

66th course

Het Rijnlands Lyceum

International School

O E G S T G E E S T

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Foreword

In this school guide you will be introduced to the International School Rijnlands Lyceum Oegstgeest. We will briefly describe the history of our beautiful school and the values and principles from which we work. Above all, it is also a practical booklet in which parents and students find the most important information about daily school life.

For the latest information, we would like to refer to ManageBac, our online learning and information platform. In addition, you will find most of our policies and regulations on our website www.isrlo.nl. You will also find more detailed information about the results achieved in recent years. The website will be completely renewed as of October 15th of 2021.

Due to the informative nature of this school guide, it is less visible how much our students enjoy coming to school and the involvement that we all have with our students. Every day we take responsibility for a school in which students can develop in all respects, in which they feel seen and heard and which they will look back on with warm memories.



Erica van Langen
Principal



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Het Rijnlands Lyceum Oegstgeest

INTERNATIONAL SCHOOL HET RIJNLANDS LYCEUM: TRADITION AND AMBITION

Het Rijnlands Lyceum Oegstgeest is a bilingual school which offers Dutch and international programmes, both fully accredited by the Dutch Ministry of Education.

The international department of the school offers the International Baccalaureate Middle Years Programme for ages 11 to 16 and the International Baccalaureate Diploma Programme for ages 16 to 18. We have offered international education since 1983 with the introduction of the International Baccalaureate Diploma Programme and we have run this programme with good results ever since. In the late 1980s, Het Rijnlands Lyceum was one of the five pilot schools to develop an international middle school programme as preparation for the International Baccalaureate Diploma Programme. This later became the International Baccalaureate Middle Years Programme. Thus, we were among the first schools worldwide to offer an international programme for the age range 11-18, independent of any national curriculum.

MISSION STATEMENT OF INTERNATIONAL SCHOOL HET RIJNLANDS LYCEUM OEGSTGEEST

The International School Het Rijnlands Lyceum Oegstgeest is committed to providing international education in a Dutch setting, challenging students and staff to reach their full potential, aiming to develop inspiring and thoughtful global citizens.

We aim to achieve this by:

- establishing an educational community which aspires to offer the highest standards of teaching and learning;
- creating a safe, stimulating and supportive school in which individuals are known and valued;
- educating our students to become critical, independent and creative thinkers and life long learners;
- maintaining an atmosphere of mutual respect and self-discipline;
- recognising the diversity of staff and students and promoting international mindedness;
- strengthening ties within the local Dutch community to encourage diversity and active involvement;
- supporting students with their future choices in an increasingly worldwide community.

VISION ON EDUCATION AND LEARNING

Pedagogic vision

We believe that people are driven by three basic psychological needs: the need for **relationship**, for **competence** and for **autonomy**. We see our students as motivated to develop and equipped for that purpose; we regard individual differences as a fact.

- We foster the individual *and* social development of students; we want to prepare the students for an active, committed, and responsible role in our global society.

- We offer the student a safe learning environment, in which we make clear what we expect of the students and help them to meet those objectives.
- With positive (high) expectations we encourage students to take responsibility for themselves as well as for the community in which they live.

Vision on learning

Learning is a mental activity: information only becomes knowledge if you integrate this information into what you already know. Learning is therefore a process in which students actively relate new knowledge with existing knowledge and find the connection themselves.

- Learning to cooperate and cooperative learning make up an important part of school life.
- The *teacher* guides the learning process; the main questions when preparing for a learning activity are: what are the students going to do and what are they going to learn from it?
- *Teachers* strive to offer learning activities that meet various intellects and learning styles. By making it possible to experience success, we want to boost the *students'* self-confidence.
- The students, together with the teacher, must determine as much as possible the learning activities, set themselves a target, manage their time, and evaluate their own work (method); in short: feel as if they are the master of the educational process.



DP graduation ceremony.

Significant features of the education offered

Het Rijnlands Lyceum Oegstgeest is a "lyceum" that prepares for higher education and that traditionally wants to offer more than a standard package. Therefore, we give the following qualities priority:

- *Academic depth*: we safeguard the quality of the separate subject disciplines.
- *Attention to "transfer"*: students are able to manipulate coherent knowledge and skills in an ever-varying context; where possible the subject matter is linked closely with his/her living environment, forms a bridge to the world outside the school and invites critical and creative reflection.

- *International-mindedness*: we want to prepare our students expressly for a growing worldwide community.
- *Special attention to art and culture*: the school offers the students extra opportunities to grow in the field of art and culture, both within the curriculum (exam subjects, for example) and outside the curriculum (extracurricular activities).
- *The use of ICT as a medium*: ICT is an important addition to the palette of opportunities available to the students for learning and communicating in different ways.

THE IB LEARNER PROFILE

The International Baccalaureate Organisation has developed a profile which applies to all learners in their programmes, called the IB Learner Profile. As we offer two International Baccalaureate programmes, we fully subscribe to its philosophy.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

- *Inquirers*: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- *Knowledgeable*: They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- *Thinkers*: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
- *Communicators*: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- *Principled*: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- *Open-minded*: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- *Caring*: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- *Risk-takers*: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- *Balanced*: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- *Reflective*: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ORGANISATION STICHTING HET RIJNLANDS LYCEUM

Schools

Het Rijnlands Lyceum is part of the Foundation “Stichting Het Rijnlands Lyceum”. The foundation manages six separate schools:

- Het Rijnlands Lyceum in Oegstgeest
- Het Rijnlands Lyceum in Sassenheim
- Het Rijnlands Lyceum in Wassenaar
- The International School of The Hague
- The European School of The Hague
- Eerste Nederlandse Montessori School Den Haag

The schools of the foundation are independent and non-denominational (in Dutch: bijzonder neutraal). “Independent” means that the schools are governed by a private board, not by local government. “Non-denominational” means that different systems of belief are respected equally; admission to the school is open to all members of all denominations.

Tradition and ambition

The origins of ‘Het Rijnlands Lyceum’ are in Wassenaar. Over 80 years ago professors from Leiden University who were dissatisfied with the quality of the education in the area offered strong support to establish a modern school on a general basis in 1936. The initiative was successful; ‘Het Rijnlands Lyceum’ continued to grow into a Foundation of four schools in The Netherlands and is affiliated with five schools abroad. The ‘Rijnlands’ has become a brand name and together the schools offer Dutch, bilingual (Dutch/English) and international education to approximately 4200 students.

The educational programmes offered by the different member schools are as listed below:

Het Rijnlands Lyceum Oegstgeest:

Dutch department: havo, vwo and bilingual education (tto)

International department: International Baccalaureate Middle Years Programme (IBMYP) and Diploma Programme (IBDP)

Het Rijnlands Lyceum Sassenheim:

vmbo-tl, havo, vwo and bilingual education (tto)

Het Rijnlands Lyceum Wassenaar:

vmbo-tl, havo, vwo and bilingual education (tto)

International department: MYP (International Baccalaureate)

The International School of The Hague:

Primary School: International Primary Curriculum (IPC)

Secondary School: International Baccalaureate Middle Years Programme (IBMYP) and Diploma Programme (IBDP)

The European School of The Hague

European Baccalaureate, primary and secondary

The Rijnlands Lycea still feel a bond with the traditions from which they originated. The main focus is on the quality of education: the schools have the ambition to offer high quality education and to stimulate students to develop to their full potential.

The school in Oegstgeest is known by its historic acronym “ROS”, i.e. Rijnlandse



DP2 students painted and unveiled a container.

Oegstgeester Scholengemeenschap. *Scholengemeenschap* is the word used for a secondary school that comprises different levels of education (like gymnasium, atheneum, havo and/or vmbo-t). “*Ros*” is an archaic Dutch word for “horse”. Hence the logo of the school and terms like “Rosguide” and “Action Horsepower”.

Now that the school operates within the Foundation Het Rijnlands Lyceum the abbreviation of the school has been changed into RLO (Rijnlands Lyceum Oegstgeest).

Management

The schools are managed by the Foundation RL which, as legal authority, guards the interests of The Rijnlands Lycea. Management of the foundation is executed by an appointed executive director. The organisation and management of The Rijnlands schools, operates with as few management levels as possible to benefit the transparency of the organisation. Human resources, finance and administration are organised at a central level.

School senior management and team leaders

The leadership of the daily affairs is the responsibility of the school management consisting of the principal, the deputy head management and organisation, the deputy head education and the head international department. The principal carries the final responsibility for the school as a whole; the principal reports directly to the executive director of the Foundation. Team leaders lead a team of teachers who are responsible for carrying out education and education related tasks. Team leaders have a coordinating role and are involved in educational development and innovation. Together with the principal and deputy heads the team leaders form the management team of the school.

The international department is managed by the head international department and two team leaders in the international department: the Middle Years Programme (MYP) team leader and the Diploma Programme (DP) team leader.

Teachers

Het Rijnlands Lyceum Oegstgeest has a staff of around 140 teachers who have a qualification of BA, Bsc, MA or equivalent. A large number of those teaching in the international department or the bilingual department are native speakers of English and all near-native speakers are Cambridge Proficiency level or equivalent. It is the school's policy to recruit staff with an international outlook.

Support staff

The responsibilities of non-teaching staff within the school vary. These staff members support the day-to-day functioning of a busy school. The administration of the international department is tailor-made to serve the needs of international families as best we can.

Participation

In the Netherlands every school has a Participation Council, (in Dutch: "Medezeggenschapsraad" MR). Participation ensures democratic involvement of all parties involved (students, staff and parents) in policy development and governance. The participation of the schools has been set up in accordance with the guidelines of the law on participation (in Dutch: "Wet Medezeggenschap Onderwijs" WMO). For general matters affecting the schools in the Foundation there is a General Participation Council (GMR), in which each Participation Council (MR) of Het Rijnlands Lycea is represented. The GMR advises the executive director of the foundation on policy matters in accordance with the WMO and CAO (collective employment agreement).

The Supervisory Board (Raad van Toezicht)

The Supervisory Board governs the Foundation of Het Rijnlands Lycea. It consists of independent members. The Supervisory Board appoints the executive director (in Dutch: "Bestuursmanager"); the six principals of the six schools report directly to the executive director.

The Parent Council

The parent council aims to represent the interests of students and their parents, to promote the involvement of parents at school, and to ensure the presence of parents in the Participation Council (MR). In the interest of efficiency, the parent representatives of the international department meet with the head international department on a regular basis. Each grade level of both the Dutch and the international departments has a representative in the parent council. The vacancies for the different levels and departments are announced annually. Parents may put their names forward as a candidate for the level that represents their child's class. In case there is more than one candidate, elections will be held.

The Student Council

The student council consists of at least twenty members. All grade levels in the Dutch and the international department are represented on this council. The student council can formulate advice – either upon request or on its own initiative – addressed to any member of the school community. The Council's Executive Committee consists of a chair, a secretary, a treasurer, a co-ordinator of the Dutch department and a co-ordinator of the international department. The international class representatives meet with the team leaders once per term to give feedback. A delegation of the class reps is a member of the school-wide student council.



Face mask design competition.

General information

General information about the school can be obtained from the internet via: isrlo.nl and if you are a parent through the parent portal on Managebac.

Complaints procedure and confidential councillor

Students and parents/guardians can address complaints and grievances to the designated staff members in school, such as team leaders, head international department and principal. Normally a complaint is first reported to the staff member concerned, so he or she can give more information or rectify the situation. If this does not resolve the issue or if there are other reasons not to do this, the student or parent/guardian can report the complaint or grievance to the contact person for complaints and grievances. This person determines who can best address the issue and monitors progress. The contact person at RLO is Mr C. Ellison. In addition, all schools in The Netherlands have internal confidentiality counsellors, where students, parents and staff members can go for matters which require confidential treatment. The counsellors will give information, support, and possible referral to the external confidentiality counsellor, the executive director of Het Rijnlands foundation, or the national complaints and grievance committee.

External confidential counsellors

For cases which require a higher level of confidentiality, an external bureau, experienced in dealing with specialist cases, can be consulted by members of the foundation Het Rijnlands Lyceum (students, parents, staff). Please contact the "Centrum Vertrouwenspersonen Plus" by telephone, 06-81316936, or through the website, www.cvp-plus.nl. The schools in the Foundation Het Rijnlands Lyceum are affiliated with a national complaints and grievances committee for schools. Its policy can be found on our website. The national complaints and grievances committee advises the executive director, who will ultimately make a decision.

Student Care Coordinator

At Het Rijnlands Lyceum Oegstgeest a care coordinator is available to support tutors, students and their parents in matters of a personal and confidential nature. Referrals to the care coordinator are to be made through team leaders.



Making an eco system dp1.



Educational programmes

Het Rijnlands Lyceum Oegstgeest is authorised by the International Baccalaureate Organisation to offer two renowned international curricula – the International Baccalaureate Middle Years Programme (IBMYP) and the International Baccalaureate Diploma Programme (IBDP).

THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (IBMYP)

Het Rijnlands Lyceum Oegstgeest is one of five schools worldwide that developed and piloted the IBMYP in the early 1990s. The Middle Years Programme (MYP) designed for students from 11 to 16 years of age, is offered by some 1000 out of the 3736 IB World Schools. The IBMYP is a complete and coherent programme that provides a framework of academic challenge and life skills appropriate to this stage of adolescence. It aims to develop the knowledge, skills and attitudes required to proceed successfully to the IB Diploma Programme.

Unique Characteristics

From the beginning, the MYP was guided by three principles that have had special currency for learners aged 11-16, inspired by the IB mission: holistic learning, intercultural awareness and communication. These fundamental concepts of the programme provided a strong foundation for teaching and learning in the MYP. They represent an early attempt to establish a philosophy of international education. [...] Holistic learning, intercultural awareness and communication are implied in, or are part of, the IB learner profile, especially in the attributes “balanced”, “open-minded” and “communicators”. Contemporary MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgement.” (p. 4, MYP: from principles into practice, 2014)



MYP Programme Model

The student is at the heart of the programme, represented by the IB learner profile. The first ring around the centre describes the features of MYP that develop generic understanding. The second ring describes important outcomes of the programme. The third ring represents the broad and balanced curriculum.



Language and Literature

the student's best language or mother tongue. The school offers English and Dutch.

Language Acquisition

a modern foreign language. The school offers French, Spanish, and Dutch.

Individuals and Societies

Individuals and societies (MP1-3), History and Geography (MP4 and 5). An Economics and Business Management taster course is offered in MP5.

Mathematics

Mathematics regular (MP1-3), Mathematics Standard and Mathematics Extended (MP4-5).

Design

Investigate, plan, create, and evaluate (MP1-4).

Arts

Visual Arts (MP1-5), Performing Arts: Drama and Music (MP1-3) and Drama and Music (MP4-5).

Sciences

General Science (MP1-3), Biology, Physics and Chemistry (MP4-5).

Physical and Health Education

health, hygiene, wellness, individual and team sports (MP1-5)



Class of 2020 graduation ceremony .

Teaching and Learning in the IBMYP

The IB identifies MYP students to be: “independent, creative and internationally-minded learners ready to meet life’s challenges.” In order to achieve this, MYP teaching and learning goes through a continuous process of inquiry, action, and reflection, or in other words, asking, doing, and thinking.

Inquiry based learning features throughout the written, taught and assessed curriculum, ensuring that learning is engaging, relevant, challenging, and significant.

Action relates to learning activities within, across, and beyond the classrooms. Action connects learning to real-world experiences. It enhances the learning experiences beyond facts and information, demanding the students to make responsible choices and learning about one’s self and others. Action may extend into service learning and advocacy.

Reflection is the process of gaining deeper understanding through curiosity and experience. It ensures students become critical of their work and that of others. They will be able to use this insight to extend themselves in further performances and learning outcomes.

The process of inquiry, action, and reflection is assisted by the **approaches to learning**. These are competencies for research, critical and creative thinking, collaboration, communication, managing information and self-assessment.

Contexts, Concepts, and Contents

It is easy to get lost in the terminology used to indicate the various elements of the MYP, especially when they seem to be so alike.

The **Global Contexts** provide authentic settings through which students engage with issues and ideas of personal, local, and global significance. They are developed from, and extend the PYP’s transdisciplinary themes, thus, ensuring further alignment between the IB programmes. There are six global contexts for teaching and learning:

- Identities and Relationships
- Orientation in Space and Time

- Personal and Cultural Expression
- Scientific and Technical Innovation
- Globalisation and Sustainability
- Fairness and Development

Concepts are BIG ideas, a tool for student inquiry into issues and ideas of personal, local, and global significance, giving direction to how the topic can be explored. Concepts require the students to think beyond facts or topics, and enable students to see connections, and how their learning relates to the world, equipping them for further study and life beyond school. The IB sees education first as the construction of meaning and developing personal understanding, and less as the transmission of knowledge and rote learning of facts.

The MYP offers students access to a broad range of **content** that spans academic subjects and it offers them the opportunity to engage with a curriculum that is broad and balanced, conceptual, and connected. Students develop disciplinary, as well as interdisciplinary understanding. Assessment that is ongoing, varied, and integral to the curriculum provides meaningful feedback. Consolidation of learning culminates in the Personal Project in MYP 5.

MYP Certificate and e-Assessment

Final external assessment in MP 5 allows the student to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and ePortfolios lead to IB-validated grades and certification.



Gardening team.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national post-secondary education systems, the diploma model is based on the pattern of no single country, but incorporates the best elements of many.

Diploma Programme Model

The course is displayed as six academic areas surrounding the core. Diploma candidates are required to select one subject from each of the six subject areas, with the exception of the Arts, which can be replaced by another language, science or subject from the individuals and societies subject areas. At least three subjects and not more than four are taken at higher level, the others at standard level. The decision to take a subject at higher or standard levels is mainly determined by the student's academic abilities and the requirements set by institutions of post-secondary education.

Due to timetabling constraints some combinations of subjects may not be offered. This is always published before students make their choices.



Language A: Studies in language and literature

First language of student, including the study of selections from works in translation. The RLO international department offers English and Dutch as Languages A. Any other language can be studied in the self-taught programme, supervised by a member of the Languages A department.

Language B: Language Acquisition

Second modern language. The school offers English, Dutch, French and Spanish as Languages B.

Individuals & Societies

History, geography, economics, business management, environmental systems & societies.

Sciences

Biology, chemistry, physics, environmental systems & societies.

Mathematics

Maths Analysis & Approaches HL / SL, Maths Applications & Interpretations HL / SL.

The Arts

Visual Arts, Music.

Unique Characteristics

In addition to these subjects, the programme also has three core components:

- Theory of Knowledge (TOK) is a required interdisciplinary course
- Creativity, Activity, Service (CAS) is a fundamental part of the Diploma Programme (see below)
- A 4000-word 'Extended Essay' in a subject chosen by the student and supervised by a subject teacher

CAS in the Diploma Programme

The students of the International Baccalaureate Diploma Programme must participate in CAS. CAS experiences are extracurricular activities of a Creative, Active or Service nature. A sufficient portfolio of CAS experiences is a formal requirement for the award of the IB Diploma. Students are supported by a CAS Coordinator, who advertises and monitors opportunities for CAS experiences, and a CAS Advisor who works with the student to identify suitable and potential experiences. They monitor the students' reflective record keeping.

The IB Diploma Examinations, Award of the IB Diploma

The award of the IB Diploma is based on performance in internal and external assessments. Internal assessments are marked by teachers in the school and moderated externally by IB examiners. External assessments, marked by IB examiners distributed around the world, culminate in a series of written exams taken in May of the final IB DP year. Students who gain at least the minimum amount of credits required are awarded the widely recognised IB Diploma, giving them access to universities all over the world.



3 Organisation of the school

ORGANISATION OF EDUCATION

At Het Rijnlands Lyceum Oegstgeest the curriculum is delivered in 75-minute lessons. This lesson length allows for more in-depth study and teaching of the curriculum. Following our vision on teaching and learning (see Chapter 1) we believe that students are more motivated and learn more effectively when given the opportunity to make choices and to study independently.

Daily schedule

8.25	<i>first bell</i>
8.30	lesson 1
9.45 – 9.50	<i>transit time</i>
9.50	lesson 2
11.05	<i>morning break</i>
11.25 – 11.30	<i>transit time</i>
11.30	lesson 3
12.45	<i>afternoon break</i>
13.10 – 13.15	<i>transit time</i>
13.15	lesson 4
14.30 – 14.35	<i>transit time</i>
14.35	lesson 5
15.50	<i>end of school day</i>

- No 5th period on Tuesdays (although in exceptional cases this time may be used).
- In exceptional cases 6th period may be used for older students.

Short schedule

A shortened schedule is used immediately before and after closing weeks.

lesson 1	8.30 - 9.30
lesson 2	9.35 - 10.35
<i>Break</i>	10.35 - 11.00
lesson 3	11.00 - 12.00
lesson 4	12.05 - 13.05
<i>Break</i>	13.05 - 13.30
lesson 5	13.30 - 14.30



MP1 start school after lockdown.

Periodisation

Our academic year is divided into four teaching periods, or terms. Individual subjects are taught during one, two, three or four periods, depending on the prescribed volume of teaching time. By concentrating subjects in different teaching periods individual subjects become equal in size and importance. The system also allows MYP students to concentrate on fewer subjects per period, which means more in-depth study and fewer tests; each term there is a maximum of eight subjects to be studied. The time allocation and distribution of subjects in the Middle Years and Diploma Programmes can be found later on in this Rosguide.

Closing weeks

The school year is divided into four terms of nine weeks. Consequently a student's timetable changes 4 times a year. The last week of each term is called closing week. During this week students are set one or two assessments every day. In these closings weeks there is also room for sports activities and short excursions.

There are two 'project/travel/lesson weeks' per academic year. Some classes may be away on school trips abroad and projects may take place during these weeks. We work with a condensed schedule during these weeks for the classes not involved in travel or projects.

Tutor and study periods

All students have one or more tutor lessons per week. The tutor supports and coaches the student to make effective choices, to focus on school work, enhance study skills, advise in CAS, service as Action, personal project and extended essay. The tutor is also important in counselling and referrals.

In the MYP 2 – 4 classes tutor time is scheduled two to three times a week. Students do some of their assignments in class under the supervision of the tutor.

In MYP 5 and the Diploma Programme students have one tutor hour under the supervision

of the tutor per week and a set number of study hours in which they work independently in a designated room under the supervision of a teacher. During this time older students may also be allowed to work in the open learning centre or the media centre under the supervision of teacher assistants. Attendance during these study hours is compulsory.

Supporting courses

Several supporting classes are offered throughout the year e.g. English an Additional Language (EAL), careers advice and Study Support Group. There are also dedicated support lessons for students requiring extra tuition in maths and the sciences.

Art Studio lessons

All students in MYP 2 and 3 take Art Studio classes in addition to the prescribed curriculum. These lessons are scheduled together with students of the bilingual and Dutch department of the same year levels. Art Studio classes are scheduled one afternoon per week. For the Art Studio lessons the student chooses from a variety of visual arts, music and drama topics. These workshops run for half a year.

HOLIDAY PLANNING FOR 2021-2022

Study day	21 Sept 2021
Leidens Ontzet	4 October 2021
Autumn holiday	18 – 24 Oct 2021
Study day	7 Dec 2021
Lesson free day	24 Dec 2021
Christmas holiday	27 Dec 2021 – 9 Jan 2022
Spring holiday	28 Feb – 6 March 2022
Study day	7 March 2022
Easter	18 April 2022
May holiday	25 April – 8 May 2022
Ascension day	26 May 2022
Whitsun	6 June 2022
Lesson free days	4 – 7 July 2022
Summer holiday	11 July – 21 Aug 2022

REGULATIONS ON ATTENDANCE

Attendance

Parents are requested to keep the absences of their child limited by making medical and dental appointments outside school hours.

Students can only be excused from school after a timely and written request to the MYP or DP team leader. The head international department may excuse a student for physical education classes on the basis of a medical report or note from parent/guardian. Students who fall ill during the day have to report to the international administration office or seek either the MYP or DP team leader. Students must not leave the school premises without signing out. If students are staying home ill the parent/guardian must email the school absence controller daily at student.absent@rijnlandslyceum-rlo.nl or telephone the school office daily before 8.30 a.m.

Regulations for Extra Vacation Leave

Schools are prohibited by law to grant extra holiday leave, unless there are special circumstances. Request for extra leave must be made in writing, well in advance of the period of leave and addressed to the head international school. Under no circumstance will permission be given for requests for extra leave immediately after a regular holiday period i.e. extension of a family vacation.

Career Related Leave

Students in MP5, DP1 and DP2 who want to visit an open day for tertiary education can apply with the career counsellor at least one week in advance.

MEASURES TO PREVENT LESSONS FROM BEING CANCELLED

A substitute teacher supervises classes in case of the absence of a subject teacher. Substitution in the lower year classes has priority.

SCHEDULE CHANGES ON THE SCHEDULE BOARD AND WEBSITE

All schedule changes are noted daily on monitors, situated at the main entrance to the school. In addition, scheduling changes can be viewed on the scheduling website or app called Zermelo.



School welcomes all students back.



4 People to contact and activities

PEOPLE TO CONTACT

At Het Rijnlands Lyceum Oegstgeest we recognise the importance of each individual member of the school community and, therefore, aim to be an institution which leaves room for interaction between staff, students and parents.

The head of the international department

The head of the international department of Het Rijnlands Lyceum Oegstgeest is responsible for the organisation of the international department and the implementation of the programmes of education. The head is a member of the senior management team of the school and reports directly to the principal. Administration, guidance counsellor and team leaders in the international department report directly to the head. The head of the international department can be contacted for matters regarding the school.

Team leaders

The team leaders are responsible for education, guidance, personnel and extra-curricular activities. They lead the departmental team of teachers (MYP and DP team) and the tutors in their department. The team, as a whole, is responsible for teaching and learning and pastoral care. The teams meet on a regular basis to plan activities and discuss problems and matters of general concern within their respective sections. The team leaders prepare report meetings with the relevant tutors and chair these meetings. Team leaders and tutors discuss problems with individual students and, when required, contact the parent(s) or guardian(s).

The MYP and DP team leaders and the tutors, assisted by the career counsellor, are responsible for assisting and supporting the students in academic and non-academic matters. For subject specific questions, parents are welcome to make appointments with the subject teacher. For a more comprehensive discussion about a student's results and progress in general, they may contact the tutor. Matters that pertain to the section as a whole are dealt with by the relevant team leader.

The career counsellor

The career counsellor assists students in all matters relating to subject and career choice. In order to do this the counsellor:

- guides and advises the student and the parents or guardians in matters regarding post-secondary or further education;
- guides and advises the student and the parents or guardians on subject choice;
- provides all necessary information with respect to careers, either directly or by referring students and parents to relevant sources;
- informs parents at parent evenings and maintains contact with them on an individual basis whenever advice is sought;
- co-ordinates career advice given by team leaders, tutors and subject teachers;
- maintains contact with institutions of post-secondary education;
- keeps the careers library updated with information about areas of study and places in post-secondary education;

- guides and assists those who wish to avail themselves of any careers guidance tests offered by the school or otherwise;
- is a member of the admissions committee for MP4, MP5 and DP.



Anne Lamers, Career Counsellor

CAREER COUNSELLING

Career counselling is an integral part of our educational programmes. The programme is designed for the specific needs of the individual student. This means that the MP4 and MP5 students will receive counselling focused on subject choice in the IB Diploma Programme (DP), a process that may have wide ranging effects on their further careers. In the first year of the DP the focus shifts to finding an appropriate area of study at a post-secondary institution in any country that best suits the student's background.

The MP4 Career Counselling Programme

The programme concentrates on preparing the students for the subject choice in MP5. Since not all subjects are mandatory in MP5, this choice could entail a reduction in subjects and/or a concentration on either sciences or humanities and languages.

The school allows the student to make selections in the arts, humanities and/or science subjects. This has the advantage of

optimising a student's performance in MP5 and therefore provides a better preparation for the IB Diploma Programme.

The MP5 Career Counselling Programme

In MP5 the emphasis is put upon advising the students on their choice for the IB Diploma Programme. The IB Diploma Programme prescribes six subjects, three of which need to be taken at the higher level (a detailed description of the Programme can be found on the website of the IBO: <http://www.ibo.org>). In mathematics the students are streamed according to their ability. This has the objective of an improved preparation of the students for the respective programmes of these subjects in the DP. During the period from January to April, the students need to choose the subjects that they will take in the DP.

The choice of six subjects out of twelve or more offered in MP5 can have far-reaching effects. A great deal of the counselling effort goes into making this selection process an informed one. Universities often prescribe specific subject combinations for entrance into specific areas of study. This is an extremely important process that we approach with the utmost care.

Students are informed about their options in plenary sessions. In addition to this, they receive extensive counselling on an individual basis. Parents are involved in this process as well. The school organises parent evenings, during which the subject choice and career counselling programme is explained in detail. Furthermore, parents are always welcome to make an appointment with the counsellor.

The DP1 Career Counselling Programme

In DP1 the objective is to find the best possible post-secondary course for each student at the best possible post-secondary institution in a country best suited to the student's background.



ROSrun.

Students are given general information about the application process in and outside the Netherlands. Students are encouraged to start the selection process as early as possible. There are good reasons for this. It takes intensive research to find a suitable place and course. The application process for some US universities may take up to one year. If more work is done at this stage, then more time will be freed up for the students in DP2, the examination year. We encourage the students to attend university fairs, open days and taster days. Again, as in the MP5 programme, students and parents are free to make individual appointments with the career counsellor. The school also offers online and in-house career sessions.

The DP2 Career Counselling Programme

In DP2 the focus is on helping the students with the actual application process. In The Netherlands and the UK, applications are processed by a central organisation. There are strict deadlines, and the need for personal statements, essays or transcripts call for a concentrated effort of the student to finalise the application(s). As the workload in DP2 is considerable, such unnecessary problems need to be avoided. Early into the academic year a parent evening is organised to inform the parents of the curricular programme.

GUIDANCE

Medical care

Students at primary schools and secondary schools in the area come under the Youth Health Care department of the Regional Health Authority (the 'GGD') of the city of Leiden. The Youth Health Care Team, consisting of a medical doctor, a nurse and a doctor's assistant, has the following tasks:

- to support the health care policies of the school. This concerns the policies adopted by the school to ensure the highest level of health in the school community (examples are

the School's participation in the project 'The Healthy School and Stimulants', but also the prevention of infectious diseases or accidents);

- to screen growth, sight and posture of students in MP3;
- to conduct counselling hours for students: time and place are announced by the school at the beginning of the school year.

Pastoral care

In case of personal problems, students can contact their tutor or the school's (internal) confidential counsellor. All matters are dealt with on a strictly confidential basis unless the counsellor is forced by Dutch Law to pass on information discussed during the conversation.

Student care and guidance

The school employs a care coordinator to assist students who need help which they are unable to find or get elsewhere. The care coordinator supports the work of the tutors and links the school community with professional assistance outside the school. The care coordinator is available for advice, consultation and referral.



Visual art exhibition DP2.

The care and advisory team

The care and advisory team is an interdisciplinary external care team that offers expertise to and advises the school's pastoral care team in cases where students need special attention that is beyond the scope of the pastoral care team. The team consists of external experts in the field of youth care.

Dyslexia and other Special Educational Needs

At the beginning of the academic year, new students are given a dyslexia screening. In case of below average scores, the parents may be contacted by the dyslexia co-ordinator. Further outside testing may be required to determine dyslexia. Those students who are diagnosed as being dyslexic can be given extra time for tests. Psychological tests and remedial teaching are not offered by the school and must be obtained externally. For further information on the school's dyslexia policy, please see Appendix 1.

EXTRACURRICULAR ACTIVITIES

Every year there are a number of musical, theatrical and sporting events which take place in or around the school. The student council organises a number of activities in the course of the year in a variety of areas. Two or three times per year the school organises an end-of-term party for the junior students. All school festivities end no later than midnight.

Model United Nations

Het Rijnlands Lyceum Oegstgeest participates in several Model United Nations (MUN). The MUNs are annual events being a simulation of the United Nations Organisation. Within the structure and according to the rules of the United Nations, the students deal with the problems of the international community and thus become aware of international issues. Participation in MUN is open to students in MP4, MP5, DP1 and to students in the bilingual department. Dates and conditions for the MUN are published via ManageBac.

Action Horsepower

Het Rijnlands Lyceum Oegstgeest values international understanding and solidarity. Every December we encourage our students, school wide, to undertake paid-activities to raise funds for educational projects for children in underprivileged regions of the world. The school works in close cooperation with aid organisation Edukans. During 'Horsepower-day' every student of Het Rijnlands Lyceum Oegstgeest is committed to work in the service of others, donating the proceeds to the chosen project. Every year we are thus able to raise a tremendous amount of money which in the past has allowed us to support parents and children in Peru, Ethiopia, Malawi, Kenya, India and Uganda.

International evening

One of the highlights on the international department calendar is international evening; everyone in our international school community has the opportunity to come together informally, socialise and enjoy food prepared by parents, staff and students. The evening concludes with diverse acts by our international students, providing us with a taste of the talent within our globally-diverse school community.

The yearly theatre production

Het Rijnlands Lyceum Oegstgeest is renowned for its annual major theatre productions. Combining talent from international and national departments, these productions introduce our students to the magic of theatre. Students and staff are actively involved in huge numbers in these productions as performers, musicians, actors, sound and light directors, producers, set designers or make-up artists.

Poetry competition

The school holds an annual poetry competition for the Middle Years and bilingual streams classes. The competition is run by the English Department and takes place in November.

Yearbook

Het Rijnlands Lyceum Oegstgeest produces a yearbook for all diploma candidates. Students of the international and Dutch department work closely together to produce a high quality yearbook that highlights their stay at our school. The yearbook is produced under the supervision of one of the teachers.

Peer tutoring

There is a number of MP4,5 and DP1,2 students who offer peer-to-peer tutoring as a part of their SA and CAS requirements.

AWARDS

The ECIS Award for International Understanding (IBDP)

Each year, this award is given to a DP2 student on Speech Day. The award is for outstanding performance in CAS activities and ambassadorship for self and school. In 2019 this award was presented to Karin Hendriks.





School statistics

NATIONALITIES OF STUDENTS ENROLLED IN THE SCHOOL PER 1ST OCTOBER 2020

Argentina	Mexico
Australia	The Netherlands
Austria	New Zealand
Belgium	Nigeria
Brazil	Pakistan
Bulgaria	Philippines
Chili	Poland
China	Portugal
Cyprus	Romania
Denmark	Russia
Egypt	Saudi Arabia
Finland	Spain
France	South Africa
Germany	South Korea
Hungary	Sweden
India	Switzerland
Ireland	Turkey
Israel	Uganda
Italy	Ukraine
Japan	United Kingdom
Lybia	United States
Mauritius	

NUMBER OF STUDENTS PER GRADE LEVEL

Department	2020	2019	2018	2017	2016	2015	2014	2013	2012
MYP1	26	38	49	30	38	27	22	18	18
MYP2	45	45	39	43	38	36	29	22	18
MYP3	48	45	48	46	42	43	32	28	47
MYP4	52	51	51	51	53	41	36	51	31
MYP5	55	57	55	54	44	52	55	36	43
DP1	60	63	63	52	46	64	46	41	51
DP2	62	62	46	41	58	40	38	50	50
TOTAL INT. DEPT	348	361	351	317	319	303	258	246	258

IB DIPLOMA PROGRAMME EXAMINATION RESULTS 2011-2020

2011-2012	89%
2012-2013	97%
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%
2017-2018	100%
2018-2019	100%
2019-2020	97%

IB DIPLOMA PROGRAMME EXAMINATION: AVERAGE POINTS, HIGHEST DIPLOMA POINTS AND AVERAGE GRADE, 2012-2020

	12	13	14	15	16	17	18	19	20
Average points obtained by candidates who passed the diploma	31	31	32	33	31	32	30	32	32
Highest Diploma points awarded	42	42	43	43	39	44	42	39	43
Average grade obtained by candidates who passed the diploma	4.90	4.91	5.13	5.17	4.98	5.12	4.81	5.05	4.91



AVERAGE IB DIPLOMA PROGRAMME EXAMINATION RESULTS 2017-2020

	2017		2018		2019		2020	
SUBJECTS	RLO	World	RLO	World	RLO	World	RLO	World
Dutch A Language & Literature HL	5.17	5.17	5.25	5.16	4.83	5.25	5.67	5.43
Dutch A Language & Literature SL	5.59	5.24	5.53	5.19	5.33	5.25	5.85	5.86
English A Literature HL	5.33	4.79	5.17	4.72	5.20	4.67	5.25	6.08
English A Language & Literature HL	5.17	4.96	4.80	4.98	5.18	4.97	5.59	5.13
English A Language & Literature SL	5.09	5.19	4.79	5.10	5.10	5.09	5.44	5.45
Dutch B HL	6.15	6.02	5.67	6.01	5.78	5.94	6.11	6.08
Dutch B SL	6.00	5.49	6.00	5.50	4.67	5.51	6.00	5.49
English B HL	6.00	5.72	6.00	5.75	6.00	5.73	7.00	6.02
French AB SL							6.00	4.97
French B HL	5.50	5.18	6.00	5.17	5.50	5.15	5.00	5.27
French B SL	6.00	4.97	5.50	5.01	5.00	5.03	4.50	5.07
Spanish B HL	5.43	5.38	6.25	5.38	5.75	5.32	5.83	5.69
Spanish B SL	6.00	5.07	5.00	5.08	5.75	5.03	4.67	5.12
Business Management HL	5.67	4.71	5.20	4.70	5.75	4.80	5.50	5.30
Economics HL	5.50	5.16	5.08	5.08	5.45	5.10	5.70	5.34
Economics SL	5.14	4.73	5.00	4.64	5.00	4.66	5.22	4.97
Geography HL	4.64	5.22	6.00	5.23	4.86	5.19	4.92	5.41
Geography SL	5.33	4.80	4.80	4.52	5.00	4.78	5.83	4.96
History HL	4.54	4.73	5.00	4.73	5.00	4.78	4.47	5.06
History SL	5.00	4.61	5.00	4.55	5.17	4.45	4.67	4.69
Biology HL	4.85	4.32	5.00	4.35	4.90	4.34	4.69	4.72
Chemistry HL	5.25	4.49	4.11	4.46	5.20	4.51	5.91	4.92
Chemistry SL	5.50	3.96	4.00	3.94	4.25	4.00	4.70	4.34
Physics HL	5.43	4.65	4.31	4.65	4.93	4.65	4.94	5.29
Physics SL	4.67	4.08	4.63	4.05	4.80	4.03	4.40	4.69
Maths A & A HL	4.54	4.73	3.93	4.75	4.90	4.69	4.85	5.04
Maths A & A SL	4.25	4.37	4.14	4.26	4.11	4.18	4.54	4.45
Maths Studies A & I SL	4.54	4.30	4.57	4.21	5.14	4.16	5.17	4.79
Visual Arts HL	5.63	4.65	4.50	4.48	5.00	4.27	4.44	4.21
Visual Arts SL	5.00	4.16	4.33	3.95	4.00	3.77	3.33	3.85





6 Communication

WRITTEN INFORMATION

Report cards

The academic year is divided into four terms. Printed report cards are issued at the end of term 2 and 4, throughout the rest of the year, achievement levels and progress indicators can be seen online via ManageBac. At the end of the second and fourth term the teachers of each class meet to discuss the academic and non-academic development of each student. After these meetings students are issued with a report card. Promotion into the next grade level is decided at the final report meeting. The report cards are handed to students by their tutor.

Homework / Attitude Warning Notices

When students fail to prepare their homework properly, when tests do not yield the expected results or when the student's attitude in class gives cause for concern, tutors or the Team Leader may decide to inform the parents. Alternatively subject teachers may address their concern to parents using email. In case of uncertainty, it is always best to contact the subject teacher personally to discuss the matter. A late work policy is published on ManageBac.

School information and events

ManageBac is the main source of communication between school, parents and other members of the community. Newsletters are distributed regularly via ManageBac and provide more in-depth information regarding current events at school.

OTHER MEANS OF INFORMATION

School Website

The school website contains a vast amount of general, curriculum and event information. It is updated regularly and provides students and parents with school information. The website can be accessed via the internet at isrlo.nl.

ManageBac

Every parent is provided with a login to ManageBac, our international school administration system. This provides the opportunity for parents to look at their child's attainment and school deadlines. Also, general school communication is done via ManageBac.

Parents' evenings

Every academic year the school organises at least one parents' evening for each grade level. Usually, matters that concern the whole of that level are addressed during the plenary session before the break. After the break, the parents meet with the tutor of their child to discuss any matters that are important for that particular tutor group. If necessary, parents can choose to call a meeting with the tutor. If the tutor does not deal with complaints in a satisfactory way, parents should contact the team leader. If necessary they can ask for a meeting with the team leader, head of the international department, or the principal.

10-Minute parents' evening

The 10-Minute parents' evening is held in terms 2 and 3. Parents are given the opportunity to meet with two of their child's subject teachers to discuss progress in that particular subject.

Zermelo

The school schedule is available for students and parents via the app Zermelo.

Alumni site

The school has a website specific for students who have graduated from Rijnlands. Further information is available on www.rostalgia.nl. Through this website, former students can stay in touch wherever they are in the world. There is also a school LinkedIn page.



7 Financial information

SCHOOL FEES

Het Rijnlands Lyceum Oegstgeest is a state-subsidised school. Because of this, we are able to maintain our standards of quality education and to meet the standards of the International Baccalaureate Diploma Programme or Middle Years Programme curriculum for a relatively low tuition fee.

MYP1-5: € 6.800,-

DP1-2: € 7.800,-



PAYMENT OF FEES

The rules with respect to the payment of tuition fees have been established as a result of an agreement between the schools that are part of The Dutch International Schools organisation, and are included in the Terms and Conditions of the Foundation. All payments should be made on time as laid out in the Standard Terms and Conditions.

BOOKS AND BOOK FUND

Text and literature books are provided by school via the book fund. Students are issued with the prescribed titles at the beginning of the school year. A book fund deposit is included in the school fee when students begin studying at school. Damage to the books will be charged

on an individual basis. Any outstanding charges will be deducted from the deposit when a student leaves the school. The book fund does not cover workbooks and novels. Terms and Conditions of the book fund are available on ManageBac.

EXTRA COSTS

MYP4 (annual) language trip	approx. € 750,-
MYP5 E-assessment / Certification fee	€ 450,-
DP cultural trip	approx. € 650,-
DP examination fee	charged at cost (approx. € 700,- for 6 subjects)

LOCKERS

Students are able to rent lockers each academic year. The rental charge for a locker is € 15,- per academic year.

INSURANCE

The school has a collective insurance. This insurance only covers damage that is not covered by any private insurance parents may have. It applies only to travelling to and from school (via the shortest route), in school and for activities organised by the school.

Material damage such as broken spectacles or damaged clothing is not covered by this insurance. Loss or theft of personal property (i.e. iPods, telephones, laptops, iPads etc.) is not covered by this insurance.

**International Baccalaureate Middle Years
Programme and Diploma Programme**

Tel.: 00 31 (0)71 519 35 55

**Havo - Atheneum - Gymnasium -
Tweetalig Onderwijs**

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Het Rijnlands Lyceum
International School