The International School of The Hague

Primary

Secondary

The International School of The Hague

School Guide 2020 | 2021









Welcome Letter from the Principals





Curious, Connected and Compassionate

On behalf of The International School of The Hague (ISH), we would like to welcome you to our School Guide. We are very proud of the quality of education that we provide for the students of all ages and nationalities and can proudly say that it is a true international school with 2000 students on roll from 100 nationalities. Accordingly, our mission is to inspire personal excellence in our strong and diverse community.

ISH has been serving the community of The Hague for many years. We joined the Primary and Secondary Schools together under one roof when we moved to our current Kijkduin campus in the south of the city. The Primary School prides itself on being the first school in the world to be awarded 'Mastering' in the accreditation of the International Primary Curriculum (IPC) in 2009. In 2013, we were also awarded 'Re-mastering', a great confirmation of the quality of education that we provide.

The School follows the International Baccalaureate (IB) Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) and our results at both MYP and DP are above the world average. For CP our first students graduated in 2019 with a 100% success rate, demonstrating the huge success of this initiative.

CIS Timeline following the Synchronised Accreditation Visit in November 2019

- October 1st, 2020 – Submit CIS Supplementary Report
- January 1st, 2021 - Submit CIS Annual Report
- January 1st, 2022 - Submit CIS Annual Report
- CIS Preparatory and Team Visits are not yet scheduled, but if they fall within the regular 5 year-cycle, then they will be around April 2022 and November 2024 respectively.

ISH is also a member of the Rijnlands Lyceum group of schools, a non-profit educational foundation that has schools in the local and surrounding area in Sassenheim, Oegstgeest and Wassenaar. In The Hague we have also the Eerste Nederlandse Montessori School (ENMS) and The European School (ESH). As part of a Dutch foundation, we receive subsidies from the Government. This enables us to have our fees at a competitive level.

Both the Primary and Secondary Schools are key members of the Dutch International Secondary Schools (DISS) and Dutch International School Primary Schools (DIPS), where issues such as benchmarking, inspections and staff professional development are discussed.

We hope that this School Guide for the academic year 2020-21 will give you some useful and detailed information about the school, to supplement the information available on our website. This will be our first full academic year with our new Guiding Statements in place, so we invite you to look closely at Chapter 1 where these statements are explained in full.

Richard Matthews and Juliette van Eerdewijk

How to Contact the International School of The Hague



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Secondary School Office
Telephone: +31 (0)70 328 14 50
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Reception Desk
Telephone: +31 (0) 70 328 1450
Fax: + 31 (0) 70 328 2049
Email: ish.reception@ishthehague.nl (for all issues related to Absences in Secondary School)

On entering ISH Secondary, please report to the Reception if you have any questions or queries

Admissions Office (for issues related to Admission of new students)
Telephone: +31 (0)70 328 14 50
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Format for emailing individual staff within ISH:
email: first-initial.surname@ishthehague.nl

Visiting address:
The International School of The Hague
Wijndaelerduin 1
2554 BX The Hague
The Netherlands

NB: *In 2020-2021, the school will change address. The new address will be communicated with the community and is as follows:*

New visiting address:
The International School of The Hague
Wijndaelerweg 11
2554 BZ The Hague
The Netherlands

Postal address:
The International School of The Hague
P.O. Box 52047
2505 CA The Hague
The Netherlands
www.ishthehague.nl

Finance Department at Stichting Het Rijnlands Lyceum Wassenaar
Email: debiteuren@rijnlandslyceum-csb.nl
Bank: ING Bank
Account Name: Stichting Het Rijnlands Lyceum Wassenaar
IBAN: NL85 INGB 0669461741
BIC: INGBNL2A
All payments should clearly display the name of the student(s) and the debtor number.

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The International School of The Hague (Whole School)





1

1.1 Our Guiding Statements

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.

1.2 Value Statements:

Curious, Connected and Compassionate

Curious

- We are open-minded critical thinkers who learn through inquiry, reflection and engaging with different perspectives
- We learn about ourselves and the world around us through service and experiential learning
- We are independent and interdependent life-long learners with a thirst for knowledge

Connected

- We take pride in the strength of our community and the diversity within it
- We value our individual identities and celebrate cultural diversity
- We connect with local and global communities through our learning

Compassionate

- We develop self-respect and show compassion to others
- We take responsibility for our actions and strive to have a positive impact
- We show courage and act with integrity, fairness and respect

1.3 Overall Objectives for 2020-2021:

A. To ensure that the ISH mission, vision and values are integral to our thinking, actions and decision-making across the whole school
B. To promote high quality teaching and learning through evidence-based inquiry and the appropriate use of data
C. To provide our students and our staff with a physically and psychologically safe learning environment that is conducive to learning and wellbeing



1.4 Learning at the International School of The Hague

A Philosophical Stance

The International School of The Hague shares an understanding that at the centre of international education are students who come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place within it. ISH encourages these students to pursue personal excellence by being curious, connected and compassionate lifelong learners.

The International School of The Hague takes a holistic view of education, so that along with cognitive development, the school programs address social, emotional and physical well-being. 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.

Teachers at the school are committed to an inclusive learning environment and help empower and inspire personal excellence in all students by encouraging them to take responsibility for their learning. Teaching and learning grows from an understanding that people work together to construct meaning and make sense of the world. ISH supports and challenges students to improve their learning by engaging with a strong, diverse community and a coherent curriculum that is broad, balanced, challenging, conceptual and connected.

1.5 Intercultural Understanding for Global Citizens

The International School of The Hague, with its strong diverse community within the International City of Peace and Justice, is well placed to provide a dynamic learning environment that is conducive to intercultural learning and global citizenship.

Intercultural Learning challenges students to learn from different cultures and to deepen their understanding, acceptance and respect for diverse groups of people. It allows students to develop their own cultural identity and to facilitate open-minded discussion. This enhanced level of communication helps engage students in tackling global issues.

Global Citizenship is about understanding the ongoing and inevitable global opportunities and challenges we face. Global learners develop awareness and respect that motivates them to take action in relation to the complexities of the world.

1.6 The International School of the Hague Community Profile

The International School of The Hague Community Profile is used to promote intercultural learning and develop global citizenship. It is based on the IB Learner Profile, the concept of international mindedness, the IPC Personal Goals and the ISH Guiding Statements. Different departments in the school are encouraged to develop subject-specific and/or age-appropriate adaptations for the attributes in the profile.



ISH Community Profile

Attribute	ISH Community Profile Descriptors: Curious Connected Compassionate
Creative	We value **creative processes and innovation** even when the results are unpredictable and surprising. We create ideas individually and **in diverse groups** across the whole range of subjects and beyond. We **respect and celebrate** the creativity arising from **our different cultural backgrounds**.
Resilient	We persevere with a task, are **capable of acknowledging disappointment** and adapting when we are not successful straight away. We **strive** to achieve the best possible outcomes and **support each other**. We welcome the **learning opportunities** provided by difficulties and challenges.
Inquirers	We nurture our **curiosity**, developing skills for **inquiry and research**. We know how to learn independently and **with others**. We learn with enthusiasm and sustain **our love of learning** throughout life.
Knowledgeable	We develop and use conceptual understanding, **exploring** knowledge across a range of disciplines. We engage with issues and ideas that have **local and global** significance.
Thinkers	We use **critical and creative thinking** skills to analyse and take **responsible action** on complex problems. We exercise initiative in making reasoned, **ethical** decisions.
Communicators	We express ourselves confidently and **creatively** in more than one language and in many ways. We **collaborate effectively**, **listening carefully** to the perspectives of other individuals and groups.
Principled	We act with **integrity and honesty**, with a strong sense of fairness and justice, and with **respect** for the dignity and rights of people **everywhere**. We take responsibility for our actions and their consequences.
Open-minded	We critically **appreciate** our own cultures and personal histories, as well as the values and traditions of others. We seek and **evaluate a range of points of view**, and we are willing to grow from the experience.
Caring	We show **empathy, compassion and respect**. We have a commitment to service, and we act to make a positive difference in the **lives of others and in the world around us**.
Risk-takers	We approach uncertainty with forethought and determination; we work **independently** and **cooperatively** to **explore new ideas** and innovative strategies. We are resourceful and resilient in the face of challenges and change.



Balanced	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - **to achieve well-being for ourselves and others**. We recognise our **interdependence with other people and with the world** in which we live.
Reflective	We thoughtfully **consider the world** and our own ideas and experience. **We work to understand** our strengths and weaknesses in order to **support our learning** and **personal development**.

1.7 High Quality Learning

At ISH we inspire our students to be curious. To do this, we use student-led inquiry to solve challenging problems that are set in authentic contexts wherever possible. Students learn to apply their knowledge and skills to deepen conceptual, disciplinary and interdisciplinary understanding and make effective connections. Our students learn how to collaborate, act with compassion and become responsible global citizens. Our students, teachers and community model the attributes of the ISH Community Profile.

High Quality Learning at ISH is:

- An active process where students make connections between new ideas and prior understandings
- Collaborative and supported by quality interactions with teachers and other students
- Centred on students' responsibility for their own learning; they are able to exercise choice, develop goals, plan their approach and work independently
- Reflective, enabling students to monitor and review their learning with a clear sense of how to improve; students are supported to learn from their failures as much as their successes
- A process of change and personal growth

High Quality Learning at ISH occurs when students:

- Are curious, inspired and motivated to take ownership of their learning
- Build on prior skills, knowledge and understanding
- Remain resilient and engaged, especially when learning about complex or unfamiliar ideas
- Feel safe and secure in their learning environment and at home
- Have confidence in their teachers and trust their peers
- Actively apply their knowledge and skills towards solving local and global issues

High Quality Learning at ISH occurs when teachers:

- Have high expectations, and encourage students to set high expectations for themselves, which inspire, motivate and challenge students
- Maintain good relationships with students in order to involve and motivate them
- Promote students' love of learning and intellectual curiosity
- Guide students to reflect on the progress they have made and their emerging needs
- Are aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Demonstrate knowledge and understanding of how students learn and encourage them to take a responsible and conscientious attitude to their own work and study
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' learning at different stages of development



- Have a clear understanding of the needs of all students, including those with unique and individual challenges. Teachers are able to adopt and constantly review a variety of teaching approaches to engage and support all students
- Develop effective professional relationships with colleagues leading to successful collaboration, knowing how and when to draw on advice and specialist support
- Reflect systematically on the effectiveness of lessons and approaches to teaching and its impact on learning
- Make productive use of formative and summative assessment to support students' learning
- Use digital tools to effectively support and enhance pedagogical approaches which are known to improve learning

High Quality Learning at ISH occurs when parents:

- Are well informed and curious about their own child's learning
- Connect and collaborate with others to further support their child's learning and wellbeing
- Provide a compassionate home environment which celebrates and promotes individuals' culture and language

1.8 Student Charter

The student charter was developed to set out the rights and responsibilities of all students who are part of the ISH Community. It was created by students for students and developed from the United Nations Convention on the Rights of the Child and our school's Guiding Statements.

Students have the right to:

1. Be treated with respect regardless of who we are, where we are from and what we believe
2. Be consulted about decisions that affect us through our student representatives; be able to question those decisions; and to assert our rights as they are set out in school policies and protocols
3. A safe, clean and well-maintained school environment, which supports our learning and personal development
4. Share our personal views about the things that we learn and that affect us, keeping in mind that we must respect the views of others and not share views that are harmful and disrespectful
5. Learn about ways to take care of our well-being and personal safety
6. Support systems that take care of our physical and mental health
7. A healthy and balanced learning experience, which allows us to pursue our own interests
8. Experience learning in line with the school's High Quality Learning Statements so that we are enabled to achieve our own personal excellence and be well prepared for life after-school
9. Be informed about our rights within and beyond school
10. Learn about and share our culture and language and have it valued by others

The school along with parents/guardians work together to uphold these rights.
With rights come responsibilities. To enjoy these rights, students will:

1. Be **respectful** of others regardless of who they are, where they are from and what they believe
2. Be **safe** in how they take care of themselves and in their behaviour towards and around others
3. Be **responsible** in their behaviour and in their learning

Students behave in accordance with these responsibilities to ensure that they can all enjoy these rights. They understand that if they do not, there may be negative consequences for themselves, their environment and others.



1.9 Behaviour

We strive to teach and promote positive behaviour and use restorative practices to address behaviour when things do not go well. Our behaviour policy seeks to promote and develop the values inherent in the ISH Community Profile and to ensure that students behave in line with the responsibilities that the students have set out for themselves in order to ensure that they receive the rights to which they are entitled. We believe that students benefit from clear boundaries and it is important that students learn that all behaviours have consequences both positive and negative. Our behaviour policy and related protocols set out our philosophy and approach in more detail including the way in which we manage behaviour in a developmentally appropriate way for our Primary and Secondary School students.
In joining the school, families commit to supporting us in implementing our behaviour policy and in promoting the values of our school community.

1.9.1 Anti-bullying

Staff and students have the right to be treated with respect in a safe environment and we do not tolerate bullying in our school. Bullying is completely against our values. However, we also recognise that bullying is a complex and often misunderstood issue. Therefore, educating our students on this issue is a key part of how we work towards prevention.

We fully investigate all reports of bullying. In all cases both the victim and the initiator can be damaged by their interactions; bullying incidents are often indicative of underlying issues affecting all involved. With this understanding, we offer support to the one harmed and the one causing harm. We aim for reconciliation, conflict resolution and prevention. These principles are the core of what we teach our students and how we respond to bullying incidents.

You can find full details about our approach to bullying in our "Antibullying Policy".

1.10 Staff

At ISH we have talented teachers from all over the world. We also have strong administrative and support staff to support the students, parents and teaching staff to contribute to the smooth functioning of the school. A full overview of staff will be available in the near future on our website www.ishthehague.nl



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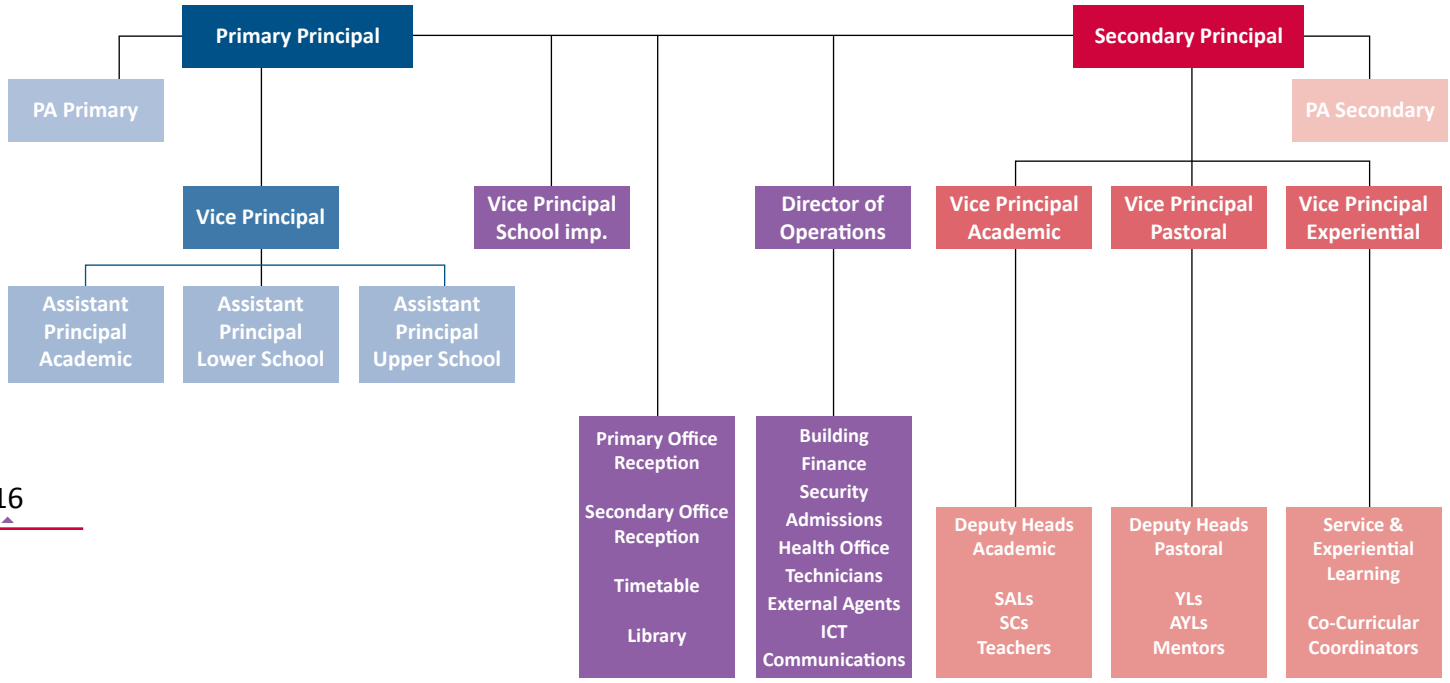
2.1 Leadership & Management

The Senior Leadership Team of the school is led by the two Principals. They are supported by a team of Vice Principals and the Director of Operations.

Secondary Principal	Mr R. Matthews r.matthews@ishthehague.nl
Primary Principal	Ms J. van Eerdewijk j.vaneerdewijk@ishthehague.nl
Director of Operations	Mr E. Mossel e.mossel@ishthehague.nl
Vice Principal School Improvement	Mr A. Lorenzini a.lorenzini@ishthehague.nl
Secondary Vice Principal Academic	Mr S. Middleton s.middleton@ishthehague.nl
Secondary Vice Principal Experiential Learning	Mr B. Le Heux b.leheux@ishthehague.nl
Secondary Vice Principal Pastoral	Ms E. Hilkes Leane e.hilkesleane@ishthehague.nl
Primary Vice Principal	Ms M. Lawrence m.lawrence@ishthehague.nl
Deputy Head Academic IBMYP Coordinator Secondary	Ms M. Lamminaho m.lamminaho@ishthehague.nl
Deputy Head IBCP/IBDP Coordinator Secondary	Ms A. Trumic a.trumic@ishthehague.nl
Deputy Head Teaching and Learning Secondary	Mr N.Bruce n.bruce@ishthehague.nl
Deputy Head Students Data and Logistics Secondary	Mr S. Brooks s.brooks@ishthehague.nl
Deputy Head Student Guidance Secondary	Ms B. Nijsten b.nijsten@ishthehague.nl
Assistant Principal Academic Primary	Ms S. Goodhand s.goodhand@ishthehague.nl
Assistant Principal Lower School Primary (Early Years Y3)	Ms C. Lapierre c.lapierre@ishthehague.nl
Assistant Principal Upper School Primary (Y4 - 6)	Ms I. McKenna i.mckenna@ishthehague.nl



2.2 Organogram ISH



Chapter 3: ISH Background



3

3.1 Context Statement

The International School of The Hague is:

- Subsidised by the Dutch Ministry of Education and supported by the Municipality of The Hague, as well as by local international interests
- Accountable to the inspectors of the Dutch Ministry of Education
- Part of the foundation, Stichting Het Rijnlands Lyceum (SRL)
- An International Primary Curriculum (IPC) school in Primary
- An IB World School in Secondary, with successful MYP, CP and DP programmes
- A member of the Educational Collaborative for International Schools (ECIS)
- Secondary School is a member of the Council of International Schools (CIS)
- Dutch Laws require ISH to have Dutch inspections and Dutch educational regulations such as absence registration, a School Plan, and a Participation Council.

3.2 Dutch International Schools (DIS)

In 1983, the first Dutch International School was established in The Hague and this developed into The International School of The Hague in 1991. The ISH is a member of the group of Dutch International Schools which comprises of Dutch International Primary Schools (DIPS) and Dutch International Secondary Schools (DISS) across the Netherlands. The group caters for the needs of both primary and secondary students who are not Dutch, as well as Dutch students whose education is, at least in part, obtained overseas in order to provide continuity of education.

Dutch International Schools are financially supported by the Dutch government. This makes it possible to charge relatively low school fees in comparison with private international and foreign educational facilities.

The International School of the Hague is subject to Dutch legislation and regulations, school holidays are determined nationally each year and allocated to three regions; Noord, Midden and Zuid. The School falls under the Central Netherlands region

For more information see www.dutchinternationalschools.nl

3.3 Stichting (Foundation) Het Rijnlands Lyceum

The International School of The Hague is part of the Foundation Het Rijnlands Lyceum (SRL). The *Rijnlands Lyceum* (SRL) Foundation is a semi-public organisation headed by an Executive Director as the competent authority (the Board) and is managed and supervised by a Supervisory Board. The Foundation's Chairman of the Executive Board is Mr. Drs. A. (Arjan) Kastelein MBA.

For more details on the Rijnlands Lyceum Foundation, view www.rijnlandslyceum.nl

Stichting Het Rijnlands Lyceum
Backershagenlaan 5, 2243 AB Wassenaar
Tel: 071-573 0910
Fax: 071-531 2167
www.rijnlandslyceum.nl



The other schools which are also part of the Rijnlands Foundation are:

Rijnlands Lyceum Oegstgeest
Apollolaan 1, 2341 BA Oegstgeest
P.O. Box 61, 2340 AB Oegstgeest
Dutch Department
Tel: 071-519 3500
www.rlo.nl

Rijnlands Lyceum Oegstgeest
International Department
Tel: 071-519 3555
www.isrlo.nl

Rijnlands Lyceum Sassenheim
Van Alkemadelaan 2, 2171 DH Sassenheim
P.O. Box 79, 2170 AB Sassenheim
Tel: 0252-243 070
www.rijnlands.nl

Rijnlands Lyceum Wassenaar
Backershagenlaan 5, 2243 AB Wassenaar
Tel: 070-511 0400
www.rijnlw.nl

Eerste Nederlandse Montessori School (ENMS) - First Netherlands Montessori School
Laan van Poot 353, 2566 DA Den Haag
Tel: 070-323 13 11
www.enms.nl

Europese School Den Haag (ESH) - European School The Hague
Houtrustweg 2, 2566 HA Den Haag
Tel: 070-7001600
www.europeanschoolthehague.nl

3.4 The School Population

The expected enrolment for the 2020-2021 year is 1940 students, with 600 students in Primary School and 1340 students in Secondary School.



Chapter 4: School Fees and Financial Matters

4

4.1 Annual School Fees

The ISH is officially recognised by the Dutch Ministry of Education which contributes funds to the school, as part of the "Stichting Rijnlands Lyceum". These government funds, or subsidies, cover approximately half of the actual costs of the ISH. Parents are required to pay fees to cover all remaining expenses.

Fees are charged annually in advance and can also be paid in four instalments. The school publishes standard terms and conditions for the payment of fees. These are issued to all parents and available on our website www.ishthehague.nl under "Admissions", "Fees" and on the Parent Portal under "Forms and Documents"

School fees for 2020-2021:

School Year	Fees
Pre-Early Years	Available on request*
Early Years to Year 4	€ 7,329
Year 5	€ 7,434
Year 6	€ 7,486
Years 7/8/9:	€ 8,410
Year 10:	€ 8,840
Year 11:	€ 8,840
Year 12 IB-DP:	€ 9,462
Year 12 IB-CP:	€ 10,462
Year 13 IB-DP:	€ 9,122 + 720 examination fee
Year 13 IB-CP:	€ 9,422 + 720 examination fee

**The fee structure for Pre-Early Years is calculated separately and is available on request.*

Payment Information

Bank:	ING Bank
Account Name:	Stichting Het Rijnlands Lyceum Wassenaar
IBAN:	NL85 INGB 0669461741
BIC:	INGBNL2A

- All payments should clearly display the debtor number and the invoice number to ensure proper delivery of payment.
- The debtor number can be found on the invoice.
- Should you have questions, please contact: debiteuren@rijnlandslyceum-csb.nl

4.2 Registration and Deposit Fee

There is an additional non-refundable registration fee of **€ 325** for the processing of applications to the school and a deposit fee of **€ 1000**. The deposit will be refunded, upon request, when the student leaves the school having returned all books, cleared any outstanding debts, as long as due notice has been given.



4.3 Examination Fees IBDP and IBCP

IBDP Fees

IBDP Fees Examination fees, payable by students sitting examinations for the IBDP, are charged at the current rates applied by the IB. Parents will receive a separate invoice for examination fees. The fees are € 720 for 6 subjects, including exam fees, extended essay, TOK and administrative charges.

IBCP Fees

Examination fees, payable by the IBCP students sitting examinations for the DP subjects, are charged at the current rates applied by the IB. Parents will receive a separate invoice for examination fees. The current fee for the IB Diploma exam covering an average of 3 subjects is € 720 including, exam fees, administrative charges, and Career-related study (BTEC) fees.

Separate fees will be charged for retake examinations and other special services provided by the IB, in accordance with the IB scale of fees and deadlines and with the school scale of admin fees. These are reviewed and communicated annually to the relevant groups of students and parents.

4.4 Policy on Scholarships and Financial Support on Fees

It is not the School's Policy to give financial support to any student at the point of joining the school. The fees have to be accepted as being affordable for a student to be granted entry.

Please note that the School will also not admit students where there are outstanding debts to other schools, or evidence of a poor payment record.

In the case of a family with an enrolled student/students suffering unexpected hardship (e.g. unemployment or bereavement) making the fees absolutely impossible to pay, the School will consider giving financial support for a short period, at which point in time alternative education should be arranged. For the purpose of this policy a stage of education is seen as being the end of Years 2, 6, 11 and 13.

Applications should initially be made to the Principal. In considering the application supporting financial information will be requested, such as a statement of incomings and outgoings, and bank statements.

Any support given will be against tuition fees only, not school trips, examination fees, resources, or other costs.



4.5 Accident Insurance

The school has a collective accident insurance policy for students which provides maximum cover as follows:

• in case of fatal injury	€ 4,540
• in case of permanent injury to a maximum of	€ 68,000
• medical and hospital costs	€ 2,270
• dental cover	€ 2,270

This insurance covers only such injuries that are not covered by the student's own health insurance policy, which is obligatory in the Netherlands. It does not cover parents' own basic national contribution. It applies to injuries incurred on the way to school (by the most direct route), in the school and in the course of school activities such as school excursions and study trips.

Damage to property such as spectacles, clothes or bicycles is not covered by this insurance. Students who take part in school trips are recommended to have private insurance.



5

5.1 Safeguarding and Child Protection

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."
In addition, the decisions made within the school about a child's welfare will always be made in "the best interests of the child" (Article 3 UNCRC).

All staff are provided with regular training in regard to safeguarding and child protection, including reporting obligations and procedures where a concern arises. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with *Veiligthuis* (Safe Home: https://veiligthuis.nl/) and/or the Police without parental knowledge (in accordance with the *Meldcode* - Dutch reporting procedures: https://www.rijksoverheid.nl/onderwerpen/huiselijk-geweld/meldcode). The school will, of course, always aim to maintain a positive relationship with all parents.

In addition, the most powerful safeguarding tool is the education of the child. Through our pastoral programmes we educate our students about how to keep safe, healthy and happy and encourage them to share any concerns they have with the appropriate adults in school.

At ISH we are a strong and diverse community, which is a welcoming and safe place for our children, staff, parents/carers and visitors alike. We expect all adults who enter our school site at any time to set examples of behaviour and conduct that meet the high standards that we expect of our students. All parents, carers and visitors must show respect to all other parents and carers, children, and staff.

If you have any concerns about the safety of any of our children, please contact either of the school Principals or our Designated Safeguarding Leads: Eveline Hilkes Leane (Secondary Vice Principal Pastoral) and Michelle Lawrence (Primary Vice Principal).

5.2 Parking and Drop-off Zone

The area directly outside the school buildings is considered to be a drop-off zone: Please do not park there. To ensure a smooth traffic flow we prefer you to use this drop-off zone closest to the school. We also encourage you to cycle to school to ensure a smooth traffic flow. This promotes the health of our community and also reduces the amount of traffic coming to and entering the school site, which is beneficial for us all. If you wish to stay with your children, you will need to park in the car park opposite the school. Parents of Early Years students may park for a short period of time on the triangle. For reasons of safety, children should not be left before the school opens for students at 8:00.

5.3 School Badges

To ensure the safety and security at our school, we require parents/guardians, staff, and all visitors to visibly wear a school-issued badge on school campus at all times. Nobody will be allowed access to the building without swiping in and out. In case of an emergency, we need to be able to verify who is in the building.



Our primary concern is the safety of our students at all times. As such, we expect all staff, parents, volunteers, and visitors to share this common commitment. All data from the access system is treated with the utmost privacy in accordance with GDPR laws. It is stored securely and deleted after two weeks. It will only be used in case of emergency.

Visitors can obtain a badge from Reception for entrance to the building.

Parents/Guardians can request a personalized badge by filling out a form that will require a login to the parent portal. This badge will display their photo. This form will require the user to upload a photo adhering to certain specifications.

The link to the form can be found on the parent portal, as well as in the weekly parent newsletter.

At the Beginning of the Year
For now, at the beginning of the school year, we are processing parent badges in batches, and they will receive communication about how to request the badge and the collection date.

Throughout the Year
As soon as you the badge is ready, the badge holder will be sent an e-mail to let them know their badge is ready for pick up from Reception.

If you are applying for a badge for someone who is not registered as a parent or guardian with our school, please be aware that this person will need to produce proof that they have permission from you, when they pick up the badge.

Badges remain property of the school and have to be returned upon permanent withdrawal. If you have lost your badge, you can obtain a replacement badge. This will cost €10,-

For questions regarding badges, please email to ishbadges@ishthehague.nl.

This system is new and subject to evaluation. Arrangements may be altered according to the needs for keeping the community safe.

5.4 Health Office

The Health Office at the International School of The Hague aims to foster the health and educational success of the students. The link between optimal health and academic success is supported through the provision of services geared towards preventative health care and support, intervention for minor injuries or illnesses, and referral to the larger health community for more urgent health concerns. The School Nurses are available to support students in achieving a healthy and well-balanced lifestyle.

The School nurses are present from Monday to Friday 8:00-16:30 during the academic year.
The School nurses look after children who fall sick or are injured during the school day, contact parents to collect them while advising about possible referral to the relevant medical services or provide urgent care/first aid. Some children with chronic or acute medical conditions require medication during the day and this medication can be stored in the Health Office, once a medication administration form is completed.



In case of chronic medical conditions (for example: diabetes, asthma) or severe life threatening allergies (for example: nut allergy), please make an appointment with the School nurses by writing to healthoffice@ishthehague.nl. The School nurses will then make a care plan that will guide everyday management and care of the student to then be shared with the relevant staff.

Staff and parents should only use the health service in emergencies.

5.5 Accessibility of the school

Means of communication:

- Newsletters, emails and the website to parents and students are provided with "focus points" These points help the user see which part of the page is currently in focus. This makes it easier for users who navigate with a keyboard instead of a mouse, and users with short-term memory problems or difficulty keeping attention.
- All photos on the website are provided with alt text. This is read by screen readers of visually impaired users.

Health Office

- Students in a wheelchair can access the school using the ramp in front of the school. Parents can park there (not sure if there's a disabled parking spot nearby the ramp) We could add a sign. See above.
- Students can leave the wheelchairs in the area in front of the exit on the ground floor if they are collected by the parents and don't need the wheelchair at home.
- Classrooms are accessible for wheelchair use.
- Secondary students in a wheelchair are allowed to use the lift if they have permission from the Health Office and collected their lift pass. Primary students are not allowed to use the lift without a teacher/assistant. There's a lift in the main building and in the new primary building.
- In the girls toilets there's one cubicle next to the wall with special handrails for disabled students. There's a black dot on those cubicle doors. (Not sure how it is in the boys toilets.)
- There are disabled toilets on the first floor behind the main entrance, in the new primary building and in front of the PE office. The toilet next to the primary health office is accessible for a small wheelchair. (not sure if there is a disabled toilet in the Q and R block as there's no lift either.)
- There are 5 evac chairs in the main building to evacuate disabled students in case of an emergency.
- All areas are accessible for wheelchair dependent students, there are wide corridors.

Safety/security and badges:

- Multiple evac-chairs in case of an evacuation
- Ramps to access both buildings. Good point above about signage written above.
- Badges: I'm creating a manual with all the information about badges. But for now some points about accessibility:

Temporary badges

For interns staying in the ISH-community for a maximum of 2 months or 10 weeks a temporary



badge can be requested that can be recycled.
Requesting a temporary badge:

- The temporary badge is meant for persons staying at ISH for a maximum of 2 months under the contract of ISH like an intern. External companies, see next paragraph.
- Validated requestors are: HR, Director of Operations and primary- and secondary office
- Request needs to be done through e-mail to ish.security@ishthehague.nl (and CC r.zaal@ishthehague.nl)
- E-mail need to contain at least:
  1. First and Last name of badgeholder
  2. Role example: Intern or Interim
  3. Start date + end date
  4. Any additional access

Make sure, you send an email as soon as possible to allow security to produce the badge.

Defective or damaged badge

In case of a defective and/or damaged badge, the holder of the badge can report the defect to the Secondary Reception, which can contact the Security Coordinator or Security to see what the defect is to fix the problem.

If the badge is not working without any major damages the badge can be replaced for a new badge with a new chip.
If the badge is severely damaged because of misuse like damaging the photo, breaking the badge or not using a badge holder, the costs of the badge can be credited to the badgeholder.

The badgeholder needs to provide the following information:

1. What is the problem with the badge?
2. When did this happen or when did the problem start?
3. Are there any changes that need to be made on the badge, like a different photo or spelling of a name?

Security will take the existing information of the cardholder and will request a new badge in the card center to be printed out.
This process will go the same way as paragraph 3 when a badge has been printed.

Lost or stolen badge

In case of a lost or stolen badge, security needs to be informed immediately to assure the safety of the community to (temporarily) block the badge with accessrights in Genetec. In case of a lost badge the following can be done:

Lost badge for the day:
In case a person has forgotten their badge, a temporary badge can be given out in Genetec by the receptions for the day. Report the lost badge to security at ish.security@ishthehague.nl so security can (temporary) block the badge.
Permanently lost badge:
Report the permanently lost badge and send an email to ishbadges@ishthehague.nl and



CC ish.security@ishthehague.nl.
E-mail need to contain at least:
1. First and Last name of badgeholder
2. Where did you last used/saw your badge
3. Any additional information

Adjusting authorization level or data, like company name, on a badge
If a different authorization level is needed, like access to the expedition door or other entrances that are out of the appointed doors to a cardholder group, the authorization needs to be requested. Validated requestors are: Director of Operations, Facility manager, assistant facility manager, head concierge or members of the SLT or HR.

Kinds of changes for a badge to ensure right authorization and information:
1. Changed position (like BHV or parent becoming teacher)
2. Photo not similar to the badgeholder anymore
3. Person needs different accessrights (like BHV)
4. Person needs access to a specific door (like Expedition access)

Expedition door:
Special request is the door for the expedition to ensure people who can't use the stairs have access to building freely without obstacles. There are two different types of access rights to this door:

Permanent access:
1. BHV-team
2. Disability to use stairs
3. External contractors that must haul heavy/big objects
4. Freely/quickly move around ISH-grounds because of job; Concierge, security etc.

Temporary access:
1. Temporary disability like a broken leg
2. One time or short period of time to use the door like: Event or loading/unloading

All requests needs to be done through e-mail to ish.security@ishthehague.nl
(and CC r.zaal@ishthehague.nl)
E-mail need to contain at least:
1. First and Last name of badgeholder
2. Role
3. (Mobile) Telephone number
4. Kind of change for the badge
5. Reason for the access right and end date for the access in case of temporary access

In case a different authorization is requested, the old authorization becomes due.
In case a new badge has to be printed, the badgeholder needs to hand in their old badge.



At card collection - Reception secondary

Identity check will be performed by Reception and Security, every time a card is collected. Verification of identity will be done by the following official documents (make sure they bring their identification):

- ID-card (European countries)
- Drivers licence (European countries)
- Passport (worldwide)

Interns will sign for their badge, as every badge will be accompanied with a form 'House Rules – New Temporary Badge' (draft - can be changed – but a good start). This form has to be signed for before handing out the badge. The form will be held in the binder where created & contractor badges are held until the end of the stay. The binder will be placed at the card center – secondary

Restrictions to the accessibility

Changes may occur with regard to school accessibility due to unforeseen or special circumstances such as COVID-19.



Chapter 6: Attendance and Inclusive Education

6

6.1 Attendance and Punctuality

Our approach to attendance and punctuality is determined by Dutch law. The "Leerplicht Wet" (Compulsory Education Law) dictates that children aged 5 to 16 (or 18 if they do not yet have a diploma) must attend school unless there is a valid reason.

Parents are responsible for ensuring that their children are present in school and on time.

Absences

If a child is ill or needs to be absent for a medical or dentist appointment parents/guardians need to inform school before 7.30 following the procedure for the specific section of the school.

- For Primary School: email Primary Office at primary@ ishthehague.nl and copy in the class teacher.
- For Secondary School: email Reception at ish.reception@ishthehague.nl.

In the event that a long illness is anticipated, parents/guardians should also inform their child's class teacher/mentor and Year Leader. The email should include the reason for the absence and an indication of how long the child will be absent for.

Regular or persistent absence (excused or unexcused) and/or late arrival must be followed up by the school as the school is obliged to inform any unexplained or persistent absences/ late attendance to the Dutch Attendance Officer (Leerplicht).

If repeated or extended illness is a cause for concern (regularly sent home ill from school, absence during specific days/events, patterns of absence etc), the school will inquire about the absence and where appropriate will refer the child to the school doctor (Centrum Jeugd en Gezin, CJG) who will arrange a meeting with the parents.

The school doctor will inform the school of the next steps.

Late arrivals

You will be contacted if your child arrives late. You will be required to provide an explanation for their late arrival, which must be a valid excuse. We will determine whether the explanation is justifiable in line with the Attendance Law.
Please note that traffic (except in exceptional cases e.g. traffic accident) is not an acceptable reason for late arrival.

Please also see the sections on Attendance and Punctuality from Primary School and Secondary School for more specific details about the follow up for late arrivals and absences for each school section.

Special Leave

If a student must be absent for reasons other than illness or a medical or dentist appointment, a 'Request for Special Leave' form should be completed at least two weeks prior to the requested leave date. In cases of emergency the request can be submitted later.

The Special Leave Forms for Primary and for Secondary School and all details regarding Special Leave can be found on the school website and in the weekly Parent Newsletter.



ISH is bound to Dutch regulations in this respect and can only approve special leave for very specific reasons like serious illness, death or marriage of a close relative or moving house. Special Leave can be approved by the school to a maximum of 10 days per school year as long as it abides by the rules and regulations.

Any requests for Special Leave of more than 10 days will need to be referred to the Attendance Officer (Leerplicht) who will then determine whether or not the leave can be granted.

6.2 The Law on Inclusive Education (Passend Onderwijs)

All students who are resident in The Netherlands have the right to access education that suits their qualities and abilities. The education provided by a school must provide them with the potential to be successful and therefore the school should try to determine before entry whether the education that is offered by the school is appropriate. Admission to The International School of The Hague is determined by the nature of our academic programmes and the availability of the additional support that we provide.

We offer a range of support for students with additional needs, including academic, social-emotional and health - but we are not a special educational needs school. At entry, families are required to provide us with all available information regarding their children's additional needs so that we are able to determine whether they are able to benefit from our educational programmes in a safe manner. Complete and accurate information is vital for us to ensure that we can provide appropriate education and a safe learning environment. In the event that we are provided with inaccurate and/or incomplete information a student's place at the school may be jeopardised.

At present we have five Learning Support Specialist and two Learning Support Assistants in ISH Primary led by a Learning Support Coordinator who is also responsible for addressing the social-emotional and behavioural needs of our Primary students.

In ISH Secondary, we have four counsellors and two psychologists whose focus is on social-emotional and behavioural needs as well as general mental health; and four learning support specialists who are responsible for specialist academic support beyond the classroom. Additional support is provided for students with English as an Additional Language (EAL) via our EAL department comprising of 4 teachers. This support is available to our students who are in the lower phases of English Language Acquisition in years 7 - 11 and some students requiring specialist support in years 12 - 13.

In addition, we have a team of nurses who are responsible primarily for the physical health needs of our students.
We continually review the support services and staffing that we provide in line with the needs of our community and to ensure that we manage this area in a financially responsible way within our remit as a mainstream school.

Once we have implemented the support and interventions that are available within our school, there may be cases when we determine that we are not able to provide appropriate education to meet the needs of a child that ensures their success and safety and/or the safety of others. In such cases, we have a responsibility to work with families in order to help them to find appropriate alternative education.



If you would like to find out more about the law relating to learning support, please visit the following website: www.passendonderwijs.nl.

6.3 The Law on Suspension and Expulsion of Pupils

In the event that poor behaviour continues that does not respond to our interventions and/or is deemed unsafe for the student themselves or for others around them, we have the right to remove them from the school setting.

In addition, in the event that a student demonstrates that despite appropriate support and interventions they are unable to benefit from our academic programmes, we also have the right to initiate a departure from our school.

One measure of intervention to enable students to make necessary progress may be to allow a student to repeat a school year in order to give them additional time to develop. However, this option is limited:

- Students may repeat a year only once
- Students may repeat only twice in the duration of their time at the school
  - Students who start the school one or two years below that which aligns with their year of birth can only repeat once

The restrictions that apply to this particular intervention because students should only continue at our school if they have the potential to be successful within our educational context and to benefit from our educational programmes. We also recognise that for many students, working alongside others who are significantly younger whilst their peers move on, can be very detrimental to their emotional well-being.

There may be some occasions where a student has experienced mental or physical ill health, which has resulted in them taking substantial time out from their schooling. We will review such situations on a case by case basis to ascertain whether repeating a year in a manner that contravenes the general rules set out above is in the benefit of the child.

In the event that a student has to leave our school due to either behavioural or academic circumstances, we have a responsibility to work with the family to support them in finding other appropriate schooling and to work alongside relevant external organisations to facilitate this process.

However, there may be times that the behaviour of a student leads to suspension if they engage in serious or repeated unacceptable behaviour.

In our Primary School, this will result in an internal suspension or removal from the class. However, if behaviour remains disruptive our policy allows us to contact parents and ask for the child to be picked up.

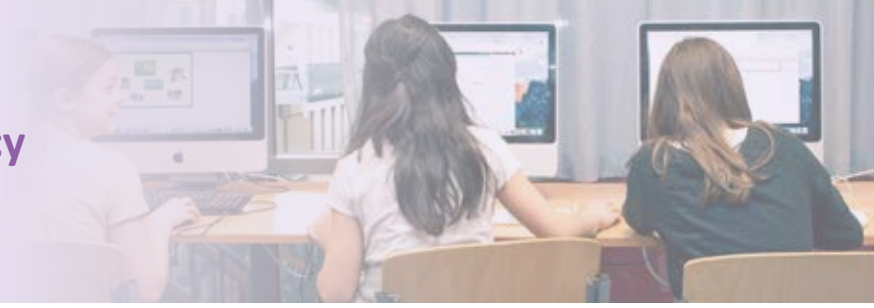
In our Secondary School, the suspension may take place internally or externally depending on the age of the child and the nature of the behaviour they have engaged in.



The law states that if it is deemed necessary to suspend a child this will be for a maximum period of 5 school days. When a child is suspended for any period of time, parents must be informed of the reasons in writing. If the suspension is for two days or more then the school inspectorate must also be informed via the school's online dossier. In such cases, the name and details of the child are not shared only the details of the suspension, the reason the year of the child's birth.

Expulsion can only be decided by the Executive Director in consultation with the school leadership. Notification in writing outlining clearly the reasons for the expulsion must be provided for the parents, school inspectorate and the Dutch Compulsory Education Department. Parents will have 6 months to appeal the decision.

Chapter 7: Data and Privacy



7

The school processes and is responsible for the careful handling of the personal data of all its students. The school considers that the proper handling of personal data is vitally important and is aware of the privacy legislation. In these explanatory notes we would like to explain how we handle your child's personal data.

7.1 Why do we process your child's data?

The school uses your child's personal data in order to comply with its obligations as an educational institution, to implement the education agreement it has with your child and/or for the purpose of complying with statutory obligations. For example, we need the data to register your child as a student at our school, to keep track of their academic progress and to enable your child to obtain a diploma. In addition, we are legally obliged to forward certain information to other parties, such as DUO (Ministry of Education) and with respect to compulsory education.

Other data, that is data that we are not obliged to collect by law, will only be processed with your consent. This could be the processing of visual material, such as photos and videos, for example. If permission is requested for the processing of such data, you can withdraw or give permission at any time. (Changing permission does not apply to visual material that has already been published).

7.2 What data do we process about your child?

We process various types of data, most of which we have received directly from you as parents. This includes contact details and place of birth. If you refuse to provide us with the information we need, we will not be able to fulfil our obligations. The provision of this information is therefore a condition for your child to be able to enrol at school.

At your own request and with your explicit consent, we will also process your child's medical data. This is limited to the information needed to act properly in emergencies. For example, you may report that your child has epilepsy, so that we can take effective action in emergency situations.

7.3 How do we handle your child's data?

The processing of the data is always based on necessity; we will not process more data than is necessary to comply with our rights and obligations as an educational institution. This also means that the data will not be used for purposes other than those referred to in these explanatory notes.

In a number of cases, as indicated above, we are obliged to share your child's details with other organisations. These include DUO, **compulsory education**, the Dutch Inspectorate of Education, IB, Municipal Health Service (GGD)/school doctor, **the education consortium** and the accountant. There are additional examples of when we are required to share information with external organisations to ensure the physical and psychological safety of our students, for example Veilig Thuis in reference to child protection cases. It is important to note that the **Meldcode** (referral code for child protection cases as set out in Dutch law) supersedes GDPR requirements in all cases.

We may request commercial third parties to assist us in processing the data for the aforementioned purposes. This may involve applications to support students in their lessons, an administration



system in which the data is not stored on our own network but with another organisation, or a curriculum program. This is always done by order and under the responsibility of the school. We conclude agreements with these organisations, which lay down, among other things, which data is processed and how it is secured.

We will not share your child's data with commercial third parties for any other purpose. In addition, we will never sell or lease your child's data to third parties.

The personal data is stored in encrypted form as much as possible, and only those members of staff that need the data to perform their activities can access the data. Medical information, for example, is only handled by relevant medical staff. In addition, we do not store the data for longer than is necessary. We use different retention periods for this, which are provided for and laid down by law. The retention period of completed examinations is, for example, two years after the termination of the education agreement. Data from the student administration is generally kept for seven years. If you are interested in this, we can provide you with a summary.

For child protection cases, the retention period can be up to 15 years and/or until the youngest child within the family is 18 years old. The period can be extended in the event that this needed to support ongoing child protection issues.

7.4 What rights do students and parents of students under 16 have?

As parents, you have a number of rights with regard to personal data. These rights are laid down by law. Students and/or parents can make use of these rights at any time. This means, for example, that you can always submit a request to inspect the data we process about your child.

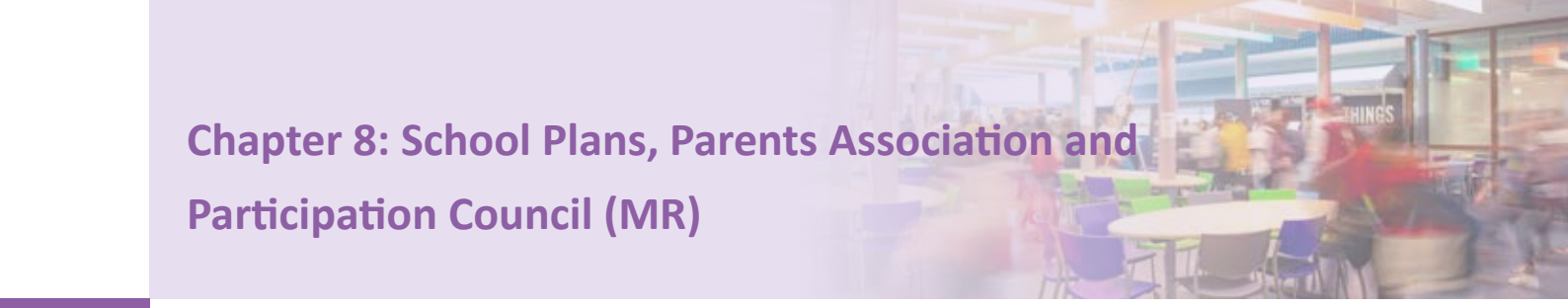
In addition, you can also request that data be rectified, limited or completely deleted from the school's systems. You always have the right to supplement or rectify incorrect data. We will then ensure that this data is also adjusted by organisations with which we share and/or exchange this data about your child.

If you ask us to limit or delete your child's data, we will determine whether this is possible. When doing so, we comply with the statutory provisions and examine, for example, whether we do not have a statutory obligation to retain the data.

You also have the right to request that the data that we process from your child and that we have received from you is transferred to you or, at your request, to another organisation.

The school will not make any decisions about your child, which are only based on automated data processing (profiling). Decisions are never taken without human intervention.

If you disagree with how we handle your child's data, you can always seek clarification from our Data Privacy Officer, Erwin Mossel. If you do not think your problem will be solved properly, you can report this to the Personal Data Protection Authority: www.autoriteitpersoonsgegevens.nl.



Chapter 8: School Plans, Parents Association and Participation Council (MR)

8

Dutch Laws require ISH to have Dutch inspections and Dutch educational regulations such as absence registration, a School Plan, and a Participation Council.

8.1 School Plans

School Leadership's Development Plan

In November 2019, ISH has visits for three re-accreditations for the International Baccalaureate (IB), Council of International Schools (CIS), and the International Primary Curriculum (IPC). During the 2018-2019 academic year, we began writing a strategic plan.

The strategic plan had three objectives, which were supported by three strategic goals. Each goal had a number of improvement initiatives which were supported by an action plan. In addition to the strategic plan, a school development plan was created to facilitate the achievement of our strategic goals.

The 2019-2024 ISH Strategic Plan

Overall Objectives for 2018-2024:

A. To ensure that the ISH mission, vision and values are integral to our thinking, actions and decision-making across the whole school
B. To promote high quality teaching and learning through evidence-based inquiry and the appropriate use of data
C. To provide our students and our staff with a physically and psychologically safe learning environment that is conducive to learning and wellbeing

8.2 Participation Communities and Councils

8.2.1 *Medezeggenschapsraad* (MR) - Participation Council

Both Primary and Secondary School have a Participation Council, the *Medezeggenschapsraad* (or MR for short). In Primary, this comprises three staff members and three members of the parent community. In Secondary, this comprises five staff members, three members of the parent community and three student representatives from the Student Council. Members are elected using an official MR mandated process. This group meets every four to six weeks to discuss matters such as school fees, management structure, and other issues with the school management. This provides the balance between staff interests and parent/student interests. Section should probably make clearer that under Dutch law, the MR is established with specific responsibilities to advise or approve school policies and changes in areas such as educational objectives, curriculum changes, health and safety, financial matters, organizational structures and management appointments. Also should mention that the meetings are public and staff or parents are entitled to request topics to considered for placing on the meeting agenda.

Should you want more information regarding the MR, you can find this on our Parent Intranet.



8.2.2 *Gemeenschappelijke Medezeggenschapsraad* (GMR)

The GMR is a legal body within our organisation which provides staff and parents with an opportunity to have a voice in the direction taken by the Stichting of which we are a part. The ISH provides two members to this council which meets four times per year. For GMR PO (Primary Edudation) one member must be a parent and the other must be a staff member. GMR members are appointed by the *Medezeggenschapsraad* of their respective schools. Terms for the roles are three years in duration.

For the GMR VO (Voortgezet Onderwijs) it is: two members of staff, one parent member and one student member (of at least 16 years old) For the GMR VO it is not mandatory to have a parent nor a student member, the board also functions without.

8.3 Primary and Secondary Parent Associations

Primary Parent Teacher Association (PTA)

All Primary parents are automatically members of the PTA, although there is a PTA Board who organise meetings in school and manage events. The support of the parent community is actively encouraged and it is through the concerted efforts of the parents and staff, that we have had many successful events in past years.

Secondary Parent Association (PA)

The ISH Secondary Parents' Association plays an important role in the life of the school, fosters and coordinates parental involvement, and contributes to the information newsletter for parents and the school community. The Parent Association (PA) is a group of parents who have been elected to represent different aspects of school life and to reinforce the link between the parents/guardians and the school. This includes the bookstore, community events, Year Representatives, interactions with the parent members of the Participation Council (MR) and meetings with the PA's of other Dutch International Schools IPSSG.

The PA Board works hard to support the parents/guardians and the school to ensure a sound personal and academic school life for our students. The parents' active participation is vital to school life, so as to ensure that the ISH community works well together for the benefit and future of our children. To contact the PA Board ish.pa@ishthehague.nl

The Parent Connectors: Made up of parents who have been here a little longer, new families are connected to others who share their culture and or language. New families both Primary and Secondary have someone to help them settle and find their way, around the school and the city. There are welcome afternoons, coffee mornings, activities and - most importantly - someone to call to ensure your transition to ISH is as smooth, and welcoming as possible. You can contact the Parent Connectors by emailing parentconnectors@ishthehague.nl

Parent Year and Class Representatives

Each Secondary year group has Parent Year Representatives (Year Reps). They meet five times a year with the Senior Leadership Team to discuss questions and concerns raised by the parents of the different year groups. In Primary School, Class Representatives (Class Reps) assist teachers with sharing information about upcoming news for the year group and assist with memorable events for the children.



8.4 Confidential Persons and Complaints Procedures

A team of confidential persons has been set up where students, parents or staff may seek advice on matters requiring a great degree of confidentiality. They also act as 'contact persons' in the case of formal complaints. There is a team for Primary and a team for Secondary in accordance to the Dutch Regulations.

Confidential Persons (*Vertrouwenspersoon*)

Primary School	Ms E. Robinson	e.robinson@ishthehague.nl
	Ms E. Hogan Griffin	e.hogangriffin@ishthehague.nl
Secondary School	Mr I. Andreadis	i.andreadis@ishthehague.nl
	Ms G. Breschnig	g.breschnig@ishthehague.nl
	Ms J. Luger	j.luger@ishthehague.nl

Each confidential person may also be approached in confidence in the event of a complaint made by a student, parent or member of staff which has not been resolved by first approaching the people involved in that complaint, including e.g. cases of bullying by other students or unacceptable treatment by a teacher.
The confidential person is able to provide information, (initial) support and, if needed, advice on seeking any outside help available, on seeking advice from the external confidential person, or from the chair of the Executive board of the Rijnlands Foundation or on accessing a national complaints commission.

8.5 Complaints Procedure

Step 1 - Internal Process:

The first contact for a complaint is the appropriate person(s) within the school organisation. Most complaints about the day-to-day affairs of the school can be handled in mutual consultation between parents, students, staff and school leadership. An internal confidential person can help with this process.

Step 2 - External Confidential Person:

If, however, that is not possible given the nature of the complaint, or if it was not satisfactorily resolved, then a complaint can be filed with the *Centrum Vertrouwenspersonen Plus* (Website: www.cvp-plus.nl). Externally, there are two confidential persons: Mr Anton de Leeuw and Ms Lillian Vermeulen at the *Centrum Vertrouwenspersonen Plus*. They can be called on working days (Mon-Fri) from 9:00 - 17:00.

You can contact them by telephone: 06. 81316936 or by using this form: https://www.centrumvertrouwenspersonenplus.nl/contact/.

Step 3 - The Chair of the Executive Board of the Stichting:

When all other channels from a parent or student are exhausted, written contact is also possible with the Executive Director of the *Rijnlands Lyceum* Foundation (Website: https://rijnlandslyceum.nl/en) : Mr. Arjan Kastelein, Postbus 2240 AL Wassenaar.



Step 4 - The National Complaints Committee:

Finally, if the matter remains unresolved, the parent or student can contact the National Complaints Committee (Website: https://onderwijsgeschillen.nl/). The National Complaints Committee can be reached online: https://onderwijsgeschillen.nl/formulier-klacht-indienen, via telephone at 030. 2809590, and by email info@onderwijsgeschillen.nl or by mail: Onderwijsgeschillen, Postbus 85191, 3508 AD Utrecht.

Chapter 9: Facilities



9

9.1 Canteens

The school has a canteen for both Primary and Secondary students. Primary students are served canteen lunches in the Primary Aula. Secondary students have a designated a la carte canteen and eating area that is available every day from 08:00 until 16:00.

Both canteens are run by an outsourced company, Markies. More information about their range of food and drinks choices is available on the Markies website.

9.2 Library Resource Centres

Both Primary and Secondary have libraries tailored to the needs of the children. Both Library Resource Centres are staffed by a professionally-trained librarian and assistants. In Secondary, the library is a place for reading, studying, and researching.

The Primary library carries age appropriate books that can be checked out on designated days of the week. Your child's class teacher will let you know which day your child will have access to the library.

The Secondary Library supports all learners and teachers in the ISH community to strive for personal excellence as internationally-minded inquirers, consumers and creators of information by:

- Stimulating curious life-long learners and readers through international, diverse, up-to-date resources and literature;
- Providing a place to connect and collaborate and for quiet reflective study;
- Facilitating research with guidance on academic integrity and information literacy.

The Secondary library collection, which can be searched via http://ish.oliverasp.co.uk, is mainly comprised of books in all the languages taught in school, but also includes educational web services and subscriptions, videos and ebooks.

Parent and student volunteers are welcome. Please call or email the librarian to make an appointment first: ish.library@ishthehague.nl.

9.3 Information and Communications Technology (ICT) Facilities

In the Primary school, learners benefit from a 1:1 iPad programme in Years 5 and 6 and also from a class set of laptops as well as a central IT suite where pupils work on IPC-related projects or learn a range of discrete IT skills such as coding or keyboarding. From Early Years to Year 4, class groups have iPad towers allowing for group work in the classroom.

All students attending the Secondary School are expected to provide a digital device for the purpose of supporting their learning. Students in Years 7 to 9 are required to have an iPad, whilst students attending Year 10 and above are required to bring a laptop device. In addition to the requirement that students bring approved devices to school, ISH also provides two ICT suites in the Secondary School that facilitate access to a wide range of specialist software programs which are central resources for the Digital Design and Computer Science subjects.

Students' digital experiences are further enhanced through a range of Co-curricular clubs and activities including Programming, Robotics, Game Design, 3D Printing and Experimentation with virtual reality. The Service in Action and Community service elements of the IB programme also provide opportunity to further develop students' digital literacies, behaviours, knowledge and skills.



9.4 Science Labs

In Secondary, the Science department has eight laboratories, two each for the three specialised sciences we offer (Biology, Chemistry, and Physics) and two for General Science. All the laboratories are fully equipped with specialised equipment and can accommodate up to 25 students at a time. To help the teachers deliver the practical side of the curriculum and to ensure a safe environment for students to learn, we also have four fully qualified laboratory assistants.

9.5 Sports Facilities

Students at ISH have the opportunity to use sports facilities both on and off school site. We use the following facilities off site to facilitate our PHE and sports after-school programme:

- Golf Ockenburg driving range
- De Rhijenhof Tennis Centre & Houtrust Tennis Park
- Die Haghe Football club house (for yoga and dance activities)
- HDS Hockey Club
- De Uithof - For climbing

On site the following facilities are available:

- Two Sport Halls in Secondary
- An additional Sports Hall in Primary
- Two Play rooms
- Artificial Turf Football Pitch
- Fitness Suite with Matrix Fitness Equipment. The Fitness Suite is open Monday to Friday 06:45 to 18:30 (Students in Year 11 to Year 13 can use the Fitness Suite during the school day and early mornings / Open to staff all day except during lessons)

9.6 School Bookstore

The school bookstore is located on the ground floor opposite the Malcolm Davies Auditorium, room A.019. The shop is open each day, Monday to Friday, from 10:00 – 13:20 and is available to all parents, students, and staff. It is voluntarily staffed by parents and stocks stationery, calculators, some PE Kit, and Primary School book bags - all at reasonable prices. Furthermore, students are encouraged to try on PE t-shirts before ordering one on the Free Kick Website. The bookstore accepts cash only.

At the start of every academic year, volunteer parents set up tables outside the bookstore and have longer opening hours as a way to encourage students to purchase their stationery.

9.7 School Bus Services

The door-to-door bus service available at the International School of The Hague is offered by a company called Achttax. The school bus service currently operates from the following areas: Den Haag, Voorburg, Leidschendam, Ypenburg, Scheveningen, Rijswijk, Zoetermeer and Voorschoten.

in Primary School a member of the leadership team will supervise students using the bus service. The students wait in the designated gathering points until they are ready to leave on the bus. Please follow the instructions provided by the school to ensure that you have informed the school and bus service company when your child is not using the bus service due to activities or illness.

If you have any questions or would like more information please contact Achttax directly at planning@achttax.nl or tel. 070 3839696.

The International School of The Hague (Primary School)



Chapter 10: Primary School Structure



10

10.1 The Primary School Structure and Teams

The Primary Leadership Team is comprised of the following five members:

Primary Principal	Ms J. van Eerdewijk	j.vaneerdewijk@ishthehague.nl
Primary Vice Principal	Ms M. Lawrence	m.lawrence@ishthehague.nl
Assistant Principal Academic	Ms S. Goodhand	s.goodhand@ishthehague.nl
Assistant Principal Lower School (EY Year 3)	Ms C. Lapierre	c.lapierre@ishthehague.nl
Assistant Principal Upper School (AP Years 4-6)	Ms I. McKenna	i.mckenna@ishthehague.nl

The **Primary Principal** is responsible for the ISH Primary and leads the Primary Leadership Team comprising the Vice Principal and three Assistant Principals.



Chapter 11: Curriculum Information and Specialist Lessons

11

11.1 Our Early Years Programme (Early Years, Early Years 1)

We believe that young children learn best:

- through high quality play
- when actively engaged
- when they make their own choices
- when supported by skilled adults
- at their own pace
- in a challenging and responsive learning environment

In the Early Years, we recognise that children are naturally curious and wish to experiment, explore and make sense of the world around them. We use the Early Years Foundation Stage Development Matters guidance to track the children's learning against the development statements and learning goals. The seven areas of learning are: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our environment is inspired by the Reggio Emilia and Montessori approaches, which are student-centered, constructivist and utilises self-directed and experiential learning. We emphasise the growth of children's inquiry, creativity, curiosity and imagination, while the development of basic skills is carefully nurtured. Our child-centered approach to learning recognises that children learn at their own pace. We aim to develop the children’s unique and individual potential as inquisitive and active learners.

Throughout the Early Years, we track the children's learning through documentation in their Learning Journey. This is shared with parents and carers regularly and informs our planning, enabling us to create individual next steps for each child. We place great importance on the whole child and seek to work very closely with families to ensure individuals fulfil their potential; socially, emotionally and academically.

In Early Years, Physical Education, Music and Dutch are fully integrated into the programme, through free flow and class sessions. The children are allocated a home classroom in which they start the day. Following this, they have access to all the learning opportunities across the indoor and outdoor environment.

In Early Years One, we follow a similar start to the day, with time in the home classroom for the morning routines. This is followed by free flow access to the classroom and the outdoors. During the day, there are opportunities for whole class teaching moments, as well as specialist lessons for Music, Dutch and PE.
The children continue the Early Years Foundation Stage curriculum during the settling period and after this they follow the IPC curriculum. For Literacy, Writing and Phonics, they follow the Writing Workshop Units of Study in Writing and the Units of Study in Phonics.



11.2 Curriculum Years 1-6

11.2.1 Language Arts

We use the 'Writing Workshop' approach to support writing in a constructive, child friendly way. The Writing Workshop allows the child to draw on their own life experiences and interests to write genre specific texts for an authentic audience. Children learn about the features of different genres and are shown how to incorporate them into their writing. They are encouraged to work through the writing process of drafting, revising, editing and eventually publishing a selected piece of work.

Reading development is supported with the use of the Oxford University Press Reading Criterion Scales. Students have different opportunities to engage in reading; one to one with a teacher (age and level dependent), in a small group through guided reading, or independently.

The word study programme supports the reading and writing development of students. Students engage in phonics, spelling and grammar lessons, as appropriate, that encourage them to look closely at words and develop their understanding of the rules and patterns that exist in the English language.

11.2.2 Mathematics

At ISH Primary we follow a Mastery approach to the teaching and learning of Mathematics. Mastering mathematics means acquiring a deep, long-term, secure and adaptable understanding of the subject. At any one point in a pupil's journey through school, achieving mastery is taken to mean acquiring a solid enough understanding of the mathematics that has been taught to enable him/her move on to more advanced material.

At ISH we hold the belief that all students are capable of understanding mathematics, given sufficient time. Pupils are neither 'born with the mathematics gene' nor 'just no good at mathematics'. With good teaching, appropriate resources, effort and a 'can do' attitude we believe that all children can achieve in and enjoy mathematics.

11.2.3 The International Primary Curriculum (IPC)

The International Primary Curriculum (IPC) is a comprehensive, child centred, creative curriculum for 5 -11 year olds, with a clear process of learning. It nurtures a love of learning and encourages key skills, competencies, and habits of minds. The IPC focuses on developing knowledge, skills and understanding of subjects set within cross-curricular, thematic units that are creative and challenging for children. The aim of the IPC is to help children develop an inquiring mind and to develop a sense of their own nationality while having respect for the nationalities and cultures of others.

The learning goals are the foundation on which the International Primary Curriculum is built. The IPC provides children with subject goals, personal learning goals, and international learning goals. They are split into three age bands covering the primary years.

Milepost 1 - Years 1 and 2
Milepost 2 - Years 3 and 4
Milepost 3 - Years 5 and 6



During the year the children explore a number of units, each lasting around six weeks, but with flexibility to respond to the specific interests and needs of a class. The IPC uses a thematic approach whilst identifying the importance of children developing the skills, knowledge and understanding of individual subjects. Throughout the units the children's knowledge, skills and understanding are assessed. This allows the teacher to help plan the next stages and also provides a focus when learning is revisited in subsequent units. Find out more about the IPC Curriculum

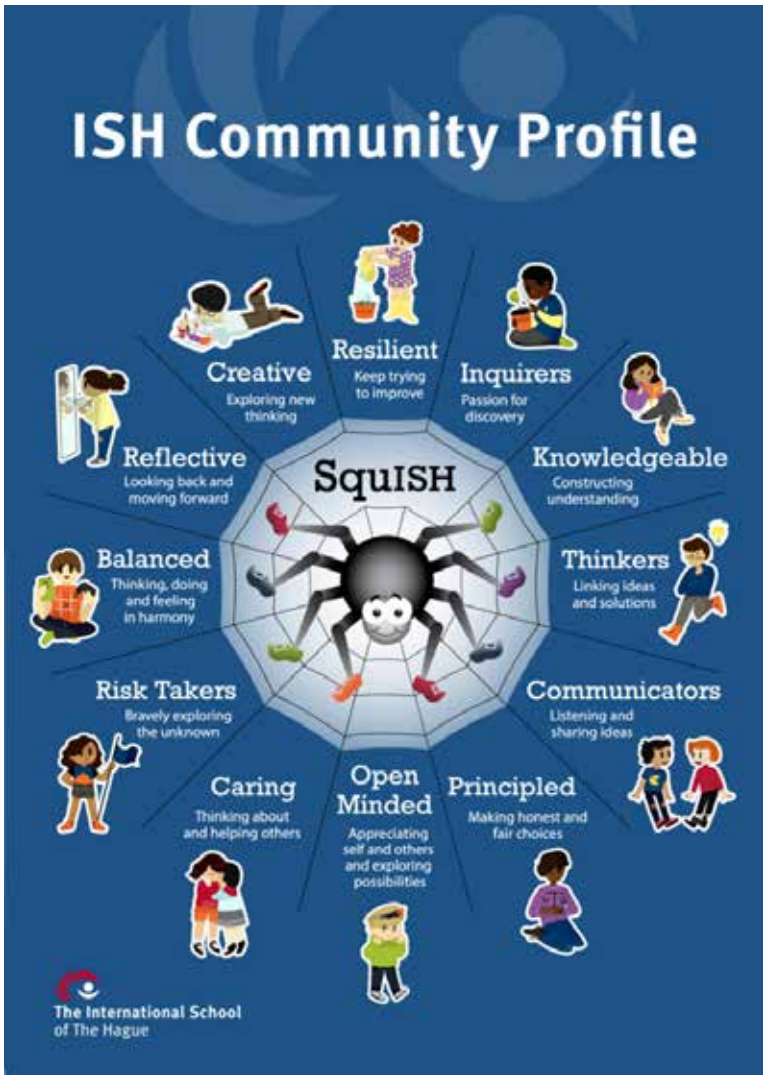
11.2.4 Subject Goals

Subject goals cover the knowledge, skills and understanding of children relating to the subjects they are learning. There are subject learning goals for Science, ICT, Technology, History, Geography, Music, Physical Education, Art and Society. Religious studies are not specifically taught, however, this aspect is integrated within some IPC units where comparisons are made between different world religions.

11.2.5 Personal Goals

Personal goals underpin the individual qualities and dispositions we believe children will find essential in the 21st century. There are 12 Personal Goals that form the ISH Community Profile. In Primary these goals are represented on the web of SquISH the spider:

- Creative
- Resilient
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk Takers
- Balanced
- Reflective





11.3 International Goals

International learning goals are unique to our curriculum and help young children begin the move towards an increasingly sophisticated national, international and global perspective. Each IPC unit includes an international aspect, which covers a range of learning-focused activities to inspire positive action and engagement with global issues to help develop a sense of 'international mindedness'.

In Primary we define International Mindedness as 'Valuing me, you and the world around us'.

The IPC uses a thematic approach whilst identifying the importance of children developing the skills, knowledge and understanding of individual subjects. Throughout the units the children's knowledge, skills and understanding are assessed. This allows the teacher to help plan the next stages and also provides a focus when learning is revisited in subsequent units.

Find out more about the IPC Curriculum

11.4 Educational and Residential Visits

At ISH we value the importance of field trips and excursions as an important and effective means of motivating students and engaging them in active learning experiences. Visits are often related to IPC units and this can enhance classroom learning by making real world connections, as well as allowing students to interact with and learn from the local community. Additionally, we have a range of visitors to the school to deliver presentations and workshops across all areas of the curriculum.
Parents will be given a list of all trips and a blanket permission slip to sign at the beginning of the school year to cover all day trips out of school. Questions or concerns about any of the trips can be discussed with the class teacher. From Year 3 upwards, children go on a residential visit; one night in Years 3 and 4, two nights in Year 5 and three nights in Year 6. Parents will be invited to an information session regarding the residential visit and will receive a separate permission slip.

11.5 Information and Communication Technologies (ICT)

In Primary, learners benefit from a central IT lab and a mobile class set of laptops which pupils use to support their learning across the curriculum. They also learn a range of discrete IT skills such as coding or keyboarding.

From Early Years to Year 4, class groups have iPad towers allowing for group work in the classroom. In Years 5 and 6, a 1:1 iPad programme supports learning objectives. Class and specialist teachers work with the IT Leader to devise projects and activities which allow for the teaching of specific skills and to ensure that IT is well-integrated in the mainstream curriculum.

Through our Digital Leaders and Digital Citizenship programmes, students develop the knowledge, skills and understanding necessary for them to safely navigate modern digital environments.

11.6 Student Wellbeing Programme

At Primary School we promote a positive school culture and provide a safe learning environment, to develop the inner well-being of the child. This includes effective personal, social, emotional and physical development. We empower students with knowledge, skills and understanding and guide them in becoming independent and confident members of an international community.



The ISH Community Profile is used to promote intercultural learning and global citizenship. In the Primary School, these attributes are communicated to the children through 'SquISH' the spider. Our Student Wellbeing programme supports our students to develop the skills to become self-confident, lifelong learners with an awareness and respect for others.

11.7 Specialist Lessons

In some subjects children are taught by specialist teachers. The details depend on the age of the child. Please check your individual child's timetable for information.

Year Group	Physical Education	Dutch	Music	Swimming
Early Years	2 * 45 min.	2 * 45 min.	1 * 45 min.	-
Year 2	2 * 45 min.	3 * 45 min.	1 * 45 min.	-
Year 3	2 * 45 min.	3 * 45 min.	1 * 45 min.	-
Year 4	1 * 45 min.	3 * 45 min.	1 * 45 min.	1 * 45 min. (swimming)
Year 5	2 * 45 min.	3 * 45 min.	1 * 45 min.	-
Year 6	2 * 45 min.	3 * 45 min.	1 * 45 min.	-

11.8 Physical Education

At ISH, our Physical Education (PE) curriculum offers our pupils the opportunity to become physically confident. We support their development by providing opportunities to learn a variety of sports and activities that will help build character and resilience, as well as develop values such as fairness, sportsmanship and respect, which will help them lead a healthy life. PE lessons are given twice a week to classes from Early Years 1 to Year 6 by specialist PE teachers.
Our curriculum is divided into units, which include; Invasion Games, Dance, Gymnastics, Athletics, Net Games and Striking and Fielding games. Our Year 4 children attend swimming lessons at a local pool, (subsidised by the Dutch government) where they learn water survival techniques and basic swimming strokes. Most children receive a Dutch swimming diploma by the end of the school year.

Throughout the year, many activities in PE are related to the IPC unit the students are studying at that time.

The new ISH sports kit includes a red PE shirt, navy blue or black shorts / sports trousers, a pair of non-marking indoor trainers and a pair of outdoor trainers. The PE shirt can be ordered online at the 'Free Kick' site. Parents have the choice to print their children's name and surname on the back of the shirt. For safety reasons, students are not allowed to wear jewellery during lessons.

11.9 Dutch

Primary School has a strong Dutch language programme. Children in all age groups learn Dutch from a native Dutch teacher. The programme is interactive and encourages the children to learn about the history and culture of their host country, whilst developing fluency in spoken and written Dutch. Dutch language acquisition lessons focus on oral and verbal abilities, through meaningful role play, story telling, music and game based learning. Links are made to IPC units where appropriate. In addition the Dutch Department explores cultural themes such as: our neighbourhood, festivals and celebrations. The programme also incorporates visits into the community to experience Dutch culture.



When the children arrive at school, their levels of Dutch are very diverse. For this reason, from Year 2 the children are grouped according to their level of spoken Dutch. As the children progress through the school, they also develop their reading and writing skills in Dutch. The Dutch Department encourages students to develop their Dutch language out of school by participating in community clubs in Dutch.

11.10 Music

The IPC music tasks provide great opportunities for the children to draw links between the different areas of the academic curriculum. The IPC Units allow for the understanding of music from different perspectives and therefore, we encourage the children to explore music as an independent, yet interdependent subject area. Furthermore, through music, the children are made aware of how different cultures express themselves. We also look into the different functions music fulfils in society, i.e. as a resource for entertainment, cultural celebrations, expression of personal views, film and commercial music.

The fact that music is an integral part of the IPC allows for children with different learning styles to excel and remain engaged. At all times, we focus on the children's musical awareness of others, also giving great importance to teamwork, social skills and emotional learning.

11.11 Extra Opportunities

The ISH Primary Music Department also offers ways for children to extend and further develop their musical interests and talents. Our extracurricular activities are: Middle School Choir, Upper-School Choir, Primary Rock Band and Primary Orchestra. We have over 150 pupils enrolled in our music clubs and we celebrate their achievements in the yearly Gala Concert and Spring Eclect*ISH* Concert.



Chapter 12: Educational Support within the School Day

12

12.1 English as an Additional Language (EAL)

The EAL programme is specifically designed to teach English skills as well as enabling children to access the Primary Curriculum units more easily. For our children for whom English is not their first language, the curriculum is supported by a team of EAL teachers. Children are taught within the class setting or in a small group. EAL support begins in Early Years classes. The focus may first be on oral development, but there will also be a focus on supporting the development of literacy skills. Please see our EAL leaflet for further information.

12.2 Learning Support

We all learn in different ways. The Learning Support Team at ISH tries to help students to integrate and participate in the international programme offered at our school by using their unique learning styles. Learning support is provided through a variety of methods, for a variety of reasons; in some cases our pupils are taught on an individual or small group basis during a necessary period of time.

We work according to the 'response-to-intervention' approach. This approach seeks to prevent severe difficulties through early intervention, frequent progress management, and increasingly intensive interventions for children who continue to experience difficulty. Outside school professionals, agencies, and Dutch institutions are also involved with some cases.

The department is supported by a Learning Support Coordinator, three learning support teachers and one psychologists.

12.3 Home Language

As a truly international school, ISH is committed to the development of every child's home language. This is normally the language their parents have used to communicate with them since they were born, to tell them their first stories, to comfort them when they were afraid or hurt and is often the same language spoken by their grandparents. Research has proven that a strong home language contributes to the successful acquisition of new languages. It also provides children with access to their own culture and family background, giving status and value to their multi-lingual and cultural identity.

Within the curriculum the teachers ensure that on a weekly basis there are opportunities for children to use their home language either individually or in groups. Children participate in a variety of meaningful learning opportunities, which include researching, preparing presentations and sharing their thoughts through speaking and listening activities. This learning takes place predominantly through the International Primary Curriculum (IPC) but increasingly teachers are identifying opportunities in other curriculum areas. Wherever possible the children are supported by their peers who share the same Home Language. Secondary students also support the programme and we actively encourage parents and members of the wider ISH community to become involved.

We recognise that although our programme within the curriculum provides the children with an opportunity to use their Home Language, there is limited scope for them to further develop their language skills. For this reason we also have an after school Mother Tongue programme. During this programme the children concentrate on the expansion of their 'Cognitive Academic Language Proficiency' (CALP) and the development of their reading and writing skills.



These skills are transferable between languages and are necessary for children to move beyond the social to the academic. We offer this programme in as many languages as possible although this is dependent on the availability of qualified tutors. To find out more about this programme you can contact the primary office: primary@ishthehague.nl



Chapter 13: Assessment, Reporting and Parent-Teacher Meetings

13

13.1 Assessment

Assessment plays a key role in the learning process at The ISH and falls into one of two categories, assessment for learning and assessment of learning. Assessment for learning is a formative process that takes place on a daily basis within the classroom and is used to plan the next steps along the learning journey. Assessment of learning is a summative process and is used to measure pupil achievement and monitor progress.

At the end of the academic year, all students from Years 1 to 6 are assessed using standardised tests provided by the Granada Learning Education Group (GL Assessment). They are a leading provider of research and assessment for schools in the UK and overseas. They provide us with various forms of data including Mathematics and English. We use this information alongside our other assessments to monitor and track the children as they progress.

Years 4, 5 and 6 students will participate in the International Schools' Assessment (ISA) in February, provided their level of English is sufficient. The ISA assessment programme is designed specifically for students in international schools starting in Grade 3, which is our Year 4. It is based on the internationally endorsed reading, mathematical literacy and scientific literacy frameworks of the OECD's Programme for International Student Assessment (PISA).

There are four aspects of this assessment; Mathematical Literacy, Reading and Writing (Narrative) and Writing (Exposition). The marking of these assessments will be carried out by ISA and the results will be returned to us in April.

This assessment allows us to compare our students with other students in international schools around the world, e.g. around 90,000 students from 400 schools worldwide participated in ISA 2017-18. These results will also provide even more valuable information to parents about their child's performance.

Our staff also use "Looking for Learning" as a form of formative assessment. This strategy allows us to know more about the individual learning process by interviewing students which is shared with staff members, who often immediately adjust lessons and explanations to support the individual learning. The Looking for Learning displays also allow students to reflect on their learning by knowing the learning process and the actions they can take to move forward.

13.2 Reporting on and Tracking the Progress of your Child

There are a number of different opportunities to receive feedback about the progress your child is making. These include Parent Teacher Consultations and written reports.

October	Parent Teacher Consultations
December	Mid-year progress report*
March	Parent Teacher Consultations
April	Student Led Conferences
July	Full written End of Year report*

*Early Years children receive a report based on the 'Development Matters' & Early Years 1 children will receive a report based on the Early Development Curriculum strands



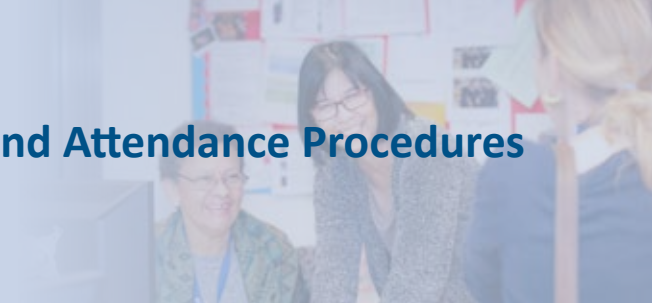
During Parent Teacher Consultations in October and March, along with your child's class teacher, specialist staff will be available for meetings. Class teachers' meetings will be organised through appointments and specialist teachers will be able to see parents on a more informal drop in meeting of five minutes.

Class Teachers will also make time to meet with parents outside of these more formal occasions. Send your Class Teacher an email to make an appointment. Staff from the Learning Support Team will arrange separate parent consultations.

For children in Pre-Early Years, parent consultations will be held at the same time as Primary Consultations in March and reports issued only at the end of the school year.

13.3 Class Reviews

At key points in the year, teachers discuss together the progress of each individual student in Review Meetings. These discussions take place with the Assistant Principals, Learning Support Team and EAL staff.



Chapter 14: The Primary School Day and Attendance Procedures

14

14.1 Early Years to Year 6 Primary School Day Schedule

08:00 - 08:15: Children arrive at school
08:15: All children outside for play
08:25: Children enter classrooms
08:30: School starts and attendance is taken
10:05 - 10:25: Morning Break
11:55 - 12:45: Lunch Break
15:00: Lessons end

*On Wednesdays, lessons finish at 12:30 for all primary children. Only Early Years children have lunch at school on Wednesdays.

14.1.1 Arrival at School

08:15-08:25: Children arrive at school and go to the playground where they will be supervised by members of staff. Children in Early Years can read a book in their classroom with their parents should they choose to do so.

*NB Supervision will be provided in the Aula for working parents to drop off children at 08:00.

08:25: Children enter the school building and should be in class at 8:30 for lessons to start on time.

14.2 The School Day

14.2.1 Breaks

Children are supervised by staff during break times.

14.2.2 School Canteen and Packed Lunches

Students have the option of bringing a lunch from home or choose a canteen lunch. During lunchtime, your child will be supervised by staff and lunchtime supervisors whilst they play and eat their lunch. Clubs and activities may also be held during lunch breaks.

14.2.3 Packed Lunches

Children are required to bring a healthy and nutritious packed lunch every day except Wednesday. We encourage and promote healthy eating and food at school.

- Sweets and fizzy drinks are not allowed.
- Due to allergies, Primary is a peanut free environment.
- All children should bring a refillable water bottle.
- We are not able to refrigerate packed lunches or to warm up food.

14.2.4 School Canteen

The option of a hot lunch is available to Primary children from Early Years 1 to Year 6. Early Years children must bring a packed lunch. Hot lunches are provided by Markies Catering. For details on how to acquire these lunches, please see our school website.



14.2.5 Collecting Children from School

Teachers will personally hand your child to you at the end of the school day, or to an authorised adult whom you have placed in charge of your child. Children in Early Years are collected directly from their classrooms at 15:00. Early Years are collected directly from their classrooms at 15:00. Year 2 children can be collected from the Primary Aula. All other children should be collected from the front of school. Parents should wait outside until their children are released. Please make sure all Primary children are collected to go home within 5 minutes of supervision which ends at 15:15. Children not collected by 15:15 will be taken to the Primary Office.

If you wish your child to leave school and travel home alone at the end of each day, you must request a gate pass for them. This can be done through the school office by completing the appropriate form. This arrangement will be renewed annually and is only available to children in Years 3 to Year 6. Students with a gate pass must leave the school premises once dismissed from lessons.

Any child who has to leave school for an appointment during school hours must be collected by a parent or guardian who must report to the Primary Office and sign their child out. If the child returns during the school day, again, the office must be informed.

14.3 Attendance Procedures

14.3.1 Late arrivals

Parents are responsible for the arrival of their children at the correct time. Registration is taken at 08:30. Following Dutch regulations from the *Leerplicht*, you will be contacted if your child consistently arrives late. You will be required to provide an explanation for their late arrival.

If a child is a few minutes late, they should go directly to class. Children arriving at 8:35 should report to the Primary Office. Persistent unexcused lateness will be followed up by the school. If your child is late six (6) times in one term, the school will send you a letter. If your child is late 12 times in one term, then the school is obliged to inform the *Leerplicht*.

14.3.2 General Absence

If your child is not going to be in school, please telephone the school or email primary@ishthehague.nl before 08:30. The Primary Office will contact the child's parent if no information has been given.

If your child is absent for more than one day due to illness, a call to the school office must be made each day. If we have been informed that their absence will be for a specific period of time there is no need to call each day.

Please note that the school will always contact parents if a child is absent. Regular or persistent absence will be followed up by the school as the school is obliged to inform any unexplained absences to the Leerplicht.

Please take note of our policy below on absences:

If a child has been ill for more than five (5) days, a doctor's note should be provided to the Primary Office. If the child has several periods of illness, then the school will inquire about the absences.



If the child does not adhere to the above criteria but 'illness' is a cause for concern (regularly sent home ill from school, absence during specific days/events, patterns of absence etc), the school will inquire about the absence.

If the child is still absent, the school will inform the school doctor (Centrum Jeugd en Gezin, CJG) who will arrange a meeting with the parents.

The school doctor will inform the school of the next steps.

14.3.3 Medical Appointments

Parents should inform the Primary Office via email or a written note of any medical appointments indicating the time the child will be collected and returned. Parents report to the Primary Office to collect their child. Parents should drop off their child at the Primary Office upon return.

14.3.4 Special Leave of Absence from School

If a student must be absent for reasons other than illness, doctor, hospital, dentist or orthodontist appointments, a 'Request for Special Leave' form should be completed and returned to the Primary Office at least two weeks prior to the requested leave date. Special leave can be granted up to a maximum of 10 days per school year as long as it abides by the rules and regulations implemented by the *Leerplicht*.

The ISH reserves the right to deny a request for special leave. The ISH is bound to Dutch regulations (Leerplicht) in this respect. For more details regarding Special Leave, please visit the 'Forms' section on the Parent Intranet. Parents who wish to take children away for more than 10 days will need to be aware that the school will report their absence to the Leerplicht upon their return.

In case of prolonged absences, the school has the right to reconsider the child's placement in the year level.

14.3.5 Schedule of Events and Holidays

The school follows the Dutch regulations for the regional holidays. In addition, the school organises staff training throughout the year. Please be aware that students are not in school on these days.

The 2020-2021 Holiday Calendar for Primary and Secondary is available here. For an up-to-date schedule of events please log in to view our online calendar located on our Parent Intranet: www.ishthehague.nl.



Chapter 15: Communications with Parents/Guardians

15

15.1 How we Communicate in Primary

Communication between school and home plays a vital role in the learning process and at ISH we have an 'open door' policy. There are a number of formal opportunities for communication but parents are also actively encouraged to keep in touch with the teachers informally, and to make appointments at any time of the year to discuss anything relating to their child's learning or welfare.

Although brief 'information giving' opportunities can take place before or after-school, we would always request that parents/guardians make an appointment at a mutually convenient time.

15.1.1 Our Communications Channels in Primary School

Parents should always refer to their child's class teacher as the first point of contact.
Then, if necessary, they may communicate with the appropriate Assistant Principal.
Ingrid McKenna for Years 4 - 6 i.mckenna@ishthehague.nl
and for Early Years to Year 3 Caroline Lapierre c.lapierre@ishthehague.nl

We also communicate through the following:

- Home-School communication books in Early Years and Year 2
- SeeSaw (Early Years - Year 4)
- Meet the Teacher evening
- Parent-Teacher consultations
- Our website and Parent Intranet at www.ishthehague.nl (removed full stop after URL and brought this up higher as the website will be more important going forward)
- Reports twice a year (once a year for Pre-Early Years)
- Class information letters outlining IPC learning to be covered that term
- Weekly blog posts from the year groups
- Staff email addresses available for parents to contact teachers
- Class representatives communicate with parents via email and Whatsapp
- PTA meetings attended by parents and staff
- Questionnaires seeking parental opinion
- Focus Groups with the Communications team
- Assistant Principals available for consultation
- E-mails from school to home
- Our website and Parent Intranet at www.ishthehague.nl.

There are two formal occasions each year to discuss your child's progress in depth and future targets for development. You will be invited by email to sign up for a consultation with the teacher in October and March.



Chapter 16: Expectations of Parents/Guardians and Students

16

16.1 School Community and Student Charter

ISH is proud of its many different nationalities and cultures. Within this community we celebrate and respect the race, culture, religion and nationality of all members. These expectations are reflected in our Student Charter which were produced collaboratively and are displayed in classes in a number of different languages as a visual aid. They are also shared with all children at the beginning of the school year and to new children as they join the school.

16.1.1 ISH Rights and Responsibilities

- Respectful
- Safe
- Responsible

These rights and responsibilities are reinforced through assemblies; circle time; and Personal, Social and Health Education (PSHE). We expect all students to follow these and for parents, guardians, and staff to be role models.

16.1.2 Home School Agreement

On arrival at The ISH and at the beginning of each subsequent year children, their parents and the class teacher sign our 'Home School Agreement'. This document outlines the responsibilities of all parties, including parents, and reflects a commitment from all concerned to work in partnership to positively impact on the children's holistic learning.

16.1.3 Health forms

It is the parents' responsibility to ensure that a health form is completed and regularly updated for their child or children. The completion of the health form helps the school to ensure the safety and well-being of your child.

Students will not be able to attend camps and trips if a health form is not completed.

Chapter 17: After-school Care and Activities

17

17.1 After-School Care

After-school Care (ASC) is provided by:

- Zein Child Care Group: www.zeinchildcare.nl/ish, info@zeinchildcare.nl
- Villa Bloom: www.villabloom.nl, info@villabloom.nl
- Ooievaar: www.bsodeooievaar.nl

Children are given a meal, assistance with their homelearning and also given the opportunity to participate in a range of activities, both sporting and artistic. Staff will be given a list of children who will attend after-school care and will organize their drop-off accordingly.

Children attending after school care meet with the providers in the Primary Aula.
Please contact these providers directly for more details.

17.2 After-school Activities and Sports

The ISH provides a variety of after-school activities for children in Years 1- 6. There are two terms of twelve lessons each. The first term starting in October after the Autumn break, and the second term starting in March.

The programme will be published on the ISH website and parents are able to register their child online.

Waiting for siblings during After-school Activities needs to be done in the Hungry Mind (behind the school) or in the canteen area. The Aula is not a waiting area for children to play.

Here at ISH, we offer a range of after-school sports clubs including invasion games, net games and creative and performance-based activities. We work closely with NIEUW Generation Farm system, that provides us with young, motivated trainers to offer a wide choice of clubs to the pupils at ISH Primary and Secondary School.

By attending an after-school sports club at ISH, your child will learn new physical skills and develop their health and wellbeing. They will also learn how to work cooperatively in teams and this helps to develop leadership and communication skills, whilst having the opportunity to work to improve their skills independently. All our clubs aim to get students active and mixing socially with other students within the Primary School.

Another benefit that the after-school sports programme can offer is to provide your child with a productive break from academics. Physical exercise has been proven to significantly improve children's cognitive abilities and their academic performance, along with reducing stress and anxiety whilst improving physical development and self-esteem.

We also offer a range of lunchtime sports events throughout the year, varying from dodgeball, football and tag rugby tournaments. In addition to that, our Daily K takes place twice a week at the beginning of the school day at the astroturf.

For further information regarding the after-school sports programme, please contact the Primary Office primary@ishthehague.nl.



17.3 Student Council

We are proud to have a Primary Student Council. The purpose is to give the children real responsibility and a 'student voice' to help improve and develop the school. At the beginning of each academic year, children in Years 2 to 6 have the opportunity to put themselves forward as a Student Council Representative. Those interested prepare a presentation of their ideas and then an election process takes place.

All students are involved in voting and learning about the process. The Student Council meet regularly to share students' ideas, interests and concerns and discuss school initiatives. They work in partnership with the Primary School Leadership Team, staff and parents for the benefit of the whole school.

The International School of The Hague (Secondary School)





Chapter 18: Secondary School Organisation

18

18.1 The Secondary School Structure and Teams

The **Secondary School Principal** leads the Secondary School Leadership Team comprising the Vice Principals and Deputy Heads:

Secondary Principal	Mr R. Matthews	r.matthews@ishthehague.nl
Vice Principal Academic	Mr S. Middleton	s.middleton@ishthehague.nl
Vice Principal Experiential Learning	Mr B. Le Heux	b.leheux@ishthehague.nl
Vice Principal Pastoral	Ms E. Hilkes Leane	e.hilkesleane@ishthehague.nl
Deputy Head Academic IBMYP Coordinator	Ms M. Lamminaho	m.lamminaho@ishthehague.nl
Deputy Head Academic IBCP and IBDP Coordinator	Dr A. Trumic	a.trumic@ishthehague.nl
Deputy Head Academic Teaching and Learning	Mr N. Bruce	n.bruce@ishthehague.nl
Deputy Head Pastoral Student Data and Logistics	Mr S. Brooks	s.brooks@ishthehague.nl
Deputy Head Pastoral Student Guidance	Ms B. Nijsten	b.nijsten@isththehague.nl

18.2 Student Participation

In ISH, student contributions and participation in the school development and organisation are considered to be notably important. Students can influence the development and organisation of the school through the following channels:

- Student Council (a small group of the Student Council are also members of the MR and therefore have certain voting and advisory rights on key decisions and the strategic direction of the school)
- Evaluations conducted within their year groups
- Class representatives
- Interviews with mentors and discussion during their mentor hour

In the Service as Action (IBMYP), Creativity, Activity and Service (IBDP) and Service Learning (IBCP) programmes, Secondary School students contribute further to the communities.



18.3 Student Council

The ISH Student Council is made up of elected members from Years 11 - 12. The main concern of the Student Council is to make sure that the needs of the students at ISH are being heard and addressed. To accomplish this, the Student Council meets with the class representatives on a regular basis to find out about any information or concern that they may have.

The Student Council then presents the views of the students to School Leadership in regular meetings with the Vice Principal: Experiential Learning. Three key members of the Student Council represent the student body in monthly MR meetings. One key member of Student Council is present at the bi-annual GMR meetings. For details on the Student Council, please refer to (www.ishthehague.nl).

18.4 Parent Participation

Parents play an important role in achieving the mission and vision in the school and provide an important contribution to the cultural fabric of our school. Parents regularly attend school functions and are very keen to be a part of projects happening within the school. Refer to Chapter 7 for more information about the various Parents Association groups.

18.5 The Secondary School Day

Below is an outline of how the day looks for secondary students and staff in general.

Period 1:	08.30 - 09.15
Period 2:	09.15 - 10.00
Break 1:	10.00 - 10.20
Period 3:	10.20 - 11.05
Period 4:	11.05 - 11.50
Lunch 1 / Period 5:	11.50 - 12.35
Lunch 2 / Period 6:	12.35 - 13.20
Period 7:	13.20 - 14.05
Break 2:	14:05 - 14:20
Period 8:	14.20 - 15.05
Period 9:	15.05 - 15.50
Period 10:	15.50 - 16.35

Every Wednesday school closes at 14:05 for students. After this time staff take part in collaborative work and professional development.

18.6 Attendance and punctuality

All students are expected to be in school 15 minutes before the start of their first lesson in order to have enough time to collect things from their lockers and to be at their classroom ready for the start of their lesson.

Students who arrive after the bell for their lesson has sounded must collect a late slip from Reception before they go to class.

To allow for clear transitions between lessons all teachers keep students in their classrooms until the end of the lesson time. This means that teachers receiving students after a lesson must allow for some transfer time. Any student without an appropriate reason for the delay who arrives more than 5 minutes into the lesson will be registered as 'late'.



For lessons period 1 or after a break students are expected to arrive to the classroom right at the start of the lesson.

We expect all students not to arrive in school any earlier than 7:45. Students should leave school after their last lesson unless they are waiting for an extracurricular club or they are waiting for a sibling. For students who remain in school outside of their regular school hours and who are not taking part in an activity, they must remain on the plaza.

You will be informed if your child arrives late by email at the end of each school day and school is expected to follow up on late arrivals with appropriate consequences according to the Dutch Attendance Law.

Please note that traffic (except in exceptional cases e.g. traffic accident, extreme weather conditions) or oversleeping is not an acceptable reason for late arrival.

Consequences for late arrivals

- If a student has been late 3 times parents will be informed by the Assistant Year Leader by email.
- If a student has been late 6, 9 or 12 times the student will need to attend an Early Morning Start at 8.00.
- If a student has been late 15 or more times the Deputy Head Student Guidance needs to inform the Attendance Officer (Leerplicht) and will decide on further consequences.

Absences

Parents should inform school of any absence by emailing Reception ish.reception@ishthehague.nl. before 7.30.

Consequences for unexcused absences

- Parents will be informed about any unexcused absence at the end of the school day.
- Parents are expected to inform the school within 48 hours of the reason of the absence
- If the absence remains unexcused students will be expected to catch up with the missed lesson time during a Wednesday afternoon detention.
- Students with a high number of unexcused absences will need to be reported to the Attendance Officer (Leerplicht).

Special Leave

For any absence that is not for illness or a medical or dentist appointment parents should ask for Special Leave by filling in a Request for Special Leave Form.
For more details about Special Leave please see Whole School Section 6.1 Attendance and Punctuality

Students who are over 18

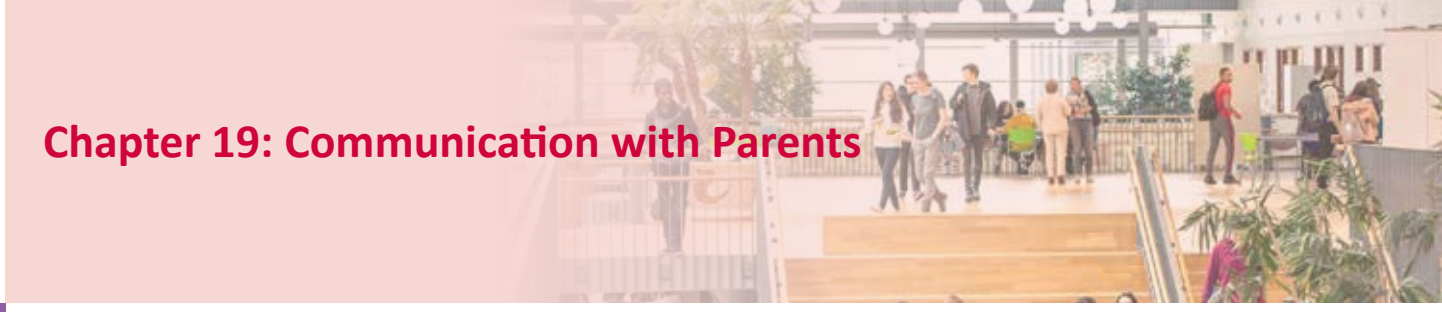
Students who are over 18 are no longer legally obliged to follow education.

However, once enrolled in our school they are expected to follow the same attendance regulations as other students.

Parents/Guardians are expected to keep us informed of absences in line with the procedures set out above.



Students can not excuse themselves. In the event that a student is living independently the parent/ guardian must inform the mentor, year leader and secondary office and provide emergency contact details of somebody who will be in The Netherlands.



Chapter 19: Communication with Parents

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Good contact with parents is very important. The school website provides a password protected Intranet space where parents will find important updates, events calendars, links to class posts and information on how to contact teachers when required. A weekly newsletter is also sent to all parents which include, or provides links to, all the important information about events in school, year group-specific information and other general information necessary to keep them informed.

In addition, we have regular events where parents come to school for presentations on particular topics or to meet with certain members of staff, for example, welcome evenings at the beginning of the year, MYP workshops, parent guidance workshops on requested topics, Parent Teacher Student Conferences and so forth.'

In the event that parents have a concern about their child, they should contact the mentor in the first instance and may contact the year leader if the issue remains unresolved or is of a particularly serious nature. The Vice Principal Pastoral should be contacted in the event that these routes have not resolved the issue at hand.

If a parent has a query or concern about an academic matter relating to their child, they should contact the subject teacher in the first instance. If the matter remains unresolved or is particularly serious, they may contact the relevant Subject Area Leader or Deputy Head Academic. The Vice Principal Academic should be contacted in the event that these other routes have not resolved the issue at hand.

If a parent has a query or concern about any of our extracurricular offerings, they should contact the organiser, similarly for anything relating to Service as Action, CAS, and Service Learning, they should go directly to the coordinator. The Vice Principal Experiential Learning should be contacted in the event that these other routes have not resolved the issue at hand.

Teachers, Mentors, Assistant Year Leaders and Year Leaders will also contact parents when they consider it helpful and necessary to inform them of their children's achievements and in the event that there are any concerns about their child.

Please click on the link to the Parent Portal Directory for a full list of ISH staff. The Portal does require a login and therefore this information is only available to current members of the ISH community.

Staff directory

For the names of the SAL's and Year Leaders see section 19.1 and 19.2.



19.1 Overview Subject Area Leaders (SAL's)

SAL's

Department	Name		Year
PHE	Kim Adam	k.adam@ishthehague.nl	All
Maths	Silvia Semana	s.semana@ishthehague.nl	All
Science	Ioana Howland	i.howland@ishthehague.nl	All
Design	Robin Hare	r.hare@ishthehague.nl	All
Dutch	Teun Veken	t.veken@ishthehague.nl	All
English	Eva Ballesteros-Alegre	e.ballesteros@ishthehague.nl	All
Geography/History/ Integrated Humanities/ GP	Ned Riley	n.riley@ishthehague.nl	All
Business/ Economics/ Psychology	Louis Ordendaal	l.ordendaal@ishthehague.nl	All
Arts	Elisabeth Chute	e.chute@ishthehague.nl	All
Languages	Annette Bowden	a.bowden@ishthehague.nl	All

19.2 Overview Year Leaders (YL's)

Yearleader		Year
Loretta Lyons	l.lyons@ishthehague.nl	7
Kina Stellema	k.stellema@ishthehague.nl	8
Feike Mooiman	f.mooiman@ishthehague.nl	9
Mark Petheram	m.petheram@ishthehague.nl	10
Debbi Bell	d.bell@ishthehague.nl	11
Simon Walsh	s.walsh@ishthehague.nl	12
Sam Inziria	s.inziria@ishthehague.nl	13

Chapter 20: Secondary School Curriculum



20

ISH Secondary is an IB World School and the IB philosophy underpins the school's approach to curriculum planning and implementation.

Three International Baccalaureate (IB) programmes are currently offered at ISH: the IB Middle Years Programme (IBMYP), the IB Diploma Programme (IBDP) and the IB Career-related Programme (IBCP).

The Vice Principal Academic oversees all academic matters across the school and Deputy Heads (Academic) each have responsibility for leading a specific IB Programme in accordance with the IB philosophy and school's Guiding Statements.

The different IB subjects offered at ISH are grouped into the following subject areas: English, Dutch, Modern Languages, Mathematics, Sciences, Individuals and Societies, Arts, Design, Physical Health and Education. Each subject area is led by a Subject Area Leader (SAL). The subjects are supported by two additional departments: English as an Additional Language (EAL) and Learning Support, each with a Coordinator who ensures that all of our students are able to access the curriculum.

20.1 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. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people - with their differences - can also be right."

This mission closely aligns with the ISH Guiding Statements: "Curious, Connected, Compassionate: to shape a better future for all by inspiring personal excellence in our strong and diverse community." Together, they form the guiding principles of the Secondary programmes at ISH.

20.2 The IB Middle Years Programme (IBMYP)

The IBMYP at a glance

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global citizens.

20.2.1 The MYP Curriculum Model

Allocation of lesson hours in Years 7, 8 and 9

ISH offers the eight MYP subject groups in all years of the programme. In Years 7, 8 and 9 students study Mathematics, Sciences, Individuals & Societies, Design, Physical and Health Education and Arts (including Visual Art, Drama and/or Music). All students also study English and Dutch as mandatory languages, and choose either French, German or Spanish as their Additional Modern



Language. Students study these languages either in Language and Literature class or in Language Acquisition class, depending on their level in the language. In addition to MYP subject classes, students also have mentor periods in their weekly timetable.

Allocation of lesson hours in Years 10 and 11

During Year 9, students choose a package of subjects that they will follow in the last two years of the MYP in Years 10 and 11. Students must take a minimum of nine subjects (seven compulsory and two electives) to a maximum of 10 subjects (seven compulsory and three electives). As part of their package, all students study English, Dutch, Mathematics and at least one subject from each of the following subject groups: Sciences, Individuals and Societies, Design/Arts and Languages. Students also participate in Physical and Health Education or opt to take non-MYP Physical Exercise and Wellbeing course as an alternative to PHE. All students also have two mentor periods per week.

Distinctive features of the MYP are:

- Teaching and learning are based on a constructivist approach that involves inquiry, action and reflection.
- Learning is centred on the understanding of key concepts or big ideas in global contexts. The key concepts and related concepts provide breadth and depth within and across the different disciplines, while the global contexts support the development of international mindedness and global awareness.
- Approaches to Learning (ATL) are a set of skills that are developed and practised across all subjects. The aim is to enable students to acquire the relevant skills that support learning across the curriculum and help students manage their learning both independently and in collaboration with others.
- Service as Action is a required component of each year of the MYP. Students engage in activities that build connections between what they learn in the classroom and the communities outside school. The students are guided in their service activities to ensure that the activities they engage in are age appropriate and offer a challenging learning experience.
- The Personal Project is completed by all students in Year 11. It is an extended, independent piece of work based on a topic of personal interest that the students complete outside of normal lessons. The Personal Project is an opportunity for the students to apply and display their ATL skills and understanding of a Global Context of their choice.
- Students in each year of the MYP engage in at least one Interdisciplinary Unit of work (IDU) that involves at least two subject groups. The aim of IDUs is to develop the students' learning through challenges that involve multiple disciplines, and to build students' understanding of how disciplines are connected and how they can apply their knowledge and skills in different contexts.

MYP Guide



20.2.2 MYP Programme: Pathfinder

Students in Years 8 to 10 can also to take part in the school's Pathfinder Programme. Pathfinder students still follow the MYP - covering the same subject areas, key concepts, approaches to learning etc. mentioned below - but do so in a different way. They work with their teachers to co-construct units of inquiry, making choices about topics explored and how they demonstrate their learning. They also have more opportunities to pursue personal learning goals. Over the course of the year, students therefore effectively create their own individualised curricula, based on their interests and around the framework and standards of the MYP.

In taking this approach, the programme seeks to develop and harness the intrinsic motivation of the student, resulting in effective, efficient and enjoyable learning. It also allows students greater freedom to explore who they are and the impact they wish to have on the world. Developing this "story and mission" is a key part of adolescence and in finding their own unique path in the world.

20.3 The IB Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is a comprehensive and rigorous two-year academic programme, which offers excellent preparation for higher education. It is an international curriculum recognized globally by universities and employers around the world. The general objectives of the IBDP are to provide students with a balanced education, to develop critical and creative thinkers, to facilitate geographic and cultural mobility, and to promote international-mindedness through the study of at least two languages and involvement in service to the community. The IBDP promotes a holistic learning experience, which enables students to flourish physically, intellectually, emotionally and ethically.

The DP curriculum comprises **six subject groups** and a **core**:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Groups 6: The Arts
- The Core:
  - Creativity, Activity and Service (CAS)
  - Theory of Knowledge (TOK)
  - Extended Essay (EE)

The emphasis in CAS is on learning by doing real tasks that have real consequences, and reflecting on these experiences. The purpose is for students to be involved in activities that will make a significant difference to their lives and also to the lives of others, as well as challenge themselves to extend existing skills or learn new ones. CAS should be both challenging and enjoyable, a personal journey of self-discovery that will be different for each student.

The Theory of Knowledge (TOK) course examines how we know what we claim to know. It is a critical thinking course which encourages students to think about the nature of knowledge, to reflect on the process of acquiring knowledge in various areas, on the process of learning in all the subjects they study as part of the DP, and to make connections across them.



The Extended Essay (EE) is a 4,000-word research essay which provides each student with the opportunity to investigate a topic of special interest. The extended essay acquaints IBDP students with the kind of independent research and writing skills expected by universities. The IB recommends that a student should devote a total of about 40 hours of private study and writing time to the essay. The EE may be written in one of the IBDP subjects, including many languages; it is advisable for students to choose a topic from a subject they are enrolled in, preferably at HL. Each student is assigned a supervisor for support.
Central to the philosophy of the IBDP, in addition to the three DP Core elements mentioned above, are the IB Learner Profile and the approaches to learning and approaches to teaching.

The approaches to learning (ATL), which the IB programmes aim to develop, are cognitive, meta-cognitive and affective skills which are crucial for effective learning as well as in preparing students effectively for life beyond school. There are five ATL categories: thinking skills, communication skills, social skills, self-management skills, and research skills. By developing ATL skills and the attributes of the learner profile, DP students can become "self-regulated learners" (Kaplan 1998). The IB promotes a broadly constructivist and student-centred approach to teaching which is based on connectedness and concurrency of learning. There are six key pedagogical principles that underpin all IB programmes. Teaching is: based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, informed by assessment (formative and summative).

General Conditions for an IB Diploma

In order to fulfil the requirements for an IB Diploma, students must study:

- Six subjects, of which at least 3 must be at higher level (HL);
- At least two languages (Groups 1 and 2), of which at least one must be a Language A (Group 1);
- At least one Individuals and Societies subject (Group 3);
- At least one Science (Group 4);
- Mathematics (Group 5).

In addition, students must satisfy IBDP conditions in creativity, activity and service (CAS), theory of knowledge (TOK) and the extended essay. These are the three elements of the DP Core, which are compulsory for all students.

In addition, at ISH all DP students have two PHE periods and two mentor periods per week.

IBDP Guide



20.4 The IB Career-related Programme (IBCP)

With the IBCP at ISH, we promote access to an IB education to satisfy a worldwide trend of demand for qualifications that combine academic with career-related achievement, to broaden student options, to challenge and support our students every step of the way, and to ensure that our students are uniquely prepared to serve, lead and succeed.

As a part of our whole school mission, the IBCP programme aims to develop the curiosity of our students by connecting the real world with the classroom and enabling them to become compassionate global citizens of the future.

The IBCP is a rigorous and unique academic programme that offers students a different learning experience than that of the IB Diploma Programme (DP).

The IBCP provides a balance of academic and career-related education, which allows students the opportunity to gain a valuable qualification that will enable them to attend universities both here in The Netherlands and in the UK, as well as in other countries according to equivalence. It also provides an excellent foundation for apprenticeships or employment.

The IBCP enables us to meet the diverse needs of the international student body at our school. It is a very exciting applied learning course that enables students to acquire skills such as developing their foreign language ability, professional and personal organization and the ability to work with others. The IBCP gives students the opportunity to gain a meaningful and recognized qualification in an educational context that provides them a different learning experience by bringing the commercial world into the classroom and by linking their curriculum to the real world of international business.

The CP enables students to:

- Follow their chosen education and career pathways in life
- Combine academic subjects with their personal and professional interests and skills
- Engage in learning that makes a positive difference to their community
- Think critically and creatively
- Communicate clearly and effectively in a variety of situations
- Effectively work independently and in collaboration with others
- Consider new perspectives and other points of view
- Develop greater self-confidence and self-awareness
- Demonstrate high levels of resilience, flexibility and agility of mind
- Be internationally-minded and globally aware
- Apply their knowledge to real-world scenarios and situations

In addition, at ISH all CP students have two PHE periods and two mentor periods per week.

IBCP Guide



20.5 Diploma Results

May 2019 Results

MYP:

Pass rate: 97.43%

Total number of students (diploma & retake): **161**
Total number of full dipploma students: **156**
Total number of Diploma Awarded: **152**

Highest diploma points awarded to a candidate: **44**
Average points obtained by candidates who passes the diploma**: 33**
Average grade obtained at the school by candidates wo passed the diploma: **5.22**

CP:

Pass rate: 100%

Total number of CP students: **12**
Candidates achieved CP: **12**
Candidates achieved Reflective Project: **12**
Highest Reflective Project mark: **25**
Average Reflective Project mark: **20**
Average grade obtained by candidates: **4.14**

DP:

Pass rate: 97.43 %

Total number of students (diploma and retake): **161**
Highest diploma points awarded to a candidate: **44**
Average points obtained by candidates who passed the diploma: **33**
Average grade obtained at the school by candidates who passed the diploma: **5.24**

Chapter 21: Curriculum Support and Extension



21

21.1 Mother Tongue/Home Language

A mother tongue is a student's first/ best/ home language. For those languages that are not taught as part of the ISH curriculum, students are encouraged to develop their level of competence in their own language. This can be done by following lessons taught by private tutors.

The ISH highly values mother tongue lessons for various reasons:

- The mother tongue language is part of the student's culture
- A good command of the mother tongue language helps the students to reintegrate if they go back to their home countries
- Students taking the Diploma Programme must take at least one Language A. This could be their mother tongue language
- If students take two languages at Language and Literature level in the Diploma Programme they are eligible for a bilingual diploma
- Research has shown that bilingual students perform better in school
- A good command of the mother tongue language helps students to study other languages

Students should contact the Mother Tongue Coordinator if they are interested in finding out more about the possibility of Mother Tongue lessons. Many Mother Tongue Lessons take place on Wednesday afternoons when lessons for all students finish at 14.05. Mother Tongue lessons are offered in a variety of languages such as Italian, Portuguese, Russian and Mandarin. In some cases, the Mother Tongue Coordinator will facilitate contact between the student and the tutor of the language concerned. However, ultimately, it is the responsibility of the student and their parents to find a tutor. The agreements on payment are also a matter between parents and tutors. Once a student has made their choice of tutor, they should introduce the tutor to the Mother Tongue Coordinator. The Coordinator will verify if the tutor is a qualified teacher and make all necessary administrative arrangements such as: when and where the lessons take place; proof of the tutor's credentials and appropriateness to support the student. The Mother Tongue Coordinator will also inform the tutor about the exam arrangements. The tutor will inform the parents about the lesson schedule and the payment. In some instances, parents are reimbursed by their employer for the costs of Mother Tongue lessons.

21.2 Support for learners of English as an Additional Language (EAL)

Different levels and types of English as an Additional Language support are available at the ISH. There are two main EAL programmes available:

21.2.1 The Academic Language Programme (ALP)

English speakers in Years 7-9 with beginner to pre-intermediate level of skills in the language (English Language Acquisition, phases 1-3) receive 3 additional EAL support lessons per week. These lessons focus on academic language; the aim is to develop language skills needed for the other subjects, especially Humanities and Science. Additional support may be tailor-made to meet students' needs that cannot be covered within the 3 ALP lessons, in particular, for beginner-level students who are just starting at the ISH. In addition, EAL students in the lower years also benefit from an in-class intervention model where EAL specialists co-teach alongside Maths teachers.

21.2.2 The Individual Learning Programme (ILP)

Additional (academic) language support is also provided for students in Years 10 – 13, where ALP is not offered, and is open to students across the English Language & Literature/English Language Acquisition divide. Year 10 students in phase 2 and Year 11 students in phase 3 of the English



Language Acquisition programme must take at least one EAL period a week; other students needing additional language support (e.g. students in the Language & Literature programme, students transitioning from English Language Acquisition to English Language & Literature, English B DP students) may be recommended for this support by subject teachers or mentors.

21.2.3 Information Technology

Teachers at the International School of The Hague (ISH) plan for the use of digital tools to enhance tried and trusted pedagogical approaches. They understand how to use the best available digital tools to support learning. Through their planning, ISH teachers ensure that technology helps students learn more effectively and more deeply. The application of digital tools improves access to learning content, collaborative activities, and effective feedback. Technology is used by teachers to support differentiation and to enable learners to demonstrate their learning more creatively. For these reasons it is a requirement (as outlined in the STC document) for students to have access to their own devices at school, either an iPad, in Y7-9, or a laptop computer, in Y10-13.

A wide range of technology skills are taught through all subjects across the curriculum although the Digital Design subject takes on a significant element of this area. This integrated approach allows for the application of technology skills in authentic contexts. For example, in the Arts, students will learn and apply skills relating to image manipulation and music creation. In Sciences, students use technology to collect data or present their findings. Knowing that the students will have access to a computing device makes it possible for teachers to plan the application of technology most effectively.

The International School of The Hague (ISH) strives to foster a safe, disciplined, educational environment, both offline and online, to provide an atmosphere where students can develop the skills to become motivated, independent and productive digital citizens. ISH teachers and students know the benefits of technology in the educational environment and strive to ensure that technology is used appropriately and effectively. All members of ISH aspire to be good digital citizens by being safe, responsible, and respectful with their use of technology. Staff and students model digital citizenship and encourage others to do the same. Teachers provide instruction for their students about the appropriate use of technology and online safety. ISH teachers, staff and students will protect their information, treat others kindly, and credit their sources.

21.3 The Secondary Library Resource Centre

The Secondary Library supports all learners and teachers in the ISH community to strive for personal excellence as internationally-minded inquirers, consumers and creators of information by:

- Stimulating curious life-long learners and readers through international, diverse, up-to-date resources and literature
- Providing a place to connect and collaborate and for quiet reflective study
- Facilitating research with guidance on academic integrity and information literacy

The Library Resource Centre is open every day from 8:15 am until 4:45 pm. Students can borrow library materials with their student ID card. Most books can be borrowed for a period of 3 weeks. Students can borrow:

- Years 7-9 up to 3 items
- Years 10-11 up to 6 items
- Years 12-13 up to 12 items



Students can use the following school tailored online resources for research to assist with school assignments:

- Britannica Encyclopedia
- Britannica Science Pathways
- Science Reference Center
- Databases (EBSCOhost)
- Explora for Secondary School
- Science Reference Center
- Literary Reference Center

21.4 Learning Support

The Learning Support department works in collaboration with the Student Wellbeing department and the English as an Additional Language (EAL) department to support students and teachers in the areas of academics, study skills, organization/planning, behavior, and social and emotional development. Learning Support services range from observations and consultations with staff and parents to a range of individualized and small group instruction for students with various learning needs. Students are supported in one of three levels of support: Tier 1: universal intervention: 80% of our students are identified in this category; Tiers 2 & 3, in which more specialized and differentiated intervention practices are delivered.

The Learning Support department at ISH is comprised of four Learning Support Specialists and is supported by two psychologists. The department upholds the principles of a balanced education rooted in the firm belief in a model of inclusion that embraces curiosity, connectedness, and compassion. Students' personal excellence is developed through the philosophy of supporting and celebrating the diversity of learning needs. The Learning Support department has a 'whole child' approach in developing strategies and evidenced-based practices to meet the unique and diverse learning needs of the students we serve.

The Learning support team can be reached at learningsupport@ishthehague.nl

21.5 Curriculum-related trips and activities

Trips, the Week Without Walls and Co-Curricular activities at ISH are designed to:

1. Enhance and enrich curricular and co-curricular opportunities for our students.
2. Provide a wider range of educational, cultural and sporting experiences than could be provided in the classroom.
3. Promote and encourage the independence of our students as enquiry-based learners, enabling them to develop their personality, talents and abilities in new learning environments.

We offer a wide range of trips and co-curricular activities to students, with some compulsory, as are essential for the teaching of the curriculum, and others optional, such as sporting exchanges and expeditions. In Years 7 - 9 all students take part in the same trips, but as students select different curriculum pathways from Year 10, they will go on different subject specific trips. All students Years 7 - 11 take part in a Week Without Walls at the end of the year, which is a blend of school based Experiential Learning activities, such as the Year 8 Robotics Workshop, and the Year 11 Adventure Survival on Ameland Island.



Compulsory trips, such as curriculum based where every student in the year group participates, like the Year 9 History and English Trip to Ypres and the Week Without Walls, are included in the annual school fees. Additional trips, such as sports trips, curriculum based trips where not every student in the year group participates and International Award expeditions, are billed in addition to the annual school fees.

As set out in the ISH School Trips Policy, during a school trip, the school is covered by Public Liability, Personal Accident and Health insurance, but not for cancellation, damage, loss or theft of personal property. It is the responsibility of the parent/guardian to also provide Public Liability, Personal Accident and Health insurance for their child, and to additionally provide Travel insurance that covers cancellation, damage, loss or theft of personal property. The school is therefore not liable for cancellation, damage, loss or theft of personal property.

What follows is an overview of trips that are included in the annual school fees and those that are not, and therefore are an additional charge. There may be additional trips planned throughout the year based on opportunities that become available and information about these will be communicated to the relevant students and parents

Year 7

Included in the annual school fees

- Visual Arts: Filmhuis
- Integrated Humanities: Archeon Museum
- Week Without Walls: Cycle Camp Zeeland

Additional charge

- U12/U14 International Schools Sports Tournament per season: €80 + tournament travel costs

Year 8

Included in the annual school fees

- Integrated Humanities: Zuiderzee Museum
- Integrated Humanities: Het Tropenmuseum and Het Rijksmuseum
- Week Without Walls: Sail Camp Friesland

Additional charge

- U12/U14 International Schools Sports Tournament per season: €80 + tournament travel costs

Year 9

Included in the annual school fees

- History & English: Ypres
- Week Without Walls: Canoe Camp Overijssel

Additional charge

- Junior Varsity International Schools Sports Tournament per season: €120 + tournament travel costs



Year 10

Included in the annual school fees

- Visual Arts students only: Rotterdam
- Geography students only: Farm Visit
- Week Without Walls: Adventure Survival Bergen op Zoom

Additional charge

- French/German/Spanish Language Trips: €400 - €500
- International Schools Maths Tournament: €200 - €300
- Junior Varsity International Schools Sports Tournament per season: €120 + tournament travel costs
- International Award Bronze Expedition: €20 - €40
- GIN Conference: €150 - €250
- Biennial Iceland Geography Trip: €1200 - €1400

Year 11

Included in the annual school fees

- Geography students only: Rotterdam
- Design students only: TU Delft
- Dutch & History students only: Amsterdam
- Visual Arts students only: Amsterdam
- Week Without Walls: Adventure Survival Ameland Island

Additional charge

- French/German/Spanish Language Trips: €400 - €500
- International Schools Maths Tournament: €200 - €300
- Junior Varsity International Schools Sports Tournament per season: €120 + tournament travel costs
- International Award Silver Expedition: €50 - €100
- GIN Conference: €150 - €250
- Biennial Iceland Geography Trip: €1200 - €1400

Year 12

Included in the annual school fees

- Y12 Induction Trip
- BTEC students only: Amsterdam, The Hague, Rotterdam.
- Design students only: Textile Museum
- CP students only: Spain Personal & Professional Skills

Additional charge

Visual Arts London: €800 - €850

- Geography Schiermonnikoog: €180 - €220
- Drama London TaPs: €800 - €850
- French/German/Spanish Language Trips: €400 - €500
- International Schools Maths Tournament: €200 - €300
- Varsity International Schools Sports Tournament per season: €140 + tournament travel costs
- International Award Gold Expedition: €300 - €400
- GIN Conference: €150 - €250
- Biennial Iceland Geography Trip: €1200 - €1400
  Project Kenya: €1800 - €1900



Year 13

Included in the annual school fees

- Environmental Systems and Societies students only: Dunea

Additional charge

- Physics CERN: €250 - €270
- International Schools Maths Tournament: €200 - €300
- Varsity International Schools Sports Tournament per season: €140 + tournament travel costs

Some school trips are not charged to parents because we would like all students to take part. This provides consistency for all students in terms of the curriculum provision associated with these particular trips. Whilst the costs of running these trips are effectively included in the school fee, they are not identified as separate items and cannot be refunded. As a non-profit organisation, our income is entirely spent on school operations and improving student learning. Some trip costs have already been incurred, and in general during the coronavirus crisis we are putting extra funding into logistics, hygiene, security and supervision. It is also important that we keep investing in hardware, software and staff development to constantly improve our remote learning programme, as well as the up-coming hybrid learning situation as we move forward into the next academic year.

21.6 Celebrating Success

Graduation from the MYP, DP and CP is celebrated through graduation ceremonies, where certificates/ diplomas are awarded to the graduating class. In addition, awards are issued on this occasion for distinguished achievement in school life for example in the arts, sports and CAS/SA; the distinguished ECIS prize is also awarded to one of the graduating Year 13 students.

Through our behaviour policy we promote the recognition and promotion of positive behaviours through personalised and meaningful feedback to students, emails and postcards home and once per term we award one student per year group with the ISH Community Profile Award.

Chapter 22: Student Support and Guidance



22

22.1 Guidance and Support Structures

22.1.1 Pastoral System

The term Pastoral System refers to the structures, staff and programmes that we have in place to support the holistic development of and support for our students. Through it we provide support and guidance for students in order for each individual to achieve personal excellence through the development of social, emotional and behavioural skills that support their academic learning. We also provide guidance on healthy lifestyles and teach skills and develop knowledge that enables our students to be successful in life after ISH. This takes place through our mentor programmes that run in all year groups as well as through supplementary small group sessions via the Nourish programme that supports students who need some extra intervention and is lead by our Student Wellbeing and Learning Support Departments. Where necessary, we also provide one to one support for students via the Student Wellbeing department with a focus on mental health and social-emotional issues.

Each student has a mentor who is their first point of contact in the pastoral system. Each year group has an Assistant Year Leader and Year Leader who guide the mentor team.

Hence, the following members of staff are involved in the pastoral guidance of students:

- the Mentors
- the Year Leaders and Assistant Year Leaders
- the Deputy Heads Pastoral
- the Careers Counsellors
- the Student Wellbeing Department
- the Mentor Programme Coordinators (FlourISH in years 7-11)
- The School nurses
- Vice Principal Pastoral

22.1.2 Role of the Mentor, Assistant Year Leaders, Year Leaders and Deputy Heads Pastoral

The mentor is the first contact person for students and parents. He/she guides the whole mentor group and individual students within it. He/she works under the close supervision of and reports regularly to the Year Leader.

The Year Leader together with the Assistant Year Leader oversees the academic progress and overall well-being of all the students in the year group and advises on individual situations.

Year Leaders report to the Vice Principal Pastoral who works closely with the Deputy Heads Pastoral to ensure the effective functioning of the pastoral system and to ensure that all students receive appropriate guidance and support.

22.1.3 The Mentor Programme

The mentor programme (FlourISH in years 7 - 11), promotes social and emotional development, physical and psychological well-being and approaches to learning that enable students to achieve personal excellence in all aspects of their learning.

Years 7-11

The FlourISH programme is built on the insights of positive psychology – inspired in particular by the works of the famous psychologist Martin Seligman. Through the FlourISH programme,



students are encouraged to identify their values and behave accordingly in order to flourish as individuals beyond their academic life.

FlourISH promotes a positive approach to potential issues that students may be faced with, such as bullying and making responsible choices regarding their own health, as well as aiming to consolidate study and organisational skills.

Years 12-13
In the upper school, we continue with these ideals, and focus on guidance for life beyond school. The mentor programme in years 12-13 centers around issues that are of relevance to the students and takes into account their interests and concerns. These include focussing on careers, university life, exam preparations and study skills. For this age group, preparation for life after ISH is key.

Throughout all year groups the mentor programme also embeds core aspects of the relevant IB programmes e.g Approaches to Learning, Learner Profile, Service Learning (CP), Service as Action (MYP), CAS (DP). In this sense the mentor programme is a complementary part of the life of an IB learner.

22.1.4 Antibullying Advisor

Ms Gina Maxwell is the Antibullying Advisor for ISH Secondary. Her role is to ensure that our students receive age appropriate education about bullying for the purposes of prevention and to monitor any bullying allegations in order to ensure that they are properly followed up. Not all allegations are found to constitute bullying, but we always work to repair any damaged relationships that the allegations may be indicative of. Ms Maxwell acts in line with the principles and approaches set out in our Antibullying policy about which you can find further information in the whole school section of this guide. Our Antibullying Advisor can be contacted at antibullyingadvisor@ishthehague.nl.

22.2 Careers Advice

The Careers Coordinator coordinates in collaboration with two careers counsellors the various systems that provide guidance for students across the Year 9 - Year 13 year groups to support them in their subject choices and transition beyond school to both higher education and work.

They make this information available to students, their parents and also to teachers. They advise students on choices of subjects, assist them with the important decisions which need to be made, and help them with the application procedures.

The careers counsellors maintain good contacts with educational establishments and companies. They organise a Career Orientation Day and encourage students to visit university open days.

The Careers Coordinator also coordinates the careers assessments in Years 9 - 12.

22.3 Student Wellness and Counselling

22.3.1 Student Wellbeing Department

The Student Wellbeing Department offers support to all students to be emotionally resilient and well-balanced individuals. The department has an open-door policy so that students can access support without an appointment. Parents and staff can also contact the department directly if



they have concerns about a student or require advice. The Student Wellbeing department make referrals to external professionals and agencies when additional professional support is needed. Members of the department provide staff training in order to meet the needs of the community. In addition, they work collaboratively with the Designated Safeguarding Lead on all child protection cases.

Student Wellbeing Team
Student wellbeing coordinator: Leads the department and is the main point of contact for the Student wellbeing department and Deputy Designated Safeguarding Lead for staff, parents and external organisations.

Student wellbeing counsellors: Provide individual and group support to students and their families, working collaboratively with teachers and other professionals.

School psychologists: Conduct psycho-educational assessments and contribute to the development of school-wide policies and procedures, in addition to providing counselling support as above.

Social worker: Provides counselling support to students and their families in their homes as well as in school. They support students and families through the process of finding additional professional support outside school.

22.3.2 Different types of support

One-on-One Counselling
- A one-to-one counselling session lasts for 45 minutes. Usually 8-10 sessions are offered
- We have an open-door policy so that students can access support without an appointment
- Referrals to external professionals and agencies when additional professional support is needed
- Staff training

Rock and Water
Rock and Water is an assertiveness and resiliency training that uses physical and self-defense exercises as tools to increase physical, emotional and self-awareness.
NourISH
NourISH is the social-emotional/learning skills programme that we offer at The ISH Secondary. This programme includes different support groups that target various issues that students can struggle with and has been developed to meet the needs of students who need additional support beyond the regular mentor programme.

Examples of the sessions that may be offered depending on students needs are:
- Coping and Living Mindfully (CALM)
- Stress Reduction
- Friendship Skills
- Helping with Fear of Failure
- Depression Prevention
- Identity
- Anxiety Prevention
- Year 7 Transition from Primary to Secondary



- Assertiveness skills
- Self Esteem
- Moving into Meditation

The Camino group

The Camino group is specific social and emotional support for students with an Autistic Spectrum Disorder or related difficulties. To learn more about the camino group, please email: camino@ishthehague.nl.

Confidentiality

Any information shared with the Student Wellbeing Department will remain confidential. It can be helpful to share information with other people (e.g. parents and teachers) and this will be done with the agreement of the people involved. If someone shares information with the team that indicates that someone is at risk of significant harm, then they have a duty of care to share that information to protect the person/people involved. Please note that this duty of care supersedes GDPR regulations.

Get in Touch

Email: studentwellbeing@ishthehague.nl

Phone: Call the main Secondary School reception on 070.3281450 or internally on extensions 1009 or 2014.

Students can also drop into rooms B004 and B005 for support, information and advice.

Chapter 23: Co-curricular Activities and Opportunities

23

23.1 Sports Activities and Facilities

The International School of The Hague is proud of its sports culture and ever-growing sports and activities programme. The ISH Silverbacks (our school sports emblem) is a familiar sight at sports tournaments both nationally and internationally around Europe.

A key element to the sport process here at ISH is sport being available through the curriculum in Physical and Health Education. Students have the chance to experience a range of sports and activities through the MYP curriculum; PHE is also compulsory in Years 12-13 at ISH. Many continue their participation in the wider co-curricular sports opportunities offered here at ISH.

'Sports Break' is another occasion offered every day that allows students to participate in basketball, volleyball, badminton, table tennis or indoor football during their lunch time. Furthermore, the house system at ISH allows students of all ages and abilities to engage in a variety of activities and take part in the annual sports day. Lead by the Year 12 students who are house captains, students rally on throughout the year to help their House achieve the most points and win the ultimate prize, the House Cup.

At ISH the recreational and competitive sports programme is part of the Experiential Learning programme offered by the school and it is in addition to the PHE Curriculum. It is staffed by internal and external coaches and is coordinated by the Co-Curricular Sports Director and the Sports Department.The school year is split up into three seasons (Autumn, Winter and Spring), each about nine weeks in length for the four different age groups: U12, U14, U16 (Junior Varsity) and U18 (Varsity) teams. We regularly take part in a wide variety of competitive tournaments including the International School Sports Tournament (ISST), MIST Football, The DARE Adventure Race and Rugby 7's Move Sport. ISH also competes in many local competitions organised by sports clubs, schools and other organisations including the CPC Run, Sovicos Volleyball, Beach Challenge Triathlon and the Summer Games. A highlight of the year is Silverbacks Day, which brings the school and community together to celebrate the sporting achievements of our students.

23.2 Service Learning in Global and Local Issues

23.2.1 Charity Fundraising Activities

At ISH we aim to educate our students to be aware of global issues and the responsibilities that come with being future global citizens. They develop skills of communication, collaboration, creativity, ethics, leadership and much more through experiential learning. When and wherever appropriate, curricular content is aimed towards furthering the success of the various charity initiatives.

23.2.2 Global Issues Network (GIN)

The Global Issues Network (GIN), the International school of The Hague, is a platform for students who want to make the world a better place. In groups, students work together on various awareness-raising, fundraising, and other activities to help solve global issues that they are passionate about. The aim of the Global Issues Network is to empower ISH students to become responsible global citizens of tomorrow. The UN Sustainable Development Goals serve as inspiration. Student initiatives range from animal welfare to welcoming refugees in our community, from promoting recycling and energy reduction to gender equality at ISH.



23.2.3 Model United Nations (MUNISH)

The Model United Nations (MUN) simulates the Security Council, the General Assembly, and other Committees of the United Nations. Participants assume the roles of diplomatic representatives of the UN member states and consider items from the UN's current agenda. Preparing to represent a selected country within MUN allows the student to develop study and communication skills through a wide variety of activities.

Since December 1991, ISH Secondary has been organising and participating school in THIMUN - The Hague International Model United Nations. This is the largest student MUN conference in the world. The ISH also participates in MiniMUN in The Hague and other THIMUN-affiliated conferences.

In addition, since December 1991, the ISH has also organised its own conference, Model United Nations International School of The Hague (MUNISH), which is included in the annual calendar of MUN Conferences. 'Each year we welcome…all over the world, and it has grown to be the second largest student-led conference in Europe.

As stated in the MUNISH mission statement, ***MUNISH is "A conference run by youth, for today's youth, to benefit the youth of tomorrow"***.

It is these ideals that make MUNISH the true embodiment of Model United Nations. For three days students can become diplomats and are given the responsibility of the roles they take on. The participants of MUNISH, numbering over 1,000 each year, join to debate, discuss and consider issues that affect our world today, from the eyes of those that have the opportunity to make a difference. MUNISH leaves participants with a new perspective on our world and of their roles in shaping it.

For more information about MUNISH please see the website at www.munish.nl.

This school guide 2020-2021 has been produced with the greatest diligence but is always subject to change. This document can be updated during the school year.

The International School of The Hague

Curious, Connected and Compassionate