

General Meeting

APEEE BXL III

Monday 22 January 2018

**ANNUAL REPORT
2016-2017**

ACTIVITIES 2016-2017

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FOREWORD

Dear parents and dear APEEE members

Last year, at our General Meeting, we promised to raise our Association (APEEE) to “a higher operational level”. This report outlines the efforts and the results which we managed to deliver against all the intrinsic and other systemic difficulties.

Our APEEE is today much better equipped and properly tuned to take up new challenges and to meet our lively expectations. It has become more outward looking, more transparent and more innovative as well as definitely more efficient and smarter.

The river, of its nature, can only and should not go backwards.

All Board, Executive Committee, Educational Advisory Committee, Working Group members, many volunteers and APEEE staff made a very valuable contribution to this end. They believe in and made possible the new era which started in 2017.

I would like to thank them all individually for this huge collective success! I owe sincere thanks also to our external partners, namely Partena Professional, RSM, the KOAN Law Firm, EPAFOS, Atalian and all bus companies for their professional assistance and cooperation in exploring new avenues and for allowing bold ideas and new concepts to unfold.

Our General Meeting on Monday 22 January 2018 at 7 pm will allow us to take stock of these outcomes and decide together on the future shared challenges in a more assertive and substantial manner.

Thanking you for all your confidence and participation,

Anastassios PAPADOPOULOS

President of the Board

PRESIDENT'S REPORT

OVERVIEW

This report provides a global overview of the developments in APEEE horizontal issues since the previous General Meeting in December 2016. As some of the processes had already been initiated, we spotlight also our previous achievements, when they produced more visible results during the immediately preceding period.

On pages 4-20 you will find a general outlook on the state of the APEEE affairs without addressing specific educational developments or those involving the management of the key sectors' management (transport, extracurricular activities and canteen). A more detailed presentation of individual sectors and other areas of action follows on pages 21 - ..

2017: A TURNING POINT IN APEEE LIFE

2017 was a year full of various catalytic changes in APEEE life. A fresh look and new air were spread all over its structures and operations.

Statutes - internal functioning: The 2015 Statutes were implemented fully in the last two years, thus allowing Board proceedings to reach conclusions and decisions in a more efficient and much less controversial manner. A new constructive and community-driven spirit prevailed at all meetings. The Board internal regulation provided the necessary tools and legal basis for clarifications on major procedural questions, thus laying the ground for written procedures to be launched, as necessary, for urgent or non-conclusive items.

The new preparatory bodies, the Executive Committee and the Educational Advisory Committee (EAC) played an important role in preparing Board discussions and in exchanging views among participants at a prior stage. The extension of EAC participation to the members of the Primary/Nursery and Secondary Education Councils as well as to members of the respective Working Groups (WGs) broadened significantly participation in shared matters. Ad-hoc WGs (for example, on APEEE financial assets) or on other projects (for example, University or Job Days in EEB3) used the expertise and availability of parents volunteering to serve the school community.

This new achievement confirms the success of the key objectives of the latest reform of our statutes (that is, more inclusion and participation of non-Board members in APEEE life).

The Chairs of all APEEE bodies made all reasonable efforts to achieve systematization in the production and distribution of any APEEE documents. The numeration and listing of all Board, Executive Committee and EAC minutes, as well as of some sector-specific WGs, was achieved and they all were made available on our website. Thus, our duty of accountability towards our stakeholders was essentially honoured.

All APEEEs in Brussels were granted by the Commission's OIB newly-equipped offices for their internal meetings in the Breydel building.

Challenges for next year:

So as to pursue efforts along the same lines, to include more volunteers in APEEE preparatory bodies and project-leading teams and to increase transparency across the board.

The APEEE structure should be established more rapidly (within a month after the General Meeting), while parents should be able to identify easily all key players and their responsibilities.

On a more technical basis, our IT department could envisage developing specific electronic communication tools for quicker interaction as well as e-platforms for information sharing among APEEE members.

Human resources management: The new management approach launched before the last General Meeting produced a net benefit compared to the past.

For the first time in APEEE history, HR policies were prepared and implemented in a coherent and comprehensive manner. New written rules and HR tools sought to reduce arbitrary decisions and ensure a fair treatment of all staff without compromising at all direct communication. Monthly meetings with all staff, where necessary, or in thematic areas enabled Board members to "manage" actively any decisions by listening to staff ideas, queries and concerns.

The appointment of the Human Resources and Operations Manager, Ms di Perri in April 2016 was instrumental in ensuring a second-level monitoring ("review by two people") of all APEEE operations. By doing so, we added not only a layer of continuity in business operations (acting as back-up for all Heads of Sector) but also a crucial factor for the daily organisation of the horizontal work ("General Affairs"), including budget execution and the implementation of novel HR instruments and policies, specifically:

a) A comprehensive APEEE staff policy code, which is ready for approval in its entirety. This covers all "job life-cycle issues", that is from the advertisement of job vacancies, selection and yearly evaluation of staff, their training as well as their remuneration update in relation to clearly identified motivation factors.

b) The substantial review of the 2011 Staff Regulation ('Règlement de travail'), which was signed by all staff members after a successful and constructive mediation process, included, inter-alia, clear provisions for the annual salary updates (indexation), staff rights for reconciling work-life balance (tele-working), arrangements for medical checks and other prevention policies as well as laying down the legal basis for staff evaluation and career development.

In this context, we are pleased to announce the conclusion of the first evaluation exercise of all APEEE contract staff in January 2018, whilst the evaluation of all bus attendants and extra-curricular activities' teachers is planned in April 2018.

c) Job descriptions for all staff, including their back-up functions allowing for more efficient delivery of services. The new organisational chart will ease understanding of roles and easy-going communication with parents ("Who does what?").

d) New options for career upgrades, if the overall performance justifies this and collective annual targets are achieved by staff members.

e) The continuous acquisition of new staff skills via targeted courses in effective communication with users and basic principles of auditing.

f) The establishment of a conflict-prevention and resolution mechanism, focusing on timely corrections of any failures, as well as on proper investigations by the Board members, as appropriate.

g) Upgrade of IT hardware and new e-mails for all staff.

2017 marked also the partial renewal of APEEE staff in critical positions, through the recruitment of three very promising and talented staff members in the IT, Transport and Canteen sectors. They proved indispensable and performed with extreme professionalism and care well beyond any call of duty.

Challenges for next year:

To pursue efforts related to newly adopted internal provisions and in line with the RSM external audit recommendations. A trust-based approach with clear definition of roles and responsibilities as well as an ensuing team-building exercise are expected to boost synergies and contribute to better performance together with full compliance with the annual priorities as defined by the Board.

Staff office furniture is planned to be replaced in early 2018.

New APEEE contracts and conventions: 2017 was a year of fundamental review of many legal frameworks starting with the new Staff Regulation (see above), the convention signed with the school governing the provision of extra-curricular activities ('Convention Périscolaire'), a new table service contract signed with Atalian and the transport contracts with bus companies. The latter were completely reviewed after a successful negotiation, thus strengthening safety, security and other essential provisions.

Two other important texts, namely the Springfest Convention with the school and the private contract with EPAFOS on IT services are being implemented normally and in full respect of APEEE interests. APEEE signed also, for first time under its name, the contracts for the renting of the Palais des Colonies in Tervuren, where the S7 Bac Ball will take place on 18 May 2018.

The APEEE insurance contracts were also extended in 2017 with a view to ensuring the maximum possible coverage for civil liabilities caused by APEEE service providers (notably by extra-curricular teachers). The revised contracts complement now perfectly with the school insurance policies, which cover students in school premises, as well as during transportation.

The review of internal APEEE rules was extended to the canteen internal regulation and the adoption of a written stock management procedure.

Challenges for next year:

Respect our contractual obligations while making sure that APEEE rights are respected and reasonable requests from our side will be satisfied.

Review annually best offers for insurance contracts and make sure that our students are covered in full.

Communication policy: The new APEEE Communication policy was adopted in 2017. Its implementation will take effect mainly in 2018 and is linked closely with the further development of IT tools by June 2018. Their effects will be spread to all sectors with a clear focus on transport, which will ease urgent communication with parents and localisation of the itinerary (more details are set out in Part B of this report relating to transport).

The APEEE communication – information-sharing model shifted from the previous "cascade system" by e-mail through class representatives to direct communication flow to all APEEE members. The new system contributes to efficiency, as it ensures any transmission within six hours. As of September 2017, APEEE launched a series of monthly reminders of useful dates, which was assessed very positively by parents.

The APEEE website was revamped thanks to the efforts of the new IT manager, Mr Tasho. Content and structure will be further improved in 2018.

Our staff continued to provide replies to all parent queries and tried to accommodate their requests in an equal, fair, rule-based and objective manner.

Open communication events and sessions with new parents were limited because of the restricted access policy. The annual information session for all new parents in our school was organised successfully last September. APEEE took active part in the "traditional" information session organised by the Association of Parents of OIB After-school Childcare Centres (AdP) in May 2017.

A closer co-ordination with the School will be required in 2018, in order to examine possible synergies or distinctive channels for information sharing. This discussion becomes even more urgent after the launch before Christmas of the new school website and the first issue of a quarterly school newsletter, "La Gazette". A synchronisation of interest areas and of publication dates would be beneficial, thus streamlining communication channels and maximising their efficiency.

Challenges for next year:

Ensure the full development of the adopted APEEE communication strategy in conjunction with the development of new IT solutions serving users' requests.

Streamline content distribution in co-ordination with the School by using effectively all existing and new information tools (websites, school (SMS, Outlook) and APEEE platforms, newsletters (La Gazette)).

Examine ways to address practical questions from new parents (a structured and user-friendly "Welcome package") in a timely manner, by using eventually the school Open Days (on 21 February 2018) or other public events.

IT and Data protection: The Board implemented fully the March 2015 Advensys IT audit report. All software and hardware were upgraded and correspond now to the highest security requirements. Business continuity plan and code safeties for all critical IT operations are also available. A new telephone switchboard for APEEE was set up at the school thus providing autonomy in many respects and removing a confusing situation concerning the distribution and payment of our telephone lines.

The 4-year contract with EPAFOS for e-enrolment was signed in 2016 following a successful call for tender, producing the higher value for money. In September 2017, parents could enrol on-line and pay without any paperwork. Since June 2017, we have kept a constant eye on all necessary technical improvements of the initial prototype, which ensured a tailor-made customization in meeting our internal functional needs. Parents have a full overview of all APEEE services used by their children, their weekly schedule as well as the status of their fees and payments. The on-going additional investment from EPAFOS Company since October 2017 up until now exceeded to a certain extent the initial scope of the signed contract. All further developments were made without any extra costs.

All these IT developments filled a huge deficiency gap between our Association and other similar entities in Brussels European Schools, which have already invested important human resources and capital in their upgrade of IT services many years ago.

Moreover, and in addition to the first important shift, the new IT manager presented to the Board in November a comprehensive IT Action Plan, whose implementation is imminent in 2018. The new Action Plan draws on and complements the successful - albeit with the "teething problems" expected from September to November 2017 - launch of the e-enrolment and e-payment system. Its gradual development will secure the definite switch from an ageing in-house solution to the online world, will simplify internal processes and guarantee user satisfaction on several fronts (for example, in transport and in the management of complaints for all APEEE services). It will provide also the basis for a corporate IT system for all APEEE services and personnel. Most importantly, users and APEEE services should be able to manage any complaints in a visible and efficient manner.

This IT revolution was based on a thorough elaboration of the first-ever APEEE Data Protection policy via a notification to the Belgian Data Protection Authorities. By doing so, APEEE fulfilled its long-lasting legal obligations. Data processed by APEEE, either collected by the schools through parents' explicit consent upon enrolment (respective clauses were included in 2017 and 2018 enrolment forms upon our recommendation) or as part of the member's contractual obligations in fulfilment of services provision, will be treated in the future in a completely legitimate and lawful manner.

As regards the school IT policy, we raised consistently the questions of much broader and more harmonised use of SMS and of Outlook by all teachers. The issues relating to the addiction of students to smartphones became part of the 2017-2018 Annual School Plan and is addressed in the WG developing the new policy (to be applied as of February 2018).

Challenges for next year:

To implement fully the IT Action Plan by September 2018, strengthening, in particular, information for parents about transportation and further facilitating all on-line front- and back-office operations (including the interconnection and interoperability of existing electronic systems).

Moreover, APEEE should prepare urgently all requirements for its own compliance with the new Regulation (EU) 2016/679 of the European Parliament and of the Council (EU General Data Protection Regulation) before May 25, 2018.

Furthermore, APEEE commits to encourage the school to adopt a fully comprehensive IT strategy as from the beginning of the next school year by addressing, in particular, the opening of parental' access to IT tools (Microsoft Outlook) and taking all possible measures for the prevention of risks linked to the on-line world.

Auditing - RSM recommendations: The Board decided to organise for the first time in our history an independent and impartial external assessment of its working procedures and operations. This analysis was performed in November and December 2017 by RSM after listening to Board members and staff with essential functions. The audit texts and all recommendations are currently at their final stage. The outcome must be studied and will be implemented thoroughly in early 2018.

Most of the suggested changes assess positively the good work undertaken at the level of internal rules and suggest pursuing implementation in a steady manner. Operational and other technical adjustments needed will be examined by the new Board.

Challenge for next year:

To use the RSM recommendations as the benchmark for all implementing actions in 2018.

Co-operation with and within our school: The second year of co-operation with the new School Director, Mr Emmanuel de Tournemire was fruitful in terms of results (for example, school plans and disclosure of school's extra-budgetary accounts) and mutual understanding. The beginning of the term of the new Deputy Director for Primary and Nursery, Ms Kamila Malik, in September 2017 was promising on several fronts, as she demonstrated eagerness to listen to and apply new ideas (for example, robotics and pilot projects about EU). The co-operation with the Deputy Director for Secondary, Mr Markus Radhuber was very efficient (for example, new replacements policy, smartphones policy, close co-operation for Springfest and on Students' Committee projects).

APEEE participants in all school bodies (that is, the school's Administrative Board (AB), the school's Advisory Council (SAC), the Primary/Nursery and Secondary Education Councils (EC), the Hygiene and Security Committee (H&S) and the Joint Committees set up by respective conventions governing the Canteen's functioning and the organisation of Extra-curricular activities) defended parental positions in clear and unambiguous terms. In educational matters APEEE representatives co-ordinated the expression of their positions with all sections' representatives. In order to improve the efficiency of the proceedings, parent representatives suggested and managed to convince the school and other representatives to adopt specific rules of procedures (that was the case in 2017 for the Secondary Education Council and for the H&S Committee).

Among the highlights, one can proudly mention the 2017-2018 Annual and the 2017-2020 Multi-annual School Plans, which represent the results of an extensive consultation with parent representatives in SAC. This unique method for decision-making within our school followed on a well-prepared survey in Spring 2017. Parents' high-level of participation and the detailed suggestions included in many replies enabled an improved dialogue with the school management, which went beyond frequently asked questions. This dialogue paved the way, inter-alia, for an integrated School Plan against Psycho-social risks, whose implementation commenced in September 2017. In a similar vein, a new WG on the restrictions in the use of smart phones was tasked to produce a clear policy for secondary students and all teachers (acting as a model) during school hours (lessons and breaks). The new policy is planned to be applied after the February 2018 school holidays.

In the educational field, the replacement of absent teachers, quality teaching, including the local staff evaluation, language teaching and subjects' teaching in L2 (in the light of motion 1 of the 2016 General Meeting), problems in the transition from Primary to Secondary, the variety of options offered and the organisation of exams in secondary, including European Baccalaureate, the broad topic of well-being at school and numerous points of attention, which are further developed in Part B of this report, were debated constructively but in emphatic terms. Results have been tangible and the overall process is following a good path.

Another longstanding dossier which was placed by the school on a very transparent and forward-looking basis was the disclosure and new management of the extra-budget accounts under the scheme of a specific ASBL. Extra-budgetary accounts have remained over long years a well-kept mystery, although it involved the perception of parental contributions for school schedules, school trips, photographs and gym clothes etc. The new policy was required in the aftermath of an APEEE intervention sent to the new School Director and is in line with the streamlined procedure required by the new Financial Regulation. A final assessment of the first "pilot" budgetary exercise in the 2017-2018 school year will be done for the June 2018 SAC meeting. The school demonstrated also openness to our request for involvement of parental representatives in all future calls for tender for new contracts involving parental money (for example, photographers and gym clothes).

The School Management and APEEE planned joint meetings with important policy makers (ministerial Cabinets and the competent agency of Parking Brussels) and other stakeholders (police authorities and the Ixelles municipality), notably in all mobility issues related to the geographical location of the school. Our proposal and a file for a "Kiss and Ride zone" (in the light of motion 2 of the 2016 General Meeting) was brought up in the respective meetings. It is difficult to devise an easy and safe access to the school while parental access the school parking is prohibited. Parking possibilities around the school are likewise privately owned or restricted to local circulation. Following a recent legal opinion confirming the legality of the restricted circulation measures adopted by the Auderghem municipality in Rue de la Chasse Royale, an official request for mediation with the local authorities (Secretary of the Municipal Council) is underway.

School trips were prepared with more attention to parental wishes and to proven educational value. The promotion of their educational merits and a more diversified offer were reflected in the 2017-2018 proposals. Preparations for next year could advance soon, thus opening the way for new proposals and for improved content, where necessary.

Anti-bullying policy (see the joint motions 4-5 of the 2016 General Meeting) became part of the School Annual Plan. The same is true for the anti-drugs policy, which was discussed at all levels and on several occasions with the school management, the police authorities and students. A successful intervention near the school testifies to the common will for effective solutions. The main approach consists of awareness-raising and preventative actions also involving the parents. The targeted information session given by most skilful and competent policemen to S6 students is set to continue in 2018.

Challenges for next year:

Implement the Annual Action Plan and all its actions consistent with long-term objectives with a view to the Whole School Inspection in autumn 2018.

Follow closely the introduction of the new marking reform in secondary and strengthen our own knowledge and information-sharing platforms for all educational developments within the OSGES.

Continue efforts to find a solution to the global accessibility problems (see also below under “Security”).

Security and hygiene: Last year our school invested their entire extra budget allocated since 2016 for security purposes. A few projects are still outstanding, as they require the approval of the competent Belgian authorities for the land (Régie des bâtiments). The Régie plays generally a very important role in the efficiency of any works within school premises and this was stressed to Commissioner Günther Oettinger at our last meeting in December 2017, when we asked for his support by contacting the Vice-President of the Belgian Government, Mr Jan Jambon.

In September 2017, the appointment of the Prevention Officer at the Office of the Secretary-General of European Schools (OSGES) catalysed the progress in the implementation of security policies. The co-operation with the new officer was excellent. A new WG at the level of OSGES was set up, which seeks to co-ordinate all access procedures and other parameters in view of a common medium-term policy across all European schools in Belgium. The officer will assist in facilitating contacts with the Belgian authorities and speeding up the implementation of the Commission’s Directorate of Security (DS) recommendations. We note that screening of staff, in particular, must be prioritized. Further to our own-initiative efforts to promote - since 2016 - awareness-raising for prevention and security for all transport staff, the Prevention Officer will liaise with the DS and co-ordinate in the future all similar initiatives across all schools.

The school's Hygiene and Security Committee (H&S) met twice and took stock of all developments. Possibilities for class and other events during as well as after school hours were clarified in writing, although our school policy still lags behind practices in other European Schools in Brussels. The committee discussed also the hygiene problems in toilets, where immediate solutions were envisaged (third service in Primary and Nursery, more awareness for Secondary students through the CDE and Educational Counsellors). The committee addressed also the question raised by our motion 6 of the 2016 General Meeting concerning the improvement of communication with the school's medical service in cases of serious incidents, for which parents should be informed. Our ideas were reflected partly for the preparation of the information package provided by the new school website. Moreover, parents are requested to introduce the central telephone line in their smart phone directories in case of any emergency.

Finally, at the last meeting in November, following parent requests, we commenced with the school management a dialogue about future priorities in the areas of the noise in the canteen and the possible measures to be taken for cleaning the air within classes. The broader issue of air pollution in our Brussels neighbourhood could be studied within an appropriate framework.

Challenges for next year:

Continue and further improve the efficient co-operation with the OSGES Prevention Officer.

Finalise the outcome of the WG on Access to European Schools as well as following-up the human and technical conditions for the swift implementation of a common access policy across all European Schools as soon as from the beginning of next school year.

Address the new needs, especially through new studies and other actions in relation to the noise in the canteen and/or the quality of air within and outside classes.

More opportunities and investment in our students: We managed to establish a close and mutually-enriching co-operation with the previous (2016-2017) and the new (2017-2018) Student Committee (CDE) and supported a more enhanced role for the Junior Student Committee in the future. CDE representatives were invited twice to APEEE Board meeting. Their requests and considerations were largely supported in the context of school bodies' meetings. Students surprised us with their progressive ideas and vision. APEEE supported them also financially, especially through the distribution of Springfest proceeds, as regards the setting up of the EEB3 Green project by June 2017, providing material used at the students' EEB3 conference in June 2017 or the re-activation and maintenance of student information portals and other communication platforms.

Since the end of the last school year and, as a consequence of the school's decision to abstain from any financial commitment to non-educational student activities, APEEE was in charge of the financial management of all S7 events, such as the BAC Ball, the BBQ, the order of BAC books and BAC jumpers. These revenues and expenditure are managed through the specific APEEE student account. In 2017-2018, our responsibility was extended to the responsibility for the reservation of the BAC Ball venue and the smooth organisation of all S7 events.

APEEE supported all ideas for creating spaces of creative time during breaks for students. Some of them were discussed in the Secondary Education Council meetings and progress is ongoing. The S6/S7 room was refurbished with two sofas ordered by the APEEE.

In 2017 we made all possible efforts to launch in our summer program for extra-curricular activities novel activities in Robotics, which met interest and echoed our belief in innovation. STEM projects could be further integrated into our new activities' program, which is planned for June-July 2018.

APEEE invested overall a considerable amount of time and systematic efforts in reviving and supporting important events for our students and the Brussels European Schools community in general. These included:

- a) The University Fair in October 2016 (in Ixelles);
- b) The Job Fairs for two consecutive years in November 2016 and 2017 (in Ixelles);
- c) The conference in February 2017 for S5-S7 students by the NASA Emeritus Director, Dr. Stamatios Krimigis (in Ixelles);
- d) The logistic support for the organisation of Eurosport in March 2017 (in Woluwe);
- e) The financial support to the Africa projects run by our students (in April 2017);
- f) The contribution to the successful participation of our school's team in MEC in Alicante (in January 2018);
- g) The promotion of a private sponsorship of a kit of artefacts from the Museum of Cycladic Art in Athens (in January 2018);
- h) Interaction with the British and the International School in Brussels in the promotion of academic fairs;
- i) The reset of our school's participation in future EU-China students' exchange programs (for July 2018).

APEEE contribution was extended to the purchase of books and accommodating seating for our school libraries. The impressive Library Committee Report is included in Part B of this report.

Last but not least, our association launched contacts with the Alumni Europae association and contributed to the financing of the development of its new communication portal. The first Alumni newsletter for many years was issued in November 2017.

Challenges for next year:

Continue the excellent co-operation with CDE and contribute effectively to the organisation of all their innovative projects, such as the TEDx, as from February 2018.

Continue the close co-operation with the school management and its Educational Counsellors in the areas of well-being and of promoting synergies with other schools and important external stakeholders.

Promote incentives for student participation in national and international competitions in sciences, arts and sports.

Springfest: Springfest events in 2016 and 2017 were different in several ways. The organisation itself was based heavily on APEEE (parents) involvement, who managed to:

- a) Be financially responsible on the basis of a clear division of processes (“who pays for what?”) with the school;
- b) Prepare and manage the IT platform for prior registration, ticketing and e-payments;
- c) Introduce electronic payments in 2017, which should gradually substitute for cash payments, thus removing any mismanagement risks;
- d) Co-ordinate volunteer activities on all fronts (Springfest Co-ordinator);
- e) Invite non-profit associations to set their own stands and demonstrate their activities and
- f) Achieve net benefits, parts of which were distributed in accordance with the three priorities set out in the respective convention (school and students’ projects as well as sponsorship for charities); the total balance of both events are published on the website, thus ensuring full transparency.

Challenges for next year:

Develop further on-line services for this day and attract more volunteers in the preparation of the biggest annual school event.

Make the 2018 event a success and ensure that our students’ potential becomes visible and rewarded (by communicating student projects in sciences, “Sciences Demos”).

Reflect on a long-term vision for a more innovative as well as more inclusive and balanced - across the education levels - event.

Financial management: The financial report for the General Meeting provides a detailed overview of the 2016-2017 budgetary implementations and the 2017-2018 draft budgets. A few remarks are introduced at this stage.

Last March, the Board decided to adjust the distribution keys of the APEEE accounts according to the real contribution of all sectors. Member avoidance of annual fee payment was abolished in practice as a result of the introduction of the on-line system. The APEEE reimbursement policy allows its members to anticipate their obligations in the event of unforeseen circumstances. APEEE managed in 2016-2017 new accounts because of its expanding responsibilities and roles (for example, student and Springfest accounts). The new Internal Regulation of the Board contributed to a more regular periodic monitoring, as well as to more frequent exchanges with the external accountant and auditors. Written rules for payment and sectoral provisions for stock management proved substantial guarantees of internal control.

The transparency of financial operations and the purchasing policy enabled a reliable monitoring and review of all decisions by the EXCO and the Board. All the above developments pushed the Board to decide to review the traditional co-operation scheme with its external auditors (commissaire aux comptes) as from January 2018 and move towards a lighter but equally efficient approach. This will consist of ad-hoc periodic checks of APEEE operations, taking into consideration the RSM auditing recommendations. Finally, the Board set up last November an Ad-hoc Expert WG with a view to analysing APEEE financial assets and making recommendations on their long-term profitable management.

Challenge for next year:

Adopt a new policy on long-term management of APEEE assets.

The expected stability of expenditure during this school year could allow a reflection about the financial impact of the improvement of APEEE services.

Co-operation with the Office of the General Secretariat of European Schools (OSGES)

Our co-operation with the OSGES was continuous. The main matters addressed in 2017 were the following:

a. The future of the European School in Ixelles

A major achievement in 2017 was the abandoning of the idea floated by the SG in June 2017 to examine the possibility of transforming the European School in Ixelles in the near term to a primary-only European School. Our intention was to reach a common approach with all our school stakeholders (including the school management and teachers) and to avoid by all means our "strategic isolation" from other schools' representatives.

The meetings in the Brussels Monitoring Group ("Groupe de suivi") as well as all lengthy preparation and co-ordination activities with other Parents Associations produced positive results. It was evidenced and became clear to all that our school is and must remain a fully-fledged school covering all education levels.

b. The future of the 5th European School in Brussels

Acting always in a united front with other Parent Associations, we convinced the monitoring group to work on an impact assessment for the composition of the future fifth European School. This study must be impartial and objective and lay the ground for a substantial discussion in the Board of Governors at the moment that the Belgian authorities will make clear their position in this regard.

Our deception regarding the turnaround of the expected decision of the host country authorities, which was consistently promised for December 2017 and could define the location and the size of the fifth school, is noted. Such a decision could have the benefit of enabling a long-term strategy about enrolments in coming years, as the Berkendael school has a maximal capacity of 1000 places and could be filled in as quickly as 2020.

c. 2018-2019 Enrolment policy

Our association participated actively in all meetings in the Central Enrolment Authority (CEA) and warned against any abrupt decisions re-shuffling pupils and not honouring parental expectations. We advocated swift and careful assessment of enrolments on an annual basis, as political circumstances do not allow a long-term enrolment strategy. We expressed scepticism about the opening of the “satellite classes” in Berkendael, while acknowledging the severe dimension of overcrowding in all Brussels Schools and expressed our determination to follow closely the implementation of the new enrolment policy in the CEA.

Challenges for next year:

Ensure that the opening of “satellite classes” in Berkendael in September 2018 will not be used as the panacea for the urgent and long-standing overcrowding problems in Brussels European schools.

Pursue pressure on the Belgian political authorities to define a permanent location as soon as possible.

Contribute to the preparation of the terms of reference for a call for tender for the impact assessment study concerning the size and composition of the fifth European school, whenever its location is fixed.

Undertake contacts with the management and other key stakeholders in the school in Berkendael with a view to providing all necessary practical information to all new parents (transportation and canteen etc.), whose children could be enrolled there.

Follow discussions on Brexit and on the future EU Multi-Annual Financial Framework (Heading V).

Co-operation with the other APEEEs and Interparents

The co-operation with all Brussels Parent Associations and Inter-Parents was mainstreamed in 2017. We brought our school back to the map!

Our involvement in Inter-Parents became very permanent, as our representative invested his energy and time in important matters and took up the function of the Deputy Secretary and IP representative in the Budgetary Committee. Where necessary, we contributed via e-mails to requests for information or for expression of our positions. We have the honour of hosting in February 2018 in Ixelles the next Inter-Parents General Meeting in preparation for the Joint Teaching Committee.

Among Brussels schools, contacts had started initially at Presidential level and continued with the first-ever Joint Meeting of Boards in 2016. We have established all-year-long contacts, exchanges of information and of best practices. Co-operation expanded further to almost all areas. The “Brussels Group” met at sectoral level and exchanged views on applicable human resource policies, budgetary issues and transport.

Meetings among Presidents took a regular form with pre-defined agendas. These included the preparation for the GdS, the Support Group meetings with the Commission, the OSGES WG meetings as well as the coordination of approaches in view of other high-level meetings, such as the December 2017 meeting with Commissioner Günther Oettinger. This meeting was marked by success, as the Commissioner announced the organisation of a “Summit for European Schools” in May 2018 with a view to addressing the major pending issues at the higher political level. Inter-Parents and Brussels associations have acted in a most excellent shared effort for this occasion, raising both orally and in writing, the following questions:

- a) The secondment of teachers and the future of cost-sharing system for the financing of European schools;
- b) Recruitment and retention of locally-hired teachers;
- c) The opening up of the system with Accredited Schools;
- d) Over-population in Brussels and infrastructure-related shortcomings in the areas of safety and security;
- e) English teaching and potential consequences of Brexit.

The Parent Associations in Brussels organised jointly conferences and other events, which improved the “community spirit” as well as opening up communication and networking opportunities. An indicative list of 2017 joint events included:

- a) The BAC Conference in February 2017 addressing in particular BAC recognition in the EU and in non-EU countries;
- b) The piano recital with Alberto Ferro in support of the association “Soutenons Grands Froids” (which benefits homeless people);
- c) The conference on the marking reform in Secondary on 5 February 2018 (Charlemagne building);
- d) The conference on educational support on 26 February 2018 (EEB II, Woluwe)
- e) A tennis tournament in Spring – Autumn 2018.

Challenges for next year:

Continue the open co-operation with other Parent Associations in a constructive and efficient manner.

Contribute to the organisation of the “Summit for European Schools” in May 2018.

Ensure our full and knowledgeable participation in all Inter-Parent and OSGES meetings.

OIB after-school childcare facilities:

In 2017, our school accepted increasing significantly the number of places at the OIB After-School Childcare Centre in Ixelles. Our co-operation with the newly-appointed OIB representative in Ixelles was very productive. Apart from resolving daily practical problems in the co-operation between the OIB and APEEE, the OIB representative demonstrated openness to considering further improvements and easing communication with parents.

Challenges for next year:

Continue the positive co-operation with the OIB representative.

Develop a plan to facilitate communication with parents on joint OIB – APEEE issues.

Continue efforts in facilitating school access for parents in picking up their children.

Representation tasks – farewell: 2017 was marked by the passing of our ex-Director, Antonio Pino. APEEE was represented at his funeral and at the moving farewell ceremony organised in our School in September 2017.

In June 2017 APEEE organised a farewell event for the previous Primary and Nursery Deputy Director, Mr Vladimir Brtnik thanking him for the exceptional contribution to the smooth functioning of our school.

FINAL REMARKS

All the progress illustrated above is necessary to continue with a similar determination. Legal and management continuity are essential for consolidating the achievements without disruption, indecision or delays. The work should continue along the same path. The mandate given by the General Meeting in December 2015 still has a time-horizon and complacency is not justified.

Our experience, determination and accumulated knowledge as well as our constant fight for our Association's new life guarantee that, albeit with difficulties, we can reach an even higher level of expectations. On-line solutions, including the management of any complaints, predictability in the rules, user-friendly approaches to the widest extent possible must replace closed doors and indifference to parent concerns.

A new open, communicative and evolving APEEE lives for you! All parents are invited to contribute with their constructive criticism, new ideas for projects, useful contacts and suggestions for action as well as with their expressions of interest for participation in the WGs. Your investment will pay off for the benefit of all!

Let us believe in our shared success and pave together a solid path to our future!

Anastassios PAPADOPOULOS

**VICE-PRESIDENT –
ADMINISTRATION ACTIVITIES REPORT**

The main challenge in 2017 was the recruitment of an IT specialist. We had to publish the post twice, but eventually, after studying dozens of CVs and doing several interviews, we found the rare gem, Lucas Tasho. Thanks to him we were able, in particular, to introduce the new e-enrolment system and to improve communication with parents, and that's just a start.

We continued to update our staff management systems, with Partena's help. The aim is to establish a transparent and objective framework in the interests both of the association and its staff. We in particular made adjustments to ensure a better correspondence between responsibilities and the grading of posts, taking account of the practices of the other APEEE et la description of the roles attributed to each post. We also carried out a first staff appraisal exercise (just for the HR manager and the operations managers for a start). We also updated the "règlement de travail".

The Executive Committee met ten times in all to deal with the issues mentioned above and also routine matters: overseeing the implementation of the budget, preparing the budget for the current school year, ad hoc issues concerning staff, following developments in the sectors, approving various purchases and other expenditure.

Simon COATES

TRANSPORT ACTIVITIES REPORT

1. Internal Organisation

The APEEE Transport Working Group is made up of parent representatives of the Parents' Association (APEEE). In 2017, it consisted of two members of the APEEE Management Board, namely Ms Fani ZARIFOPOULOU (sector responsible), and Mr Koen NOMDEN.

There are three APEEE staff members in the Transport Office: Ms Isabelle CALLENS (head of transport sector), Ms Emilia QUIROGA (assistant, working part-time) and Mr Aba BUBA (assistant, working full time). In May 2017, the contract of Mr Buda came to an end. A long selection procedure, following a public vacancy call, led to the recruitment of Ms Phyllis MICHAEL (assistant), who officially took up her post in July 2017.

Our service also employs six people to supervise the car parks, including two people who collect the nursery children upon their arrival and take them to the playground area, as well as some 40 adult supervisors and another 30 upper secondary pupil supervisors (S6-S7), who supervise the children on the buses (bus monitors).

The Transport Office looks after day-to-day business under the management of Ms Callens. The Office immediately informs the members of the Working Group if there is any particular problem in view of taking a decision on all urgent matters that need to be dealt with immediately. In case of serious complaints or incidents, the communication with parents is taken over by the APEEE Transport Working Group members.

The Transport Working Group and responsible staff meet once a month to review the situation and take decisions regarding the good functioning of the service. Ms Callens (head of transport sector) and Ms Ornella di Perri (Human resources' and Operations' manager) always participate in those meetings, while other transport staff may attend for specific agenda items.

A meeting of the APEEE transport staff of the 4 European Schools in Brussels takes place twice a year, in order to exchange experiences and to further improve services and safety. A meeting of the four APEEE Board members in charge of the transport sector took place for the first time in November 2017 with the aim of establishing a regular dialogue on transport policy-related issues between the four APEEEs.

2. Operation of the transport service, e-enrolment and bus routes

The transport service of our school represents a **huge daily operation** that can be presented in a factual manner. There are approximately 3,080 pupils at the school, and over 2,300 use the school buses. An increase in the number of subscriptions in the past couple of years was observed, notably due to safety concerns of parents.

There are three circuits: 48 buses run in the morning, 38 in the afternoon on first departure at 15.35 (MAT/P/S1-S2) and 29 on second departure at 16.30 (S1-S7, but also MAT/P pupils attending an extracurricular activity) on all days except Wednesday. On Wednesdays, there is only one bus departure at 13.00 for all pupils (45 buses).

There is a daily bus service to the OIB afterschool centres “garderies” (8 buses) both the first departure and Wednesdays. A bus service “garderies” was also added for the second departure, in order to accommodate pupils that are enrolled in extracurricular activities.

This was the first year that a **new e-enrolment** was used for the registration of all pupils to all APEEE services, including transport. The application of the new enrolment system required that all parents had to register the bus number and bus stop of their children for each circuit, contrary to previous practice of simply reconfirming by email the enrolment of “last year”. As a result, the new system allowed for a major update and readjustment of all bus routes on the basis of real needs and new requests. This work is currently in progress.

The new e-enrolment system introduced a radical change in the way parents registered their children for the different APEEE services. Our staff was there to support parents and answer all their questions with regards to transport. Moreover, our staff in the Transport Office started using this system for the daily operation of the service. Putting aside the difficulties that are inherent in any new system that is put in place and the technical problems that occurred during the first phase of its implementation, our transport staff members are now fully acquainted and use the new system and all the new possibilities that offers. The first month (September 2017) has been a demanding month with the e-enrolment system introduction coinciding with the beginning of the school year and changes in bus routes. Any problems, especially with regard to the afternoon schedule of our pupils, were resolved with efficiency and a user-friendly approach.

A general **revison of the bus routes** has already started last year. On the basis of the actual demand, this school year several bus routes were split in two and mini buses were introduced on a permanent basis, in order to unload overcharged buses. All bus routes should be designed on the basis of the requirements set out in our internal Transport Regulation. In essence, this means that our buses should, to the extent possible, cover general axes and larger roads. It should be reminded that we provide a school bus service that cannot operate on a door-to-door basis. Moreover, the Transport Office can adjust bus stops throughout the year, due to road works at one of the stops or in a whole area. The circuits and timetables are not available on the website due to general security reasons.

It should be noted that the bus routes and the capacity of our buses are decided exclusively on the basis of a home – school – home (or school – garderie) journey of our pupils.

All efforts are made to keep journey times under an hour in the mornings, and an hour and a quarter in the afternoons, always bearing in mind the need to ensure efficient use of resources and contain costs. However, given the large number of road works, strikes and demonstrations, and the increased traffic jams that are observed in Brussels, it is recognised that journeys are occasionally over this limit. We are actively working to provide alternative solutions in the interests of the children.

In the same spirit, it is of utmost importance for our service to ensure that all morning buses arrive to school on time, in order not to disturb the daily school schedule. Several changes were introduced to that effect, and such delays have been observed on a purely exceptional basis this year.

Finally, it is clear that our bus service has reached its maximum geographic limit (larger than any of the other schools) and, therefore, no further extension can be awarded, unless it can be duly justified especially on medical grounds.

3. Bus companies and contracts

In June 2017, our APEEE renewed its contracts with all external bus companies, for a period until June 2020. The new contracts constitute a significant improvement to the preceding version, in that they set out very clearly all obligations of the bus companies, including stricter safety and security requirements, in the operation of their service. The new contracts also include the procedures that should be followed on any given occasion. They also introduce a clear point system of penalties for every breach of obligations from the side of the bus driver or the company. These penalties are granted upon decision of Ms Callens (head of transport sector) or the Transport Working Group for more complicated cases. They can lead to the replacement of a bus driver or even to the termination of the contract for a specific bus route.

The APEEE has currently contracts with six companies that are specialised in school transportation: Eurobussing / Keolis (largest external provider), Kim Cars, Albacars, Autocars Gilles, Hermes Lines, and Voyages Star. While negotiating the new contracts with the bus companies, a shift was made towards smaller companies that can provide new and more environmental-friendly buses.

4. Bus supervisors

Our APEEE employs directly the supervisors for all the school buses, either adults (notably from ALE Ixelles), or upper secondary pupils (S6-S7) that are assigned to their own bus. This dual system of bus monitors is followed in other European schools in Brussels. For small mini buses, the bus drivers assume this responsibility.

The APEEE Transport Working Group took a decision to progressively increase the number of adult supervisors and limit as much as possible the student supervisors, especially on afternoon buses that carry the youngest pupils (MAT, P). This decision was successfully implemented since the beginning of the year. As a result, all buses on a first departure (15.35) have been assigned to an adult monitor, and the same applies to the buses of the second departure (16.30 for secondary students) that are also used by MAT / P pupils following their afterschool activities. A decision is taken to also employ exclusively adult supervisors for the afternoon departure on Wednesdays, currently under implementation.

The APEEE Working Group attached the utmost importance to defining further the role and responsibilities of bus supervisors and to monitoring their daily work, with the objective of improving the safety of the children travelling by bus. Based on past experience, the responsibilities of bus supervisors, as well as the procedures to be followed when specific incidents occur, were revised and presented in several information sessions since the beginning of this school year (three for the adult supervisors, two for the student supervisors).

We verify the performance of bus supervisors on a systematic basis and we make sure that their behaviour complies with the required standards, as set out in our internal Transport Regulation. In the case of serious incidents, supervisors can be removed from their duties. A special focus on the individual assessment of each supervisor is in the immediate plans of our working group

5. Security and safety

One of our main objectives is to maintain security and improve the safety of the children taking the school bus. This is why we work only with well-known and professional companies that specialise in school transport and select their drivers carefully. Most of the drivers and supervisors have been working for us for many years.

Our aim is to keep the same drivers and supervisors on the bus line throughout the year, in order for him/her to maintain a good working knowledge of its specificities and to reach a better communication with parents and pupils.

A number of trainings are organised each year. Our supervisors receive special training in first aid from the Red Cross; our bus drivers follow two security trainings that are provided by a volunteering parent who is an expert in this field. The staff of our Transport Office also follows a training for trainers course especially regarding emergency situations and evacuation exercises. More concerted action in this field should be organised and the APEEE is closely collaborating with the Commission's Security Directorate on this point.

Bus drivers' moral and behavioural requirements are assessed by the bus companies employing them. We remain in contact with their employers for any unacceptable behaviour, and, if needed, measures are taken in line with the new contracts, such as the replacement of a bus driver.

Following the 2016 terrorist incidents, new security measures were put in place and are maintained with the same vigour. Each bus driver and monitor (including replacement staff) is required to submit annually an official certificate of good conduct. All our buses are now equipped with a system of geolocalisation for a real-time tracking of their exact location, route, speed or parking place. As previously explained, specific measures refer to our bus monitors, while all contracts with the bus companies were revised to integrate additional requirements in this field.

Our Transport Office ensures that all relevant security measures are implemented in a timely and correct manner, placing security at the heart of its activity.

6. Annual subscription fees

Several decisions and measures in the transport sector that have been taken over the past year entail significant budgetary implications that are reflected in our budget of next year. Such measures include inter alia the new buses added this year, the increased number of adult supervisors, the new security requirements.

Nevertheless, the overall financial situation of our association allows for further investments to be made without increasing fees accordingly. As a result, a decision was taken to maintain the same annual subscription fee for the school year 2017/18 (€1,260). The price covers all costs of buses, staff and operation of the transport service, and is below that of the other three European Schools in Brussels.

7. Conclusion – outlook for next year

Our Transport Office is charged with the day-to-day operation of the service and every effort will be made to ensure that this is further improved in the interest of the pupils, their parents and the school. Consequently, the Transport Working Group has set a number of objectives for the coming year, which are expected to significantly impact on our service:

Firstly, to reinforce safety by introducing a new IT system for registering the presence of pupils on each bus that will be operated by the bus supervisors. Supervisors will be provided with tablets that will allow them to perform a check-in / check-out operation for each pupil using the bus. Our Transport Office will have real time access to this information. A pilot phase for this project is scheduled towards the end of this school year, in order to allow for an official launch in September 2018. The aim of the project is to have clear information on the actual presence of pupils on each bus and be in a position to provide immediately this information to parents concerned.

Secondly, to continue implementing the provisions of the new contracts with the bus companies, including the point system of penalties for any violation that occurs (including delays, misconduct, safety issues). In this context, we will be monitoring very closely the performance of the bus drivers and, mainly, our bus supervisors, in order to improve the quality of the service provided. An individual assessment exercise for our bus supervisors will be put in place.

Thirdly, to improve the communication with the parents. To that effect, a new online database will be put in place, in order to enable parents to submit their complaints or to report on specific incidents (instead of sending an email or calling). This new database will be common for all three APEEE services. It is expected to have a particularly positive impact on the transport sector, given that most parents have a daily experience on its operation. All incidents will be duly registered and followed up. The new database will also allow for properly archiving those cases and make an assessment on how each bus line works and the possible problems that arise.

Fourthly, to proceed with a comprehensive review of all bus routes, in order to ensure that some children are not particularly disadvantaged compared to others, and that they do not spend more time than necessary on the bus. Such review will take account always of the fact that this is a school bus service that needs to contain costs.

Fifthly, to establish a direct channel of communication with the other APEEEs in Brussels, in order to discuss issues of common concern for the transport sector (e.g. on safety and environmental requirements), exchange best practices and agree on common policies to the extent possible.

The Transport Working Group will continue to be available and ready to listen to all parents. We try to satisfy most requests and treat all parents equally, to the best of our ability. We reply to all your concerns and recommendations within a very short timeframe. Together with the Transport Office staff, we have developed a robust conflict-resolution mechanism, taking decisions in a prompt and collective manner, which contributed significantly to increased user satisfaction. However, we are also aware that we cannot always satisfy the wishes of each individual family, especially if it results to the detriment of others.

The staff in the Transport Office and the car park always wears a smile and keep calm in any situation; we endeavour to meet all your expectations as parents so that you can be reassured and your children can be safe and happy on their journey to and from school. It goes without saying that continuous improvements are always essential on a short- and mid-term basis.

Fani ZARIFOPOULOU on behalf of the Transport WG

EXTRACURRICULAR ACTIVITIES REPORT

I. Organisation

The operational team

The operational management of extracurricular activities is ensured by trained duo Mr Jacky Materna and Mr Chy Sochip.

	Jacky Materna	Sochip Chy
Diploma	Qualified educator and physical education teacher	PhD in Pedagogy
Experience	- 25 years as a Gym teacher - Over 20 years working in extracurricular activities in EEB.	- Over 10 year experience in the extracurricular activities - Over 10 years Teaching at EEB III

The operational team is supervised and supported by the members of the Board responsible for the extracurricular sector who forms the “Périscolaire” working group:

- Ms Rosita Lake
- Mr Giorgos Georgiannakis
- Mr Holger Reichow
- Ms Katerina Svickova

The “périscolaire” committee

This committee is primarily a cooperation committee, to allow the organization of extracurricular activities in optimum conditions for students under the auspices and / or in the European School Brussels III premises It allows the school administration to be kept informed of any subject related to extracurricular activities requiring their cooperation and in particular their approval on the occupation of the premises.

It is governed by a new partnership agreement signed in July 2017.

The members are:

- Member of the Board of Directors of the Parents Association
 - Ms Rosita Lake
 - Mr Giorgos Georgiannakis
 - Mr Holger Reichow

- Members of the school administration
 - Mr De Tournemire (School Director)
 - Mr Radhuber (Deputy Director for secondary)
 - Ms Malik (Deputy Director for primary and Nursery)
 - Ms Hector (Administrator of the school)

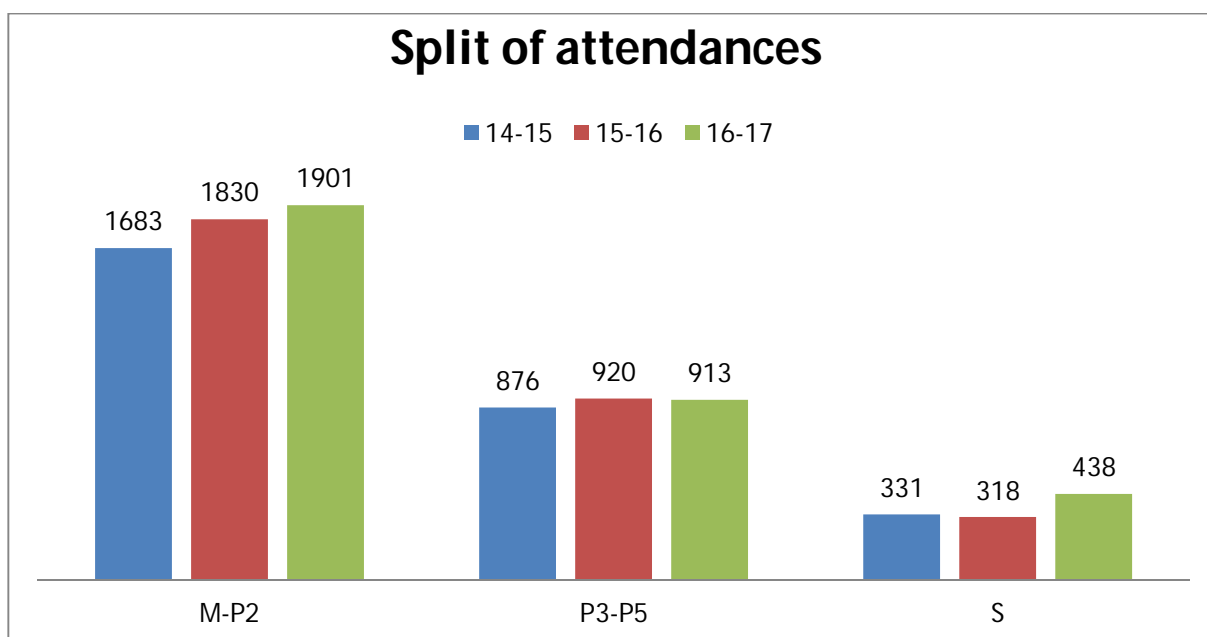
All these teams are working together to enable us to offer all students from all sections a variety of activities in a pleasant, fun and easy to enrich their lives.

The extracurricular committee gives its opinion on the impetus to be given to the extracurricular activities service and validates the program and the investments of the year.

II. The Extra-curricular activities in 2016-2017

During 2016-2017, the extracurricular activities department faced once again an increase in the school population. The population of the school has indeed increased by 1.7% compared to 2015; of which 140 are in primary and 21 in nursery. This increase adds additional pressure for our service in terms of supply and capacity. Of course, with such an increase, satisfying the first choices of all children remains our biggest challenge.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Activities							
Activities	237	223	245	238	227	248	253
Enroled pupils	925	942	960	961	1010	1094	1135
Participations	2629	2589	2834	2803	2894	3132	3252
Average activities / pupil	2,842	2,748	2,952	2,917	2,865	2,863	2,865
School population	2902	2919	2892	2870	2906	2989	3041
Instructors							
Independent	22	28	22	26	18	21	27
Employed	42	38	43	42	38	43	42
Total	64	62	65	68	56	64	69



The top 10 activities are essentially Friday afternoon activities for nursery to 2nd primary pupils. These activities also have the longest waiting lists unfortunately.

<ul style="list-style-type: none"> - Martial Arts - Yoga - Gymnastic 	<ul style="list-style-type: none"> - 3D DIY - Basket ball - Ball games 	<ul style="list-style-type: none"> - Folk dances - Musical awakening - Mini football - "Petit theatre"
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In 2017 the extracurricular working group invested a lot of time in raising awareness about STEM projects and in the pilot project of robotics workshops during the summer camp; with the aim of introducing robotics and coding workshops from September 2017. It has been decided to have a budget of more than € 8,000.00 to invest in equipment and robotic activities were launched in September 2017.

The preparation for and use of the new e-enrolment system was the main priority for 2017.

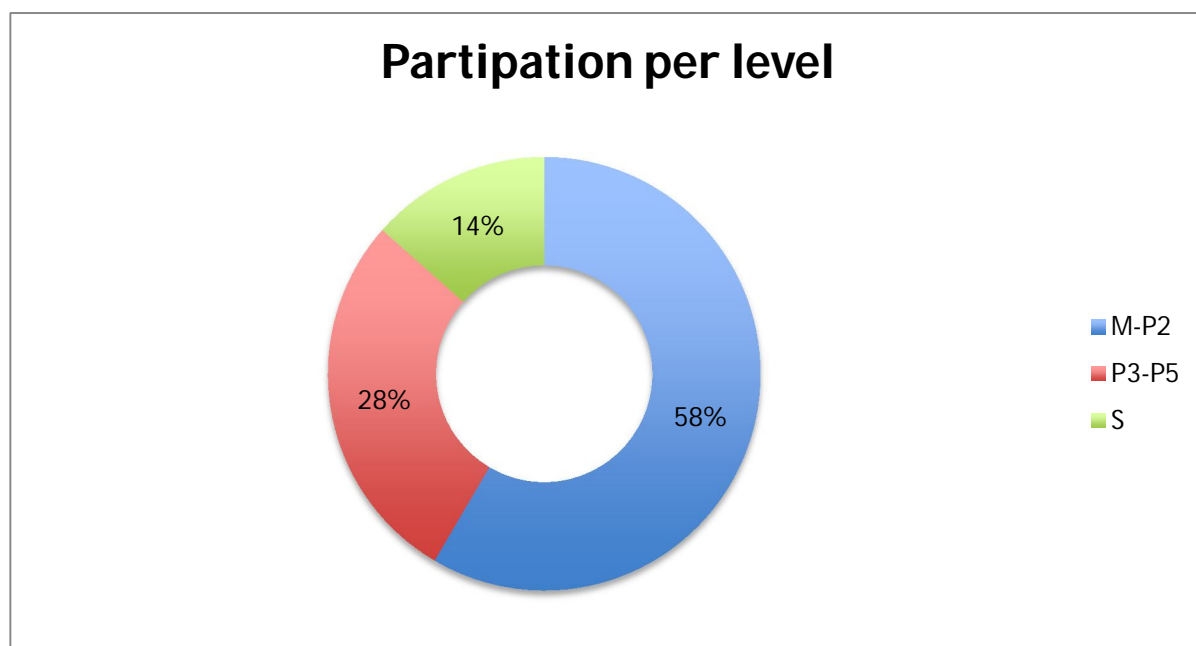
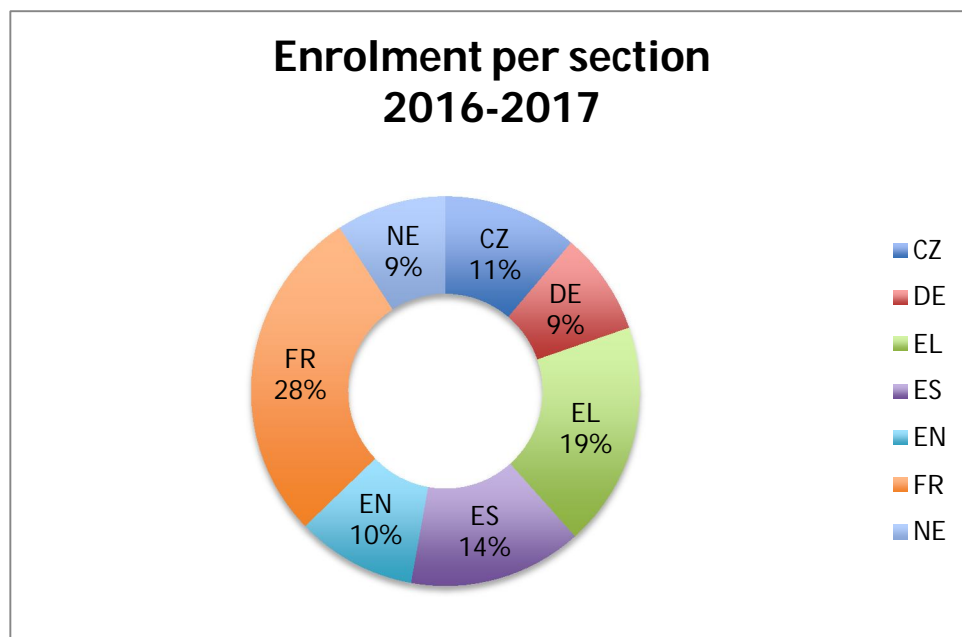
Our efforts to attract more secondary students are starting to pay off. We have attracted almost 25 extra students during the school year.

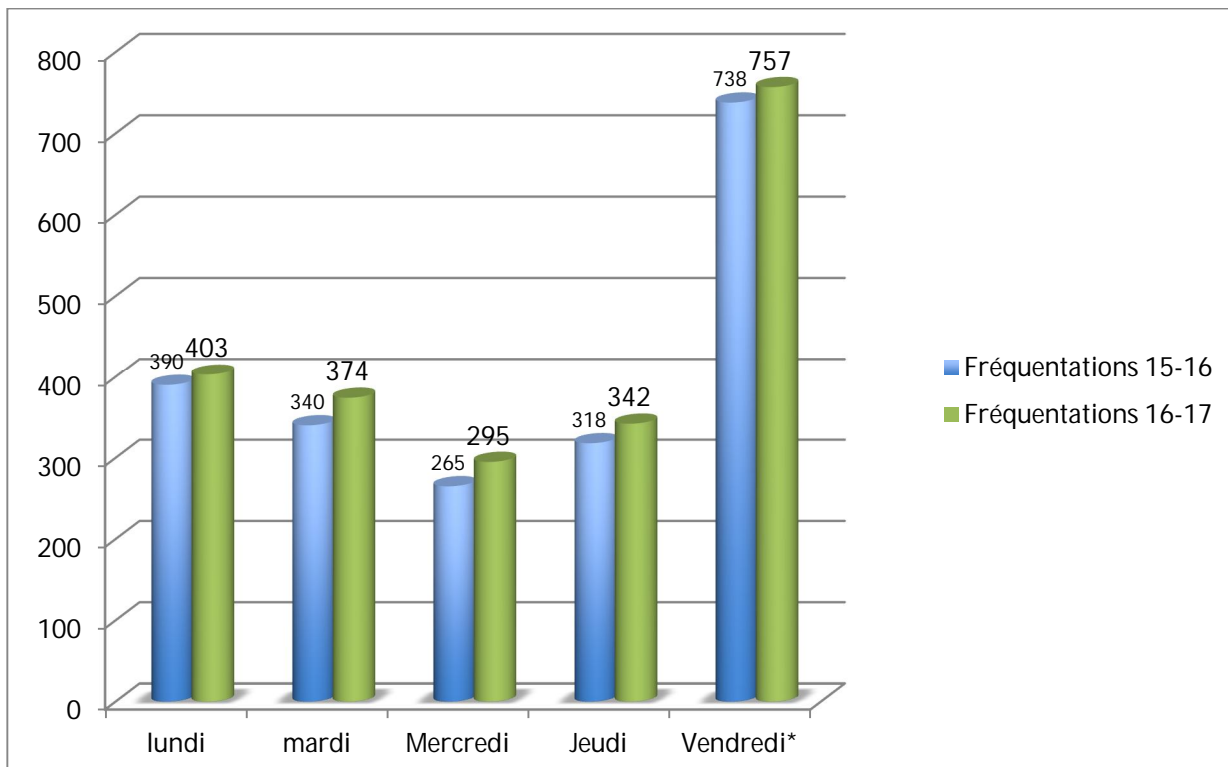
During the secondary year end summer camp in June 2017, we have organised for the first time robotics and a science workshops, this allowed us to experience an unprecedented record with 146 participants for the two weeks.

The number of students enrolled increased by just over 3% however the number of average activities per student remains almost unchanged.

It goes without saying that with the continuous growth of the school population, the extracurricular activities are facing more and more difficulties in giving a full satisfaction to each enrolment request.

2016-2017 marks a year of transition with the preparation for the implementation of the online enrolment system, which should allow parents to have a more modern and connected management of their children's activities within the APEEE.



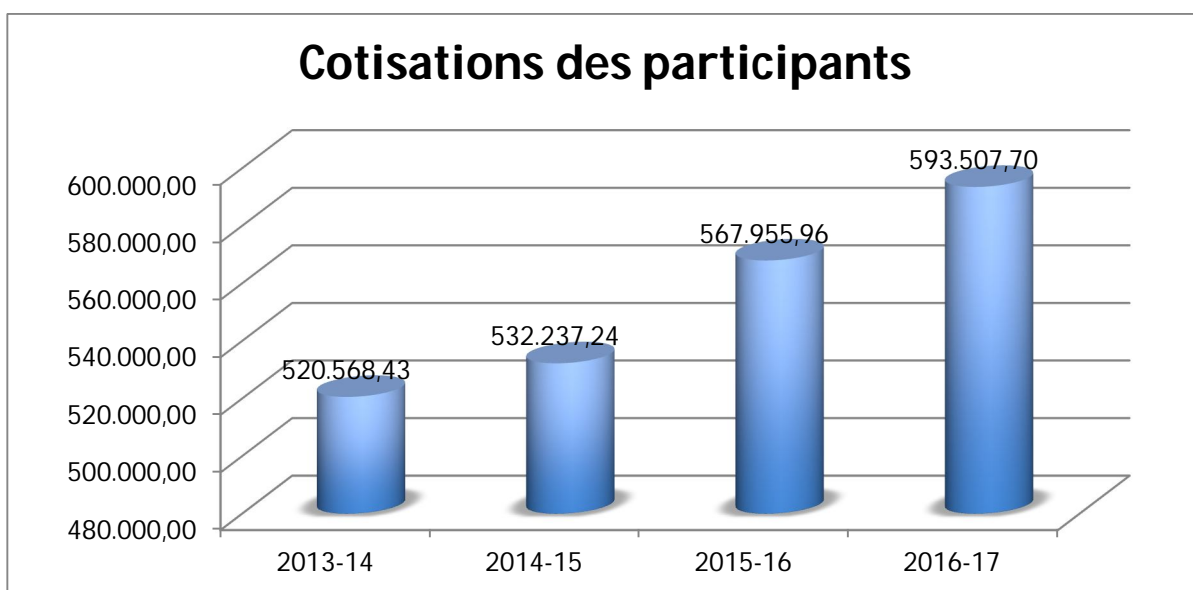


+ 80% des participants du vendredi sont des M-P1-P2

+ 34% de nos activités ont lieu le vendredi après-midi

III. Financial report

As a result of this increase in attendance, the operating result of €54,387, 39 is slightly higher than the budgeted income. This exceptional result is largely discounted by the increase in participants' contributions of + 4%.



The expenses borne by the extracurricular activities are essentially personnel expenses that are employees of the APEEE and instructors in charge of animating the activities; the same way that the contributions for activities enrolments represent more than 97% of the revenues of the sector.

In July 2017, the extracurricular activities staff gross salaries were indexed by 2%.

The general affairs allocations are up; this is due to the contribution of the sector to the costs of the new webmaster of the APEEE.

For 2017-2018 we have introduced robotics and coding activities for primary and secondary students. We hope with these workshops to give a new direction and impetus to our offer of activities. In addition, it was agreed to offer more fun activities in English, French and German, to offer students more opportunities to practice and practice languages II.

The 2017-2018 enrolment process was done through the first version of the new e-enrolment system; giving parents for the first time to move on to a more modern and connected way of handling their children's enrollment and participation to the APEEE services.

We are expecting to complete the development of the Extra-Curricular module in the e-enrolment system for the next enrolment season; this will allow a full integration with the APEEE back office tools.

Rosita LAKE on behalf of the Extracurricular activities WG

CANTEEN ACTIVITIES REPORT

I. General overview of the activities of the canteen

On the basis of an agreement with the school ('the canteen agreement') the canteen activities cover mainly the students and the teachers' canteens as well as the cafeteria for secondary, whose functioning is described below in detail.

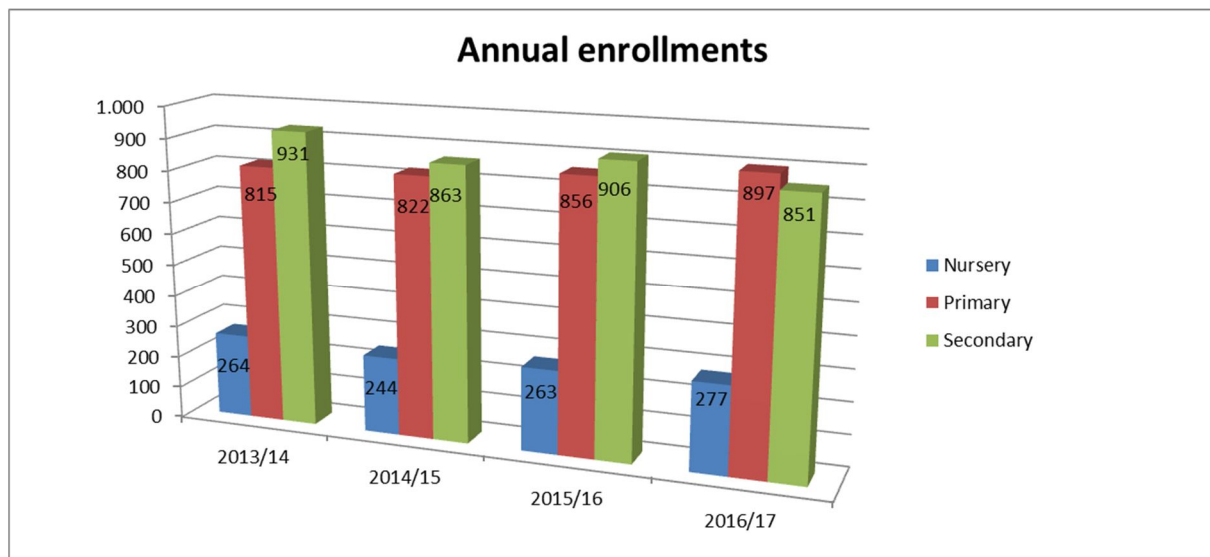
The canteen also provides services to the European Commission Garderie (lunch on Wednesday and snacks from on Monday to Friday), extra-curricular activities (Snack & go), to the organisation of Springfest (purchases of raw materials for the barbecue, chips and beverages stands), the BAC students (barbecue and drinks for the Bac Announcement party) and the school (breakfasts, pick-nicks and working meals).

1. The students' canteen

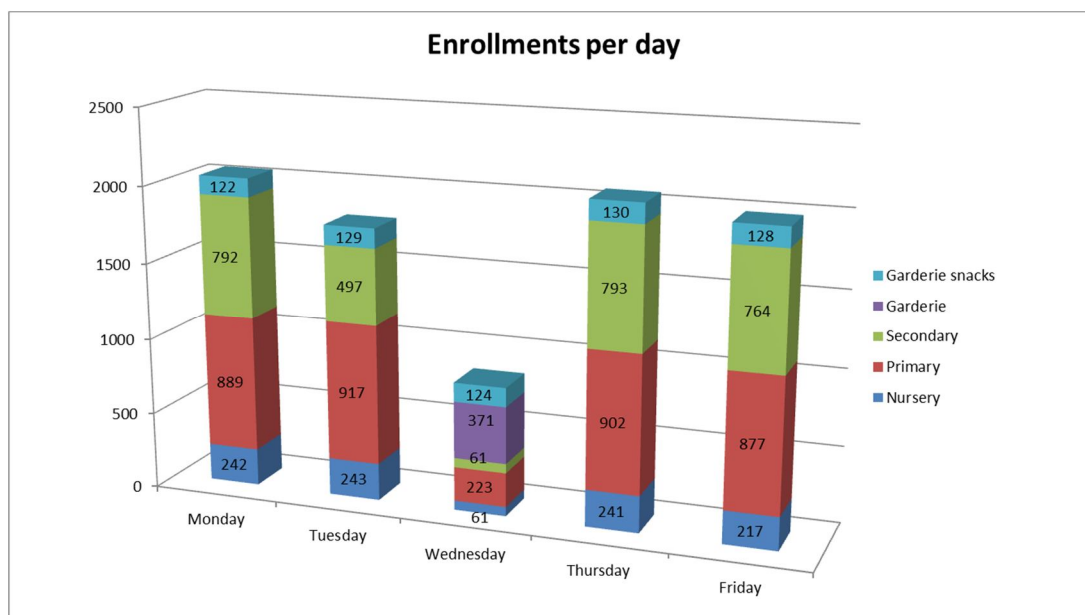
Inscriptions

In the year 2016/2017, the number of students enrolled in the canteen has changed from 2072 to 2025. At the beginning of 2017/2018, the number of pupils registered at the canteen was 2025 (situation at 18 /12/2017).

Evolution of registrations in the last 3 years



Enrolments by day of the week (average for the year 2016/2017)



Composition of menus and ingredients

There is a single menu per day. The monthly menu is published on the APEEE website including information on the possible presence of allergens (per week). The photo of the main course is also published daily on the website and on the four TV screens in the canteen.

The menu respond to the guidelines of the food policy published in the website: fresh fruits and vegetables, organic and local products, preference is given to high quality meat and sustainable fish species, and to cold pressed sunflower oil and olive oil; reduction to the minimum of industrialised products and sweet desserts.

A nutritionist is consulted on the composition of menus, as well as on the preparation of certain dishes.

Compliance of Hygiene rules

Hygiene is regularly monitored. Checks carried out regularly by the association [Qualacs](http://www.qualacs.be) (www.qualacs.be) in compliance with HACCP (Hazard Analysis and Critical Control Points) confirm an average compliance rate of 92 % (above the recommended threshold). Final report dated of 13/10/2017

2. The teachers' canteen

The APEEE also ensures the operation of the canteen for teachers. Since September 2016 the service in the canteen of teachers is organised as a self-service. The main course of the menu is the same as the one served in the students' canteen, a salad bar and a soup are also offered every day, as well as different desserts (yoghurts, fruits), tea and coffee.

In 2016/17, the teachers' canteen was attended by around 80 teachers. The average income is EUR 300 per day.

Pricing policy has changed to give more flexibility to the purchase of the various components of the menu.

The canteen teacher has a small deficit but measures to balance the budget of this part of the sector have been taken such as the reduction of a person of the service, control of prices of raw material, price adjustment of the salad bar.

3. Cafeteria

The cafeteria is available for secondary school students. It is a good alternative to the canteen since it proposes not only fruit and warm and cold sandwiches but also pasta and salads every day. At the request of students, sandwiches without products of animal origin are also for sale. In 2016/17, the cafeteria counted between 400 and 500 clients per day. The restrictive exit policy in the school years 2015/2016 and 2016/2017 had a positive impact on this activity.

The balance of the cafeteria for 2016/2017 reached a surplus of around EUR 16.000. This trend seems to continue also for 2017/2018.

4. The Head and the staff

The Head of the canteen is Mr Didier Delhoux and since October 2015, Mr Pascal Forton is the chef. For preparing the meals, Mr Delhoux and Mr Forton are assisted by 3 people in the kitchen, 3 people in the washing and 2 people in the cafeteria. The table service is provided by 26 persons of the external company Atalian.

Since May 2017, Ms Catalano was recruited part-time to ensure the implementation of the food policy and assist Mr Delhoux in the daily management of the canteen.

In the framework of a new HR policy, the Administrative Board adopted new job descriptions for all the staff.

5. The Canteen Working Group

The Canteen Working Group of the APEE Board continued its activity. This year the Working Group was composed of Ms Maria Saura Moreno (Member of the CA responsible for the canteen), Ms Fani Zarifopoulou, Mr Tomas Hruby and Mr Jakub Nice.

The Canteen Working Group regularly meets to discuss current issues, as well as to identify and propose measures to be taken to improve the service.

The Members of the Canteen Working Group maintained contacts and visited the canteens of the European Schools in Uccle and Laeken with the aim of exchanging best practices.

6. The Canteen Committee

The Canteen committee, as set out by the canteen agreement, is a consultative body. It is composed of representatives of the School and of the Board of the APEEE. Representatives of teachers and pupils, as well as the canteen Head participate as observers. It meets every two months.

The four members of the Working Group shall participate in the meetings of the Canteen Committee in representation of the APEEE.

The Canteen Committee serves as a platform to discuss all subjects related to the canteen which require coordination with the school.

The Canteen Committee met in September and December 2016, February, April and June 2017. The main issues addressed were the collaboration with the school in projects such as the clearing of tables by the students, the role of supervisors, etc.

II. Financial situation

In 2016/17 the APEEE HORECA sector issued a balance of about EUR - 9,500. Improvements in the quality of meals with the increasingly use of organic food and the increase of raw material prices resulted in an increase of the costs by 18.3 % compared to the previous year. Other investments to improve the service (increase of number of service staff, the new online registration system, hiring a person half-time to assist in the management and ensure the implementation of the food policy) were also made.

For the year 2017/2018, the estimation of total income is EUR 1,824,500 and a total costs of EUR 1,842,218. We believe that this budget is realistic and that savings can still be made to avoid the increase of the price of services at least for the current year.

The Canteen Working Group follows-up closely the HORECA sector operations and if necessary will propose a price increase for the year 2018/2019.

Detailed figures are presented in the report on the overall financial situation.

III. Actions in 2016/17

The following measures are implemented:

1. Quality of the offer

The food policy document as adopted by the Board on 20 September 2016 is being implemented.

As a reminder the document has a double objective:

- defining the general principles for the organisation of menus, as well as the preparation of the meals in the canteen; and
- establishing concrete mechanisms to monitor the implementation of this policy and to assess the satisfaction of pupils and teachers.

See document: http://www.apee3.be/sites/default/files/APEEE_food_policy.pdf

A few measures have been put in place since September 2016 as part of food policy:

- Salad is served first (instead of bread) for the first service (Nursery, P1 and P2).
- Optional soup with the salad bar from P3.
- Increased use of organic food.
- Simpler menus
- Reduction to the minimum of sweet desserts and pre-prepared meat
- Follow-up of the adaptation of menus and the satisfaction of the children.

The principles and guidelines set out in this document have been applied, to the extent possible, also to the cafeteria as well as all food served in Garderie and after-school activities.

The cafeteria offer was widened to include products such as fresh fruit juices, yoghurt, cereals, and preparations without products of animal origin (sandwiches and salads. New marmites were purchased to offer soup in the cafeteria.

2. Monitoring of the implementation of the food policy

A person was recruited to monitor the food policy among other tasks. Monthly reports are submitted to the Canteen Working Group and suggestions were made to the canteen manager. Parents are encouraged to come to share a meal with their children and give their opinion on the service.

3. Adoption of Canteen internal rules

The Canteen Working Group, after discussion in the Canteen Committee, submitted for approval of the Board the canteen internal rules to clarify to the APEE staff (as service providers), as well as the users (students, teachers and parents) and the school how the service is organised and the rights and obligations of each party.

The internal rules were adopted by the Board on 27 June 2017. They are published in the website of the APEE.

4. Participation of students

The participation of students in clearing the tables was also one of the priorities this year. In consultation with the school and the supervisors, we agreed on the objective that all pupils from P1 to S7 classes should be responsible for clearing the tables after their lunch. Currently we estimate that this is achieved by 100 % for the first service (P1-P2), 50 % for the second service (P3-P5) and only 10 % for the third service (S1-S7).

5. Stock management

Internal procedures, with clearly defined roles and responsibilities, have been put in place to ensure the daily management of the stock only through the BIV IT tool.

6. New table service contract

The contract with the external company Atalian for the table service came to an end in July 2017. A call was published in April 2017 and 3 companies submitted tenders. A new contract has been signed again with the company Atalian which submitted the most favourable tender.

7. Investments

TV screens

4 Television screens have been acquired and placed in the refectory as well as at the entrance to the canteen. They serve to inform on the menus and allergens, recalling the hygiene rules and the internal rules of the canteen.

Bread Cutting machine

Coupe-baguette machinery was purchased in order to render more effective the preparation of sandwiches for the cafeteria and pick-nicks.

8. Waste management

A study to improve the canteen waste management, making it more sustainable, was made by Brussels Proprete. The results were negative due to legal constraints and limitations of space required for containers.

9. Payment by bank card.

The teachers' canteen customers now have the option of paying by bank card. This facilitates transactions and therefore the effectiveness of the service. The aim is also to reduce risks related to the payment in cash.

10. e-Enrolment

The canteen and other services of the APEE have invested significant efforts during 2017 to deploy the e-enrolment system. Adjustments in the payment procedure for the canteen service, in particular to reduce the current payment options (bank transfer, bank card and authorised direct debit) are being discussed.

IV. Ongoing issues

The following measures are currently under consideration:

1. Budget balance

The priority of the Canteen Working Group for 2017/2018 is to keep the budget in balance. Close monitoring of the results of the activities is done per month and per quarter. Corrective measures will be proposed to the Board if necessary.

2. Participation of students

Improving the participation of secondary students in clearing the tables after their lunch is also among the priorities for the year 2017/2018. The Canteen Working Group examines solutions to this issue in consultation with the school.

3. Pedagogical Project

In consultation with the school, the APEE prepares a pedagogical project to teach children to eat healthily.

The project consists of a series of training courses for teachers that will subsequently carry out certain activities in the classroom by a nutritionist with experience in schools. The activities in the classroom will be followed by a visit to the canteen kitchen.

Maria SAURA
Tomas HRUBY
Jakub NICE
Fani ZARIFOPOULOU
The Canteen Working Group

COMMUNICATION AND IT REPORTS

This report presents the communication activities that were undertaken in the following sectors:

- (1) Communication
- (2) Website
- (3) IT

1. Communication

A communication strategy was established that defines the main objectives of a communication from the APEEE towards the parents, the school and internally [pdf link](#).

2. Website

The [APEEE website](#) has been revamped with a new visual identity. It is now more modern and clearly presents access to the [e-enrolment](#), [contact points](#) and to latest news. It also refers to the different activities' sections, containing among others reports about all APEEE's activities. NB: certain sections will soon be completed.

3. IT

All suggestions made by the external audit were taken into consideration: the APEEE staff has now been equipped with new computers. A back-up and business continuity system has been set up and the internet speed and telephone connections have been enhanced.

3.1 E-enrolment system

The most important project for the period 2016-2018 was the setting up of an electronic system for the handling of registrations to the different APEEE services, including the launch of a call for tender and the selection of a contractor for the development of this system.

This new system is now operating since June 2017. It allows parents to register their child(ren) to the transport, canteen and extracurricular activities from one single platform. The system is also being used by the APEEE staff for the administration of all registrations. The APEEE staff made great efforts to get used to the system and be able to reply to parent's questions and meet their needs.

The platform will soon be completed by the possibility to proceed to payments via SEPA (Single European Payment Transfer) and by a tool to deal electronically with questions and complaints.

3.2 Further projects

- Simplification of internal procedures
- Replacement of aging systems with new, better IT equipment: New backup server, further develop the main website, a BackOffice system and reinforced network security.

TREASURER'S REPORT

Results 2016/17 and related activities:

The APEEE's financial situation has overall improved further compared to the previous period 2015/16 to a positive result of **€236.083** against €113.030,41 initially budgeted. This result partly reflects a number of changes, improvements and decisions taken by the previous and the current Board and overall improved management of APEEE.

In general terms, it is to be noted that the internal Rules adopted by the Board in 2016 set out an even more stringent framework for external control of APEEE accounts, while the internal control measures were also reinforced thanks to a systematic overview of financial results by the APEEE Working Group on finances and internal control, which was set up by the Board.

The **2016/17 financial results** are summarised below:

1. The **Horeca sector** (pupils' canteen, teachers canteen, cafeteria) shows a deficit of €-9.512,54 that is €103.145,45 less than the initially budgeted surplus. The deficit represents only 0.5 % of the total turnover of the sector. It is reminded in this respect that, during this period, the quality of the food increased due to the adopted Food policy and that the cost per meal was reduced by €0.50 in February 2016.
2. The **transport sector** shows a surplus of €135.298,10 that is better than the initially budgeted deficit of €-13.304,75. This result is mainly due to increased demand for transport services and adaptive management of the bus lines.
3. The **extra-curricular activities** sector shows a surplus of € 54.387,39 against an initially budgeted deficit of €-24.152,81. This is mainly due to the increased number of activities and inscriptions, while the increase in expenditure was less than the additional income.
4. The **general affairs** budget shows a surplus of €55.910,05 that is €945,01 less than the initial budgeted amount.
5. The **2017 Springfest** event produced a surplus of €15.786,45. This is mainly due to the return to normal Springfest with the participation of parents and the re-organisation of the EuroVillage. For the second year the proceeds were distributed to pupil's activities, school needs and charities as can be seen at APEEE's website.

In conclusion, the overall financial situation of APEEE has improved further during the reporting period 2016/17. The existing buffers are a provision for legal obligations and unforeseen expenses as these sectors bear most of the risks for APEEE. This was also one of the conclusions of a special working group on the APEEE assets – with the active participation and involvement of specialists in the field - recently confirmed that:

- APEEE has so far secured only 20% of its current assets, while this figure should be increased to at least 40%. This would increase APEEE secured reserves from €500.000 to €1.000.000. (NB: There is no need for additional savings as this amount is available.)

- There is no investment policy of the excess amounts; it is recommended to develop such a policy in relation also to a consistent policy on the size and maintenance of reserves. In the coming year the Board will develop consistent policies.

A dedicated **working group on the APEEE assets** – with the active participation and involvement of specialists in the field - recently started developing such approaches, which remains to be approved and implemented. The working group defined also negative priorities, and 'not recommended' investments.

The final report, when approved, will be made available on the APEEE website.

I would strongly recommend to define and approve a policy, as such issues are relatively sensitive, provoke lengthy and, sometimes, heated discussions. We could save all this discussion time for the pedagogical issues.

Another issue on which work has started and is now in progress is the recording of **our internal procedures and policies**, one for each sector, IT and Springfest. This is done in order to establish the procedures to work with and start using them – as required by the job descriptions - with the ultimate objective to monitor them and if, and when needed, improve them further.

Last but not least, the Board constantly analyses the prices and the services provided in an effort to achieve an equilibrium adapting the price of the APEEE services where necessary, while improving further the quality of the services provided.

Actions taken and on-going work in view to increase transparency:

1. **Springfest (SF):** According to the SF convention, that was signed in July 2016, the amount exceeding the €30.000 reserve (reserve kept for the organisation of the next SF), the proceeds were distributed. Consequently the SF Committee decided to disburse over €21.150 according to the following breakdown: ~25% for pupils' external activities, ~63% for school internal activities and the rest for charities. For more details please refer to the APEEE website, where the results of the SF Committee are published.
2. **Partition keys** are used to allocate costs that cannot be directly and exclusively allocated to a specific sector because the goods or services serve some or all sectors. The working group on finances and internal control has reviewed the partition keys. The budget 2017/18 presented follows the new repartition keys, see below.
3. **Recommendations** made by the auditors are constantly being taken into account in order to improve APEEE's internal workflow and reduce certain risks.
4. An **APEEE students' account**, following the Board's decision, is used only for activities for pupils, teachers and parents, provided that the APEEE budgetary impact is neutral. This facility is provided under the condition that the involved parties consent to APEEE's rules and common practice. For example, "no cash" policy, use of APEEE IT systems etc.

5. The **SF and the students' accounts** are monitored and presented separately from the General Affairs account of the APEEE in order to facilitate monitoring and control, and allow comparisons with previous years. The Board is engaging with the school on the management and accountability of expenses which are not in the core pedagogical budget.
6. Last but not least, the **cooperation with the other APEEE** (mainly those in Brussels area) proved to be extremely useful as it allows comparing best practices, managerial attitudes and exchanging ideas on many issues. At the end, all APEEEs face similar problems, and the solution proposed cannot deviate too much. I asked for, and strongly recommended, to establish permanent communication channels and meet at least twice a year to discuss common issues of concern.

Budget 2017/18:

Following the Board's decision, the budget for 2016/17 takes into account among others, the following main issues:

1. New Partition keys are used, i.e. canteen 35%, transport 50%, extra-curricular activities 10% and General Affairs 5%;
2. The costs of the e-enrolment system approved by the Board in October 2016, its use, further development and service;
3. For the first time the budget foresees costs for staff training and personal development; it also includes in the Horeca sector a more detailed breakdown of sales;
4. The costs of various activities known to the Board at the moment of the preparation of the budget (Dec. 2017), such as costs related to legal advice for contracts signed by the APEEE, the new HR Development plan, translation costs, internal procedures, equipment etc.;
5. The SF and the students account are budgeted as a cost-neutral APEEE activity (involvement of parents and access to the activities will be crucial to make this a feasible assumption).

The 2017/18 proposed budget foresees a small deficit of approximately 1,6% or €40 thousands (Horeca sector deficit of €17 thousands, transport sector deficit of €32 thousands, extra-curricular activities sector surplus of €3 thousands and General Affairs surplus of €6 thousands).

Last years' experience has shown that often we are and have been too prudent with our budgetary estimations and therefore we can accept such small deficit, also given the ample level of cash reserves. After all, as aisbl, it is not APEEE's main objective to make money.

Challenges for next year:

Among the key priorities of the next Board is:

- The **implementation of the auditors' recommendations** in order improve our management and reduce further the risks and to use these as the benchmark for all implementing actions in 2018.
- Pursue and enable the **e-payments and the "no-cash" policy** for all activities while reducing the related financial burden.
- Pursue the work on **internal control procedures**, adopt, implement and improve further where and whenever needed.
- Enhance, on regular basis, **the cooperation and exchange of information with the other APEEEs**, in particular on issues related to financing, accounting, tax and related legal issues. This could be extended to sectorial issues to the benefit of the associations and the quality of services provided.
- As mentioned above, to develop and implement **consistent policy on the size and maintenance of reserves**, a rule could be that in case of surplus this will be invested as follows respecting the following priority:
 - if applicable, in case of previous year's deficit, to cover the used reserves
 - coverage of the difference of the "Fund for legal obligations" – see more below
 - 20-25% to be added to the reserves using appropriate socially or environmentally responsible investment solutions
 - a dedicated % (5% ?) can be used annually for staff training and improving professional skills
 - the remaining can be used by the Board for other investments, needs or provisions such as IT equipment or other developments etc.

Komninos Diamantaras

Treasurer 2016-17

PEDAGOGICAL AFFAIRS REPORT

Overview

The school year 2016-2017 was the first year with our new Director, Emmanuel De Tournemire, previously Director at the European School of Luxembourg II. Mr De Tournemire involved himself very actively in pedagogical issues, participating systematically in the meetings of the Educational Councils for nursery/primary and for secondary throughout the year. He also visited our General Assembly in December 2016.

It is good news to have an active Director on pedagogical issues because there are quite a few important pedagogical matters that are tackled best in close cooperation between the school management and the pedagogical team of our parent association:

- The **new marking system** in S1-S5 will be introduced as of September 2018. The introduction has been postponed by one year to ensure adequate preparations involving training of teachers as well as the finalisation of the revision of existing secondary programmes to supplement attainment descriptors for all subject areas;
- The school faces increasing problems as regards the **replacement of teachers**. The share of teachers seconded by Member States is decreasing which requires the school to recruit more staff directly. This is not limited to teachers from the UK (where Brexit will perpetuate the problem), the number of teachers seconded by September 2017 has been 25 teachers lower than actually foreseen;
- We are still having serious **overcrowding** following the enrolment cycle for the school year 2017-2018. This remains a serious threat to various pedagogical aspects of our school life. The current number of pupils is about 400 above the nominal capacity of the school of 2650 pupils. Regrettably, there are currently no good news as regards the timely creation of additional infrastructure in Brussels;
- Discussions of a **pedagogical reform** of the European Schools are still ongoing. It appears that proposals for a new language policy which might be centred around an earlier introduction of L3 already in Primary school could be presented to the Board of Governors (BoG) of the European Schools in April 2018;
- The School Advisory Council (SAC) of our school adopted new annual and multi-annual **school plans** for our school in September 2017. Implementation and adaptation of these plans will be followed during the meetings of the SAC throughout the upcoming years;
- Transition in **primary and secondary Direction**: In September 2017, new Deputy Director for Nursery and Primary, Kamila Malik, has taken up her post following the departure of Deputy Director Brtnik. Deputy Director for Secondary, Markus Radhuber is currently in his final year at our school;

- A new **Whole School Inspection** will take place in school year 2018-2019. This will be an opportunity to report our views to the team of School Inspectors looking at various elements of the organisation of education at our school.

Specific pedagogical issues

New marking system in secondary

The BoG already in 2011 decided that a reform of the marking system from the current system with ten different marks to a system with seven different marks should be implemented once the necessary preparatory work has been made. In April 2015 the BoG agreed on an introduction of a new marking system by September 2017 in S1-S5. The introduction has been postponed by one year to September 2018 to gain sufficient time for the preparation of the introduction. The marking reform will consequently start in school year 2018/2019 for S1-S5 and will subsequently be gradually implemented until full application to all secondary levels by school year 2020-2021. The first BAC applying the new marking system will take place in 2021.

To recall, the new system introduces 7 grades (A to FX) but there will still be a 10 points scale attached to the grades. Instead of the current 6.0 as pass grade, the new pass grade will be grade E (or 5.0 points) in the future. For details see the table below.

Grade	Points	EN	FR	DE	Description
A	10.0 9.0	Excellent	Excellent	Ausgezeichnet	excellent though not flawless
B	8.9 8.0	Very good	Très bon	Sehr gut	very good performance
C	7.9 7.0	Good	Bon	Gut	good performance
D	6.9 6.0	Satisfactory	Satisfaisant	Befriedigend	satisfactory performance
E	5.9 5.0	Sufficient	Suffisant	Ausreichend	performance corresponding to the minimum
F	4.9 3.0	Weak (failed)	Insuffisant (échec)	Mangelhaft (Minderleistung)	weak performance almost entirely failing
FX	2.9 0	Very weak (failed)	Très insuffisant (échec)	Ungenügend (Minderleistung)	weak performance entirely failing

The BoG decided in December 2017 to use the different grades/points as of September 2018 in the following way:

Class level	Grades	Points	Points interval
S1-S3	yes	no	-
S4-S6	no	yes	0.5 (10.0 - 9.5 - 9.0 - 8.5 - 8.0 ...)
S7	no	yes	0.1 (10.0 - 9.9 - 9.8 - 9.7 - 9.6 ...)
end of S7/BAC	no	yes	0.01 (10.00 - 9.99 - 9.98 - 9.97 ...)

The introduction of the new system has been complemented by adding competence-based evaluation criteria (attainment descriptors) to the syllabi of all subjects¹. Training of teachers has started at school level during the school year 2016-2017 and will continue throughout school year 2017-2018. There will be no period of parallel marking in the same class but teachers will have to apply the old system (for S6, S7) and the new system (for S1 – S5) in parallel in different classes for the school years 2018-2019 and 2019-2020.

Inspectors are working with Member State education authorities to ensure a proper understanding of the new marking scheme in the Member States, including universities.

Our focus will be to ensure proper implementation of the new system as of September 2018 and full BAC recognition in all Member States.

Seconded teachers

Since several years the European schools have been witnessing a reduction of the number of seconded teachers particularly from Member States which provide a much larger share of teachers than the number of pupils of their nationality would indicate (particularly UK). This is before the impact of Brexit which will also likely affect the duration of UK-seconded teachers' contracts.

However, lack of secondments has become a problem not limited to the EN section. Our school currently has 25 teachers less seconded than foreseen, which means that 15% of the seconded teachers foreseen are missing. This concerns mainly the EN, FR, ES and DE sections (11, 7, 4 and 3 missing seconded teachers respectively).

A lack of secondments means that the school has to hire more teachers locally which negatively impacts the school budget. On the other hand, it is proving increasingly difficult to actually find local recruitments to replace non-seconded teachers.

Teachers hired directly by the school under local contracts are not necessarily natives from the Member States that have seconded these teachers in the past. It should be noted that the BoG accepts teaching by “non-native” speakers in all subjects of secondary except for L1, including core subjects such as Maths, L2 or Sciences.

The developments of teacher secondments and the difficulty to find adequate local hires are followed by us very closely. This includes developments as regards the pedagogical supervision and control of locally hired teachers, for which the schools are responsible but the European schools are currently testing the involvement of national inspectors. We will continue to actively engage with the school management to ensure that the quality of teaching does not deteriorate due to the above listed developments.

¹ The syllabi currently applicable can be found on the European school website: <http://www.eursec.eu/en/European-Schools/studies-certificates/syllabuses>

School infrastructure in Brussels and overcrowding

The need for additional school infrastructure in Brussels has already been expressed by the BoG in 2010. Since September 2016 new enrolments in the FR, DE and newly created SK and LV sections have been directed to the site of Berkendael (currently managed as part of the school of Uccle despite the fact that its class structure is kept separately from the Uccle school). Following the enrolments in September 2017, roughly a third of the capacity of the school of Berkendael is currently used while our school and the schools of Uccle and Woluwe are overcrowded since years and the school in Laeken has meanwhile also filled all its capacity.

In view of the difficult situation in the overcrowded schools the enrolment policy for 2018-2019 will limit the class levels of nursery and primary classes to 20 pupils (pupils already enrolled are not concerned and priority enrolments such as siblings will still be accepted beyond the limit of 20 pupils). In practice it is estimated that the size of our nursery school might be reduced by up to 1/3 (number of pupils rather than number of classes) and the size of our primary school might moderately shrink while the secondary school will actually grow (as there are more pupils in P5 entering S1 than leaving the school in S7). In total, the current school population of approx. 3,050 pupils might be reduced to a level around 3,000 pupils in September 2018.

However, we fear that this is not a sustainable situation as the annual growth of the Brussels school population has been stable around approx. 400 pupils per year. It seems that the European schools are committed to enrol most of the new pupils in 2018 in Berkendael no matter whether that site already contains classes of the concerned sections. Some estimates foresee the opening of classes from up to 11 different sections in Berkendael in September 2018, including classes from the Czech, Greek, Spanish and English sections.

At the same time it seems that the opening of a new European school in Evere with 2,500 places (Berkendael only caters for 1,000 nursery and primary places) is delayed. The latest rumours indicated that such a school might only open in 2023, well after the moment when there will be no more capacity left for the enrolment of new pupils in the current schools, including Berkendael.

For our school this means that the current overcrowding of approx. 400 pupils in excess of the nominal capacity of 2,650 pupils (our school has an occupation rate of 115%, the highest of all four Brussels schools), is not going to change in the medium term. With the ongoing pressure on all existing schools there continues to be no real opportunity in the foreseeable future to reduce the overcrowding at our school.

Overcrowding thus remains a serious issue at our school. This creates several practical problems: limited space in commonly used areas such as the canteen or the school courts, lack of classroom space and reduced possibility to use resources such as sport and library facilities.

Pedagogical reform – future language policy

Following the introduction of a small reform of S1-S3 studies in 2014 (earlier start of L3 in S1, modification of choice of ICT and Latin and change of teaching language for religion and ethics in L2 as of S3), an evaluation study rejected the planned S4-S7 reform in 2015 and suggested more fundamental work to ensure coherence of curriculum standards, the set-up of a language policy and a better integration of the key competences for life-long learning² in secondary studies.

Regarding a future language policy for the European schools, a working group has recommended the introduction of L2 language awareness in nursery and the introduction of L3 in primary year P3. However, in the discussions thus far the implications of the primary timetable for such an earlier introduction of L3 have not been considered. Other recommendations concern the definition of the dominant language, the possibility to have the host country language (such as NE in Brussels) as L2, to have other national languages (ONL) such as Irish as L3 and to open a new option for L4. However, these proposals are not very clear at this moment which is surprising in view of the fact that the new language policy may already be decided in April 2018 and implementation might already start in September 2018.

We will continue to be actively involved in the discussions of the reform issues with a view to prevent a hasty introduction of a language policy before all its elements are clear and coherent and its implementation is well prepared.

Annual and Multi-annual school plans

In early 2017 a survey has been carried out as an internal school effort to collect some opinions from representatives of the main stakeholder groups (teachers, pupils, parents). The survey has been carried out with the aim to provide input to the planning of the school in the upcoming years. These plans developed in 2017 are therefore based on the survey and subsequent discussions in the School Advisory Council (SAC, see below). It should be pointed out that while the execution of the survey (without external help) was not ideal (very short periods to respond, participation limited to parent representatives rather than extending it to all parents), it was for the first time that the school management sought the input from a larger group of stakeholders for its planning which greatly enhanced the pedagogical emphasis compared to past school plans.

Here are the pedagogical aspects taken up in the current **annual plan 2017-2018**:

- Training plans and training of teachers, in particular in relation to the marking reform in secondary;
- Learning to learn measures for pupils in P4, P5 and S4;
- Utilisation of IT tools: Use of SMS (and MS Office 365); Improved levels of ICT competence³ in P5 and S2; development of smart phone policy for primary and secondary;

² (1) communication in the mother tongue; (2) communication in foreign languages; (3) mathematical competence and basic competences in science and technology; (4) digital competence; (5) learning to learn; (6) social and civic competences; (7) sense of initiative and entrepreneurship; (8) cultural awareness and expression

³ Possibly certified with an ICT competence certificate

- New system for the replacement of absent teachers and monitoring of teacher absences;
- Prevention of psycho-social risks;
- Systematic analysis of academic results of pupils.

The **multi-annual plan 2017-2020** contains the following additional pedagogical topics which should be implemented over the following school years, such as:

- Development of a harmonised, valid, viable and transparent evaluation policy;
- Stronger involvement of inspectors to ensure teaching quality;
- Teaching methods focussing on pupil motivation and transversal teaching;
- Teaching methods reinforcing different needs of pupils;
- Promotion of key competences for life-long learning.

We are committed to continue sending a strong team to the SAC to monitor the implementation of the school plans and to actively contribute to their adaptation.

Director De Tournemire has indicated that another survey (possibly with external help and thus carried out more professionally and with the potential of a wider range of participation) could be carried out in the future to further support the annual and multi-annual planning of our school.

Pedagogical team

Educational Councils

The school organises two separate Educational Councils (one for Primary and Nursery, one for Secondary) to meet 3-4 times per school year discuss actual pedagogical topics between the school management, teacher representatives, parent representatives (and pupil representatives for the secondary Educational Council).

The parents of each language section elect one member respectively to both of the Educational Councils. In addition, all Nursery parents elect one Nursery representative to the Educational Council for Nursery and Primary. In school year 2016-2017, the following parents served on the two Educational Councils:

Team 2016-2017 (Primary and Nursery): Katerina Oresanska/Jakub Nice (CS), Barbara Eggers (DE), Eleanna Stergiouli (EL), Julia Marlow (EN), Elena Martin Alonso (ES), Pierre-Henri Page (FR), Katharina Von Schnurbein (NE) and Kyriakos Georgopoulos (nursery).

For 2017-2018 we are happy that Katerina, Eleanna, Julia, Elena and Pierre-Henry continue their work on the Educational Council Primary and Nursery, we welcome Andrea Braun (DE), Gijs Schilthuis (NE, coming back) and Carlo Chemaly (nursery) as new Members and we thank Jakub, Barbara, Katharina and Kyriakos for their previous commitment.

Team 2016-2017 (Secondary): Borek Neskudla (CS), Michael Pieber (DE), Giorgos Georgiannakis (EL), Phillipa Stewart (EN), Verónica Reigosa Pasquier (ES), Christine Courillon (FR) and Rob Kloots (NE).

For 2017-2018 we are happy that Michael, Giorgos, Philippa, Veronica and Christine continue their work on the Educational Council Secondary, we welcome Petr Brezina (CS) and Wim Smet (NE) as new Members and we thank Borek and Rob for their previous commitment.

School Advisory Council (SAC)

The school also organises the SAC which is a joint nursery/primary and secondary pedagogical forum comprising the entire Direction, teachers from nursery, primary and secondary as well as parents and secondary pupil representatives.

In 2016-2017, the parents in the SAC have been represented by the President (Tassos Papadopoulos) and Pedagogical Vice-President (Robert Wein) as well as one representative from both the Educational Councils (Elena Martin Alonso for Nursery and Primary, Michael Pieber for Secondary).

Educational Advisory Committee (EAC)

In January 2016 we set up the EAC as the new main body following pedagogical issues in our parent association. The EAC consists of elected Board members from all seven sections and brings together also the parent representatives from the two Educational Councils as well as representatives for Slovak SWALS and ONL Irish. Several working groups have been created to follow pedagogical issues in primary, on pedagogical reform, teaching, languages, BAC, career guidance, school trips and violence at school. The working groups on primary led by Eleanna Stergiouli, on BAC led by Michael Pieber and on career guidance led by Panayota Balopoulou have been particularly active.

The exchange between Board members and Educational Council representatives on pedagogical matters has proven very useful. The working group structure is currently under reconsideration.

Interparents (IP)

IP is the organisation representing the parents of all 13 European Schools in Europe⁴ in the central bodies of the European School System such as the Board of Governors (BoG) or the Joint Teaching Committee (JTC). The President of IP is Pere Moles-Palleja, former President of the APEEE of Brussels I (Uccle).

We are happy that Georges Spirou is representing our APEEE within IP and coordinating our input to IP. He participated in the IP working groups preparing IP interventions for the above central bodies, and has kept our APEEE informed on the issues discussed and defended our positions in the IP working groups. Georges has also been recently elected by the IP General Assembly to the position of IP Deputy Secretary and was also nominated by the same body as IP delegate to the Budgetary Committee (BC) for 3 years.

Ronald Albers follows very actively educational support issues within IP and our APEEE. In 2017, support inspectors started preparing a review of the educational support policy across all European Schools, due for completion in 2018. For this they visited our school and also met APEEE representatives, discussing the implementation of the policy and bottlenecks identified.

Central Enrolment Authority (CEA)

Jo Turner represents our APEEE in the CEA of the Brussels European schools (see section "School infrastructure in Brussels and overcrowding" above).

Outlook

We will continue to actively work together with Director De Tournemire and his team to ensure that the cooperation with the school on pedagogical issues continues for the benefit of our children. This comprises maintaining option choices for our pupils in secondary, continuously debating the issue of lost lessons, ensuring the recruitment of suitable teachers (in terms of professional and language proficiency) in particular for core subjects, continuing discussions on the functioning of L2 and L3 teaching and of key transitions (nursery-P1, P5-S1, S3-S4, S5-S6).

In close cooperation with the other Brussels schools and with Pere, the new President of IP, , we will continue to follow the further developments as regards all pedagogical developments in the European school system, including possible future pedagogical reform and the developments regarding European school infrastructure in Brussels.

Robert WEIN on behalf of the pedagogical team

⁴ Until last year the number of the European Schools was 14, but subsequently the European School in Culham (near Oxford) became an Accredited School (AS). The term "Accredited School" in this context means a school, established in the EU, public or private, which (following the implementation of an accreditation procedure established by the Central Office of the European Schools) offers studies preparing for the European Baccalaureate. Currently, 14 AS exist and their number is rising rapidly. Most have fewer sections than a "classic" European School and offer less options. The parent associations of the AS are not members of IP, but currently there are efforts to establish channels of cooperation between IP and the AS.

LIBRARY COMMITTEE REPORT

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The Library Committee has two main tasks, taken over since September 2016 by Charlotte SUZON HILL:

- The recruitment, training and coordination of volunteer parents for lunch hours at the library for primary classes, and
- The organisation and coordination of the 8 linguistic sections of the annual book fair

As far as lunch hours are concerned, volunteer parents take care of welcoming children during the midday hours, on Mondays and Tuesdays, and reading them books according to their requests. If necessary, they also carry out tasks to help Annick Tasiaux, the librarian.

Other parents, of Greek, Slovak and Czech nationality, help to encode the books of their section, given their alphabet is specific.

The annual book fair is an event that has been organised at the EEB3 for years. It has two objectives:

- Its main purpose is to reunite pupils, from all linguistic backgrounds of the school, around a cultural event. So, there are eight different stands, one per section and one for the Slovak language.

The book fair is, of course, a one-day event on 16th November 2017, but it also includes other activities specific to each section and which take place over several days around the day of the fair: exploration of books selected for them during a presentation in their class or at the school theatre, reading books to the youngest children by the older pupils, organising book-making competitions by the pupils themselves, and inviting authors.

- The second objective of the fair is to raise funds for the primary school library. Each bookstore present at the school for the fair will, therefore, donate books for an amount equivalent to a percentage of their sales, a percentage that is specific to the special condition of each section (for example, the representatives of the Czech and Slovak sections organise themselves to bring the books directly from Prague and Bratislava). No money is given to the library.

The table below shows what the library will receive this year.

Information is gathered either directly on books donated or in euros (the selection of books that will be donated to the library takes a little time because it is done afterwards in collaboration with Annick Tasiaux, who informs each section/bookstore on missing books, and which she would like to receive).

Linguistic Section	Donations to the library (equivalence in books)
Czech	Ctyrlistek part 13 Ctyrlistek part 14 Ilustrovane dejiny (Illustrated world history Larousse-Gemini) – 20 livres
Spanish	302.11 euros
Dutch	177.80 euros
German	180 euros
Greek	603 euros
French	759.92 euros
English	270 euros
Slovak	257,98 euros

This year again, reinforced security measures support both managing the presence of volunteers each week and organising the book fair.

Charlotte SUZON HILL