



ISD SCHOOL PLAN

2023-2027



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INTRODUCTION

International School Delft (ISD) was launched in 2014 as a small international primary school with fewer than 10 children. In 2023, ISD Primary has approximately 220 students from diverse backgrounds.

In September 2019, ISD launched a new international secondary school. ISD Secondary started with 14 students and has since grown to currently 200 students.

In August 2023, ISD Secondary will welcome the first year students of the Diploma Programme. ISD will then offer the IB Programmes (PYP, MYP and DP) for students from 3 to 19 years old.

ISD Primary is governed by the board of the Laurentius Stichting. ISD Secondary is governed by the board of Lucas Onderwijs. The two school boards work closely together with the schools' leadership to present a vertically-aligned International Baccalaureate (IB) continuum for primary and secondary education, with a focus on inquiry-based learning.



1. CONTEXT

This is the school plan 2023-2027 for the whole school, it is a collaboration between both schools, ISD Primary and Secondary. It aims to give direction to the strategic development of the school for the next four years and beyond. This school plan was developed within the framework of the Laurentius Stichting and Lucas Onderwijs. The input for the school plan has been received through sessions with the whole school leadership team, coordinators and in conversations and sessions by subject leaders, students and parent representatives.

This school plan has been approved with the stakeholders, representatives in the Primary and Secondary Division Council and both school boards. It aligns with the Laurentius and Lucas policies and standards for quality management. It also complies with the Standards and Practices set by the International Baccalaureate (IB), as well as the standards set by the Dutch educational inspectorate.

The goals in the school plan will be further developed and evaluated in the annual school plans for ISD Primary and Secondary.



2. SCHOOL PROFILE

ISD is a non-profit, co-educational day school established in 2014, with an international education programme for students 4 to 19 years old. It is an IB World School, offering the IB (IB PYP) at ISD Primary and IB Middle Years Programme (IB MYP) and IB Diploma Programme (IB DP) at ISD Secondary. The school is organised into a primary school (PYP 1-7) and secondary school (MYP 1-5 and DP 1 and 2). Total enrolment for the school year 2023-2024 is expected to be approximately 460 students, representing more than 40 nationalities.

ISD, a member of the Association of Dutch International Schools, is partly state-funded and, for the quality and provisions of its educational programmes, accountable to the Dutch Ministry of Education (OCW). Within the Dutch educational regulations it is considered a IGBO (Internationaal Georiënteerd BasisOnderwijs) and IGVO (Internationaal Georiënteerd Voortgezet Onderwijs).

ISD is also authorised by the International Baccalaureate Organization to offer the Primary Years Programme (PYP) and the Middle Years Programme (MYP) and was recently authorised to offer the Diploma Programme from the academic year 2023-2024.

ISD is a tight-knit and friendly community of students, staff and parents from culturally diverse backgrounds. ISD strives to be modern, relevant and to prepare students for the ever-changing future. To that aim, design, innovation and sustainability are important themes within the school's curriculum. Additionally, ISD aims to be a hub for the international and local communities of Delft and, as such, develops links with other schools, both international and national, in the region. The school is closely connected to its partners: Technical University Delft, True Colours Childcare, City of Delft and many others. It is linked to a variety of companies and cultural and social organisations in the Delft region.



4. MISSION AND VISION

The mission statement for ISD has been developed by the Primary and Secondary leadership team with input from stakeholders. This statement is accompanied by a clear vision and guiding statements.

The ISD mission statement is:

Inspiring learning for a sustainable future

Our vision is to be an inclusive community that embraces authentic, inquiry-based learning that creates compassionate, internationally minded individuals, who strive to make a positive and peaceful change in the world.

The school aims to develop a future-oriented place of learning where a continuous and inspiring learning environment will flourish from the early years, to primary and secondary. The school has a unique position within the Netherlands, with its location on a university campus. Close collaboration with the TU university is key to the ISD aspirations. It is the ambition for ISD to reach out to the local and global communities; to learn from and willingly share its educational practices with local schools within their own foundations and further afield at national and international level.

Our mission and vision is aligned with the mission and vision of the International Baccalaureate Organization, Laurentius Stichting (Primary) and Lucas Onderwijs (Secondary).

The information about these organisations can be found in appendices.



5. SWOT Analysis

In the preparation phase for this school plan, ISD organised sessions with the leadership team, co-ordinators and several staff members from development groups and/or areas. From these sessions, a SWOT analysis was drawn up for the whole school. The Swot analysis, in conjunction with the development plans, has been used to identify strategic development goals for the coming 4 years and beyond.

FIG 1: SWOT ANALYSIS

STRENGTHS	WEAKNESSES
<p>Whole school</p> <ul style="list-style-type: none"> • Collaboration opportunities • Joint Admissions approach • Input from the Samenwerkingsverband • Collaboration between leadership team Primary/Secondary • IB experienced leadership team • Joint development and implementation of English as an Additional Language (EAL) • Strong Learning/Student support team • Staff willing and enthusiastic • International-mindedness • Tight-knit community <p>Primary</p> <ul style="list-style-type: none"> • On the TU campus and TU Delft collaboration 	<p>Whole school</p> <ul style="list-style-type: none"> • Assessment and evaluation for EAL students • Buildings and use of space • Structural alignment sessions for PYP, MYP, DP • Guidance of new and starting teachers • Alignment of back office • Further development on differentiation • Defining roles and responsibilities in a rapid growing organisation <p>Primary</p> <ul style="list-style-type: none"> • Transdisciplinary-teachers understanding • Transparency in documents/ planning, etc



<ul style="list-style-type: none"> • Student agency is well-implemented • Experienced PYP teachers • Focus professional development • Collaborations and pioneering with 3-4 year olds <p>Secondary</p> <ul style="list-style-type: none"> • Careers guidance and support • Relationships between teachers and students • Recruited and trained experienced IB teachers • Mentors and mentor programme • Interdisciplinary teaching • Improved assessment approach including platforms and software to support this 	<ul style="list-style-type: none"> • Space for student agency in learning • Consistency in understanding of PYP and inquiry-based teaching <p>Secondary</p> <ul style="list-style-type: none"> • Connection TU Delft needs to be strengthened • Quality of assessments • Laptop school integrated with AI developments
OPPORTUNITIES	THREATS
<p>Whole school</p> <ul style="list-style-type: none"> • Developing continuum and alignment PYP/ MYP/DP • Collaboration and exchanges with other international schools and stakeholders • Community participation • Standards and Practices IB • Growth of expat community • Professional development 	<p>Whole school</p> <ul style="list-style-type: none"> • Accommodation/facilities. Spread over three locations • Recruitment of experienced staff needed • High staff turnover • Remuneration in comparison to other (private) schools • International vs local regulations

<p>Primary</p> <ul style="list-style-type: none">• Policies/subsidies/Erasmus +• Transition EY-PYP3 and 4• Development of onboarding process <p>Secondary</p> <ul style="list-style-type: none">• TU Delft library DP collaboration• Learning from the DP authorisation process	<p>Primary</p> <ul style="list-style-type: none">• Staff absences• Capacity in Primary building <p>Secondary</p> <ul style="list-style-type: none">• Growth too rapid• Options after MYP - no Careers Programme CP (yet) and limited connections with local education opportunities• Limited external provisions for international Special Educational Needs (SEN) students.
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6. SCHOOL DEVELOPMENT GOALS

6A. ORGANISATIONAL DEVELOPMENT AND STRUCTURE

The boards of the Laurentius Stichting (governing foundation Primary) and Lucas Onderwijs (governing foundation Secondary) signed a covenant in 2019 confirming their joint commitment. In this covenant, the boards expressed their ambition for ISD to become an outstanding international school, which provides for and benefits the (international) community of Delft. The heads of Primary and Secondary have integral responsibility over their departments and collaborate closely on the whole school organisation.

The current leadership team is formed by Sander Raaphorst, Head of Primary; Sandip Jagdev, Deputy Head of Primary; Minke Veeneklaas, Head of Secondary; Evelyne LePoole, Deputy Head of Secondary. The full pedagogical leadership includes Kayleigh Schuurmans, PYP co-ordinator; Olwyn Hall, MYP co-ordinator; and Liza Dippenaar, DP co-ordinator.

Governance and Structure

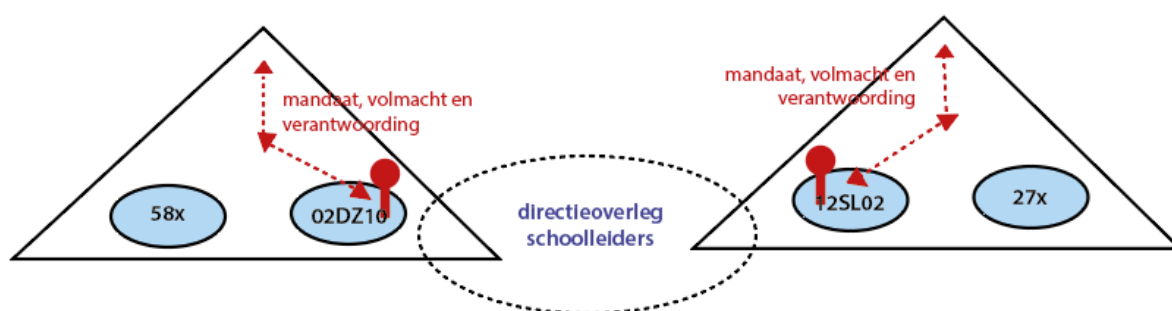


Fig 2: Governing structure of ISD

FIG 3. ORGANISATION CHART ISD PRIMARY IN DEVELOPMENT 2022-2023

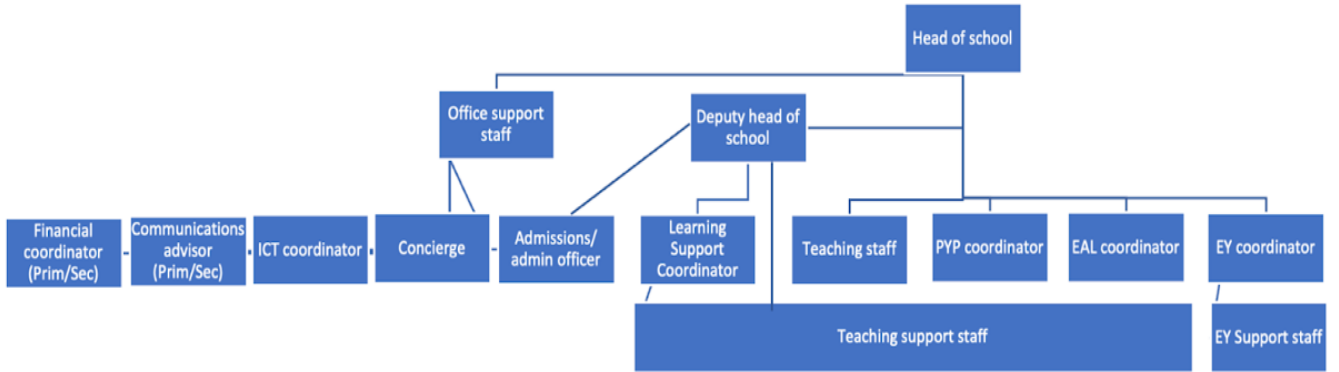
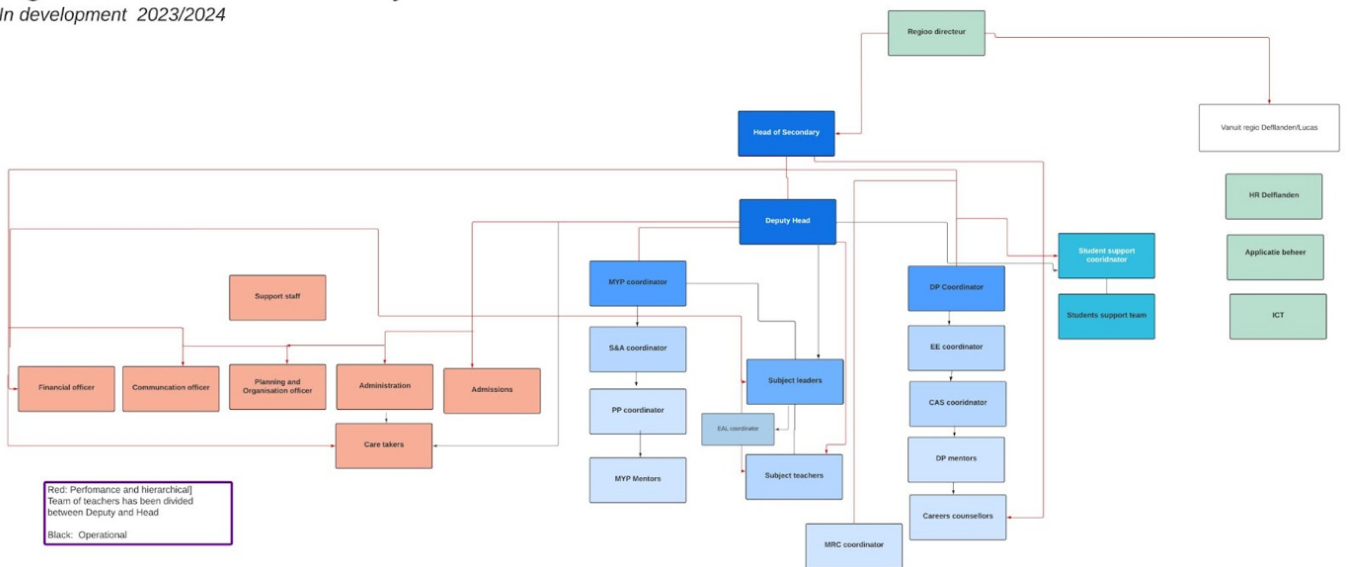


FIG 4: ORGANISATION CHART ISD SECONDARY IN DEVELOPMENT 2022-2023

Organisation Chart ISD Secondary
In development 2023/2024



Efficient and effective organisation whole school ISD

The anticipated growth of the school makes demands on its organisational structure. In school years 2022-2023 and 2023-2024, the leadership team and stakeholders within the school have embarked on a development route with an external consultant to ensure that the leadership team and back and front offices are well-equipped for growth and development. The results will be incorporated in the annual plans.

Areas of development:

- Administrative systems
- Communication
- Roles and responsibilities
- Facility and organisational management



6B. SUSTAINABLE GROWTH AND POSITIONING IN THE REGION

The school has undergone rapid growth and development in the past 5 years. With the addition of the Secondary, ISD provided PYP and MYP. In June 2023, the secondary school received authorisation from the International Baccalaureate Organization to offer the DP programme from August 2023. This means that the school will be able to offer the IB continuum of PYP, MYP and DP.

The expectation and ambition for the continuing development and growth of the school is to provide international education for 800 students in 2028. With the development of the new secondary campus there will be accommodation for 440 students. Currently, the primary school can accommodate 230 students. The aim is to grow to 280-300 students for Primary in 2028.

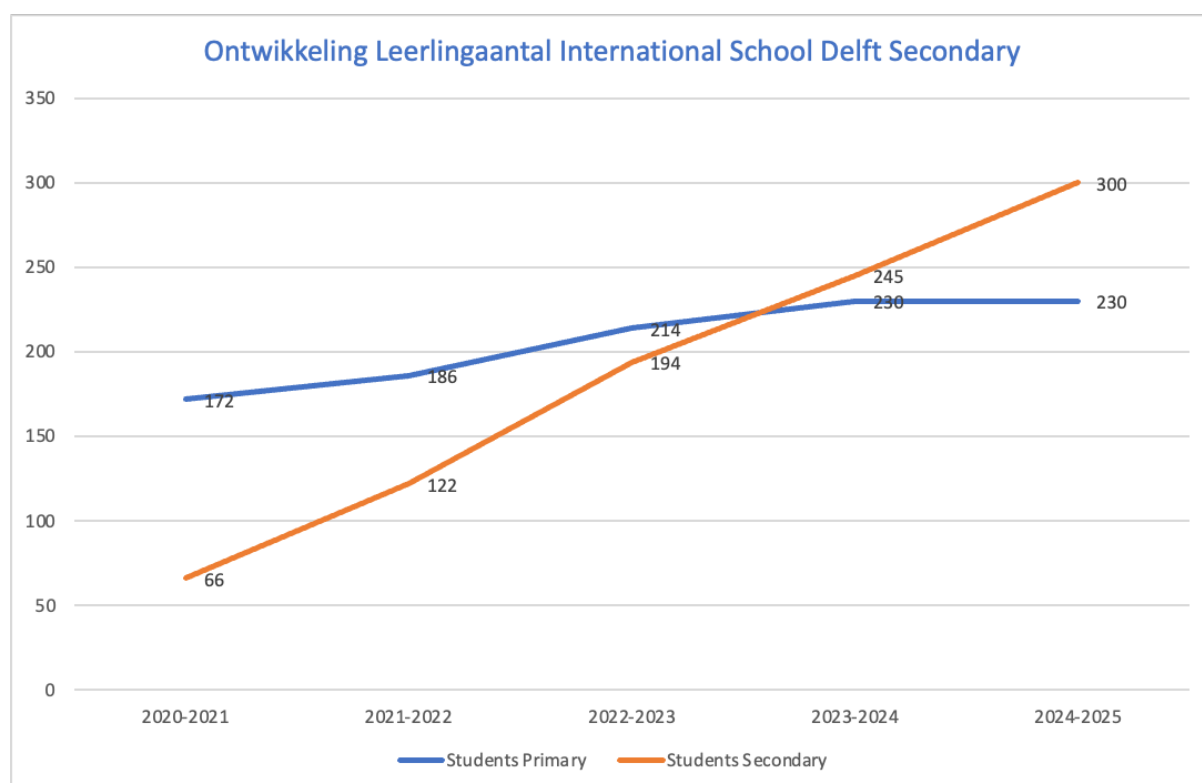


FIG 5. GROWTH IN STUDENT NUMBERS, DERIVED FROM SCHOOLDATA IN OPEN APPLY

There is a growing demand for international education in Delft. In collaboration with the Gemeente Delft and TU Delft, ISD is exploring possibilities to facilitate the expected growth.



Collaboration Gemeente-TU Delft to facilitate the demand and needs of the international community in Delft and surroundings.

Predictable and sustainable growth of the school. Stable consolidation when maximum student numbers have been reached.

Collaboration with other international schools in the region, particularly in the areas of admissions and curriculum development to provide high-quality international education in The Hague, Delft, Rotterdam and Leiden.



7. TEACHING AND LEARNING AT ISD

7A. APPROACHES TO TEACHING AND LEARNING

Learning at ISD is inquiry-based and student-focused. This means that students construct their own understanding of global concepts. The curriculum is engaging, relevant, significant and challenging for our students, and is based on thorough and ongoing assessment.

Teaching and learning is based on the following guiding statements;

ISD guiding statements

ISD develops a community of learners who are well prepared for the future challenges by:

- embracing diversity and promoting international-mindedness
- becoming self-navigating inquirers eager to embrace complexity and solve problems
- valuing collaboration and showing care and empathy
- developing a sense of agency and responsibility for the world around them
- experiencing high-quality inquiry-based learning

The educational framework for both Primary and Secondary is provided by the International Baccalaureate Organization. As ISD will be able to offer IB PYP, MYP and DP from August 2023, this ensures a continuum and alignment of curriculums from age 3 to 19. Through the IB programmes ISD aligns with the core aim of the boards to provide for future-oriented learning experiences, including setting personal goals and preparing for world citizenship.

IB programmes are based on the value of education for a better world. IB schools share a common philosophy, a commitment to high quality, challenging, international education, that ISD believes is important for our students. Children from an internationally mobile family, studying the IB, can be confident that their learning can be successfully continued in other IB schools around the world if the family moves to a new location. For more information, please visit www.ibo.org

Distinctive features of an IB and ISD education are:

- Holistic approach to the IB learner, centred around the IB learner profile.
- Approaches to Teaching and Learning (ATL) framework, based on inquiry, action and reflection. ATL's are a set of skills that are developed across all subjects. The aim is to acquire relevant skills that support learning across the curriculum and for students to be better prepared to manage their own learning both independently and with others.
- Learning through the understanding of key concepts or major questions in global contexts. The key and related concepts provide breadth and depth within and across the different disciplines, while the global contexts support international mindedness and global awareness.
- Service as Action and student agency. This requires students to engage in activities that build connections between what they learn in the classroom and the communities outside.

The strategic plan for 2023-2027 will focus on the further development of the curricula for PYP, MYP and DP and, with this, the alignment and consistency in teaching and learning approaches. Curriculum and professional development will be focussed on concept- and inquiry-based learning and high-quality standards and expectations.

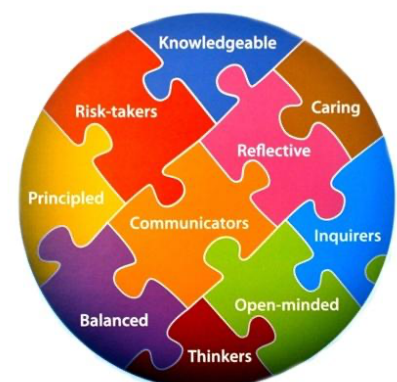
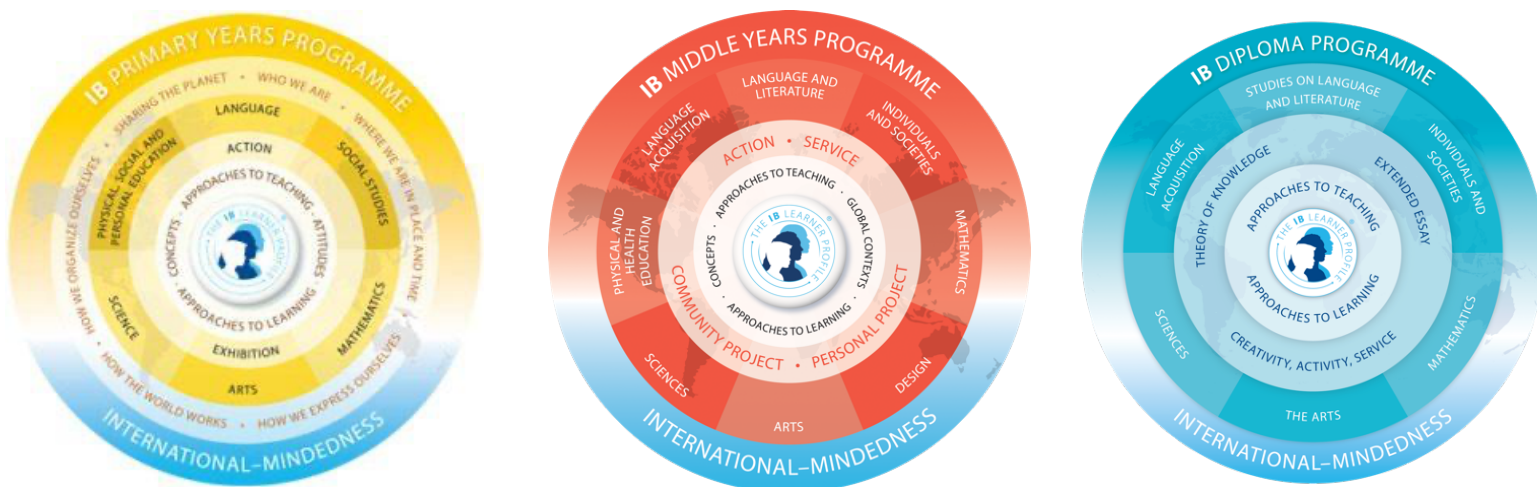


FIG 6: IB LEARNER PROFILE

Fig 7: IB Frameworks for PYP, MYP, DP



7B. IB STANDARDS AND PRACTICES

FIG 8: STANDARDS AND PRACTICES (WWW.IBO.ORG)



The IB *Programme Standards and Practices* identifies the requirements that ISD must meet in order to remain an authorised IB school and to continue to be able to teach the IB programmes. These standards and practices also provide schools with a framework that supports ongoing development in the school.

‘For the purposes of programme evaluation, the school selects and shares one aspect of programme development that has been undertaken. The school shows how programme development was planned and implemented to have a positive impact for students. The school shares the results of the analysis undertaken to determine to what extent the intended impact was achieved. Finally, the school shares the reflection and lessons learned from their

efforts and describes how these lessons will be applied in further or future efforts to develop the programme'. (www.ibo.org)

ISD continually reflects on practice within the school and, collaboratively, with the whole learning community, identifies strengths and areas for development. Areas for development can come from the school's strategic planning or changing needs of the community. The IB's authorisation and evaluation visits also indicate the areas for potential development as well as providing an opportunity for the school to celebrate its successes.

ISD is making programme development plans which identify the areas of the programme to be developed and state which of the IB practices are most relevant to the focus of the plans.

7C. PROGRAMME DEVELOPMENT PLANS

Programme development plan components

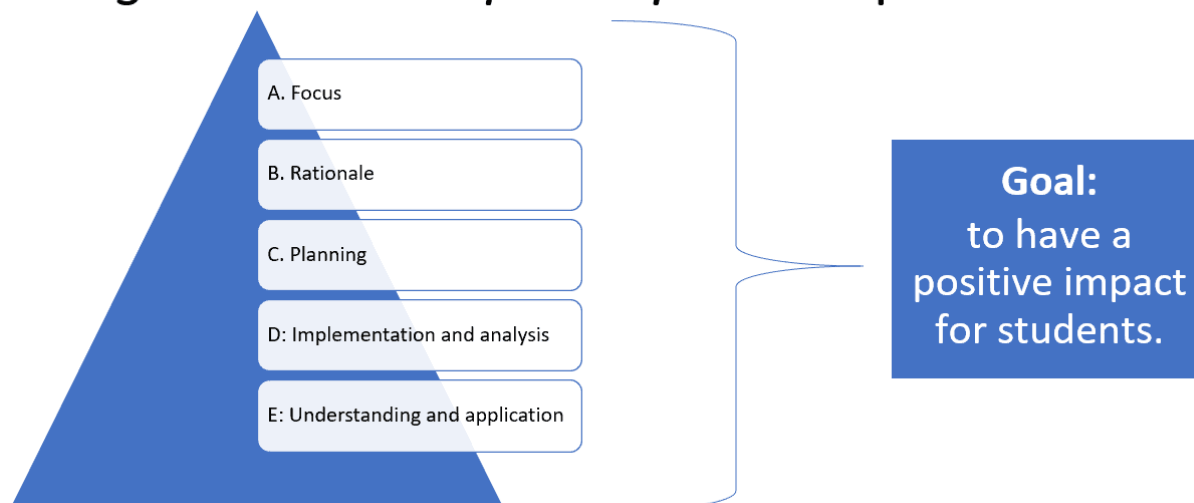


Fig. <https://blogs.ibo.org/2022/03/31/creating-dynamic-programme-development-plans/>



PROGRAMME DEVELOPMENT PLAN PRIMARY

At ISD Primary, teams are formed to undertake areas of programme development and do so by forming a related activity plan which indicates specific goals, objectives, activities, responsibilities, resources and timeframes for the development. The programme development groups meet regularly to continue to drive the development and to reflect on the progress made. ISD's strategic plan helps to prioritise programme development planning areas.

As part of the programme evaluation in October 2022, ISD Primary developed the following Programme Development Plans:

- Learner Profile and International Mindedness
- Concept-driven learning
- Home language and culture
- Evidencing learning
- Agency
- Approaches to Learning (ATL)

All staff members are involved in the development of these areas. Programme Development Plans have been created by every group with short and long-term goals for the school's strategic and annual planning.

LEARNER PROFILE AND INTERNATIONAL-MINDEDNESS

The Learner Profile attributes are at the core of the school's decision-making process, curriculum, behaviour management. To help students to develop the Learner Profile attributes and recognise the importance of being internationally-minded citizens.

The Learner Profile is visible in the school in our language, behaviour, policies, displays, class organisation etc.

CONCEPT-DRIVEN LEARNING

Develop conceptual understanding across all disciplines through the units of inquiry.

A shared understanding and practice of transdisciplinary learning and how to incorporate the different disciplines through concept-driven learning.

High quality inquiry based teaching and learning and consistency across the school

EVIDENCING LEARNING

A shared vision, understanding and practice of high-quality and high-standard assessment/evidence across the school.

To ensure the use of data analysis to inform teaching and learning

Students agency in the assessment process (self/peer assessment, discussions with teachers, analysing their own assessment information, creating rubrics, etc).

AGENCY

Students have ownership of their learning and development.

To give students voice, choice and ownership within areas of school life (school councils, eco schools etc)

APPROACHES TO LEARNING

A shared understanding and practice of ATL skills progression is embedded in our teaching and learning and daily practice.

Monitoring and assessment of ATL skills development.

Early Years

INTRODUCTION

ISD is committed to providing quality inquiry-based education to young children aged 3 to 6 years old. In line with this commitment, the school developed an Early Years School Plan that outlines the approach to providing an engaging, safe and stimulating learning environment that meets the individual needs of each child. This plan is based on the best practices in early childhood education provided by the IB, and is designed to ensure that all children develop a strong foundation for future learning and success.

PLAY-BASED LEARNING

PYP strongly emphasises the importance of play as the primary means through which the young child learns. PYP for the Early Years is a holistic and inquiry-based curriculum that focuses on developing children's social, emotional, physical, and cognitive skills. Play-based inquiry in early childhood promotes the concept that learning is a dynamic process. The learning community, which establishes healthy learning settings and encouraging connections, reinforces this learning process. In the presence of these factors, children display interest, inventiveness, creativity, and independence. By actively engaging in this inquiry process, children naturally improve their language skills, experiment with symbols and expressions, and develop the ability to regulate their own learning. As their competencies mature, young learners cultivate a positive self-identity that enables them to participate, evaluate and add to their own and others' learning and development, both in the early years and beyond.

Goals:

- Teachers are confident in planning for play-based learning opportunities related to specific learning objectives.
- Teachers have a good understanding of transdisciplinary learning and how to accommodate this through play.
- Classrooms are set up to fully support play across
- Staff have access to high-quality, unit-related resources
- Teachers collaborate in order to develop their own ideas for play provocation and to improve their own practice

TRANSITIONS

True Colors to ISD:

As ISD Primary shares accommodation with the independent daycare facility, True Colors, it benefits from close ties with the True Colors managerial and pedagogical staff in creating a smooth and supportive transition for learners from daycare to PYP. In consultation with ISD, True Colors have formed a playgroup which acts as an introduction to the IB approach to learning. Teaching staff from both organisations collaborate to establish learning objectives, share resources, knowledge and best practice. Learners are familiarised with the learning spaces, expectations and staff through frequent and well-planned collaborative learning experiences.

Early Years to PYP 3 and beyond:

ISD believes that play-based inquiry and exploration foster learning, not only in the Early Years but well beyond into the primary years. The school's approaches to teaching and learning incorporate a hands-on, concept-based and transdisciplinary approach, catering to different learning styles and individual learner's needs.

ISD values free play in both Early Years and Primary and provide child-initiated and led activities for PYP 3 and 4, as well as access to child-led inquiry options in the school's workshop areas.

To ensure successful transitions, teaching staff provide handover reports that not only show a child's progress and strengths but also outline their next developmental steps. ISD also shares other relevant information, such as EAL needs, SEN support requirements or family situations, with the new teacher to ensure continuity in the child's learning and overall development.

Goals:

- Close collaboration and alignment in academic programme and pedagogical approach
- Further develop collaboration with childcare for effective organisation
- Leading and pioneering organisation for Childcare-Primary alignment

TEACHING AND LEARNING AT SECONDARY

SUBJECTS TAUGHT AT ISD

At ISD we currently offer the following subjects, for more details see the School guide and website.

MYP	DP
<p>Language and Literature</p> <p>The school offers English and Dutch as Language and Literature courses.</p>	<p>Group1: Language and Literature</p> <p>English Language and Literature (SL/HL)</p> <p>Dutch Language and Literature (SL/HL)</p> <p>Other mother-tongue languages as a self-taught course (SL only)</p>
<p>Language Acquisition</p> <p>For students who are not first English language learners, English Language Acquisition will be offered.</p> <p>Dutch will also be offered as an Acquisition language.</p> <p>In MYP 1, students choose either Spanish or French.</p> <p>Students receiving EAL support will not participate in the French or Spanish class.</p>	<p>Group 2 Language Acquisition</p> <p>Dutch B (SL/HL)</p> <p>Spanish B (SL/HL)</p> <p>Spanish Ab Initio (SL only)</p> <p>French, from 2025 onwards</p>
<p>Mathematics</p> <p>In the MYP 1, 2 and 3 all students follow the core maths programme,</p> <p>In MYP 4 and MYP 5, Maths Core and Extended is offered.</p>	<p>Group 5 Maths</p> <p>Mathematics Analysis and Approaches (SL/HL)</p> <p>Mathematics Applications and Interpretations (SL only)</p>

<p>Integrated Sciences</p> <p>In MYP 1, 2, 3 an integrated science course. In MYP 4 and 5, the school continues to offer integrated Science but the amount of teaching hours is substantially more.</p>	<p>Group 4 Experimental sciences</p> <p>Biology (SL/HL)</p> <p>Chemistry (SL/HL)</p> <p>Physics (SL/HL)</p> <p>Design Technology (SL/HL)</p>
<p>Individuals and Societies</p> <p>The ISD offers the Integrated Humanities programme from MYP 1-5.</p>	<p>Group 3 Individuals & societies</p> <p>Business Management (SL/HL)</p> <p>Geography (SL/HL)</p> <p>Psychology (SL/HL)</p> <p>Environmental Systems and societies, as of schoolyear 2024</p> <p>History (SL/HL) as of schoolyear 2024</p>
<p>Design</p> <p>Design is offered at ISD as an integrated subject in the MYP including a variety of design disciplines including design technology, digital design and design cycle thinking.</p>	<p>Design</p> <p>In DP Design is considered one of the Sciences</p>
<p>Arts</p> <p>The school will offer visual arts and performing arts over the course of the five years of the MYP. In MYP 1, 2 and 3, students are introduced to both visual and performing arts.</p>	<p>Group 6 The Arts</p> <p>Visual Arts (SL/HL)</p>

<p>In MYP 4 and 5 students will be offered Visual Arts as a subject.</p>	
<p>Interdisciplinary Unit:</p> <p>In each year of the programme, MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. This interdisciplinary unit is assessed and included on the end of year report.</p> <p>MYP projects: Community Project and Personal Project</p> <p>MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community.</p>	<p>DP Core programme</p> <p>The three core elements are:</p> <ul style="list-style-type: none"> • Theory of Knowledge, • The Extended Essay, • Creativity, Activity, Service,
<p>Physical and Health Education</p>	
<p>Mentor Hour In addition to the curriculum subjects, ISD aims to support students in acquiring skills they need to manage their lives personally and socially. Topics such as Healthy Lifestyle, Digital Citizenship and Approaches to Learning will be covered.</p>	

PROGRAMME DEVELOPMENT PLANS SECONDARY

The focus at Secondary in the past 4 years has been on acquiring authorisation for the IB MYP and IB DP programmes. To successfully develop and implement the authorisation, ISD Secondary has developed a thorough action plan based on the Standards and Practices from IB 2014. Now that the school is authorised, the focus will shift to making Programme Development plans. These programme development plans will be developed with input from the authorisation feedback reports and the needs of a growing school. The following areas will be addressed:



- Differentiation and inclusion in the curriculum
- Inquiry- and concept-based learning
- Enhanced language learning including literacy skills and home language development
- Approaches to learning: thinking skills, communication skills, self-management skills, research skills, social skills, transfer skills
- Service learning-citizenship education

7D. LANGUAGE DEVELOPMENT

MULTILINGUALISM

At ISD, all students should be able to have access to the IB curriculum. The IB views multilingualism as “an individual store of language at any level of proficiency, including partial competence and incomplete fluency as well as metalinguistic awareness, learning strategies and opinions, preferences and passive or active knowledge of languages, language use and language learning” (Language and Learning in IB programmes 2014). At ISD, the school endeavours to promote and develop a lifelong passion for language learning.

TRANSLANGUAGING

At ISD, the school uses translanguaging as a teaching strategy as encouraged by the IB.

It is a process in which multilingual students draw on known languages, naturally and flexibly, to meet communicative and social needs. This process enables students to make connections between their languages or use their language skills from one language to support another. It activates prior knowledge embedded in a different language and supports development of cognitive growth affirming their cultural identity.

ENGLISH AS ADDITIONAL LANGUAGE (EAL)

In EAL support, the school teaches multilingual students new to English as an instructional language with the school's EAL programme, as well as fostering and encouraging the maintenance and development of students' home language.



The school's EAL programme aims to support and build the English language skills necessary for both social and academic (BICS and CALP) successes. EAL students' language progress and proficiency is monitored and assessed regularly by an EAL specialist teacher. Subject area or class teachers are trained and supported by the EAL department to teach multilingual learners in subject areas.

EAL departments in both the primary and secondary school are working closely together to ensure a smooth transition for students. The school promotes a culture where language awareness is embedded in everyday learning.

EAL IN PRIMARY

EAL support is provided both in classrooms as an additional support and in small group instruction. The main focus is on building (social) language and on speaking and listening skills. As a language learner develops their speaking and listening skills, literacy skills such as reading and writing are introduced. Therefore, the school strongly emphasises maintenance of the home language as a supportive base for language learning in teaching and in expressions to parents in both primary and secondary school.

EAL IN SECONDARY

EAL students are supported in developing both their (social) language skills and academic language skills in order to provide and equip them to integrate into their subject areas. Subject area teachers are supported by an EAL specialist in providing structuring and identifying language goals in order to provide language learners with a connection to their home language.

For more information on the language approach and specifics on the EAL programme, please refer to the Whole School Language Policy.

AIMS:

Celebrate and promote linguistic diversity: This goal aims to embrace and value the diverse languages spoken within the community. It involves promoting cultural appreciation, organising language-related events and fostering a supportive environment that respects and celebrates linguistic diversity.



Address students' language profiles and well-being: This goal emphasises meeting the individual language learning needs and social well-being of all students.

Support home language development: This goal focuses on promoting and supporting the maintenance and further development of students' home languages.

7E. CURRICULUM ALIGNMENT - BASIC SKILLS DEVELOPMENT

The importance of learning how to learn is a core belief and objective of the IB programmes. The students at ISD develop the Approaches to Learning skills and sub-skills in order to have the capacity to become lifelong learners. These skills are fundamental to students learning both in and out of school. ISD has developed a continuum of these skills and their related sub-skills and teachers plan collaboratively to create implicit and explicit opportunities to develop these in the learners from PYP1 through to DP2.

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

Aims:

To consolidate and expand the basic skills development within the frameworks provide by the two boards. See appendix Handreiking)

To provide enhanced support for basic skills including language and maths support

To develop a strong progress chart of the implementation of ATL skills from PYP to DP



7F. DIGITAL LITERACY SKILLS

ISD is committed to using technology and innovation throughout the school and this is an integral part of the curriculum. This will not only enhance learning during lessons but allow students to develop IT skills that will help them in all areas of the curriculum. Discrete IT skills are also taught, which allow students to become independent and confident learners. The inquiry-based approach is enhanced by the use of technology, and ISD encourages students to approach their use of technology with confidence and responsibility.

Classrooms have interactive smart boards that will allow class and group teaching. In the primary school, tablets and laptops are used for individual and paired work.

The secondary school has a one-to-one laptop policy. Each student uses the laptop as a tool for learning inside and outside the classroom. Software and digital tools are used to ensure that each and every student benefits from all learning which is taking place.

The implementation of digital tools and literacy will be further aligned and developed in the coming years.

7G. WHOLE SCHOOL GOALS - TEACHING AND LEARNING

To consolidate and expand the curriculum development in all sections
To develop clear and detailed Programme Development plans for all IB programmes
To develop an integrated curriculum PYP/MYP/DP and alignment with Childcare/PYP
To develop a teaching and learning approach truly based on inquiry and concept
Teaching and learning in the school and outside the school with meaningful connections and real-life learning experiences
Promote student agency, Service and Action



8. LEARNING SUPPORT, WELL-BEING, SCHOOL CLIMATE AND SAFETY

8a. LEARNING SUPPORT

ISD aims to be an inclusive environment and support students with diverse educational needs to access the curriculum and thrive.

Learning support starts with differentiated class-based instruction. The curriculum itself allows teachers to meet students at a variety of levels to ensure they are both challenged and supported. Our teachers are learning focused and regularly attend professional development courses to ensure their skills remain up to date and in line with the latest educational developments. If a student needs further support, the learning support department looks at the needs of an individual student and assesses the kind of support necessary to develop a student's educational, physical and/or social-emotional skills. This learning support can take place in the classroom, in small groups or on an individual basis. The Diversity, Equity, and Inclusion Policy describes the support structure, and the level of the support available at ISD. Support also includes the cooperation with and referral to external organisations or therapists.

AIMS:

High-level of differentiation in the classroom and a culture where differentiation is embedded in daily practice.
Individual needs are acknowledged. Differentiation and support is planned, applied, facilitated, recorded and evaluated. There is sufficient and proactive communication with all involved.
Teachers are well-equipped and confident to support a diverse range of needs.
Staff use the assessment data to adapt, inform and evaluate teaching and learning.
Professional development is focused on developing an individual teacher's goals in terms of differentiation and well-being.



8b. Well-being

ISD believes that student well-being is a fundamental component of academic success and personal growth. The school is committed to creating a safe, supportive, and inclusive school environment where all students can thrive.

Through Restorative Practices, ISD facilitates the development of mutual understanding among our students. This, together with the Personal and Social Education (PSE) programme, equips students with the skills they need to integrate into society and become active members who strive to help create a better environment for themselves and others. Using the learner profile and the restorative approaches, a school climate and culture is created whereby all members feel safe, secure, valued, and can achieve their full potential.

The Well-being Committee meets regularly to oversee the introduction and continuation of activities to ensure staff and student well-being. These activities have been developed as part of the Well-being Action Plan. The plan divides well-being into 5 categories:

1. Connecting with others
2. Being physically active
3. Learning new skills
4. Giving to others
5. Paying Attention to the present moment (Mindfulness)

The PASS Survey is carried out annually to monitor and track the progress of how students view themselves and their learning. Teachers and support staff analyse this data to inform teaching and learning practices through the development of class-based action plans, ensuring activities are specifically designed to meet the needs of individual students, small groups or the whole class.



ISD recognises the importance of promoting healthy habits and lifestyles among students. ISD is committed to being a *Gezonde School* (Healthy School) by adopting a comprehensive approach to health and well-being that includes physical activity, healthy eating, relationships and sexuality. Through ongoing efforts to maintain and improve practices and infrastructure, ISD can continue to prioritise the health and well-being of the school community. (<https://www.gezondeschool.nl/>)

Aims:

Well-being of teachers, students and the learning community is at the heart of the school.
Well-being is included in school policies.
ISD is an accredited Gezonde School.
Restorative practices are well-established and can be used independently by students and teaching staff.

8c. SCHOOL CLIMATE AND SOCIAL SAFETY

At ISD we are committed to building and maintaining a school culture with students, staff, and parents that support the learning and well-being of all members of our community. Cooperation, support and respect are the foundations of our community and we work to provide an environment where all members feel safe and valued. We promote open communication based on understanding and respect.

At ISD we recognize the equality of all members and we believe that, in order for our students to excel and realize their full potential, we need to constantly work on developing and strengthening the partnership between home and school in all aspects of student development.

It is a shared responsibility of all our community members (i.e., students, teachers, parents and guardians, directors, support professionals, administrative and auxiliary staff) to promote and ensure a positive, respectful, and safe learning environment. Therefore, it is of the utmost importance for all of us to know and comply with the Social Safety Policy, see appendix



With growth of the school and developments in the society ISD sees a need to review the Social Safety Policy in the coming year. The Social Safety policy will be reviewed in 2023. Based on this review strategies for maintaining a safe climate will be developed.

Aims:

A safe climate for students, staff and the learning community is at the heart of the school.
Social safety policy is integrated into the school's practices.
ISD has an appointed anti-bullying coordinator
Anti-bullying strategies and restorative practices are incorporated in the home classroom and the mentor lessons.
Rock and Water sessions will be offered in the MYP, this will be developed as part of the mentor programme.

8D. EXTERNAL SOCIAL AND WELLBEING ORGANISATIONS

ISD is a registered partner of Samenwerkingsverband Passend Onderwijs Delflanden. ISD also works closely with other local partners, such as Delft Support, GGD and JGZ, to ensure the school meets the needs of our students.

Aims:

Network of expertise is well-established to support the needs of the students at ISD
Creating a database of professionals to facilitate support

For further information on Well-being and support, please refer to the whole school Diversity, Equity and Inclusion Policy and the School support report (SOP, Vensters)



9. STRATEGIC HR

9A. PROFESSIONAL DEVELOPMENT

ISD offers staff the opportunity to work in an established international school and one of a few IB World schools in the Netherlands to offer the full range of IB programmes. ISD provides its staff with excellent opportunities for professional development (PD). ISD strongly believes that PD is a key strategy to ensure that teachers continue to develop and strengthen their practices throughout their career.

Staff members and members of the leadership are required to participate in subject-related IB-recognised workshops and/or other PD-related opportunities. ISD holds weekly sessions for collaborative curriculum planning, which provides for other effective opportunities for PD. These sessions engage the team and focus on the curriculum and students' learning.

In addition to the provisions mentioned, staff will be encouraged to participate in other PD activities, in particular those provided by the Dutch International Schools and the Lucas Academy. Staff members are expected to develop their individual professional development plan.

9B. STAFF APPRAISAL

ISD believes that effective staff development is best supported in a culture that approaches the school as a learning community for both students and staff. The PDCA cycle (Plan, Do, Check, Act) is a useful model for the development of the learning community, not just in the classroom, but also in the staffroom. The staff appraisal cycle will also be used for staff development and is a guide in the annual staff appraisal cycle. ISD will further implement the use of the Bluesky appraisal tool to ensure a well-informed appraisal cycle based on lesson observations, meetings, 360 degree feedback and goal setting.



9C. RECRUITMENT

Staff appointed to ISD are well-qualified professionals committed to international education and to ISD's ethos and mission. All staff actively subscribe to the educational philosophy of ISD and its role in the local and wider community.

Recruitment is focused on employing high-quality and experienced staff with an international background. ISD strives to ensure diversity and inclusion within the staff.

The continuing growth at Secondary and the further development of Primary will lead to the need for more highly qualified teachers and support staff. A strategic recruitment plan will be drafted with input from HR and the whole school leadership team. This recruitment plan will include:

- Attracting highly-qualified and experienced staff
- Recruitment of internationally-mobile staff
- Retention and internal mobility
- Diversity in the team, including a proportional representation of women in leading positions.

Goals

Whole school recruitment focus on high-quality and experienced international staff
Focus and opportunities for personal and professional well-being, growth and development.
Appraisal cycle with focus on staff autonomy in development and aim for high standards and expectations
High standard onboarding programme and support for new staff

10. QUALITY MANAGEMENT

10A. QUALITY AND ASSESSMENT

ISD aligns understanding of the role of assessment with the IB's philosophy of learning, where assessment in the PYP is an integral, integrated and iterative part of teaching and learning. The purpose of the various assessments throughout the school is to provide clear evidence of learning. This involves the learner, learning and teaching and learning community. ISD assessments are mainly through monitoring and documenting, with some measuring and reporting of progress. It involves an ongoing process of observing, gathering, analysing, reflecting and responding to evidence of student learning.

Staff meets weekly for collaborative planning to address the requirements of the programme, including the vertical and the horizontal articulation of the curriculum.

The meetings encourage reflection and evaluation. Staff are encouraged to visit lessons from colleagues and to share good practices. The annual staff assessment cycle identifies the areas of professional support for staff members in their development.

ISD believes in the role of networks as a mechanism for quality management and will seek opportunities for sharing best practices and peer review with other national and international schools and educational institutes, in particular, through the Dutch International Schools and Universities. The school organises a self-evaluation (Kwaliteitscholen) on an annual basis and will actively seek input from students, parents and stakeholders through a survey. The self-evaluation culminates in a report that will be shared with the school community as well as with the board.

10B. EVALUATION AND ACCREDITATION

The IBO requires schools to engage in a ongoing cycle of inquiry, action and reflection to develop their programmes. Programme evaluation is one aspect of this development, which starts during the process of becoming authorized as an IB World School and continues as the school more fully develops the programme(s). IBO.org

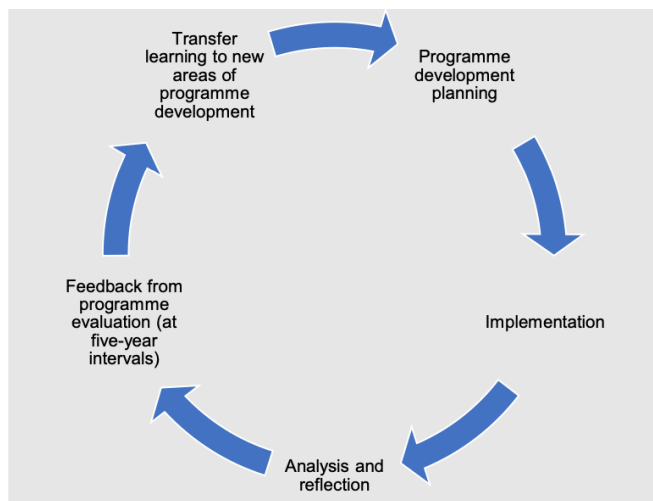


FIG. 9 iBO.org INQUIRY, ACTION AND REFLECTION

As an IB world school, ISD is structurally reviewed and evaluated. The latest evaluation of Primary took place in October 2022. The Secondary was fully MYP authorised in August 2021, an evaluation is expected to take place in the autumn of 2026. In 2022-2023, the Secondary has undergone the authorisation process for DP with an intensive route of consultation and verification and has now been authorised to offer the DP programme from August 2023. Evaluation of the DP programme is expected in the school year 2028-2029.

10c. DIVISION COUNCIL

Dutch regulations regarding participation in schools (1 January 2007) regulate the establishment of a Division Council (MRs) in primary and secondary schools in the Netherlands. Through the Division Council, staff, parents and students from Secondary, have an approval and advisory role in areas of the school vision and planning. The Council comprises elected members proportionally divided between staff and parents/students (students in Secondary). Meetings of the Council are usually attended by the Head.

There is a separate Division Council for ISD Primary and ISD Secondary. However, joint meetings take place a number of times per year.

A board with more than one school also has a joint participation council, GMR. The GMR discusses matters such as the board formation plan, budget and annual accounts of the



foundation, the complaints procedure, admission and expulsion of pupils, holiday arrangements, etc.

10d. DUTCH REGULATIONS, PLANNING & CONTROL

As a Dutch international school, ISD is subject to Dutch educational legislation. The Dutch inspectorate checks the quality of the schools on a regular basis by determining whether the boards of the foundations of the schools are complying with all regulations. For ISD, the boards of Laurentius and Lucas are responsible for the quality of education in the schools and planning and control cycles on quality of education, finances, HR, and other areas. ISD Primary and Secondary fall within and comply with the framework of their respective foundations.

ISD uses various quality systems and frameworks to assess and evaluate the quality of all areas of the organisation such as “the kwaliteitsmatrix”.



11. FACILITIES

11A. BUILDING AND LOCATIONS

ISD Primary is located on the TU campus at Jaffalaan in Delft.

The Secondary school intends to move to a new building, across from the Primary building. This building will be designed and built specifically for the ISD to accommodate 440 Secondary students.

The planning for the completion of the new building at the Prins Bernhardlaan is aimed for January 2025.

ISD is collaborating closely with several stakeholders to use facilities that support the school such as TU X for PE lessons, TU library and local sport and after-school facilities.

ISD aims to extend collaboration with local or regional organisations to ensure high-quality facilities that support the programme and meet IB requirements.

11B. ICT AND PRIVACY

The General Data Protection Regulation (GDPR) has been in force since 25 May 2018. This regulation dictates how the school should handle the personal data of the students. The school is obliged to obtain certain personal data which is recorded by the administration of the school. ISD considers the privacy of our students and their personal data a top priority, and their personal information is treated with care.

The recording and use of personal data are limited to information that is strictly necessary for education and the data is stored securely. Access to the data is also limited and only authorised staff members have access to the data.

The school also uses digital learning materials. The suppliers of these learning materials have received very limited student data. The school has strict agreements with its suppliers about the use of personal data so that misuse is prevented. Student information is only shared with other organisations when there is parental consent,



unless such sharing is required by law. Sometimes, the school also processes other personal data, such as a photo for the website or a video recording of a lesson for the assessment of a teacher. Parental consent is always requested for the use of such information.

Please note that the GDPR obliges the board under which the school falls (Laurentius for Primary and Lucas for Secondary) to appoint a Data Protection Officer who will monitor compliance with the GDPR.

If an irregularity occurs with regard to the processing of personal data, this can be reported to the leadership of the school.

Parents may also submit a complaint by calling the Data Protection Officer of Laurentius (Primary), tel.nr. 015 - 251 14 40 or Lucas Onderwijs (Secondary), tel nr. 070 - 300 94 52.

11c. COMPLAINTS

Whenever there are concerns, questions or complaints, parents are always welcome to discuss these so that a solution can be reached. The first step is to discuss any issue with the class teacher or mentor. Such issues usually require the full attention of the teacher, so a meeting should be scheduled at a time that does not interfere with the teacher's preparation or other scheduled meetings. If this does not resolve the situation, parents can contact the Head of School or Deputy Head of School.

Each parent, student or staff member can also speak in confidence to the Internal Confidential Person if they have a problem that they feel uncomfortable speaking to the teacher or school leadership about.

The Internal Confidential Person for ISD Primary is: Ms Dianne Crowley.

The Internal Confidential Person for ISD Secondary is: Ms Elize Burgess.

For complaints that cannot be resolved by the teacher, school leadership, Internal Confidential Person (vertrouwenspersoon) or the school board, there is a national complaints commission.

www.gcbo.nl



OFFICIAL COMPLAINTS PROCEDURE

A complaints regulation is a legal requirement. The complaints regulation may be obtained from the school administration and an example is available on the foundation's website, for ISD Primary: www.laurentiusstichting.nl or for ISD Secondary on www.lucasonderwijs.nl. The first point of contact for any complaint is the Internal Confidential Person (Vertrouwenspersoon). The external Confidential Persons are listed below.

The Confidential Person for schools within Laurentius Stichting – ISD Primary

Mevr C. van Eede

c.vaneede@onderwijsadvies.nl

telephone (+31) (0) 6 81491184

The Confidential Persons for the schools within Lucas Onderwijs – ISD Secondary

de heer N. van der Perk en Mevr J. te Raa

klachten@lucasonderwijs.nl

telephone (+31) (0) 70 - 300 1151

On the basis of this complaints regulation, in addition to writing to the legal authority, it is also possible to submit a complaint to the Stichting Geschillen Commissies Bijzonder Onderwijs (National Complaints Committee):

Stichting Geschillen Commissies Bijzonder Onderwijs Postbus 394, 3440 AJ WOERDEN

telephone (+31) (0)70 386 16 97

e-mail info@gcbo.nl

www.gcbo.nl



CONFIDENTIAL INSPECTORS

A small team of inspectors at the Inspectorate of Education have a special task alongside their regulatory responsibilities: they are also Confidential Inspectors.

When might you need to contact a Confidential Inspector?

Parents, students, teachers, administrators, governing bodies and confidential counsellors may contact the Inspectorate's Confidential Inspectors to discuss problems they are encountering at school in the areas of:

- sexual harassment and sexual abuse (sexual offenses)
- psychological and physical violence
- discrimination and radicalisation

Complaints falling in these categories may be submitted to the Confidential Inspector, who will listen, inform and advise as necessary. Your report will be registered in a confidential file that only the Confidential Inspector may access. If necessary, the Confidential Inspector may also advise you on the process of submitting a formal complaint or filing a police report. If there is a suspicion of sexual abuse (sexual offense), a reporting obligation may apply in certain cases.

How do you contact the Confidential Inspector?

The confidential inspectors may be contacted on all working days during office hours (08:00 – 17:00) on telephone number: 0900 111 3 111 (local charge).

12. FINANCES

12A. FINANCIAL POLICY

ISD Primary and Secondary are respectively accountable for their financial policy to Laurentius Stichting (Primary) and Lucas Onderwijs (Secondary). Both schools operate within the framework set by the business case and long-term budget proposal of their foundations.

The school aims to achieve a healthy financial base according to the business case and annual budget.

ISD whole school is organised and runs an efficient budget as a whole school in all areas as described in this school plan.

In specific areas where ISD Primary and Secondary collaborate financially a quarterly inventory is made to balance the financial transactions between the two boards. This is led by the financial officer and the two Heads of School.

12B. SCHOOL FEES

Within the IGBO and IGVO arrangements ISD has a school fee structure. This structure is described in the Standard Terms and Conditions. The school fees are established annually for the following academic year, taking into account, amongst other considerations, indexing/inflation. In addition, the school reserves the right to further adjust the school fee in order to accommodate changes, such as state funding towards school fees, increases in external examination fees, extension of facilities, and programmes offered. These school fees are compulsory.

12C. VOLUNTARY PARENTAL CONTRIBUTIONS

THE SCHOOL MAY ALSO ASK FOR EXTRA CONTRIBUTIONS FOR ACTIVITIES WHICH ARE NOT PART OF THE CURRICULUM. THESE CONTRIBUTIONS ARE VOLUNTARY. STUDENTS SHOULD ALWAYS HAVE THE OPPORTUNITY TO PARTICIPATE IN THESE ACTIVITIES. ISD WILL NOT EXCLUDE STUDENTS FROM PARTICIPATING IN THESE ADDITIONAL ACTIVITIES.



12D. SPONSORSHIP

As for external sponsorships, the school adheres to the rules and regulations as specified in the Covenant '*Scholen voor primair en voortgezet onderwijs en sponsoring*'. Sponsoring will not impact the content of the curriculum and students will not be exposed to advertisements which do not correspond to the educational objectives and/or vision of the school.



APPENDIX 1

IB MISSION STATEMENT:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

MISSION LAURENTIUS

We consider the relationship with each other essential for our organisation, it is the safe basis of any personality. That is why we wholeheartedly give space to the whole child, so that it can grow in the development of individuality and ensure that children have equal opportunities. That is our commitment and the joint responsibility of all our colleagues. Together we form a vital community in which individuality thrives in learning and living with each other's otherness. Everyone is welcome. Every child learns to deal with the rules of the game, one form your own opinion and respect those of others. The children discover together their own position in society and find out how they can actively contribute and can deliver to their environment and the world. Ownership, discovering for yourself what you are can and want, paves the way to independence, in the full realization that we have each other in this need.

Together we work and learn

Own Identity and appreciation for others

Ownership is the way to independence and responsibility

Fun is an important condition to learn

Growth is the stimulating power of our development

Future-oriented is building for the world of tomorrow

MISSION LUCAS ONDERWIJS

Lucas Onderwijs encourages its schools to offer the best possible education so that every student can develop into a self-aware, responsible and promising citizen. The mission is elaborated in the 'Koers en Kernwaarden' document containing the following core themes:



- Education for the future
- Future proof human resource policy
- Education inclusivity
- Leading with direction

Key concepts (kernwoorden) in this are: Compassion, Connection, Respect, Sustainability, inspiration, dedication, inquiry and trust.

These key concepts and directions are aligned with the mission and vision of the ISD.

The mission and vision of the above are incorporated in this schoolplan and will be further developed in the yearly strategic plans and the IB programme development plans.

Appendix

added:

- Whole School Language Policy
- Assessment and Promotion Policy
- POS-Ouderrapport
- Meldcode
- DEI- Policy
- Programme Development Plan template
- Social safety and school climate policy
- Handreiking visieformulering POVO- Lucas Onderwijs