

Strategy 2016-2020

From good to great

13-10-2015

Stichting het Rijnlands Lyceum

Inhoudsopgave

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Introduction

“People often overestimate what will happen in the next two years and underestimate what will happen in ten” - Bill Gates

The Dutch government has started a debate on “the curriculum of 2032”. That year seems a long time ahead, but in fact it is the year in which the children born today will graduate from secondary school and proceed to further or higher education. What knowledge and “21st century skills”¹ will they need for future education, jobs and society? In the present document we will focus on the next four years as a first step towards 2032.

In our organisation it has become a good tradition to look ahead in four-year planning periods. This does not only apply to the foundation itself, but also to the schools that incorporate their strategic policies in 4-year school plans and annual work plans. The formal accountability for the execution of the policies agreed on takes place through the annual report for internal and external stakeholders and by means of interim reports for the Supervisory Board and the Joint Participation Councils. Accountability, however, also takes place as part of the appraisal cycle with foundation and school goals being translated into individual goals for members of the school management and individual members of staff. This cyclical approach ensures that the organisation does not deviate from its pursuit of the goals and is not distracted by the issues of the day.

In drafting a new strategic plan for the period 2016-2020, we naturally look back at the previous planning period and the previous Strategic Plan 2012-2016 *Challenges in Education*. Which goals did we then set ourselves, and what have we achieved? The goals for 2012 were partly based on sector agreements for primary and secondary education for the period to 2015 and the social context of the time.

To a significant degree the spearheads of 2012 are still the spearheads of today. However, new aspects have been introduced, which are a reflection of a changing social context. It remains vitally important for the foundation and the schools to choose precisely those goals and aspirations from the avalanche of new ambitions that are in line with our own strategy and that lie close to the heart of our own organisation. We then know that we can be assured of the support from within the organisation. That is not to say that what is now adequate or is going well must always remain the same. If we say that with our education we aim to go from “good to great” this implies that we must be ambitious in order to actually achieve this aim. This means that we must have a development agenda and be willing to change and improve where necessary.

Characteristic of the Secondary Education 2014-2018 Sector Agreement and the Primary Education 2014-2020 Sector Agreement is the emphasis on the professionalism of teachers, school management and executive board. This professionalism must guarantee the continuous quality improvement of education. It is the combination of inspirational leadership linked to professional dialogue and competence development.

We will not always want to make ‘safe’ choices when choosing new ambitions. It may be expected from our schools that the entrepreneurship that underlies international education, both secondary and primary, and bilingual education, may also continue to be heard in new ambitious choices. In this plan, we will further elaborate upon these choices. The education agreements challenges us to consider aspects such as an ‘ambitious learning culture’, ‘challenging education’ and ‘activating teaching strategies’ that encourage students to get the best out of themselves. The agreements request us to pay more attention to individual pathways for each student, with as few barriers as

¹ We understand this to include: teamwork, creativity, ICT literacy, communication, problem-solving ability, critical thinking, social and cultural skills and an entrepreneurial and inquiring attitude.

possible arising from the educational system or the structure and organisation of the school; pathways that are directed towards providing opportunities for students to distinguish themselves and develop their individual talents. Differentiation within the classroom, recognising differences, personalisation and education tailored to a student's individual needs also means attention to giftedness. Digitisation of teaching materials supports all these aspects and also contributes to the development of *21st century skills*.

The government draws attention to our policy on promotion and retention and would like to see a national reduction in the number of repeaters. Naturally, we will reassess our policies in this field and adjust them if necessary. Constant attention is also required for the transition from primary to secondary education. In addition, we believe that it is important in both primary and secondary education to pursue 'broad' education rather than overemphasising the core subjects. Steeped in our mission and vision we feel that 'broad education' also involves citizenship education (including European and global citizenship).

Apart from all these spearheads regarding education tailored to students' individual needs and personalisation, our schools see it as their responsibility to ensure that the education takes place within a social context, the class as a learning community, with attention being paid to social and emotional development. After all, students learn with and from one another, with the added advantage that this also activates the learning process. We choose to provide education on the basis of this close social context and, within this, to give students the possibility of undergoing individual development.

As the largest provider of international education in the Netherlands it is our responsibility to aspire to excellence in our international schools in Oegstgeest and in The Hague and at the same time draw valuable lessons from international education (IPC, MYP, IB, EB) for Dutch national education. It goes without saying that Rijnlands will continue to invest in internationalisation because *international mindedness* and *responsible global citizenship* are perhaps the most important *21st century skills* that we want to instil in our students.

An important step for the next four years will be the cooperation between the schools of the foundation on professional development. Particularly in ICT, the use of complex teaching strategies and leadership a lot can be learnt from one another. We realise that the whole is greater than the sum of its parts!

In this Strategic Plan 2016-2020, *From good to great*, we look back briefly at the ambitions and results for the period 2012-2016 and we provide an overview of the developments that we anticipate for the coming four years. We intend to outline an ambitious picture of the situation in which our schools will find themselves in four years' time and thus offer an inspiring document that each individual school and the Stichting as a whole can use as a guideline. Setting yourself ambitious goals also implies that it must be possible for staff to achieve these aims within the time and financial means that are made available for this purpose. The Executive Director and school principals all feel committed to this.

The Joint Participation Councils for Primary and Secondary Education and the Supervisory Board have approved this document.

I would like to thank everyone who has contributed to this strategic plan through discussion and feedback.

Dr Maarten Knoester
Executive director

1. Review of 2012-2016

In outline, the spearheads for the period 2012-2016 were:

- Students perform well in the core subjects and receive a broad education.
- Schools constantly aim to maximise student achievement. That is to say: schools work 'outcome driven' and actively apply "assessment for learning" methods to improve learning outcomes.
- Teachers identify differences between students, not just average students but also cognitively weaker and stronger students, and deal with this in an effective manner.
- There is an ambitious learning culture in schools where excellence is encouraged and giftedness supported.
- There is a learning culture in schools which does not only imply students' learning, but also the learning of teachers and school management. A sound HR policy is a prerequisite for this.

Quality of education

Looking back at the previous planning period, we find that the secondary schools were fully committed to strengthening quality assurance and 'that outcome-driven learning' and 'recognising differences' have been high on the agenda, besides 'an ambition for excellence' and the use of digital learning resources. The professional development of the teams and the school management has taken shape in many ways. In primary education, there was a clear focus on 'need-based learning', 'assessment for learning', mathematics, language, the use of iPads and laptops, and English as a second language at the Eerste Nederlandse Montessori School (ENMS). In all these areas, positive developments are perceptible. In this period we also saw the preparation and implementation of Passend Onderwijs ("education suited to the needs of the individual child") in both primary and secondary education, which took place without any significant problems in most schools, though sometimes bureaucratic procedures were experienced that were not felt to be conducive to supporting a child in its learning needs. Improvement may be expected in the school year 2015-2016.

In January 2013, Rijnlands Lyceum Wassenaar (RLW) received the 'Excellent School' designation and this was repeated in January 2014. The school was awarded this prestigious accolade thanks in particular to the above-average examination results, the clear educational approach, an excellent organisation and its own "excellence" policy.

In 2014, the Education Inspectorate granted positive inspection judgements to all the schools of the Stichting. Thanks to an intensive improvement programme Rijnlands Lyceum Oegstgeest (RLO) received a positive judgement again for its *havo* department. The school was, however, advised to continue the initiated improvement actions. Besides RLO, ENMS was also visited by the Inspectorate in 2014. This school once again received a positive quality judgement, thereby confirming that the quality improvement, which was initiated after the merger in 2011, has continued unabated. Rijnlands Lyceum Sassenheim (RLS) had already acquired its positive quality judgement in 2013. ISH Primary retained the highest level of IPC accreditation ('mastering'). The Elementary School of the European School The Hague (ESH Elementary) was also visited by the Inspectorate and obtained a positive inspection judgment. The school was complimented for what had been achieved in two and a half years. ESH Secondary also acquired accreditation for secondary education by the Board of Governors of the European Schools. The Secondary School of the International School of The Hague (ISH Secondary) succeeded in extending its CIS accreditation following the five-year review.

Apart from the Inspection judgements and accreditations, it is especially our parents and students who are the most important gauge of our quality. The satisfaction surveys show a stable picture of satisfaction and perceived quality. Where the surveys indicated points for improvement, these were addressed by the management of the schools.

Educational vision and education offered

Most Rijnlands schools developed a new school plan in 2014 or 2015. The ENMS has a different four-year cycle and will have completed the school plan in 2016. In the new school plans we see that all schools take the national development goals very seriously: recognizing differences, greater differentiation in the classroom, a more activating teaching strategy, outcome and needs-based education. The Rijnlands secondary schools, ISH and ENMS have offered extra and intracurricular programmes to more gifted students. At ESH this is being developed. In the planning period, the schools maintained their existing profiles. Rijnlands Wassenaar has introduced Mandarin as a subject and is becoming a leading player in this field. Rijnlands Sassenheim strengthened its science profile and Rijnlands Oegstgeest its international and culture profile. ENMS presents itself as a modern Montessori school with its recent introduction of English in all year groups and a revised SEN structure. In the European School, the 'European dimension' is obviously emphasised and the importance of mother tongue education. The ISH presents itself as one of the five top schools in Western Europe for the IPC and IB, with *global citizenship* as a central theme.

Internationalisation

During the past period, all schools have made special efforts to further shape the international dimension of education. This was often substantiated with an expansion of international exchanges and participation in Model United Nations conferences, Olympiads and international debating contests. The most important step, however, was the opening of the elementary school of the European School *Rijnlands Lyceum* in 2012, with secondary education being added in 2014. A lot of work was obviously performed prior to the start of both departments. The explosive growth of primary education and the attendant increase in the number of staff presented an enormous challenge for the school itself and the Stichting's support services. With this second international school in The Hague, the international character of the Stichting has been reinforced and this reflects positively on the other schools.

Digitisation of teaching materials

Following the realisation of the previous strategic plan, vision development has taken place in all schools, which has led to an ICT policy not only becoming part of school policy, but also being given its own prominent position in the school plan. The schools have started working more intensively with electronic learning environments: SOM Today, Moodle, IT's Learning, which also enable students to work on their school assignments from home. The market for digital learning tools is developing rapidly. The secondary schools familiarised themselves with this in 2014 and early 2015. The schools regard digital learning resources as an opportunity to help them recognise and deal with differences, as an aid in learning support or a method to activate learning. ISH Primary is enthusiastic about the measurable learning gains made with the use of the iPad. At ISH Secondary, this has led to an ICT vision document that is based on the 1:1 use of iPads in the lower grades and the use of laptops ("bring your own device") in the higher grades. Their introduction will take place with effect from the 2015-2016 school year, following a pilot project in the first grade (year 7) that was held in the 2014-2015 academic year. In addition, ENMS now has a wireless network and thus stands on the eve of the further introduction of mobile devices. At the ESH, the introduction of ICT is running parallel with the development of the school; ICT resources are being intensively used in both primary and secondary education at ESH.

Human resources policy

With a view to a possible decrease in student numbers and staff in the more distant future resulting from very gradual demographic changes, an employment policy was established in 2013 for both secondary and primary education with the approval of the Joint Participation Councils. This employment policy lays down rules in case a member of staff is made redundant at a school of the Stichting and can be reinstated in a similar post elsewhere within the Stichting.

In 2014, the Stichting held consultations with the trade unions in order to reach tailor-made agreements on the “functiemix” within secondary education. The new values for the job mix have now been achieved by all schools. This brought the implementation process that started in 2009 to an end. For secondary education, ‘*entreerecht*’ applies from 1 August 2014 until 31 July 2015 by virtue of the new collective labour agreement. This means that teachers with a Master’s degree teaching qualification (under Dutch education law) who, on 1 August 2014, give more than 50 % of their lessons within a structural position in the last three senior years, are entitled to an LD position with and LD associated job description and duties. This has resulted in a number of appointments in LD on the basis of this ‘*entreerecht*’.

Regarding the “functiemix” for primary education it can be noted that the targets for 2014 at foundation level have been achieved. Therefore, the primary schools individually do not have to appoint more teachers in higher salary scales for the time being.

On the basis of a nationally validated system of job descriptions and job salaries, a system of job categories in the Stichting was developed thus creating more levels and also career opportunities within a functional area. This new job structure was approved in December 2012 by the Joint Participation Councils for Primary Education and Secondary Education.

In 2014 the development of the competence file was initiated. This is a dynamic document on which the teacher and the line-manager work together. Based on the content of the file, both discuss the personal and professional development of the teacher in relation to his knowledge and skills. Almost all schools have made a choice with regard to the design of the competence file and the software required for it. Decisions in this respect have taken place following the approval of the staff section of the Joint Participation Councils for primary and secondary education.

In 2014, following the approval of the Joint Participation Councils for primary and secondary education, the policy of the Stichting for the appraisal cycle was established. Within a recurring cycle of a maximum of three years, the member of staff and immediate manager conduct a goal-setting interview, a mid-term review combined with an interview about the personal development plan, and an appraisal interview. During the 2014-2015 school year, almost all schools started with the introduction of the appraisal cycle in accordance with the new policy or have adjusted the existing appraisal cycle accordingly.

The national strategic agenda - both in the primary and secondary education sectors - and our own strategic agenda, place increasing emphasis on professional development. Both collective labour agreements stipulate that a framework is agreed at executive board level within which the professional development of the schools is made possible in terms of time and money. The joint participation councils have endorsed this framework of the foundation. At school level, this framework results annually in a school professional development plan in consultation with the staff section of the school’s participation council. Because of the two new collective labour agreements, a new *Guideline in support of professional development* was drafted in 2015. It may be noted that during the past period all schools have made considerable efforts with all kinds of forms of collective training for teachers and members of the school management, both in the field of educational innovation and with respect to aspects of management and leadership.

In 2014, the sickness rate for the total Stichting Het Rijnlands Lyceum was 3.31%. This is 0.29 percentage points lower than in 2013 (3.63%), but is not yet at the level of 2012 (3.15%). Members of staff reported sick less often. The average reporting rate declined further from 1.6 (2012) via 1.3 (2013) to 1.15 (2014).

In mid-2014, a new absenteeism protocol came into force following approval by the Joint Participation Councils for primary and secondary education. The central element of the absenteeism protocol is the action plan to be drawn up in the first and second year of sickness. Specific attention

is paid in the absenteeism protocol to *frequent absenteeism*, in part because this is a harbinger of long-term absenteeism. A start was made with actually conducting frequent absenteeism interviews in a number of schools in 2014. This will be implemented in all schools in 2015.

A policy memorandum on Safety, Health and Welfare was prepared in 2014. The principles and legal obligations with regard to all safety, health and welfare aspects – risk inventory & evaluation, emergency response, accidents registration, absenteeism policy, occupational health services, safety & psychosocial workload and working hours policy – are described in this. The policy memorandum was adopted in 2015 following approval by the Joint Participation Councils for primary and secondary education.

Finance and real estate

The Stichting has been financially healthy in the past few years. As a result of the growth in the number of students, especially in international/European education, we see a rise in revenue. While this amounted to € 47 million in 2012, it is estimated at € 56 million for 2015 with an expected growth to € 63 million in 2018. Over the past years the Stichting also achieved results that were generally in line with the budget. Liquidity and solvency developed within the ranges set by the government and show that there is both sound management and a prudent financial policy. Profitability in 2012 was 3.4% compared to 4.5% in 2013 and 1.4% in 2014. Special circumstances in recent years were the transfer of ownership of the school building of Rijnlands Sassenheim, for which the Stichting took up a loan of € 1.7 million from the Ministry of Finance. In addition, preparations were made during the past period for the extension of the building for ISH Primary and major construction and renovation projects took place at RLS, RLO, ISH Secondary, ESH and ENMS. All these projects were completed on schedule and within the building budgets set, but above all with great satisfaction from the users.

2. From good to great

2.1 Mission, vision, core values

When writing a new strategic plan, one obviously reflects on the previously formulated mission, vision and core values. Do they still describe the essence of Rijnlands? We can conclude that this continues to be the case. This shows that they are deeply embedded in the *DNA* of the schools and the Stichting. We work on the basis of the following mission and vision:

Mission

Stichting Het Rijnlands Lyceum offers:

- in our education we aim “to go from good to great”;
- education that challenges students to attain their maximum level;
- an educational climate focused on a student’s development with extra learning support where needed;
- engaging education that challenges the students, evokes curiosity and encourages inquiry and research;
- education with an international orientation;
- an innovative and ambitious learning climate;
- education focused on the creative, cultural, civic and social/emotional development of the students;
- secondary education focused on the successful transfer from primary education and a strong focus on the transfer to vocational or higher education;
- primary education focused on the successful transfer to secondary education and achieving the maximum potential in the creative, motoric, cognitive and social-emotional field;
- a positive atmosphere with mutual respect between students, staff and parents;
- a school climate in which the students can develop in a safe learning environment;
- a school climate in which there are clear agreements, norms and values that are observed consistently.

Vision

The future of a student is partly determined by their education, both in secondary and primary education. That entails great responsibility for the executive board, principals, directors and staff. SRL stands for quality and has already been able to substantiate this for almost 80 years. The ENMS even has a history that goes back almost 100 years. Age and tradition, however, are no guarantee of lasting quality. Quality benefits from constant improvement and innovation. SRL is a dynamic organisation that is firmly rooted in society and is aware that an innovative and ambitious educational approach is essential in a changing world.

This is partly reflected in the international dimension of our education. International and intercultural projects, bilingual education at the Rijnlands secondary schools in Wassenaar, Oegstgeest and Sassenheim and early foreign language learning at ENMS form the core of our international orientation in secondary and primary education. For international students, we offer international educational programmes at ISH, RLO and ESH. An innovative approach to education is also shaped by means of an outcome-driven, needs-based (in Primary) approach and an activating teaching strategy, which - supported by intensive use of ICT in the learning process - recognizes differences between students.

Students from the schools of Stichting are encouraged to attain the highest possible academic level. We see that students thrive if they are challenged at their own level. We offer a broad education that evokes curiosity and invites inquiry and research and a deepening of knowledge, in addition to the development of creative and social skills. We consider it important for our schools, besides

educating students for a qualification, to also provide training for life (“Bildung”). We help our students with their development towards adulthood and to bear social and civic responsibilities, also in the form of citizenship education. Our starting point is a respectful relationship between students, staff and parents. Therefore, clear agreements that are consistently adhered to apply within the schools. In addition, we encourage an open attitude with respect to different ideologies, philosophies and cultures. We therefore believe that it is important for students and staff to speak out and exchange thoughts with one another. This includes reflective dialogue on ethical and global issues and critical engagement in the pursuit of mutual respect and tolerance.

The foundation is committed to quality, both within education itself as well as in all support activities, such as the use of ICT in education and in facilities, for example. The organisation’s staff, both teachers and support staff, are a key factor in achieving quality.

In order to ensure quality across the board at our schools, use is made at each school of a quality assurance system with result and quality indicators. This structured approach to quality assurance contributes to the further development of the schools as professional organisations.

Our shared core values follow from the above mission and vision:

Core values

- Openness, tolerance and mutual respect
- Intercultural awareness of different ideologies, philosophies and values
- Ambition
- Innovation, an entrepreneurial attitude and market orientation
- International mindedness focused on global/ European citizenship
- Professionalism
- A learning organisation
- Accountability at all levels
- Social involvement
- A genuine concern for others

2.2 Quality of education

The schools of the foundation are aspiring to excellence in their education both now and in 2020. This therefore at least implies positive inspection and accreditation judgements. But aspiring to excellency also means that we offer more than just good lessons in the core subjects. It concerns the entire school, the total offering, as well as the culture and the educational climate (see 2.3).

Internal quality awareness has certainly been embraced in our organisation and will only become more self-evident in the coming years. Underlying our education are a number of national and international principles.

The first is 'outcome driven', used both in primary and in secondary education, and means working consciously, systematically and cyclically towards the aim of maximising outcomes. The outcomes concern:

- cognitive results of students;
- social and emotional results;
- satisfaction of teachers, parents and higher education².

In international primary education the concept of "assessment for learning" closely resembles Dutch "outcome-driven". It is best described as a process by which assessment information is used by teachers to adjust their teaching strategies and by students to adjust their learning strategies.

The second principle is 'needs-based education' used in primary education (In Dutch: 'handelingsgericht werken'), an effective and systematic approach, focusing on the student's needs, with aims laid down in individual and group plans. This approach could also be beneficial in secondary education to enhance differentiation.

In addition, we use quality assurance tools such as student, staff and parent satisfaction surveys not only to gain an insight into satisfaction of students and parents with education, but also to provide information about the learning and working environment within the school. The results of surveys are discussed with the participation council of the school and are accompanied, if necessary, by improvement plans.

Our ambition is that our academic outcomes are at least at, but preferably above, the national average and that our international schools compare favourably with international benchmarks in order to be able to rightfully claim that we are going 'from good to great'.

Where necessary, the structured quality assurance cycle will be further strengthened and the schools will use the same quality assurance tools, so that it is easier to learn from one another and benchmark the schools. But quality is more than that! More important is the question: what do we want to achieve with our education? Which pedagogic principles do we apply? What are the basic ingredients of an ideal lesson in secondary education, or learning activity in primary education? How do we realise an activating teaching strategy that challenges students and encourages enquiry, research and deepening of knowledge? Our starting point here is that the teacher steers the learning process and, while preparing a learning activity, asks himself questions, such as: what will the students do and what will they learn from this? And how do I determine this? What do I do if the objective is not achieved? How do I ensure maximum involvement of the student? And how do I enable them to reflect on what they have learned? An important starting point for quality is that these issues are discussed among staff. This not only concerns the measurable data (outcomes), but particularly also a joint framework of standards of what high-quality teaching and learning implies. Mutual learning, partly by means of peer reviews and professional dialogue, forms the basis for quality assurance. Holding up a mirror to oneself and entering into discussions about this is part of a learning and professional organisation. An essential part of our quality assurance system is the appraisal cycle in which the above-mentioned elements may play a role (see chapter 2.5).

² Education Council, 2008

Goals for 2016-2020
Quality of education
<ul style="list-style-type: none"> - 'From good to great' is evidenced by accreditations or inspection judgements - Results in primary and secondary education in line with the national average (or international benchmarks), or higher - Our education is outcome-driven and in primary also needs-based (with assessment for learning) - Our Dutch schools use the same quality assurance tools - Schools have laid down a standard for 'high-quality teaching and learning' in the school plan and act accordingly - Schools have laid down their quality assurance policy and HR policy in the School Plan - Schools observe the appraisal cycle as agreed - There is mutual learning and professional dialogue in the school and among our schools - Systematic data analysis of study success in secondary, vocational and higher education, followed by action if necessary to improve the transfer to the next level of education.

2.3 Educational vision and education offered

We wish to recognize differences between students and meaningfully challenge students at their own level, both in secondary and primary education. Dealing with differences is a principle that teachers have in their *DNA*. Teachers provide learning activities that meet a variety of levels of intelligence and learning styles and foster the self-confidence of students. Teachers recognize the different talents in children and they adapt their teaching strategy to meet their students' needs. In primary education, this is part of the everyday reality. Primary school teachers are expected to be equipped to identify differences and deal with them accordingly. The differences between pupils in primary education are, after all, greater than in secondary education. But dealing with differences in secondary education is regarded as a complex pedagogic skill that may not yet be part of everyone's repertoire to the same extent and may therefore need strengthening (see chapter 2.5). Both in primary and secondary education all this implies that students who require extra learning support should be able to obtain this within the possibilities of the school, as indicated in the school support profile.

'Challenging students meaningfully at the individual level' also means paying attention to the 'highly gifted' students who, whatever their level of education, want and can do more in primary and secondary education, both inside and outside the classroom. At all our schools, an ambitious learning culture will be self-evident. In primary education (ENMS, ISH and ESH) children who are capable of more are recognised and they are offered a challenging curriculum, sometimes in collaboration with secondary education, but especially also in the classroom. The primary schools thereby foster 'inquiry-based learning' and a curriculum that includes 'science and technology' on the one hand and 'cultural education' on the other. In secondary education, the focus on talent development and attention for more gifted students will be translated into a range of (extra-)curricular activities and participation in pre-university programmes, in addition to differentiation within the classroom. The secondary schools will strengthen the sciences and offer a broad international, cultural and social orientation.

We also notice that university programmes are becoming increasingly competitive, and we also see that students are beginning to understand that their 'CV' is becoming important for university admission. The student portfolio proposed in the secondary education sector agreement provides opportunities for this. The main question, however, is how we can encourage students at all levels to further increase their thirst for knowledge and become the 'inquirers' of International Baccalaureate education and the inquisitive students as defined in 1936 when the Stichting was established. How do we remain true to this mission from 1936? What can we learn from International and European Baccalaureate education and the International Primary Curriculum (IPC), in which the ambitious learning culture is self-evident and is also experienced as such? How do we create the activating educational context in which active learning takes place, so that both the student and the teacher experience greater pleasure in their work and feel intellectually and, where the teacher is concerned, also pedagogically, challenged. For us, the starting point here is that teachers express high expectations with respect to the performance of students, both in a cognitive and social and emotional sense. This naturally also includes achievements in the field of sports, arts and culture. The new Dutch law on education time (2015) in secondary education provides secondary schools with more possibilities for using challenging activities that contribute to the realisation of learning goals as education time.

With an educational (needs-based) approach geared towards maximising outcomes and an ambitious learning culture, the question that may be asked is whether the system in which underperforming students have to repeat a full academic year is productive in all cases. The national government is calling for a critical approach to this phenomenon. The Rijnlands schools are now already pursuing a careful policy with respect to promotion and retention: they take account of special circumstances and focus on what is best for the child's development. That does not mean that the national debate about this issue can be ignored by Rijnlands. In the coming planning period the schools will therefore

decide to what extent the current policy needs changing.

Citizenship

In our mission and vision we state that besides educating students for a qualification, the school also provides training for life: “Bildung”. This term refers to the concept of education as a lifelong process of human development, rather than mere training in gaining certain external knowledge or skills. Bildung is seen as a process wherein an individual's spiritual and cultural sensibilities as well as life, personal and social skills are in process of continual expansion and growth³.

“Citizenship education (European and global citizenship) offers young citizens the basic knowledge, skills and attitude to play an active role in their own environment and in society. They become familiar with such concepts as democracy, human rights, sustainability, conflict management and social responsibility, equality and diversity.”⁴ Citizenship education is an aspect that is firmly rooted in our mission and vision.

Internationalisation

International mindedness is also regarded by Rijnlands in 2020 as one of the most important *21st century skills*. Our schools will continue unabated to acquaint students with other countries, cultures and languages so that we can foster in them respect for others and their language, culture, religion and values. Exchanges, cultural tours and participation in Model United Nations and Model European Parliament conferences remain an important part of the programme of our secondary schools. All Dutch secondary schools aim for an increase in student exchanges and reinforced links with our own international schools. At the ENMS, internationalisation comes into its own in ‘discoveries of the world’ in combination with English in all years. To this end the three primary schools actively seek cooperation in the field of intercultural projects and language learning. It is still too early for the ENMS to already opt for bilingual education, for which a number of national pilot projects have been launched. However, if bilingual education is possible in 2020 and legislation has been adapted accordingly, the ENMS is a school with a student population that might be eligible for this. The further development of English as a foreign language education that was recently introduced, will gradually prepare the school for the next step. The ESH, in its curriculum and educational and cultural context, is of course a truly ‘European’ school and *international mindedness* naturally also translates there into *European mindedness*.

International education

ISH Primary and Secondary hold strong ambitions regarding the quality of education. ISH Primary is growing to 616 students, which is the maximum for this school. In terms of content, the focus for ISH Primary will be on *assessment for learning*, the strengthening of social-emotional development (Social Personal Health Education) and on the further use of digital teaching materials. ISH Secondary and RLO International continue to focus on the ever-changing Middle Years Programme and International Baccalaureate landscape and the use of ICT. RLO International has committed itself to an ambition of growth and increased cooperation with ISH and ESH Secondary. ISH Secondary and ISH Primary steer towards a combined, whole school, CIS accreditation. In the coming years, the ESH mainly focuses on the development of secondary education, the re-accreditation of primary education and the accreditation of the final two grades for the European Baccalaureate. ISH en ESH examine possibilities in The Hague to grant a diploma below the level of the IB/EB giving access to Dutch universities of applied science (HBO) and to look for cooperation with special secondary education and bilingual junior vocational education.

³ Wikipedia

⁴ SLO, 2015

Goals for 2016-2020:**Educational vision and education offered**

- We offer broad education in an educational climate that pays attention to more than the core subjects
- We actively contribute to citizenship (European and global citizenship) as defined in 2.3
- The schools have an ambitious learning culture evidenced by their pedagogical approach and educational offering
- Activating learning is the dominant teaching strategy
- Teachers recognize differences between students, thereby paying attention to students who are able to do more and need a deepening of knowledge at each level
- Schools offer the learning support described in the school support profile
- Primary schools promote 'inquiry-based learning', 'science and technology' and 'cultural education'
- Secondary schools continue to invest in science and technology
- Secondary schools introduce a student portfolio
- Schools evaluate the policy concerning promotion and retention
- Schools continue to focus on internationalisation/international and European mindedness, among other things by increasing student exchanges and strengthening ties between our Dutch and international/European schools
- The three primary schools actively seek intercultural cooperation (in content)
- ISH and ESH examine possibilities for an alternative leaving certificate at havo/mbo level.

2.4 Modern facilities

Modern facilities contribute to a rich learning environment in which students are encouraged to learn actively. These facilities not only include digital resources, but also, for example, modern well-equipped science classrooms in secondary education, or a good multimedia library.

Digital learning tools will increasingly enrich the education because the content of such teaching aids can transcend the content of books, or can complement it. Furthermore, in some subjects in primary and secondary education, digitisation offers opportunities for personalised learning and formative assessment. Schools look upon digitisation as an opportunity for teachers to recognise differences, to offer learning support, or activate learning. In the process of the digitisation of education, we have agreed to take controlled steps, appropriate to the development of the school, and appropriate to the development of the market. Ultimately, it will become clear what hardware is needed to support the use of digital teaching materials in the classroom or at home. Carefully considered choices can then be made. After all, for the school and for the parents, the investments are such that we do not want to make rash choices. A properly considered choice of hardware can only be made if there is an underlying school-wide, integrated vision, based on experiences in the classroom (*evidence based*) and with affordability as the starting point.

In all this, it is self-evident that all teachers possess adequate basic ICT skills to use these in their teaching practice. Training in this area is an essential condition for success. Within the scope of the learning organisation, an exchange of experiences with digital teaching materials between the Rijnlands schools will be encouraged, both in primary and secondary education.

Looking to the future, we will be able to ascertain in 2020 that our schools have taken a major step in the field of digitisation. The school with nothing but books will be a thing of the past. Digital learning resources will form an integral part of the mix of teaching materials; students consequently feel more challenged and there is ample opportunity for students to familiarise themselves with a subject, a lesson or learning objective at their own pace, at school and at home. The use of digital learning resources in the coming years will have a major impact on teaching strategies and will introduce a lot more variety into the pedagogical repertoire of the teacher.

Goals for 2016-2020:
Modern facilities
<ul style="list-style-type: none">- Schools lay down their digital learning resources policy in the School Plan- Digital learning resources have become an integral part of the variety of learning materials- The use of digital learning resources has led among other things to personalised, differentiated, enriching and challenging education, and is also used for learning support- Formative digital tests/e-assessments provide a detailed insight into the learning process- Schools actively and demonstrably seek to learn from one another in the field of digitisation- Staff are adequately trained in the field of digital learning resources

2.5 Future-proof organisation

2.5.1 Leadership

The question is how we implement the above-mentioned ambitions and what the people working in our schools require in order to achieve these ambitions. The management of each school within our foundation has an important responsibility in this respect. Besides a proper organisation of day-to-day operations, it is school management, together with the teachers and support staff within the school, who create a common direction and vision. The support and ownership for the vision and direction must, however, be established in consultation with all parties concerned: both the school management and the teachers are involved. The support and ownership of the latter is essential to realise further improvement. After all, the core business takes place in the classroom. There is obviously no question of a top-down vision and direction. This vision and direction only arises in an iterative process of shared vision development and a common development agenda, in which goals are set, followed by realisation and evaluation, and if necessary adjustment following new insights (*plan-do-check-act*). This requires educational leadership and competence in change management and the ability to manage a professional organisation. School managers are supported and encouraged to develop their own competences both collectively and/or individually. School managers set goals each year and are accountable to their immediate superior for the results. The school manager's register (primary and secondary education) that has been developed in the Netherlands - in addition to the internal competence file – will also contribute to a culture of professional development. The register will be widely accepted in 2020.

Learning from one another within the schools will have become self-evident and exchange of knowledge within the foundation will be the natural thing to do – this is, after all, only to our advantage. School managements play an active role in creating and promoting an inter-school learning community for teachers and management in which new developments and e.g. professional development are shared.

2.5.2 The teacher

If we look at the individual teacher and his/her skills and the possible improvement of complex skills and teaching strategies, including concepts such as assessment for learning, needs-based teaching, differentiation, activating learning, the use of digital learning resources, the contribution to the ambitious learning culture and, specifically for primary education, the writing of group plans and attention for systematic monitoring and recording of social and emotional development, we can make use of external knowledge, but also of the knowledge available within the school and the foundation.

We wish to actively invest in new teachers and expand the basic skills that are present at the start into more complex skills and thus retain new teachers within education for many years. Our ability to retain new teachers will be evidenced by a smaller number of young teachers leaving the organisation in the coming period. In primary education an instrument will also be developed in which the competence development of new teachers is made visible. We believe it is important for the supervision of new teachers to take place systematically. But it is also a good idea for experienced teachers to reflect on their own professional skills. How does a teacher know that he is doing well? His professionalism is not only determined by high academic outcomes or high exam marks in secondary education. The professional skills are also determined by the extent to which a teacher is able to draw on a wide range of teaching strategies, enabling him/her to intrinsically motivate students and encourage and enhance their learning.

The knowledge that exists within the school and within the foundation can be used for coaching and peer reviews. Peer reviews imply that this takes place in a safe and collegial manner. To this end it is important that learning communities are created in which there is collaboration, reflection, research and learning. This form of peer learning is not non-committal, however, and teachers may expect

something from it and from one another. An appeal can therefore be made to the teacher's own responsibility to realize peer learning.

The appraisal cycle also contributes to the teacher's reflection on his performance and personal growth, in addition to the use of the teachers register and competence file. The latter two instruments are used to provide insight into the competence development. Both will be widely accepted in the Stichting in 2020.

To ensure that the above-mentioned ambition does not become an abstraction, various matters have been arranged on this point in the new collective labour agreements for primary and secondary education, both in terms of time and money. Teachers commit themselves to professional development through individual CPD plans discussed with and agreed by their principals, deputy heads or heads of department. Attention will be paid in the appraisal cycle to the progress made. In primary education, the schools will develop a validated instrument in order to monitor the development of the teacher's pedagogical skills. Personal development are modelled on the school's collective training plan agreed upon by the Staff Participation Council. At the level of the Stichting, the framework within which professional development is organised will be agreed in consultation with the staff section of the Joint Participation Councils at least once every four years. A condition for the above is that CPD forms part of an integrated and strategic HR policy of the school, in which the school management asks the question: what do we want to achieve with the school, which people do we need for this in the short and long term, and how can members of staff extend their knowledge and skills in order to meet these objectives and what can the school do to support this?

2.5.3 Collaboration with universities and teacher training courses

We believe that it is vital for our schools to maintain close links with external partners (universities and teacher training courses), both in order to contribute to the training of young teachers and also to keep in touch with academic learning and professional training with knowledge and experience being exchanged on the basis of equality. This takes place in the form of both in-service training (the academic training school, the World Teacher Training Programme [WTTP]) and by means of research by teachers in the school, as well as refresher training, retraining (individual and collective) and inset training. Firm relations with universities also contribute to a better transfer from secondary to higher education and will promote pre-university programmes for talented students

2.5.4 Strategic HR planning

For schools, the number of students is obviously an important factor when determining staffing levels in the short and long term. What can we expect in terms of increasing or decreasing numbers in this part of the country during the next ten years?

In the longer term the Dutch secondary schools of the Stichting will be faced with a slightly declining intake from primary education. Their focus will mainly be on maintaining the current number of students and responding to a decrease if any by gradually lowering staff numbers. For each individual school, the local demographic conditions play a role. The international schools are seeing an increase in the number of students at the moment, but sooner or later, the number of students in international education will stabilise. Should market demand nevertheless grow, the Stichting will do its utmost to comply with this.

Staffing issues are not only related to the number of students. The supply of teachers must also be taken into consideration. For international education the global supply of qualified teachers may affect the situation. Regional labour market estimates⁵ for secondary education in the period 2015-2020 indicate that employment in the Haaglanden area is expected to grow and the city of The Hague will have stable employment in the coming years. It is crucially important to properly monitor the supply of adequately trained teachers both now and in the future. And it remains essential for

⁵ CenterData 2015

our international schools to be an attractive employer both in primary and secondary.

For Dutch primary education, the labour market estimates indicate an expected increasing shortage of teachers from 2016 onwards, as the number of primary education teacher-training course graduates will no longer compensate the outflow of older teachers.

To answer the question how we can respond effectively to the demand for and supply of teachers for each individual school within our Stichting, it is important to gain insight into the possible replacement demand for teachers in the shorter and longer term on the basis of strategic HR plans for each school: targeted plans to bridge the difference between the staff required and the required competences in the future and staff currently available.

In the coming years a new recruitment and selection policy will be pursued that befits a modern employer, which is in line with our employment policy and more specifically responds to the school's staffing demands. Part of this new policy includes the use of social media, a new Stichting website, including a job vacancies page.

2.5.5 Safety, health & welfare and absenteeism policy

The Stichting aims to create optimal working conditions for and sustainable deployment of the staff. The average age of staff working at the Stichting is 44.2 (2014). We wish to enable our staff, and more specifically those who are in the final stages of their careers, to continue to be motivated in their work and to be in good health. In the coming years (extra) attention will therefore be paid to safety, health & welfare and absenteeism in accordance with the policy adopted in 2015. To ensure the safety, health and sustainable employability of staff, the safety, health & welfare and absenteeism policy includes the following spearheads: Risk Inventory and Evaluation (RI &E) in conjunction with a staff satisfaction survey per school, preventive medical examination (PMO), emergency response (BHV), the development of tools to promote the sustainable employability of, in particular, older members of staff and ensuring the quality of the services of the Occupational Health and Safety Service (including the company doctor).

2.5.6 Finance and risk management

Future-proofing the organisation also implies prudent financial management. Every school within the Stichting operates on the basis of the funds provided by the government, supplemented with compulsory school fees in international education. International schools annually achieve a positive result of at least 3% (2% for our national schools) so that a contribution is made towards a healthy financial reserve. This contribution by the school applies as long as the financial reserve of the school has not yet reached the target level. The target for the reserve is 30% of the annual revenue (20% for our national schools). For the loans entered into for building projects in international education that are not fully paid for by the local government, it must be possible to cover the annual repayment of and interest on the loan(s) each year from regular operations.

For the European School, the growth of secondary education must be such that it is justified to take out a long-term mortgage. For the coming years it is very important for the Stichting as a whole that the investment budget is seen in close relation with the liquidity budget.

For 2020, the Stichting aims to achieve ratios that are within the bandwidth prescribed by the government. The following table shows our ratios for 2020.

Ratios	2020
Financial reserve international	30%
Financial reserve national	20%
Liquidity	1%
Solvency	35%
Financial buffer	27%
Capitalisation rate	34%

The biggest risk that a school may face is a decrease in student numbers. On the basis of demographic data forecasts can be made and risks can be mitigated by adjusting staff numbers in a timely manner. With respect to international education in The Hague, we can still expect controlled growth. The buildings will be adapted to the needs. Of course there is room for growth as long as the European School's secondary school has not yet reached full capacity.

2.5.7 Buildings

We aim to have a number of major construction projects completed in 2020. The period 2016-2017 is dominated by the expansion of the ISH Primary with the 'Marathon building'. At the ESH, expansion in two phases is anticipated: the first phase in 2016-2017 focuses on the construction of thirty classrooms for nursery, primary and secondary education. In the second phase, which is planned for 2019, an auditorium for secondary education and an additional gymnasium will be realised. In addition, the traffic and parking situation for ESH will then be optimised.

At Rijnlands Lyceum Sassenheim the building will be transformed corridor by corridor in the coming years in line with the recently refurbished science wing. Rijnlands Oegstgeest is aiming to expand the school with six classrooms. In the coming years Rijnlands Lyceum Wassenaar is aiming to make the school building (which is listed as an architectural monument) more energy-efficient.

Goals for 2016-2020
Future-proof organisation
<p><i>Leadership</i></p> <ul style="list-style-type: none"> - School managers continuously develop their own competences - School managers are registered in the school managers' register - School managers formulate individual objectives (within the scope of the appraisal cycle) - The school operates on the basis of a four-year School Plan and annual development plans - School managements actively and demonstrably promote inter-school learning communities of teachers and management <p><i>Teacher and professional development</i></p> <ul style="list-style-type: none"> - Teachers use coaching and peer reviews to learn from one another - Teachers record their competence development in the teachers register and the competence file - The school actively invests in new teachers. This leads to higher retention rates for (young) teachers than in the past - The school complies with the agreed appraisal cycle - In primary education schools develop a validated instrument to monitor the skills development of teachers <p><i>Universities and teacher training courses</i></p> <ul style="list-style-type: none"> - Schools maintain active relationships with teacher training courses for training,

refresher training, research and development and to promote the successful transfer from secondary to higher education

Strategic HR planning

- The school's strategic HR policy plan (including multi-year staffing plan) provides insight into the replacement demand for teachers and outlines an approach for staff shortages
- The school has a Training Plan at school level (focused on the goals that follow from the School Plan and the Development Agenda)
- The school pursues an active policy to retain new and present teachers and train them
- Each primary school has a cover teaching policy

Safety, health & welfare and absenteeism policy

- The safety, health & welfare and absenteeism policy plan from 2015 will be implemented
- The services provided by the occupational health service will be reassessed in 2017
- The school promotes sustainable employability for older members of staff
- Absenteeism figures remain at the level of 2014 or below

Finances and risk management

- Adequate financial reserve of schools amounting to 20/30% of annual revenue, or development thereof with a positive result of 2% or 3% annually (depending on national or international education)

Buildings

- Realisation of 'Marathon building'
- Realisation of ESH expansion
- Refurbishment of RLS
- RLO: six extra classrooms
- Energy-saving measures at RLW

2.6 Governance, accountability and supervision

In recent years Stichting Het Rijnlands Lyceum has worked on the basis of a mature system of governance, accountability and supervision. Activities are based on a Strategic Plan for the Stichting and related management contracts with the principals/directors, with accountability for the achievement of the goals as part of the regular appraisal cycle. The executive director is accountable to the Supervisory Board and informs the Joint Participation Councils about the progress made in the realisation of the goals set out in the Strategic Plan. Within the schools and the Stichting, the consultation with the school's Participation Council, the Joint Participation Council for Primary Education and the Joint Participation Council for Secondary Education is perceived as valuable and constructive. Once a year, the Joint Participation Council for Primary Education and the Joint Participation Council for Secondary Education consult with the executive director in the presence of the Supervisory Board. Partly in response to amended legislation concerning good education governance, the Supervisory Board has extended its supervision to the quality of education. The members are actively informed by the executive director and the school management about the quality of education on the basis of the inspection reports, satisfaction surveys and an annual visit to the school. The Joint Participation Council for Primary Education and the Joint Participation Council for Secondary Education nominate one member each for the Supervisory Board in order to strengthen the involvement of the Supervisory Board in primary and secondary education.

Our *governance* regulations have been adapted where necessary in recent years. This starts with the

Stichting's own governance code and the endorsement of the governance code of the Secondary Education Council and Primary Education Council. In addition, there are of course specific regulations for the executive director and Supervisory Board and a management charter for principals and directors. There are counsellors in all schools and there are two external counsellors for the Stichting as a whole. The latter two also act as integrity counsellors. The counsellors report annually on trends and developments. The Stichting has an integrity code (regulation for reporting a suspicion of misconduct), as well as a code for the use of social media, the use of ICT resources, policy on harassment and a privacy code. There are also complaints procedures within the schools and for the Stichting as a whole. Our aim for 2020 is that Rijnlands will continue to be known as a reliable and incorruptible educational institution that has a good name with the Education Inspectorate, is valued by the local authorities for its social contribution in the Leiden and the The Hague area. The Ministry of Education recognises the Rijnlands' schools as 'quality schools' and the Stichting as the leading party for international and European primary and secondary education. The Stichting is actively involved in the executive boards in the "Passend Onderwijs" partnerships and other regional executive boards and the Stichting is appreciated for its reliability and integrity and is looked upon as a sound educational partner.

The schools are transparent with respect to their results and publish these in 'Vensters' (primary and secondary education). Consultation between school management and the school's Participation Council also plays an important role in this respect. But also at Stichting level, transparency is self-evident in the relationship between the executive director and the Joint Participation Council for Primary Education and the Joint Participation Council for Secondary Education.

A new element that emerges in the sector agreements and that is in line with the strong emphasis in both agreements on training and professional development is the strong link between HR policies and the ambitions we have for education, implying that having a strategic HR policy for a school is a precondition for success. The initiative for this was already taken in the 2012-2016 Strategic Plan, but this is now even more explicitly laid down in the present plan.

A final element that adds something to the quality and professionalism of the executive board concerns the possibility of cross-visitations (peer reviews) as an instrument for collegial learning. Stichting Het Rijnlands Lyceum embraces the opportunity to do this in order to continue learning and produce innovation and improvement, also at the level of the executive director.

Goals for 2016-2020:
Governance, accountability and supervision
<ul style="list-style-type: none"> - Relationship with Supervisory Board and representative bodies continues to remain good thanks to transparency and accountability and demonstrated by mutual trust - Good governance and integrity are the guiding principles. Rijnlands is known as a reliable and sound educational institution - Organisation and implementation of cross-visitations for collegial learning (peer reviews) for executive directors

Summary of goals

Goals for 2016-2020
Quality of education
<ul style="list-style-type: none"> - 'From good to great' is evidenced by accreditations or Inspection judgements - Results in primary and secondary education in line with the national average (or international benchmarks), or higher - Our education is outcome-driven and in primary also needs-based (with assessment for learning) - Schools use the same quality assurance tools - School have laid down a standard for 'high-quality teaching and learning' in the school plan and act accordingly - Schools have laid down their quality assurance policy and HR policy in the School Plan - Schools observe the appraisal cycle as agreed - There is mutual learning and professional dialogue in the school and among our schools - Systematic data analysis of study success in secondary, vocational and higher education, followed by action if necessary to improve the transfer to the next level of education.
Educational vision and education offered
<ul style="list-style-type: none"> - We offer broad education in an educational climate that pays attention to more than the core subjects - We actively contribute to citizenship (European and global citizenship) as defined in 2.3. - The schools have an ambitious learning culture evidenced by their pedagogical approach and educational offering - Activating learning is the dominant teaching strategy - Teachers recognize differences between students, thereby paying attention to students who are able to do more and need a deepening of knowledge at each level - Schools offer the learning support described in the school support profile - Primary schools promote 'inquiry-based learning', 'science and technology' and 'cultural education' - Secondary schools continue to invest in science and technology - Secondary schools introduce a student portfolio - Schools evaluate the policy concerning promotion and retention - Schools continue to focus on internationalisation/international and European mindedness, among other things by increasing student exchanges and strengthening ties between our Dutch and international/European schools - The three primary schools actively seek intercultural cooperation (in content) - ISH and ESH examine possibilities for an alternative leaving certificate at havo/mbo level.
Modern facilities
<ul style="list-style-type: none"> - Schools lay down their digital learning resources policy in the School Plan - Digital learning resources have become an integral part of the variety of learning materials - The use of digital learning resources has led among other things to personalised, differentiated, enriching and challenging education, and is also used for learning support - Formative digital tests/e-assessments provide a detailed insight into the learning process - Schools actively and demonstrably seek to learn from one another in the field of digitisation - Staff are adequately trained in the field of digital learning resources
Future-proof organisation
<p><i>Leadership</i></p> <ul style="list-style-type: none"> - School managers continuously develop their own competences - School managers are registered in the school managers' register - School managers formulate individual objectives (within the scope of the appraisal cycle)

- The school operates on the basis of a four-year School Plan and annual development plans
- School managements actively and demonstrably promote inter-school learning communities of teachers and management

Teacher and professional development

- Teachers use coaching and peer reviews to learn from one another
- Teachers record their competence development in the teachers register and the competence file
- The school actively invests in new teachers. This leads to higher retention rates for (young) teachers than in the past
- The school complies with the agreed appraisal cycle
- In primary education schools develop a validated instrument to monitor the skills development of teachers

Universities and teacher training courses

- Schools maintain active relationships with teacher training courses for training, refresher training, research and development and to promote the successful transfer from secondary to higher education

Strategic HR planning

- The school's strategic HR policy plan (including multi-year staffing plan) provides insight into the replacement demand for teachers and outlines an approach for staff shortages
- The school has a Training Plan at school level (focused on the goals that follow from the School Plan and the Development Agenda)
- The school pursues an active policy to retain new and present teachers and train them
- Each primary school has a cover teaching policy

Safety, health & welfare and absenteeism policy

- The safety, health & welfare and absenteeism policy plan from 2015 will be implemented
- The services provided by the occupational health service will be reassessed in 2017
- The school promotes sustainable employability for older members of staff
- Absenteeism figures remain at current (low) level

Finances and risk management

- Adequate financial reserve of schools amounting to 20/30% of annual revenue, or development thereof with a positive result of 2% or 3% annually

Buildings

- Realisation of 'Marathon building'
- Realisation of ESH expansion
- Refurbishment of RLS
- RLO: six extra classrooms
- Energy-saving measures at RLW

Governance, accountability and supervision

- Relationship with Supervisory Board and representative bodies continues to remain good thanks to transparency and accountability and demonstrated by mutual trust
- Good governance and integrity are the guiding principles. Rijnlands is known as a reliable and sound educational institution
- Organisation and implementation of cross-visitations for collegial learning (peer reviews) for executive directors