

# **ANNUAL REPORT**

## **2014**

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*This report covers the period January 2014 - December 2014*

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## **I - EDUCATIONAL MATTERS**

### **I-1 - Interparents ([www.interparents.com](http://www.interparents.com))**

#### **Representatives of the Parents' Association**

##### Members of the Administrative Board

- Mr Stéphane Wojciechowski (FR), Group Coordinator, until September 2014
- Mr Christian Farrar-Hockley (SV), Group Coordinator as of September 2014
- Mr Carlo De Grandis (IT)
- Mr Karl Hasslöf (SV)
- Ms Rachel Lancry (EN)
- Ms Renate Repplinger-Hach (DE)
- Mr Carlos Trejo (FI)

Interparents (IP) is the organization that represents the parents' associations of all European Schools. IP meets four or five times a year to prepare its positions on all subjects which are on the agendas of the various bodies: Joint Teaching Committee (JTC); Budgetary Committee; enlarged Board of Governors; and working groups of the Board of Governors (BoG), which is the highest decision-making body of the European Schools system. In February 2013 our representative, Stéphane Wojciechowski, was elected Vice-President of Interparents for a two-year term; he represented IP in the Board of Governors and the Budgetary Committee. As his son has been transferred to the ES of Ixelles last September, he had to step down from our APEEE. He keeps being the Interparents' VP until February but Christian Farrar Hockley had to take over the coordination of Woluwe's APEEE IP working group.

The most important issues for our school in 2014 included:

#### **Reorganization of secondary studies:**

The efforts of parents through their respective associations (including ours) did not persuade the Board of Governors on the main issues of concern. Our further attempt at the April Board of Governors to iron out some glitches in the reorganization of studies in years S1-3, which had come to light as the implementation began in schools (group composition in ethics and religion due to the L2 rule and, in an even more worrying matter, clashing of ICT and Latin only in S3), and to prevent the preemptive introduction of L2 as the language of instruction for any subject in S4 upwards while the external evaluation into S4-7 studies was ongoing were also unsuccessful.

As a result, September 2014 saw the introduction of a raft of changes to S1-3 which will be carried through to the coming years. The proposals for Reorganization of Secondary Studies relating to years S4-7 were submitted by the Board of Governors in December 2013 to an external evaluation which will make its final report in June 2015.

#### **Cost-sharing and non-replacement of seconded teachers:**

The European School System is built on a model of Member States seconding teachers to the schools. As we reported last year, the United Kingdom formally declared in Spring 2013 that as long as there would be a gap between the number of their nationals schooled in the system and the number of the teachers they send, they would no longer second new teachers. This political decision led to a major crisis where many other over seconding States took similar decisions. This crisis is still ongoing now. In November 2013, the BoG agreed by written procedure on a principle whereby under seconding States should increase their contributions to the system either by paying the equivalent of the salaries they would pay to the teachers they would second or by seconding teachers. This compromise provided no solution for 2014-2015 and has a substantial in-built funding deficit which will never be resolved during in the years to come. Moreover, with the acceptance of this plan, The Board of Governors effectively opened the door for "non-native" teaching in all subjects of secondary, except for L1, which has many negative implications if outnumbering "native" teachers, not least quality assurance and preparation of students for

university. At the April meeting of the Board of Governors, when the Member States were asked to agree the *mechanism* for cost-sharing, several were still querying the formula for calculating how much each would contribute to the putative cost-sharing fund. An agreement was finally announced in June 2014, still without any indication as to how the handful of posts which might be funded through the plan would actually be allocated among the 14 schools with unfilled posts.

So finding funding from additional sources is clearly now becoming critical. In June, the European Commission published a draft EU budget for 2015 where it had removed the part of its contribution it considers to be covering the education of children of staff of the European Banks (principally ECB, EIB) in anticipation that these institutions will now make a commensurate contribution and so reduce the burden on the EU contribution to the schools budget. Negotiations between the institutions have reached an impasse and so, despite the Commission not questioning the budgets of any individual schools, there is a real risk nevertheless that the smaller overall budget will be stretched across all fourteen schools in 2015.

### **Responsibilities for Safety and Security in the European Schools:**

Last April, the Board of Governors who met in Sofia approved the Secretary General's proposal to recruit a high-level safety and security officer based in our school who would be in charge of defining a safety and security governance scheme throughout the whole school system, as well as of implementing it. At this stage (December 2014), despite our association's insistence towards the school management and the SG, the recruitment process has not been launched yet.

### **Overcrowding and 5th European School in Brussels:**

The Board of Governors formally requested the setting-up of a fifth European school in Brussels in 2011. At this stage (December 2014), the Secretary General declared to the Board of Governors that the Belgian authorities would be ready to allow the creation of a fifth school as from September 2015 in the Berkendael premises which currently provisionally host primary classes of ES Brussels I. As the maximum capacity of this building is only 1000 pupils, it should remain a primary school indefinitely. Therefore, even this solution could not be sufficient in the longer run: some other site still has to be provided by the Régie des Bâtiments. Given the extremely urgent need to address the overcrowding issue in Brussels, our association and IP supported this plan as long as no family currently having children schooled in our nursery or primary classes would be forced to move their children there.

## **I-2 - Primary and nursery educational group – CEP&M**

### **Representatives of the Parents' Association**

#### Members of the Administrative Board

- Mr Carlo De Grandis (IT), Group Coordinator
- Mr Reinhard Biebel (DE)
- Mr Laurent Develay until September 2014; Mr Philippe Lenne (NL) as of September
- Ms Maria Alice Eichler (PT)
- Mr Christian Farrar-Hockley (SV)
- Ms Niina Hirvi (FI)
- Ms Jovita Lazdiniene (LT)
- Mr Nick Revill (EN)
- Mr Stéphane Wojciechowski (FR) until September 2014; Mr Mario Nava (FR) as of September

This section contains the following:

- General information on the nursery and primary schools in 2014
- Function and parental membership of the Primary and Nursery Education Board (the CEP&M)
- Issues discussed by the CEP&M during 2014
- Results and prospects

### **General information on nursery and primary 2014:**

According to figures received from the Secretary-General of the EU Schools, the population of the nursery and primary sections in December 2014 was 271 and 1,028 respectively. These totals, broken down by each section are as follows (nursery/primary): DE: 30/100, EN: 37/134, FI: 29/131, FR: 44/187, IT: 18/87, LIT: 32/80, NL: 15/56, PO: 30/110, SW: 36/143. This includes 198 students without a language section (SWALS): DE: 9, EN: 96, FR: 93. Detailed information about the number of pupils per section and class sizes is available in the tables in annex.

Following years of restrictions on enrolment, the school population shrank to below 3,000 students, notably due to a decrease in nursery and primary numbers. As a result, all the primary and nursery classes were re-housed back in their original buildings in compliance with safety regulations (as re-affirmed by the fire brigade in 2013). In the case of an emergency, the evacuation procedure is now greatly simplified without the complication of having different rules applying to classes in the same building as in the past.

Some of the sports lessons for primary classes 3, 4 and 5 continue to be given at the Centre Sportif de la Woluwe. The Library is still situated at level 0 in a room without windows. The forms bus parking area serving the primary school now hosts a new playground, including additional features painted on the tarmac (albeit, not the best solution).

The APEEE has endeavoured to support the school in its efforts to manage the challenges of overcrowding while at the same time trying to ensure that parents' concerns - as well as their complaints - were heard. As last year, population figures show that the most overcrowded part of the school is now the secondary school, where the class/room ratio is close to 100%, the target being 60% (which is the norm in other EU Schools). This creates major difficulties and is responsible for a very cumbersome timetable.

### **Function and membership of the CEP&M:**

The aim of the CEP&M is to *"...seek optimum conditions for effective teaching and to promote positive and stimulating human relations between school partners"*. It is composed of: teachers (one from each language section, one from the nursery school and one from the staff committee<sup>1</sup>); members of the APEEE (one person from each section) and the Head and/or Deputy-Head. It meets approximately 4 times a year. The Director of the Primary school called for simplified teacher section representation (i.e. 3 on a rotation basis) plus *ad hoc* participation.

This question is still open for discussion.

Additional meetings of parent members are organised to prepare the CEP&M meetings with the school and the different sections usually hold section meetings to feed into the discussions. Also, parent members often act as a contact point for parents seeking information or support on various educational or administrative issues including transfer requests, the numbers of pupils repeating a year, the organisation of religious education, language classes and health and safety issues.

The CEP&M met four times in 2014: on 18 March, 3 June, on 13 October and – still to come at the time of writing – 4 December 2014.

APEEE working group meetings took place once per CEP&M meeting. Bilateral consultations (both written and in person) were held according to availability.

The working group co-ordinator and the Deputy Headmaster regularly exchanged topics and documents in preparation of the agenda and added points to be presented by the parents' representatives. Additional meetings and communications between the Deputy Headmaster and

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<sup>1</sup> *Le Comité du Personnel* or "CdP"-

several working group representatives (or the working group co-ordinator) took place on several occasions in order to discuss specific topics, notably if language section or class-related.

### **Issues discussed by the CEP&M during 2014:**

The following is an overview of the main issues discussed during 2014, both at the formal meetings and during follow-up actions between meetings.

The meetings of the CEP&M are a forum for discussion and feedback on school governance. General issues discussed included ways of dealing with the problems related to overcrowding, the school academic plan, the school development plan and the school inspection. A recurring issue is the transition from primary to secondary.

With regard to Health and Safety topics, progress is gradually taking place. In the coming years, the school will have to take specific measures such as the adoption of a comprehensive management system which includes a re-allocation of responsibilities, adequate resources, training specific procedures and monitoring. Within the wider Health and Safety framework, the monitoring of playground aggression was also discussed where the school presented statistics on events, on disciplinary measures and most importantly on appropriate corrective measures. In addition to a better distribution of pupils and activities (which is already in place) and the replacement of some of the monitoring personnel, these include the project for the installation of a 100% active TVCC alert system for the personnel. Additional measures - such as the isolation of difficult cases whereby individuals were monitored in comfortable surroundings during long breaks - have been partly jeopardised by overcrowding and the need for additional classroom space. With the reduction in recent pupil enrolment, this was re-instated during the current academic year.

As in previous years, the APEEE raised issues regarding health and safety put forward by parents. Specific topics - such as fire drills and compliance with the fire inspectors report regarding the maximum number of pupils within the primary school building - are regularly discussed.

Following the revision of the European Hours to which APEEE contributed - including pedagogical materials - the school confirmed that the current system (introduced in September 2013) built upon module-based teaching whereby all pupils participate in the same modules but in a different order. Because of the low number of L2 German pupils, the modules for these children are different. The school has also introduced an online evaluation form of the new European Hours which is to be filled in after each module. The APEEE continues to monitor the functioning of the European Hours.

The issue of Learning Support ("LS") and special educational needs ("SEN") was also raised regularly at CEP&M meetings. A regular report describing the mechanisms in place, the overall numbers of pupils involved and also the limit of the support provided within the structure was also put forward and has become a fixed topic on the agenda based upon a proposal by the APEEE. One of the future steps<sup>2</sup> was to launch an evaluation (i.e. an impact assessment) of the effectiveness and of LS. This initiative has been endorsed by the Headmaster, underlining the high amount of resources devoted to LS.

A critical item with respect to LS (and for teachers in general) is the deceptive and not entirely adequate conditions for locally recruited personnel, which is negatively affecting the availability of specialised LS in most non-FR languages.

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<sup>2</sup> Agreed at the October CEP&M meeting.

Specific LS cases have also been followed by CEP&M members supporting parents and mediating on specific cases – to the general satisfaction of the stakeholders.

With respect to the mainstream teaching component, so far primary classes have only been marginally hit by the lack of detached EN teachers (part of the “burden-sharing” issue). Some specific cases of non-satisfactory professional behaviour and absences have been dealt with by the section representatives of the CEP&M. The latter highlighted that there are marginal improvements to be made in the appointment of substitutes (unless there are duly justified cases) within the full-time or part-time personnel available in the School belonging to the Language required. A transparent procedure or the application of some basic criteria could help achieve better results. In addition, the strict conditions that apply to detached teachers in terms of an absence ceiling ought to be properly monitored and enforced.

CEP&M also addressed the way the school communicates with the parents. The primary school continues to host a blog and in 2014 the Deputy Headmaster started holding regular parents' information evenings enabling all interested parents to ask questions.

**Results and prospects:** The APEEE will continue to focus on regular communication with the school with regard to the main issues highlighted above in order to ensure that parents' needs and concerns are represented. Availability of the school management and of parent representatives has helped to maintain a constructive dialogue throughout 2014, focussing on improving the situation for the children.

A structured dialogue on topics agreed before the CEP&M and based on actual data has proven to add value to the meetings, to progress on jointly agreed objectives and to identify potential missing information, thereby helping to build up a much needed strategic partnership with the school management and to reinforce the identity of the school and of its complicated governance system.

The APEEE brokered an agreement between the school and Florence University (Pedagogy & Teaching faculty) to send to EEB2 qualified trainees – the first two of which have been appointed recently.

Further co-operation can be sought also through the involvement of the know-how within the institutions on specific topics as well as on the possibility of launching joint ancillary events.

Another element where synergies ought to be developed constantly is the IT component which is gradually (but timidly) evolving from a communication tool to become a pedagogical tool.

In addition to relations with the school, discussions in the APEEE working group have lead to the identification of and sharing of best practices among sections and in supervising the organisation of school-trips. Educational issues will remain the main topic for the group's activities, together with the need to cope with persistent overcrowding (albeit reduced through difficult choices and multiple classes).

As for the past, the working group members will have to gather concerns within their section for discussion in CEP&M. It is the function of the working group to identify which of these are of general concern and should be discussed with the school management. In addition to this discussion, the working group and its members also advised parents who contacted APEEE about individual problems.



### **I-3 - Secondary education group – CEES Representatives of the Parents' Association**

#### **Members of the Administrative Board**

- Ms Rachel C. Lancry (EN) – Group Coordinator
- Mr Stefano Dotto (IT)
- Mr Karl Hasslöf (SV)
- Mr Philippe Lenne (NL)
- Mr Mario Nava (FR)
- Ms Renate Repplinger-Hach (DE)
- Mr Nick Revill (EN)
- Mr Miguel Rodrigues (PT)
- Mr Carlos Trejo (FI)

### **Enlarged Secondary Education Council (Conseil d'Education Elargie Secondaire - CEES):**

The CEES consists of the Director of the School, the Deputy Director for Secondary, four parent representatives, and pupil and teacher representatives. Its task is to monitor the daily operations of the secondary school, discuss problems and seek better conditions for effective teaching and quality in our school, and promote positive and stimulating relationships between all those involved in school life. Its work also feeds into meetings of the SAC (School Advisory Council), IP (Interparents) and CA (Administrative Board). It meets about four times per year.

The parent representatives meet (as the 'Secondary Education Group') to prepare the CEES meetings and some sections also hold section meetings. Parent section representatives act as contact points for parents in their sections. Parent representatives also participate in specific working groups established by the school on topics such as anti-drugs policy.

The CEES met five times in 2014: on 1 January, 10 April, 12 June and 18 September.

### **Organisation of secondary school in context of overcrowding, budget cuts and reduced teacher secondments**

These issues were again high on the agenda of the CEES meetings during 2014.

The school management has adopted various timetabling solutions to cope with overcrowding and budget cuts, such as reducing the number of courses offered (fewer exceptions to the rules, no complementary courses) and arranging classes for S6 and S7 on Wednesday afternoons. All representatives on the CEES have expressed regret about these developments. Discussions at CEES have also often touched on the security aspects of overcrowding, such as how to best ensure the security of the staircases.

The start of the 2014-2015 school year saw fewer teething problems than for 2013-2014. The APEEE assisted the school by helping to organise the lockers and there were fewer missing teachers than at the start of the 2013-2014 school year. Nevertheless, parents still reported problems with timetabling; different teachers than expected; classes with very large numbers of pupils; pupils in classes where they do not understand the language of tuition; incomplete/changing/over-priced booklists; and inadequate toilets. Costs which were previously borne by the school budget are still being passed on to parents (photocopying, art materials). The use of non-native teachers (seconded and locally recruited) continues to rise – for maths, music, art, ethics, ICT and sport – and Woluwe is sharing one seconded teacher with another Brussels school. Particular concerns were also raised about the situation for SEN students, with many parents reporting negative impacts resulting from the abrupt change in personnel (SEN coordinator) at the end of the 2013-2014 academic year.



Overcrowding is a problem that only the system can resolve. However, parents can play a role in helping to highlight the constraints caused by budget cuts and reduced teacher secondments: parents should alert the APEEE and their national representatives of cases where the school is no longer in a position to provide basic secondary education (e.g. mother-tongue teaching in core subjects).

### **Focus on results**

Our school is not one of the top-performing schools in the European BAC. Results from recent years also show clear differences between sections within the school, with the German, Finnish and Swedish sections generally doing the best, and performance across subjects is uneven; for example results in L2 EN subjects are generally better than in L2 FR. In addition, the highest repeat rates are found in the French section.

The parent representatives have asked the school to pay particular attention to the question of results over the past few years, not least because of concerns about the impact of overcrowding, budget cuts and reduced teacher secondments. During the CEES meetings, all participants expressed the view that these developments are having a negative impact on the learning environment and on standards. Possible solutions discussed included earlier testing (to avoid 'B-test' shock in 4<sup>th</sup> secondary) and more harmonized marking across the sections.

The 2014 BAC went better than previous years, with the exception of the chemistry exam for which a correction was eventually applied.

The topic of improving results will continue to be of major importance in 2015.

### **180 days of schooling and replacement of teacher absences**

Providing our children with the full 180 days of schooling required by the General Rules of the European Schools is also an important factor in ensuring each child achieves his / her potential. However, at our school there are no secondary classes during the last two weeks of the school year because of space and staff constraints during the BAC examinations. Other, smaller and better-performing European schools do not face this problem. And none other of the 14 European School loses as much teaching time (two weeks) as our school.

For several years, Woluwe APEEE has put pressure on both the school and the system to address this issue and to organise alternative activities (sports, cultural, civil, etc.) which are in line with the educational objectives of the school and are paid for by the school budget. In 2014, the school responded by offering a number of sports activities under the supervision of the teachers. However, as in previous years, parents had to pay for these activities.

For the future, the APEEE has asked the school to continue to offer activities and to consider setting an educational project / schoolwork during the last two weeks of the school year. Subject to teacher availability, compulsory school trips could also be organised during this two-week period rather than earlier in the school year.

According to information received from parents, failure to replace absent teachers continues to be a problem. The APEEE has again asked the school for more transparency on this subject, including provision of data and the publication of its policy on teacher absences and replacements. The school introduced in 2012-2013 more systematic planning for teacher absences, so that short unscheduled absences should normally be covered by a teacher supervising the delivery of a previously planned lesson. However, the level of complaints by parents remains high and, in addition to the requested statistics, it seems that further measures

might be necessary e.g. reform in order to ensure a dedicated budget to cover seconded teacher absences.

The school's new system for registering pupil absences ('SMS' system) is now up and running and the school is asking parents to pay particular attention to follow-up on this issue. Parents are reminded that if a pupil is absent for 10% or more of the periods organised in one or more subjects, this can lead to a risk of non-promotion to the next academic year or to being unable to sit the BAC examination.

### **School trips**

Compulsory school trips are organised in the second and sixth years, with further school trips organised at the initiative of teachers. Building on the work of previous years, the school responded positively to parents' request for improved organisation (especially concerning registration and cost control) and focus on the educational aims. For 2013-2014, information on the school trips was available on the website in good time and the cost of the compulsory sixth-year trip was set at a maximum of €850 (except for China), with a local option costing €150 also offered.

However, parent representatives continue to express concerns about the overall budgetary management of the school trips (often no final bill is sent to parents) and also some aspects of the regulation for school trips, in particular the clauses on alcohol consumption and waiver of teacher responsibility for free periods. Moreover, the pedagogical value of such trips is hard to identify or clearly absent.

### **School rules**

During 2014 the deputy director and principle adviser proposed a number of changes to the school rules, in particular with regard to exit passes and dress code. Parent representatives joined students in calling for more consultation on these topics and the school agreed to review the changes with the aim of arriving at an agreed version for implementation in 2015.

## **II - SERVICES GROUP CONSISTING OUT OF THE FOLLOWING SUBCOMMITTEES:**

### **A) Canteen subcommittee of the APEEE Board**

#### Members of the Administrative Board

- Mr Giles Houghton-Clarke (SV) – Group Coordinator
- Ms Maria Alice Eichler (PT)
- Mr Karl Hasslöf (SV)
- Ms Niina Hirvi (FI)
- Mr Carlos Trejo (FI)

### **Critical investments for our canteen**

The APEEE has made a rolling series of investments in our canteen infrastructure over the past 2 years, starting last year by replacing the ageing warm food trolleys with more modern and reliable versions that are better able to keep the food hot without spoiling it. This year we replaced 3 ovens, the equipment for cleaning salad ingredients and the tumble dryer for work clothing and kitchen towels — all of which had reached the end of their lives. These essential investments have been supported by the Commission and the Secretary General, for which we are grateful. We are confident that they will continue to honour this obligation over the coming years.

We have also invested in a new IT system for managing food stocks and orders. This system allows us to process our orders on line and to get a complete breakdown of all the ingredients from our suppliers. Such systems are now required by Belgian food safety regulations. As well as meeting regulatory requirements, the new system will enable us to provide complete and accurate ingredient lists for all our meals, which is especially important for children with allergies and special dietary requirements. We hope to start publishing this information alongside our menus once the project is completed.

### **A healthier menu at value-for-money prices**

The canteen has a policy of incorporating fresh organic produce where possible. Our chef, Paul Orlovski, now builds his menus closely around produce that is locally available and in season, in keeping with good nutritional practice. By continuously searching for alternative sources he has found new suppliers with a wider range of organic products at lower prices. We continue to cooperate with the three other Brussels schools to negotiate together and thereby get better deals.

Further to recent concerns about Norwegian salmon, we now source salmon from Scotland. We have also substituted New Zealand lamb for English lamb as the former offers a higher quality for the same price.

### **Meal prices unfortunately had to rise**

Regrettably, despite these savings, we have not been able to hold down prices any longer. Each year our staff costs increase by the rate of inflation, as is the case for all other businesses in Belgium. In addition, there has been continuous upward pressure on food prices for a number of years. We have therefore now been forced to increase prices slightly as of September 2014. The canteen will still make a loss this year, but we would rather raise prices slowly and reduce them quickly, so we have decided to absorb the loss for now. Unless we are able to make further efficiency savings or the price of food falls, we may need to consider a further increase in 2015. Rest assured, however, that our aim is to avoid this if at all possible.

### **Flying colours in kitchen inspection**

In the spring the kitchens were the subject of an unannounced, on-the-spot inspection by AFSCA, - the Belgian authority in charge of regulating the food sector. We are delighted to be able to report that the inspection was passed with almost full marks.

### **The customer is king**

When we surveyed canteen users 2 years ago, we discovered, along with the appreciative comments, some negatives, mostly that not everyone was convinced that our food is always appetizing. This leads to food being uneaten and children missing out on the nutrients we plan into the menus. To address this we have introduced measures to make the food more exciting, including special meals such as the Brazilian menu during the World Cup and at Easter, and Wish Week, where children get to choose the food for a week from a list of nutritionally balanced options. We have now launched a daily survey on our website where canteen users can vote on each meal, telling us whether they like it or not. We will be using this information to adjust the menu towards dishes that are both nutritionally sound and well liked, and to test new dishes out. Please check out the results at **[www.woluweparents.org](http://www.woluweparents.org)**.

### **Noise in the canteen**

This remains a perennial problem. We called in external audio engineers to conduct a technical assessment. They recommended various solutions, which we are considering. We also discussed with the school having the teachers take a more proactive role in reducing the noise level when it goes above certain thresholds. Nevertheless, we have not made as much progress as we would have liked, and will continue to work on this issue.

## **B) Transport subcommittee of the APEEE Board**

### Members of the Administrative Board

- Mr Philippe Lenne (NL)
- Ms Eva Siegener (DE)
- Mr Reinhard Biebel (DE)

Following a very satisfactory year in 2013, the transport section of the APEEE has resumed its activities at the start of the new school year without any major problems. Some minor issues at the start of the school year were analysed and resolved promptly.

The challenge for the next few years is to maintain the level of quality and safety already achieved.

During the 2013/14 school year a total of 2 482 pupils had an annual subscription for daily bus services managed by the APEEE, and we organised a total of approximately 20 000 journeys.

Here are the details of the routes for 2013/14:

	Number of buses		Average number of stops on route
Morning	51		7
13.00 (Wednesday)	47		8
15.30	41		9
16.20	23		14
16.20 (Wednesday)	2		6

The average level of registration for the buses varies between 90% and 100%.

The APEEE works with fourteen bus companies with whom we have maintained a good commercial and contractual relationship for many years based on mutual trust. Each route is covered by a specific contract with a price subject to indexation (Standard Cost Price of School Transport – PRTS).

The fee for an annual subscription is € 1 250 per student.

Safety training and evacuation exercises were held in March and November 2014 for the nursery and primary classes. Since 2014 these exercises have taken place on a regular basis. The supervisors were able to attend first aid and conflict management courses.

The plan to set up a transport office on the bus park to improve the supervision of bus movements unfortunately requires action by the Régie des Bâtiments (Belgian federal buildings agency), so however important or urgent it may be this issue will be under discussion for a long time.

## **C) Extra-curricular activities subcommittee of the APEEE Board**

### Members of the Administrative Board

- Mr Mahendra Singh (PT)– Group Coordinator
- Mr Stefano Dotto (IT)
- Mr Christian Farrar-Hockley (SV)
- Mr Nick Revill (EN)
- Mr Miguel Rodrigues (PT)

Extra-curricular activities at EEB2, under which child supervision falls, is managed by Ms. Agnieszka Jean Villanueva, assisted by Mr. Aliocha Sioen, under the supervision of an APEEE working group.

The primary goal is to offer pupils the opportunity to discover a rich and varied set of activities, enabling them to develop their full potential in their chosen activity, whether learning a musical instrument, developing artistic expression, or discovering sporting competition. The current focus is on the continual improvement in the quality and range of courses on offer, ensuring a smooth registration process, ensuring the safety of pupils, fostering a relationship between the parents and the instructors, and working with parents to develop new activities.

In the school year 2013-2014 the total number of places available for activities was 2426, of which 2065 were filled resulting in an 85% usage rate; there were 1203 pupils registered for 44 different activities (which corresponds to 224 periods of activities). The number of pupils registered for child supervision was 417.

The on-going challenge facing the extra-curricular programme is the management of limited physical space to meet the increasing demand for activities. This lack of space makes it increasingly difficult to satisfy the demand for extra-curricular courses, which unfortunately means that children have to be placed on waiting lists and most likely will not be placed in the chosen activity. Fortunately this year the Sports Hall was made available on Wednesday afternoons allowing several of the activities that were cancelled last year to be re-introduced this year. However there is no certainty that this building will be available next year. Furthermore, time slots for the "Salle Polyvalent" are only available for extra-curricular activities if there is no other scheduled activity i.e. specific on-going time slots cannot be allocated for extra-curricular activities. Together these restrictions limit the number of activities that can be offered and also have an adverse impact on planning. The APEEE working group and the school administration are currently exploring available avenues to overcome the challenge of limited space available for extra-curricular activities.

Pro-active measures were undertaken to address children on the "waiting list". Two new rooms were available and two new activities, mini-trampoline and introduction to music, were offered.

The extra-curricular programme endeavours to ensure that all activities offered in the previous year are once again available and also to minimise cancellations of activities during the year. This year the challenge was with students withdrawing from private courses. A private course (one on one) is undertaken with the understanding that the student will continue the course for the rest of the year, and to minimise cost to the parents these courses usually function at break-even point. Thus, should a student withdraw, the course will then operate at a loss due to contractual commitments to the teacher. Options to minimise operating costs will be put in place next year.

Parents are encouraged to propose new ideas for extra-curricular activities. This year three parent-led initiatives were created:

- A new activity "Un voyage pour les enfants dans l'art" which aims to interactively familiarize 8-11 year old children with visual arts using famous paintings to stimulate and develop the sense of colour and form and also ensure they understand the content of each work.
- The introduction of a new sports club at EEB2. Through the efforts of the APEEE and in partnerships with two parents and the school administration, the Tigers KFC (floor ball club) is now playing at the school on Wednesdays from 16:30 – 20:00. Though this club

is independent of the APEEE, it sources its players primarily from the APEEE extra-curricular programme.

- The creation of a Computer Coding Workshop during the 2014 All Saints school holiday. The objective is to introduce students to coding (using Scratch) by making coding more visible, exploring and creating projects to demystify skills associated with coding, bringing together motivated people to learn in the hope that they will continue to collaborate.

The website and registration process is continually improving. The website by ensuring the information within is relevant and easily accessible and by improving access, and the registration process by incorporating feedback from parents.

If you have any suggestions or comments about any aspect of our extra-curricular activities, please get in touch – your feedback helps us to meet your needs and expectations.

### **III - HEALTH & SAFETY GROUP**

#### **Representatives of the Parents' Association**

##### Members of the Administrative Board

- Mr Nick Revill (EN) - Group Coordinator
- Mr Carlo De Grandis (IT)
- Mr Laurent Develay (NL) until September 2014
- Mr Giles Houghton-Clarke (SV)
- Ms Jovita Lazdiniene (LT)
- Mr Karl Hasslöf (SV)

Health, security and safety issues at our school have been a key concern amongst many parents in recent years. The APEEE representatives have worked closely with the school on a number of issues during 2014; the school management team is well aware that there is room for improvement and has been willing and open in addressing the legitimate concerns of the parents. In 2015 we will be looking to liaise with our colleagues at the other European Schools in order to share experiences and identify best practices on health, security and safety issues.

#### **Health**

Our primary objective for 2014 was to ensure that effective policies were put in place concerning substance abuse, self-harming, eating disorders and bullying. Accordingly we have been in regular contact with the school and asked for the creation of working groups to look at these issues. We have proposed that these working groups would benefit from the inclusion of parents and, where appropriate, student representatives.

The school management team and individual staff have been supportive of this approach in theory but little practical progress has been made.

At the HSSG meeting on 27 November 2014 Mr Sharron gave a clear commitment to ensuring that these working groups would be set up; Mr Schmelz will liaise with the APEEE team and our aim is to have draft policies available for consultation by February 2015.

#### **Security**

We are all aware that for various reasons security has become a hot topic during 2014; many of us will have noticed increased security measures in our daily lives and naturally there has been much discussion with the school about ensuring that appropriate security measures are in place. In practical terms we have concentrated on perimeter security and access control issues; good progress has been made.

The school has taken a much more proactive approach to perimeter security and problems have been identified and rectified quickly. Long sections of the existing perimeter fence need to be

replaced and the school is putting together a budget request to ensure that this work can be carried out.

New access controls were introduced in September and these seem to be working well. The feedback we have had from parents has been positive and there is a feeling that the school has got the balance right given the available resources.

Security will continue to be an issue in 2015 and there is a debate to be had as to whether we wish to continue with a relatively open school policy; the APEEE will ensure that the views of the parents are represented in this debate.

### **Safety**

Following the gas leak a few years ago and the realisation that there were some serious issues to be addressed at our school the APEEE has been calling for full implementation of the safety audit recommendations. The school management team fully recognises the importance of this issue and has been working hard to establish a risk-assessment and mitigation culture whereby problems are identified, prioritised, fixed and monitored.

Proper evacuation procedures have been implemented and several fire drills were carried out in 2014; we can now be reasonably confident that the systems put in place would work in an emergency. The APEEE is pushing for a lock-down procedure to be put in place and a first test is scheduled for spring next year.

A permanent safety advisor has been appointed and he is working on a consolidated emergency plan. It has been agreed that a safety and security officer responsible for overseeing management of these issues across all European Schools will be recruited next year and will be based at our school.

### **Summary**

The APEEE believes that the school has made real progress in health, security and safety issues and we anticipate further improvements in 2015. Formal HSSG meetings have been scheduled for 5 February, 16 April and 4 June 2015. All parents are encouraged to raise any concerns with their APEEE representatives.

## **IV - FINANCIAL SITUATION**

See financial report.

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WHO DOES WHAT? ADMINISTRATIVE BOARD 2014			M = Member				C = Coordinator				WORKING GROUPS							
			Interparents	PEDAGOGICAL GROUPS – FOCUS POINTS						OPERATIONAL GROUPS								
				Primary CEP&M	Secondary CEES		EVENTS	SWAL S	CATII & III			Canteen	Transport	Extra-Curr.	IT w.g.	Security & Safety	Communicatio n	Budget w.g.
BIEBEL Reinhard	FI	Vice-Presid. Adm. Aff.		M								M			M	M		
DE GRANDIS Carlo	IT		M	C										M			M	
DEVELAY Laurent	NL			M										M				
DOTTO Stefano	IT	Information secretary			M								M		C		C	
EICHLER MARIA ALICE	PT			M							M							
FARRAR-HOCKLEY Christian	SV		C as of Sept	M									M					
HASSLOF Karl	SV		M		M						M			M				
HIRVI Niina	FI			M							M							
HOUGHTON-CLARKE Giles	SV	President									C			M	M	M		
LANCRY Rachel Claire	EN	Secretary	M		C												M	
LAZDINIENE Jovita	LT			M				C						M		M		
LENNE Philippe	NL				M				C				C					
LEPPILAHTI Arto	FI																	
NAVA Mario	FR	Member of the Bureau			M													
REPPLINGER-HACH Renate	DE	Vice-Presid. Pedagog. Aff.	M		M										M			
REVILL Nick	EN			M	M								M		C		M	
RODRIGUES Miguel	PT				M		C						M	C				
SIEGENER Eva	DE												C	M				
SINGH Mahendra	PT	Treasurer											C			C		
TREJO Carlos	FI		M								M					M		
WOJCIECHOWSKI Stéphane	FR		C until Sept	M	M													

Responsible for the APEEE administration: GALLE Anja

DIRECTOR APEEE: E. VAN DIJCK  
 Manager canteen: D. VINCENT  
 Manager transport: R. DU MOULIN  
 Manager extra-curricular activities: A. JEAN VILLANUEVA