



## **Strategic Policy 2014/2018**

### Introduction:

The Stichting Haagsche Schoolvereeniging offers in a number of settings primary education in the Dutch and English language and at an international level in a number of variations. In The Hague, the Stichting HSV offers a unique range of educational opportunities: education in the Dutch language with many international aspects, international education in a Dutch setting, a specific programme for dyslexic children and special needs primary education for Dutch and international pupils.

In this document the Stichting HSV sets out the policy for the coming years. This policy determines the development of the foundation as a whole, but also for the individual schools and departments. The school plans follow on from this strategic policy.

The policy will be evaluated annually and adjusted where necessary. The supervisory board and the joint school board will be closely involved with the realisation of this strategic policy plan, written by the directors and the board.

In the following paragraph the core values of the Stichting HSV are named and explained, showing the direction of the ambitions described in this document.

### The values:

#### Passion:

The pupils enjoy learning; they are eager to explore the curriculum and they feel themselves grow through expanding their knowledge and skills. The results of their efforts are clearly visible and measurable for the pupils themselves. The core question for our pupils is: what have I learnt today?

The parents have chosen one of the HSV schools because they believe these schools offer their child optimal chances to prepare him/herself for a position in tomorrow's society. The parents find it important that the pupils are challenged to learn and they stimulate their children to accept the challenges.

The teachers and the assistants have chosen their profession out of conviction. They believe strongly in the norms and values which apply within the HSV and they apply them in their environment. The teachers and assistants encourage the children to learn, they challenge them and focus on each individual pupil. The teachers share their passion for education with one another and feel they are a worthy part of the HSV-community.

#### Integrity:

The pupils feel able to be honest and open with one another. They learn both at home and at school where the borders of acceptance lie. They respect the people around them, irrespective of religion, background or gender, just as they are respected themselves. They learn to associate with others,

even if they look different, have other customs or do not speak their language. The pupils discover their strong and weak points, notice them in others and respect them.

The parents show respect for the adults and the other pupils at school, just as they themselves are respected by the other parents, the children and the school staff, even if they look different, have different habits or do not speak their language.

#### Ambition:

The pupils are aware that they come to school in order to prepare themselves for a place in the community. Children are curious and wish to do as much as possible themselves. This indicates the ambition which they possess and on which one can build.

The parents want their children to have the opportunity to develop their talents and skills, to enable them to form a solid base for their future education.

The teachers have ambition concerning their own professional development: the desire to improve is always present and the employer (the board) stimulates this by presenting possibilities for training and development.

The ambition of the board and management of the HSV is expressed under the core value “entrepreneurship” as explained below.

#### Entrepreneurship.

Since its foundation in 1901 as a limited liability company (N.V. Haagsche Schoolvereeniging), entrepreneurship and independence have been important features of the HSV. Further, the HSV distinguishes itself by offering education which holds more educational and economic risks than usual in Dutch education.

This document clearly shows that the board and management of the HSV wish to continue along these lines. Based on the rich history of the HSV and these core values, the foundation wishes to offer a unique education to the children of a group of parents who are looking for something more than just an ordinary primary school.

#### Life long learning.

The primary school prepares the children for a life in a society in which growth and the ability to constantly develop and change are key conditions to remain actively involved.

The parents are the practical example in this, they act as role model for their children.

This is also the case for the staff of the HSV. It is essential for the development of the staff and for the quality of the education that the board and the management offer the staff opportunities for growth and personal development.

The aim for the staff in all the schools and departments of the HSV is to educate pupils to be tolerant and active world citizens.

In today's world distance no longer plays a role. We live physically in a particular environment and are part of a global population with which we constantly communicate. The Netherlands is part of Europe and part of the world. The major problems such as hunger and air pollution can only be solved across borders. This calls for people who feel at home in all corners of the world and who are capable of cooperating with people all over the world. The presence of so many nationalities within

the HSV means that this concept is already strongly present. In the coming years we will make further use of the effects of this diversity.

Summarising, for us a world citizen is someone who:

- . is aware of the wider world and has a sense of his/her own role as a world citizen;
- . respects and values diversity;
- . has an understanding of how our society works economically, politically, socially, culturally, technologically and environmentally;
- . thereby learns how to contribute to the community at a range of levels (from local to global);
- . is aware of social injustice;
- . is willing to make the world a more sustainable place;
- . takes responsibility for his/her actions.

Continuous aim for improvement.

For children, parents and teachers, learning means improving.

Reflection and consideration are indispensable for actual improvement. These qualities must also be learnt and put into practice. The children learn to view themselves critically and to listen to criticism from the adults around them. Both parents and teachers act as important role models for this.

Focus.

Focus is an important requirement for learning and improving. This document is intended to be an example of the focus which the HSV wishes to display in its development in the coming years.

Focus is also an important aspect of education. A concrete example of this is the use of development perspectives, where teachers establish learning targets with the pupils for shorter and longer periods. This is done through the HSV system of professional progress conversations and appraisals .

Cooperation.

The ability to cooperate is of essential in every society. The children learn this from the moment they enter the school. From the first day they play together, work together and learn together. In a successful cooperation, reflecting on one's own actions and those of others is a constant feature.

This is also an attitude which teachers wish to show in the cooperation in school. Correspondingly, this is also requested from the parents in the interest of the development of the children.

Mission statement.

Global citizenship, life long learning

Mission

Our mission is to enable children to become responsible global citizens and life long learners in a continually changing world.

## Vision

### Education

- . The HSV is child focused and offers appropriate education to Dutch and International children, including special needs and dyslexic children.
- . We focus on the optimal development of the skills and talents of a very diverse student population.
- . We strive to develop quality education for both the more able and the highly gifted children.
- . The HSV transfers the Dutch Department of the HSV International School into a bilingual department.
- . The schools and departments of the HSV, continue to share expertise and look for further opportunities for cooperation and integration.
- . ICT is communication tool for learning and communication. We will make more use of web based learning resources.
- . The outdoor areas should support the educational goals.
- . To keep quality at a high level, there is a constant cycle of review cycle (Plan Do Check Act)

### Staff

- . All HSV staff members subscribe to the mission and values of the HSV as written in this document.
- . All staff need to have an International mindset and feel comfortable with the English language.
- . HSV staff are passionate professionals and committed to life long learning.
- . We expect our international staff to show interest in the Dutch society, values and language.

### Communication

- . The HSV is known as an organization which provides excellent Dutch and international primary education as well in main stream as in special needs;
- . HSV is committed to communicate internally and externally in the most effective way, using the latest technology; effective communication is essential for good integration.
- . HSV values interpersonal communication.
- . Our external communication targets the community of The Hague, including the international community.
- . The HSV is present in events in the The Hague community.

### Finance

- . The HSV board will provide a sufficient budget to the schools to ensure that the Mission and Vision of the HSV can be realised.
- . The HSV is committed to offer opportunities for professional development.
- . The HSV board is responsible for the viability of the schools and stimulates schools to raise additional income (e.g. sponsorships, donations).

### Accommodation

- . The HSV schools are located in different buildings in the center and northern part of The Hague.
- . Within the period of this strategic plan, improvements will be carried out in/to all HSV buildings and premises.
- . Particular attention will be given to the outdoor play areas and general hygiene, including toilets and cleaning.
- . As all our schools are located in old buildings and operate at full capacity, this sometimes limits what we can do with the spaces.
- . In cooperation with the local authorities and our parent population we will continue to work on improving safety in and around school.

The policy areas.

Education:

In general, attention is given to an ever increasing cooperation between the Dutch-speaking and English-speaking schools and departments across all policies and developments.

1. The HSV is the only school organisation integrated IGBO education (Dutch and International Primary Education) in The Hague.  
This forms an experiential base for the children to develop into global citizens.  
We stimulate this with : IPC, VVTO (Early Education Foreign Languages), EAL, DAL, (pupils and staff), integration/cooperation between schools and departments, and taking part in international events.
2. The Dutch department of the HSV International School is working towards becoming a TPO School (Bilingual Education).
3. The Willemsparkschool is working towards becoming a registered VVTO school.
4. All schools/departments are striving to develop quality education for both the more able and the highly gifted children.
5. The international department will eventually have four complete streams.
6. Inclusive education is introduced in the policy period. The HSV will ensure that the International Department and the Lighthouse also play an active role in this process. The Law Inclusive Education forces the board to reflect on the position of the IVIO and Lighthouse and special educational needs.
7. The board stimulates the cooperation between schools and departments, and the exchange of knowledge and skills, through joint days of study, a HSV conference, exchange of expertise, common projects, etc.
8. Schools will have an ICT policy and ICT learning curriculum (e-learning/resources). All buildings have a good infra-structure, WIFI, equipment.
9. Each school has an approved method to register the social- emotional development of the pupils and every school has formulated a curriculum for this.

10. Every school keeps its safety policy up-to-date. This includes measures to safeguard the physical safety of the children and adults in and around the building. Special attention is given to the safety on route to and from school.

11. The board ensures that the outdoor areas support the social and educational goals for children.

12. IPC. All schools work with the IPC curriculum.

13. Bullying.

All schools have an “anti-bullying-protocol”. The complaint procedure is regularly brought to the attention of parents (school guide) and staff (in staff meetings). The trusted person knows the schools and departments and is aware of problems in which he may get involved.

14. Norms and values.

All school plans show how the children’s development regarding norms and values is stimulated.

15. Lunchtime and after school care.

Child care before school, at lunch time and after school is provided by external professional organisations.

Agreements are made with such organisations in The Hague concerning the types of after school activities on offer and the possibilities of care before and after school.

Communication.

All school plans set out how the provision of information is organised. These plans also set out how internal and external communication is organised, in particular how the school communicates with the parents about the development of the individual child.

Buildings.

All buildings are of good quality: in a good architectural state and equipped to suit the target group. Sustainability is of essence in new construction, maintenance and renovation.

A clean school is always a priority and the responsibility for all users. This is regularly on the agenda and evaluated on all levels.

Finances.

The schools and departments have sufficient financial means to be able to realise their targets. The financial situation of the HSV is such that an unexpected decline in numbers can be accommodated in the short term.

## Staff.

The staff is committed to the mission and vision of the HSV policy. Schooling and development of the staff, compatible with the framework of the policy of the HSV and that of the school, is stimulated and facilitated. In the coming policy period, each school/department will receive training on how to conduct meetings effectively.

The board and management will ensure that the staff are able to relax during breaks; rooms for the staff (including toilets) will no longer be at the bottom of the list when organising school arrangements.

The HSV stimulates participation in professional and social networks.

Internal mobility is stimulated.

## Marketing/PR

Promoting the HSV as a brand: the diversity and the unique identity of the HSV as a school group is carried out wherever possible.

The website, school guide, information books, folders, emails, advertisements, headed notepaper and new multi-media used by the schools and departments comply with the HSV standard. This standard will be developed in the school year 2014/2015.

It is important for the HSV and the individual schools that they participate actively in meetings and events on local, national and international level. Each HSV- building is recognisable as such (name board, logo, etc.).

## Abbreviations:

IGBO:	internationaal georiënteerd basisonderwijs In English DIPS (Dutch International Primary Schools)
IPC:	international primary curriculum
VVTO:	vroeg vreemde talenonderwijs (early education in additional language)
EAL:	English as an additional language
DAL:	Dutch as an additional language
TPO:	tweetalig primair onderwijs (bi-lingual primary education)
ICT:	informatie- en communicatietechnologie