

AICS School Plan

2025-2028



Learning is at the **heart** of everything we do!

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Our School: Our Future

Foreword

Welcome to the Amsterdam International Community School. The AICS is a community school where learning is at the heart of what we do. We are proud to present our school plan to you. In this school plan you find an outline of our vision for the development of the school in the coming four years, and beyond. We created the school plan together. It has been created in the context of a school entering our adulthood and refining our educational ambitions.

This school plan is written based on input from a broad range of stakeholders, students, parents, staff, the International Baccalaureate, the Council of International Schools and the Executive Board of the Esprit Schools. The input was received through various means, including reports, surveys, interviews, conversations and workshops. We would like to thank everyone who has contributed to the production of our future.

Rynette de Villiers

AICS Principal



Introduction

What makes us AICS?

In 2024 we celebrated our 20th birthday as AICS. A moment to look back and celebrate the past and future of our school. This year also happens to be the moment to formulate a new school plan for 2025 – 2028. In this plan we write down the purpose, ambitions, and vision for the AICS.

Because of who we are as a school, we chose to create this plan with our whole community. Our community of students, parents, staff, external stakeholders. Together, we reviewed our purpose and developed our focus for the coming years.

We chose to work with the methodology of Appreciative Inquiry to review our purpose. A participative process in which we inquire together by sharing stories of AICS at its best, dream about our desired future and design tangible ideas for action to make those dreams come true. The community has identified five themes that we want to place extra attention on in the next four years. Further down in this document, we describe why we feel these are important themes for the school now and will remain so for the coming five years, as well as concrete areas to work on within these themes.

We invite you to continue the inquiry while reading. Alone, or perhaps with your child who is an AICS student, or with your co-worker if you are a staff member.

- What do you recognise that you also find important? (Yes!)
- What is new for you but nevertheless appeals to you? (Aha!)

The AICS is an ambitious community. Whilst this plan tells us about the areas of special focus for the coming years, progress involving the written,

taught and assessed curriculum is ongoing. We are one school with two campuses. We continue to invest in a holistic experience of education, creating opportunities for student ownership and agency in and outside the classroom. And all of this within our context as a Dutch International School and part of the Esprit School group.

We would like to thank everyone who has contributed to the production of this school plan.

How was this document produced?

A four-year school plan is, in the context of the Dutch educational system, an obligatory document. For the AICS, the production of this document was a welcome opportunity to reflect on our purpose and direction.

The school purpose review and school plan forms the basis of our preparation for the synchronised accreditation visit of the International Baccalaureate and the Council of International Schools in October 2026.

In producing this document, we have incorporated feedback from the following sources:

The joint accreditation visit of the International Baccalaureate and the Council of International Schools in 2021;

The outcome of the community surveys from the Council of International Schools, the Esprit employee surveys and the annual quality monitor parent and student surveys.

The outcome of the AICS purpose review process in 2024. Participation in the purpose review was an open invitation and included participation of stakeholders from our students, staff, parents and externals.

The document was written by the school leadership. The plan has been endorsed by the AICS participation council, approved by the Executive Board of the Esprit School Group and is aligned with the Education Manifesto (the strategic vision of the Esprit School Group).

What is the purpose of this document?

- To give purpose and direction for the coming years;
- To make concrete commitments which will guide us in our quest for improvement in the coming years;
- To explain to all our stakeholders our purpose, direction and plans for improvement in the coming years.

How is this document structured?

In chapter 1 we describe the purpose of the AICS.

In chapter 2 we describe the direction of the AICS.

In chapter 3 we describe the history and the future plans for the growth of the AICS.

In chapter 4 we describe governance, leadership and the organisation.

In chapter 5 we describe the broader framework for the educational development of the AICS.

In chapter 6 we describe our plans for development and improvement of our curriculum.

In chapter 7 we describe our plans for development of teaching and assessing for learning.

In chapter 8 we describe our plans for development and improvement of students' learning and wellbeing.

In chapter 9 we describe our plans to further develop the quality of our staff.

In chapter 10 we explain the staffing of the school.

In chapter 11 we explain our approach to quality assurance.

1

PURPOSE



PURPOSE

What does it mean to be a Dutch International School (DIS)?

A DIS school is an international school in the Netherlands that is partly state funded by the Dutch government. All Dutch International Schools are connected to a Dutch school board. The AICS was founded by and is part of the Esprit Scholen Group.

The Dutch state funding is supplemented by a parent fee in order to deliver a high quality IB curriculum, to allow for smaller classes and to support the diverse language and wellbeing needs of students from an internationally mobile community.

The AICS offers community-based international education. We are aligned with the philosophy behind the [Esprit Education Manifesto](#). We are committed to the education of students from the international mobile community in the Netherlands, within the Dutch context.

Mission statement

The AICS is a partly state-funded Dutch International School established for internationally mobile students of all nationalities temporarily living in The Netherlands.

As an International Baccalaureate continuum school, we offer high-quality, accessible, community-based international education in English.

Vision

To be a community where learning is at the heart of everything we do.

Values

At the heart of everything we do is...

- **Belonging:** feeling at home while being yourself
- **Possibility mindset:** thinking in and creating opportunities
- **Learning for life:** nurturing flourishing individuals who care for the world

2

DIRECTION - WHAT MAKES US AICS



DIRECTION - WHAT MAKES US AICS

How we work and learn together as a Dutch International School...

- **We are a community:** everyone is an active participant and we invest in our relationships and we value our context in Amsterdam, the Netherlands
- **Collaboration amongst staff:** teachers and other staff working across borders of the classroom
- **Collaboration amongst students:** students as co-creators of the school, working and learning together

How we teach and learn, in the classroom and beyond...

- **Professional educators and quality teaching:** this is our craft
- **Creativity and art:** we explore and learn by expressing ourselves in different ways
- **Digital learning:** navigating both the digital and living world, finding the balance
- **Outdoor learning:** nature as a learning partner and source of inspiration
- **Sustainability:** a holistic approach to sustainability: we care for the world we live in



How we work and learn together as a school...

WE ARE A COMMUNITY:

Staff, students and parents learn together. Everyone is an active participant.
We invest in our relationships

COLLABORATION AMONGST STUDENTS:
students as co-creators of the school, working and learning together

COLLABORATION AMONGST STAFF:
teachers and other staff working across borders of the classroom

LEARNING IS AT THE HEART OF EVERYTHING WE DO!

BELONGING:
feeling at home while being yourself

POSSIBILITY MINDSET:
thinking in and creating opportunities

LEARNING FOR LIFE:
nurturing flourishing individuals who care for the world

QUALITY OF TEACHERS AND TEACHING:
this is our craft

SUSTAINABILITY:
caring for today and tomorrow in everything we do

CREATIVITY AND ARTS:
as a way of learning and exploring the world and yourself

OUTDOOR LEARNING:
nature as a learning partner and source of inspiration

DIGITAL LEARNING:
seamlessly bridging the virtual and living world

How we teach and learn, in the classroom and beyond...

At the heart of everything we do...

Belonging

AICS is a place where students, staff and parents feel welcome and at home. They feel they can be themselves and feel seen for who they are. We celebrate diversity and there is room for differences. You can be your unique self and express yourself safely. At the same time, there is a strong collective sense of purpose and community: AICS is where we belong.



"There is space for everyone at AICS. That makes it so inclusive, I see that reflected in the Fireflies." (parent)

Possibility mindset

At AICS, people think in and create opportunities. A positive mindset that focuses on what is possible and how to achieve this. How can we make this work? This is also a way of seeing students and colleagues: what is their unique beauty? This brings a lightness and positivity: we are always learning together. This also means we are constantly experimenting and innovating together.

Learning for life

AICS supports and enables students to become flourishing individuals who care for the world by inviting them to find their own passions, opinions and voice. We value student agency, inquiry and reflection combined with the focus on action and entrepreneurial skills setting, that set students up for success. Students become resilient world citizens who take responsibility for themselves and the world.



"I am part of the best school in the world. I feel that I belong. I can be myself and I want to share what we have with everyone." (staff member)

How we work and learn together as a school...

We are a community

AICS is an international community within the local community of Amsterdam. We embrace our context as a Dutch International School. Everyone is an active participant. AICS is organised in such a way that everyone can participate and have a voice. We work closely with the AICS participation council and our AICS Parent Society whilst our student councils represent the voice

of the learners. The focus is on building and maintaining meaningful connections and positive relationships with all stakeholders in the community. With partners within and outside of the school. The AICS community is lively, authentic and real.

"We appreciate so much the focus on inquiry in the school. We are building independent critical thinkers. Students have a love for learning." (parent)



"It inspired me to pursue science and fed my curiosity." (secondary student)



“Relationships build trust and comfort to be able to ask questions and foster curiosity and a sense of identity.” (parent)



“Creating a safe community, having great events at school... camps, arts festival...” (primary student)

Collaboration amongst staff

Teachers and support staff work together across the borders of the classroom. We are all educators. We have a common goal and together more becomes possible. There is drive, passion and purpose. But also fun, energy and play. Colleagues support each other.

Collaboration amongst students

Students are active builders and co-creators of the school. They collaborate across age groups and campuses in projects and events. Students have agency and take active roles in these events. During camps, school trips and other outings

memorable moments are created that cement friendships. Students work hard, support each other and celebrate together. With fun, energy and laughter.

How we teach and learn, in the classroom and beyond...

Professional educators and quality teaching

Teachers are devoted to their role as educators: this is their craft! They bring knowledge, skills and a commitment to ongoing professional development. They are skilled in teaching their subjects, and they also invest in professional relationships with their students: they pay attention, listen and have a sense of humour. Teachers almost take this for granted: of course this is how we work!

Theme One

How might we continue to develop/improve our quality of educators and teaching to continue to meet changing needs? How might we strengthen the core of our education through a continuous way of professional development?

Why is this theme important for the school now and in the next four years?

We have a highly qualified and competent team and the focus for the next years can move to optimising our team. We aim to achieve this by providing further opportunities for staff to do research, expand their understanding of supporting the development of soft skills and

encouraging deep dives into areas of interest and needs of the students and school
For students we will be delving into a student-friendly timetable and subject choices in order to facilitate a learning situation where students have the opportunity to follow their interests, develop their skills and show their strengths.

"This year's school trip was something I enjoyed and felt like everyone got along. It was a collaborative experience in which we had to form a group with a mix of south kids and South east adding a sense of familiarity." (secondary student)





"I saw a group of primary students walking down the stairs. One student was not collaborating with the process. A teacher looked the student in the eye and said: "I hope that tomorrow you will make a choice." That is what I call a strong pedagogy." 11 (external stakeholder)

What we want to focus on in the next four years:

- Peer-to-peer learning: observation and collegial reflection

We want to create more opportunities to learn from each other as teachers. In the form of peer observation and collegial reflection to exchange learning questions and coach each other in small groups. A space to take care of and support each other as educators, as well as invite each other to develop and grow in our craftsmanship. In order to facilitate this process, training around dialogue and providing feedback are offered.

- Professional learning community teams around specific areas of interest

We want to stimulate a research attitude towards the teacher's own content topic by creating professional learning community teams that share insights, questions and curiosities. We will create an infrastructure for different learning communities and support them with ideas and resources on how to work together.

Creativity and art

At AICS, students and staff explore and learn by expressing themselves in different creative and artful ways. This helps them to think outside of the box and develop skills that will help them with creative solutions for the future. Fostering creativity and enabling self-expression.

Theme Two

How might we integrate creativity and arts in our school as a whole to enhance self-expression, growth and development?

Why is this theme important for the school now and in the next four years?

At AICS we believe creativity is a fundamental aspect of all learning. Creativity is a tool that empowers us and our students to be independent thinkers; to create our own ideas and perspectives on themes and problems. As such it supports learning for life. We connect with cultural programmes in Amsterdam and through the arts we connect with our wider community. Engaging in arts together fosters a sense of community and belonging.



"Passion + collaboration = comradery + purpose" (senior leadership team)

What we want to focus on in the next four years:

- **An environment that sparks creativity**
Together with students, teachers and caretakers we want to make sure we have creative meaningful spaces and an environment that inspires creativity and artful practices and celebrates student successes.
- **Student-led platform to share and inspire creativity**
Real live art experiences are and will remain important at the AICS. We will enhance this by creating a digital place to showcase and share creativity and get inspiration from fellow students. Whether it is related to the content of the curriculum or outside it.
- **Integrate arts into authentic learning**
We will make interdisciplinary learning visual by bringing more traditional art areas into more academic areas. For example, by using a drama role play to show an historical event.



Digital learning

AICS has the ambition to be at the forefront of introducing technology that enhances education. We take care in selecting the technology we use, considering the wellbeing and safety of our community. One of the key focuses the coming years with one of the main questions being: How do we navigate the digital world and balance this with the physical/living world?

Theme Three

How might we support our students through everything we do to make conscious and sensible decisions as they move between the real and the virtual world? How might we support our educators and students to be open to alternative ways of education through digital innovation in order to enhance teaching and learning?



*“Calm and supportive teachers”
(primary students)*

Why is this theme important for the school now and in the next four years?

The world is becoming more digital. We feel a responsibility to make sure everyone is well equipped for the future. In the past years, we have made significant steps in investing in our hardware and robust software/systems. With this in place, the next step is to think about how we can prepare our staff and students for a digital future. We want to focus on safe and responsible use of technology as well as explore opportunities to make use of the opportunities and fun technology can bring to the curriculum.

What we want to focus on in the next four years:

- **Develop technical skills: building the basics**

We invest in the professional development of staff. What are the basics we all need to know about? We will invite teachers to learn from each other and share their learning on technical and safety skills. A basic technological skill set becomes part of the staff professional development experience and individual assessment.



“Together, through our creativity, we are building and collaborating together. AI has a lot of power, but we need to focus on humanity and have a positive outlook on human creativity.” (parent)

“As we move into a digital age with AI, we see what is coming, we wonder how the school prepares students for this. We are reassured by hearing the focus on critical thinking and independent thought. We cannot know what the future brings but we’re encouraged to hear how the AICS prepares the students.” (parents)

- **How to behave in a digital world**

We want to ensure that students and staff know how to behave responsibly in a digital world, by educating both students and staff about safety and privacy.

- **Digital learning in the curriculum**

We want to make use of technology in our current curriculum and learning goals, so that it becomes a natural part of our learning experience. The IB MYP, CP and DP programmes are moving towards a fully digital assessment system. We are committed to prepare our staff and students for MYP e-assessments and a digital final examination for the DP and (partly) the CP programmes.

- **Using technology to save time**

If technology is well-used, it can enhance the wellbeing of staff and quality of teaching, because it makes things more efficient and allows for more time to focus on students. We want to use technology in such a way that it makes life easier, rather than adds to the workload of staff and students.

Outdoor learning

AICS sees nature as an essential learning partner and source of inspiration. If possible, lessons take place outside of the classroom. There is time and space to play, explore and learn from the outdoors.

Theme Four

How might we continue to create meaningful experiences in nature for our school community to enhance our own wellbeing and that of the planet?

Why is this theme important for the school now and in the next four years?

Outdoor learning improves the wellbeing of staff, students, and the spaces around us. To develop a genuine respect for and desire to care for the planet, we believe you need to get to know and come into direct contact with your own environment. Whether it is in our school playgrounds, a park around the corner or a small vegetable garden. Being outdoors in nature is known to have a positive impact on physical and mental wellbeing. This is partly due to movement and partly to exposure to nature. At AICS we want to integrate outdoor learning throughout our whole curriculum.



*"Yes! More outdoors!
More play!" (staff)*

What we want to focus on in the next four years:

- **Outdoor Learning opportunities for all subjects and year levels**
We believe learning outside of the classroom can have an added value for all subjects and all ages. In the coming years we will actively create opportunities for outdoor learning.
- **Create outdoor opportunities by using the spaces we already have**
Even within the (outdoor) spaces we already have at AICS, we can maximise outdoor learning opportunities and small bits of nature. We will evaluate our current spaces and involve students and staff to come up with new uses for outdoor learning.
- **Professional Development: Outdoor Study Day for all staff**
We will bring our own learning as staff to the outdoors and share and come up with new ideas on how to integrate outdoor learning in our curriculum together. We will make use of our own internal expertise as well as invite experts on outdoor learning.

Sustainability

AICS cares for the world we live in. We have a holistic approach to sustainability. Taking responsibility in a sustainable way has a central place in our way of working. As part of the curriculum in the classroom, but also in the school's processes and building. It is not just about recycling, but also about resilience and regenerative leadership. Sustainability is a collective responsibility.

Theme Five

How might we deepen our understanding of sustainability in all areas? And how might this be reflected in the school?



“The Friesland sailing trip this year was really fun with my friends and sailing with them since being put in a different environment was really enjoyable.”
(secondary students)

Why is this theme important for the school now and in the next four years?

Sustainability is a core value of AICS. It is about caring for the planet *and* having sustainable practices and procedures in our school that enable us to thrive. With our education we can make a difference for the planet: students are the future, and as a community we are a role model for how things can be done differently. We are a large community and this also means we need sustainable practices that help us to schedule and plan effectively and have procedures in place that help us to be at our best and continue to be an attractive community for our staff.

What we want to focus on in the next four years:

- **Sustainable practices: practise what you preach**
Everyone can start small, by introducing sustainable practices in their own daily lives. Whether it is through cycling to school as a staff member or student, or by organising school trips and professional development courses differently. We encourage students and staff alike to start small and become aware of the effects of their own actions.
- **Sustainable choices**
The upcoming years we will actively look for opportunities to reduce energy consumption, reduce waste, increase awareness and celebrate successes. We embrace initiatives from students, staff and parents and will encourage and support these ideas as much as we can. We work closely together with organisations that can help us improve and are supporting the community.

- **A sustainable schedule**

We aim to create a timetable that is student-centred and protects and maximises time for staff to collaborate and reflect. The timetable makes optimal use of class space, aiming to cluster staff in the same areas so that there is ownership for the learning environment. This fosters a collaborative community and student experience.

- **Staff that stays with AICS**

We want to make sure we have the right people in the right positions. Happy staff ensures high quality education. We have high expectations of our staff and support building our collective resilience and professional skills. We encourage and enable staff to work from their individual passions, interests, and expertise.

- **Learning about sustainability together**

We continue to invest in the projects around sustainability already existing in the school. However, there is still a lot we can learn about sustainability and how to integrate it in all aspects of our school. In the coming years, we want to invite external expertise and share experiences with other schools to enhance our learning.

3

THE HISTORY OF AICS



THE HISTORY

The Amsterdam International Community School was founded by the Esprit school group. It first opened its doors in 2003 with 16 secondary school students. There was a call for accessible and affordable international education in the Amsterdam area. Neither private international schools nor Dutch government funded schools could meet this growing demand. The Amsterdam International Community School started as, and still is, a partially state-funded school, which offers international education in English. The name of the school is important. From the very beginning the AICS has distinguished itself as a school which offers an international curriculum and at the same time makes authentic connections with the local and national community.

The AICS Primary School started in 2004 with 60 students offering the International Primary Curriculum. The AICS Secondary education was from the beginning (2003) based on the philosophy of the International Baccalaureate. In 2006 we were authorised for the IB Diploma Programme. In 2008 we were authorised for the IB Middle Years Programme. In 2021 we were authorised for the Career-Related Programme and finally, in 2022, the AICS was authorised for the IB Primary Years Programme, making the AICS the first international school in the Netherlands to offer the full IB continuum.





Development of the aics in four phases

Phase 1

The early years

AICS started in 2003 at the Wodanstraat with only 16 secondary MYP students, in 2004 the Primary School started with the IPC. The Primary School moved to different locations in 2005 (Hygiëaplein) and 2006 (Uiterwaardenstraat). In 2006 the first DP students started. In 2007 Primary and Secondary schools moved in together again at the Prinses Irenestraat. In 2008 the primary school reached 200 students and the Secondary school 150. These were years of lots of moving around and an average growth of 80% or 60 students per year.

Phase 2

Steady growth

In this phase the AICS steadily grew at the Prinses Irenestraat campus, expanding, floor by floor, within the building. The school grew by around 100 students per year. In 2015 the Primary school reached 500 students and the Secondary school 400 students.

Phase 3

Multiple campuses

In 2015, it became clear that the AICS would soon reach the maximum capacity of the Prinses Irenestraat campus. In 2016, the city of Amsterdam offered a housing solution in a small Satellite campus at the Arent Janszoon Ernstraat, in a multifunctional centre. In that same year, the Prinses Irenestraat campus had more than 1000 students attending. The Satellite campus offers Primary education only and grew rapidly to almost 200 students in 2020. In 2018, it became clear that the demand for Secondary education could not be met anymore in the current facilities. The city of Amsterdam offered a small third campus at the President Brandstraat to start up both Primary and Secondary education. In 2019, the location changed to a purpose-built temporary building on the Darlingstraat, in the South East district of Amsterdam. This SouthEast campus rapidly grew from around 50 students in 2018 to 250 in 2019. Both Primary education and the IB Middle Years Programme were offered at the SouthEast campus. In 2020, the AICS reached 940 primary students and 760 secondary students, a total of 1700 across the three campuses.

Phase 4

One school, two campuses and the Fireflies

In 2022, the AICS became a full continuum IB school, accredited to offer all four IB programmes. In January 2022, staff and 1200 students from the Prinses Irene campus moved into the purpose built permanent South campus at the Arent Janszoon Ernststraat where all four IB programmes were offered.

In August 2023, the AICS closed the beloved Satellite campus and 950 students from the Satellite campus and the temporary SouthEast campus came together to move into the newly renovated permanent SouthEast campus, the Sandcastle. The SouthEast campus offers the IB PYP, MYP and DP programmes. We now truly are one school with two state of the art school campuses offering high quality education to around 2400 students.

During this phase, the AICS started a special education programme for a small group of primary students. This was the start of the Student Support Center: Fireflies Programme. The intention of this programme is to offer more specialised education to an often underserved population within the

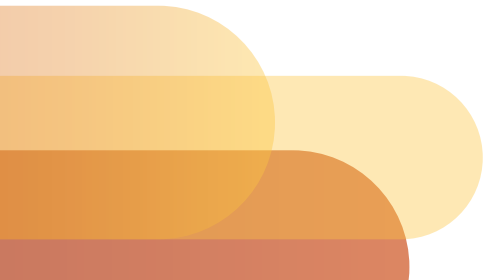


international community, who could now attend education with their siblings in the same school environment.

The AICS is now entering a time of stability in growth and facilities. In collaboration with the municipality of Amsterdam, we will continue to improve access to sports facilities and as the community settles into the two campuses, we will gradually make improvements to further support education and wellbeing.

4

GOVERNANCE, LEADERSHIP AND ORGANISATION



GOVERNANCE, LEADERSHIP AND ORGANISATION

The Esprit School Group

The AICS is a member of the Esprit School group consisting of 15 primary and secondary schools, which offer a broad range of educational programmes. The Education Manifesto of the Esprit Schools describes the strategic agenda of the school group. It forms the basis for the policy agenda of the various Esprit schools. In the context of ‘good management’ and the quality framework, School Leaders render account of the results of their policy to the Esprit Governing Board.

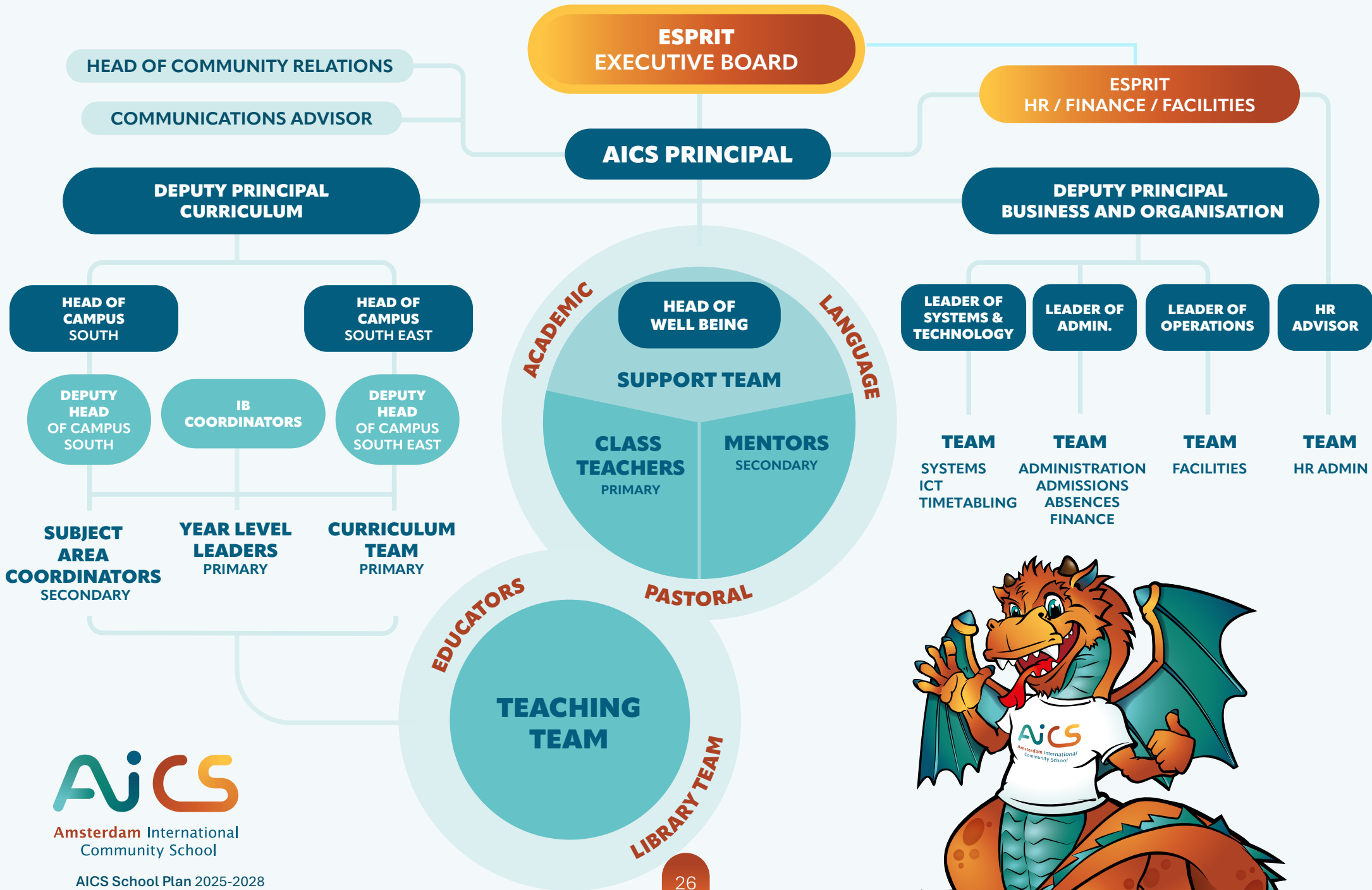
The Esprit Governing Board in turn renders account to the Esprit Supervisory Board and government authorities. The AICS is a Dutch state-funded international school. This enables us to deliver high-quality education at competitive fees. The AICS is accountable for high standards to the Inspectorate of the Dutch Ministry of Education. The AICS is a member of the group of Dutch International Primary and Secondary Schools ([DIPS](#) and [DISS](#)). The DIPS and DISS schools cater for the needs of students with foreign nationalities who are temporarily in the Netherlands, as well as for those Dutch students who need to be educated in an international school to ensure continuity of education.

The AICS is an IB World School. [The Learner Profile of the International Baccalaureate Organisation \(IB\)](#) is reflected in our mission statement. The AICS is also a member of the Council of International Schools (CIS). The CIS helps us to maintain a Quality Care Cycle in the school and train our staff to answer to the highest quality standards.

The organisation of the AICS

As the school grows and develops the school leadership team will review the organisational chart and adapt it to continue to facilitate growth and to provide a structure that supports the changing needs of the school.

ORGANISATIONAL CHART AICS



Amsterdam International
Community School

AICS School Plan 2025-2028



Technology structured for learning

In the last few years, the AICS has made significant strides in integrating IT applications to enhance organisation and communication. Building on these advancements, we are excited to move forward with a focus on continuous improvement and innovation. We have upgraded our hardware across the board; every staff member and secondary student is now equipped with a MacBook and all primary students benefit from shared iPads per class and shared MacBook trolleys per village. We have also introduced a range of applications that streamline communication and improve efficiency such as the parent communications app, Seesaw in the



“My teacher is kind.” (primary student)

primary school, and dedicated staff and secondary student information dashboards. Looking to the future, with the necessary hardware and applications now in place, we are committed to streamlining processes, consolidating where possible to simplify the user experience and driving further innovation in how our staff, students, and parents interact with our digital tools, communicate and collaborate.

Partnerships

The AICS develops partnerships to enhance our community’s experience and meet their needs. In developing the partnerships, we collaborate with partners who are aligned with the school purpose and vision. Examples of organisations we currently work with in our school are: Cordaan, Kind & Co and Partou. Cordaan is an organisation that supports and guides people from the neuro diverse community that are unable to work in regular jobs. Their clients work in our staff and student cafeteria and help out with caretaking tasks at our South and South East campus. As a community school we embrace this opportunity to allow everybody to participate. Being inclusive is a given in our diverse community. At our South campus, Partou currently provides after school care for school attending children (4-12). They also provide playground

supervision and supervision of young students walking to and from sports accommodation. To provide this supervision Partou works with volunteers, many of whom are parents of students at the school. For many of these parents these voluntary activities are a welcome means of connecting with the community. At both our campuses, Kind & Co provides playground supervision with extra physical outdoor activities and supervision of young students walking to and from sports accommodation. To provide this supervision, Kind & Co works with their own staff as well as staff from Woest Zuid, combined with AICS teaching staff and volunteers. Kind & Co also organise the extensive after school club programme aimed at primary students. As of the academic school year 2025-2026. Kind & Co will be the only after school care provider for both campuses.

The AICS periodically reviews the collaboration with external partners in order to make sure the services remain of high quality and remain relevant. Whilst the organisations may change, we aim to keep after school care and after school activities available to our community.

In addition, the school works with various partners on multiple smaller projects when it enhances student learning and offers more opportunities for our community. Examples of these are the Nieuw Vocaal Amsterdam, the language club partners and ZO! gospel choir Amsterdam.

Finance policy and sponsoring policy

The AICS is a school with a healthy financial basis, as part of the Esprit Schools. The system of budgeting and control is of a high standard and includes an external accounting process. As an internationally orientated Dutch School, AICS is subsidised by the Dutch government. In addition, parents pay annual tuition fees. Any increase in the tuition fees must be annually endorsed by the parent body of the Participation Council. The school does not make use of sponsoring and has no plans to do so.

FACILITIES - one school two campuses

South Campus

In 2022 South Campus moved from the Prinses Irenestraat to the location at the A. J. Ernststraat. The building can accommodate 1200-1400 students, 600-700 primary students and 600-700 secondary students. The building contains two large PHE-halls, a Little Gym and a beautiful Atrium in the centre of the school.

The school is surrounded by playground areas with equipment, a pannafield and greenery.

Address

Arent Janszoon Ernststraat 1179

1081 HL Amsterdam

The school can be reached by public transport (tram line 5 and 25), by bike and there is a Kiss & Ride.

The campus is located opposite the VU University and situated in a housing area.





SouthEast Campus

In September 2023 AICS SouthEast moved from the temporary building at the Darlingstraat to the “Sandcastle”. This building was a bank office building with ten towers including outside areas which have a monumental status. The architects of the building are Ton Alberts and Max van Huut. Three of the ten towers (A,B and C) have been transformed into the school, the other seven towers have been refurbished into apartments.

Address

Bijlmerplein 1000

1102 MK Amsterdam

The school can be reached by bus, train and metro (station Bijlmer), by bike and there is an underground Kiss & Ride.

During the refurbishment of the building into a school AICS tried to re-use as much as possible, from a sustainability point of view but also to maintain the special look & feel of the building. The result is a building which has everything we need to give our students and staff the best environment possible in a special and monumental building.

The monumental building can accommodate 1400 students, 700 primary students and

600-700 secondary students. The building contains a Little Gym and a beautiful Lecture Hall and Primary Hall.

The school is surrounded by outside spaces with monumental status which have been transformed into playground areas with equipment, a pannafield and greenery.

Special features in this building include the monumental waterworks which run from the stair railing into a basin at the entrance area of the school.

The two permanent buildings give us more control and opportunities.

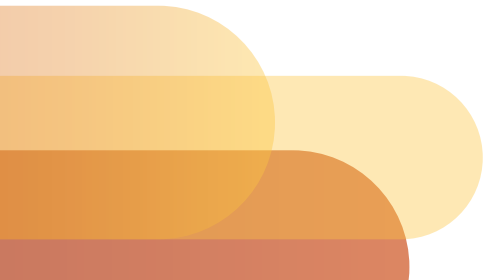
Having two buildings enables us to optimise maintenance of both buildings and installations to provide the best learning environment possible. We will continue to improve Health and Safety, sustainability and use of our buildings. The playground areas for both campuses are still under development. The coming years will see the school adapting the buildings to the needs when AICS continues to grow in both student numbers, staff and curriculum.

The AICS builds long term relationships with maintenance companies to improve standards and to be compliant with legislation. We conduct annual risk assessments (led by external party) and take action when needed to ensure safety for our community. Currently the facility team consists of six Caretakers (three per campus) and a Leader of Operations who are supported by the Facility Department of Esprit.

In the coming years we will improve the playground areas at both campuses and further improve facilities and safety procedures and reduce our impact on the environment.

5

THE FRAME- WORK FOR THE EDUCATIONAL DEVELOPMENT OF THE AICS



THE FRAMEWORK FOR THE EDUCATIONAL DEVELOPMENT OF THE AICS

Three organisations form the broader framework in which we operate and seek to improve: The International Baccalaureate, The Council of International Schools and The Esprit School Group

THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB), established more than 50 years ago, is a non-profit educational foundation, motivated by its mission, focused on the holistic development of students. At the AICS, we fully endorse and strive to live up to the IB mission statement and the IB learner profile. We are proud to be one of less than 80 schools in the world offering all four IB programmes thus providing IB education for students aged 4-18.

The IB Mission Statement

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

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. (ibo.org) These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

Central to all the IB programmes is the IB Learner Profile. The IB Learner Profile is the IB mission translated into ten characteristics that support students in being successful both during and beyond their school careers, "inquirers knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective."

Approaches to learning

Approaches to learning form an important element for students to develop in terms of their academic skills as well as their social-emotional skills. The coming four years we will be focusing on further highlighting these aspects of students in the classroom as well as collecting and using data to further inform our practices. In all four programmes, the approaches to learning skills have been articulated and they will become more prominent and receive focus over the coming years.

Approaches to teaching

In line with the IB philosophy our teachers and teaching assistants are trained in concept-based and inquiry-based teaching and learning. We continue to develop our skills as a school in these



areas and to provide continuous professional development to support new teachers to the school and to enhance the skills of teachers who have been with the school for longer.

IB Accreditation (IB)

The AICS is a fully accredited IB world school for all four [IB programmes](#). The IB accreditation process supports schools through a process of self evaluation and Programme development, focussed on the quality of the education.

We provide four fully accredited programmes for students aged 4 - 18: Primary Years Programme, Middle Years Programme, Career-related Programme and the Diploma Programme. The preparation process for the October 2026 multi-programme synchronised CIS and IB visit started in May 2024 and will continue until the final report is presented and reacted to by the school towards the end of the first quarter of 2027 (expected)

The Council of International Schools (CIS)

The AICS is an accredited member of the Council of International Schools ([CIS](#)). The CIS is an international organisation, which accredits schools based on their operational processes, quality of leadership, education and student support.

The CIS leads a collaborative global membership community of schools and higher education institutions, exploring and developing effective practices to foster healthy, interculturally competent global citizens. [They] connect ideas and cultures across the world developing socially responsible leadership through international education.

We actively endorse the commitment of the CIS to high quality education, global citizenship and student safety. The AICS supports the **CIS** code of ethics.

High-quality learning

The working definition which we have developed is:

‘High-quality Learning encourages agency, dialogue, and building of concepts through transformative experiences.’

We continue to build our understanding of what this means inside and outside the classroom.

We notice that some aspects of learning need to be more prominent and celebrated more within the school such as play-based learning and outdoor learning. We also see a continued need for the development and understanding of digital learning. We have made considerable strides in these areas and foresee the need for further development.

Global citizenship

Global citizenship is about understanding the world and developing the skills to actively contribute to it. As global citizens, we are aware

of ourselves and our impact on the world. We take responsibility for our actions and actively participate in our communities. By doing so, we help to protect our planet, promote fairness and equality, and build stronger communities. Intercultural learning is a crucial part of this process, helping us to understand and appreciate different cultures and perspectives.

At AICS we understand Intercultural Learning as an ongoing process in which we become increasingly aware of a variety of cultures, including our own. We develop this understanding through meaningful interactions and exploration of our identities and perspectives. We learn to appreciate the added value of our interdependence.

We understand Global citizenship to focus on three main areas: the planet (Earth), society (People) and social, political and economic factors (World) with sustainability at their core. We understand a key aspect of sustainability to focus on the future, extending beyond our lifetime and the importance of taking responsibility for this now. We think it is important to ensure that our students, but also our more immediate and wider community engage with, advocate and role-model responsible and ethical behaviour.



*“Playing outside makes me feel good”
(primary students)*



Global citizenship is an integral part of our curriculum and seamlessly integrates into the learning process. Throughout the year, we provide opportunities for our community to reflect, discuss, and contribute to society. Our Global Citizenship Club plays a vital role in organising activities that align with the three pillars of Earth, People, and Planet. The club also actively participates in conferences hosted by Generation Global.

We dedicate a special day each year to celebrate our school's diverse cultures, languages, and perspectives. This day fosters awareness of the world around us and our environment. Through learning, discussion, and creative expression, we explore the concept of global citizenship and its

implications. Global Citizenship Day is a time for reflection on what it means to be a responsible and engaged global citizen.

Wellbeing and belonging

We are proud to continue our work based on the CIS recommendation from our previous visit to develop a whole school social emotional learning programme. We have called this our Whole School Wellbeing Programme which was developed with input from representatives of all stakeholders (teachers, support staff, students, parents). The plan consists of 4 major components: KiVa, as an anti-bullying programme, Common Sense for digital citizenship, Comprehensive sexuality education and Community Safety Agreement (a community behaviour policy) also developed with input from all stakeholders. We will continue to work on embedding these into the fabric of our school.

IB and CIS Professional Development

We actively encourage and facilitate professional development for our staff to not only attend IB and CIS workshops but to also engage with the IBEN (IB educator network) for opportunities for programme/subject development, evaluation, research etc.

CIS and IB accreditation

In 2026, we will take part in the process of re-accreditation for both IB and CIS. This will take place as a multi-programme synchronised IB/CIS visit. The first step for both accreditors is essentially a compliance check through a self-evaluation process. Then, the IB and CIS will focus on supporting us with our further plans for programme development.

Examples of programme development plans:

PYP focus: capturing learning in a variety of ways in order to identify trends which will inform teaching.

MYP focus: measuring what we value in order to capture and use data that informs the quality of the implementation of the programme and ultimately learning.

CP focus: highlighting the value of the Career Related Programme and raising the profile of the programme within the AICS and the Netherlands so that the community better understand the benefits of making the CP an explicit choice.

DP focus: on approaches to teaching and learning in order to develop more learner centred and inquiry classrooms.

ESPRIT SCHOOL GROUP

The Esprit school group is an inspiring and very diverse group of schools in the Netherlands combining various types of education including primary and secondary education. As a Dutch international school we receive funds from the Dutch government and need to adhere to regulations for Dutch international schools. All Dutch International schools are required to form part of a Dutch School Group and adhere to the national IGO (international oriented education) guidelines. The Espritscholen purpose is set out in the [Esprit Education Manifest](#) and this forms our third educational framework.

Esprit prides itself on its diversity - diversity in opportunities for students and staff this means that students and staff are encouraged to develop as individuals wherever they are from or whoever they wish to become. Characterised by vitality, inspiration and energy our staff are well cared for and work and develop in small teams.

There are three pillars in the Esprit manifest:

- Possibilities for students
- Valuable and meaningful work for all our staff
- Strong collaboration with our local environment

And five focal points

1. Hope and possibility
2. Personal development
3. A workplace where you can flourish
4. Sustainability
5. Navigating the digital world.

As a member of the Esprit group of schools we are aligned with the Esprit Education Manifest. Below are some examples of how we intend to achieve these ambitions in the coming years.

1. Hope and possibility

At both the South and SouthEast campuses, located at A. J. Ernststraat the Bijlmerplein (Sandcastle) respectively have excellent physical accommodation for both learning and working.

We offer four IB programmes and have started to accommodate students with complex learning profiles in our Student Support Centre. In primary we have four Firefly classrooms and in secondary

we currently have four students in the secondary flex class. Whilst our core purpose remains to be a mainstream international school, we will continue to develop these programmes for our neuro-diverse community within our school.

With students from a variety of linguistic backgrounds, it is important that we continue to focus on language development of the best-language, English, Dutch and other additional languages.



2. Personal development

Our programmes and curriculum are student focused. Over the past few years, we have worked hard to improve our careers counselling to support students.

Our staff have ample professional development opportunities. We are now focussing on developing professional learning community teams in order to meet differentiation needs for staff, foster collaboration and ensure evidence-based practice. A more research-based approach with input from outside the school will bring innovation, good practice and role model the behaviour we would like to see in our students.

3. A workplace where you can flourish

Esprit offers a number of professional development opportunities through Esprit Academy, with an increasing number of courses offered. Many of our staff follow Dutch courses. We also offer yoga courses, pre-menopause workshops to give a couple of examples and are open to specific professional development requests.



Within Esprit staff are able to indicate if they would like to work at another Esprit school and we facilitate transitions between schools where possible.

We also collaborate in a number of ways with other Esprit schools, including collegial visitations through Appreciative Inquiry, joint study days, shadowing and sharing good practice. A particular venture includes our Secondary Culture Coordinator, who is part of a workgroup of Esprit CuCo's, striving to share knowledge and ideas as well as organising a cross-school cultural festival.

As a teacher training practice centre, we accommodate new teachers by providing them with a meaningful learning opportunity where they are encouraged to use their creativity. All teacher trainee mentors are trained. We are also starting to offer training places to potential school leaders. We provide active support to teachers who are new to the school, to the IB and/or to the profession. Support is provided by trained staff. Our expertise around induction and onboarding new teachers and trainees is developed in collaboration with Esprit Central office and local affiliated universities.



4. Sustainability

In our education, we will focus more specifically on sustainability, so that our students come to understand its importance, take responsibility and help to build a sustainable future. We are committed to our involvement in the ECO-school movement for which the AICS has a Green Certificate, the highest status.

We value outdoor learning because it forms a direct link to sustainability in terms of personal wellbeing, developing a feeling of belonging and being part of a greater whole as providing a sense of need to look after the planet.

We will embed practices that are currently being developed regarding the integration of outdoor learning and computational thinking. Currently these skills are being developed in the school through an Esprit innovation fund project. Forming sustainable relationships integral to the survival of any organisation. During the past four years, we have worked to strengthen connections with the local community. As well as connecting with groups such as the ZO! Gospel Choir in SouthEast and the Nieuwe Vocaal Amsterdam at both campuses, we have worked to connect with our neighbours. At the SouthEast campus, we are part of the municipality-led workgroup, connecting with other businesses and organisations in the area and contributing to ideas on how to further develop the Amsterdamse Poort area.

As we have worked to redefine our purpose and develop this school plan it has become clear that we need to learn more about sustainability and how we can best develop sustainable practices that will benefit future generations.

5. Navigating the digital world

Part of our previous school plan was to improve our digital technology to support learning. Now, all have access to shared devices in a portable trolley - not all students have their own devices - groups have a set of devices to share, all secondary students and staff have a laptop and all classrooms are equipped with digital boards. We have an array of software to support and enhance learning, an electronic library and access to research papers.

In the coming years, we will continue to find a balance between the digital world for ourselves and our students. We have agreements in place for Primary and Secondary school and will be refining them the coming years.



6

THE CURRICULUM



THE CURRICULUM

We have established a comprehensively documented written curriculum articulated both horizontally and vertically, aligning concepts, approaches to learning skills as well as subject-specific knowledge. Notwithstanding, a written curriculum also has a dynamic aspect and needs to remain adaptable in order to maintain relevance for teachers and students to allow for integration of topics of current importance. Our written curriculum is subject to periodic review.

THE PRIMARY CURRICULUM

Over the last four years the AICS has implemented the International Baccalaureate Primary Years Programme (PYP). This programme is aimed at students aged 4 – 11. The programme is designed to foster the development of the whole child. It strongly promotes constructivist, conceptual and inquiry based learning whereby learners are allowed to explore their own questions, construct new knowledge and transfer these ideas to a conceptual level of understanding. Traditional academic subjects are part of the programme. We teach them in multi- or interdisciplinary lessons using transdisciplinary themes.

The PYP provides a robust educational framework, which will support us in maintaining horizontal articulation of the primary school curriculum across both campuses and vertical articulation between primary and secondary education.

We have worked to strengthen the arts in Primary and intend to continue to build on this. We are very proud of our scope and sequence development for the programme which we will implement and hone over the coming years. In addition we are implementing the Wellbeing programme and focusing on capturing evidence of learning.



The coming years we will:

- Continue to develop expertise in learning in a digital and outdoor environment and connecting these two;
- Continue to develop the transdisciplinary nature of the course;
- Focus on fully developing the Physical Social and Physical Education scope and sequence incorporating outdoor learning and computational thinking
- Continue to develop ways to capture learning in the learning environment;
- Focus on meeting various learning needs in the classroom and thus working towards an integrative model.



Fireflies

This is the fourth year that we have facilitated learning for students with complex learning profiles. This has been an important development for the school and for the families. We aim to provide a supportive environment and include students in order to foster a sense of belonging. In the coming years we will:

- Work on developing further opportunities for including the students in the group level classrooms;
- Develop a more detailed and differentiated articulated curriculum;
- Contribute to the IB Pilot project ‘Inclusive Education in the MYP: Breaking Complex Barriers’;
- Continue to work with Stichting Kolom and the samenwerkingsverband to support development of the programme and aligning Primary and Secondary.

THE SECONDARY CURRICULUM

As a continuum school in addition to the Primary Years programme, we also offer all three **IB Secondary School Programmes:** Middle Years, Career-related and Diploma programmes.

Secondary Programme Subject review:

In order to continue to meet the changing needs of the students and the school we are engaging in an in-depth subject review process. Instigated by the following broad range of developments:

- An increasingly more VUCA world (volatile, uncertain, complex and ambiguous) and the need for our students to be adaptable;
- Increasingly more interdisciplinary approaches in the work field (slowly also more so in Universities);
- A need for developing an understanding of sustainability;
- Technological advancements;
- A more conceptual approach to learning in the Diploma Programme;
- The interdisciplinary nature of the MYP programme;
- The transition from PYP to MYP and MYP to CP/DP;
- Student and teacher wellbeing;
- Sustainable timetabling and organisation.

In this review process we aim to:

- Better align the DP subject choices to students interests and skills aligned with university courses and entrance requirements;
- re-align the Career-related DP subject offers with the students needs/interests;
- Investigate the feasibility of introducing another career pathway;
- Ensure that subjects offered in the MYP maximise learning while providing an holistic education;
- Ensure that timetable is sustainable, meaning that time requirements and spaces ensure the possibility to meet the learning needs of the students, lessons are distributed in an equitable manner and the systems and workflows are aligned and efficient.

The Middle Years Programme

The International Baccalaureate Middle Years Programme (MYP) provides students with a framework of learning that encourages students to become creative, critical and reflective thinkers. The IB MYP is designed for students aged 11 – 16 (grades 6-10). The programme encourages students to make meaningful connections between their learning and the real world. The MYP is academically rigorous.

It challenges the students and develops their ability to think outside of the box. It prepares them for the Careers Related Programme and/or the Diploma Programme and ultimately for further education. (For small numbers of students, the Careers-Related Programme and/or the Diploma Programme may not be suitable). Not only does the MYP foster the development of skills for communication, intercultural understanding and global citizenship, it also provides them with opportunities to develop the knowledge, attitude and skills they need to manage complexity and take responsible action for the future.

Our principal focus for the improvement of our delivery of the MYP programme in the coming years is:

- Shifting the focus to better value formative assessment as a tool for learning;
- Vertically aligning the teaching and integration of the approaches to learning;
- As part of improving teaching and learning we will focus on further development of authentic formative and summative assessments;
- Raise the profile of the eAssessment in preparation of the DP eAssessment;
- Integration of the core elements in the programme;

- Working with the data analysis project to triangulate wellbeing, academic achievement and skills/ability data in order to start a conversation about a student’s needs.

The MYP Programme consists of eight and two Core elements (the Personal Project and Service as Action):

- 1 Language and Literature (Dutch and English).
- 2 Language Acquisition (Dutch, English, French, German and Spanish).
- 3 Mathematics.
- 4 Arts (Theatre, Music and Visual Arts).
- 5 Sciences (Integrated Sciences).
- 6 Physical and Health Education.
- 7 Individuals and Societies (Integrated Humanities).
- 8 Design.

OVERVIEW OF LESSON HOURS PER SUBJECT 2025-2028

MYP Students	MYP1	MYP2	MYP3	MYP4	MYP5
Dutch	4	4	4	4	4
English	4	4	4	4	4
German (MYP 2-5)		3	3	3	3
Spanish (MYP 2-5)		3	3	3	3
French (MYP 2-5)		3	3	3	3
*In MYP 2 students must choose either German, French or Spanish. They continue with this subject in MYP 3-5.					
Integrated Humanities	4	4	4	4	4
Integrated Science	3	3	5	5	5
Mathematics	4	4	4	4	4
Music	2	2	2	2	2
Theatre	2	2	2	2	2
Visual Arts	2	2	2	2	3
Design	2	2	2	3	2
*In MYP 2 students must choose either German, French or Spanish. They continue with this subject in MYP 3-5.					
* In MYP 4-5 students must choose either Music or Theatre. All student do Visual Arts					
Physical and Health Education	4	4	3	3	3
Mentor	2	1	1	1	2
Core	1	1	1	1	1
*In MYP 3-5 students have 2 practical lessons and 1 theory lesson					
*Core is a session where MYP 1-3 work on their S&A and MYP4-5 work on their PP.					
Total number of lessons	34	36	37	36	37



DP

DP Students	SL	HL
Group 1 - Studies in Language and Literature		
English Literature HL/SL	3	5
English Language and Literature HL/SL	3	5
Dutch Language and Literature HL/SL	3	5
School-Supported Self-Taught Literature (SL)	3	-
Group 2 - Language Acquisition		
English B HL/SL	3	5
Dutch B HL/SL	3	5
Dutch Ab Initio	3	-
French B HL/SL	3	5
Spanish B HL/SL	3	5
German HL/SL	3	5
Group 3 - Individuals and Societies		
Geography HL/SL	3	5
History HL/SL	3	5
Economics HL/SL	3	5
Business Management HL/SL	3	5
Psychology HL/SL	3	5

DP Students	SL	HL
Group 4 - Experimental Sciences		
Biology HL/SL	4	6
Chemistry HL/SL	4	6
Physics HL/SL	4	6
Environmental Systems and Societies SL	4	6
Computer Science HL/SL	4	6
Group 5 - Mathematics		
Applications and Interpretations SL	4	-
Analysis and Approaches HL/SL	4	5
Group 6 - The Arts		
Visual Arts HL/SL	3	5
Music HL/SL	3	5
Other		
Theory of Knowledge	3	NA
Mentor	2	NA
Core	1	NA
*In DP2 students get 2 ToK lessons instead of 3		
*In DP2 students get 1 Mentor lesson instead of 2		
Total number of lessons DP1 / DP2	31	29

CP

CP Students	SL	HL
Languages		
English Literature HL/SL	3	2
English Language and Literature HL/SL	3	2
English B HL/SL	3	2
*students mostly take SL		
Individuals and Societies		
Geography HL/SL	3	2
Experimental Sciences		
Environmental Systems and Societies SL	3	2
*Students choose either Geography or ESS		
Mathematics		
Applications and Interpretations SL	4	-
Analysis and Approaches HL/SL	4	2
students mostly take SL		
Other		
Mentor	2	NA
Core	1	NA
PPS	2	NA
LD	1	NA
BTEC	16	NA
*If a student takes a HL subject then its +2 lessons a week		
Total number of lessons DP1 / DP2	32	32

PYP

Students have 24 hours of lessons in the week of which						
	PYP Instruction	Dutch/ELA	Dance	PHE	Music	Library
Group 1	19	2	1	1	0,5	0,5
Group 2	19	2	1	1	0,5	0,5
Group 3	19	2	1	1	0,5	0,5
Group 4	18,5	2	1	1	1	0,5
Group 5	17,5	3	1	1	1	0,5
Group 6	17,5	3	1	1	1	0,5
Group 7	17,5	3	1	1	1	0,5
*Students do either Dutch or ELA *Group 5 gets 1h of swimming for half of the year *Group 6 gets gardening lessons						





Flex 3 class

In 2024, we opened a Flex classroom for the first time in the secondary school where we accommodate students with complex learning profiles who are not able to fully access the MYP programme. The Flex 3 class is a secondary extension of the Fireflies and is a pilot programme.

In the coming years we aim to:

- Assess the viability of the Flex 3 class and the profile of the students who will be able to access this education.
- Develop a meaningful curriculum in order to support the students into the next phase of their life.
- Work with the IB and other organisations to develop suitable recognition for the students when they leave the school.
- Developing meaningful partnerships with local organisations to support the students in their learning.

THE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (DP)

The International Baccalaureate Diploma Programme (DP) is designed for students aged 16-19. It is a unique international curriculum, not based on the pattern of one country, but a deliberate synthesis of the specialisation required in some national systems and the breadth of learning preferred in others. It is an academically challenging and balanced programme, addressing the intellectual, social, emotional and physical wellbeing of students and is respected by universities across the globe. Students who successfully complete the IB Diploma Programme demonstrate a strong commitment to learning, both in terms of their mastering of a range of subjects and in their development of the skills and disciplines necessary for success in our competitive, global world.

Our principal focus for the improvement of the DP programme in the coming years is:

- Approaches to teaching and learning – focus on student-centred learning and activating methodologies through inquiry;
- A common understanding of concept-based and Inquiry-based learning;
- Integration of Core elements in the subjects;
- Working with the data analysis project from the MYP to support students' choices and development in the DP
- Shifting the focus to better value formative assessment as a tool for learning.

IB diploma programme subject choice overview

Students of the IB Diploma Programme need to choose six subjects: three at Higher Level (HL) and three at Standard Level (SL).

HL subjects are chosen based on the student's academic strengths and interest in those subjects, requirements of institutions of tertiary learning and the advice of the career Counsellor and subject teachers.

SL subjects cover topics in less depth than HL subjects and are intended to give the IBDP student a well-rounded education.

HL subjects are usually timetabled for five teaching periods per week.

SL subjects can be timetabled together with HL subjects, but require a minimum of three teaching periods per week. Students are required to choose one subject from each of the six subject groups. It is technically possible to take two Languages A instead of (or in addition to) a B Language and Literature and Language Acquisition (subject to timetabling constraints). In addition to their six subjects, all IB Diploma Programme students will attend lessons in Theory of Knowledge. Furthermore, they are required to write an Extended Essay and fulfil the requirements of the Creativity, Action and Service (CAS) programme.

The Career-Related Programme

We are now running into our fourth year of the Careers-Related Programme. The programme is well established and we are now fine tuning the programme.

The International Baccalaureate Career-Related Programme (CP)

The CP is a rigorous and unique academic programme that offers students between the age of sixteen and nineteen a different learning environment than that of the IB Diploma Programme (DP). The CP provides a balance of academic and career related education, which allows students the opportunity to gain a valuable qualification that will enable them to attend universities/colleges both here in the Netherlands and the UK, as well as in other countries according to equivalence. The IBCP develops students to be academically strong, skilled in a practical field, critical and ethical thinkers, self-directed, collaborative, resilient and determined, confident and assured, caring and reflective, and inquisitive. By offering the CP at the AICS we are able to promote access to an IB education, to satisfy a worldwide trend of demand for qualifications that combine academic with career-related achievement, to broaden student options, to challenge and support our students every step of the way, and to ensure that our students are uniquely prepared to serve, lead and succeed.

Subjects

Students follow the BTEC Business Programme, IB DP Maths and English at appropriate SL levels and choose either Environmental Systems or Geography. As from August 2025 students can also choose Visual Arts or Music. In addition, students develop an extra language, write a reflective project and complete service activities. A highlight of the programme is the work experience and the development of personal and professional skills.

The BTEC business programme

In this programme, students complete nine Business units over two years. In CP1 the following units are offered; Exploring Business, Business Ethics, Research and Plan a Marketing Campaign Business Finance, Cost and Management Accounting. In CP2 the following Units are offered: Pitching for a new Business, Business Decision Making, Managing an Event and Work Experience in Business IB CP1 and CP2 students have a total of 2044 hours of educational learning time over two years.

In the coming years we will focus on:

- Developing further learning opportunities for students outside the classroom
- Looking into how we can best support the students' interests
- Raising the profile of the CP and helping the community develop a better understanding of the value of this programme
- Engaging with other schools in the Netherlands and abroad in order to continue to provide a broad and challenging programme
- Inviting universities to the school so that students develop a good understanding of the possibilities available in tertiary education.

LANGUAGE LEARNING

Language development plays a major role in learning, helping a child develop identity. Language determines, in part, the complexity in cognitive development. We recognise the importance of best language development alongside the development of English as instrumental in a child's development, with regards to both social emotional and academic development. We recognise multilingualism as an asset. As a Dutch international school, we provide all our students with Dutch language learning opportunities.

In the coming years we will focus on:

- Continuing to provide opportunities to support "Best language" development;
- Helping teachers to develop as language teachers irrespective of which subject they teach;
- Reviewing the current School-Supported-Self-taught programme;
- Celebrating Language diversity within the school.

THE ROLE OF THE LIBRARY

The school has a well-equipped library with one of the largest collections of children's books in different languages in the Netherlands. We also provide a wide range of e-books. The library is run by a competent and highly qualified group of librarians, with teaching qualifications and expertise in research. The library plays an active role in the development of language literacy for primary students and research skills for secondary school students. Over the past few years we have expanded and renewed the collection. We have developed a website portal to inform and support our community. The upper primary and secondary school students receive research workshops from the library team.



The library has expanded its selection of best-language books. The library also provides the primary school with books for their villages that are directly related to the unit of inquiry.

In the coming years we will focus on:

- Strengthening the role of the library in the educational process. In doing so we follow the IB-guidelines for libraries;
- Developing a programme to introduce (new) students and (new) staff to the library;
- Library-supported research – In consultation with teachers and coordinators, the library will visit classrooms in primary and secondary in order to integrate research skills directly into the classroom learning;
- The library will continue hosting events that are linked to the various programmes and events that are linked to local community happenings.

7

TEACHING AND ASSESSING FOR LEARNING



TEACHING AND ASSESSING FOR LEARNING

Teaching

We continually strive to maintain and improve the quality of teaching. We have an induction programme for new teachers to help them settle and integrate at the AICS. External and internal professional development is focussed on improving the quality of teaching and learning. We hold regular staff study days throughout the school year. In both primary and secondary. Examples of good practice are regularly presented to colleagues at weekly meetings and during study days.

We have developed a Vision on Professional development using appreciative inquiry, in which we outline the importance of professional development and useful trajectories of development for staff as well as explaining the protocols and budget available.

High Quality Learning

We have a clear idea of what high quality learning is and our practices establish consistency in teaching and learning across the whole school. Our definition of high quality learning is: 'high quality learning encourages agency, dialogue, and building of concepts through transformative experiences.' We aim to ensure that all students are provided with high quality learning experiences that lead to a consistently high level of student achievement.

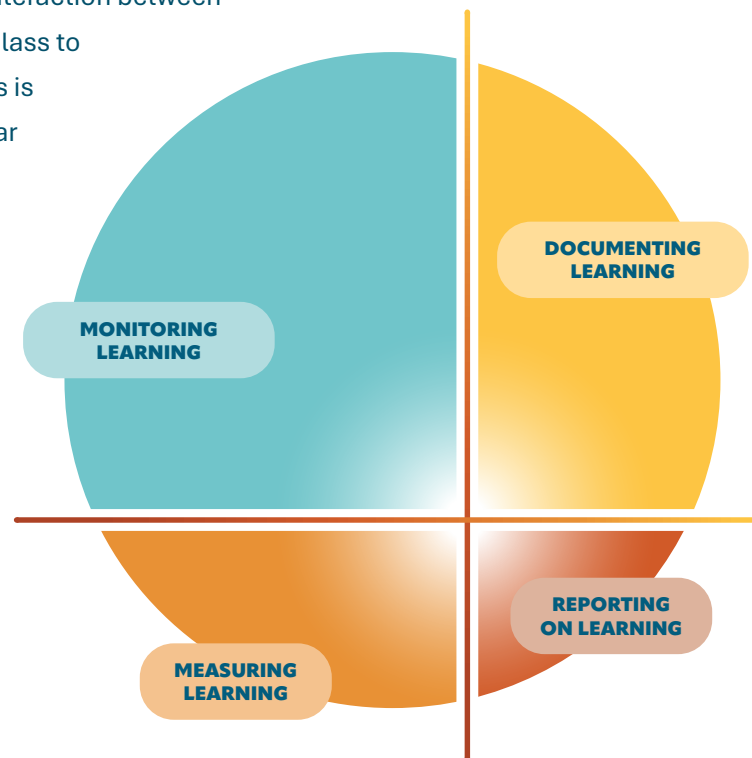
In the coming years we will continue to focus on:

- Developing as a community of learning, where learners strive for continuous development and growth.
- Encouraging and equipping students to become independent, resourceful and resilient lifelong learners.
- Encouraging and supporting students to learn to self-regulate and ensure balance in their lives, both digitally and offline.
- Supporting staff to model lifelong learning, through continually developing their own skills and knowledge and contributing to the development of the students learning.
- Encouraging parents to model life-long learning and supporting them to participate in their child's learning and development;
- Improving student learning by ensuring that all students are supported and challenged to reach their potential.
- Further develop our induction programme to facilitate understanding what it means not only to be a teacher at the AICS but also in the IB.

Assessing for learning

The IB-curriculum has a wide variety of means of assessment. The focus of assessment within the curriculum is self-reflection and development in learning, not on grades. We endorse this approach to assessment. In professional development for teachers we focus on how teachers can give constructive, formative feedback to support individual students in their learning process.

The diagram below represents the whole school ideology for assessment for and of learning. Most of the focus lies on the interaction between students and teachers in the class to promote learning, much of this is in turn documented and regular assessments take place to determine the current achievement level. The focus always remains on the learning.



PRIMARY

PYP

Primary teachers collaborate regularly to plan for teaching and assessing learning. The Programme of Inquiry for Primary is complete with an overview of the PYP units of inquiry across the school. The PYP Coordinator with the Curriculum Team Members and Year Level Leaders collaborated together to implement and refine the Programme of Inquiry which is vertically aligned conceptually across the whole school.

In the coming years we will focus on:

- The implementation of scope and sequence outcomes in planning of teaching and learning;
- Further extending the scope and sequence section to include Personal, Social and Physical Education (PSPE), Outdoor learning.
- continuing to embed supports for student wellbeing throughout the PYP programme

Assessing and Reporting

In order to benchmark the learning progress of our students we use Cognitive Ability Tests (CAT) Progress Tests In English (PTE) and Progress Tests in Maths (PTM) to track the development of our students in English language and mathematics. Additional support is offered to all students who would benefit from it.

For the coming years our focus for improvement will be on:

- capturing learning in the natural learning environment;
- tracking student progress in groups to identify trends within the primary years programme;
- Improving the communication with parents regarding our assessment and testing.



PRIMARY SCHOOL REPORTS

The teachers engage in formative assessments. This means that the children's everyday work is monitored. Teachers, students and teaching assistants work together to monitor skills, knowledge, aptitudes and conceptual understanding gained.

This data can be discussed with the class teacher at any time but is also reported on as follows:

- There are two written academic reports per school year.
- Parents meet with teachers at the beginning of term 1 to establish a relationship and get to know parents.

- Parent-teacher conferences are held once a year after the term 1 reports.
- In Term 2, learners engage in dialogue about their learning process with each other and with their teachers to create a Self-reflection report.
- In Term 2, a Student-Led Conference is held where parents can view and celebrate the learning of their children.

It is important to note that at the AICS, each student is guided to achieve to the best of their ability. We take into account the academic achievement, the stage of development and skills in approaches to learning.

In the coming years we will focus on:

- Developing our use of data to identify trends and to inform teaching and learning;
- Implementation of scope and sequence outcomes to develop rubrics in order to strengthen the written curriculum;
- Developing ways to capture learning in the natural learning environment.

SECONDARY

Formative Assessment

On-going and regular assessment takes place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning. Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.

In the coming years our focus will be on improving formative assessment so that:

- Formative assessment and learning are directly linked and provide feedback to teachers and learners. It is responsive to learner needs and informs teaching practice;
- Formative assessment engages students actively in the process of learning. Students learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's feedback;
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes as they are not working solely towards the achievement of grades;
- Formative assessments become a valued element of assessments.

Summative Assessment

Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance. The tasks involved are assessed using relevant subject criteria. These grades count towards end of term grades. Summative assessments can take a variety of forms including for example tests, preliminary examinations, lab reports, oral and visual presentations, essays, written assignments, projects, oral examinations.



In the coming years our focus on improving summative assessment so that:

- The assessments enable learners to demonstrate their knowledge and understanding in authentic tasks and apply their skills.

SECONDARY SCHOOL REPORTS

The school year is divided into two terms, and a written Term Report is issued at the end of each term: Term 1 August - January Term 2 February - July

- The report grades strive to reflect holistic achievement up to that point in time based on whole course, MYP, CP or DP; and are determined using the best fit method
- The report includes the students' self-reflection on the term;
- The report indicates progress with regards to the Approaches to Learning Skills and the Core elements of the Programme (Personal Project, Service as Action; Extended Essay, CAS; Reflective Project, Service Learning)

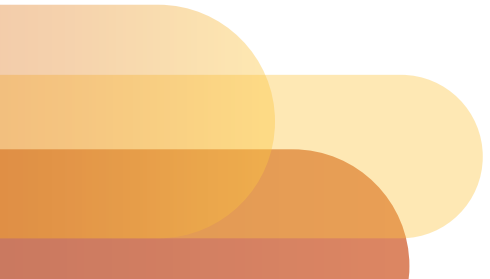


“Three students had spent class time (partly) handcrafting their presentation on paper, using cardboard, scissors, glue, and their lovely sense of creativity. Combining technology and a handcrafted (or handwritten) piece of work, mixing the intangible with the tangible, seemed to enhance their learning experience” (staff)

1. All Term Reports are summative and indicate criterion-referenced assessment and numerical grades for each subject.
 2. In addition to the Term Reports, two Progress Reports will be released in November and March. For the MYP, these will not contain summative grades but will indicate the student's performance in the lessons and the progress with the Core elements of the Programme. MYP5, except for term 1, term 2 progress report is a term report with summative grades. For DP1 and CP1, except for term 1, the progress reports contain summative grades. DP2 and CP2 only 1 progress reports with progress indicators and summative grades. Second progress report is a term report with summative grades.
 3. Students(and their parents) will have access to teacher feedback and grades on assignments and assessments throughout the year via Managebac.
 4. Parent-Teacher-Student Conferences are held in November. This is an opportunity for parents to meet a selection of three of their child's teachers to discuss their progress.
 5. Student-Led Conferences are held in April for MYP 1- MYP 4. This is an opportunity for parents to view and celebrate their child's work and for the students to set goals for the next academic year.
- For CP and DP students**
- The report grade reflects the students' ability at that point in time, applying the latest available May exam session grade boundaries published by the IB or BTEC;
 - Assessment results aim to reflect the student's ability for the whole course. For some subjects this will mean that assessments are cumulative.
 - For CP, in addition to the IB subject requirements, the BTEC component assessments will be clearly outlined in the CP Programme of Assessment and Examinations.

8

STUDENTS' LEARNING AND WELLBEING



STUDENTS' LEARNING AND WELLBEING

Open Learning Environment

We actively engage students by supporting student voice, choice and ownership in the learning process and student wellbeing.

In the primary school we are continuing to develop including student reflections on the lesson planning process and primary students now also participate in Student Council. Secondary students are active in our Student Council, and secondary students have an important role in the schools' Participation Council.

Student Support

The responsibility for the support and wellbeing for students lies within the entire AICS Community - all AICS team members are part of the support and wellbeing team.

Support for students begins within the classroom itself, led by teachers and mentors. Our aim is to ensure that we are able to meet the diverse needs of our student population by tailoring our teaching around individual student needs.

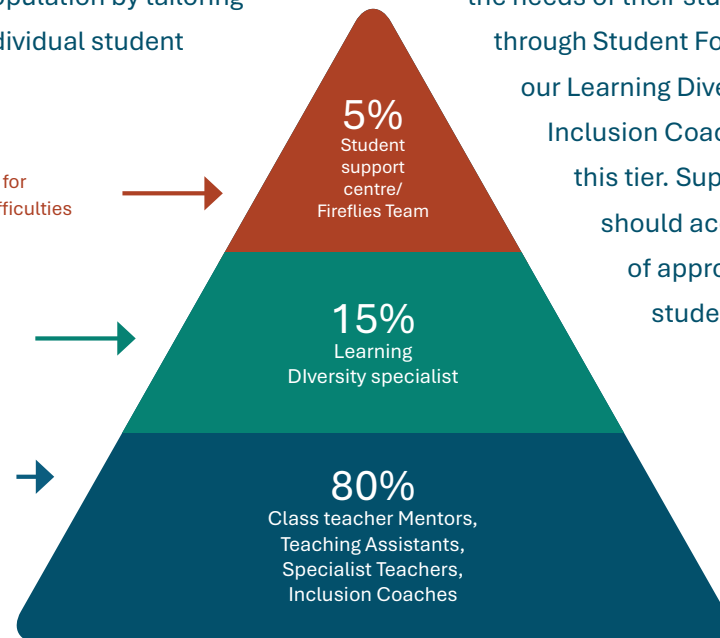
3rd Line Support:
Intensive individualised support for students with severe learning difficulties

2nd Line of Support:
Additional support for students with personal persistent learning difficulties

1st Line Support:
Early identification and quality teaching in the regular classroom for students with transient or mild learning difficulties

Student Support Pyramid: The first tier

Within the first tier of support the Primary School Teacher, Primary Teaching Assistants and the Secondary School mentors and teachers are the first point of reference. All teachers are responsible for the wellbeing of the specific students under their care. Within this tier, teachers provide in-class differentiation and accommodation in order to best meet the needs of their students. Discussion through Student Forum and advice from our Learning Diversity Specialist and Inclusion Coaches are also used in this tier. Support within this tier should accommodate the needs of approximately 80% of our student population.



STUDENT FORUM

Throughout the school year our teachers engage in a discussion called Student Forum. At this forum teachers share observations, questions and strategies on the academic and social-emotional development of their class as a community. In addition to discussing the wellbeing of a class as a whole, observations, questions and strategies are shared in relation to the academic, social and emotional development of individual students.

In Secondary School, the Career Counsellors are responsible for guiding and advising students about their subject choices, possible career pathways and university and college applications.



Student Support Pyramid: The second tier

Within the second tier of support, students with more specialised needs are supported by Learning Diversity Specialists. In tier two students receive support in a combination of co-taught and small group support. It is important that students, parents and teachers work closely together to design the form that the support will take. Support within this tier accommodates the needs of approximately 15% of our student population.

Student Support Pyramid: The third tier

The AICS Student Support Center has been established to offer increased special education services to internationally mobile families. Within this programme, primary and secondary school students receive additional specialised support in a small group setting of 10-12 students. Support within this tier accommodates the needs of approximately 5% of our student population. Here the students follow an alternative curriculum focused on literacy, numeracy, communication and life skills where the learning outcomes have been modified. The student's progress and development is monitored and evaluated in their Student Support Plan.

If the AICS is unable to meet the child's support needs, we will assist the family in finding an alternative setting, which may include moving to Dutch practical, vocational or special education.

External specialists

The AICS works with a number of external specialists on a structural basis:

- Parent-Child Advisor Primary
- Parent-Child Advisor Secondary
- Inclusive Education Advisor (Passend Onderwijs Adviseur)
- Speech and Language Therapists
- Physiotherapist
- Occupational Therapist
- School Nurse
- Youth Doctor
- School Attendance Officer

In addition, the AICS works with other specialists more specifically related to individual student needs.

It is important to note that the services provided by our Speech and Language Team, Physiotherapist, and Occupational Therapist need to be covered by parent's health insurance.

***In the coming years we will focus on:
establishing structures to foster collaboration
between different teams within the school to
further support student learning and wellbeing;***

- to further look at how to integrate DEJBI (diversity, equity, justice, belonging, inclusivity) into our written and taught curriculum, including support for teachers;
- to use data to help allocate where active support of students is best placed (ie. allocating English Language Acquisition support to where the greatest need for English Language Acquisition support is needed);
- continuing to monitor the student support system – analysis of the quantity and characteristics of students who need extra support;
- Strengthening our support for high potential learners;
- Further professionalising mentoring in the secondary department. Mentors will follow training. A learning line through the years and materials will be developed.

Student Wellbeing

Over the course of the past three academic years the school has implemented the Whole School Social-Emotional Wellbeing Programme. The intention of this programme is to support students to develop their personal identity with confidence and to develop a sense of belonging. Students feel empowered to make informed decisions that support their physical, social, emotional and spiritual safety (World Health Organisation, 2021). Wellbeing and academic achievement are inextricably linked and interdependent. We focus on the holistic development of each student. We provide students with the opportunity to develop self-efficacy and to feel that they are in charge of their own development. They are learning transferable skills that have a positive impact on wellbeing and academic achievement. In order to ensure that students are able to develop holistically, all members from our community need to contribute. The students by taking charge of their own development, parents, teachers and support staff by supporting and helping to guide this development. Therefore, we focus on helping teachers and support staff to develop appropriate knowledge, teaching and coaching skills. We support students in their development and provide, indicate when students need support and provide appropriate support. For parents, we

hold regular workshops and information evenings as well as maintaining personal contact where necessary.

There are four pillars supporting this programme: Comprehensive Sexuality Education (CSE), KIVA social safety programme, Common Sense Digital Citizenship and the Community Safety Agreement.

Connected to the above pillars, a number of protocols and policies have been reviewed and updated such as the AICS Device Policy for both primary and secondary school students, the Child Protection and Safeguarding Protocol including staff be required to wear school lanyards and improved measures for recording and tracking visitors in the building.

9

SCHOOL STAFFING



SCHOOL STAFFING

The Esprit School Group is the official employer for all of our staff. The AICS has a unique position within the Esprit School Group as a significant proportion of our staff are recruited from abroad. It is also by far the largest staff body within Esprit.

The leadership team continuously reviews its staffing policies to ensure that staffing matches the needs of the AICS and to ensure high quality education. Since the AICS is a Dutch International School the Dutch Educational labour agreement is the basis for our employment conditions.

Primary staff fall under the Collective Labour Agreement for primary educational staff (CAO PO) whilst Secondary staff, support staff and school leadership fall under the Collective Labour Agreement for secondary educational staff (CAO VO).

Our policies are outlined in a number of documents, such as the School Guide and Staff Development Guide. Esprit staff policies are endorsed by the Esprit General Participation Council and policies specific to the AICS are endorsed by the AICS Participation Council. All AICS policies have a regular review cycle and are digitally accessible on the AICS website.

RECRUITMENT AND INDUCTION OF STAFF

We are proud to attract a large number of highly qualified and experienced staff to our school. We have rigorous procedures in place to select and appoint new staff. Recruitment of staff is the responsibility of the school leadership team in collaboration with our Human Resources Advisor.

A good start for a new colleague is important to us. We follow the Esprit guidelines with regards to the induction of new staff and we have further developed our AICS Induction programme with input from new staff members over the years. We do this to support effective onboarding and integration of our new staff into our community. The school leadership together with the Human Resources Advisor, new teachers coordinators, subject area coordinators and support staff play a role in welcoming and supporting our new staff throughout their first school years at the AICS.

In the coming years we will focus on:

- further developing and optimising our recruitment and hiring processes.

STAFF PROFILE

The characteristics of an AICS staff member are:

- Support the AICS values

At the heart of everything we do is...

- **Belonging:** feeling at home while being yourself
- **Possibility mindset:** thinking in and creating opportunities
- **Learning for life:** nurturing flourishing individuals who care for the world



- Commitment to the purpose and ambitions of the AICS;
- Possessing the required educational qualifications;
- Native or fluent in English;
- Enthusiastic IB educators;
- Interculturally competent and able to function well in a cultural diverse environment.

In the coming years we will focus on:

- Continuing to attract and retain highly qualified and committed staff;
- Building human capacity in our school with the aim to have the right person in the right role.

PROFESSIONAL DEVELOPMENT

The Esprit School Group attaches great importance to professional development. It offers a broad range of training for staff from all its schools via the digital Esprit Academy making it easily accessible for all our staff.

The AICS also emphasises professional development of staff. Our professional development activities include the following:

- Study days for all staff, including support staff. On these study days we address a range of topics which are relevant to the development

- of the school and the staff members and the quality of education;
- Emergency response training for groups of staff in the two campuses. This is to ensure the safety of students and staff by maintaining the quality and quantity of our emergency response teams;
- Language training for members of staff who wish to improve and/or learn Dutch;
- We support overall staff wellbeing via various activities and training such as weekly yoga classes on both campuses.
- Wide participation in IB training to ensure that our staff is qualified and competent to teach the programmes we offer;
- Intersession for teams and the school leadership to improve reflection and professional growth;
- A wide range of small-group and individual professionalisation development activities to support life-long learning;
- A substantial number of teachers follow university programmes with the help of subsidies offered by the Dutch Government for the educational sector.

In the coming years we will focus on:

- continuing to strengthen our capacity as a learning organisation, creating greater synergy between the learning of individual staff members and the development of the school as a whole;
- providing IB professional development opportunities in school;
- working in professional learning communities teams to target individual and team professional learning needs to improve student learning aligned with the purpose of the school.



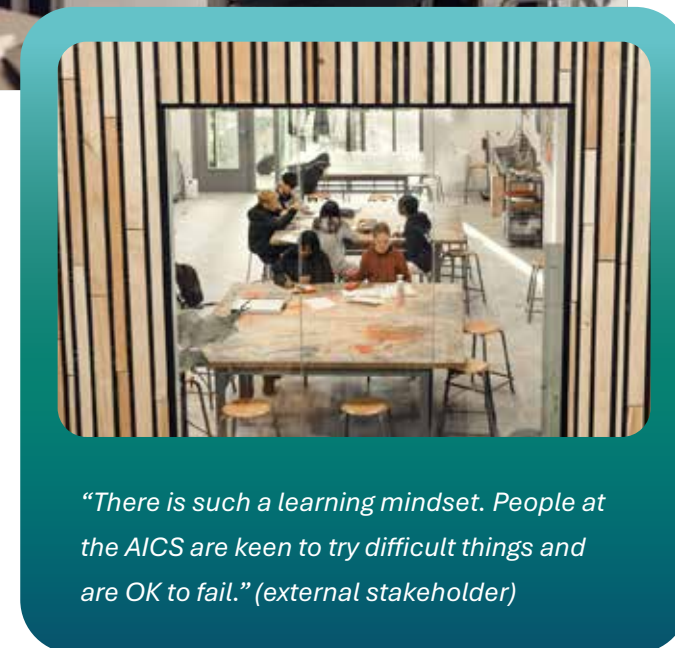
Appraisal System

In August 2021 the Development Dialogue was introduced Esprit wide to replace the former appraisal system. It is centred around the professional development of our staff. The digital tool we use for this at present is ELOO. It gives teachers, school leaders and (educational) support staff ownership of their development and provides them and their leaders with support and structure in this process.

Staff appraisal, development and promotion at the AICS are underpinned by the following two fundamental ideas:

- (i) Personal, proactive, self-regulated learning is at the centre of AICS staff’s work;
- (ii) The staff member has the ability and competencies to perform according to their corresponding role.

The purpose of this process is to ensure the consistency and continuity of our staff development and the quality education offered to our students at the AICS.



“There is such a learning mindset. People at the AICS are keen to try difficult things and are OK to fail.” (external stakeholder)



The staff development cycle

Digital Observation Tool (teacher observations sessions)

The Digital Observation Tool (DOT) is an AICS tailor-made rubrics for primary and secondary teachers with a focus on the IB standards for high quality learning and teaching. It is a framework and lens for observing and giving feedback on teaching and learning and provides information for the discussion of teaching and learning, which can be used in a variety of situations.

The DOT is used by the leadership team in the context of the appraisal cycle. It is also used by the coaches for new teachers and interns and by teachers, who in duos observe each other's lessons and give each other feedback. Besides giving feedback to individual teachers, DOT is used to build up an overarching picture of the quality of teaching and learning in the school as a whole and identify trends. It provides information for whole school professional development and for actions leading to improvement in high quality learning and teaching.

Feedback regarding the quality of teaching from students is gathered in the context of the appraisal cycle and in relation to the promotion criteria for teachers.

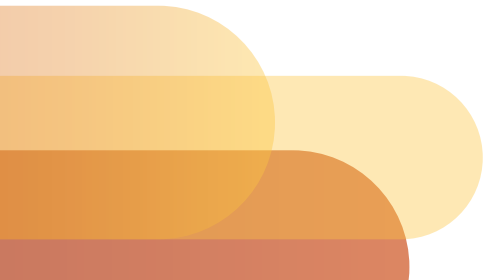
Aside from the digital observation tool we also have a development dialogue cycle in which teachers share, reflect and discuss their personal and team professional development plans. The essence of the development cycle is built on the concept of ownership. AICS staff members have ownership of their own development. They do this in collaboration with their direct leaders and are accountable for managing their development process and meeting the agreed to expectations.

Staff who are new to the school, up for a promotion or who are not meeting expectations work within a cycle with an assessment orientated approach. In this case, the leader takes ownership of the process in order to support and evaluate the staff member's performance.

In the coming years, the school will be looking for a more user friendly system/tool to support the learning observations and development dialogues.

10

QUALITY ASSURANCE



QUALITY ASSURANCE

The principal of the school meets regularly with the Executive Board of the Esprit School Group to discuss the progress of the school. The Executive Board visits the school regularly. The Supervisory Board visits the school annually.

INTERNAL BENCHMARKING

The Esprit School Group has an internal benchmarking system, which audits, student results, finances, etc. This internal benchmarking system informs discussions between the principal and the Executive Board on the progress of the school.

Community voice

In the Netherlands, in the spirit of democratic representation, Dutch schools, including Dutch international schools such as the AICS are legally required to have a Participation Council (PC), which is anchored in the Dutch education system under the Law of Participation in Schools, known in Dutch as the “Wet Medezeggenschap voor Scholen”. The PC consists of elected representatives of teachers, support staff, parents and secondary students, who work with the senior leadership team (SLT) of the school on various school related policies and procedures.

Amsterdam International Community School (AICS), has an active PC that works closely with the school leadership, acting as a ‘critical friend,’ supporting the school’s leadership team on school policies and contributing to continuous improvement the school seeks to achieve.

An annual report provides a review of the PC’s activities, decisions and advice for the academic year, summation of key policy changes, discussions, challenges, and opportunities the PC decided on and/or engaged with, in realising a better educational system for all students. The report is also part of the transparency and accountability process of the council to its “constituents”, i.e. students, teachers, support staff and parents.

The PC operates five cycles through the academic year, endorsing and advising on policies, learning about opportunities and challenges for the school through inviting and accepting requests from (internal) guest speakers.



In both Primary and Secondary, the AICS sees student action, voice, and agency in the form of our Student Councils. In 2024, the two Councils worked together on a social event for all Primary students. The Councils seek to represent the student body, sharing ideas and concerns related to academic, social, and environmental issues. They organise events to bring the community together and act as representatives for their peers. The Secondary Council members are consulted on policies, proposals, agreements, and calendars that impact the quality of student learning. The AICS has an active AICS Parent Society. This group consists of parent volunteers who arrange

events for AICS families, but they also include class representative parents for every class within the AICS. These parent representatives attend soundboard meetings with the campus leadership to provide valuable insights into the needs of our community. Whilst this is not a legal requirement for a school, for a large school such as the AICS, this is a valuable way of keeping our community connected, to promote transparency and to understand how we can support our community best.

Sharing professional and good practice

Annually, Esprit organises a ‘Collegiaal Waarderende Kwaliteitsonderzoeken’ (CWKO) visit. These collegial visits among the Esprit-schools are based on appreciative inquiry where school leaders from one Esprit School visit another Esprit school for a day and together we explore an issue, question, or theme that the school is currently engaged with.

Heads of campus host monthly online Sounding Boards with Parent Class Reps from Primary and Secondary. The purposes of these meetings are to provide parents with an opportunity to meet the Heads of Campus, and exchange ideas and information related to student’s academic and

socio-emotional wellbeing and progress. The APS (AICS Parents’ Society) works with the school to organise Parent Reps for each class to ensure everyone has the opportunity for representation.

In compliance with national agreements the Esprit School Group organises feedback from stakeholders in the following ways. Employee survey – once every three years members of staff at all Esprit Schools complete a questionnaire. The outcomes are used to inform future decisions and developments. The latest survey was conducted in the spring of 2024.

Student and parent satisfaction survey – once a year a questionnaire is sent out to a representative sample of students and parents in secondary school. A nationally agreed focus is ‘social wellness’. The outcomes are published on the websites of all schools.

Analysis of academic results

The AICS exam results are shared with parents when they become available and are published on the school website. We analyse MYP e-assessments and the Diploma programme exams results in the Autumn term to look at patterns/trends across the whole grade and to

compare against the international averages. Teachers also carry out their own analysis against the prediction they make before the summer exams take place. Internally, the results are used to inform teaching and learning across the two campuses. Additionally, we aim to correlate students' results with CAT4 cognitive abilities to help understand patterns.



EXTERNAL BENCHMARKING

Primary

In primary we use Cognitive Ability Tests (CAT), Progress Tests in English (PTE) and Progress Tests in Maths (PTM). These are internationally recognised tests which provide us with a robust benchmark.

Secondary

Cognitive Abilities Test (CAT4) In order to benchmark the learning progress of our secondary students we use CAT4 tests to track the development of our students in all the subjects which they study. Students in MYP1 and MYP4 and any new DP1/CP1 students new to the AICS take the tests at the start of the academic year. The results of these tests are shared with teachers so that they understand what a student's academic potential might be.

The internationally mobile profile of AICS students makes it challenging to "follow" individual students' results in the same way as a national school. The AICS gathers academic data per year level to identify trends over the years in order to inform teaching and learning.



The tests allow teachers and the secondary school leadership team to:

- Identify individual students' strengths and areas for improvement;
- Track students' progress whilst they are at the school;
- Inform teaching and learning, and focus instructional practices;
- Determine professional development requirements and resourcing requirements;
- Inform curriculum development and ensure it is addressing students' learning needs;
- Provide holistic information on academic and social development.

MYP External Assessment (eAssessment)

AICS offers the externally assessed MYP eAssessment. The eAssessment is an innovative exam that combines onscreen examinations (on the school computers), ePortfolios (samples of student coursework), the Personal Project and Service As Action. The eAssessment is based on students' conceptual understanding, focuses on synthesising information, evaluating findings and applying them to real-world situations. It also prepares MYP5 students for the demands of future studies such as the IB Career-Related Programme (CP) or Diploma Programme (DP). The eAssessment involves all the AICS MYP 5 students and it takes place in May. A certificate will be awarded to MYP 5 students who successfully meet the eAssessment requirements. The IB MYP eAssessment gives a reliable indication of the skills, knowledge and understanding students have developed during MYP. Successful completion of the IB MYP eAssessment provides students with an official International Baccalaureate transcript. MYP eAssessment is a compulsory part of the programme.

DP External Assessment

In their final two years, students follow the DP programme culminating in the official IB

Examinations at the end of the two-year course of study. Successful participation in this programme leads to the IB Diploma, offering entrance into universities and institutions of further education worldwide.

CP External Assessment

In their final two years, students may follow the CP programme culminating in official IB examinations and satisfactory completion of the BTEC International Business Programme (Level 3 Diploma) at the end of the two-year course of study. Successful participation in this programme leads to the IB Career-Related Certificate, offering entrance into increasingly more universities and institutions of further education worldwide.

EXTERNAL ACCREDITATION

IB/CIS

Both the Council of International Schools and the International Baccalaureate have a rigorous quality control system which includes visiting the school once every five years. We are currently in the process of preparing for the next external accreditation carried out by the CIS in combination with IB.

In the coming year we will deliver a self-evaluation report. Ten representatives of the CIS and IB will visit the school for a week in October 2026. In the spring of 2027 we will receive the accreditation report which will help inform the future development of the school.

Dutch Inspection of Education

As a partly state funded Dutch International School the AICS is evaluated by the Dutch Inspection of Education and held against the same standards as Dutch national schools.

Appendix 1

School details

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1102 MK Amsterdam (South East)

Phone: +31 (0)20 7235280

E-mail: infoSouthEast@aics.espritscholen.nl

Brin Nr:

Primary 24TC02

Secondary 17YS-17

Appendix 2

School Policies

Below a list of the school policies you can find on the website of our school.

<https://aics.espritscholen.nl/home/about-aics/school-policies/>

We annually review our school policies and add policies in the light of the development of the school.

- [Academic Integrity Policy](#)
 - [Admissions Policy](#)
 - [Assessment Policy](#)
 - [Addendum to the AICS Academic Integrity and Assessment Policies regarding the use of Artificial Intelligence and services such as Chat GPT](#)
 - [Bullying Intervention and Prevention Policy](#)
 - [Class Division Policy](#)
 - [School Safety Plan](#)
 - [Community Safety Agreement](#)
 - [Code of Conduct](#)
 - [Complaints Procedure](#)
 - [Inclusion Policy](#)
 - [Integrity Code](#)
 - [Language Policy](#)
 - [Regulations on Reporting Wrongdoings](#)
 - [Student Charter](#)
 - [Student Support Profile](#)
 - [Privacy Statement for Students and Parents](#)
 - [Privacy Statement for Staff](#)
- Primary School Policies**
[Participation Council Primary School](#)
- Secondary School Policies**
[Participation Council Secondary School](#)
- AICS Terms and Conditions**
[Terms and Conditions](#)



AICS School Plan

2025-2028

Learning is at the **heart** of everything we do!