

ANNUAL REPORT

2016

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I - INTRODUCTION

Ladies and Gentlemen, Dear Parents,

I am very pleased to introduce, on behalf of the APEEE Board, our 2016 Annual Report.

The aim of this document is to present to you the activities that we have undertaken during the year and their results.

We have decided to keep this report rather short. In any case, it would have been impossible to give the exact idea of the hours of work and the efforts that the Board colleagues have been dedicating to our Association.

My first "thank you" goes to them for their amazing commitment and enthusiasm. We have worked hard to overcome a certain initial lack of experience. I believe we have achieved quite a lot, always aiming at realizing our mission: to encourage any initiative making possible maximum participation by parents in all aspects of school life and to represent the educational and family interests of parents vis-à-vis the school; and to provide high quality services for our pupils.

Secondly, I have to express my gratitude to our incredible staff. Nothing would have been possible without the enthusiasm, passion and dedication of our managers and our colleagues in charge of the different services. Few numbers will be sufficient for you to understand how complex this machine is: this year the canteen prepared over 300 000 hot meals and over 5 000 packed lunches, we organized more than 19,000 bus journeys, 1271 students were enrolled in our extra-curricular activities with 246 activity classes per week. The professionalism of our staff is the key of our success!

Finally, let me personally thank the school management. As a new Board, our first challenge was to shape our relation with them and build a cooperation framework based on common trust and confidence. We decided to act as "critical friends" and to have a constructive dialogue with them. We found serious interlocutors. Sometimes it has been easy, sometimes it has been more difficult, but I do believe we are now going in the right direction.

APEEE asked the school to adopt clear rules for the management of conflicts: we drafted together the ""Working in partnership: consultation, mediation and process" document which is to be published on the school website imminently.

We also requested the school to make a real effort to improve communication. As a result a series of meetings with parents of the secondary have been organised. On top of it, we initiated with the school a discussion on the improvements of the organisation of the BAC and of June activities, which we hope will lead to positive changes already in 2017.

Looking ahead to the future, we will again meet new and significant challenges, just to mention few of them:

- overcrowding, with all subsequent negative impacts on teaching and safety & security, and more in general on well-being at school;
- the impact that the Brexit and the new statute for locally hired teachers might have on the quality of teaching;
- the need to keep improving communication between the parents and the school;

I would also like to mention the area where I consider improvements must be done: we have not created the real school-parents partnership which we aimed at. Parents are still threatened as a

"danger" from the school. The Footfest and the Christmas Market, as well as all other events that we have been organising at the school are a clear sign that this danger does not exist. On the contrary, we are an added value for the school and should be considered as such.

We call the school to work together for the creation of an environment where we can share more of our children's life in due respect of all (real) security issues.

APEEE will be continuing its work on a very broad portfolio, which goes from the delivery of services to high political files, such as the enrolment policy or the Secondary Reform. The Board can be successful only if parents with the right level of commitment support it. Working in this Association is interesting and exciting. I hope you share this view after reading about our activities and you feel motivated to play an active role in it.

Francesca Tudini
Chairman of the Parents' Association
APEEE Woluwe

II - EDUCATIONAL MATTERS

Pedagogical issues are at the core of the APEEE's work. Many of the issues are dealt and discussed within several of the working groups. We list here the most critical issue dealt with by the working group this year.

II-1 - Interparents (www.interparents@interparents.eu) **Representatives of the Parents' Association**

Members of the Administrative Board

- Mr Christian Farrar-Hockley (SV), Group Coordinator
- Mr Carlos Trejo (FI)
- Ms Francesca Tudini (IT)
- Mr Jan von Pfaler (FI)

Interparents (IP) is the organization that represents the collective of 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 administrative bodies of European schools: 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 EEBII are Jan von Pfaler and Christian Farrar-Hockley.

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

Changes in European schools administration

Secretary General Kari Kivinen retired from the ES system in September. Board of Governors elected his former Deputy, Giancarlo Marcheggiano, as the new Secretary General on the meeting 31st August and Mr Andreas Beckmann as the new Deputy on the meeting Dec 6th. These persons will shape developments in the school system during their six-year mandate.

Staff requirements not being met

The Secretary General conceded in April to National Inspectors at the Board of Governors meeting and to parents that the cost-sharing agreement is not providing the European School (ES) system with the required numbers of teachers to ensure all children have high quality teachers seconded from their member state.

A new statute for locally hired teachers has been approved. On behalf of parents, Interparents recognized that the contracts fell short of what is needed, e.g. to be sufficiently commercially competitive, but nevertheless represented an important step forward which could be implemented for the coming academic year and which would be closely followed. The deficit of seconded teachers in the EN section and L2 EN section in our school is of particular concern. This concern is closely related to Brexit.

BREXIT

We still don't know what Brexit means exactly but it is clearly recognized that this is a major concern for the whole school system. The line from the Secretariat General emphatically remains that the European Schools need English right across the system, starting with EN sections for the wide range of pupils who have EN as their L1. The new SG pointed out that English is also the

predominant L2 across the system (affecting both language learning and subjects taught in L2. In fact, almost without exception, every child uses English in his or her school career.)

EEBII Overcrowding

More capacity is needed in the Brussels schools, which has now been recognized by the Belgium Government. While the new Berkendael site was opened this year to primary children, the school system will need more capacity in secondary in the coming year/years.

With the opening in 2015 of the Lithuanian section in secondary and more EN classes in Nursery, EEBII is looking at a future of ever increasing pressure on class space. The options for a 5/6th school of 2.500 pupils which is needed in 2018/19 are still under discussion (it is predicted the overall demand in Brussels will increase by roughly 430 children each year).

One can ask at what point does EEB II say no to more children on health and safety grounds which subsequently could lead to the turning away of CAT 1 children in Brussels? (EEBII capacity is 2.850 we currently have around 3.050 children).

European BAC

Woluwe performed¹ below average in the 2016 BAC across the system and in comparison to the other Brussels Schools. Although these differences are much smaller than differences in between the sections.

After problems with the Chemistry BAC in 2014 and Maths in 2015 again problems arose with the BAC in 2016. 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 exams in September if necessary.

A report, by the 2016 European BAC Inspector, makes sober reading highlighting shortfalls in the system and making 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 Joint teaching committee (JTC) and 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! ²) and be aware that any compromise agreements do not detract from your right to seek legal recourse (and compensation) for your child.

On a positive note, together with close co-operation with the Interparents, the BAC-unit in the Office of the Secretary General has published a handbook ³ that may help future candidates to better plan for their BAC.

The long and longer road of Secondary Reform – now the Reform.

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

The proposals were reviewed by the Institute of Education (IoE) in 2015, a London-based education consultancy. "The conclusion of the external evaluation is that neither the present organization of studies, nor the proposed re-organization would be "fit for purpose"" - all fail the starting point of the 8 key competences for lifelong learning as defined by the EU.

The reform is now accepted to comprise the entire school curriculum from maternelle to BAC.

A "Reform" working group has been set up which is considering the "Language Policy" of the school. The "reform" working group currently has no timelines. See IoE report ⁴. Interparents has expressed its concerns about this approach to reforming the parts of the curriculum (like language policy) without an open discussion and/or stated goals for the wider reform.

¹ <https://www.eursc.eu/en/Office/reports-statistics>

² <http://www.eursc.eu/en/European-Schools/studies-certificates/European-Baccalaureate>

³ https://www.eursc.eu/Documents/BAC_Handbook-en.pdf

⁴ <https://www.dropbox.com/sh/25wf38yp7www8de/AADrekuSGUbFqXZkGo74mntIa?dl=0>

Needs analysis of Educational Support

There is a new policy for educational support which can be found at

<http://www.eursec.eu/en/European-Schools/studies-certificates/educational-support>

It is very important that parents seeking both educational support and learning support consult this document. Parents will also find a statistical report on the European schools web page, the use of support varies from section to section.

New Assessment Structure

Traditionally there has been a strong normative component in assessment: grades have been based on comparing pupils' performance to each other. The new assessment structure to be introduced for European Schools is based on explicit subject learning goals and explicit attainment criteria. To simplify: in future the syllabuses will comprise descriptions of what the assessment should be based on and on what level of learning should correspond to what grade.

Even if some elements of this structure have already been introduced in previous years, this will certainly imply a mental shift in the assessment.

As a result the assessment should be more transparent, enhance the student's self-evaluation, be more harmonized across the sections. The assessment should not depend on peers' performance. The entire class could thus attain excellent, or poor, performance.

Starting next autumn the new assessment structure will be applied initially to S5 or below in year 2017/18. Hence first BAC applying the new assessment structure will be the one 2019/20.

Similar assessment structures are in place in some of the member states. The teacher training will take place during the spring. An important task for the parents will be to follow the outcome of the reform. From S6 onwards the assessment will have an impact on BAC results.

The full rollout assumes an update of the current syllabuses adding the attainment criteria - work still in progress. Both the teachers and Interparents have asked for extensive subject level training and also concrete application examples. The teacher training is planned for spring 2017. On top of the work to develop attainment descriptors for existing syllabuses, nine updates to syllabuses were approved. These will be uploaded to the www.eursec.eu site under the new-look 'Studies and Certificates' section.

Finally this will also imply changes in the BAC which then need to be reflected in the interpretation and the conversion of the grades for university entrance criteria in respective member states.

New and Old ES schools.

The European School in Waterloo, EEBA, <http://www.europeanschool.be>, has had its application to become an accredited European School accepted. It will be a fee paying school and will have a EN, FR and SV section. Similarly, the European school in Culham is now (solely) an accredited school. There are now 13 European schools plus one Accredited European School, although the majority of pupils are in the former schools.

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

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Bettina Schmidbauer-Mogensen (DE), Group Coordinator
- Mr Peder Biström (SV) until September 2016. As of September 2016 replaced by Mr Christian Farrar-Hockley (SV)
- Ms Katarzyna Horemans (NL)
- Ms Jovita Lazdiniene (LT)
- Ms Fiona Meyer Estrada (FR)
- Ms Sara Roda (PT)
- Mr Andreas Rogal (EN)
- Ms Corinna Valente (IT)
- Mr Jan von Pfaler (FI)

General information on nursery and primary 2016:

Composed of 9 language sections, the Primary section comprises, as of 15/12/2016, 1,394 pupils spread over 66 classes. The overpopulation and consequent lack of space are a challenge for school management, children, parents and teachers. For example some sports lessons for primary classes 3, 4 and 5 have to be given at the Centre Sportif de la Woluwe; the Library is situated at level 0 in a room without windows, and students can only access it on specific days attributed to each section. Moreover, current safety rules make it more difficult for parents to access the school building and participate more actively in the school community, although parents now have identity school cards which ease identification when entering the school.

On the positive side, two new rooms are now available for ICT lessons; new surveillance cameras have been installed; new measures have been put in place by the school under the project "Vivre Ensemble/Living Together", in particular the so-called "yellow angels", where older students are identified with a yellow vest and students can go to them for help; the establishment of a "quiet room", where students can go during break on a voluntary basis to calm down, or sometimes they are sent by the teacher to reflect on a wrong deed/action; conflicts are now followed-up by a dedicated person in the school who is also responsible for the daily operation of the quiet room; parents can now use an e-form via Office 365 to inform the school about incidents in the playground and in other areas. APEEE continues to follow developments and their success with children and parents.

The new Office 365 was introduced as a tool to improve communication with parents and teachers. APEEE is monitoring closely whether this will work with all parents. Some sections are more sceptical than others. It is a shift of culture which needs to be accompanied with all tools and support needed.

Function and membership of the School 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"*.

Meetings take place 4 times a year with 3 teacher representatives, 3 APEEE Board members and the Deputy Director from Primary. These meetings are a forum for discussion and feedback on school governance.

To prepare for these meetings the APEEE organises internal meetings of the APEEE CEP&M group, written consultations and various sections hold annual section meetings to feed into the discussions. APEEE also receives individual requests from parents and coordinates support on various educational or administrative issues. Concerns and ideas are discussed directly with the school.

Issues discussed by the School CEP&M meetings in 2016

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

Snow Classes

A success was achieved in convincing the school not to abolish Snow Classes. In fact, the former organiser to Valmenier, France, stopped the contract with the school. It was then decided to abolish snow classes altogether and go to Flanders for a week in February to a sports location. However the majority of parents were in favour of continuing snow classes and APEEE successfully lobbied to keep them. They will now continue to be organised, at a new location in Switzerland, for P5 year students for the first time in 2017. The programme looks very promising.

APEEE also organised for the first time a second-hand winter clothes sale during the Christmas market. It was a big success; however with the unexpectedly high amount of items for sale the market organisation needs to be streamlined for next year. APEEE and parents are motivated to continue next year and will call for more helpers for the 2017 sale.

Preventing violence in the playground: the APEEE, in association with the School, organised a conference for parents, educational team and school staff to explain why bullying and violence in playgrounds is currently increasing and what could be done to tackle the issue. The conference was given by Professor Frédéric Hardy, Psychologist and researcher of the University of Mons, who has developed a project to prevent bullying in school playgrounds (<http://www.sciencesdelafamille.be/pr%C3%A9vention-de-la-violence-et-du-harc%C3%A8lement-scolaire>) which is implemented in more than 500 Belgian Schools. At the request of APEEE Prof Hardy is drafting a report, which will be concluded in December 2016, with practical suggestions to improve the playground area and current school measures. To prepare this report Prof Hardy has visited the School on 26 October 2016, talked with the students, and met on several occasions the school Director and many members of its staff (in particular the “Vivre ensemble” team) to understand the school needs and reality. He also gave a lecture to teachers on the topic during the pedagogical day of 3 November 2016. **Next steps:** possible half-day training to surveillants and teachers to prepare them for the implementation of this specific project.

Teacher absences and replacements

For some language sections, e.g. DE, EN, it is increasingly difficult to find qualified replacement teachers that are willing to work at the school on a short term basis. APEEE and the school are working together to improve the situation (parents helped with job ad distribution and finding teachers among their communities for example). In general, parents are satisfied with how the school manages replacements. The fact is, parents lack the overview on how many absences are covered and how. This information is sensitive and unfortunately not disclosed to parents.

Infrastructure

The school invested in several cameras that control strategic areas in the playground and floors. APEEE alerted the school to the need for compliance with data protection rules of the host country.

The school is planning to replace the wooden panels in the ground floor (for fire safety reasons) and include the renovation of some toilets in the planning. The timeline to implement this will depend on other infrastructure priorities.

Active database

Volunteering parents can now have a more active participation in school activities and their specific skills will be considered. You can register to become a volunteering parent at school here (work developed by APEEE Active Community Working Group): <https://docs.google.com/forms/d/e/1FAIpQLSck7EBZxJ7gxb2g01U5uFVUAhjOjbgAIf1mHnVGmUJnUNpseg/viewform?c=0&w=1>

II-3 - Secondary education group – CEES

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Jan von Pfaler (FI), Group coordinator
- Ms Dorota Bianco (IT) - Back-up: Ms Francesca Tudini
- Ms Jovita Lazdiniene (LT)
- Mr Philippe Lenne (NL)
- Mr Johan Melander (SV)
- Mr Mario Nava (FR) - Back-up: Ms Fiona Meyer Estrada
- Mr Philipp Reifenrath (DE)

- Ms Sara Roda (PT)
- Ms Johanna Saarentalo-Vuorimäki (FI)
- Mr Adam Watson-Brown (EN)

The Secondary education working group of the APEEE board discusses matters related to secondary education. This includes many issues related to the work of Interparents. Below we list issues that are more local to EEB2 or Brussels schools that have had particular attention this year.

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

Enlarged Secondary Education Council is often the only pedagogical meeting where all parties of the school community; teachers, pupils, management and parents representatives, meet normally four times a year. Many issues are shaped by preliminary discussions on other fora but finalized at CEES.

Differentiation

APEEE has long asked the school to meet differentiation needs set up by the wide range of skills. These differences are particularly present at the start of the L2 and L3 education, where pupils' preliminary experience may range from domestic language to no prior knowledge.

The school suggested it would test a differentiation in form of streaming on the secondary level at L2 education of EN and FR in year groups S1 to S3 this school year (DE has fewer pupils.) i.e. there would be standard level groups and one "advanced" level group in both languages. The aim is to reduce the differentiation needs within class. The main success criteria should be that the results in the "standard" level groups are improved for all subgroups. Starting from S4 there will be no differentiation groupings and thus all pupils should have reached the required level to continue studies together. For the advanced level class this arrangement should allow for more motivating lectures. One should however confirm that the studies there benefit the entire advanced level group.

APEEE expressed before the start of the trial that a unified (in each language) testing applied across the entire class (standard and advanced) before, during, and at the end of the differentiation phase is critical to the verification of the results. The first review of the policy will be made in the spring for the next school year.

School calendar with 180 school days

The European schools have a 180 school day school year. However, this principle is eroded by many nominal school days. The secondary building is dedicated to the oral exams only during nine school days. Hence each pupil losses up to 50 school days due to the BAC examination organization during their six years of secondary studies. APEEE launched a survey to gather the parents' views on the organization of school activities in June. The results were discussed with the school management. Consequently the school has taken the commitment to guarantee meaningful and planned work for the pupils in the lower classes for this time.

School trips

The school trip policy, changed last school year, was evaluated in 2016. After the March 2016 CEES, APEEE discussed the issue of school trips and decided to conduct an extensive survey amongst parents (parallel to the survey amongst teachers by the school management launched after the CEES) and communicated the results to the management.

The survey seemed to confirm the current policy on school trips introduced in 2015. The aim of that policy is to concentrate the school trips to a few dedicated time periods and thus to have a better control of lost consecutive lessons. The survey showed that for parents the educational value should justify the missed days of teaching. Parents repeatedly and almost uniformly stressed the importance of the trips curriculum to be inspired by and related to the syllabus. However there were few areas where parents quite consistently expressed a wish for change: a substantially higher cost cap and longer duration for well-motivated trips directed abroad, e.g. 5 days for trips

with a clearly established pedagogical objective. Nearly all parents would allow trips to be extended to the weekends.

The new policy on school trips has now been continued for the 2016-2017 school year. APEEE has asked the school to publish the list of school trips for a given year, once decided and planned. After a meeting with the management in July 2016, it was agreed that the school keep APEEE informed about the planned school trips. APEEE also suggested following the content of each trip in a more uniform manner by a standard survey after each trip (with the results published for parents and students alike).

Lost lessons: Mitigation of effects of teachers' absences

Teacher's presence at school is crucial. The class room education is the basis of education. When the original teacher is absent from the class there should be replacement work planned for the students. APEEE maintains that even with well-planned self-study possibilities for short absences, a substitute teacher is crucial for any longer absences.

It is clear that finding substitute teachers is not always easy and is likely not to become easier. APEEE has demanded that two principles should be followed to mitigate and limit the negative consequences of absences:

- i) In order to help their children adequately in their studies, parents should systematically be informed about the form of the study applied, i.e. in particular, if teacher is absent.
- ii) There should be a system in place that clearly indicates when any individual group of pupils (in given subject) has been without explicit guidance for an extended time. The effect of absence will certainly be more serious with extended periods of absence.

In the latter case the school should pay special attention to finding replacement teachers even for shorter subsequent absences. APEEE is concerned that school only systematically follows the average number of absences which do not adequately reflect the consequences for the pupils, as short absences in several subjects clearly have less effect than an equivalent number of lost lessons in one subject.

Neither of these principles have been applied so far.

During the year a compulsory study room presence was introduced to encourage pupils to work in the absence of teachers. Providing facilities and good conditions to self-study is important. In many ways the initial arrangement was not optimal and was somewhat changed later. However there is still a clear need to assess whether the current arrangements are the best possible to support independent study and in particular if they allow for efficient use of the time. Self-study, including group work, should be encouraged and supported at all times when pupils are free from lectures. The school ethos should value studying as a privilege as opposed to compulsory performance.

Finally a critical component of teaching is guiding the pupils work. This calls for a well-planned and communicated curriculum, and stresses the importance of so called forward planning.

Means of communication

The school is moving toward an Office 365-based communication system. The work is led by the Office of the Secretary General. So far the results in secondary have mixed. A general worry has been expressed that the transition seems not have been well planned, as there have been problems with email communication. The system is critical for communication of forward planning.

Good and proactive and transparent communication has been one of the key issues this year. Organization of meetings with school management and all parents or class representatives has been one of the means to enhance the communication.

III - SERVICES GROUP CONSISTING OF THE FOLLOWING WORKING GROUPS:

A) Canteen working group of the APEEE Board

Members of the Administrative Board

- Mr Carlos Trejo (FI), Group Coordinator
- Mr Johan Melander (SV)
- Mr Albert Raedler (DE)
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen (DE)

Preface:

Although we budgeted for a slight loss, we managed to finish with a slight surplus. This year the canteen prepared over 300 000 hot meals and over 5 000 packed lunches.

Change the Wish Week for the Wish Days:

The decision to change the Wish Week for the new concept of Wish Days was actually proposed by parents, teachers and school staff that use the canteen regularly. After hearing some complaints about it, the Canteen group decided to use different opportunities to actually ask all the parties involved and also hear their suggestions on how we could make the transition, aiming at better end results. Parents, teachers and school staff were not totally happy with the different recurring issues during the Wish Week. The menu was not as healthy as many people expected it to be. Many students from the Primary section were having significant behavioural changes due to too much pizza, burgers and hotdogs served during the wish week. Food consumption during this time was practically unlimited in terms of the portions students were able to have. The Canteen group collected all the necessary information from all parties involved and presented them to the APEEE Board for further consideration. During this time, we also presented the proposed options suggested by the stakeholders involved and then, after exhaustive discussions, we voted and decided to change the Wish Week for the Wish Days. The Wish Day will be every 3 weeks on a Thursday, as Thursday is the busiest day for the canteen. So nobody will miss out on Wish Day!

We are hoping that this change will allow students to continue enjoying the healthy meals that our Canteen team serves on a daily basis to all our children.

Cafeteria:

By adding a second sales point (i.e. a second vending machine) we succeeded in noticeably reducing the time customers have to wait and will also be able to offer some healthy options for those customers who come to the cafeteria after opening hours.

B) Transport working group of the APEEE Board

Members of the Administrative Board

- Mr Philippe Lenne (NL), Group Coordinator
- Mr Johan Melander (SV)
- Mr Albert Raedler (DE)
- Ms Corinna Valente (IT)

The activity of the transport section of the APEEE resumed with the start of the school year in September 2016 without major problems. Compared with previous years, we have had fewer incidents reported by the parents to the APEEE transport staff or APEEE representatives. 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, complaints, both in absolute and relative numbers, remain very

low.

As per any year, the objectives of maintaining the level of quality and security for the coming years remain THE main priorities, with obviously the theme of security still predominating, which we unfortunately expect not to be reduced. Each year training centered on security and first aid is given to the bus supervisors and security courses on school transport are provided for pupils.

Following the Brussels attacks at the beginning of this year new measures related to the transport service were included in the package of the school enhanced security measures, set up in collaboration with relevant services of the European Commission.

The works on Boulevard de la Woluwe are still going on with some "interruptions" delaying the whole initial schedule.

During the school year 2015/16 a total of 2366 pupils had an annual subscription for daily bus services managed by the APEEE, and we organized more than 19,000 bus journeys. Thanks to the optimization of routes the average theoretical occupancy rate of the buses is 97%. For the school year 2015-2016 the annual subscription fee is EUR 1350 per pupil.

The main development this year is the progressive enrolment of "accompagneurs" for the morning buses. This has always been an important request from parents, in particular from pupils in Kindergarten and Primary, and at the time of writing the transport office has been able to enroll 36 accompagnateurs for 49 morning buses. This enrolment has been difficult as it is not always easy to find someone for some early buses as well as for some very remote departure locations.

C) Extra-curricular activities working group of the APEEE Board

Members of the Administrative Board

- Ms Dorota Bianco (IT), Group Coordinator until September. Christian Farrar-Hockley (SV) Group coordinator as of September 2016.
- Mr Peder Biström (SV) until September.
- Mr Christian Farrar-Hockley (SV)
- Ms Katarzyna Horemans (NL)
- Mr Johan Melander (SV)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr Andreas Rogal (EN)
- Ms Francesca Tadini (IT)

The extra-curricular activities at the EEB2, including surveillance, are organised by Ms Agnieszka Jean Villanueva, in collaboration with Mr Aliocha Sioen, and under the supervision of the APEEE Working Group.

Our main goal is to offer students the opportunity to discover a large range of activities which allow them to fully develop their potential within the chosen activity; be it learning a musical instrument, a competitive sport, or developing their artistic skills. We are currently focusing on continuously improving the quality and the range of available activities, by ensuring easy registration, by guaranteeing student security and reinforcing parent-instructor relationship.

During the 2015-2016 academic year the total number of available places stood at 2690, of which 2349 were taken, constituting a rate use of 87%; 1271 students were enrolled to a total of 41 different activities, which corresponds to 246 activity classes per week. 50 instructors and 23 supervisors work for the extra-curricular service.

Due to an ever-growing demand of activities, the extra-curricular program is facing a logistical problem due to a lack of space. As a result, it is increasingly more difficult to satisfy the rising

demand of extra-curricular activities, which unfortunately creates a waiting list for a number of students (257).

The website and registration process have required improvement, particularly to ensure that all information provided be useful and easily accessible, and to improve availability on the day of registration.

It is with this in mind that we opened the 2016-2017 extra-curricular activities registration process on a Sunday, in order to ensure maximum parent availability. In comparison to the previous years, the number of parents who have reported problems in the phase of the enrolment (mainly for IT issues) has decreased.

IV - HEALTH & SAFETY GROUP

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Johan Melander (SV) - Group Coordinator
- Ms Dorota Bianco (IT)
- Mr Peder Biström (SV) until September.
- Ms Johanna Saarentalo-Vuorimäki (FI)
- Mr Philippe Lenne (NL)
- Mr Philipp Reifenrath (DE)
- Ms Sara Roda (PT)
- Mr Carlos Trejo (FI)
- Ms Corinna Valente (IT)
- Mr Adam Watson-Brown (EN)

The security at the school is among our top priorities.

Security at school is difficult; we want our children to have a school experience that is as normal as possible while minimizing the risk. We have to work with the risk of low likelihood–high impact events like fire, gas leak and an attack while also keeping a focus on high likelihood and low impact events like an accident on school transport, after school activities, or in the canteen. The balance we have strived for has been influenced by events around the world and specific security-related input from the European Commission. An example of this approach was that the APEEE supported the decision to keep Footfest.

The school has together with APEEE significantly reduced freely available information about events – most is now found on websites where login is needed to obtain the information. This is more cumbersome for us as parents but a low price to be paid to improve our security.

The APEEE has one employee that has probably more security training than anyone employed by the school. The school management listens to us and our staff since we have expertise and the whole school community's security at the centre of our work. We are an active partner in the school's Health and Security meetings; we keep an open dialogue going with school management.

We have pushed the school to maintain safe practices and apply pressure on Régie de Bâtiment to do the necessary. Money has been allocated to an improved fence around the school: a tender was opened but only one bid arrived. The tender had to be re-launched, that is why this most urgent need in our outer shell has not been improved yet.

Many parents have contacted us with suggestions and observations. We try to act on them as well as possible. We can always do better with more available people so please let us know where you think you can contribute and/or where you see a need for improvement.

V ENROLMENT POLICY WORKING GROUP (ACI)

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Katarzyna Horemans (NL), Group Coordinator
- All Board members are member of the working group.

Since the elections to the APEEE Board in 2017 the coordinator (or her substitutes) has participated in numerous meetings of the Central Enrolment Authority (CEA) (23/05, 6/07, 29/08, 26/09, 17/10, 24/10 and 12/12) where enrolment policy has been discussed. During the school year members of the CEA are requested to contribute to the responses via written procedure. The nature of the enquiries is as follows:

- Enrolment during the school year
- Enrolment after the school year
- Review of an enrolment application
- Transfer request
- Brainstorming on the guidelines of the Enrolment Policy in the European Schools of Brussels

The coordinator as well as other Board members have also responded to ad hoc questions posed by the parents wishing to enroll their child(ren) at the IIEEB, or any other type of questions (number of children in our school and classes, SWALS children in our school, transfer conditions, etc.).

Since all members of the Board are CEA members, there was no extra meeting organized during last year. All CEA issues were discussed either through the written procedure or during the monthly Board meetings.

Board of Governors has accepted a new enrolment policy for Brussels schools which is based on a fixed classes structure: in case of the number of pupils justifies and forces a class to be split (above 30 pupils), new classes will only be created in the Berkendael site, also irrespectively of the existing language sections, so called 'satellite classes'. The policy does not guarantee siblings being enrolled to the same school. However, the actual implementation of the principle is still somewhat unclear and thereby also the implications. Nevertheless, clearly this is a drastic change from the previous policy, justified by the Secretary General as temporary solution in a critical period. While acknowledging that a solution to overcrowding must be found, all APEEEs have voted against a proposal which is not based on a clear vision in the long term and does not create a clear framework for the families.

VI- INFORMATION WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Mr Andreas Rogal (EN) - Group Coordinator
- Mr Albert Raedler (DE)
- Ms Sara Roda (PT)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr Adam Watson-Brown (EN)

2016 has been a year of sometimes extraordinary challenges. Information practices of both the school management and the APEEE had to be adapted in the face of, what early in the year looked like, a substantial terror threat. As the most noticeable change, e-mails directly sent to parents had to replace the more publicly accessible notifications on our website whenever events are concerned.

However, we continued publishing our newsletter WoluwInfo and keep striving to improve the information flow. WoluwInfo will continue to report about current developments and initiatives in our school community.

Recently an initiative, driven by volunteer parents in the APEEE Information WG, has been launched to improve on the hospitality / induction process for newcomers to the school. The APEEE Information WG has joined this initiative and is committed, as a first course of action, to work together with it and with school management to produce a user-friendly manual (brochure) which will guide new parents and students into the school and familiarise them with its, compared to state or private schools, often unusual workings.

In this context, the Information WG has also taken note of a new project launched by the Pupils' Committee (CDE), which is developing a webpage that will offer peer-to-peer advice for secondary students on what to expect in their upcoming year. We will follow this project closely and contribute to it wherever desirable.

VII - ACTIVE COMMUNITY WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Maria Alice Eichler (PT), Group Coordinator until September 2016. As of September Ms Corinna Valente (IT) is working group coordinator.
- All members of the Board are member of the working group.

Created in January 2016, the Active Community Group aims to create a greater sense of community, by strengthening integration and by developing strong engagement between students, teachers, parents and carers, school staff and management. The engagement of school community members will ultimately maximise student development and achievements. To this end, the APEEE Active Community Group started working through 3 main means of participation:

1) **Events** aiming to create ad hoc dialogues on themes of mutual interest. The events that have been supported by the APEEE so far are (flyers in annex):

- The conference 'Surfer sans danger' (23/05/2016)
- 'Imagine Tomorrow - Screening of the movie Demain' (21/10/2016)
- The conference on 'Dyscalculia' (10/11/2016)
- The conference 'Prévention de la violence dans la cour' (17/11/2016)

2) After an event takes place, the school community can deem it necessary to continue engaging on a particular theme and carry out follow-up actions, generating **longer-term projects**, for example:

- Following the screening of 'Demain', the school community gathered again during the 'Imagine tomorrow' reflection day (23/10/2016) and planning day (13/11/2016) in order to develop concrete ideas for sustainable development projects to be implemented at school. During the pedagogic day, teachers and staff continued to reflect together on how sustainable development can be mainstreamed in different subjects, integrating teaching approaches that engage students and create community.
- Following the Conference 'Prévention de la violence dans la cour', an expert in violence prevention at school carried out an evaluation and submitted a set of recommendations that improved the school policy and its implementation.
- The Conference on 'Dyscalculia' was followed by a workshop for teachers during the pedagogic day.

3) **Volunteering** is a way for the community to participate in school life according to specific needs. Occasions where the school community members were called to help out through volunteering included: helping at Eureka; working in the library through the Library Support Group

which gathers volunteers from all sections; helping with the Christmas Market and with book sales; taking photos at the school events; helping with organising Footfest; hosting visitor students for Eurosport 2017 (planned for arch 2017); helping with the organisation of Run for Life (planned for April 2017). In October 2016 a call for expressions of interest was launched to identify more areas in which members of the community can be involved by sharing their specific expertise, knowledge and passion with others.

VIII - FINANCIAL SITUATION

See financial report.

**WHO DOES WHAT?
ADMINISTRATIVE
BOARD
2016**

M = Member

C = Coordinator

WORKING GROUPS

NAME	SECTION	BUREAU MEMBERS	PEDAGOGICAL GROUPS - FOCUS POINTS						OPERATIONAL GROUPS										
			Interparents	Primary CEP&M	Secondary CEES	Active community	SWALS	CATII & III	Educational support	Canteen	Transport	Extra-Curr	IT w.g.	Security & Safety	information	Budget w.g.	Enrolment policy wg	Compliance & risk assessment wg	
BIANCO Dorota	IT				M	M											M	M	
BISTRÖM Peder	DE			M		M											M	M	
EICHLER MARIA ALICE	PT			M		M												M	
FARRAR-HOCKLEY Christian	SV	Secretary	C			M												M	
HOREMANS Katarzyna	SV			M		M			C									C	
LAZDINIENE Jovita	LT	Treasurer		M	M	M	C								C			M	
LENNE Philippe	NL				M	M		C		C			M					M	
MELANDER Johan	SV	Vice-Presid. Adm. Aff.			M	M				M	M	M	C	C		M	M	M	
MEYER ESTRADA Fiona	FR			M		M												M	
NAVA Mario	FR	Member of the Bureau			M	M												M	
RAEDLER Albert	DE					M				M	M				M	M		M	C
REIFENRATH Philipp	DE				M	M								M				M	
RODA Sara	PT			M	M	M								M	M			M	
ROGAL Andreas	EN	Secretary of information		M		M				M		M	M		C			M	
SAARENTALO-VUORIMÄKI Johanna	FI				M	M								M				M	
SCHMIDBAUER-MOGENSEN Bettina	DE			C		M			M	M		M			M			M	
TREJO Carlos	FI		M			M				C				M			M	M	
TUDINI Francesca	IT	President	M			M						M				M	M		
VALENTE Corinna	IT			M		C					M			M				M	M
VON PFALER Jan	FI	Vice-Presid. Pedagog. Aff.	M	M	C	M			M							M		M	
WATSON-BROWN Adam	EN				M	M			M				M	M	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