

# ISW NEWSLETTER

FOR PARENTS AND STUDENTS **FEBRUARY 2026**

BACKERSHAGENLAAN 5, 2243 AB WASSENAAR, [WWW.INTERNATIONALSCHOOLWASSENAAR.NL](http://WWW.INTERNATIONALSCHOOLWASSENAAR.NL)



**INTERNATIONAL SCHOOL WASSENAAR**  
RIJNLANDS LYCEUM



# FEBRUARY EDITION

The International School of Wassenaar's Bi-Monthly Update for Parents & Students



## UPCOMING SCHOOL EVENTS & IMPORTANT DATES:

- **27 February - 1 March** - HAGAMUN
- **2 March** - Football House Tournament
- **9 March** -MYP2 Microsoft Dream Space at Feyenoord
- **12 March** - Inset Day (lesson free for students)
- **13 March** - MYP5 NL Doet
- **15 March** - CPC Run The Hague
- **16 March - 20 March** - DP2 Visual Arts Exhibition
- **16 March - 20 March** - MYP4&5 Test Week
- **23 March** - Badminton House Tournament MYP2

## A WORD FROM MR.VERLOOP



*Immerse yourself into the world of the ISW - Enjoy the newsletter!*

Dear Students, Parents, Guardians and Staff,

There has been a wonderful atmosphere across the school as we prepared to open our doors for Open Day, it is especially rewarding to see our students so confidently engaged in their learning and activities.

From the creativity in the English poetry unit to the collaboration shown during the MYP3 interdisciplinary day, students are full of energy. That energy extends beyond lessons, whether through the innovation showcased at the robotics competition, or the focus required in the chess competition. It is this blend of intellectual challenge and community spirit that defines our school. Enjoy some of these highlights in the newsletter!

Kind regards,  
Robert Verloop



# INTERNATIONAL ADMINISTRATION OFFICE

Dear Students, Parents and/or Guardians,

## Attendance Reminder

We would like to remind parents of the importance of notifying the school office of any student absences by 8:30 a.m. each morning.

If your child will be absent, please send an email to:

[office@rijnlandslyceum-rlw.nl](mailto:office@rijnlandslyceum-rlw.nl) or leave a voicemail message on 070 512 1801 before 8:30 a.m. on the day of the absence.

To ensure accurate and timely attendance records, please note that absences should not be entered in SOM by parents or students.

We appreciate your cooperation and support in helping us keep our attendance procedures running smoothly.

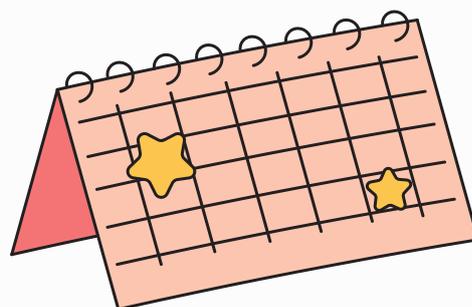
## ISW Calendar

We encourage parents to subscribe to the ISW calendar via our website , as you will receive updates automatically when there are changes to the calendar. If you prefer not to subscribe, please review the calendar regularly, so you don't miss any updates.

Thank you for your support!

Kind regards,

ISW Administration Team



# COMMUNITY ENGAGEMENT

Following the success of our fundraising efforts for the Teach Nepal Project, students have continued to be busy with community engagement. Many students helped out during the Open Day, which was greatly appreciated!

During the February assembly, we celebrated the reflections that were written in term 1. Congratulations Surveen, Valentina, Johann, Divya, Paul, Samyar, Ryan Gracias, Hridhaan, Olivia and Scarlett!



# CAS SPOTLIGHT

## Crossing Borders

We come from different backgrounds, cultures, and countries. This is the beauty of an international school. Our corridors carry multiple languages and our classrooms hold stories shaped by different histories. Each year, we pause to recognise this collective identity and to celebrate the range of nationalities and cultures represented within our school community.

The International Fair is our annual celebration of diversity through the shared language of food. The 2025 Fair hosted an array of stalls representing countries from almost every continent, Antarctica being the only exception. Families, students, and staff contributed dishes that reflected heritage, memory, and tradition. What begins as tasting quickly becomes conversation; recipes are shared along with stories and memories from home. The evening becomes more than a food festival. It becomes a reminder that identity is layered, that culture is lived, and that understanding often begins at a shared table.

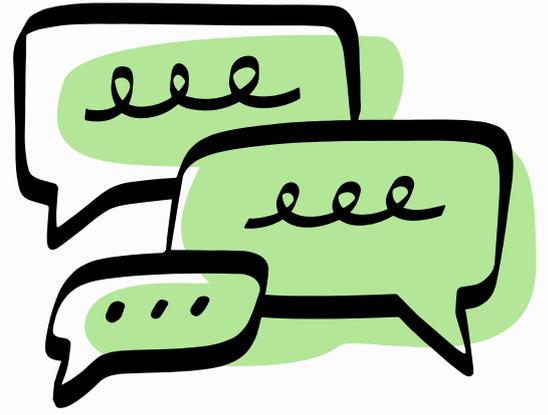
The International Fair runs as a CAS project. A committee of DP1 students takes responsibility for the planning, coordination, logistics, and communication required to bring the event to life. They manage budgets, liaise with families, organise spaces, and respond to the inevitable challenges of a large-scale community event. In doing so, they move beyond participation and into leadership. CAS, at its core, asks students to design, act, and reflect; the Fair exemplifies that process.



## CAS SPOTLIGHT

The International Fair is an example of inviting the world in. It creates a space where we intentionally make room for difference and learn from it. At the same time, our students also look outward, beyond our immediate community. CAS is not only about celebrating diversity within our walls; it is about engaging with the realities that shape lives across contexts. It asks students to move from awareness to inquiry, and from inquiry to considered action. A group of DP2 students recently produced a five-part podcast series examining issues of global relevance, including the pink tax, religious discrimination, racism, and bullying on social media. Through research, dialogue, and critical reflection, they explored how these issues manifest in different contexts and how young people can respond thoughtfully. The podcast series is available on [Spotify](#).

Both examples speak directly to one of the CAS learning outcomes: engagement with issues of global significance. Students are expected not only to recognise global challenges but to investigate them, consider multiple perspectives, and reflect on their own position within an interconnected world. Whether through organising an international celebration or analysing social inequalities, our students are practising the same underlying skill: crossing borders by discussing cultural, intellectual, and ethical matters.



# ECOVISION EVENT AT AICS

Students from MYP2 and MYP3 had the opportunity to spend a day at the Amsterdam International Community School for the EcoVision event. They participated in workshops and discussions with students from other international schools in the Netherlands, focusing on sustainability and broadening their perspectives. During the workshops, they engaged in a debate tournament (which we almost won, our students did an excellent job!), brainstormed ideas for green innovations, and designed an eco-city. We hope these students can bring back ideas on how to incorporate a green mindset into our daily lives, one step at a time.



## IDU DAY WITH MYP3

Our MYP3 students celebrated their IDU day last January, which connected Math and Arts through the works of Escher. The day began with a variety of activities organized by the teachers, and after lunch, the students visited Escher in het Paleis in The Hague. There, they explored many of the artist's works, accompanied by a wonderful explanation from the museum guides. In Visual Arts class, the students are now creating their own artworks inspired by Escher, so stay tuned for some amazing results connecting math principles with an artistic touch.

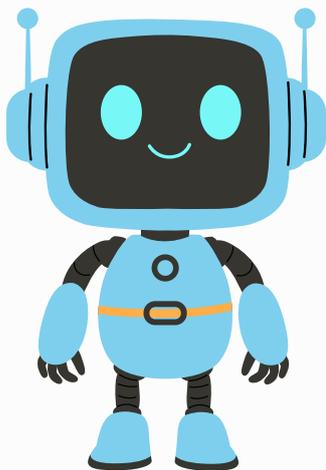
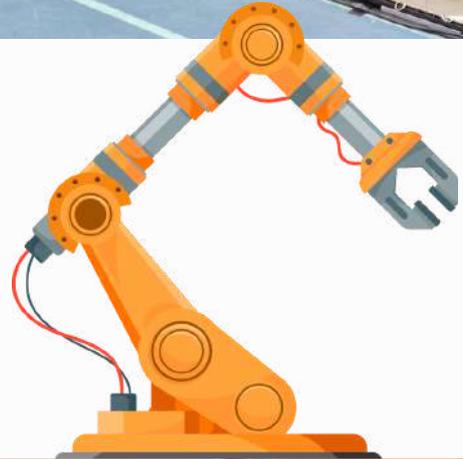


# ROBOTICS

We are pleased to share that our school's robotics team (RoBOATics) participated in their first FTC challenge!

Being in their rookie year as competitors, the students from International School Wassenaar rose to the challenge with creativity, teamwork, and determination.

We are very proud of their Sustainability Award for their innovative, resource-conscious approach, and their qualification for the Benelux Championship at the American School of The Hague!



# RLW/ISW OPEN DAY

This year's Open Day was another great success, welcoming many prospective students and parents eager to explore our school. Visitors enjoyed an inside look at our vibrant community through engaging experiments, interactive mini-lessons, and student-guided tours. Throughout the event, both teachers and students hosted information stalls, where they enthusiastically answered questions and shared insights about school life.



# MYP3 POETRY UNIT

In the weeks following the winter break, the MYP3 students were busy learning all about poetry. They looked at different poems (including sonnets, quatrains and antonym diamante poems), discussed different literary devices and practised properly annotating a poem. The students were then asked to write different original poems (keeping the theme “Voices of a living planet” in mind), following which they analysed one of their poems. Enjoy three of the poems on the following pages!



Title

# Glistening Sea

Theme: Nature

by Emi

Hello, my name is Emi, something that inspired me to write this poem was my love for nature.

● = Simile ● = Personification ● = Imagery

In this phrase I would like my readers to feel a sense of happiness and I would like them to imagine that they are on holiday with wonderful weather.

"The sun shines over me like a warm sheet." This phrase is a simile because the phrase uses like. The sun is not a warm sheet but still is represented as warm, cozy and relaxing.

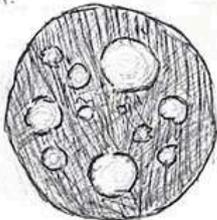
Brief explanation = my poem is about nature and highlights specific aspects of it, such as the sun, the sea and the sand dunes. I would like my readers to understand how special nature is.

### My inspiration:

I was inspired to write this poem because I feel I have a special connection to the sea, it fills my heart, makes me happy, I wanted to share these thoughts throughout my poem so one could understand and feel how I do when it comes to nature.

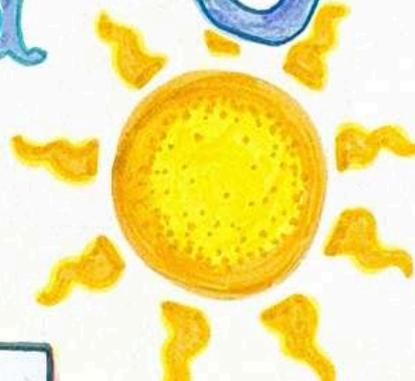
### Important line =

"Instead I lay with a pillow in hand" this phrase represents that the whole poem was simply a beautiful and special dream.



### Made by: Emi Laine

A	As I walk beside the glistening sea,
B	I feel the waves clashing against my feet.
A	Being in this place fills my heart with glee,
B	The sun shines over me like a warm sheet.
C	I feel the warm summer breeze on my face,
D	A familiar feeling I enjoy.
C	I don't want to leave but that's not the case,
D	A feeling I feel I have to destroy.
E	I trip and stumble on a plank of wood,
F	Falling dangerously down a sand dune.
E	I try to get up, I thought I could,
F	Instead I lay here till I see the moon.
G	When I looked around there was no more sand,
G	Instead I lay with a pillow in hand.



"I feel the waves clashing against my feet." The waves have been given an act that usually only humans can do. This "act" that usually makes the waves seem more wild, rough and free. I would like my readers to imagine the cold water on their feet, I would like them to feel free and wonderfully happy.  
"The summer breeze, 'glistening sea', 'sand dune'." These details make it easier for the reader to understand and envision what the author is trying to describe.

### Title Analysis:

Sand Dune

The title "Glistening Sea" connects to my poem because my poem highlights the precious sea a lot, along with the beautiful and free wild waves which shows some of the wonderful aspects of nature.

Theme (voices of a living planet) = This poem relates to voices of a living planet because the whole poem specifically highlights aspects of nature and how the sun, ocean and nature has impacts on the way we act, the way we feel and the way we think.



# THE MEETING

BY Polina Byalyk MYP3B

## of planets

### Background & Inspiration

My name is Polina and I really enjoy writing poetry especially quatrains. I was inspired by the theme "Voice of the living planet". The theme includes personification so I decided to explore the idea of planets having voices and other human attributes. I liked the idea of planets meeting and collaborating and wanted to build on that by maybe mentioning an invitation.

**Personification**

I used personification to bring non-human objects to life.

**Parallelism**

I used sentence structures with similar rhythm or balance.

### Theme

The main message my poem is trying to convey is that there is peace in our galaxy, the planets are working together and there is overall harmony. This is expressed by descriptions of planets smiling and bringing joy to the earth.

Sub-topics:

- space
- planets
- collaboration
- peace
- thankfulness and
- harmony
- unity
- diversity

"The earth is smiling, warm and bright." This line is important because it connects strongly to the main theme of living planets. It shows that the earth is alive and happy. It uses personification to portray how the Earth is doing and communicating that it is smiling.

### Personification

Throughout my poem, I used personification by giving human characteristics to non-human objects.

E.g.

"Saturn showing off its rings."

Saturn is a planet, so, it cannot actually show off rings. It is a play on words because the planet is famously known for its iconic rings made of rock and ice. I also used symbolism here.

I also used personification to explore the roles of different planets, for example: "the moon brings night."

### TITLE ANALYSIS

"The meeting of planets" was inspired by the general theme: "Voice of the living planet." I had the idea of writing about harmony in our galaxy (the Milky Way) and between the different planets. It shows the reader that my poem is centered around space, planets and collaboration.

### The meeting of planets (Quatrain)

- A Out of this world,
- A A story unfurled,
- B Stars twinkle in the sky,
- B The darkness in space, waves goodbye;
- c No limits, no end,
- C We hope you attend,
- D The meeting of planets,
- D You're welcome to bring your pets.
- E The earth is smiling, warm and bright, ★
- E While the moon prepares to bring the night,
- F Saturn showing off its rings,
- F Joy and togetherness these planets bring.
- G Out of this world,
- G A story unfurled,
- H The Milky Way is peaceful,
- H Which makes us humans on earth thankful!

**Repetition (Anaphora)**

I repeated the first two lines of my first and fourth stanzas.

**Alliteration**

I used alliteration once, starting words close to each other with the same letter.

**Imagery**

I used imagery by connecting adjectives to one of the five senses. In this case the "stars twinkle" is sight.

**Cliché**

Stars twinkling is a cliché because it is a commonly used expression.

### Interpretation

My poem is about different planets in our galaxy and how they have different roles but can still work together to create a harmony. There is a meeting where the planets plan to bring joy and peace. I showed how important these varieties are by saying that when they meet "the darkness in space leaves and the stars twinkle brighter." I want the reader to take away that through differences and challenges, things can still work well together and collaborate.

### Repetition (Anaphora)

I applied repetition in the start and end of my poem. I would not fully consider it anaphora because anaphora is always at the start of a sentence, while in this case it is the whole line.

"Out of this world,  
A story unfurled."

These lines appear at the start of my first and fourth stanzas. They tie the beginning and end of my poem together and makes it more of an emphasis on the lines.

In my opinion this also gives my poem more rhythm, much like a song.

### Parallelism

I incorporated parallelism into my poem by using sentence structures with similar rhythm.

"warm and bright" - "Bring the night"

These phrases bring a balance to my stanza and can further orientate the rhyme. This can correct different parts of my poem and make the rhythm more consistent throughout.

I made this even stronger by using assonance in words like "bright and night"

(in this case constant also match)





# Bugs



~Poem~  
Theme: Nature

Title: Bugs I chose this title for my poem because it directly says exactly what my poem's about. The theme is nature and I think bugs play a big part in nature. Bugs are one of the first things that comes to my mind when I think of nature. The message in my poem and my title is that in nature every little thing matters. Big or small, ugly or pretty, every thin in nature is beautiful.

## Bugs

- A You won't get rid of them with ought a fight.
- B Some bugs are ugly and some are pretty.
- A They sit and crawl on plants all day and night.
- B You oft find them in nature not the city.
- C They mostly live in dirt and plants and trees,
- D As well as knucks and cranny's you can't see.
- C They sleep outside and tend to wallow in the breeze.
- D I'm not so sure of what my favourite bug might be...
- E It could be a moth, a bee, or a worm?
- F Butterfly? Ladybug? Caterpillar?
- E No! Not a caterpillar they seem to squirm.
- F If not all these bugs what others are there?
- G Well, I guess it could be a ladybug...
- G They look so snug, like a bug, in a rug.

hyperboly:

hyperboly:

personification:

Simile:

Explains about bugs and stuff they do. Along with my personal opinions about them.

this line slightly exaggerates how hard it is to get rid of them if you want to. This starts the poem off with a silly line. This also might be relatable for readers.

ofcourse you find bugs everywhere but the line exaggerates how much you find them in nature compared to the city. this line can ad even more humor to the poem.

Explains even more about bugs and. Also starting to discuss about my favorite bug.

The poem says that caterpillars squerm. they may squerm or wriggle but that's not usually a word used to describe the moment of a caterpillar. this line ad's character and a funny twist to the poem.

Starting to think deeply about my favorite bug. I name off different bugs and think of options.

snug like a bug under a rug is a saying. Reading this might make the reader recognise it and this gives the poem a nostalgic feeling.

Then finally deciding on my favorite bug and saying why I like it.

I think this line is important for the poem because it adds a funny twist. this line is also a simile so it adds more personality and depth. this line is the last line of the poem and it makes the poem end with a powerful punch.

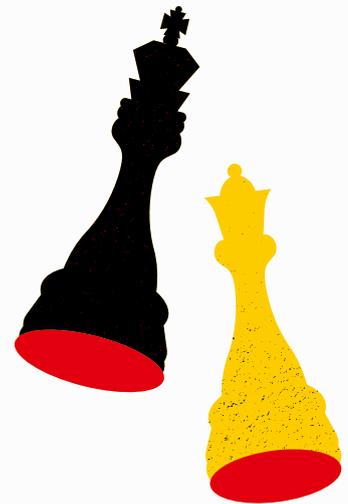
My name is Lucy, and I chose to write about bugs because they are one of the first things that come to mind when I think of nature. I think they are also parts of nature because they are everywhere in every place.

by: Lucy Krulliger

# CHESS TOURNAMENT

The fourth Whole School Chess Championship took place on 23<sup>rd</sup> February 2026 from 1:00 to 4:00 pm. The event brought together 33 students from across the school for an exciting afternoon of strategy, focus and competitive spirit.

With 33 participants battling it out over multiple rounds, the tournament remained wide open until the very end. After some intense and closely contested games, Simran Janjhua (MP5B) emerged as this year's champion, delivering an outstanding performance to claim first place.



# CHESS TOURNAMENT



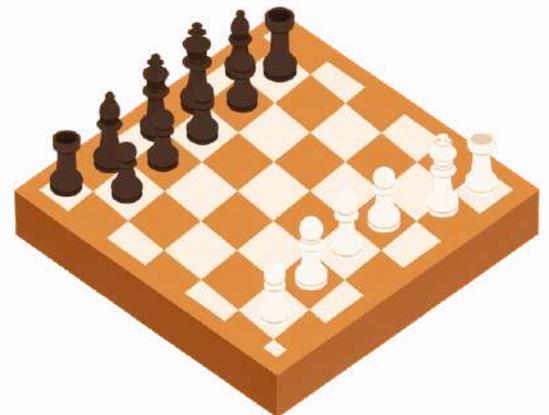
Second place went to Ryan Gracias (MP4A), who demonstrated great consistency throughout the tournament. Rishabh Bagul (MYP5B) secured third place after a strong series of matches.

The atmosphere in the Theatre Room was fantastic, with players showing resilience and excellent sportsmanship across all rounds. It was wonderful to see students from different year groups competing together and supporting one another.

Congratulations to all 33 participants for their enthusiasm and commitment. Events like this continue to showcase the growing strength of chess in our school community.

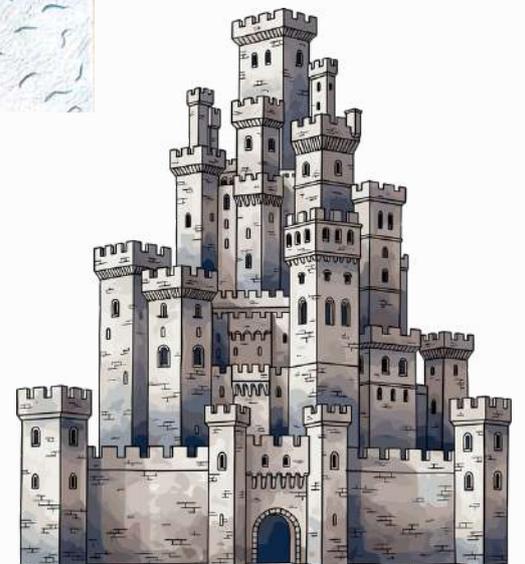
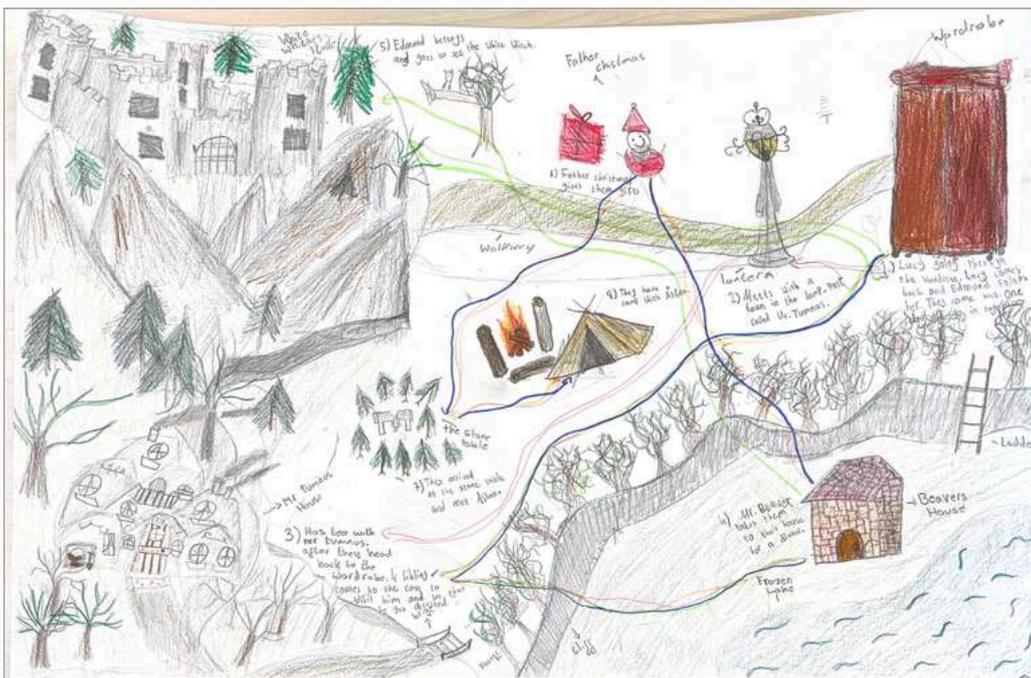
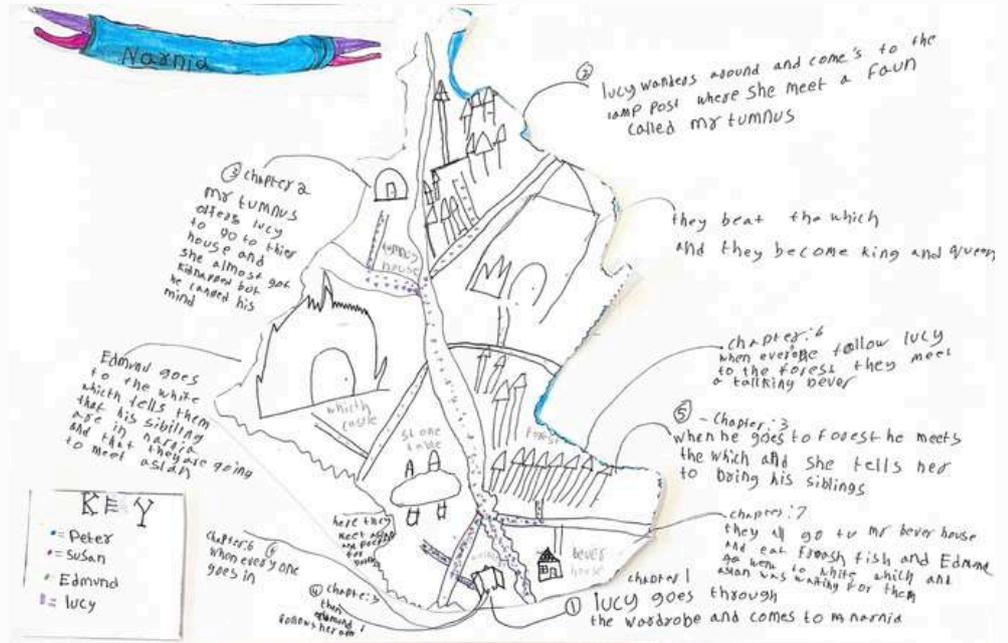
A special thank you once again to Vasileios Parginos (FIDE Trainer & National Master) for his continued support and expertise in helping to run the tournament.

Asli Kara Parginos



# MYP1 ELA - NARNIA

Our MYP1 ELA students read *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* by C.S. Lewis. The students created maps of Narnia, which included the routes the Pevensie siblings took while there. This helped bring the novel to life visually, while also giving students another opportunity to apply the skills developed in their English & humanities IDU.



# EXTENDED ESSAY CAFE

Extended Essay Cafe took place on the Monday after the holiday - DP1 students presented their Extended Essay idea to a peer in the same subject and to a peer in the same group (e.f science or languages), completed feedback forms for each other, and wrote a reflection at the end.



# ASSEMBLY

The monthly assembly took place on February 25th. This month, MYP3B led the assembly and organised an engaging quiz focused on Thinking Skills. They also presented a supplementary video to reinforce the theme and encourage reflection.

Mrs van de Pol joined the assembly to speak about the Teach Nepal Project, sharing an update on the progress made so far thanks to our school's many donations.

