

School plan 2025-2029

The International School of the Hague - Primary



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Foreword



At The International School of The Hague – Primary, we believe that a thriving school is built on strong values, a clear vision, and a shared commitment to continuous improvement. This 2025–2029 School Plan (Strategic Development Plan) serves as our strategic guide for the coming four years, outlining the direction of our educational philosophy, professional development priorities, and quality assurance practices. The school is part of Het Rijnlands Lyceum Foundation and this plan aligns closely with the Foundation’s Strategic Plan (Koersplan). While grounded in shared ambitions across Het Rijnlands network, this document reflects the unique context, strengths, and aspirations of ISH Primary.

In the years ahead, our work will be shaped by four core ambitions of the Foundation, adapted to our international school setting:

1. **Good Education, And More**

At ISH Primary, we combine academic excellence with a deep focus on global citizenship, sustainability, and inclusion. We value our strong position in international education while also collaborating with local and regional partners to ensure all students are supported and challenged.

2. **Quality and Innovation Go Hand in Hand**

We are committed to providing high-quality education through a culture of innovation and reflection. Strengthening student outcomes, ensuring equitable opportunities, and enhancing learning through digital tools remain key priorities.

3. **Working at Het Rijnlands is Stimulating, Meaningful, and fosters growth**

We aim to be a dynamic and fulfilling workplace, where professional learning and staff wellbeing go hand in hand. From strategic staffing and onboarding to ongoing development and a strong professional culture, we invest in our people.

4. **A Safe, Respectful School with Modern Facilities**

Our school is a safe, inclusive, and future-focused environment. We continue to improve our facilities and digital infrastructure, while nurturing student wellbeing, resilience, and strong relationships.

In addition to these Foundation-wide priorities, ISH Primary will focus specifically on:

- Building staff capacity to support student learning and school development
- Providing relevant, targeted professional development aligned with staff needs and school goals
- Strengthening vertical alignment between ISH Primary and Secondary to ensure smoother learning pathways through collaboration.

This school plan reflects our ongoing journey to grow as a learning community. At the heart of this plan is our commitment to building confidence and resilience in our students, so they can adapt with agility to a rapidly changing world.

This school plan has been carefully developed by the leadership team and submitted to the participation council for approval. Staff, along with representatives of parents and students, have played an active role in shaping the strategic direction for the next four years.

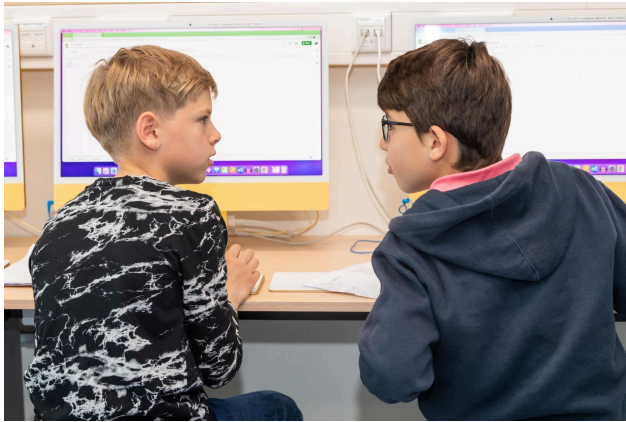
1 General Information

1.1 Administration Information

Gegevens van de stichting	
Name of the Foundation	Het Rijnlands Lyceum
Board	Drs. A. Kastelein/ Dhr dr.ir. M Verheus
Address	Charlotte van Pallandtlaan 14, 2272 TR Leidschendam
Telephone number	071-5730910
Email	info@rijnlandslyceum-csb.nl
Website	www.rijnlandslyceum.nl

Gegevens van de school	
Name school	The International School of the Hague, Primary
Director	Rubin Borges
Address	Wijndaelerweg 11, 2554 BZ Den Haag
Telephone number	+31-70-3384567
Email	primary@ishthehague.nl
Website	www.ishthehague.nl

2 Our school



2.1 Identity and Purpose

Historical context:

The International School of The Hague (ISH) has deep roots in the city of peace and justice, evolving over decades to serve a growing and diverse international community. While the school began as an international stream within Het Nederlands Lyceum in 1983, ISH Primary officially opened its doors in 2002 in response to the success and growing demand at the Secondary level. Since then, ISH Primary has seen significant development, becoming the first school to achieve IPC ‘Mastering’ status in 2009 and later ‘Re-mastering’ in 2013—reflecting its strong commitment to high-quality inquiry-based learning. A major milestone came in 2019 with the opening of a purpose-built Primary Wing, housing Early Years to Year 4 and offering enhanced learning facilities. As ISH Primary continues to grow, this strategic development plan outlines the next phase in strengthening its educational vision, community engagement, and future-ready learning environment.

ISH proudly serves a diverse and dynamic community of nearly 2,000 students from over 100 nationalities, ranging in age from 4 to 18. The school offers internationally recognised curricula: the International Primary Curriculum (IPC) in Primary, and the International Baccalaureate (IB) Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP) in Secondary. At the moment the Primary school has embarked on a IB-PYP feasibility study. If the advice from the Board and the participation council is positive then the school will move towards offering the IB-Primary Years Programme thereby bringing further curricular alignment within ISH.

While ISH Primary operates as a separate school, we collaborate and present ourselves jointly with ISH Secondary, especially in communications with external stakeholders. We have a shared identity as *“two schools under one roof”*.

Our Mission, vision and values

The purpose of the ISH is explained in our Mission, Vision, Value statements, Philosophical stance, Community Profile and our definition of High-Quality Learning.

Mission

Curious, connected and compassionate:

Inspiring personal excellence in our strong and diverse community

Vision

To shape a better future for all:

Inspiring students to become compassionate and proactive global citizens

Value statements

Curious, connected and compassionate

Intercultural Learning and global citizenship

*Curious, Connected
and Compassionate*

ISH Community Profile

Creative

Resilient

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

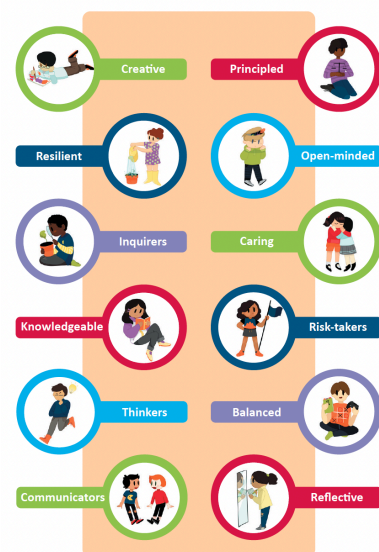
Open-minded

Caring

Risk-takers

Balanced

Reflective



At the heart of our school community are the values of being **Curious, Connected, and Compassionate**. In discussion with students, parents and staff we concluded that the philosophy, values, mission and vision as formulated in earlier years stand the test of time and should guide our school in the coming years.

These principles guide our approach to learning, relationships, and growth. We foster curiosity by encouraging inquiry, reflection, and a lifelong love of learning. We strengthen connections by embracing the rich diversity within our community and engaging meaningfully with both local and

global contexts. We nurture compassion by promoting empathy, integrity, and a shared responsibility to make a positive difference in the world. These values not only shape who we are today, but also who we aspire to become in the years ahead.

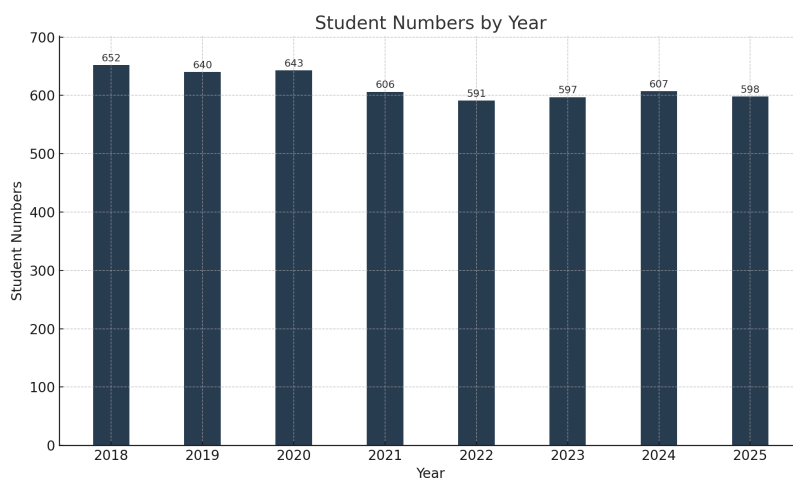
The International School of The Hague takes a holistic view of education, so that along with cognitive development, the school programmes address social, emotional and physical wellbeing. ISH offers opportunities for students to become active and caring members of local, national and global communities and develop international mindedness and intercultural understanding through the attributes of the ISH Community Profile.

Student population

As Dutch International Schools (DIS) are state-subsidised international schools, admission is subject to conditions set in Dutch legislation. A student can only be admitted to a Dutch International School if the student complies with at least one of the following three conditions:

- A. The student has a non-Dutch nationality and has a parent who is working in The Netherlands (or in a Dutch border region) for a limited time. *Please provide a document from your employer stating that your employment in The Netherlands is for a limited period of time.*
- B. The student has Dutch nationality and has lived and gone to school abroad for at least two years because a parent was employed abroad.
- C. The student has Dutch nationality and has a parent who will be transferred to work abroad. This should happen within two years and continue for at least two years. This is to be proven by a written statement from the parent's employer.

Enrolment at ISH Primary								
Year	2018	2019	2020	2021	2022	2023	2024	2025
Student numbers	652	640	643	606	591	597	607	598



The bar chart shows student enrolment at ISH Primary from 2018 to 2025. The numbers stated for 2018 to 2021 are student counts from 1 October, while the numbers stated from 2022 – 2025 are

student counts from 1 February. The chart clearly illustrates the decline in enrolment from 2018 to 2022, followed by slight fluctuations in the subsequent years. The dip in numbers from 2018-2022 can be related to the pandemic situation. Currently the numbers are stable. The projections and information from The International Centre of The Hague suggest that the numbers of international families registering in the Netherlands is lower than what it was before 2019.

2.2 The Environment

Stichting Het Rijnlands Lyceum



The International School of The Hague is a **Dutch International School**, operating under the jurisdiction of the **Dutch Ministry of Education**. We are part of **Het Rijnlands Lyceum** Foundation, a non-profit educational group serving both local and international families in the region. As a Dutch International School, we benefit from government subsidies, which allow us to offer high-quality international education at competitive fees. This makes it possible to charge relatively low school fees in comparison with private international and foreign educational facilities.

Accreditations:



We are proud to share that ISH was re-accredited by the Council of International Schools (CIS) following our successful CIS evaluation visit in November 2024, which was conducted in conjunction with the International Baccalaureate. This accreditation affirms our commitment to continuous improvement, high standards in education, and the wellbeing of our students and community.

DIS Association:



ISH is an active member of both the Dutch International Primary Schools (DIPS) and Dutch International Secondary Schools (DISS) associations. These networks play a key role in promoting collaboration, benchmarking, professional development, and maintaining quality standards across Dutch international schools. In the 2024-2025 school year we hosted the Early Years mini conference for all the DIPS schools. We also chair the English as an Additional Language group of the DIPS. In addition, the school is a member of the European Council of International Schools (ECIS) and a member of Safe Passage Across Networks (SPAN) Association.

Parent engagement – educational partnership***Participation Council***

The school has a Participation Council, the Medezeggenschapsraad (or MR for short). In Primary, this comprises three staff members and three members of the parent/guardian community. Members are elected using an official MR mandated process. Under Dutch law, the MR is established with specific responsibilities to advise or consent. They meet regularly with the school's leadership to talk through predetermined items, such as school policies, curriculum changes, health and safety, the budget and the school's development plan. These conversations provide a helpful forum for the school community to participate in important decision making.

Primary Parent Association (PPA):

All Primary parents/guardians are automatically members of the PPA. There is a PPA Board who organise meetings in school and manage events. Support from the parent community is actively encouraged and their efforts have resulted in many successful events over the years. The PPA also assists the school by coordinating and organising parent classroom representatives. The main purpose of the PPA and classroom representatives is to engage parents/guardians in meaningful involvement at the school in order to help create a sense of community and fun.

Parent Connectors:

This is made up of parents/guardians who have been here a little longer. New families are connected to others who share their culture and/or language. This assists new families, both Primary and Secondary, by connecting them with someone to help them settle and find their way around the school and the city. There are welcome afternoons, coffee mornings, activities and more importantly, someone to call who speaks your language to ensure that your transition into ISH is as smooth and welcoming as possible.

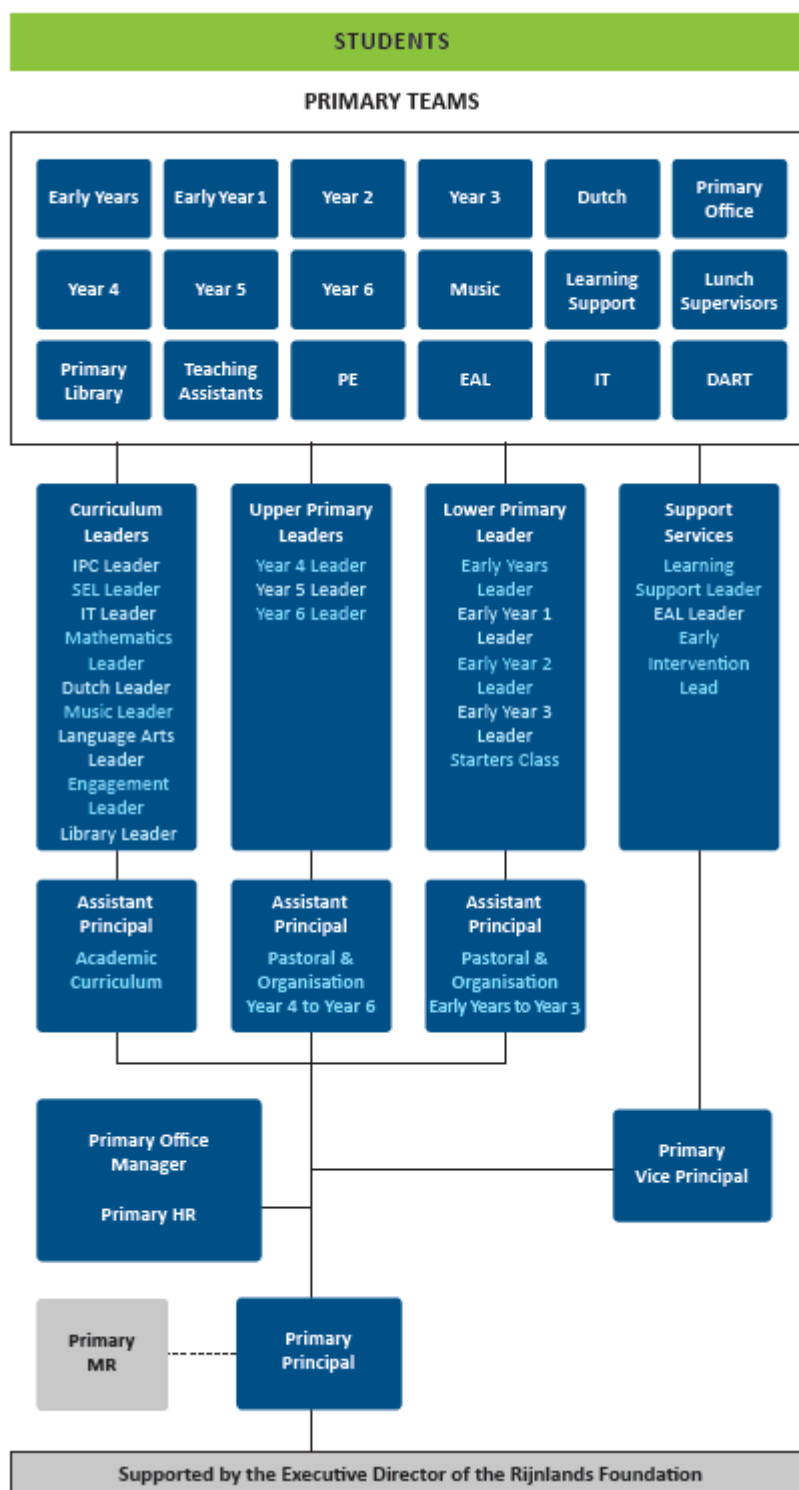
Transitioning to ISH Secondary and other Secondary Schools

A smooth and supportive transition from ISH Primary to secondary education is a key priority. The majority of our students continue their learning journey at ISH Secondary, provided they meet the admissions criteria. For those moving on to other secondary schools, both in the Netherlands and internationally, we aim to equip them with the knowledge, skills, and confidence to adapt successfully. Our focus remains on preparing all students to thrive in diverse educational settings, building on the strong foundation developed during their time in ISH Primary.

2.3 The School

The Leadership Team and the school organogram

The Leadership Team consists of the Principal, one Vice Principal and three Assistant Principals. The Leadership Team is supported by Year Leaders and Subject Group Leaders.



Class Formation and Daily Structure

At ISH Primary, class formation is organised to support both academic and social development across all year groups. In the lower years, each year group typically consists of three to four classes, while in the upper years this increases to five classes per group, reflecting enrolment patterns. Each class is led

by one or two class teachers and supported by dedicated teaching assistants to ensure a high level of individual attention and instructional support. The school day begins at 08:10, with children arriving and proceeding directly to their classrooms after saying farewell to parents outside the building. Lessons end at 15:00, with all students either collected or leaving the premises with a Gate Pass. Students remaining on-site after this time are required to be part of an after-school activity. On Wednesdays, the school day concludes at 12:30 for all Primary students, including Early Years. The daily schedule includes a 20-minute outdoor morning break and a 50-minute lunch period, which allows time for both eating and outdoor play, supporting students' wellbeing and readiness to learn throughout the day.

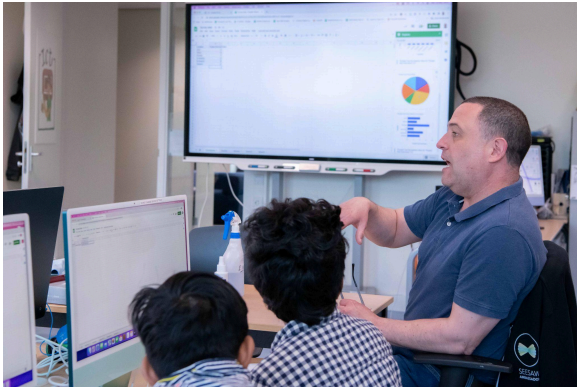
Facilities

Library and resource centres:



The school has a library tailored to the needs of the children. The library is located on the ground floor of the Primary School. It consists of two distinct areas for upper and lower school children. Primary collections include picture books, and extensive home languages collection, fiction and information books.

Information and Communication Technology:



In the Primary school, learners benefit from a 1:1 iPad programme in Years 5 and 6 and an IT suite where pupils work on projects or learn a range of discrete IT skills such as coding, media literacy and design, and the use of cloud-based learning environments which incorporate a variety of applications graphic design, word processing & spreadsheets. From Early Years to Year 4, class groups have iPads available, allowing for group work in the classroom. The 1:1 programme in the Upper School and class sets of iPads in all other year groups ensure that each student has direct access to IT resources when necessary to support learning in the classroom. Year 5 & 6 students are also provided with access to the Google Workspace for Education environment used by the school to prepare them for working with online collaboration tools later in their school life.

Art and Design facilities:



The school is equipped with outstanding facilities for Art and Design. This includes:

- 340-seat capacity theatre.
- Drama studios.
- Music suites.
- Primary makerspace.
- Primary kitchen.
- Film and livestream facilities.

Sports facilities:

Students at ISH have the opportunity to use sports facilities both within and beyond the campus walls. On site the following facilities are available:

- Primary Sports hall.
- Multiple outdoor adventure gyms in Primary and two outdoor climbing walls.
- Multi-purpose hall for drama lessons, PE lessons for lower school and large gatherings
- An artificial multi-sports pitch.
- The fitness suite with Matrix fitness equipment for staff after 16:30

School Climate

ISH Primary is committed to fostering a positive and inclusive school climate that promotes safety, wellbeing, and respect for all members of the community. To ensure this, the school systematically monitors the climate through accredited surveys administered by the Dutch Education Inspectorate. This comprehensive approach includes regular staff satisfaction surveys, student safety surveys, and parent satisfaction surveys, providing valuable insights from all key stakeholders. The data collected is carefully analysed to identify strengths and areas for improvement, guiding targeted actions that enhance the overall learning environment. By prioritising ongoing feedback and responsive interventions, ISH Primary strives to maintain a supportive and safe atmosphere where every student and staff member can thrive.

2.4 Safety at School***Safeguarding and child protection***

The School acknowledges our obligation to operate within the framework of Dutch legislation and the policies of the Stichting Rijnlands Lyceum. Our safeguarding practices are guided not only by international conventions but also by national legal requirements and the governance framework of our foundation. This helps underline our accountability and legal context in which our school operates. The International School of The Hague is committed to safeguarding and promoting the welfare of children. We expect all staff, volunteers and visitors to share this commitment in accordance with the United Nations Convention on the Rights of the Child (UNCRC) Article 19: “Children have the right to be protected from being hurt and mistreated, physically or mentally.” Decisions made within the school about a child’s welfare are typically made in “the best interests of the child” (Article 3 UNCRC).

The most powerful safeguarding tool is the education of the child. Through our Socio-Emotional Learning (SEL) programme we educate our students about how to keep safe, healthy and happy and encourage them to share any concerns they have with appropriate adults.

Prevention

ISH Primary continues to pay attention to student wellbeing, both reactively, but more importantly proactively. Staff continue to be trained in Zones of Regulation, Restorative Practices, and Rock and Water so they can support children in developing self-regulation and conflict resolution skills. Through Social and Emotional Learning lessons class teachers build positive relationships with and between students and an atmosphere of trust and openness.

We recognise that transitions (for arrivers, stayers and leavers) can be challenging and sometimes traumatic for students. Our Transitions Care programme has highlighted this and we are rolling out ways to support students to feel safe during these periods of change.

Monitoring

The Pupils Attitude to Self and School Survey (PASS) gives us clear information on students' social and emotional wellbeing so that we can start to address issues early. All children who had a low score are followed up, monitored and provided with support where appropriate.

We have a whole school Anti-Bullying Policy. This has been reviewed and approved by the Joint MRs in May 2025. This policy is supported by the Whole School Behaviour Policy and protocols as well as the Inclusion Policy. Bullying behaviours are recorded using the School Management System (ISAMS) and staff follow up using the practices outlined in the Behaviour Protocol. Students report bullying behaviours to a trusted teacher (usually the class teacher). Support is given by the teacher, Year Leader, Assistant Principal and on occasion the Learning Support Teacher when appropriate.

Data Protection Regulation and Information Security

The school strives to ensure that school systems and users are protected from accidental or deliberate misuse of technology that could place them at risk. In doing so, ISH complies with IBP Normenkader (Information Security and Privacy Framework) as required by the Stichting Rijnlands Lyceum.

ISH expects all members of the school community to communicate in a way that reflects the school's Guiding Statements and the Foundation-wide Integrity Code. Students are not allowed to be active on social media during lessons without appropriate permission. Staff are asked not to become 'friends' with students on social media accounts, unless they are within a secured educational platform with a clear curriculum-linked goal.

The school provides Primary students with technological devices needed for learning at school. Secondary students are required to bring their own, fit-for-purpose, devices. All students have age-appropriate access to the school's digital infrastructure.

Vertrouwens (Confidential) Person

ISH has established a team of Confidential Persons (vertrouwenspersonen) for both Primary and Secondary, in line with the Dutch legislation and the Stichting Rijnlands Lyceum's official policy. This team serves as a point of contact for students, staff and parents seeking support or advice in situations involving bullying, harassment, discrimination or sexual harassment.

In accordance with the Stichting's framework:

- Confidential persons are independent
- They are appointed by the Executive Board (CvB)
- They receive training and ongoing supervision
- They submit annual reports to ensure transparency and accountability.

Confidential Persons offer information, guidance, and -if necessary-support in seeking external help. In cases involving formal complaints, they may also act as a support person.

Privacy

The school needs to gather, process and store personal data in order to safely and effectively complete its primary task of educating and caring for children, as described in the Guiding Statements, and in accordance with Dutch laws.

The European Union's General Data Protection Regulation (GDPR), which has been effective since 25 May 2018 has enhanced this requirement, and ISH is committed to keeping personal information accurate and secure.

Personal data is not kept for longer than is necessary to achieve the purpose for which it was collected. The school strives to protect people's rights and privacy from the misuse of personal data and from the processing of incorrect data. It limits access to sensitive data and reminds people of the need for consent when sharing confidential information.

There is a process in place that allows people to exercise their rights over personal data. Individuals have the right to execute an inspection of personal data and the right to request a correction to data that they consider to be inaccurate.

3 Our Education

3.1 Content of our education

Offerings

ISH Primary delivers a holistic and student-centred curriculum designed to nurture curiosity, creativity, and academic excellence from Early Years through to Year 6. Our Early Years Programme (ages 4–5) draws inspiration from the Reggio Emilia and Montessori approaches, emphasising experiential, play-based learning as the foundation for early development. As children progress to Early Years 1 (age 5–6), they begin to engage with Primary Years curriculum content, including the International Primary Curriculum (IPC) units, alongside specialist lessons in library, music, Dutch, and physical education.

Community engagement

At ISH Primary, we believe that every member of our community—student, staff, or parent—has the capacity to make a positive impact through meaningful and respectful engagement. We foster a school culture where collaboration, joy, and shared purpose are valued, encouraging both children and adults to work together and build strong connections. Our community is guided by the attributes of the ISH Community Profile and inspired by the UN Sustainable Development Goals, which provide a global framework for local action. Looking ahead, one of our greatest collective challenges is sustaining and protecting our natural world. To this end, the school actively promotes environmental responsibility by inviting all community members to make individual and collective pledges that contribute to a more sustainable future. Through these efforts, ISH Primary aims to strengthen connections both within our school and with the wider world, nurturing a sense of global citizenship and shared responsibility.

From Early Years through Year 6, our language arts programme fosters confident readers and writers through diverse texts and purposeful writing experiences across narrative, informational, and opinion genres. Reading is supported by a rich literary environment and opportunities for meaningful book discussions, while writing development emphasises the full writing process to build stamina, accuracy, and craft.

Our mathematics curriculum follows a mastery approach, encouraging deep conceptual understanding, mathematical reasoning, and the application of skills to new problems. The IPC guides concept-based inquiry approaches across subjects including science, history, geography, art, technology, computing, and health and wellbeing, fostering global citizenship and embedding respect for cultural diversity, including celebration of our host country's language and culture. Connections to the UN Sustainable Development Goals further enrich this inquiry.

Student wellbeing is a core focus, with a comprehensive Social and Emotional Learning (SEL) programme that supports children in developing self-awareness, emotional regulation, responsible decision-making, social skills, and empathy. This foundation promotes a safe, inclusive school culture that values diversity and prepares students to become compassionate global citizens. Complementing

SEL, comprehensive sexuality education empowers students to make informed choices about health, relationships, and personal dignity.

Specialist teaching in PE, Music, Dutch, Library, and the integrated DART programme (Drama, Art, IT) enriches our curriculum, ensuring a broad, balanced educational experience that nurtures the whole child.

ISH Primary provides a diverse and inclusive range of educational programmes and activities designed to meet the needs of our international student community. Our **after-school programme** offers a variety of activities, including private music lessons and home language groups, providing opportunities for students to explore their interests and develop their skills beyond the classroom. We also maintain close collaboration with after-school care providers to support families and ensure continuity of care.

Our **English as an Additional Language (EAL) programme** supports multilingual learners in accessing the Primary curriculum with confidence. From Early Years onwards, EAL teaching focuses initially on oral language development, progressing towards reading and writing skills in English. Teaching takes place both in the classroom and in small groups, tailored to students' proficiency levels. We employ a translanguaging approach, allowing students to use their home languages alongside English to enhance learning and maintain their linguistic identities. This inclusive approach involves close collaboration between the EAL team and classroom teachers to strengthen academic language development across subjects.

Recognising that each child has unique learning needs, our **Learning Support team** offers targeted assistance to students requiring additional help with academic, social, or behavioural development. While we are a mainstream school with limited capacity for specialised interventions, support is provided through one-to-one or small group sessions to facilitate successful integration into mainstream classes.

ISH values the development of students' **home languages** as a vital part of their multilingual identity and academic success. Within the curriculum, opportunities are created for students to use and develop their home language skills through individual and group activities, presentations, and translanguaging practices. Peer and community support, including involvement from secondary students and families, enriches this programme. To further enhance home language proficiency, whenever possible, an optional after-school programme is offered for an additional fee, focusing on advancing students' academic language skills in their home languages, delivered by qualified tutors.

To monitor and support student progress, ISH Primary administers a range of **external standardised assessments**. Students in Years 2 to 6 complete GL Education tests annually to assess progress in mathematics, English, and readiness to learn. Additionally, the Cognitive Abilities Test (CAT4) is administered in Years 3 and 5. For Years 4 to 6, students with sufficient English proficiency also participate in the International Schools' Assessment (ISA), an internationally recognised benchmark based on the OECD's PISA framework, measuring skills in writing, mathematical literacy, and scientific literacy.

3.2 Student Support

Appropriate Education

Education in the Netherlands has been subject to the Appropriate Education Act since August 1 2014. This is the way in which education for pupils who need extra support is organised. In order to guarantee a comprehensive range of education within a region, schools in The Hague work together to ensure that all pupils receive the education that suits them. The appropriate education supervisor guides and advises teachers, Learning Support staff and School Leadership in providing the right support.

Care Advisory Team (ZAT)

In addition to the attention that students receive from teachers, Learning Support staff or other internal support staff, guiding bodies outside school can be called in: the attendance officer, the Municipal Health Service (GGD), including a youth doctor and school nurse, youth health care and the parent-child team. This Care Advisory Team (ZAT) can discuss students who need additional support in addition to basic support. The youth doctor and the school nurse can also be consulted directly by parents/guardians and students. You can read more about the types of care and guidance that are offered at ISH Primary in our School Guide.

Support structure

ISH Primary is committed to supporting the diverse academic, social, emotional, and linguistic needs of all students through a comprehensive and inclusive support structure. Our Student Support Team includes learning support specialists, a behaviour specialist, and specialist teachers dedicated to assisting students for whom English is an additional language. Together, they work closely with classroom teachers to ensure all learners can access the curriculum and thrive in the classroom environment. In addition to in-school expertise, the school collaborates with external partners such as SPPOH to provide specialised services, including occupational therapy and speech and language therapy. This integrated approach ensures that students receive timely, targeted support tailored to their individual needs, promoting their overall development and wellbeing.

3.3 Education time allocation



The School Day

- 08:10 - 08:25 Children arrive at school, say farewell to parents outside the building and go straight to class.
- 8:35: Lessons start
- 15:00: All children are collected or leave the premises with a Gate Pass. No children should be on school premises after 15:00 unless they are involved in an After School activity.
- On Wednesdays, lessons finish at 12:30 for all Primary children, including Early Years children who still have lunch at school on that day.
- All children have an outdoor morning playtime of 20 minutes. There is a 50-minute lunch break which includes time for eating in the classroom and for playing outside.

Timetable allocation for Early Years

Subjects	Times (in minutes)
Playtime Units of Inquiry Language Arts Mathematics SEL	Integrated in setting
Library	30 minutes
PE	45 minutes
Music	45 minutes
Dutch	90 minutes
DART - Dance / Art / IT	45 minutes

Total lesson hours for Early years = 959 hours per year (37 weeks of teaching, including 2 weeks of half days)

Timetable allocation for Early Years 1 to Year 3

Subjects	Times (in minutes) per week
Units of Inquiry	315 minutes
Language Arts Writing Workshop Reading Workshop Phonics Handwriting	180 minutes 180 minutes 80 minutes 30 minutes
Mathematics	225 minutes
SEL	30 minutes
Library	30 minutes
PE	90 minutes
Music	45 minutes
Dutch	135 minutes
DART - Drama / Art / IT	45 minutes
Assembly/ Community Engagement	30 minutes
Miscellaneous *	225 minutes

* These hours are made up of morning break time, 35 minute period on Wednesday and additional time from shorter specialist and curriculum lessons. These may be used flexibly by the teacher to supplement any curricular area as required

Total lesson hours for Early years 1 to Year 3 = 976 hours per year (37 weeks of teaching)

Timetable allocation for Year 4 to Year 6

Subjects	Times (in minutes) per week
Units of Inquiry	315 minutes
Language Arts Writing Workshop Reading Workshop Word & Sentence Study Handwriting (Year 4 only)	180 minutes 180 minutes 80 minutes 30 minutes
Mathematics	225 minutes
SEL	30 minutes
Library	30 minutes
PE	90 minutes
Music	45 minutes
Dutch	135 minutes
DART - Drama/Art/IT	45 minutes
Community Engagement/Digital Citizenship	30 minutes
Miscellaneous*	225 minutes

* These hours are made up of morning break time, 35 minute period on Wednesday and additional time from shorter specialist and curriculum lessons. These may be used flexibly by the teacher to supplement any curricular area as required

Total lesson hours for Year 4 and Year 6 = 976 hours per year (37 weeks of teaching)

4 Review 2020-2024

4.1 Analysis of ISH Primary Performance: SWOT-analysis

The SWOT analysis is based on a triangulation of internal data sources, including leadership self-evaluation, outcomes from the CIS reaccreditation process, internal and external surveys (students, staff and parents), Year leader feedback and performance data related to teaching, learning and student achievement.

Strengths	Weaknesses
Successful re-accreditation with CIS through to November 2029	Bespoke curriculum heavily reliant on leadership for monitoring, posing sustainability risks
Established appraisal cycle incorporating lesson observations, self-evaluation, and 360-degree feedback.	UNSDGs are not yet well embedded or vertically articulated in the curriculum
Ongoing 3-year review cycle of policies with substantial completion	Lack of clear vertical articulation and awareness within teams of units of science, maths, and social studies
Successful annual community surveys (student climate, teacher satisfaction, parent climate) with feedback loops for staff evaluation	Minimal progress on ISH Technology roadmap and integration of ISTE standards in curriculum
Refurbished physical learning spaces in Year 5 and Year 6 that support teaching and learning objectives	Infrequent staff movement across year groups limits fresh perspectives and curriculum renewal
Strong engagement with local and global communities, bringing in experts to raise awareness of UNSDGs	Limited internal opportunities for staff leadership progression
Development and distribution of staff handbook and clear job descriptions for key leadership roles	Lack of counsellor expertise in the school to support students with more complex social emotional needs. There is a reduction in allocated hours from the municipality.
Monitoring and tracking student achievement and progress. Strong and valuable assessment package across the school	In some cases, prioritising workload management and work pressure may unintentionally impact staff wellbeing and morale
Language programmes including multilingual offerings and approaches to reading and writing skills	Some staff may feel cautious about new initiatives, highlighting the importance of clear communication and support during periods of change.

Opportunities	Threats
Network with local, regional, and national schools to showcase school strengths and achievements	Geopolitical factors affecting student enrolment, especially in lower years
Develop vertical alignment with ISH Secondary, particularly through adopting IB-PYP for a clearer scope and sequence, facilitating smooth student transitions and moving away from bespoke curriculum	Competition from other international schools offering IB-PYP at lower tuition fees
Further empower staff across all levels in decision-making processes to enhance collaborative leadership and professional ownership	Increasing number of parents opting for Dutch primary education (NL PO) due to lower costs and growing confidence in the local and national system, declining enrolment trends in IGBO nationally, with private international primary schools being most affected
To build on formative assessment practices from the small group conferencing to other subject areas	
Leverage the presence of ISH Secondary as a driver for continuity and enrolment, strengthening the “two schools under one roof” identity	

5 Quality Assurance Policy

5.1 Quality Assurance at ISH Primary

The quality assurance cycle at ISH Primary is a comprehensive, annual process designed to uphold and enhance educational quality through continuous monitoring, reflection, and improvement. Central to this cycle are learning walks, lesson observations, goal-setting meetings, performance reviews, appraisal meetings, and 360-degree feedback. These activities are coordinated within an annual quality assurance calendar, ensuring systematic oversight and structured reporting to the Board at least three times per year. In line with the Sichtung's Quality Assurance Framework, the Board is committed to intensifying its involvement and oversight, engaging more deeply than before to maintain a strong focus on the quality of education and to drive continuous improvement throughout the school.

All staff operate within clearly defined baseline expectations of the BIO competencies and school specific competencies that establish consistent standards of professional practice and accountability. This cycle fosters a strong culture of quality, grounded in mutual trust, evidence-based approaches, and collaborative reflection on successes and areas for development.

Quality assurance is embedded at every level of the school and is driven by ongoing dialogue focused on continuous learning and professional growth. Staff are supported through dedicated opportunities for development and encouraged to share best practices within a safe, trusting environment aligned with the school's Strategic HR Policy.

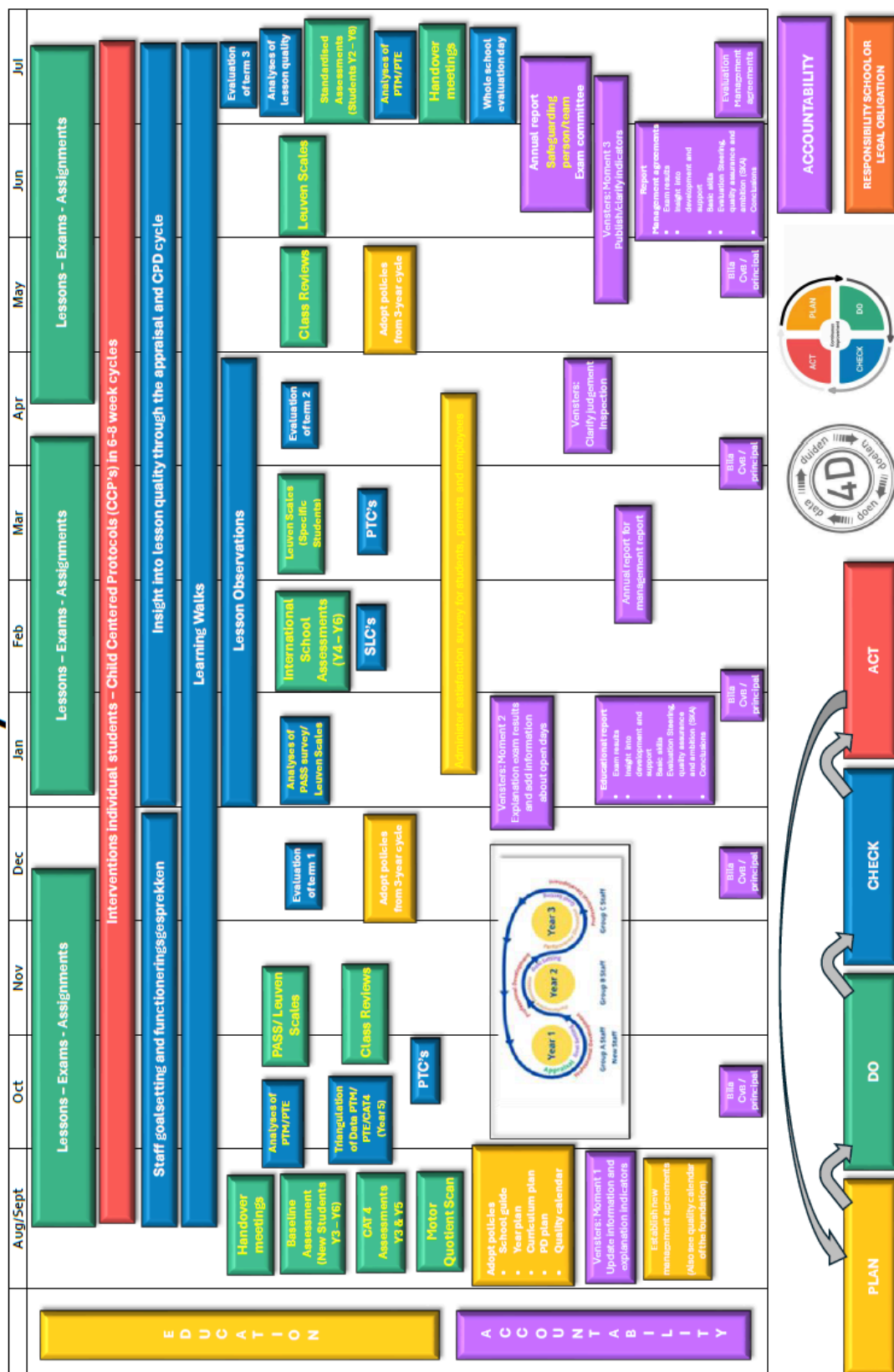
Monitoring combines both quantitative and qualitative data, including student outcomes, teaching practices, and the school climate. This data is analysed regularly to assess progress against SMART goals set in consultation with the wider school community. Insights from these evaluations inform timely adjustments to policies, professional development, and operational practices.

The cycle follows the Plan-Do-Check-Act framework, ensuring a dynamic and responsive approach to quality management. Formal observations and reports are documented three times annually and reviewed by the executive leadership team to maintain transparency, accountability, and continuous improvement.

Through this structured and collaborative quality assurance process, ISH Primary commits to providing a safe, supportive, and effective learning environment that meets regulatory standards while pursuing school-specific ambitions tailored to our diverse student body.

The school continues to review and improve our processes of quality assurance to enhance our practices.

Quality calendar



6 Staffing Policy

6.1 Recruitment and Professional Development

ISH Primary operates within the Rijnlands Lyceum Foundation, which acts as the official employer for all staff. While not an independent employer, ISH Primary holds a distinct position within the Foundation due to its international character, multilingual environment, and diverse community.

We recruit qualified educators with experience in international and inquiry-based education who can thrive in a multicultural setting. Recruitment is carried out by the school's leadership in collaboration with the Human Resources Advisor, following transparent and rigorous procedures.

To support long-term workforce stability, the recruitment process considers a candidate's connection to the Netherlands as part of the selection criteria. This helps ensure that employment is not transient and that investments in staff support and development are sustainable. Full-time equivalent (FTE) allocations are reviewed regularly to align staffing levels with financial resources and student enrolment numbers.

Our staffing policies follow the Rijnlands Lyceum Foundation framework and are formally approved by the Participation Council. ISH Primary is committed to promoting diversity and achieving greater gender balance across the school. In cases where qualifications and suitability are equal, preference may be given to male candidates to address the current gender imbalance.

Despite broader teacher shortages, ISH Primary continues to attract a strong pool of qualified applicants due to its reputation, international orientation, and supportive working environment. New staff are supported through a structured onboarding and induction process involving buddies, Year Leaders, Subject Leaders, and the Primary Leadership Team, helping them settle in and succeed from the start.

6.2 Professional Development

Continuous Professional Development (CPD) is central to ISH Primary's vision of educational excellence. All staff are encouraged to engage in ongoing professional learning through both mandatory school-specific training and self-directed development opportunities.

Each staff member sets an annual professional development goal, which is supported by a dedicated personal PD budget. These goals are reviewed during performance appraisals and goal-setting meetings with line managers to ensure alignment with both individual and school-wide priorities.

Staff development is supported through a variety of formats, including INSET days, collaborative planning meetings, the ISH Academy, external workshops, and professional learning

communities. Regular emergency response and first-aid training are available to meet practical and individual needs. Wellbeing is also a priority, with opportunities such as yoga sessions and team-building activities provided throughout the year.

An increasing number of support staff are pursuing accredited teacher training programmes, reinforcing a culture of lifelong learning. This commitment to professional growth directly supports the school's strategic goal of sustaining excellence through continuous development.

6.3 Professional Culture

At ISH Primary, we are committed to cultivating a professional culture rooted in trust, collaboration, and continuous growth. Our aspiration is to build leadership capacity at all levels by fostering shared ownership of the school's vision, values, and strategic direction. Staff are encouraged to take initiative, engage in reflective practice, and contribute meaningfully to the development of our learning community.

We value both role-taking—where responsibilities are clearly defined—and role-making—where individuals shape and expand their contributions based on strengths, passions, and evolving school needs. This balance empowers staff to lead from where they are, creating a culture of shared leadership and professional agency.

Giving and receiving constructive feedback is an essential part of our culture. Through regular dialogue, coaching conversations, and peer collaboration, we promote honest reflection and mutual growth. Feedback is seen not as a judgement but as a tool for learning and strengthening professional practice.

We are intentional about sustaining a supportive and high-functioning environment where all staff feel seen, heard, and valued. Our professional culture is not static—it is co-constructed, evolving as we grow individually and collectively in pursuit of excellence and wellbeing for all members of our school community.

6.4 Appraisal

In 2023-2024, ISH Primary introduced a comprehensive appraisal cycle, incorporating lesson observations alongside performance discussions, self-evaluations, and 360-degree peer feedback. This multifaceted process engages staff members and provides targeted support where needed. Building on positive staff feedback, the appraisal cycle continues to expand, informing tailored professional development and fostering reflective practice. New staff receive structured onboarding and mentoring, while ongoing observations identify areas for growth, such as classroom management and student wellbeing. This cycle underpins our commitment to continuous professional growth and enhancing teaching quality across the school.

6.5 Professional Competencies Framework

At ISH Primary, we use a comprehensive set of professional competencies—referred to as *Bio Competencies*—to guide and support staff development. These competencies reflect the diverse demands of international education and are essential to sustaining a high-quality, reflective, and collaborative teaching and learning culture.

The framework includes the following core competencies:

- Interpersonal
- Pedagogic
- Didactic
- Teamwork
- Organisational
- Environmental awareness
- Reflection and Self-development

In addition, we emphasise school-specific competencies that align with our international context and educational approach:

- International Mindedness
- Concept-Based Inquiry (CBI)
- Translanguaging

These competencies are observed and recorded through classroom visits and collaborative processes. DOT (Digital Observation Tool) is used to record observations and self-evaluation. Evidence is collected and reflected upon using the BlueSky Education platform, where 360-degree feedback is gathered from multiple perspectives—including peers, leaders, and self-reflection.

Feedback and observations are reviewed regularly in structured professional development conversations with the Principal and Vice Principal. This process supports targeted growth, celebrates strengths, and aligns individual development with the broader strategic goals of the school.

7 Financial and Sponsoring policy

The ISH Primary operates from a healthy financial foundation as part of Het Rijnlands Foundation. Our budgeting, financial control and governance systems are of a consistently high standard, ensuring responsible stewardship of resources and transparency. As a Dutch International School, ISH Primary benefits from subsidies provided by the Dutch Ministry of Education, allowing us to offer internationally oriented education within a regulated, not-for-profit framework.

In addition to government funding, parents contribute through annual tuition fees, the amount of which is determined by the competent authority (The Chief Executive officer of the Board) in accordance with the IGBO regulations. The participation council is kept informed of these decisions.

While ISH Primary's fees are higher than those of other Dutch International Primary Schools (DIPS) within the IGBO network, this reflects our commitment to offering added value across all aspects of the educational experience. The annual fee — which includes excursions — directly supports an enriched, broad-based curriculum and enables a range of enhancements that distinguish ISH from its peers.

These include:

- More teaching assistants, ensuring lower adult-to-student ratios and more personalised support;
- State-of-the-art facilities that create a stimulating and modern learning environment;
- A wide array of learning resources to support diverse educational needs;
- Ongoing professional development for our staff to uphold high teaching standards and international best practices;
- An extensive after-school programme, fostering student engagement beyond the classroom.

This additional investment ensures that ISH Primary remains a high-quality, accessible alternative to private international education — combining academic rigour with a nurturing, globally minded environment.

Student enrolment has remained stable, and the school continues to align its staffing levels strategically to match enrolment trends. This allows us to maintain operational efficiency while safeguarding long-term financial sustainability. A healthy financial reserve is maintained, and careful monitoring of staffing costs and international mobility patterns helps guide our future planning and ensure continued resilience.

8 Ambitions

Ambition 1: Good Education and More

Goal 1: Learning outcomes

At ISH Primary, we aim to achieve strong, measurable learning outcomes that reflect the diverse needs, backgrounds, and capabilities of our international student community. Our goal is to ensure that every student makes meaningful academic progress, supported by high-quality teaching, inclusive practices, and a curriculum that promotes inquiry, creativity, and critical thinking. We are committed to using data-informed approaches to monitor growth, identify areas for improvement, and tailor instruction to help each child reach their full potential.

Specific actions:

To improve and clarify learning outcomes across the school, ISH Primary will:

1. Develop a detailed scope and sequence for mathematics across all year levels to ensure coherent progression of concepts, skills, and assessment practices.
2. Create a framework for vertical articulation of curriculum units, ensuring that key themes, concepts, and skills build logically and meaningfully from Early Years through to Year 6.
3. Implement strategies that support students in understanding their own learning journey, including the use of learning targets, success criteria, and regular formative feedback to help them know where they are, where they need to go, and how to get there.
4. Use data from assessments and observations to inform instruction and differentiate support, ensuring that each student is appropriately challenged and supported.
5. Engage teaching teams in ongoing analysis of student progress, facilitating collaborative conversations around achievement trends and interventions.

These actions will contribute to greater clarity, continuity, and effectiveness in student learning across the curriculum.

Goal 2: International and European Education

ISH Primary is committed to maintaining its position as a leader in international education by offering an inclusive, innovative, and globally-minded learning environment. We aim to make international education accessible to a diverse community while continuously evolving our practices to reflect current educational research, global developments, and the needs of our learners. Through concept-based inquiry, intercultural understanding, and connections to the UN Sustainable Development Goals, we prepare students to thrive as compassionate, informed, and responsible global citizens. Where relevant, we seek opportunities to collaborate with the European School of The Hague, Primary, to enrich learning experiences and promote cross-school community engagement.

Specific actions:

To deepen the international dimension of education at ISH Primary and support students in becoming globally-minded, locally-engaged citizens, we will:

1. Promote cycling to and from school as a form of sustainable transport, encouraging students to integrate into Dutch society, adopt healthy habits, and contribute to climate-friendly living.
2. Embed outdoor learning experiences across all year groups, connecting students to their local environment while fostering curiosity, collaboration, and real-world inquiry. Where appropriate, explore joint outdoor activities with schools like ESH Primary to broaden impact and share best practice.
3. Encourage social integration and relationship-building by creating structured opportunities for students to interact across cultures and year groups, supported by systems such as buddy partnerships, group projects, and mixed-year events. Consider joint activities with ESH Primary to promote intercultural exchange and expand peer connections across school communities.
4. Strengthen the international curriculum by linking learning to global themes such as the UN Sustainable Development Goals, intercultural understanding, and environmental stewardship.
5. Provide opportunities for students to reflect on and share their cultural identities, promoting mutual respect, empathy, and an inclusive school community.

These actions aim to ensure that international education at ISH Primary goes beyond academics, shaping students into confident, connected, and compassionate global citizens.

Goal 3: Global Citizenship

At ISH Primary, we intentionally embed global citizenship into all aspects of our curriculum to empower students to engage with the world in thoughtful, informed, and responsible ways. Through inquiry-based learning, intercultural dialogue, and meaningful connections to the UN Sustainable Development Goals, students develop the knowledge, skills, and attitudes needed to contribute to a more just, inclusive, and sustainable world. We aim to nurture globally minded learners who value diversity, act with empathy, and take initiative to make a positive impact within and beyond the school community.

Specific actions:

To foster global citizenship and prepare students to contribute meaningfully to a diverse and interconnected world, ISH Primary will:

1. Shape a democratic culture within the school by involving students in decision-making processes and encouraging active participation through class discussions, student councils, and collaborative projects.
2. Integrate current affairs and social issues into teaching and learning, making purposeful connections across subject areas to help students critically engage with the world around them.
3. Promote respectful understanding of diversity, ensuring students appreciate different perspectives, identities, and cultural backgrounds through dialogue, storytelling, and inclusive classroom practices.

4. Create opportunities for student agency and action, enabling learners to take initiative, lead projects, and contribute to positive change within their school, community, and beyond.
5. Encourage reflection on ethical responsibilities and global challenges through inquiry-based learning linked to the UN Sustainable Development Goals and the school's community values.

These actions will empower students to become informed, empathetic, and active global citizens.

Goal 4: More Inclusive Education

At ISH Primary, we are committed to fostering a more inclusive learning environment that recognises and responds to the diverse strengths, needs, and backgrounds of our students. The school plans to continue its efforts to consolidate and sustain a programme of managed inclusion. We strive to create a school culture where every child feels valued, supported, and empowered to succeed. In collaboration with other schools and partners in the region, including the European School of The Hague, Primary, we aim to further develop our capacity to meet a wider range of special educational needs. This includes working together to expand expertise, share resources, and explore joint approaches that go the extra mile in supporting students who require additional learning support. Our focus remains on identifying each student's unique potential and providing the appropriate support and challenge to help them thrive, ensuring equitable access to high-quality learning for all.

Specific actions:

To promote a more inclusive educational environment, ISH Primary will:

1. Facilitate interchange and exchange opportunities for students and teachers within the Foundation schools to share experiences, best practices, and foster a deeper understanding of diverse learning needs.
2. Provide targeted professional training for educators focused on supporting students with autism, ADHD, and other specific learning needs.
3. Raise awareness and understanding of neurodiversity through informative sessions and workshops for staff, students, and parents, creating a more empathetic and supportive school community.

These actions aim to strengthen inclusion, promote collaboration, and ensure that the needs and strengths of all students are recognised and supported.

Ambition 2: Quality and Innovation go hand in hand

Goal 1: Quality requirements

At ISH Primary, we are committed to consistently meeting and exceeding national and Foundation-wide quality standards by focusing on key areas that support student success. This includes maintaining high expectations for basic skills such as literacy, numeracy, digital literacy and global citizenship, ensuring personalised support for student development and wellbeing, and continuously improving the quality of teaching through strong pedagogical and didactic practices. Through regular monitoring, professional development, and reflective practice, we ensure that all students receive a high-quality, inclusive, and engaging educational experience aligned with Dutch and international standards.

Specific actions:

To enhance quality assurance at ISH Primary, we will:

1. Implement peer lesson visits within year groups to promote collaborative reflection and professional growth among teachers.
2. Encourage year group leaders to conduct lesson observations of their team members at least once per term, fostering ongoing support and shared best practices.
3. Establish clear communication channels between subject leaders and year group leaders across the schools within the foundation to ensure alignment of curriculum delivery and quality standards.
4. Use the Digital Observation Tool (DOT) from eloo.nl to support structured lesson observations and feedback. DOT also enables teachers to self-evaluate their practice, strengthening reflective capacity and ensuring a consistent, data-informed approach to professional development.

These actions will strengthen instructional quality, encourage collaboration, and support continuous improvement across the school community.

Goal 2: Innovation

At ISH Primary, we are committed to continuously improving and renewing our educational practices through purposeful innovation, including the integration of digital tools and approaches. Our aim is to enhance student learning, respond to diverse learner needs, and foster equal opportunities for all. By embracing innovation that supports inquiry, creativity, and personalised learning, we create space for students to explore their talents and develop essential 21st-century skills. We ensure that innovation is driven by evidence-informed practices and guided by our commitment to inclusive, future-focused education.

Specific actions:

To advance innovation at ISH Primary, we will:

1. Expand opportunities for students to develop strong IT skills and cultivate responsible, appropriate use of technology across all year groups.
2. Strengthen digital literacy for both students and staff through targeted training, ensuring confidence and competence in using digital tools effectively for learning and administration.
3. Establish clear innovation processes within the school, encouraging staff and students to experiment with new ideas, share best practices, and continuously improve teaching and learning methods.
4. Assess staff digital literacy through a baseline measurement to identify strengths and areas for development across the team. Where possible, align this assessment with broader initiatives within the foundation to ensure coherence and enable shared learning.
5. Design and deliver focused, practical training to equip staff with the digital competencies needed to use technology with confidence and flexibility in both classroom and administrative settings. This includes building awareness and foundational understanding of emerging tools such as Artificial Intelligence (AI). These efforts will be developed in collaboration with other

schools and partners within the foundation to leverage shared expertise and ensure strategic alignment.

6. Appoint DigiCoaches within the school as key contact persons to provide peer support, model effective use of integrated technology, and promote innovation in classroom practice.
7. Integrate emerging technologies, including exploring the use of artificial intelligence (AI) to enhance educational outcomes while maintaining ethical considerations.
8. Foster a culture of creativity and problem-solving by embedding innovation projects and challenges into the curriculum and extracurricular activities.
9. Encourage collaboration with external partners, including technology experts and other schools, to stay abreast of evolving educational technologies and practices.

These actions will ensure ISH Primary remains a forward-thinking school that prepares students for the digital future while supporting staff in their professional growth.

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

Goal 1: Attractive employer

At ISH Primary, we strive to be an employer of choice by fostering a positive, professional, and inclusive working environment where staff feel valued, supported, and inspired to grow. We prioritise staff wellbeing, invest in high-quality professional development, and offer opportunities for collaboration, leadership, and innovation. By maintaining clear expectations, promoting shared ownership, and recognising individual and team contributions, we aim to attract and retain talented educators who are committed to delivering excellent international education. Our goal is to build a strong, motivated staff community that thrives within a culture of trust, respect, and continuous improvement.

Specific actions:

To strengthen ISH Primary as an attractive employer, we will implement the following focused actions:

1. Provide targeted training on the Curriculum-Based Instruction (CBI) and Reading + Writing workshops, with particular emphasis on comprehensive support for new staff to ensure a strong start.
2. Foster a sense of belonging among all staff by promoting inclusive community-building activities, encouraging collaboration, and recognising individual contributions.
3. Establish clear and effective onboarding and offboarding processes that ensure smooth transitions for incoming and departing staff, maintaining positive relationships and institutional knowledge.
4. Encourage ongoing professional development opportunities aligned with staff interests and career stages to support retention and job satisfaction.
5. Enhance communication channels to provide regular feedback and recognition, supporting staff wellbeing and engagement.

These steps will help position ISH Primary as an employer of choice, attracting and retaining dedicated, passionate educators.

Goal 2: Professional culture

At ISH Primary, we are committed to cultivating a strong professional culture built on trust, collaboration, and continuous learning. We promote open dialogue, shared responsibility, and reflective practice among staff at all levels. Through clear expectations, supportive leadership, and ongoing professional development, we create an environment where teachers and support staff feel empowered to grow, innovate, and contribute meaningfully to school improvement. Our professional culture values constructive feedback, mutual respect, and a collective commitment to delivering high-quality international education.

Specific actions:

To strengthen a collaborative and reflective professional culture at ISH Primary, the following actions will be prioritised:

1. Clarify and communicate job descriptions and role expectations to ensure transparency, accountability, and alignment with school values and goals.
2. Promote collaborative planning structures, with team-led initiatives that foster shared decision-making and collective responsibility for student learning.
3. Encourage both role-taking and role-making, allowing staff to step into clearly defined responsibilities while also shaping roles based on individual strengths and evolving school needs.
4. Build professional capacity across the school, including the implementation of targeted training for middle leaders to strengthen their skills in leading teams, facilitating collaboration and driving improvement.
5. Embed a culture of constructive feedback, where giving and receiving feedback is a regular, respectful, and growth-oriented practice.
6. Facilitate open and honest dialogue, moving away from anonymity and fostering a trusting environment where diverse perspectives are welcomed and valued.
7. Foster shared ownership and distributed leadership, enabling staff to contribute meaningfully to whole-school development and feel a sense of collective responsibility for outcomes.
8. Establish supportive and well-documented pathways for resolving concerns, ensuring all staff, parents, and community members feel heard, respected and valued.
9. Communicate these pathways clearly and proactively, outlining accessible options for informal conversations, collaborative mediation and structured formal processes when needed.
10. Promote a culture of early communication and shared problem-solving, encouraging constructive dialogue and timely resolution to maintain positive relationships across the school community.

These actions are designed to nurture a professional community where collaboration, trust, and continuous improvement are at the heart of daily practice.

Goal 3: Sufficient and well-trained staff

At ISH Primary, we are committed to ensuring that we have a stable team of well-qualified, skilled, and motivated staff to meet the evolving needs of our international school community. We focus on strategic recruitment, comprehensive onboarding, and ongoing professional learning to build a resilient

and future-ready workforce. By fostering a supportive and engaging work environment where staff feel valued and inspired, we aim to retain talent and sustain high levels of job satisfaction. Our goal is to maintain a strong team of professionals who take pride in their work and are equipped to provide outstanding education now and in the years to come.

Specific actions:

To ensure that ISH Primary continues to attract, retain, and develop a highly qualified and motivated team, the school will implement the following actions:

1. Offer professional development pathways tailored to different career stages, from early-career educators to experienced staff seeking leadership or specialist roles. These may include workshops, courses, coaching, and mentorship.
2. Provide staff with opportunities to pursue individual professional interests, such as research projects, curriculum innovation, or participation in international education networks and conferences.
3. Support continuous learning through in-house training, peer-led sessions, and external programmes aligned with school priorities and staff development needs.
4. Implement a clear onboarding programme for new staff, ensuring a smooth transition into the school culture, curriculum, and expectations.
5. Use appraisal and performance conversations to identify growth areas, align professional goals with school development priorities, and provide targeted support.
6. Monitor staff workload and wellbeing, ensuring realistic expectations and sustainable working conditions that contribute to long-term retention and job satisfaction.
7. Foster internal mobility and succession planning, enabling staff to grow into new responsibilities and leadership roles within the school and where appropriate, across other schools within the Foundation. This approach supports long-term staff retention, professional growth and the development of strong leadership pathways.

These actions reflect our commitment to maintaining a stable, capable, and future-ready team that supports the continued success of ISH Primary.

Ambition 4: A safe and respectful school with modern facilities

Goal 1: Well-being

At ISH Primary, we are committed to promoting the wellbeing of all students and staff as a foundation for positive learning and working environments. We prioritise social-emotional learning, inclusion, and respectful relationships to ensure that every child feels safe, supported, and empowered to thrive. For staff, we foster a culture of trust, collaboration, and open communication, recognising the importance of mental health and work-life balance. Through targeted programmes, training, and clear protocols, we aim to continuously strengthen both student and staff wellbeing, ensuring that ISH remains a caring, safe, and nurturing community for all.

Specific actions:

To promote a strong culture of wellbeing for both students and staff, ISH Primary will implement the following actions:

1. Organise regular team-building activities for staff to strengthen collegial relationships, boost morale, and foster a supportive and collaborative working environment.
2. Introduce a confidential student suggestion box or “worry jar” in each classroom or shared space, allowing students to express concerns, ask questions, or seek support in a safe and non-confrontational way.
3. Create structured opportunities for cross-class and cross-year group interaction, enabling students to socialise, build friendships, and develop social skills beyond their immediate peer group. This may include buddy systems, shared projects, mixed-year events, and school-wide celebrations.
4. Go beyond surveys by collecting and reporting anonymised data on conflicts, bullying, and behavioural issues.
5. Include a clearer statement regarding bullying, discrimination and harassment, aligned with Dutch law and school policies.

These initiatives aim to enhance emotional safety, build meaningful connections, and ensure that every member of the ISH Primary community feels seen, supported, and valued.

Goal 2: School facilities

At ISH Primary, we are dedicated to providing a learning environment that is safe, modern, and sustainable. In the coming years, we will focus on upgrading our facilities to better support 21st-century learning, promote environmental responsibility, and meet the evolving needs of our students and staff. Where feasible and purposeful, we will invest in sustainable infrastructure, improve energy efficiency, and enhance learning spaces to reflect our commitment to innovation and wellbeing. Our goal is to ensure that the physical environment at ISH Primary continues to inspire curiosity, creativity, and care for the world around us.

Specific actions:

To ensure our facilities support student wellbeing, sustainability, and high-quality learning, ISH Primary will undertake the following targeted actions:

1. Refurbish the Primary reception area to improve energy efficiency, reduce temperature fluctuations, and ease congestion during peak times—creating a calmer and more welcoming front office for visitors, staff, and families.
2. Designate silent zones or shared staff workspaces to provide teachers with quiet areas for focused planning, preparation, and collaboration.
3. Create quiet or reflection corners in corridor spaces to support students in self-regulation, providing calming environments for emotional reset and downtime.
4. Update classroom furniture in the E-wing in a staggered, multi-year plan over the next four years to improve learning environments and ensure ergonomic, flexible, and durable furnishings that meet modern pedagogical needs.

5. Promote sustainability and circular economy principles by expanding reuse and recycling practices in school operations and integrating them meaningfully into student learning experiences.
6. Strengthen links to the UN Sustainable Development Goals (SDGs) by embedding them in the curriculum across all year levels, encouraging students to think critically and act on global challenges.
7. Promote outdoor learning as a desirable and intentional pedagogical approach, making use of school grounds and natural surroundings to enrich learning across subjects and support student wellbeing.

These actions reflect our commitment to aligning our physical environment with the school's educational values—fostering a sustainable, inclusive, and future-ready learning space for all members of the community.

Goal 3: Digital infrastructure

At ISH Primary, we aim to strengthen, streamline, and secure our digital infrastructure to effectively support high-quality teaching, learning, and school operations. We will invest in reliable and scalable digital systems that enhance instructional delivery, improve communication, and ensure the safety and privacy of users. Our focus is on using technology purposefully and cost-effectively to advance our educational goals, support innovation in the classroom, and create equitable access to digital learning tools for all students and staff.

Specific actions:

To strengthen our digital infrastructure and support effective integration of technology in teaching and learning, ISH Primary will implement the following targeted actions:

1. Conduct a software audit to inventory all current digital tools and licences, with the aim of streamlining and consolidating into a purposeful and manageable suite of applications that directly enhance teaching, learning, and administration.
2. Explore the potential of AI tools in educational settings, and provide professional development for teachers to understand and use AI effectively and ethically to support learning outcomes.
3. Engage parents through information sessions to communicate the school's vision on digital literacy, outline the platforms used in school, and establish a shared understanding of healthy screen use and digital responsibility at home and at school.

These actions are designed to ensure our digital infrastructure not only meets technical and security standards, but also supports our broader educational mission in a cost-effective and forward-looking manner.