

ANNUAL REPORT

2015

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I - EDUCATIONAL MATTERS

I-1 - Interparents (www.interparents@interparents.eu)

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Christian Farrar-Hockley (SV), Group Coordinator
- Ms Renate Replinger-Hach (DE)
- Mr Guido Ricci (IT)
- Mr Matthew Sayer (FR)
- 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. The two representatives for Woluwe EEII are Christian Farrar-Hockley and Carlos Trejo.

This year Woluwe EEII school hosted the AGM of the IP on 9-10 February. IP would like to thank APEEE and the school management for facilitating, feeding and watering them during the meeting.

Again it has been a busy year for IP with active participation of parents on issues ranging from the European schools budgetary crisis, secondary reform, a new marking system, various curriculum updates, a new policy of locally recruited teachers and many other pressing and important files. Below are highlighted, in no particular order, those that are considered to be top priorities for work carried out this year and for reflection in the coming years.

European BAC

After problems with the Chemistry BAC in 2014 problems arose again with the Maths 5 BAC in 2015. After interventions from our school (co-ordinated by APEEE Board) and IP Chair an agreement was reached on the recalibration of results and for students to be able to re-sit in September if necessary. A report from the 2015 European BAC Examination Board on recommendations for how to avoid problems in future years and what to do in the event of future problems has been written and discussed at the Board of Governors (BoG).

For future years parents should be aware of how to lodge an official complaint (take note of time constraints!) and be aware that any compromise agreements do not detract from your right to seek legal recourse (and compensation) for your child. (see <http://www.eursec.eu/index.php?id=138>)

The long and longer road of Secondary Reform

In 2012 the Office of the Secretary General (SG) launched an initiative to update the secondary school curriculum.

The proposals have now been fully reviewed by the Institute of Education (IoE), a London based education consultancy. "The conclusion of the external evaluation is that neither the present organization of studies nor the proposed re-organisation would be "fit for purpose"" - all fail the starting point of the 8 key competences for lifelong learning as defined by the EU. They go on to propose their own system which goes beyond the S4 upwards review asked for but looks to review potentially the entire nursery to BAC education of our children. What IoE proposes has been described as a "radical complete overhaul of the system" to bring it line with modern education systems.

Firstly, IP and the Commission rejected the IoE report on the basis that it does not consider university admissions (i.e. whatever reform is put forward all students must be able to get into any European university on any course of their choice). Secondly, IP ruled out a knee-jerk attempt to 'cherry pick' issues from the report.

The SG has asked that a "Reform" working group be set up. They have a mandate to:

- Consider the 8 key competences in review of the curriculum standards and then subjects syllabuses.
- Consider the IoE proposal while also looking at organisational implications.
- Define a more coherent Language Policy.
- The reflection should not be limited to the secondary cycle; some adaptations might be needed also in the Early Education Cycle and Primary Cycle levels.

The "reform" working group currently has no timelines. See IoE report <https://www.dropbox.com/sh/25wf38yp7wwv8de/AADrekuSGUbFqXZkGo74mntIa?dl=0>

Needs analysis of Educational Support Coordinators

Parents need to be aware that the lingo has changed and special educational needs (SEN) is now called Educational Support, (not to be confused with Learning Support).

The BoG approved a proposal to support the implementation of educational support in a way that is more child-friendly and flexible. This involves a change in how the budget for coordination of the support is managed. The SG and Directors provided reassurance that provisions for intensive support would remain needs-based .

New Marking System

Even though IP objected to the new marking system the BoG decided to approve the proposed new marking scale for the European School system with a view to its gradual entry into force as from the 2020 Baccalaureate, according to the following implementation timetable:

- 2017-2018 school year: years S1-S5
- 2018-2019 school year: year S6
- 2019-2020 school year: year S7 (first Baccalaureate session: 2020).

Definition	Grade	Numerical Mark	Performance
Excellent though not flawless performance entirely corresponding to the competences required by the subject	A	9.0-10	Excellent
Very good performance almost entirely corresponding to the competences required by the subject.	B	8.0-8.9	Very good
Good performance corresponding overall to the competences required by the subject.	C	7.0-7.9	Good
Satisfactory performance corresponding to the competences required by the subject.	D	6.0-6.9	Satisfactory
Performance corresponding to the minimum of the competences required by the subject.	E	5.0-5.9	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject.	F	3.0-4.9	Failed (Weak)

Very weak performance entirely failing to meet the competences required by the subject.	FX	0-2.9	Failed (Very weak)
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Gaignage Criteria

The BoG approved the proposed adaptation of the Gaignage Criteria to incorporate the nursery cycle into the thresholds for the setting up and maintenance of a school.

New and Old ES schools.

Culham school in the UK will be closing and a new accredited school "UK Europa school" will be open this coming year. The Luxembourg Government will set up a new accredited school next year in Differdange.

Cost-Sharing Agreements and Budgets

No agreement has yet been reached between the European Investment Bank, the European Central Bank and the Commission on financing of the European Schools. IP have called for a commitment to find solutions and reassurance that schooling of children would not be jeopardized. Due to this, as well as the opening of a fifth school in Brussels, increased reliance on local hired staff and an increase in overall student numbers, there is a potential financial crisis in the ES system for the coming 2016-17 year.

Local Teacher Hiring

A working group has been set up to look into the problems of hiring locally recruited teachers in Brussels. They are due to report to the BoG in early 2016.

Creation of IT working group

The BoG approved the creation of a group responsible for the IT strategy for communication, administrative and financial tools. IP will participate in the pedagogical subgroup. Currently 50% of pupils have chosen the new S3 ICT course and an S6-7 syllabus would now be needed shortly.

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

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Niina Hirvi (FI), Group Coordinator
- Ms Maria Alice Eichler (PT)
- Mr Christian Farrar-Hockley (SV)
- Ms Jovita Lazdiniene (LT)
- Mr Philippe Lenne (NL)
- Mr Andreas Rogal (EN)
- Mr Matthew Sayer (FR)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Francesca Tudini (IT)

This section contains the following:

- General information on the nursery and primary schools in 2015
- Function and parental membership of the Primary and Nursery Education Board (the CEP&M)
- Issues discussed by the CEP&M during 2015
- Results and prospects

General information on nursery and primary 2015:

According to figures received from the Secretary-General of the European Schools, the population of the nursery and primary sections on 18 December 2015 was 287 and 1,089 respectively. The breakdown by section was as follows (nursery/primary): DE: 26/98, EN: 46/127, FI: 25/130, FR: 59/256, IT: 24/80, LT: 27/88, NL: 12/56, PT: 33/105, SV: 35/149. This includes 207 students without a language section (SWALS): DE: 8, EN: 93, FR: 106. Detailed information about the number of pupils per section and class sizes is available in the tables in annex.

The school population remained below 3,000 students. The primary and nursery classes are all in their original building in compliance with safety regulations, respecting the fire brigade's recommendation regarding the number of pupils by floor.

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 due to the lack of space.

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 committee¹); members of the APEEE (one person from each section) and the Head and/or Deputy-Head. It meets 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.

Additional meetings of parent members are organised to prepare the CEP&M meetings, and the various sections usually hold section meetings to feed into the discussions. Parent members often act as a contact point for parents seeking information or support on various educational or administrative issues.

The CEP&M met four times in 2015: on 17 March, 2 June, on 12 October and – still to come at the time of writing – 3 December 2015.

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

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 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 2015:

The following is an overview of the main issues discussed during 2015, 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.

Progress has been made on health and safety topics. The school now has a detailed evacuation plan. Evacuation exercises have taken place and their result has been good.

¹ *Le Comité du Personnel* or "CdP".

Playground aggression is being monitored, with disciplinary measures and, most importantly, appropriate corrective and pedagogical measures. A 100% active CCTV alert system for staff is being installed.

Following the revision of the European Hours, to which APEEE contributed — including pedagogical materials — the school confirmed that the module-based teaching, whereby all pupils participate in the same modules but in a different order, will continue. It is aimed for all teachers to be native speakers. Because of the low number of L2 German pupils, the modules for these children are different. The APEEE continues to monitor the functioning of the European Hours.

As regards the new Learning Support procedures, a simpler procedure has been created by the school in order to facilitate communication with parents. On the website Vademecum Parents there is the necessary information related to the provision of LS and the procedure to follow for requesting it.

In September 2015 special educational needs (SEN) was renamed educational support. The objective of the educational support coordination this year has been to raise awareness about the different learning styles that some of our pupils have and how our school should be inclusive. It is important to request the proper learning assistance for educational support pupils, so that every child has the same opportunity as any other pupil to obtain a proper education.

This objective has been accomplished in the 2014-2015 academic year by providing information to parents and teachers about learning difficulties, with the publication of information on the APEEE website and conferences with hands-on activities. On 24 September 2015 the APEEE and the European School Brussels II, CARE team (primary school) arranged a conference about dyslexia for parents and teachers.

Results and prospects: The APEEE will continue to focus on regular communication with the school in order to ensure that parents' needs and concerns are represented. High availability of the school management and of parent representatives has helped to maintain a constructive dialogue throughout 2015, focussing on improving the situation for the children.

Further co-operation can be sought by making use of the know-how within the institutions on specific topics and by organising joint ancillary events.

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

The school is considering adopting KiVa, an innovative school-based anti-bullying programme developed in Finland using cutting-edge research on bullying and its mechanisms.

The Radio Alma radio station has offered to create a programme for young multicultural students with the aim of enhancing the European School's community diversity. The idea is to have a radio programme that students will broadcast monthly using their L2 (primary) & L3 (secondary) skills in EL, ES, FR, IT, & PT. Primary school has adopted this project in the syllabus of European hours lessons.

The Library Support Group was created in 2015. It is an open forum for all issues related to the organisation of the library and represents the common interests of pupils and parents in all sections while closely collaborating with the library staff and other school representatives. Its main objectives are to coordinate the work of the volunteer groups and to reach out to

stakeholders (pupils, parents, library staff, teachers) in order to engage and involve them and thereby improve the conditions of the library.

Educational issues will remain the main topic for the group's activities, together with the need to cope with persistent overcrowding.

As in the past, the working group members will have to gather concerns within their sections for discussion in CEP&M. It is the role 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 Dorota Bianco (IT)
- Mr Karl Hasslöf (SV) until September 2015. Giles Houghton-Clarke as of September 2015.
- Mr Philippe Lenne (NL)
- Mr Fiona Meyer Estrada (FR)
- Ms Renate Replinger-Hach (DE)
- Mr Nick Revill (EN)
- Mr Miguel Rodrigues (PT) until September. Maria Alice Eichler as of September 2015.
- 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 four times in 2015: on 8 January, 21 April, 23 June and 17 September.

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

Overcrowding continues to be a problem, affecting the daily life of our children. High room occupancy rates reduce the possibilities of the school to offer classes to the secondary students.

The school is trying to create more study space, but this remains difficult.

The start of the 2015-2016 school year went more smoothly than in previous years.

It is the task of all APEEE board members to communicate the effects of overcrowding to their national representatives, in particular when it affects the delivery of basic secondary education (e.g. mother-tongue teaching in core subjects).

BAC

After the chemistry exam which posed problems in the 2014 BAC, it was the mathematics exam which posed problems and for which a correction was eventually applied. APEEE was active collecting information from parents and providing it to IP, addressing the issue with the management of the school and the Secretary-General. It also discussed the means of the school itself to effectuate quality control of the BAC exams.

In 2015, the school management and the APEEE continued the discussion of BAC results in a working group.

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 9 days 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 (9 days) as our school. In addition, Footfest continues to be held on a teaching day. And we may lose additional teaching days to strikes or snow because not all teachers may come to school on such days. So unfortunately, the 180 teaching days are not achieved.

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 2015, the school responded by offering a number of sports activities under the supervision of the teachers for the first four days of that period. 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 9 days 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.

Lost lessons

According to information received from parents, failure to replace absent teachers continues to be a problem. The systematic replacement of absent teachers has improved over the past years, although this is not the case for all sections. The APEEE continues to ask the school for more transparency on this subject, including provision of data and the publication of its policy on teacher absences and replacements.

The management of the secondary school calculated the lost lessons at a rate of 7% in secondary school which it considered an acceptable quota. APEEE continues to make the point that the issue is the cumulation of lost lessons of a given course in a given class which can lead to problems for the students who will not cover the curriculum in class.

APEEE will continue to focus on the issue; in this context, concrete contributions from parents are essential as long as the school does not provide the requested data.

School trips

Compulsory school trips are organised in the second and sixth years, with further school trips organised at the initiative of teachers.

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. The school management clarified in 2015 that the consumption of alcohol is not allowed on school trips.

There is also a direct link between school trips and lost lessons, as teachers accompanying students on school trips are frequently not replaced.

In 2015, the school proposed a new policy on school trips, to be tested throughout the school year 2015/2016 and to be revisited before the end of the school year.

This new policy provides for three one-week slots during the year during which all school trips should take place. It furthermore provides for strict limitations to school trips for certain levels in terms of duration (max. two school days) and cost (max. 100€/day). While the school management has ensured that all academically sound trips will be maintained, this may not be the case for all. The policy may put certain well-established trips (Latin in S5) at risk; we saw other trips being partly organised over weekends in 2015.

Advantages (in particular in terms of reducing teacher's absence and cost control for parents) and disadvantages (certain pedagogically valuable trips no longer happening) of the new policy will need to be evaluated at the end of this "test" school year. To that end, the school management had promised to provide a report. Parents will need to express their views.

School rules

During 2015 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.

Language teaching of L2 and L3 EN and FR

The APEEE continues to address the issue of improving the teaching of L2 and L3 EN and FR. It questioned how internal differentiation can take place in classes of 28 pupils (max permissible number for language classes, frequently the reality under the current difficult conditions). The school does not actively implement streaming as it is unclear on whether streaming is allowed under the statutes, but was conscious of the benefits of streaming and the difficulties for teachers managing large language classes of very mixed ability. The APEEE therefore raised the issue with the Secretary-General in the school's Admin Board. It was confirmed that this is an area where the school may decide. The APEEE therefore hopes and encourages the school to implement streaming for languages to the fullest extent. The objective must be that language teaching is organised in a way that all students benefit most; at the same time, the school should inform parents about its policy in a transparent manner.

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 Carlos Trejo (FI)

Preface:

Although we budgeted for a slight loss, thanks to negotiations with our suppliers we managed to finish with a slight surplus. This year the canteen prepared 370 366 hot meals and 5 700 packed lunches.

Hot meals service:

There have been few changes in terms of new products, other than corn-fed chicken with the skin on.

Our chicken consumption went up from 250 kg of white chicken fillets to 300 kg of corn-fed chicken fillets per service, which shows, once again, that the children are not indifferent to changes, provided the new products are of high quality.

Last year's figures confirm that the choice and the direction that we have set for the canteen are good and encourage us to continue along the same lines.

This is confirmed by the feedback system, and the work done in previous years to prepare an annual menu plan is bearing fruit.

This year we will implement ideas to reduce food waste (communication).

We have already changed many things in the canteen and a period of stability and monitoring should now be our priority.

Cafeteria:

By adding a second sales points (i.e. a third person at the counter) we succeeded in noticeable reducing the time customers have to wait, but unfortunately this also increased the loss made. The loss was offset by the positive annual figures of the canteen.

Noise in the refectory:

The installation of sound-absorbing panels resulted in a slight reduction in noise levels.

In conclusion, once the changes to the hot-meals service have been successfully implemented, our approach in 2015-2016 will still be to seek out new products and new suppliers who offer superior products at reasonable prices.

B) Transport subcommittee of the APEEE Board

Members of the Administrative Board

- Mr Philippe Lenne (NL), Group Coordinator
- Mr Reinhard Biebel (DE)

The activity of the transport section of the APEEE, after a very satisfactory year in 2014, resumed in September 2015 with a start to the school year made without major problems. Of course there are always minor incidents reported by the parents and dealt with as soon as possible by the APEEE transport staff, but taking into account the fact that the number of journeys made every day is significant and that we do not make any concessions on security, the ratio of complaints made by parents remains very low.

The objective stated last year, to maintain the level of quality and security for the coming years, is still THE main *leitmotiv*, with obviously the theme of security predominating. Each year training centred on security and first aid is given to the bus supervisors and security courses on school transport are provided for pupils.

The works on Boulevard de la Woluwe were foreseen from the Spring by the transport service and we can note that the disruption caused by these works was slightly less extensive than anticipated.

During the school year 2014/15 a total of 2352 pupils had an annual subscription for daily bus services managed by the APEEE, and we organised more than 19000 bus journeys.

Thanks to the optimisation of routes, the average theoretical occupancy rate of the buses is 98%.

For the school year 2015-2016, the annual subscription fee is EUR 1300 per pupil.

The main development this year is the introduction of the Ipad provided to afternoon bus supervisors, that ensures the direct follow-up of the routes. The application, developed by the IT service of the APEEE, enables the personnel of the transport office to control in real time the presences and exits from the bus of each pupil (check-in and check-out) as well as the geopositioning of the bus on a map.

The introduction of this system has been well accepted by the surveillance staff and this development already fulfils the initial objectives.

In effect, this system enables us not only to improve security but it also provides us with valuable information concerning the real rate of occupancy of the buses, and the actual time it takes to travel to the stops. This information should allow us to better optimise our routes.

C) Extra-curricular activities subcommittee of the APEEE Board

Members of the Administrative Board

- Mr Miguel Rodrigues (PT), Group Coordinator until September. Francesca Tudini (IT) Group coordinator as of September 2015.
- Mr Christian Farrar-Hockley (SV)
- Mr Nick Revill (EN)

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 expressions, or discovering sport 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.

In the school year 2015-2016, the total number of places available for activities was 2664 of which 2250 were filled resulting in an 84,5% usage rate; there were 1276 pupils registered for 43 different activities (which corresponds to 258 periods of activities per week). The number of pupils registered for child supervision was 429. There are 43 monitors and 23 surveillants working for the periscolaire service.

The on-going challenge facing the extra-curricular programme the management of limited physical space to meet the increasing demands for activities. This lack of space makes it increasingly difficult to satisfy the demand for extracurricular courses, which unfortunately means that children have to be placed on waiting lists (298) .

This year, a major challenge has been due to the need to comply with the new security measures adopted by the school. All extracurricular activities taking place within the school were cancelled for 1 week. Compliance to the rules also obliged the staff to an unforeseen workload.

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.

To facilitate the enrollments for next year, we are considering that the registration tool will be open in June on a Sunday at 12:00, rather than on a working day.

III - HEALTH & SAFETY GROUP

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Nick Reville (EN) - Group Coordinator
- Ms Dorota Bianco (IT)
- Mr Giles Houghton-Clarke (SV)
- Mr Karl Hasslöf (SV), until September 2015
- Mr Mokhtar Mekni (FR)

This year has been dominated by two themes; child abduction and security. On the former point we are happy to report that although there have been several widely-publicised rumours concerning the abduction of European School students, there have been no such attempts in reality. Nonetheless the school management and the APEEE are conscious of the potential dangers and have worked together to put procedures in place to mitigate the risk as far as possible and to educate the students at our school. Further information on this point is available on our website.

Sadly security issues have come to the fore with the terrible attacks in France and the subsequent increase in security here in Brussels. The situation is still fluid but the APEEE has been in constant touch with the Secretary General, the Security Directorate and our Director, Mr Sharron.

It is important to recognise that at this stage there is no specific threat to the European Schools. Nonetheless we are pushing for improvements to both infrastructure and security policies that will provide our school with the highest level of protection possible.

At the time of writing the school is still operating under a high security setting. Both parents and pupils will be aware that access to the school has been restricted, that extra security staff have been called in and that the majority of students are not allowed to leave the campus during the school day.

Activities within the school have been restricted and a number of school trips have been cancelled. It is not yet clear what impact there will be on the larger school trips planned for 2016.

The APEEE has been working with all stakeholders to try to improve the situation. It is clear that further investment in infrastructure, the development of a true security culture within the school and the implementation of coherent policies is required. The APEEE is convinced that professional expertise will be essential in bringing about the changes we need and is lobbying hard to ensure that security specialists are consulted before making decisions.

Funding for infrastructure projects, such as perimeter and bus park security, improved CCTV, installation of panic buttons and a functioning PA system, is urgently needed to bring our school up to an acceptable standard. We will continue to lobby for these funds to be made available.

The APEEE supports efforts to make the school safer, but believes these need to be smart and proportionate, to ensure a vibrant school life and school community continues to flourish. We will be working with the school management to ensure the right balance is struck in this respect.

There have been evacuation exercises at the school this year and the time required to empty the school has been cut. Lock-down procedures are not yet in place and this is something that the school will clearly have to address in the short term.

Elsewhere the development of policies concerning substance abuse, self-harming, eating disorders and bullying has been frustratingly slow. In March the APEEE produced a draft policy on substance abuse but this has still not been finalised by the school. Wellbeing is an important issue for us and we will continue to call upon the school to make progress in this area.

IV - I.T. GROUP

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Giles Houghton-Clarke (SV) - Group coordinator
- Mr Miguel Rodrigues (PT) member until September 2015

APEEE Staff

- Mr Erwin Van Dijk
- Mr Aliocha Sioen

Over the course of the year we continued to expand the functionality of our IT platform, with the aim of further improving the services we can provide.

Further enhancements were made to the registration system for extra-curricular activities which has to cope with some 45 different activities distributed amongst 250 periods being registered in the course of several hours on the morning of 15 June - when the system is open for new registrations for the following year. This means a blizzard of activity for an intense period - which demands a high capacity - but outside this period the activity level falls off significantly. In the past this has caused problems for parents getting access in some cases, however the continuous improvements we have made, both in the registration system and the servers we use to support it, have resulted in an almost problem free registration season this year. We have considered alternative registration approaches to the current 'first come first served' but not found a better solution. Suggestions on a post card please to the APEEE!

The 'Presence system' we use to check pupils in and out of after school activities enables us to know who we have in our care - and who is missing - a key safety control. We have this year extended the system to our 15:30 afternoon buses to extend the same safety benefits to the transportation system. We now have an efficient way of checking who is on the bus and ensuring that the younger children get off at the right stop. We are also able to track route information using GPS - which will allow us to plan routes more efficiently to cut down on journey length. And in the case of adverse weather or traffic problems, we can pinpoint exactly where each bus is, to update parents and if necessary assign alternative stops for drop off. We will be extending the system to morning buses in the new year - to ensure the same high levels of care and security as the afternoon buses.

You will also have seen a difference in our billing system. We introduced this year integrated billing - so you will only get one bill each quarter for all activities, instead of multiple bills. Further improvements are planned to facilitate easier management of your payments for APEEE activities, such as on line ordering for t-shirts, now available through the secured zone.

In January we will be re-launching the APEEE website, with a new structure and design. The past website served us well, but technology has moved on since we built it, as has the way people interact with the web, which is increasingly through tablets and mobile devices. An upgrade was

therefore called for - we hope you like it. Please send us your suggestions for further improvements.

We are also looking at other steps to bring our IT platform and customer service offering up to date with the latest technologies - more news on this will follow next year.

V ENROLMENT WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Francesca Tudini (IT) - Group Coordinator
- Mr Giles Houghton-Clarke (SV)
- Ms Jovita Lazdiniene (LT)
- Mr Philippe Lenne (NL)
- Ms Renate Replinger-Hach (DE)
- Mr Nick Revill (EN)
- Mr Miguel Rodrigues (PT), until September 2015
- Mr Matthew Sayer (FR)
- Mr Carlos Trejo (FI)

The working group's main aim is to defend the school's interests in the decisions on Enrolment Policies in the European Schools of Brussels; as well as its implementation in close coordination with the relevant APEEE persons of other Brussels schools.

Our main spokesman is the Central Enrolment Authority (CEA). The Board of Governors mandates the Central Enrolment Authority to adopt the Enrolment Policies in the European Schools of Brussels and all measures designed to implement it. They additionally need to make optimum arrangements for the conduction of the enrolment session for the beginning of each school year. Based on the proposal of the CEA, the Board of Governors may approve the policy.

Our working group is involved at various stages.

The working group discusses the drafts prepared by the Secretary-General of the European Schools within the framework of the CEA meetings. Several meetings with other APEEEs support this work in order to prepare their common position. They are also supported by the work undertaken within the Groupe de Suivi.

While taking into account the possible different positions of each language section, as well as the need to coordinate with other APEEE Brussels Schools, we are called to vote on the Secretary General's proposal.

In addition to this, the working group participated in all meetings organised by the CEA Secretariat-General dealing with the approval and/or votes on the applications submitted during the various enrolment phases. In more detail, the APEEE is requested to give its vote on the application; based on the particular circumstances or new facts, applications entered during the course of the year, transfer requests and returns from assignment. During the election process of the enrolment policy, requests are sent electronically in batches and must be analysed and assessed; a vote with strict time constraints, (often of one day) in agreement with the other APEEE must then be expressed.

During the period ranging from April to October of this year, the APEEE has participated in 7 half-day meetings organised by the Secretary-General focussing on the enrolment policy and the enrolment applications.

With regards to the main success of the enrolment session 2015/2016, APEEE has supported parents who decided to appeal against the new provisions on the grouping and regrouping of siblings. In regards to the principle of proportionality the Complaints Board annulled thirteen decisions. In response to this, it is foreseen that regrouping becomes a priority of the new Enrolment Policy 2016/2017 proposal.

While we prepare the current report, the new proposal for the enrolment policy 2016-2017 has been adopted and is published on <http://www.eursec.eu/index.php?l=2>.

The APEEEs of the four schools have expressed their opinion on the lack of clarity on the adoption procedure.

The working group also receives "big data" from the Secretariat-General. "Big data" is a set of figures which are used to monitor the applications by phase and by school, by category, for employers, by SWALS, unique section language and grouping/regrouping, the breakdowns by language section, etc. Data is also sent to the proposed place, accepted and/or declined (with breakdowns). These figures help monitoring the total number of students within the different schools, per section and level.

The situation at Woluwe on 4 December 2015 is set out in the table (see page 19 of annual report).

VI - INFORMATION WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Mr Andreas Rogal (EN) - Group Coordinator
- Mr Giles Houghton-Clarke (SV)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr Carlos Trejo (FI)

Information has been considered worthy of improvement several times by recent APEEE Boards, and in 2015 some important steps have been taken towards a better communication policy for the school community on behalf of the APEEE.

As of January 2016, a new and much improved website will be online, offering all the important news about events and developments. Also, a quarterly APEEE newsletter has been launched, not only informing but also encouraging debate about recent developments. Every parent is receiving the newsletter automatically. Parents preferring not to receive it are kindly asked to unsubscribe.

VII - COMPLIANCE & RISK ASSESSMENT WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Dorota Bianco (IT) - Group Coordinator
- Mr Giles Houghton-Clarke (SV)

APEEE Staff

- Mr Erwin Van Dijk
- Mr Reggy du Moulin

The Parents' Association pays attention and manages three important topics related to its activities:

- Compliance
- Risk management
- Prevention, protection and welfare at work

Compliance

In "compliance" we control the overall compliance with the legislation and compliance with specific regulations for school transport, school meals and extra-curricular activities

- AISBL: Compliance of articles - published in the Moniteur Belge
- Personnel management: contract compliance - The Working Regulations - General Rules for the protection of workers (with IDEWE)
- Administration: Accounting Compliance
- Insurance: mandatory and optional Insurance
- Transport: ministerial authorization, technical control and vehicle insurance, ...
- Canteen: specific legislation, HACCP, and Rentokil Euroconsultants on hygiene
- Extra-curricular: no specific regulations

Risk management

We have identified and evaluated the details of all the risks inherent in our business. An existing table includes the following:

1. Description of risk
2. Actions taken to minimize the risk (risk management)
3. Risk level (degree)
4. Existing legislation (regulation)
5. Control the actions taken
6. Person responsible for monitoring
7. Frequency Control
8. Written procedures (prevention, communication)
9. Action Plan

This table indicates possible risks that are not yet covered and for which there will be an "action plan". It is also the basis for the monitoring of risk management in the future.

Prevention, protection and welfare at work

(for staff employed by the Parents Association)

The Belgian law of 04/08/96 requires the obligation for each employer to create a Internal Service Prevention and Protection at Work (SIPP) and has, for this purpose, at least one prevention consultant.

The prevention advisor provides different missions:

Mission on reviews and advice

- The installation and start-up of new facilities and new equipment / tools.
- In case of changes to these facilities
- The use of hazardous products.
- provides the necessary information to enable management to take responsibility.

Mission on information

- Inform the hierarchy of legal aspects on security matters.
- Ensure and coordinate the dissemination of information on occupational injuries and risk factors and verify the comprehension.

- Inform the hierarchy on potential detected accidents factors.
→ Idem previous mission but with + and help from the hierarchy.

Mission on training

- Provide training
- Identifying training needs and propose and organize appropriate training.

Mission on verification

- Check if the safety rules are applied.
- Take part in monitoring the equipment

Mission on analysis and research

- The prevention advisor must be periodically step back to analyze the situation and develop ways forward.

Mission on monitoring

- The prevention advisor is the person who raises the mechanics when the plan starts to fade, stops or experiencing deviations.

The conduct of a risk analysis has been done accurately. As part of the new regulations on well-being, risk analysis is one of the main tasks which is the basis of a dynamic risk control system which each company must dispose of.

A risk analysis examines what dangers are present, what injury or damage they may cause and what is the risk of these dangers to actually happen. Using these elements, we can evaluate the level of risk. Based on this assessment, control measures may be proposed.

The planning of the implementation of these measures is included in an annual action plan provided annually to the Ministry of Employment and Labour.

Current situation - Action plan

Current risks were listed and no new risks were identified.

Compliance:

We are in compliance with existing laws and regulations to respect.

Risk Management:

We identified training to staff and students.

"Formation security in the school bus" was done in August 2015 for bus supervisors

"Formation security in the school bus" will be given in February-March 2016 for all students in kindergarten and primary.

Training "first aid" was done in August 2015 for bus supervisors and in November 2015 for the canteen staff.

A "Fire extinction" training will be given in 2016 for the bus parking staff.

Prevention, protection and well-being at work:

A new legislation required us to conduct an analysis of psychosocial risks of the Parents Association staff. This analysis has been done in June and July 2015 and the results are very good. An ergonomic training will be given in 2016 for the APEEE staff.

VIII - FINANCIAL SITUATION

See financial report.

**WHO DOES WHAT?
ADMINISTRATIVE
BOARD
2015**

M = Member

C = Coordinator

WORKING GROUPS

NAME	SECTION	BUREAU MEMBERS	PEDAGOGICAL GROUPS - FOCUS POINTS							OPERATIONAL GROUPS							
			Interparents	Primary CEP&M	Secondary CEES	EVE NTS	SWA LS	CATII & III	SEN	Canteen	Transport	Extra-Curr	IT w.g.	Security & Safety	informati on	Budget w.g.	Enrolm ent policy wg
BIANCO Dorota	IT				C							M					C
BIEBEL Reinhard	DE	Vice-Presid. Adm. Aff.								M					M		
EICHLER MARIA ALICE	PT			M	M as of Sept	M			M								
FARRAR-HOCKLEY Christian	SV	Secretary	C	M							M						
HASSLOF Karl	SV				M until Sept							M until Sept					
HIRVI Niina	FI			C													
HOUGHTON-CLARKE Giles	SV	President			M as of Sept			M	C			C	M	M	M	M	M
LAZDINIENE Jovita	LT	Treasurer		M	C		C							C	M		
LENNE Philippe	NL			M	M			C		C					M		
MEKNI Mokhtar	FR			M		M						M					
MEYER ESTRADA Fiona	FR				M			C									
NAVA Mario	FR	Member of the Bureau															
SCHMIDBAUER-MOGENSEN Bettina	DE			M		C							M				
REPPLINGER-HACH Renate	DE	Vice-Presid. Pedagog. Aff.	M		M									M	M		
REVILL Nick	EN	.			M						M	C			M		
RICCI Guido	IT	.	M														
RODRIGUES Miguel	PT				M until Sept						C until Sept	M until Sept				M until Sept	
ROGAL Andreas	EN	Secretary of information		M									C				
SAYER Matthew	FR		M	M												M	
TREJO Carlos	FI		M		M				M				M	M	M		
TUDINI Francesca	IT			M							C as of Sept					C	

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