



School Plan 2025-2029

ESH Secondary

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1. Foreword

This strategic plan outlines ESH Secondary School's focus on enhancing educational offerings, supporting staff development, and creating a safe and inclusive learning environment over the next four years. The plan is structured around four key ambitions of the Rijnlands Foundation, incorporating feedback from parents, students, and staff to ensure a comprehensive approach to maintaining high educational standards, fostering innovation, and ensuring the well-being of students and staff. The plan follows the Plan-Do-Check-Act (PDCA) cycle to ensure continuous improvement.

2. Introduction

2.1. Description of the school

2.1.1. Identity

We are educators with an ideologically neutral foundation. What sets us apart is that our school was not founded on religious beliefs, but on a mission to inspire children to think independently. We encourage our students to appreciate and respect diverse beliefs and backgrounds, fostering a more inclusive society in which care and concern for others are central values.

2.1.2. Organisation of ESH Secondary

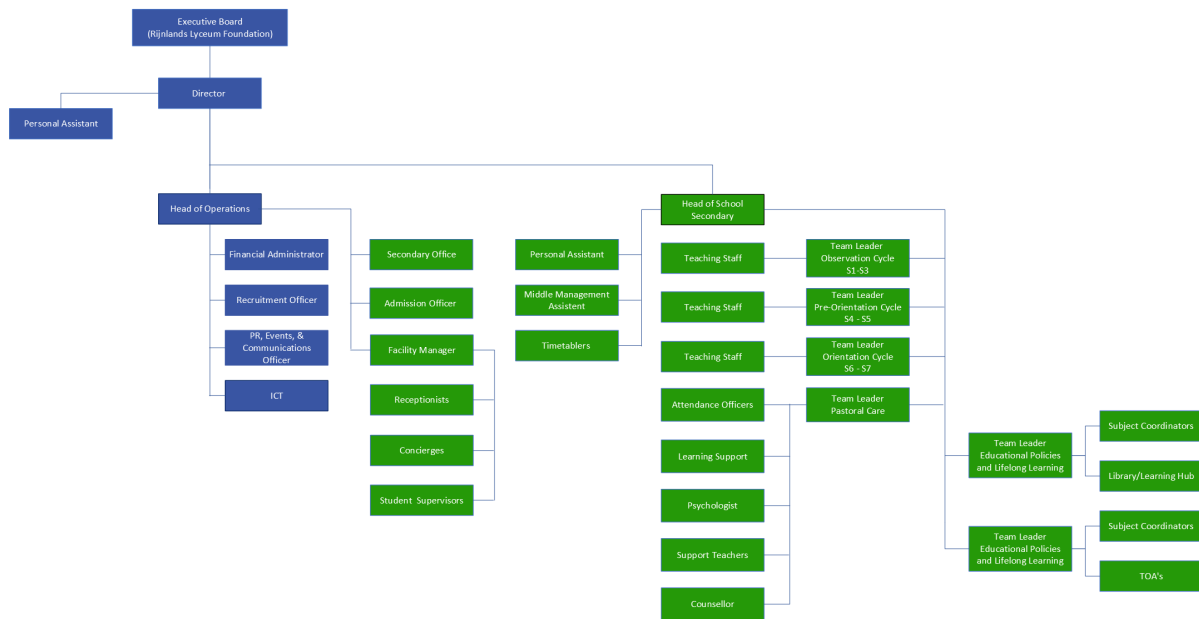


Chart 2.1.2. Organisational Chart ESH Secondary 2025

The school's legal status and its organisational and educational framework are 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 European Schools system includes two types of schools, both with a different funding structure. The European School The Hague is classified as a Type II school. Unlike Type I schools, which are fully funded by the European Union, Type II schools are integrated into the national education system. While the European Union covers the school fees for children of EU officials, the national government is responsible for financing the school itself.

As the European School The Hague is part of the Dutch education system, the Law on Secondary Education (*Wet op het Voortgezet Onderwijs*, WVO) generally applies. However, there are certain deviations from the WVO specific to this school. Consequently, the regular Dutch funding system is in place for the European School The Hague. The *Beschikking* (2024) of the Ministry of Education outlines the specific areas in which the school differs from the WVO.

The school follows the European Schools Curriculum but also follows Dutch Educational Law 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.

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Address:	Oostduinlaan 50, 2596 JP Den Haag, Netherlands
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Email:	info@eshthehague.nl
Website:	https://www.europeanschoolthehague.nl/
Director ESH:	Wouter Abrahamse
Head of School:	Juliet Palmer
Head of Operations:	Fabienne Kramer
Brin number:	02GP06
Name of the Foundation:	Stichting Rijnlands Lyceum
Address:	Charlotte van Pallandtlaan 4 2272 TR - Voorburg
Telephone:	+31 71 5730910
Email:	info@rijnlandslyceum-csb.nl
Website:	https://rijnlandslyceum.nl

2.1.3. Participation of stakeholders

Stakeholder participation is actively supported through regular and structured engagement. The Advisory Board, comprising representatives from European Agencies including Europol, Eurojust, the European Medicines Agency (EMA), the European Patent Office (EPO), and the European Space Agency (ESA/ESTEC), meets regularly with the school's senior management. These meetings focus on strategic matters such as housing, finance, the school plan, and updates to the Dossier of Conformity.

The Participation Council holds several meetings with school management throughout the year, addressing recurring topics such as the school guide, planning, staffing, teaching hours, budget, and the annual report. Staff, parents, and students may submit questions in advance, which are added to the agenda. Meetings take place at the school, are streamed live, and are open to parents, students and staff as silent observers.

Monthly meetings between staff representatives and management provide an additional forum to discuss staff-related concerns. Extra meetings are scheduled, when necessary, such as in response to management restructuring, with the Council offering recommendations where appropriate.

The Council maintains a constructive relationship with school management, aiming to provide positive advice or approval on all matters presented. Membership changes occur as needed, with new parent, staff, and student representatives joining. Voluntary professional development opportunities for members of the Participation Council are offered, and an external secretary is appointed to support the Council's work when required.

The school is part of the network of Accredited European Schools, which currently includes 24 institutions across the EU Member States.

2.1.4. Relations with the community

The European School maintains a strong and evolving relationship with the community, built through educational, cultural, and civic engagement. Most students participate in activities organised by the municipality, with some involved in charity initiatives or the Neighbourhood Committee. As part of the career guidance programme, S5 student's complete internships in local and regional organisations. The school collaborates regularly with local partners such as the Wijkagent and the Vrije School, with planned interventions on topics such as cyberbullying and drugs education. Students attend sports, political and scientific events in The Hague, and the school hosts visits from civic and diplomatic figures. Regular events for students, parents, and staff further strengthen community ties and promote shared values, fostering a sense of belonging and mutual support.

ESH Secondary actively engages with the wider European Schools (ES) system at both staff and student levels. Staff members regularly attend European School training sessions and collaborate with colleagues across the ES network via Microsoft Teams, fostering the sharing of best practice and alignment with ES standards. Deputy Directors and Directors also maintain strong connections with their counterparts through regular coordination meetings.

Students benefit from a wide range of enriching international experiences. ESH Secondary pupils participate in the European Schools student mobility programme, which enables Year 5 pupils to study at another European or Accredited European School for one semester. They also take part in the Rijnlands Lyceum Foundation Cup and a variety of ES-wide competitions, including Eurosport, FAMES, and the European Schools Science Symposium. Furthermore, pupils are involved in Model United Nations (MUN) activities, attending events both locally (MUNISH, THIMUN) and internationally (MEC, MOOT Court), promoting global awareness, critical thinking, and public speaking skills.

2.1.5. History and Future

The European School The Hague (ESH) is a distinctive institution founded to educate the children of employees working in European Union institutions. It offers a multilingual and multicultural learning environment for students from Early Years through Primary and Secondary education, culminating in the European Baccalaureate. ESH is a relatively young school, with its Primary section opening in 2012 and the Secondary section following in 2014.

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

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

As an Accredited European School, classified as a Type II European School, ESH provides a European education that adheres to the pedagogical standards of the European Schools while operating within the Dutch national system. This dual framework means that ESH complies with both Dutch laws and regulations as well as European guidelines concerning the curriculum and organization of studies. While this structure can be seen as complex—essentially a system within a system—ESH embraces it as an opportunity to offer the best of both worlds.

2.1.6. Development of Student numbers

Since its establishment in 2012, ESH has experienced significant growth. By 2020, instead of experiencing annual growth, it stabilized due to COVID-19, and in one year even saw a decrease in volumes. Growth has since resumed. ESH enrolled 1757 students in April 2025, 883 in Primary and 874 in Secondary.

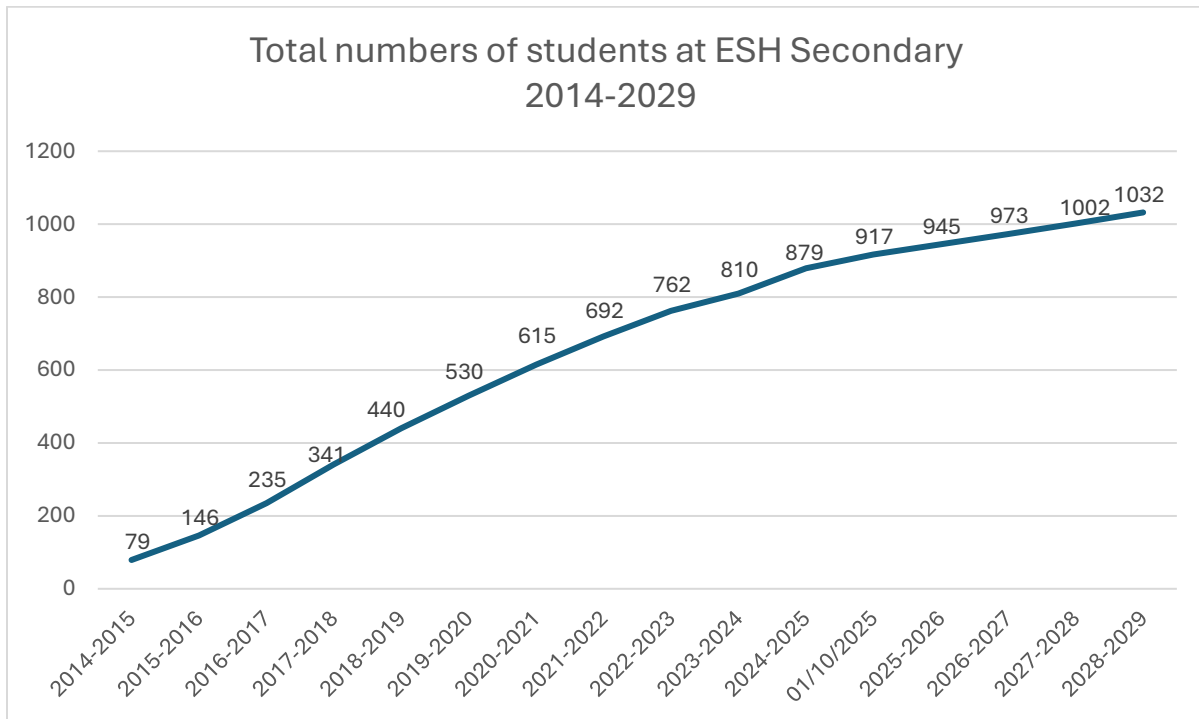
Assuming a 3% growth rate based on historical data, the Secondary is projected to reach 1025 students by 2030. However, a scenario of disruptive growth should also be considered, given the ambitions of the European Commission and the municipality of The Hague. In such a case, student numbers could rise sharply to 1375 by 2030 or earlier. In that scenario, the maximum capacity will be reached by 2027, even with the addition of temporary facilities and the new wing.

Table 2.1.6 Student numbers per category 2021-2024

Agency	01/10/2021	01/10/2022	01/10/2023	01/10/2024
C1EP	201	233	237	248
C1EJ	50	56	64	79
C1EPO	164	181	211	222
C1ESA	63	71	78	85
C1EMA	46	55	58	64
C1EC	10	14	13	14
C1EUSPA	1	1	2	2
C1OTHER	6	7	5	7
C3	151	144	142	158
TOTAL	692	762	810	879

Forecasting student numbers at ESH is particularly challenging due to numerous uncertainties, making it less reliable than conventional schools. Long-term projections are based on historical data and the transition rate from Primary to Secondary. The forecast of the number of students on the Secondary in chart 2.1.6. is based on the growth figures for the past three years.

Chart 2.1.6 Prediction of growth of student numbers 2014-2029 (a growth rate of 3% has been used)



2.2. Mission

The mission of Stichting Rijnlands Lyceum encapsulates the foundation's identity, centred around our shared beliefs and values, which we aim to instil in our students. This mission is expressed as follows: *'We educate students to become independent thinkers and actors. Our schools maintain a neutral stance and celebrate the diversity among individuals. We inspire students to contribute to a better, more sustainable world.'*

Complementing this, the mission of the European School The Hague (ESH) is to cultivate a positive, open-minded community. We strive to nurture ambition through a wealth of cultural and academic opportunities, fostering a passion for lifelong learning.

2.3. Vision on Education

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.

At ESH Secondary, we are committed to delivering high-quality education that meets the diverse needs of our international learning community. Our definition of quality encompasses consistent, purposeful, and engaging learning experiences that foster academic progress and nurture a lifelong love of learning in every child. Our approach to teaching and learning at ESH is aligned with the expectations of both the European Schools and Dutch inspection frameworks. It encourages professional reflection, innovation, and teacher autonomy, while supporting a shared vision of excellence.

A high-quality lesson at ESH is inclusive, well-structured, and responsive to pupils' individual learning needs. Lessons are underpinned by strong subject knowledge, clear learning intentions, and a positive classroom culture where all learners feel safe, respected, and motivated. Effective teaching builds on prior knowledge, sparks curiosity, and encourages critical thinking and independence.

At ESH we believe that education is not only about academic achievement but also about preparing students to engage in a democratic society. Considering the current global geopolitical landscape, nurturing active and responsible citizenship is more crucial than ever, ensuring that students develop the critical thinking, empathy and resilience needed to navigate complex societal challenges and contribute to a more just and inclusive world. The aim of citizenship at ESH is to

outline how we prepare students to become active, engaged and responsible citizens in Dutch, European and global contexts. Through a school-wide approach that integrates democratic values, social responsibility, and intercultural understanding into both curriculum and daily life, ESH ensures that students develop the knowledge, skills, and attitudes necessary to contribute meaningfully to society. Additionally, ESH emphasises celebrating European culture and diversity, encouraging students to appreciate their own cultural identities while fostering mutual respect and cooperation in a multi-cultural environment.

To support continuous improvement in teaching and learning, we offer a structured induction programme for new teachers. Every new teacher is paired with a staff coach to support their integration and ongoing development.

All ESH staff engage in a regular appraisal cycle. Each year, they meet three times with their line manager to reflect on progress and professional goals. In the first meeting, individual targets are set, which are reviewed at the end of the cycle to assess development and impact.

In-service training days are scheduled throughout the school year to support both internal and external professional learning opportunities. These days are designed to deepen pedagogical understanding, encourage collaboration, and drive forward the school's educational goals.

Regular subject team meetings are held to ensure alignment of teaching content, assessment practices, and learning resources. As the European Schools curriculum is unique and lacks a complete suite of published materials in all working languages, harmonisation is essential. Teachers collaborate to create shared teaching materials.

In the coming years, we aim to further develop both horizontal harmonisation (within year groups and across language sections) and vertical harmonisation (across year groups within subjects). This whole-school focus is essential to ensure curriculum coherence, continuity of learning, and equitable standards across the school.

ESH Secondary provides a minimum of 6.700 hours of instruction over the course of seven years, in line with national guidelines and the *Beschikking*. The school operates for 189 instructional days each academic year, ensuring ample time for both structured learning and enrichment activities.

The determination of teaching time is subject to the right of consent of the Participation Council (MR). This ensures that decisions regarding instructional hours are made transparently and with appropriate stakeholder involvement, in accordance with Dutch educational governance standards.

We believe every child deserves a suitable place in education, one that challenges them and considers their individual needs. Whenever possible, students attend mainstream education, but special education may be more appropriate for those who require additional support. To best prepare students for further education and their role in society, schools also work with youth support organisations when needed.

To provide inclusive education, schools collaborate in regional partnerships that include both mainstream and special education. Together, they agree on the support available across the region and coordinate with local municipalities for youth services.

Our goal is to inspire students to become responsible, forward-thinking global citizens. Through a student-centred approach, we create a supportive learning environment that respects diverse needs and promotes both academic progress and well-being.

While we are committed to inclusive education, our resources do not enable us to support all forms of need. ESH may not be the appropriate setting for students who:

- Exhibit behaviour that seriously impacts safety or learning
- Have complex behavioural, sensory or emotional challenges (e.g. severe autism spectrum conditions, conduct disorders etc.)
- Have profound communication disorders (e.g. selective mutism)
- Display inappropriate sexual behaviour
- Have severe physical impairments that require highly specialised facilities (e.g. blind, deaf, or wheelchair-dependent students)

In such cases, we guide families towards more suitable educational environments.

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.

2.4. Core Values and 8 Key Competences

Our *Core Values* are ambition, positivity, and respect. We strive to reach our full potential. We accept challenges and have a passion for finding solutions. We focus on the positive aspects in situations. We build a constructive and positive environment from which everyone benefits, and we show respect for people, possessions, our planet, protocols and ourselves. We accept the differences, strengths, and weaknesses of others.

Eight Key Competences

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

Key competences for lifelong learning:

- Literacy
- Multilingualism
- Numerical, scientific and engineering skills
- Digital and technology-based competences
- Active citizenship
- Entrepreneurship

- Cultural awareness and expression
- Interpersonal skills, and the ability to adopt new competences

2.5. Curriculum

Secondary education in the European Schools lasts for a total of seven years divided into three cycles.

- Observation Cycle S1-S3
- Pre-Orientation Cycle S4-S5
- Orientation Cycle S6-S7

A key element of the curriculum across all the cycles is the multilingual teaching and learning that provides students with the opportunity to become fluent in at least three languages.

2.5.1. Timetable for the day

All periods are 45 minutes*. Breaks are 15 minutes.

Time	S1–S2 Students	S3–S4 Students	S5–S6–S7 Students
08:30 – 09:15	Period 1	Period 1	Period 1
09:15 – 10:00	Period 2	Period 2	Period 2
10:00 – 10:15	Break	Period 3	Period 3
10:15 – 11:00	Period 3	Period 3 <i>including 10:45-11:00 Break</i>	Period 3 <i>including 10:45-11:00 Break</i>
11:00 – 11:45	Period 4	Period 4	Period 4
11:45 – 12:30	Period 5 + <i>S1–S2 Lunch Break</i>	Period 5	Period 5
12:30 – 13:15	Period 6	Period 6 + <i>S3–S4 Lunch Break</i>	Period 6
13:15 – 14:00	Period 7	Period 7	Period 7 + <i>S5–S6–S7 Lunch Break</i>
14:00 – 14:45	Period 8	Period 8	Period 8
14:45 – 15:30	Period 9	Period 9	Period 9
15:30 – 16:15	Period 10	Period 10	Period 10
16:15 – 17:00	—	—	Period 11

* Exceptionally, when the school finishes at 12:45 for staff training, lessons will be 30 minutes.

Table 2.5.1 School timetable by year group

All students have designated mentor hours for the class mentor to meet with students to discuss academic and pastoral topics. Each class has one period of mentor hour per week for this.

2.5.2. Observation Cycle S1, S2 and S3

Students follow a broad academic curriculum of Language 1 (mother tongue), Language 2 (first foreign language), Language 3, Mathematics, Integrated Science, Human Sciences, Ethics, Art, Music and Physical Education. Human Sciences and Ethics are taught in Language 1 in S1 and S2 and in Language 2 from S3 onwards. ICT is also a compulsory part of the curriculum in S1 and S2, and optional in S3. Latin is offered as an option from S2 onwards. If Latin is chosen, it needs to be taken until at least the end of the S3. cycle. If you study Latin, you do not have ICT in S3. Art, Music, PE and ICT are taught in English with language support available for students who require it.

Table 2.5.2. Number of periods per week by subject S1-S3

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

2.5.3. Pre-orientation cycle S4 and S5

In this cycle, although a broad curriculum remains compulsory, students have some opportunity to personalise their course of study based on subject preferences. All students must continue with Language 1, Language 2 and Language 3. Next to their three languages, students must take Mathematics for 4 or 6 periods a week. Integrated Science is now split into three distinct science subjects Biology, Chemistry and Physics, that are studied in the language of the section. Human Science is split into History and Geography, that are studied in the student's second language, as is Ethics. Finally, students will add at least one elective subject such as Language 4, Economics, Latin, Art, Music or ICT to their course of study. Please note that the option courses running per year depends on student uptake and not all optional courses are guaranteed to run.

Table 2.5.3.1. Number of periods per week by compulsory subject S4-S5

S4-S5 Compulsory subjects	Number of periods per week
L1	4
L2	3
L3	3
Mentor Lesson	1
Biology	2
Physics	2
Chemistry	2
Mathematics	4 or 6
Ethics in L2	1
Geography in L2	2
History in L2	2
Physical Education	2
Subtotal	28 or 30

Table 2.5.3.2. Number of periods per week by optional subject S4-S5

S4- S5 Optional subjects	
Economics in L2	4
L4 (Spanish, Italian, French, German, Dutch)	4
Latin	4
ICT	2
Music	2
Art	2
Total	32 or 36

2.5.4. Orientation Cycle S6 and S7

The secondary school course culminates in the European Baccalaureate at the end of Year 7. The certificate awarded is officially recognised by treaty in all the countries of the European Union, and beyond. Those awarded the certificate have the same rights and benefits as other holders of school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to universities or institutions of higher education in the European Union. The Baccalaureate examination assesses performance in the subjects taught in years 6 and 7. To qualify for admission students must have spent both years in a school offering the European

Baccalaureate programme. These two years lead to the European Baccalaureate. Students must study at least ten subjects. There is a core of compulsory subjects which include:

Language 1 (mother tongue/dominant language), Language 2 (first foreign language), Mathematics, History, Geography, Philosophy, Ethics and Sport. In addition, if no science subject is taken as an elective subject, students must also take a course of two lessons per week in Science, Technology and Society (STS). Students must take a minimum of two elective subjects of four lessons per week and may take as many as four. These subjects include each of the separate Sciences, Humanities subjects, Art, Music, Philosophy and Languages 3 and 4. Mathematics can be taken as a 3-lesson or 5-lesson per week course. Three- lesson per week advanced level elective subjects can be taken in Mathematics, Language 1 and Language 2 which are additional to the compulsory courses in these subjects. Students may also choose two lessons per week of complementary subjects such as practical Science courses, Art, Music, Political Science, Advanced Sport. The following table summarises the choices available for students: certain optional and complementary courses cannot be guaranteed to run every year, viable courses are dependent on the number of students selecting the course.

Table 2.5.4. Number of periods per week by subject S6-S7

Compulsory subjects		Optional courses (elective subjects)		Complementary Courses
Column 1	Column 2	Column 3	Column 4	Column 5
Language 1 4P	History 2P	Art 4P	Advanced Language 1 3P	Art 2P
Language 2 3P	Geography 2P	Music 4P	Advanced Language 2 3P	ICT 2P
Maths 3P	Philosophy 2P	Biology 4P	Advanced Maths 3P	Lab Science 2P
Or Maths 5P	STS (Science, Technology and Society) 2P	Chemistry 4P		Music 2P
Ethics 1P		Physics 4P		Advanced sport 2P
Sport 2P		History 4P		Language 5 2P
Mentor Lesson 1P		Geography 4P		
		Philosophy 4P		
		Economics 4P		
		Language 3 4P		
		Language 4 4P		
These courses are compulsory unless they are chosen in column 3. STS 2P is compulsory unless Biology, Chemistry or Physics is chosen in column 3			Advanced Maths 3P (only if Maths 5P is chosen)	Art2, Music2 and Eco2 are excluded if chosen in column 3. L5 is a new language
Total must be at least 30 periods columns 1-4				
Total must be between 32 and 36 periods				

Language Learning Curriculum

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

Language Section and L1

Our Secondary school currently has four language sections (English, French, Dutch and German). All students are placed in the language section of their mother tongue or dominant language (Language I). Students with a first language, which is not yet offered at the school or students without a language section (these students are called SWALS) are placed in the English, Dutch, French or German language sections. If necessary, learning support is provided for SWALS students to bring them up to standard in their section language. The Secondary school offers Italian, Spanish, Slovenian, Polish, Finnish, Portuguese, Croatian, Romanian, Czech, Latvian, Lithuanian and Greek mother tongue (L1) education in addition to English, French, German, and Dutch. A new group will only be opened for a minimum of 5 students.

L2

From the first year of Primary until the Baccalaureate students must study a first foreign language (L2 or 'vehicular' language: French, English or German). From S3, Human Science and Ethics are taught through this vehicular language (i.e. English, French or German) and in S4-7 the compulsory subjects History and Geography are also taught in the vehicular language.

The Economics option, which may be taken from S4, will also be taught in the L2 of the student. As the L2 is not just studied as a language but is also the language of instruction for some subjects, our students become very competent and comfortable in this language, which is an asset in today's multilingual world, students can reach C1 level by the end of S7. Although we do not offer L2 Dutch from primary or S1, it is possible to request an L2 language in any other European language (including Dutch) upon entry to the Baccalaureate cycle. The opening of such L2 classes is subject to the minimum number of students being reached.

L3 and L4

From S1, all students learn a second foreign language (L3), to be chosen from the following languages: Dutch, English, French, German, Spanish and Italian (subject to a minimum class size of 7). From S2, students have the opportunity to study Latin. From S4, students have the opportunity to study a third foreign language (L4), to be chosen from amongst the following languages: English, Dutch, French, German, Italian, and Spanish, if the timetable allows this.

Dutch Language Lessons

In S1 to S3, Dutch foreign language lessons are offered as an optional L3 to the students not enrolled in the Dutch language section. These lessons are not compulsory. Dutch is offered as optional L3 or L4 in the subsequent years in Secondary to the students who do not attend the Dutch language section. SWALS students in the Dutch language section will be obliged to take lessons in Dutch as

their L3. From the first year of Primary until the Baccalaureate students must study a first foreign language (L2 or 'vehicular' language: French, English or German).

3. Analysis previous School Plan

Analysis of the previous School Plan 2022-2026, results of satisfaction surveys, input from the school community and recommendations from the Accreditation Audit Report 2022 have resulted in this SWOT analysis. This provides a structured view of the school's current position, highlighting areas of strength and opportunities for growth, while also identifying weaknesses and potential threats that need to be addressed for continued improvement. The focus on management restructuring, professional culture, and quality assurance reflects the school's commitment to enhancing its educational standards and community engagement.

3.1. Strengths

- Clear management structure with well-defined roles and responsibilities
- Stable and consistent school timetable
- Smooth transition process from primary to secondary education
- Highly involved staff members, contributing to a strong sense of community
- Diverse European School environment
- Dedicated Multilingual Student Support department
- Strong financial position
- Commitment to staff professional development
- Broad and supportive external network
- Well-resourced school environment
- Active student participation in European Schools and local competitions and events

3.2. Weaknesses

- At ESH, the functional management of certain software systems is not clearly defined, posing risks to both data privacy and institutional knowledge retention.
- Collective professional development: days should be utilised more effectively in line with the school year plan.
- Formative assessment practices not fully implemented; training and sharing of good practice still pending
- Differentiation training incomplete, with further development needed across all staff
- Inconsistent policy implementation across the school
- Forward planning and follow-up require greater consistency and quality
- Professional culture still developing; not yet fully embedded
- Some resistance to new observation tools and processes, affecting implementation
- Lack of a clear policy and awareness regarding diversity and inclusion
- Induction process for new staff not fully compliant with Dutch regulations

- Underdeveloped careers and alumni programme, including weak data management
- General issues with data management across the school
- Limited influence over the school's immediate surroundings
- Quality Assurance
 - Lack of an established system for continuous improvement (planned audit in autumn 2025 indicates current gaps).
 - IT systems management and planning require further development and integration.
 - Insufficient or inconsistent data collection limits evidence-based decision-making.
 - Unclear or inconsistently applied provision for gifted students and inclusive educational practices.
 - Overreliance on the support department to address general staff knowledge gaps in pedagogy or inclusion.
- Staff–Management Connection
 - Staff–leadership relationships need strengthening to ensure mutual understanding and trust.
 - Communication and transparency between leadership and staff are not yet fully embedded.
 - Professional development may not always align consistently with whole-school strategic priorities.
 - The staff appraisal process needs refinement to better focus on professional growth and targeted support.
- Assessment and Student Support Data
 - Assessment data collection and analysis processes are underdeveloped, affecting instructional responsiveness.
 - Inconsistent administration and documentation of student support measures may hinder effective interventions.
- Professional Culture and Teaching Practice
 - Lesson observation systems and teaching and learning processes are not yet fully optimised or consistently applied.
 - Inclusive classroom accommodations for students in S1–S4 are still being developed or inconsistently implemented.
 - The careers education programme lacks full scope and continuity, particularly at senior levels; service-learning opportunities are limited.
 - The diversity and inclusion roadmap is in early stages, and its impact on school identity and culture is not yet fully embedded.
 - More work is needed to ensure a consistently safe, respectful and inclusive school environment across all areas.
 - Integration of educational technology, including AI tools and digital collaboration platforms (e.g. Erasmus+ projects), remains uneven or underutilised.

3.3. Opportunities

- Strengthen communication and transparency to enhance relationships between parents and school leadership.
- Develop closer partnerships with embassies to support community engagement and potential student opportunities.
- Build collaborative links with local schools to share good practice and promote inter-school initiatives.
- Foster positive relationships with neighbouring organisations and residents to strengthen the school's community presence.
- Deepen collaboration within the Accredited European Schools (AES) and broader European Schools (ES) network for professional exchange and alignment.
- Engage with external agencies to support student wellbeing, inclusion, careers guidance, and enrichment programmes.

3.4. Threats

- External Benchmarking: Lack of external benchmarking, across language sections, for non-Baccalaureate years may hinder comprehensive assessment of student progress
- Policy Delays: Delays in implementing key policies could affect the overall effectiveness of school operations
- Technology: Ensuring that suggested changes in communication technology are implemented effectively to support learning and operations
- Staff Shortages: Continued difficulties in key subjects, particularly German Sciences, and Mathematics
- Cyber threats
- Business Operations: knowledge is sometimes within one person
- Threat on building and risks related to weather (roof)
- Complexity of multicultural community (different beliefs, messages, etc)
- Lack of awareness from Ministries of Education, Foreign Affairs and the Municipality of the specific needs of European Schools, regarding finance and capacity, compared to Dutch schools and Dutch International Schools
- Impossibility of predicting student numbers
- Geo-political situation
- The bureaucracy in the European Schools means that certain developments, crucial for educational quality, are slow to be updated, which results in stagnation of development.
- Financial situation is not sustainable long term

4. Students' learning and well being

4.1. Introduction

At ESH, student support begins within the classroom, led by our dedicated teachers and mentors. Our primary goal is to meet the diverse needs of our student body by tailoring teaching strategies and learning experiences to the individual needs of each student. We understand that every learner is unique and may require varying types and levels of support, from language acquisition and specific learning needs to emotional well-being and stress management.

Our approach is guided by a learner centred support policy, which places the student's needs at the heart of all support strategies and learning plans. This ensures that every intervention or provision is thoughtfully designed with the student's well-being and success in mind.

All members of ESH staff share the responsibility of creating a safe, inclusive, and supportive environment where students are empowered to achieve personal excellence. Our dedicated Student Support Team plays a central role in this process, continuously reviewing, evaluating, and reporting on the support needs of students. They maintain open communication with parents and act as a bridge between home and school in supporting each student's development.

When a student requires support beyond what can be provided in the classroom, teachers, working in collaboration with mentors, can refer the student to the Student Support Team. This team provides a range of targeted interventions, including small group sessions and individual coaching. In addition to working directly with students, they also guide and assist teachers in implementing effective support strategies within the classroom setting.

Support is determined on a case-by-case basis, and ESH will make the final decision regarding the type and extent of support each student receives. While we are committed to inclusivity, we recognize that we may not be equipped to meet the full spectrum of needs for every student. In such cases, especially when a student's learning diversity needs exceed our capacity, we provide guidance to families on suitable alternative schooling options.

An Individual Learning Plan (ILP) is a child-centred, goal-oriented document designed to provide a structured framework for supporting students with identified learning needs. It is developed collaboratively by the student, parents, classroom teachers, and the Student Support Team.

Each ILP includes:

- A profile of the student's strengths and challenges
- Clear learning goals
- Strategies to support learning in and beyond the classroom
- Access arrangements and accommodations
- Review dates and success criteria

ILPs are shared with all staff members working with the student and are reviewed regularly, at least twice per school year, to ensure they remain relevant, effective, and responsive to the student's development. ILPs are managed within the school's School Management System (SMS) and reflect practices aligned with the European Schools' educational support framework.

In cases where a student requires intensive or long-term support, an Ontwikkelingsperspectiefplan (OPP) may be developed in accordance with Dutch legislation on inclusive education. This support is characterized by the need for interventions in the areas of behaviour, cognition, social-emotional development, and/or physical circumstances within the school. The OPP outlines the student's developmental goals, anticipated educational outcomes, and the support needed to reach them.

At ESH, the formats for ILPs and OPPs have been harmonised to ensure a consistent approach across the school. However, their use reflects different inspection requirements: ILPs support the European School inspection framework, while OPPs are developed in response to Dutch inspection requirements and are registered in the ROD (only start and end dates), as required by Dutch regulations.

For a comprehensive overview of the student support framework at ESH, including the scope and limitations of our services, we encourage families to consult related policies like the Educational Inclusion and Learning Support Policy, the Safeguarding and Child Protection Policy, the Positive Behaviour Policy, the Anti-Bullying Policy and the school guide.

4.2. The Student Support Team

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

- Language Support Specialists in Dutch, English, French and German;
- Math Support Specialists in English and French
- Learning Support Specialists (LSS) who support students with specific learning needs;
- School Psychologist;
- School Counsellor (and Anti-Bullying Coordinator);
- Behaviour Specialist;
- Diversity, Equity, Inclusion and Belonging Coordinator;
- Mindfulness Coach;
- Support Coordinators;
- Team Leader Pastoral Care
- The External network for Student Support

Student Support and External Partnerships

As a school, we are responsible for implementing the *Wet op Passend Onderwijs* (Inclusive Education Act), which places a duty of care on all schools to provide appropriate education for every student. To fulfil this responsibility, mainstream and special education schools collaborate within regional partnerships that form an external support network for student well-being and development.

Samenwerkingsverband Zuid-Holland West (SWVZHW)

SWVZHW is the designated support network for all secondary schools in the The Hague region. An educational advisor from SWVZHW is assigned to ESH and works closely with our Student Support

Team. Regular meetings are held to discuss additional support provisions that go beyond the standard support available within the school.

RondomJou en Kracht

For support concerning a student's well-being at home or within the family context, ESH collaborates with external agencies *RondomJou* and *Kracht*, which have replaced the previous CJG structure. These organisations work together to offer integrated youth care services within The Hague region.

A youth care professional from *RondomJou* is assigned to ESH Secondary and is available at school on a regular basis. This professional provides support and guidance to the school in areas such as emotional well-being, family dynamics, and social challenges. Requests for support can be made by students, parents, or staff members through the Student Support Team.

Together, *RondomJou* and *Kracht* provide a coordinated system of support, ensuring that students receive appropriate care both inside and outside of school. The appointment of care by *RondomJou* or *Kracht* is done through postcode.

Youth and School (JES) Team

Every two weeks, we hold a JES (Jeugd en School) Team meeting, where students are discussed from a multidisciplinary perspective. This team may include:

- Support Coordinator
- School Psychologist/Counselors
- Educational Advisor from SWVZHW
- School Social Worker (RondomJou)
- School Nurse
- School Doctor
- Attendance Officer (*leerplichtambtenaar*)
- The student's Mentor and/or Teamleader Leader

Bazalt

Bazalt plays a vital role in the implementation and development of student support within our school. Their contributions include conducting assessments, carrying out classroom observations, and providing advice on access arrangements for individual students.

[4.3. Student Support offered at ESH Secondary](#)

4.3.1. Academic support

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

4.3.2. Language learning support

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

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

4.3.3. Mathematics learning support

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

4.3.4. Learning Support

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

4.3.5. Social emotional wellbeing

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

All staff members of the school have followed training in Child Protection and Safeguarding. We have a number of facilities and policies in place to underpin this:

- A code of conduct for students, parents and staff;
- An anti-bullying policy and positive behaviour policy;
- A policy and procedure for safeguarding and child protection;
- An Educational Inclusion and Learning Support policy;
- An internal confidentiality advisor for students and parents.

In collaboration with parents and teachers, our student support team aims to identify social-emotional risk factors and put a support plan in place. The Student Well-Being Counsellors, School Psychologist and the external School Social Worker are available to support students at ESH Secondary. We also have a trained mindfulness coach to assist students and staff. The Student Support Team also has links with a range of private practices, professionals and organisations outside of school for specialist advice, information and support. Group social skills training and fear-of-failure sessions can be offered depending on availability and sufficient interest.

4.3.6. Well-being support

Depending on the individual needs of the student, support sessions may be offered by the school counsellor or psychologist. These sessions aim to provide short-term, school-based support. In cases where more specialized or long-term care is needed, a referral to an external provider will be made in consultation with the family. It is important to note that school-based support is not a replacement for professional psychological treatment or clinical intervention. If the school determines that its support is not sufficient or effective in meeting a student's needs, external referral will follow.

The school counsellor and psychologist aim to schedule support sessions during free periods in the student's timetable to minimize disruption to learning. At present, social-emotional support is available in English, Spanish and Dutch.

At the outset of the support process, goals are set collaboratively with the student. These goals are reviewed and adjusted as needed throughout the support period. During Class Councils, teachers have the opportunity to reflect on students' progress, and this input is taken into account when evaluating the support provided. Teachers and mentors may contact the Support Coordinators, counsellor, or psychologist directly with any concerns or relevant information.

Additional Well-being Initiatives

Student well-being is also supported through a range of proactive initiatives, including:

- Mindfulness activities in mentor groups, facilitated by staff members.
- Mindfulness in the classroom and through workshops, designed to enhance focus, emotional regulation, and learning;
- Access to a Confidential Advisor and an Anti-Bullying Coordinator;
- Group dynamic session designed by the Anti-bullying Coordinator;
- Body awareness and well-being education integrated into Physical Education (PE) lessons.

- Collaborations with external agencies (e.g. Disorder eating prevention collaborations, drugs and alcohol abuse prevention)
- The GSA (Gender and Sexuality Alliance) is a student-led group that works to create a safe, inclusive, and supportive environment for all students.

These initiatives are part of our whole-school approach to promoting a safe, supportive, and inclusive environment where every student can thrive.

4.3.7. Gifted and Talented programme

Our Gifted and Talented (G&T) Policy, embodied in the Emerging Talents programme, recognises that gifted students require not only academic challenges but also social and emotional support. We set high expectations for all students, including those identified as gifted and talented, and provide guidance in setting personal targets and aspirations. This approach empowers students to take ownership of their education and life journey, nurturing personal understanding and creative and critical thinking skills necessary to become productive citizens of our European society.

As of the 2024–2025 school year, the Emerging Talents programme at ESH is being actively developed to support students with advanced learning needs. Led by a dedicated Gifted & Talented Coordinator, the programme is supported by a G&T Assistant and trained coaches who provide weekly academic enrichment, personal development, and social-emotional guidance through group sessions and one-to-one coaching. Students engage in self-directed projects tailored to their interests using the Renzulli Learning System, with their progress tracked and shared with parents each semester. Twice a year, the students will be able to show their progress in a showcase event, which will be open to the whole community. Going forward, students will be identified through a range of measures, including non-verbal testing, to ensure a more inclusive and accurate selection process, while the programme continues to evolve in collaboration with an external ECHA expert and ESH Primary to support smooth transitions from P5 to S1.

5. Staff

The European School The Hague operates within the framework of the Rijnlands Lyceum Foundation, which serves as the official employer for all staff. While not an independent employer, the ESH holds a distinct position within the group due to its multilingual and international staffing needs. Our school must recruit subject teachers who are able to teach in Dutch, English, French, and German, while also supporting an extensive Mother Tongue Programme. ESH has grown rapidly in staff numbers, with a high proportion of our workforce recruited internationally.

To ensure our specific context is reflected in overarching staffing strategies, the ESH Senior Management Team actively contributes to the development of staffing policies within the Rijnlands Lyceum Foundation. These contributions help ensure that the unique characteristics and needs of the ESH are fully considered and addressed. All teachers, support staff, and school leaders at ESH fall under the Collective Labour Agreement for secondary education staff in the Netherlands.

Staff policies at ESH are developed in alignment with the broader Rijnlands Lyceum Foundation framework and are formally approved by the ESH Secondary Participation Council. These policies guide recruitment, appointment, appraisal, and development, and reflect our commitment to sustaining a high-quality, diverse, and professionally competent workforce.

Staff at the ESH typically demonstrate a strong alignment with the school's mission and the European Baccalaureate vision. They hold the required educational qualifications, are native or near-native speakers in their teaching language and bring with them experience in European or international education. Equally important is their ability to function effectively within a culturally diverse school environment.

Despite global and national teacher shortages that present challenges to all schools, ESH continues to attract a large pool of qualified and experienced candidates. This success is supported by secure, transparent recruitment procedures led by the school's leadership in collaboration with the Human Resources Advisor.

A structured induction process ensures that all new staff are well integrated into the ESH community. This three-year process begins with a two-day induction programme at the start of the academic year and includes support from key stakeholders such as the Human Resources Advisor, staff coaches, subject coordinators, and school leaders. These early experiences are critical in supporting a positive start for all new colleagues.

Both the ESH and the wider Rijnlands Lyceum Foundation place high value on continuous professional development. At ESH, professional development is embedded in school culture and is available to all staff, including support staff. Our programme includes school-wide staff training days focusing on themes relevant to school improvement and staff development. Emergency response training is provided to ensure the continued strength of our on-site response teams. Language training is offered to staff interested in improving their Dutch proficiency, and IT training is provided based on individual competencies. We also prioritise staff wellbeing and mindfulness. Mindfulness courses and yoga sessions are made available.

ESH supports and encourages participation in European Baccalaureate training, including international training days in Brussels, to maintain our staff's expertise in delivering our unique educational programmes. Voluntary InterVision groups allow teachers to reflect on and improve their collaborative practices, while a wide range of individual and small-group professional development opportunities foster lifelong learning among staff.

An increasing number of staff members are pursuing university-level study, supported by subsidies available through the Dutch government's initiatives for the education sector. This commitment to continuous learning reflects the school's broader aim of sustaining excellence through personal and professional growth.

6. Quality Assurance

The quality assurance system at ESH is fully aligned with the framework set by the Foundation and complies with the standards of both the Dutch and European inspection authorities. We are

committed to achieving our quality goals, fostering a strong quality culture, and ensuring the necessary conditions are in place. Where needed, we make timely adjustments along the way.

We foster a quality culture grounded in an appreciative approach and evidence-informed practices. We place trust in one another to make the right decisions and regularly reflect on our successes and areas for growth. This mindset forms the foundation for mutual learning and collaborative efforts toward educational quality.

Across all levels of our school, quality assurance receives focused attention. Conversations about educational quality are part of an ongoing, dynamic dialogue driven by a shared commitment to continuous learning and development. This intrinsic motivation is supported by clearly defined expectations, common goals, and the translation of desired behaviours into everyday practice.

We provide space and support for our staff to engage in learning and professional growth, and we place strong value on sharing good practices. Together, with each other and in dialogue with the wider world, we strive to maintain and enhance the quality of education.

Our quality culture is closely aligned with our Strategic HR Policy, which outlines our understanding of a professional culture. Key elements include a safe and trusting environment, room for development, clarity around roles and responsibilities, shared ownership, collaborative work, and the ability to provide constructive feedback while maintaining respectful relationships.

We meet the basic quality requirements set by the Dutch government and European regulations. In doing so, we consistently ask ourselves key questions: *Do students feel safe?, Are they receiving high-quality education? and are they achieving sufficient learning outcomes?*

We will monitor this through information from the satisfaction surveys and the educational results.

Beyond these legal requirements, we pursue our own school-specific ambitions tailored to the needs of our student population. To realize our educational vision and ensure high quality, we follow a cyclical, planned approach guided by the PDCA (Plan-Do-Check-Act) cycle.

We develop our plans in dialogue with the broader community. Our vision of educational quality takes the lead, while we remain attentive to the perspectives of students, parents, staff, executive board, and legal frameworks. To ensure visible progress, in the school year plan we define specific, measurable, acceptable, realistic, and time-bound (SMART) goals. Each day, we follow through on our commitments to uphold the quality of education, aligned with our four ambitions.

We monitor quality using both quantitative and qualitative data. In addition to performance outcomes, we consider observable and experiential aspects, such as teaching practices and the sense of safety within classrooms and the school environment. We then compare this data with our set goals, analyse it thoroughly, and reflect critically on whether we are on track. Based on these insights, we adjust or improve our policies and actions accordingly. Observations, analyses, and improvement actions are documented in the educational report three times a year and reviewed in discussions with the executive board. These vital formal moments play a key role in monitoring, accountability, and making necessary adjustments to improve quality.

To guide our cyclical and dynamic quality work, we use a foundation-level quality calendar. This provides continuous oversight of the progress made on goals and ambitions outlined in our strategic plan. We do so through periodic evaluation meetings, reporting, assessments, and analyses, all structured within their own quality calendars. The calendar also specifies how and when schools report to the board through management agreements, trial educational reports, and informal feedback.

7. Finance and sponsor policy

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

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

8. Safety

Safety encompasses various dimensions, including student and staff wellbeing (chapter 4), and both physical and digital security. ESH adheres to the Rijnlands health and safety policy. In 2024–2025, the school initiated an update of the ESH Safety Plan and completed a new Risk Inventory and Evaluation (RI&E). A PDCA cycle has been established to ensure ongoing compliance and improvement in building safety.

This includes maintaining up-to-date training for the prevention officer, participation in the municipal safety coordinator network.

Medical policies will also be reviewed and aligned across both ESH Secondary and Primary.

The PDCA cycle consists off

- Annual risk assessment (RI&E) and incident analysis;
- Anti-bullying policy, social behavior standards, and regular surveys;
- Education on safety, behaviour, and health;
- Physical measures such as CCTV surveillance, first aid (EHBO), and evacuation drills.
- Aftercare following incidents, emergency response plan, reporting code.

Ensuring digital safety remains a priority for ESH. ESH actively participates in the Rijnlands Lyceum Foundation's project group focused on internet safety and data protection. This collaborative approach allows schools within the foundation to share expertise, align best practices, and maintain a consistently high standard of digital compliance across all institutions, within the lead of Rijnlands Lyceum Over the coming years trainings related to privacy and internet security will be organised at ESH.

Other topics are related to the digital infrastructure, software systems in use and the need to be on top of innovations in order to create a safe and respectful learning environment.

Additionally, ESH ICT colleagues engage in regular meetings with ICT professionals from other Rijnlands schools under the guidance of the ICT Rijnlands. These meetings serve as platforms for knowledge exchange and strategic collaboration, where the necessity and feasibility of changes to shared ICT facilities are jointly assessed.

9. Our Ambitions

9.1. Good education, and more

The ambition '*Good Education, and More*' aims to enhance educational quality through evidence-based teaching, benchmarking to close learning gaps, and personalised support for students, while fostering a strong sense of community, staff well-being, and clear academic expectations. It prioritises increased parental engagement and international collaboration, alongside strengthening formative assessments, cultural engagement, and student resilience. Continuous refinement of teaching strategies ensures long-term excellence, with a broader vision that includes preparing students for an interconnected world. This includes promoting global and European citizenship, mutual cultural understanding, and sustainability, while addressing democratic and environmental challenges. Inclusion is central to the vision, ensuring all students find their place in school and are equipped to contribute meaningfully to a just and sustainable society.

Goal 1: Learning Outcomes

ESH continues to ensure high-quality teaching and learning that prepares all pupils to become successful European citizens by maintaining full alignment with the standards of both the European Schools system and the Dutch Inspection Framework, while embedding key competencies such as literacy, numeracy, digital literacy, and citizenship across the curriculum.

To better support students in planning for life beyond school, ESH will reinforce its careers guidance provision by recruiting additional staff and developing a comprehensive, age-appropriate careers programme for Secondary students. This programme will provide structured guidance, exposure to diverse pathways, and support for post-secondary transitions.

The school's consistent 100% European Baccalaureate pass rate and the results of the annual parent and student surveys related to teaching and learning will be maintained. Consistent implementation of core skills will be demonstrated through internal audits, inspection feedback, and lesson observations. Alumni outcomes and careers guidance data will also be reviewed to evaluate how well students are being prepared for life beyond school.

Goal 2: European Education and Global Citizenship

ESH pupils develop as active European and global citizens through a curriculum that integrates European perspectives, fosters international-mindedness, and promotes sustainability, civic responsibility, and core values of global citizenship.

Goal 3: More Inclusive Education

ESH commits to becoming a fully inclusive school in line with Dutch WPO legislation, which requires full compliance by 2035. While the school already benefits from a large and effective support department addressing socio-emotional, academic, and individualised learning needs, further development is necessary to ensure that all students are equitably supported within the classroom. In particular, ESH recognises the urgent need to develop appropriate vocational pathways for non-Dutch-speaking students, ensuring that every pupil has access to meaningful post-secondary options. To support this, ESH will prioritise equipping all teachers with the training, tools, and professional development required to embed inclusive education practices into daily teaching.

Inclusion at ESH also means empowering students to shape their own educational experience. An active and representative student council will play a central role in the school's decision-making processes, ensuring student voices are heard and reflected in key policies and initiatives.

Progress will be measured through staff participation in inclusion-focused training, increased use of classroom-based differentiation, the creation of viable vocational pathways for all learners, and meaningful involvement of students in shaping an inclusive school culture.

9.2. Quality and innovation go hand in hand

The ambition '*Quality and Innovation Go Hand in Hand*' is centred on enhancing educational quality through the integration of innovative teaching practices within a strong quality assurance framework. Professional development, trialling digital tools, and setting clear goals for teaching quality are included in this. There is a shared focus on strengthening project-based learning, fostering cross-curricular collaboration, and providing staff with opportunities for innovative training. Over time, the ambition envisions expanding digital learning initiatives, standardising assessment methods, and introducing technology-enhanced learning, were beneficial. While embracing digitisation and AI, the approach remains critically reflective, ensuring technology supports pedagogical goals and pupil well-being. The ambition also promotes equal opportunities, critical and creative thinking, and improved work-life balance for staff. Future developments include the use of AI-driven learning analytics and cross-European exchanges, with continuous evaluation to ensure that innovations remain sustainable and adaptable.

Goal 1: Quality Requirements

By 2029, quality assurance will be embedded as a 'living' part of our school culture, with all staff actively engaged in maintaining and enhancing quality across all areas of school life. Over the next four years, we will establish, refine, and embed a comprehensive, school-wide quality assurance framework that supports ongoing improvement in educational standards, student wellbeing, support provision, and professional development. A key focus will be on ensuring greater consistency and alignment across language sections, promoting shared expectations and equitable experiences for all pupils. We will develop a multi-dimensional understanding of quality that draws on a range of indicators, including lesson observations, student voice, academic outcomes, and individual progress over time.

Goal 2: Innovation

ESH is committed to creating a future-focused learning environment that integrates digital technologies in a meaningful and sustainable way. Over the next four years, we will continue to embed the use of digital tools in classroom practice, guided by data and learning analytics to enhance teaching and support personalised learning. We will actively monitor developments in Artificial Intelligence in education, exploring how such tools can be used ethically and effectively to support learning, assessment, and teacher workload.

We also recognise the ongoing practical challenges associated with the Bring Your Own Device (BYOD) scheme, including issues of equity, compatibility, and classroom management. ESH will work to address these challenges by improving communication, providing clearer guidelines, and exploring support mechanisms to ensure all students have reliable and effective access to digital learning tools.

Our vision for the curriculum includes developing and implementing learning that is differentiated, innovative, and challenging, encouraging pupils to think critically and engage with contemporary global issues.

9.3. Working at ESH is stimulating, meaningful and fosters growth

The ambition ‘Working at Het Rijnlands is Stimulating, Meaningful, and Fosters Growth’ aims to create a supportive and enriching work environment that promotes professional development and satisfaction. Initially, the focus will be on improving the staff appraisal process, launching structured mentoring, and increasing leadership visibility through regular engagement. A structured induction programme with a buddy system will be introduced, along with clear guidelines on policies and expectations, and a staff handbook outlining professional development opportunities. Transparency in leadership and enhanced communication with parents will be prioritised. Over time, leadership training programmes will be implemented, cross-departmental collaboration fostered, and access to professional development opportunities expanded. Initiatives to improve work-life balance and maintain motivation will be introduced, along with a leadership succession plan and competitive salary strategies. Staff well-being support, including housing and transportation assistance, will be strengthened to reduce the long term and frequent absenteeism. Long-term retention strategies will be evaluated to ensure a meaningful and rewarding work environment. This ambition seeks to cultivate a stimulating professional culture that supports growth and satisfaction among staff.

Goal 1: Attractive Employer

We will cultivate a supportive and engaging professional environment that attracts, develops, and retains high-quality staff. Through purposeful onboarding, appraisal, professional growth opportunities, and a focus on staff well-being, the school fosters a culture of collaboration, motivation, and long-term capacity building.

Goal 2: Sufficient and Well-Equipped Staff

We aim to empower staff through clear feedback mechanisms, structured coaching, and targeted career development programmes. By prioritising collaboration, curriculum development, and staff well-being, we will ensure that staff are motivated, well-equipped, and capable of delivering high-quality education.

Goal 3: Professional Culture

There is a shared vision of professional culture at ESH, demonstrated by open and transparent communication, regular two-way feedback being the norm, a strong sense of collective responsibility and ownership, seamless collaboration across teams and disciplines, and visible tracking and celebration of progress.

9.4. A safe and respectful school with modern facilities

'We want to be a school where students feel safe and recognised and where they learn in a modern and inspiring environment'

Creating a socially safe environment centred on respect and trust ensures everyone feels accepted and respected. We foster open communication, collaboration, and mutual support to maintain social safety and connection. Additionally, we invest in modern, safe, and sustainable facilities, including energy-efficient equipment, circular materials, and green outdoor spaces for learning.

Goal 1 – Well-being

Over the next four years, we will implement and refine positive behaviour policies, enhance the physical environment, strengthen mental health support, and conduct ongoing assessments to ensure a safe, inclusive, equitable, respectful, and supportive school environment that promotes the well-being of both students and staff.

We will also increase awareness and visibility of the support department by clearly communicating the roles and availability of its members to students, staff, and parents, ensuring that all community members know how and where to access support.

Goal 2 – School facilities

We are continuously working to create an environment where students and staff feel welcome, valued, and at home. This includes maintaining a well-kept building, having a clear vision for interior design, ensuring that specialised rooms (music, art, ICT, PE and science) are well equipped, and providing inviting outdoor spaces. Sustainability in our facilities is also a part of this vision.

At ESH, a new safety plan will be developed from the 2024–2025 school year, this will be embedded in the Rijnlands health and Safety plan. The BHV (Emergency Response) team at ESH continues to participate in annual training sessions and a larger first aid team is being developed.

Goal 3 – Digital infrastructure

In an era defined by digital transformation, the modernisation and reinforcement of IT tools and platforms is essential for ensuring operational efficiency. Within Rijnlands/the foundation we will work on harmonising, strengthening and securing the digital infrastructure, to be able to work in a more cost-efficient way and to make better use of the systems.

Goal 4 – Communication, processes and alignment

Strengthen alignment and efficiency across ESH Primary and Secondary by streamlining administrative processes, improving shared understanding of procedures, and enhancing both internal and external communication. This includes identifying opportunities for process harmonisation between the two schools and establishing clear, consistent communication channels.

10. Annual Planning per ambition

The 4-year action plan provides a broad framework for progress, marked by three key phases. The **yellow phase** focuses on **investigation and exploration**, allowing time to gather information, consider options, and identify priorities. The **orange phase** centres on **implementation**, where selected actions are trialled and embedded into practice. The **green phase** is dedicated to **monitoring and reflection**, evaluating outcomes, learning from experience, and refining approaches. These phases, alongside feedback from satisfaction surveys, will inform the development of more detailed annual plans with objectives that are SMART.

Key:

Investigation and Exploration
Implementation
Monitoring and reflection

Ambition 1: Good Education, and More

Goal	Actions	2025-2026	2026-2027	2027-2028	2028-2029
Learning outcomes	Digital lesson observations				
	Benchmarking and data-driven teaching				
	Harmonise forward planning and embed core skills (literacy,				

	numeracy, digital literacy, citizenship)				
	Improve Careers Guidance provision across school				
European Education and Global Citizenship	European and international partnerships				
	Sustainability and global citizenship in curriculum				
	Careers Guidance and community engagement				
	Alumni engagement				
More Inclusive Education	Individual Learning Plans (ILPs)				
	Onboarding for staff and students				
	Community-building initiatives				
	Inclusive curriculum and environment				
	Vocational transitions				
	Empower students to actively participate in school decision-making				

Ambition 2: Quality and innovation go hand in hand

Goal	Actions	2025-2026	2026-2027	2027-2028	2028-2029
Quality Requirements	Quality Assurance Framework				
	Multi-Dimensional View of Quality				
Innovation	Address BYOD challenges and equitable device access for all students.				
	Digital Learning Tools and Technology Integration				
	Curriculum Innovation				

Ambition 3: Working at ESH is stimulating, meaningful and fosters growth

Goal	Actions	2025-2026	2026-2027	2027-2028	2028-2029
Attractive Employer	Improve staff appraisal process with clear feedback mechanisms				
	Launch structured mentoring for new staff				
	Establish succession plan for sustainable staffing				
Sufficient and Well-Equipped Staff	Launch leadership training programmes				
	Evaluate and improve mentoring for new staff				
	Enhance career growth pathways for staff with targeted development programmes				
	Reduce unnecessary workload, promote staff wellbeing, and create sustainable working practices				
Professional Culture	Cultivate open and transparent communication across teams				
	Foster a culture of responsibility and ownership among staff				
	Encourage staff engagement and initiative across teams and disciplines				

Ambition 4: A Safe and Respectful School with Modern Facilities

Goal	Actions	2025-2026	2026-2027	2027-2028	2028-2029
Well-Being	Implement behaviour and well-being policies including awareness of key support staff				
	Enhance the physical environment				
	Strengthen preventative mental health programmes				
	Ongoing assessments to ensure a safe, inclusive, equitable,				

	respectful, and supportive environment	Yellow	Orange	Green	Green
	Professional development for staff on inclusive, equitable practices	Yellow	Orange	Green	Green
School Facilities	MJOP / Investments – policy oriented	Yellow	Orange	Green	Green
	Safety in the building (RI&E, company emergency plan, BHV, first aid)	Orange	Green	Green	Green
	Upgrade interior (safe space, comfortable place, less sterile)	Yellow	Orange	Orange	Green
	Accessibility	Yellow	Yellow	Orange	Orange
	Sustainability	Yellow	Yellow	Orange	Orange
	Canteen	Yellow	Orange	Green	Green
	Outdoor Space	Yellow	Yellow	Orange	Orange
	Capacity constraints	Yellow	Yellow	Yellow	Yellow
Digital Infrastructure	Information and application architecture	Yellow	Orange	Orange	Green
	Information Security and privacy	Orange	Orange	Orange	Orange
	Training on ICT and privacy	Yellow	Orange	Green	Green
	Modern infrastructure	Orange	Orange	Orange	Orange
Communication, processes and alignment	Communication (internal, external)	Yellow	Orange	Orange	Green
	Website / Design	Yellow	Yellow	Orange	Orange
	Documents / archive	Yellow	Orange	Green	Orange
	Admissions whole ESH	Yellow	Orange	Green	Green
	Start of the school year	Orange	Green	Orange	Green
	Learning materials	Yellow	Orange	Orange	Green
	Trips and activities (financial coding etc)	Orange	Green	Green	Green

	Recruitment				
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