

# Summary in English

The 2012 Annual Report of Stichting Het Rijnlands Lyceum is entitled "Rijnlands sets a challenge". The new strategic plan for the period from 2012 to 2016 was published in early 2012. This document was subtitled "Challenges in Education", which on the one hand refers to the challenges that schools set themselves, but also to the challenging education that they offer to the students. Key elements of the plan are an "ambitious teaching culture" and a "learning culture". This not only revolves around the learning by students, but also around the professional growth of teachers and the development of the organisation. In this annual report, the schools and the Stichting make clear how they give substance to these challenges and to what extent they have achieved the objectives.

The 2012 Annual Report also discusses the supervision by the Supervisory Board. In times when the supervision of administrative conduct has become a political and social issue, it is good that the Supervisory Board of Stichting Het Rijnlands Lyceum also speaks out about the role of the Supervisory Board, its vision of educational quality and operational management and the way in which the Board supervises the executive director. The role of the supervisory authority has changed in recent years. Besides an obviously strong financial orientation, the quality of education is now an equally important supervisory topic. For the members of the Supervisory Board, the "challenges in education" are also the challenge they see placed upon them by virtue of their role.

The Chairman of the Supervisory Board, together with a member of the Supervisory Board, visited all schools to inquire about specific school issues (the policy with respect to quality, personnel, finance and ICT). The Supervisory Board was pleased to note that Stichting Het Rijnlands Lyceum not only realised a positive result in financial terms in 2012, but that the schools also provided good quality education. For the Supervisory Board too, 2012 was a significant year. Projects such as the start of the European School The Hague, the transfer of Rijnlands Education Worldwide (the educational activities outside the Netherlands), major renovation and construction projects and European tendering processes (including ICT) have a high risk factor. The Supervisory Board looks with satisfaction at the results achieved in this area and expresses many thanks and appreciation to the executive director, the principals and directors and all staff for their efforts.

The most important developments at the level of the Stichting were the start of the European School The Hague and the major renovation that preceded it. A school that starts with 109 pupils and more than doubles in size during the period of a year represents an enormous challenge for both the management and teachers. The accreditation that took place 14 days after the start deserves special mention. The entire team therefore deserves praise for the fact that a good school was successfully created in such a short time. Recruitment of the principal primary and principal secondary took place at the International School of The Hague, followed by the appointment of Kevin Rae and David Butcher. This school thus entered a new phase in its development. Both principals have expressed a firm quality ambition for the coming years.

In 2012, Rijnlands Lyceum Wassenaar consolidated the quality policy that has proven successful in recent years. An example of this is the quality cycle regarding the examination results. The year 2012 has also been a year of educational innovation. Among other things, the school received the 'Cambridge Associate School' designation. The position of Rijnlands Lyceum Oegstgeest in the Leiden region remained as strong as ever in the 2012 reporting year. The interest in the school was, as in previous years, largely fuelled by the educational model, which is ever more emphatically regarded by parents and students as distinctive, and as a result of the international dimension offered by the school. Rijnlands Lyceum Sassenheim made considerable efforts to increase the intake of the school during the past year and this was successful. The introduction of the interdisciplinary 'Science' curriculum component certainly made a contribution. This integrated approach to the sciences, founded on inquiry-based learning, appeals strongly to parents and students alike. The Eerste Nederlandse Montessorischool joined Stichting het Rijnlands Lyceum in August 2011. In 2012, the school was integrated further within the Stichting and is well supported in the field of finance, ICT, facilities and HR. The collaboration also got into stride in 2012 at the level of the management of the three primary schools. At the ENMS, a lot of hard work was done during the year to improve the range of facilities. For example, preparations were made in 2012 to also achieve this in the field of ICT, space utilisation and cleaning. The challenge for 2013 is now on outcome-based learning, care, ICT integration, the introduction of English in all grades, and a special programme for highly gifted students.

The Stichting has also had a healthy year in financial terms. The schools achieved good financial results thanks to their prudent financial policy. The European School The Hague is faced with pipeline financing (T-1), causing initial losses that must be made up within a few years. The Stichting still has a growing number of students so that 'shrinkage' does not yet represent a real threat as it does in other parts of the country. However, cuts in government spending at local, national and European level, together with rising salary costs, are a major concern for the long-term financial policy of the entire Stichting. The executive director and principals work hard to ensure that quality of education is guaranteed even in changed financial circumstances.