PART B: contains strategies to respond to the Dutch Government Skill enhancement strategy funding and subsidies (*) The below strategies may already be represented within the different areas in the previous sections above.

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Literacy Skill Development - Dutch New strategies for teaching Dutch have been implemented in the Foundation Years due to staff constraints. This needs to be monitored for success and student growth and improvement.	September 2024 - July 2025	LT and Heritage Language team	Our Dutch provision needs to become more consistent and planned to ensure that students progress and achieve.	1. New appointment for 2024-2025 to support new Dutch provision despite shortage of teachers in Dutch.
EOY reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
Numeracy Skill Development - NAL Project Our Maths department has been deliberately over staffed to create extra support for Math skills and the development of a NAL project.	September 2024 - July 2025	LT and possible interested partners	Develop a customised programme that delivers Numeracy-as-an-additional-language (NAL) across subject areas, necessitating the appointment of a coordinator.	1. Appoint a NAL exploration team to consider possibilities in supporting NAL.
EOY reflection				
Improvement strategy	**Timeline**	**Who is responsible?**	**Monitoring Progress & Comments**	**Outcome**
Global Citizenship development RISS Reach and RISS Rose sections above detail the approaches to the development of global citizenship.	September 2023 - July 2024	LT	RISS Rose and Reach programme sustainability needs to be guaranteed by in-situ management. Partnership with The Oracy Institute to offer Debate Club in SC and JC, and MUN.	1. Ensure RISS Reach and Rose sustainability 2. Successful partnership with The Oracy Institute. 3. Development of Debate Club and MUN. 4. Partnership with local organisations where possible
EOY reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Learning Technology Development - Learning Technology Coordinator and open up offer. The school must develop a strong and consistent programme of technology provision and enhancement that directly benefits both students and teachers. It must continuously adapt its policies to respond to the ongoing changes in the field. Explore the possibility of IT provision above Foundation Years. Ensure AI is understood and implemented in all lessons, acknowledging use functionality but also limitations.	September 2024 - July 2025	Learning Technology Coordinator	Our Learning Technology offerings require strengthening to align our staff, students, and programmes with the current demands of the learning technology field and the challenges of AI. Explore the possibility of appointing an ICT Teacher to implement a programme that aligns with school targets and fosters innovative opportunities for both staff and students.	1. Possible enhancement of curriculum. 2. Staff training approaches in use of technology. 3. Use of newsletter to support staff understanding of technology.
EOY reflection				

Improvement strategy	Timeline	Who is responsible?	Monitoring Progress & Comments	Outcome
Gifted and Talented Provision within LD During 2023-2024 it became clear that RISS' Learning Diversity programme does not yet cater for all students. Supporting the highly able (Gifted and Talented students) was a point discussed during our CIS/NEASC accreditation. RISS has been conducting talks with Lihi Engelsman from Beyond IQ, to support our Learning Diversity department to create a G&T provision for our students. This partnership started in July 2024 and is ongoing.	July 2024 - September 2025	StuLT Coordinators, LT to support		1. Whole staff training in understanding the concepts of G&T. 2. Small-group training. 3. Developing a programme/support groups for highly-able students. 4. Supporting students in academic stretching in areas of interests but also in making connections with each other.
EOY reflection				