



Schola Europaea • Bruxelles I

Activity report

2015-2016

Summary

Summary	2
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The Parents Association of the European School Brussels I

A word from the President	4
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The Parents association in the school

Nursery and primary	6
New Berkendael site 2016-2017	7
Secondary school	8
Committee on Safety and Hygiene (CSH)	13
« SEN » children	14
Well-being of children and adolescents	15
Community building	17

The Parents association beyond the school

Central Enrolment Authority (ACI)	22
-----------------------------------	----

The Parents association - The services

Eurêka, lost and found items Service	25
Books Exchange	28
APEEE Services	30
Transport	31
Canteen	33
Césame	36

The accounts

The accounts of the APEEE	40
The accounts of the APEEE Services	47

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**The Parents Association
of the European School
Brussels 1**



Pere MOLES PALLEJA
President of the Parents association

A word from the President

The year 2015-2016 was particularly difficult for our school.

The events that hit Paris in November 2015, but especially Brussels in March 2016 will always remain in our memories.

Following these events, additional security measures were taken by the school. The balance between security needs and the normality of school life was not always easy to find.

Works in the Fabiola building were extended well beyond the reasonable. Four years for a limited renovation of the building represents, in my opinion, an example of bad administrative practice.

Unfortunately, this is not an isolated case. The Building Authority has still not succeeded in solving the gas problem in the Uccle site. This has been going on already for 15 months and has had a direct impact on the welfare of our children, including a limited menu in the canteen and limitations in the educational project of the school, with the cancellation of swimming lessons and practical work in the laboratories.

The return to Uccle (Fabiola building) of students in kindergarten and P1 who wished to come back freed-up the Berkendael site. The Board of Governors decided to open there a new school site, with French, Slovak, Latvian and German sections. We have worked alongside the school and new parents to set up the transport service, the canteen and the extracurricular activities for the year 2016-2017.

We said goodbye to Mr. Bothias and Mr. Studer. We had the pleasure of enjoying their human qualities during their years of service at our school. We want to extend a very warm welcome to their successors, Mr. Longo and Mr. Roesen and wish them much success.

The Parents Association
in the school



Katarzyna GŁOWACKA-ROCHEBONNE
Vice-President for nursery and primary

Nursery and Primary

Security at school

The events that marked the school year 2015/2016 (the terrorist attacks) influenced many activities undertaken within APEEE. There was a lot of attention and focus on security measures in both schools (Uccle and Berkendael). APEEE intervened in several cases highlighted by parents, on access to school, gates (and their opening) in garderie Berkendael, on personnel, on transport etc. Parents' questions and concerns were subject of discussions within the APEEE and/or with school director. A special Working Group has been put in place so as to assure appropriate follow up to the security issue.

Move back to Uccle

After 4 years of forced staying in the Berkendael site, parents learnt that finally their children would return back to the Uccle school as of September 2016. Therefore a special group has been created so as to prepare a smooth coming back for MAT and P1 pupils; This group consisted of APEEE Representative (Mme Bélen Hurtado de Llera), 3 school representatives (MAT coordinator, Primary teacher and Mrs Nordstroem) as well as chief of the guards. A series of questions had been collected among parents and led to preparation of a Q&A compilation, which was shared with all parents and put on school's website.

Parents moving back to Uccle were worried about the timely implementation of works in Fabiola.

Parents staying in Berkendael were worried about continuation of services (transport and canteen). APEEE was trying to keep all the parents updated about the progress and undertaken steps on these issues.

Cantine

APEEE was asked to intervene on size of the portions offered to MAT pupils (apparently these were tiny and pupils were still hungry after the meal). Apparently this issue had been revised and the portions of the meals have been resized.

Unfortunately the gas remained under works during the whole school year, which was influencing quality of meals.



Pere MOLES PALLEJA
President of the Parents association

New Berkendael site 2016-2017

The Board of the European Schools approved in December 2016 the opening of a second site of our school. This includes a French section, a Slovak section, and a Latvian section.

In April 2016, the Board also decided to create a German section at Berkendael. This decision has generated major organisational problems for the school as well as for the APEEE and the APEEE Services.

It is true that the Berkendael site was occupied during the works in the Fabiola building by kindergarten and P1 students. However, by adding a new site with a potential population of 1 000 additional students, logistical and organisational problems became much more important.

The introduction of new services for the school site required the joint efforts of the school (for the canteen) and the APEEE Services (for transport) and a partnership between several parent volunteers and the APEEE and the APEEE Services (for extracurricular activities).

A working group of Berkendael parents has been set up by the Board of Directors of the APEEE to improve cooperation with the school and the proper functioning of services. Roman Babjak, parent in the Slovak section, has been appointed coordinator of the service group.



Kathryn MATHE
APEEE Vice-President for Secondary

Secondary school

APEEE remains active at two levels in the secondary school. It continues to communicate with the school and Office of the Secretary General (OSGES) around issues of importance to parents; at the same time, APEEE has initiated or collaborated on projects to improve and enrich life at the school.

Communication with the School and Office of the Secretary General

Perhaps the most notable issue the school faced over the course of the year was the rise in the actual and perceived threats to the **security of our students and our site**. This meant many changes on the ground for Uccle secondary parents and students alike.

First, in the wake of the Paris attacks in November the individual parent-teacher meetings for S1-S3 were cancelled, and thus many parents missed a key opportunity to meet their children's teachers during this important transitional phase in their children's educational career.

Beyond this, certain events (e.g. class parties and trips, parent meetings) were cancelled or moved offsite, and the school introduced quite Byzantine security procedures for parents to enter campus for one-off teacher meetings and regular APEEE events—these procedures seem to have become more standard and manageable in the meantime, but “lack of access” was a defining feature of the parent experience in 2015-2016.

Students also felt the effects of the new security regime as exit passes were temporarily cancelled for all students wishing to go off site for lunch. Exit possibilities at lunchtime for S4 and S5 students have been curtailed for the foreseeable future. New security measures were introduced, including training for teachers and special drills for students.

The **changes to the S1-S3 curriculum**, introduced in September 2014, are now an established fact but with as yet unclear results. As a reminder, changes included:

- bringing forward the starting year of Language 3 to S1
- bringing forward the starting year of Latin to S2 and timetabling Latin against ICT in S3;
- the requirement to take art and music through S3;
- and religion and ethics courses taught in second language starting in S3—reflecting the existing practice for human sciences.

For the most part, parents seem satisfied with these changes, though the religion/ethics courses continue to come under fire from time to time, both for the language of teaching and their relevance to some students. The size and number of S2 and S3 Latin classes may also have declined, which could have an effect on the number of students moving onto Latin in S4. This remains to be confirmed.

The **wide-ranging Secondary Curriculum Reform** that has been promised by the Office of the Secretary General (OSGES) is once again in the working-group phase. A task force has been created and is currently drafting an overarching Language Policy for the European Schools; this policy should treat questions related to the role, teaching and support for mother tongue(s) and other languages within the system from primary up to the Baccalaureate.

In particular, the policy promises to respond to: 1) concerns raised by SWALS groups about the relative roles of their mother tongue and vehicular language in their children's education; 2) questions about streaming in second and third languages; and 3) the continued challenge of assigning students to particular language sections.

In the meantime, a **new secondary grading scale** has passed the Board of Governors and will be introduced next year in secondary levels up to S5; students currently in S4 will be the first to use the new grading scale for their Baccalaureate in 2020.

The scale has one more pass mark and is thus hoped to enable a more granular assessment of individual students. It is being introduced as part of a broader move toward more qualitative assessment based on so-called "attainment descriptors" for each course. Secondary syllabuses are in the process of being revised to include attainment descriptors.

As the school population has risen over the last few years, the **timetabling of secondary classes** has become ever more challenging. In September 2015 (as in September 2016), we faced weeks of transitional timetabling during which students and professors had difficulty establishing a normal study routine.

ONL and SWALS students continue to suffer through this situation as their mother-tongue / national language courses are often the last to be timetabled. Not only are these courses scheduled at inconvenient times but in the case of SWALS groups, there is increased difficulty in grouping the children from a single year group.

The result is small and fragmented groups. Certain S1-S3 courses were also timetabled in the Friday period 6 time slot, meaning that students had to leave the class early in order to catch buses. It is unlikely this situation will change in the coming years, and we will likely feel the impact.

The **Secondary Education Council**, a meeting that includes the school administration and teacher, parent and student representatives, met three times last year. Issues that were raised included:

- **Harmonisation between sections and alignment of individual courses with the syllabuses:**

There is a fear from francophone and non-francophone students that French section teachers do not mark according to the same scale as other section teachers. This has been raised particular with regard to S6 and S7 marks. Parents also expressed worry that many classes do not strictly follow course syllabus requirements and that tests and exams do not align with the coursework. In effect, quality control of course content and assessment remains an issue and parents feel there is little recourse when things go wrong.

- **Teacher absences:**

The evergreen issue of teacher absences continues to be raised at any opportunity. The school refers to the so-called "Pinck Memo" regulations which determine how the school must respond and what parents can reasonably expect. There is no replacement in S6 and S7 as a rule, and it is becoming increasingly difficult to replace teachers in vehicular language sections (FR, EN and DE). They also thanked the many teachers who continued to replace hours above and beyond their contracted requirement. Parent representatives feel that the school should, in the very least, improve communication about this issue. It is also felt that teacher absences may reflect a more general malaise among the staff.

- **Lack of seconded UK teachers:**

Parents also raised the issue of the difficulty in hiring and retaining qualified teachers for the anglophone section. The shortage of teachers is felt in L1 and L2 classes. The school has agreed that the situation is difficult and can provide no reassurances. The Brexit vote in June 2016 only has only exacerbated this situation.

- **L2 and vehicular language courses:**

Parents wondered about the policy for creating Human Science class groups in S3 and whether students are streamed by language skill in these classes. They asked if the policy is fair and correct. Moreover, it is felt that some teachers in vehicular language subjects: Art, Music, ICT and PE are not sensitive to the linguistic challenge for students who may be learning the subject in their L3 or even in an unknown language. The school has promised to monitor both issues.

- **Communication from the school and teachers:**

Parents ask for messages sent through the SMS system to be addressed more clearly to the specific audience. It is also noted that a few mailings are sent to only one parent without any clear warning to this effect—creating confusion within families. Parents feel that the SMS is under utilised as a tool for communication with parents. While the system contains functionality for uploading syllabuses and ongoing assessment, few if any teachers take advantage of these functionalities. Parents are looking forward to the introduction of a new Office 365 educational platform and email system that should eventually replace the SMS. They wondered if the school would set clearer procedures for use of the new system. The school promises to work on more consistent communication. They note that mid-term school reports are now sent via SMS but otherwise defend the current use of the SMS. The school suggests that we are still in early phases of rolling out Office 365, which should have many new features to support classroom teaching.

- **Induction of new students:**

Parents feel that there are few if any induction procedures for new secondary students and their families. These students may have particular needs for learning support, particularly in the L2 and L3 subjects, and their schooling should be closely followed over the first year or two. The school assures parents that they educational and pedagogic counsellors follow these students carefully. They highlighted the new "SEMI" learning support programme, which also helps children entering the system late. The school organised 147 SEMI periods per week in 2015-2016. The school also has a programme of weekly "CARE" meetings for students in particular need.

- **Use of free periods and after school study possibilities:**

The study hall for S1-S3 students can be overly punishing, particular for students who have no homework to complete or who would like to work in groups. The school was asked to look into alternative activities or policies for use of free time periods. It was suggested that an alternative space allowing students to work in groups, read magazines or play games would be welcome; others ask that students be allowed to go outside. It has also been suggested that at least one of the libraries or the study hall remain open after school hours on particular days to allow students time for extra study or possibilities for group work on campus. In September 2016, the school introduced the possibility for some students to participate in outdoor games during their free periods. Parents have welcomed this development.

- **Discipline:**

Parents have asked that teachers be more vigilant about the use of mobile phones in class. The school has promised that teachers will confiscate phones from repeat offenders. On the other side, parents have suggested that the procedure for storing and returning the items should be clarified. The school has informed us that mobile phones not returned to students should be retrieved in the office of the head

educational counsellor, Mr. Jeff Louarn. Parents also feel that many teachers are left to manage undisciplined groups of students on their own without clear guidance or support from the school.

The APEEE opened several new Working Groups this year including a **Pedagogical Working Group**, which among other things has subgroups dedicated to: **Learning support (SEN), ICT and the Baccalaurate**.

The **SEN subgroup** worked to improve the written information available from the school for both primary and secondary students on learning support. They are in the process of working with the school to hold information meetings on learning support in Autumn/Winter 2016.

The **Baccalaureate subgroup** helped confront problems with the Biology 4 Baccalaureate examination in June 2016. The exam was felt by students and parents to be out of keeping with past exams and not wholly aligned with the syllabus requirements. The Baccalaureate subgroup worked closely with Interparents to report problems to the Office of the Secretary General (OSGES). In the end, no formal adjustments were made to the exam results though specific concerns were likely taken into account during the marking.

The **ICT subgroup** liaises with Interparents which sends a member to the ICT working group organised by the Office of the Secretary General (OSGES). The subgroup is concerned with the use of digital tools in the classroom and hopes to be consulted on the roll out of Office 365. The school has promised to involve our ICT team in a school-level working group on Internet Security. The subgroup is also seeking opportunities to include more formal programming in the school curriculum.

Projects with the School

There were three major joint school-APEEE projects in 2015-2016. These included the introduction of a wide-ranging drug prevention programme in conjunction with the association *Stop à la drogue* (out of Lille). We were also pleased to support the installment of the school's new fabrication lab (FabLab), including special courses on Robotics and 3D Design for S6 and S7 students. Finally, in February EEBI hosted the 2016 European Schools Science Symposium which included all European Schools and accredited schools, over 100 student and teacher participants. Parents worked closely with the teaching team to host this event.

After years of discussion, in November 2015 the school and APEEE's Bien-être working group helped set up a comprehensive anti-drug programme for students from S1 to S7. The programme run by *Stop à la drogue* includes:

- S1 and S2: Discussion sessions on the abuse of tobacco and alcohol led by S4 students (May 2016)
- S3: *Stop à la drogue* leads discussions on prevention of drug addiction (FR/EN; November 2015)
- S4: *Stop à la drogue* leads discussions on drug addiction in each section (FR/EN; April 2016)
- S5-S6: Former drug addict shares his/her experience (FR/EN; January 2016)

(A programme on screen addiction and other risks associated with online behaviours was also given to S2 students.) In tandem with this, two presentations on **Drug Prevention** were offered to parents on 10 November. The school, in particular head educational counsellor Jeff Louarn, also highlights that it is monitoring the situation on-the-ground with renewed awareness, and has worked closely with *Stop à la Drogue* to organise individual interventions with students in particular difficulty. Based on the 2015-2016 experience, the project has been evaluated and will be continued through 2019. (Please see, Bien-être section for similar initiatives.)

The **FabLab project** was initiated by a small group of students and professor during the 2014-2015 school year. The students, who had won a 3D printer as the prize in a Belgian technology competition, were intrigued by the idea of the "FabLab", an open work space for groups and individuals interested in technical design, 3D printing and robotics. The students turned to a crowdfunding site, raising 10,000 euros from interested parents with which they were able to purchase additional equipment. The school agreed to give a small space and some teaching hours toward the pilot project. Eventually, the APEEE was asked for top up funds to purchase work stations in order to allow the FabLab to host larger groups of students.

In 2015-2016, FabLab introduced two extra-curricular courses on 3D Design and Electronics & Robotics for S6 and S7 students. Three groups (42 students) were able to take part. (Starting in September 2016, these courses were accepted as official complementary courses and students now receive credits for them.) FabLab also gave one-hour presentations in science and ICT courses to a range of secondary classes and developed a short 3D printing module for the S3 ICT course. In February, FabLab likewise offered an extra-curricular course for S3 students through Cesame on Friday afternoons; the course was immediately filled. FabLab has continued to make itself available for larger school projects such as the annual Science Festival and Mini Enterprise (S5 Economics) programmes and participates in competitions and projects off the school campus as well. Nevertheless, thus far only a minority of students have taken advantage of the offer to use FabLab on their own or for independent projects. It is still hoped that FabLab will not only host classes but will also attract students to experiment, construct and share ideas during their spare hours.

EEBI hosted the **European Schools Science Symposium (ESSS)** in March 2016. The event was attended by over 100 students and teachers from the other European and accredited schools. The APEEE agreed to help raise extra funds to host and transport the large group of visitors. Parents also agreed to provide individual transport of groups to and from the airport/train station and homemade food for each of the three days of the event. The food was kindly prepared by different sections: Spanish, German, English and Hungarian. Each break was hosted by a different section, featuring the fare of their country. In the end, the event was a resounding success, and many secondary classes also took the opportunity to attend. We were particularly proud that a student from EEBI (Ádám Ürmös S6HU) was declared the winner in the senior category. (Please see: Community building section for similar initiatives)

Given the new security constraints and the mounting population as well as the continued problems with infrastructure (e.g. The gas system and Fabiola), in 2015-2016 daily life at the school was often a struggle. Nevertheless, there were many positive developments in both the pedagogical offer and the pastoral support offered to students. We hope that the APEEE will continue to be involved not only in confronting the day-to-day problems but also in developing longer-term initiatives that foster our children's education and overall development.



Fairouz ROTENBERG
Member of the CSH

Committee on Safety and Hygiene

Safety and Hygiene Council (CSH)

The three representatives on the APEEE administrative council who are also on the CSH took on board parents' preoccupations on security in the school following the terrorist attacks and the Vigipirate plan put in place by the government.

We discussed the issue at length during the Health and Safety meetings and the School Directors immediately responded positively by reinforcing security measures at school.

In fact, a number of measures were put in place, among them the closure of the entrance at chaussée de Waterloo (outside of certain hours), and mandatory badges which are worn by all school staff.

Security experts from the Commission visited the Uccle and Berckendael sites and reported that the security system was on the whole satisfactory though some points needed to be improved. Meetings are ongoing.

In case of an orange alert, the Direction will adapt the rules about entering school premises.

We have also discussed the problems of leaks in the Gutenberg building.

The school asked société Vinçotte (conformity assessment) to check the science labs. These checks revealed a loss of pressure in the gas pipes in the Da Vinci building (sciences). The Régie des Bâtiments reacted immediately by testing the installation. The problem is not in the principal pipes. New tests will be carried out for each class. The school has also asked for a complete school check to be carried out in May, to include the heating installation.



Sven MATZKE
Member of the APEEE Board

« SEN » children

SEN – Educational support

Last year a sub-group on educational support was created within the working group on pedagogical issues. While the new policy on educational support is already in place since 2013, some parents still lack information on how educational support is provided at our school.

The sub-group therefore came up with the idea of holding an information session on educational support. This initiative was welcomed by the school and an information session will take place in the coming weeks.

At the same time we reminded the school that all European schools are requested to develop school specific guidelines on educational support. The purpose of those school guidelines is to specify the educational support offered at each European school and to explain the procedural steps for the implementation of the Policy on the Provision of Educational Support in the European Schools (available on the [website of the European Schools Office of the Secretary General](#)).

Our school is in the process of producing its own guidelines on educational support. We are following this process very closely and already provided the school with many comments on earlier versions. We hope that by the end of this year our school will have school guidelines on educational support which are easy to read, user-friendly and offering parents and teachers the information needed.



Fairouz ROTENBERG
Esther PROFICZ
Members of the Working Group

Well-being of children & adolescents

The « Children's and adolescents' well-being group » is close to its fourth year.

We can be proud of these past four years in which we have developed and implemented a number of programmes for our children and for parents.

We are a small group of parents who meet three or four times a year to devise a plan of action in close collaboration with the school.

We are always on the lookout for volunteers who would join us to exchange ideas and implement projects. All interested parents are very welcome in our working group.

It is very important to us to have an impact on all our students, which is not always easy to achieve. If you know anyone who could hold a conference or an activity with the students in a language other than English or French, please come forward and contact the APEEE secretariat.

What have we done in 2015-2016?

1. Substance abuse prevention with the association [Stop à la drogue](#):

- two conferences for parents, one during the lunch break (in the institutions buildings), another in the evening (at school) to maximise the opportunities for parents to attend;
- activities in all S3 and S4 classes (in English or in French) on substance abuse prevention
- the testimony of an ex-drug addict in all the S5 and S6 classes as a preventive measure (in English or in French)

The project was so successful that the school is enthusiastic to repeat the experience. It has also followed up with individual meetings between students who « consume » and a facilitator from the organisation to help these students.

2. Workshop on stress management techniques based on mindfulness:

These workshops were offered to students in S4 and S5 on a **voluntary basis** (two sessions of half a day). The requests for participation were three times the availability. Students' feedback was overall very positive. These workshops will be offered again in 2016-2017.

3. « Attention works! »:

A programme based on mindfulness and adapted to children in order to strengthen their concentration and to help them to live the present moment. Eleven, kindergarten and primary classes from all the sections followed this 8-week course in French, English or Spanish. Sophie Raynal, Laia Vintro and Emilia Jarvis were the facilitators.

4. Resisting addiction to video games and screens.

[Nicolas Ancion](#), Belgian writer, was invited to S2 classes (French language 1 and 2) to discuss his book « J'arrête quand je veux ». Students had to read this book beforehand, as part of their French course.

A parents' conference was organised around the same time during lunch breaks in the buildings of the institutions.

What are our future projects?

We wish to continue our projects to fight drugs, alcohol and tobacco abuse and to reach out to as many students as possible as well as raise awareness among parents.

Following the positive feedback, in kindergarten, primary and secondary, we will follow-up with workshops on stress management and emotional intelligence for volunteering teachers and their classes of students who would subscribe to one of the workshops.

The fight against harassment and violence is among our priorities. We wish to invite Emmanuelle Piquet to a conference for parents. We are also in contact with Bruno Humbeek.

Parents have also contacted us regarding the dangers of and dependence to social media, internet, etc. We are looking for facilitators in this area.

Finally, we are also reflecting on the themes of self-esteem, sexuality and affections in our working group.

Last year was rich in events. We would like to thank the school representatives for their confidence in our projects and proposals. All this could not have happened without the close collaboration of the school.



Samantha CHAITKIN
Member of the Working Group

Community building

Concerned parents can be involved in a variety of ways in confronting the many problems at our school, from scheduling conflicts and failure rates, to disrespect of property and drug abuse, and in the organization of necessary services like the canteen, the transport, the extracurricular activities.

But are there **enough ways to celebrate what is good and special about our school and the people who make up our school community? Are there enough opportunities to get to know other families, teachers, school staff? Is it possible that some of the problems stem from a lack of identity, belonging, and “ownership” of the school by students, parents and employees?**

Since early 2015 the APEEE Community Building Working Group has been tasked with attempting to develop the school community through initiatives and activities that bring people together, helping to make the school motto, “Vivre ensemble” a happy reality. The Working Group is also in charge of organizing the expenditure of funds raised at the main community activity of our school, the biennial Fete de l’Ecole. These revenues are to be spent on three categories: charitable causes, infrastructure supporting the school’s efforts to improve the campus, and projects proposed by members of the school community.

In 2016, we have seen the realization of some processes begun in 2015, and initiated new ones as well.

Update on...

The FabLab

The 3-D printing and design laboratory set up and run as a teacher/student initiative was an area of work for the Community Building last year. Owing to good will on both sides, this positive collaboration continues and we would like to report on the next steps as the FabLab becomes a permanent feature of our school. As of this school year the FabLab occupies a new space – Fablab 2.0 in the basement of Da Vinci is designed to be a (much more) accessible and attractive place for pupils to come and spend time learning about and using new technologies, with 18 high performance computer consoles to allow for use by broad segments of the student body. The school has invested in these facilities because now there are two accredited FabLab courses (“ICT option Design” and “ICT option Electronics” which evolved from the extracurricular activities last year) and ICT teachers have been trained in using the FabLab resources. EEB1 pupils worked with those from 4 Belgian schools in Brussels on a 6-month project to create a model of the International Space Station. What a great opportunity for our students!

Ups and Downs on the Parcours Playground

Last year, after much consultation with members of the school community, the school Administrator Mr Segers, and outside playground companies, the Community Building Working Group succeeded in paying a matching amount with the school for the refurbishment of the "parcours" playground – the one closest to Chaussee de Waterloo, intended for use by P4 & 5 children. Once the arrangements were all made, unfortunately the gas works started, with the risk that the newly-laid playground pieces would be torn up by Sibelgas! For this reason, the playground was once again delayed. Fortunately, in September 2016, it was finally installed, and it is a beautiful facility again now, with pupils able to walk a complete circuit of challenging obstacles – or hang out in one of the "cabanes". Unfortunately, the continuing works on the Fabiola building and around the Chateau building prevent the P4 and P5 from accessing it as much as they could in previous years. We are still looking forward to all the gates and large machinery to move out of the children's recreational space so that they can enjoy the varied play areas we have helped create for them, so that this story will end with "fortunately"!

And new this year...

New year, new school directors

The Community Building Working Group mobilized to create a wine-and-cheese networking event immediately following the first Secondary and Primary CE meetings of the year – the first formal occasion for meeting with the new adjunct directors, Mr Roesen (for Secondary) and Mr Longo (for Primary). It sent a clear message to the new directors: parents would like a constructive and friendly working relationship with teachers and the school direction. Mrs Ruiz-Esturla, the Director, also made time to attend. The ambiance has set the stage for good cooperation.

Cooperation with the CdE ...Sweatshirts and discos (tr. Note: "Sweats et soirees"?)

The Community Building Working Group made great strides this year to build the relationship between the APEEE (Parents Association) and the CdE (Students Committee). The parents supported the CdE's new campaign to sell a new design of EEB1 hooded sweatshirts. There was some concern over the potential competition posed by the old-design "1958" sweatshirts, which had been handed over from a previous CdE to allow the APEEE to target sales to primary (parents and students), and give everyone in our school community a chance to wear a cosy, cool sign of identification and belonging if they wished! In the end, with the help of the parents, the CdE met their goal, sold and distributed the sweatshirts. As an added bonus, a precedent of cooperation has developed, good practices have been set up such as logging lessons learned about business models (so that natural turnover in the CdE doesn't lead to repeating mistakes), and in the same year the parents helped again, this time on certain aspects of organizing the Spring disco. The APEEE Community Building Working Group has continued to sell "1958" sweatshirts this year: first targeting new Maternelle parents in September and then selling nearly 100 sweatshirts to primary parents on the fall Teacher Meetings day in November. Benefits will support worthy CdE projects – the specially earmarked funds currently total nearly €2500.

The Science Symposium

In Spring 2016 almost 100 participating European Schools students visited our campus when EEB1 hosted the finals of the science festivals: the European Schools Science Symposium (ESSS). The Community Building Working Group pitched in to help with the organization and fundraising for the ESSS. Rather than supporting with a direct grant, we gave human resources and logistics support: a team of over 20 parents volunteered to pick up the student delegations from the airport and train station and bring them to the

school. The German, Spanish, English and Hungarian sections supported by providing snacks for the participants in the intensive 3-day program. It was quite an operation, but good times were had by all who had a chance to meet the different students and see the science projects, and the school staff and teacher organisers recognized that working together with parents is definitely worthwhile. Moreover, one of our EEB1 students won the ESSS! The project has also gone on to win other student competitions...

The Peace Tree

The past year has seen our Community rocked by outside events that not only touch our spirits, but have also directly impacted parents' ability to take part in school activities and "vivre ensemble" the school experience. Local events, such as the repairs of the gas piping on the school grounds, have caused the removal of some of the trees on campus, and for safety reasons others have been taken down. Parents and teachers, putting 2 and 2 together, came up with the idea of planting a "Peace Tree" in the disused planter in the middle of the Platon circle. With a robust pedagogical programme organized by the Primary art coordinator Mrs Staffe, a child participation process to choose the tree, participation of the Fab Lab to furnish a plaque, and of the school direction and administration on all approval and practical matters, the project to remove the existing stump and plant a beautiful, flowering tree has been approved and will take place this school year. Related gardening and art activities will engage primary classes in beautifying the campus and understanding the cycle of seasons, reflecting on and creating the kind of world they want to see.

St Nicolas in Fabiola

This year, the school's budget usually spent (among other costs) on the traditional visit of a certain red-vested old gentleman to the Maternelle children was used to furnish the new entry hall of the Fabiola building with toys to keep the children busy and happy in the chaos of the morning arrival time. St Nicolas might have approved of that expenditure indeed! But when it came time to arrange for his annual visit, no money was left in the budget to help him bring treats to the kiddies. The Maternelle teachers and the new adjunct-director Mr Longo found a solution by applying for assistance from the APEEE, via the Community Building Working Group. This is the first Community Building expenditure aimed exclusively at the Maternelle children: it will serve as an extra-pedagogical activity that helps the children love their school. At the same time, it sets a precedent of support for teacher initiatives, and may encourage further teachers to make proposals to realize their good will towards the school!

In the pipeline...

Girls' Basketball

As we go to press, we have a new request under consideration to support the crowdfunding efforts of the EEB1 Girls' Basketball team, who aim to compete in a Europe-wide tournament in Sweden! Once again, the Working Groups wishes to encourage proposals from different parts of the school community, so we are excited at the opportunity to directly support and help publicise the sports activities this time. Moreover, the Basketball team has already started its own crowdfunding, so we may be able to experiment with using a mix of assistance in generating new income (by helping them to promote their own fundraising) and direct expenditure (by topping up their purse).

The School Fete

It remains to be seen how the Community Building Working Group and the Fete Committee will overlap for the more minor festivities planned for Spring 2017 as well as for the big EEB1 60th anniversary celebration in 2018, for which a committee is already forming. What is clear is that the roles and the aims can be no less than complementary, and there are already Community Building volunteers for the new planning processes.

The Community Building Working Group remains on the lookout for new projects and contributions to infrastructure that will contribute to the positive life of the school. We are seeing that with more awareness about our activities and opportunities, ever more brilliant ideas will come from the students, teachers, parents and staff of the school community in the coming years. We would welcome more parents in the Community Building Working Group to bring more energy to these ideas!

The Parents Association

Beyond the school



Kathryn MATHÉ
Member of the APEEE Board

Central Enrolment Authority (ACI)

Results of the 2016-2017 Enrolment Policy (December 2015)

This year saw the formal addition of the Berkendael campus as an annex to EEBI – Uccle.1 With the creation of the Berkendael campus, the European Schools in Brussels have added additional capacity for approximately 1000 students. As expected the total population of the four EEBs again rose by almost 450 pupils. The new campus at Berkendael accepted 169 of these new pupils, but almost 300 additional students had to be accommodated on the existing four campuses. The system still awaits the elusive fifth campus, which had originally been promised by the Belgian government for 2019, but will likely be delayed.

The total population in the four Brussels schools currently stands at 12,331 (up from 11,890). The capacity of the four schools with the Berkendael annex included is 12,450. Nevertheless, since September 2015, the intergovernmental organisation of the European Schools has not been in a position to guarantee a place to all category I students in Brussels.

Big news this year included the repeal of changes to the “sibling rule”. The long-standing sibling rule, guaranteeing that children are admitted in the school attended by brothers and sisters and that applications for multiple children can be treated together, has been restored and even strengthened. In addition, three new sections were opened this year; Slovak and Latvian sections were opened in Berkendael and an Estonian section was opened at Laeken. In general, the section composition of Berkendael remained a hot topic throughout the enrollment process. Of six sections originally proposed to the Board of Governors: French, English, Polish, Greek, Slovak and Latvian, only three appeared in the final structure: French, Slovak and Latvian. As the number of applicants grew, additional classes of French as well as German were opened on the campus. In the end, no Latvian class could be opened, though the section still exists, due to undersubscription.

The current situation at the four Brussels schools is as follows:

Up to the end of the 2015-2016 school year, the campus has been used to house nursery and primary students displaced by the renovation of Uccle’s Fabiola building. With the completion of the Fabiola in 2016, these students were moved back to the Uccle campus.

The European School of Brussels I (+Berkendael)

Capacity: 3100 ; population: 3,353 (+169) students as of September 23, 2016

has seen the addition of the new campus as well as a growth in numbers of over 100 new pupils. With the re-opening of Fabiola and the return of the nursery and primary classes to the Uccle campus, the number of primary children has outstripped capacity. This, despite restrictions on French, English and German section enrollment to the early primary levels. Three primary classes split unexpectedly during the enrollment process, and several secondary classrooms are currently used by primary classes. Notable at Uccle is the growth of the Polish section, which now has two classes per level through the primary. The growth in secondary is still less marked than in primary.

As mentioned above, Berkendael is currently under utilised—despite the opening of two new sections, Slovakian and Latvian. In order to fill the campus and relieve overcrowding, additional French and German classes were opened up during the enrollment process.

The European School of Brussels II

Capacity: 2850; population: 3,061 students as of September 23, 2016

has again seen growth in numbers by approximately 50 students. In Woluwe, overpopulation is felt most strongly in the secondary; restrictions were placed on both English and German section enrollment to the secondary levels. Several classes split unexpectedly, but this was counterbalanced by a reduction in other classes. Woluwe continues to suffer as the result of their overall structure, which makes enrollment difficult to predict or control. It is hoped that the opening of the Latvian and Estonian sections at other schools will ease the burden.

The European School of Brussels III

Capacity: 2600; population: 3040 students as of September 23, 2016

has seen an increase of almost 50 pupils. At almost 450 students over capacity, Ixelles remains the most over-populated of the four schools. The primary population continues to grow and, as in Uccle, the school is now using secondary classrooms for some primary classes. Nevertheless, there were no restrictions on enrollment this year at Ixelles. The opening of the Slovak section at Berkendael may help to relieve overcrowding. The CZ section is now opened up to S6 and shows growth at the lower levels. Ixelles has a balanced section structure which could support population control.

The European School of Brussels IV

Capacity: 2800; population: 2,708 students as of September 23, 2016

has seen an increase of 200 students and is almost full to capacity, with many unopened section levels that will need to be accommodated. The NL section is open to S6 while the Romanian and Bulgarian sections are open up to P4 and P5 respectively. With its first S7 class, the end of the year will mark Laeken's first Baccalaureate. In addition, a new Estonian section has also been created at the site and Estonian SWALS admitted to the higher levels. The French language section still represents almost 50% of the school's total population, and primary capacity in particular remains a problem.

With regard to the overall structure, three developments characterise our enrollment:

- The creation of three new language sections (SL, LV, EE), which should relieve pressure on particular schools but also on particular sections.
- Post enlargement language sections (PL, CZ, HU, LT, BG, RO) continue to take root and thrive.
- An ever-increasing demand on the French section, which threatens to upset the multi-cultural balance of our schools, particularly Laeken and Berkendael.

The Parents Association

The Services



Mariona Sero, Laurence Avila

and Agnés, Alessandra, Céline, Claire, Fina, Helena, Imola, Judith, Laura, Luisella, Marie, Mariyana, Maud, Patricia et Patricia, Pilar, Sabrina, Simone, Sylviane et Yolande.

Eurêka, Lost and found items Service

This school year, following the attacks in Paris in November 2015, we had to adapt to a new security plan.

We worked closely with the school to find the most flexible way to help children recover their belongings.

It must be kept in mind that it is increasingly difficult for parents to attend school during Eureka's opening hours, because of their work, or because of new safety measures.

For the parents of Berkendael it is, in fact, not possible to reach the school.

For these points we asked for help from the school.

Here are the answers:

In primary:

- Establishment of additional boxes per class to be able to store the bags of swimming pool and gym, shoe-holder next to the hangers.
- Collaboration of the teachers and court supervisors to remind the children to go to Eureka, or to explain our service. End of June, several classes visited the Eureka room in order to get to know it and get back their belongings.
- Teach children to put their name on their belongings.
- A doorbell was installed in the room for the purpose of hearing the end-of-recreation signal, but also for a safety issue, so as not to be disconnected from the outside.
- Make exceptional openings when parents have the possibility to enter school for special occasions: meetings of the beginning of school year, day of the bulletins, before exit Classes Vertes ...
- The sending of the list and videos is done at least once a month, if necessary in June/September, we record two. **We note that the week of sending by email to the parents of the list with the marked cases and the link with the video posted on the web page Eureka of the site of the APEEE, the rate of recovery is doubled.**

- We have advanced the opening hours of the room by 15 minutes to adapt to the new schedules of the canteen because of the establishment of self-service, and extracurricular activities at noon.
- At our request, the cleaning of the room is regularly done.

For Berkendael we reported again to Berkendael all the items, which arrived in early September and November in Uccle, to give parents a new chance to recover them. All the affairs of the year could be exposed during the last weeks of courses at the exit grid of the school.

For the secondary

- Set up information posters with the Eureka schedules and the QR code of the videos in the visible places of the school such as the Cantine, locker rooms, gym ... so that students know where they are and can recover their belongings.
- At the end of the year, in collaboration with a group of pupils and teachers, we were able to recover forgotten objects in the classes.

In figures: nearly **2,500 objects** were picked up in Uccle and **585 items** arrived from Berkendael **from September 2015 to July 2016**. This makes **a total of 3085 objects picked up**. There was a decrease of almost 700 cases (18%) compared to the previous year. **For 1295 cases found in Uccle**, the recovery rate in Uccle is **52%** (44% recovery rate Uccle & BKD).

Despite the reduction of collected objects, there were still many unrecovered affairs that were given to aid and support organizations for the deprived.

The recipients of our donations this year:

For Christmas we collaborated in the campaign of collection organized by Césame while waiting for the arrival of the refugees (a dozen coats).

This year we waited to make donations given the exceptional situation: less openings of Eureka due to the high level of security, absence of school festivals and celebration of Césame.

At the end of the year and beginning of September, benefited from our donations:

[Serve the City](#) - an organization that supports various projects in Brussels and collaborates with the school via the "work experience" of our 5th and 6th secondary students. It is Mrs Shepard with the secondary students who took part in this "work experience ". We were able to give our donations to families of refugees in Brussels.

[La Cité Joyeuse](#) - **Orphan's home** in Molenbeek: this center welcomes orphans, disabled children, or children in a difficult family situation. Leila Chahret, a sports teacher at EEB1, takes care of the intermediary each year and we thank her very much.

There is still a part prepared to go to Zambia in collaboration with the school, Mrs Thomas and the 6th secondary students who are participating in the project.

And as usual some objects are used in the infirmary of the school to be able to change the students in case of small accidents.

For the upcoming school year, we would like to continue to collaborate with the new elementary and high school management of the school. With the reopening of the

Fabiola, we will have to help the little ones of the school. We will also have to continue to raise awareness of service to secondary schools and help them to collaborate with us, as they already do in projects such as "Serve of City" in July and Zambia in September, projects for which they are Involved.



Cases for donations



Cuddly toy ☺



Last picking up before summer



Who seeks finds... or not...



The premises of Eurêka





Rachel Senior and Njeri Kimani
(EN section)

Ariane Bourcieu and Elisabeth
Peters (FR section)

Cristina Morte (ES section)

Irene Bonvissuto (IT section)

and the other parent volunteers

Books Exchange

Books exchange 2016

The school second-hand book sale took place as usual in the S-1-2-3 Cafeteria at the end of June / beginning of July, each language section organising its own stand. If your language section is not represented but you want to hold a stand for the book exchange project, please contact the secretariat of APEEE (info@apeee-bxl1.be). For the practical organisation, you can rely on the help of people already involved.

Books exchange of the English section

The second hand book sale took place as usual in the 123 Platon Cafeteria at the end of June / beginning of July. The EN section sold about 300 books, and the "profit" of €1 per book was split between the two secondary libraries. For the 1-3 library of Mme Schneider we ordered 20 novels, including the next instalment in much-loved series, some classic but accessible good-reads, and a few more recent prize-winning novels. We continued to add to the collection of books in the 4-7 library of Mme Vossen about applying to UK and US universities, broadening our scope to include some books on study skills. We hope that all students will be able to benefit from these resources, and thank both the sellers and the buyers for their continued support.

Inevitably as our children get older Lorenda Elliott and Rachel Senior will be moving on to new projects, and Njeri Kimani will be taking over the EN section co-ordinator's role in 2017.



Books bought for the S4-S7 library



Books bought for the S1-S3 library

Books exchange of the French section

This year 2016, despite the security measures, this did not allow parents to be present, the results of the FR book sale show nice progression:

30% of books more sold than in 2015 and 10 times more than three years ago!

The pupils have been active and they were about a hundred to propose their used books.

A big "thank you" to the nice parents helping us during the sale and to Ms Vossen, the librarian of the S4-S7 for her help in a good atmosphere.

The novelty of this year: the school allowed us to organise an additional half day after school start, which allowed us to satisfy an additional number of pupils (in particular the newcomers) and to pay in cash the majority of the vendors.

The gain, about 200 euros, will be used for subscribing educational magazines for the S1-2-3 library since last year it was the library of the older ones, which was served.

Books exchange of the Spanish section

The Spanish section started the book exchange market this year. Books are for free, both for primary and secondary, including any book used by the Spanish section students, (so, also reading books and books in other languages used for L2, L3 or L4). We thank very much all those participating and hope to continue next year.

Books exchange of the Italian section

A total of 94 books have been sold, which is an increase versus previous years (even if many more books have been brought to the book sale with the intent to sell them)

With the 1 Euro/ book contribution, and in agreement with Laurence Vossen, we will provide the biblio with small dictionaries for Italian to L3

We will try to better convey the message about the book sale to the parents of the younger students (S1-S3) as we almost none of the books sold relates to those years while we have in stock plenty of copies of almost every book needed for those years Is this enough?



Gilbert LUCIANI
President of APEEE Services

APEEE Services

This year 2015/2016 was again a challenging year, especially due to the setting up of the new self-service in the canteen. The works, which began in July 2015, were to be completed by the start of the school year 2015/2016. The target was met and the self-service was implemented on time and according to the planned and agreed on budget.

The setting-up of the self-service required close collaboration and adjustments between the various services of the APEEE and the school.

Each year brings its share of unexpected, which our teams strive to manage in the best possible way. The lack of gas was one of them, and not a small one.

It is thanks to a professional and cooperative team, always doing their job at their best in the interest of the well-being of the children, that our various projects have been put in place.

I would like to thank all the staff of APEEE Services for the dedication they bring to their mission thus ensuring the very good functioning of the association.



Hajo ALTENBERG
President of the Transport Committee

Transport

The Brussels I European School was spread over 2 sites. The Uccle site hosted secondary and primary pupils (P2-5) and the Berkendael site those in the nursery school and P1.

The transport network of the European School of Uccle therefore remains very complex owing to the combined Uccle & Berkendael service, not to mention the "parent" shuttle service ("navette") and the "Uccle garderie" transfer service provided to pupils at Berkendael who live near the Uccle site and should not normally use the buses.

The return of pupils to the Uccle site and re-opening of the Fabiola building are planned for September 2016.

Buses

As a result, a larger number of buses is needed, with a total of **67 buses** in the morning and **71 buses** in the afternoon. The buses comes from 20 different coach companies, partly because the Transport Service's policy has been to use a range of companies in order to get the best offers and prevent a "monopoly" situation. Contracts are drawn up for 3 years and are renewable once. A tender is launched every 6 years.

Pupils at the Berkendael site are dropped off and picked up on the school premises.

At the Uccle site, 95% of the buses drop off and pick up the pupils on the school premises.

Staff

The daily administration of the Transport Service is carried out by 4 very efficient and diligent people:

- Frédéric Herinckx, Manager – full-time
- Carine De Costre, Assistant – part-time (24 hours per week)
- Agnès Laurent, Assistant (Berkendael) – part-time (24 hours per week)
- Nathalie Moraitis, Assistant – part-time (23 hours per week)

The service uses a team of 20 adult supervisors for the pupils at Berkendael (nursery and P1) and a second team of 12 adult supervisors for the pupils at Uccle & Berkendael for the return trip on Friday at 13.20.

The Transport Committee consists of three volunteer parents whose children use the school buses, as well as the President of APEEE Services.

- Hajo Altenberg, Transport President
- Gilbert Luciani, President of APEEE Services
- Ivo Schmidt, Member
- Zoltan Krasznai, Member

Pupils

+/- 2.500 pupils used the school bus in the 2015/16 school year.

In line with the consistent recommendation from the Transport Committee, many parents of smaller nursery school pupils accompany their children on the first few days, thus avoiding possible problems (such as children not finding their buses, etc.).

We are organising a bus safety and evacuation training course as we do each year. All primary and nursery classes, i.e. 61 classes, receive the training, together with a practical exercise on the buses. The same training is provided to the bus supervisors.

Subscription

For 2015/16 the annual school bus subscription was fixed at **EUR 1,435**, payable in 3 instalments (590-375-470).

Around 85 to 90 % of the subscriptions are paid by the various EU institutions. The Transport Service sends them a bill for the subscriptions each quarter.

In the other 10 to 15 % of cases, the parents or other bodies have to pay the relevant part of the subscription each quarter.

Start of 2016/2017 school year

The start of the school year 2016/2017 has been difficult due to a high number of children (2700) and consequently an increased number of buses. Furthermore, the integration of nursery and P1 school children from Berkendael was a major concern because of the adaptation to a very large school site.

As at the start of every new school year, we received requests from several parents to change stops or introduce new one. These requests have been examined by the Transport Management Committee (composed of staff from the ASBL APEEE Services Transport and parents members of the committee). Wherever possible, provided the requested changes are reasonable and feasible, we try to accept and act on them.

The Transport Committee would like to thank parents for their trust in the transport service and kind messages of encouragement.



Ariane BOURCIEU
Elisabeth PETERS
Teresa FERNANDEZ-GIL
Véronique LESOILE

Canteen

During the school year 2015/16 the Uccle canteen staff provided meals to students in two sites:

- Berkendael for kindergarten and 1st grade children,
- Van Houtte canteen in Uccle for the other students in Primary and Secondary.

The self-service

The highlight of the 2015-16 school year was the opening of the much awaited new self-service in the Van Houtte canteen. It was a challenging year to enable everyone adapt to the new system and provide a service satisfactory to all.

The kitchen and service lines reconfiguration work took place during the summer 2015, with 10 weeks of work (late June - 1 September.) These two months implied a lot of work during the summer for Mr Dillen and Mrs de Smedt, under the supervision of Teresa Fernandez-Gil and Gilbert Luciani.
Cost: 859 765.87 euros, inc. VAT.

As of September 2015, the canteen team conducted a test phase with only the P2 level to test the transition of young students for real.

Then, during the second week of classes, the official opening took place.

During four weeks, parent volunteers came to lend a hand to the canteen supervisory staff, to teachers and counselors to help children organise themselves in service lines, and to understand how to use the self and move around the room. Furthermore, older students from secondary produced a [video](#) to explain how the self works.

- **For secondary students**, things worked out quickly with dedicated time slots for each level: the collaboration between the canteen team and the school counselors was very efficient and effective.
- **For the primary**, setting up schedules took a little more time. Unlike secondary levels where students are autonomous, we had to manage groups and spread their arrival to ensure a good flow.

To allow the passage of all primary students in good conditions, the school agreed to change the schedule of P2 to let certain classes arrive to the canteen at 11:20.

Consultation meetings between members of the canteen committee and management of primary and teachers were held regularly to assess the situation and agree on improvements.

The meal:

- Appetizers with 2 choices
- Soup of the day
- Main hot dish
- Dessert with 2 choices

A buffet salad bar is also offered with vegetables and other salads.

Children can also ask for another helping of the main course.

The [monthly menu](#) offered at the self-service is available on the APEEE page.

Allergens are also indicated.

In the kitchen: this start of the school year was a complete revolution for all canteen staff, with new premises and a completely different way of working from previous years.

For the teachers' canteen, the establishment of the self had consequences also there. The service is no longer made at the tables by staff, but teachers help themselves at the hot and cold buffets. In addition, the main hot dish is identical to that of the students. However, the cold buffet remains very varied.

The APEEE thanks particularly Mr. Dillen, Mr. Danilo and the whole canteen team for their commitment and collaboration throughout the year.

Thanks to the motivation and goodwill of all stakeholders, the collaboration was very fruitful!

Gas problem

This year was also marked by the gas problem: in July 2015, a gas cutoff occurred due to the obsolescence of the distribution network on the school site. The works initiated under the supervision of the Buildings Authority have not yet been completed.

This has had serious consequences for the functioning of the self. For several weeks the kitchen staff has had to work with a low temperature environment. Also, it was not possible to use the gas cooking appliances. Fortunately, thanks to the new equipment powered by electricity (in particular the **VarioCooking**), it has been possible to serve meals, but with only one choice of hot dish, unlike the two planned.

Some numbers

In total, on average, 2,279 meals were served each day.

- For kindergarten and P1 in Berkendael: 512 meals a day (prepared in the Uccle kitchen);
- For the P2-P5 primary in Uccle: 837 meals a day;
- For the secondary: 930 meals a day.

Cafeteria

Both cafeterias offer every day pastries, cold sandwiches and hot snacks, salads, fruit, soups, as well as drinks and various snacks. Along the lines of the project begun last year to offer healthier foods, products prepared on site have been proposed such as pasta salads, smoothies and fresh fruit salads.

Our team

The parents who, on a volunteer basis, manage the canteen service for the school community are Ariane Bourcieu, Teresa Fernandez-Gil, Véronique Lesoile, Gilbert Luciani and Elizabeth Peters.

We meet once a month with our manager, Mr Dillen, Mrs De Smedt APEEE Services Coordinator, and with different actors of school life as guests such as management, the administration, teacher representatives, student representatives, etc.



Gilbert LUCIANI
President of the Césame Committee

Césame

Extracurricular activities and swimming

Césame recorded a profit on the rise for the school year 2015-2016 for both, extracurricular activities as well as swimming. Extracurricular activities organized on the sites of Uccle and Berkendael are very popular and most of the activities are complete.

Like every year we receive many requests for activities for sport and cannot respond favourably to all requests for registration (see table below). Note that the organized sports after 16:00 are less solicited since a majority of students leave school with school bus.

For swimming, the courses are also complete. More than 320 swimmers are enrolled in various courses run from Monday to Saturday.

School year 2015-2016					
	Primary 1	Primary 2 et 3	Primary 4 et 5	Secondary	Total
Number of proposed activities	23	38	40	22	123
Number of enrollments	215	370	295	295	1175

Following the attacks and the security measures in place, the various events organized by Césame are heavily impacted:

- Christmas concert originally planned in December was postponed to February and experienced a decline in attendance
- Spring concert held on the school's website and for which parents must pre-register does not meet the expected success despite the quality of the different groups. This drop in attendance was also due to the absence of the primary choir.
- The Césame party is unfortunately cancelled because the security conditions are not met. This festival is a unique meeting space between the parents and leaders of extracurricular and allows new parents to discover the diversity of the proposed activities. We hope to revive this tradition in June 2017.

ESB – Swimming team

The swimming team of the European schools in Brussels (ESB Octopus) has had a successful season with good results in the different competitions, in particular during the finals in Eindhoven.

The team organized several trips abroad to participate in competitions and undertake cultural activities. The number of swimmers reduced slightly. The parents committee was able to effectively support the team, also thanks to a sound financial situation. Aly-Reza Pakzad-Manouchehry had an excellent first year as Head Coach, bringing innovation to the team (e.g. stages, video analysis) and promoting a positive team spirit.

At the General Assembly meeting, which took place on 27 September 2016 at the Ixelles European School, several new parents volunteered to join the Committee thus ensuring continuity of the key Committee functions. The Committee would like to thank the coaches, parents and Cesame for their continuous support to the team and its swimmers.

Orchestra

The orchestra consists of 55 musicians led by conductor (Arman Simonian) and his assistant pianist (Agnieszka Zywert). Besides rehearsals Friday (16.00 to 18.30), 2 courses were organized: a weekend of rehearsals in Beersel (November) for the traditional Christmas concert and a week in Dworp at Easter where the students worked to give 2 concerts in a church in Jette and Rhode St. Genese during a troubling period for Belgium. Under supervision of the local police, the children wanted to give a sign to civil peace in commemoration of the victims of the March attack.

The orchestra also gave several concerts in Belgium during the year, including the Christmas concert and spring concert and a closing concert in the presence of the school principal, Ms. Ruiz Esturla and the director of secondary, Mr Studer, who stressed the quality of the service. The chamber orchestra of the symphony orchestra of EEB1 gave his last concert in June in Rhode-St.-Genese.

Since February 2015, a new activity was set up as part of the extracurricular; it is the activity "orchestra more" moderated by Agnieszka Zywert. The objective of this activity is to broaden the musical skills of children, whether or not part of the orchestra.

After-school care (« Garderie »)

The number of children enrolled for the school year 2015-2016 is approximately the same as in 2014-2015.

Students of Berkendael always benefit from attractive premises that have been offered by the school during the previous year. The space, personalized rooms and built exclusively for daycare allow them to feel at ease and flourish (some children sick during the week demanding the daycare on Friday). The 2nd Primaires from Uccle share the premises of the less friendly basement at Gutenberg.

In order to give more space to the latter, a sports caster was hired in the 2nd half of the year. She ensures the organization of outdoor activities in small groups.

The security measures taken by the school following the attacks have led us to review the mode how parents pick up their child after day care. Now, they are invited to pick up their children at 15:45 to the gate of Hunter Green. This has been generally well accepted by parents who came on time at the gate.

The year 2015-2016 was held calmly, without particular incident.

Garderie Césame : number of enrollments School year 2014-2015		
	1 st bus departure on Friday (13.15)	2 nd bus departure on Friday (16.00)
1 st trimester	49	137
2 nd trimester	44	124
3 rd trimester	42	119
Average	45	127

Garderie Césame : number of enrollments School year 2015-2016		
	1 st bus departure on Friday (13.15)	2 nd bus departure on Friday (16.00)
1 st trimester	49	128
2 nd trimester	45	119
3 rd trimester	46	117
Average	47	121

Lockers

Due to the increase of requests for lockers, it was necessary to install a new set of them at the Da Vinci Building.

1681 lockers were rented, against 1588 the previous year, and a dozen of lockers remained available. More families pay within the time limit. This greatly facilitates the management of the service.

Like last year, when the school year started, the first year high school students got their locker key and all requests were met. Replacing outdated lockers cabinets was continued; twelve cabinets were installed. This corresponds to 9% of all lockers.

The Parents Association

The accounts of the APEEE



François ROSSIGNOL
Treasurer of the APEEE

The accounts of the APEEE

Association des parents d'élèves de l'école européenne de Bruxelles 1



BUDGET

	Réel 2013/14	Budget 2014/15	Réel 2014/15	Budget 2015/16	Réel 2015/16	Budget 2016/17
CHARGES						
Site Uccle						
Participation projets école	150,00	1.150,00	1.360,00	7.150,00	1.000,00	12.200,00
Participation projets externes école	0,00	0,00	0,00	0,00	0,00	0,00
Maintenance informatique	2.333,28	1.250,00	1.512,38	5.712,65	2.883,49	2.500,00
Frais téléphone / internet	420,00	420,00	420,00	850,00	582,00	2.902,08
Fournitures de bureau	482,77	500,00	600,55	550,00	652,20	1.600,00
Cotisations + frais Interparents	1.350,00	1.900,00	1.850,00	1.850,00	1.850,00	1.850,00
Honoraires Avocats/ Comptable	2.960,00	1.820,00	1.800,00	1.827,00	1.813,50	1.840,00
Honoraires Secrétariat social	494,95	506,00	615,57	526,00	586,54	538,52
Formations, séminaires	720,00	750,00	150,00	3.135,50	2.585,50	1.839,00
Publications légales	121,97	125,00	202,01	204,00	203,21	203,21
Frais de déplacements	1.121,39	1.200,00	1.081,58	1.700,00	598,40	1.000,00
Dons, cadeaux	119,10	100,00	220,69	100,00	77,00	200,00
Réceptions (dont barbecue Apee)	466,99	500,00	406,28	630,00	653,18	520,00
Total Uccle	10.740,45	10.221,00	10.219,06	24.235,15	13.485,02	27.192,81

Site Berkendael

Frais périscolaires Berkendael	0,00	0,00	0,00	0,00	0,00	10.064,80
Total Berkendael	0,00	0,00	0,00	0,00	0,00	10.064,80
TOTAL BIENS ET SERVICES (Uccle + Berkendael)	10.740,45	10.221,00	10.219,06	24.235,15	13.485,02	37.257,61
Rémunérations	39.397,91	45.876,56	43.329,83	44.215,47	44.215,47	44.920,66
Déplacements	103,85	352,00	264,00	264,00	264,00	264,00
Différences prov. pécules vacances	1.397,92	63,43	217,36	27,08	-27,08	111,98
Charges patronales	10.841,53	11.415,63	11.324,52	11.295,84	11.333,55	11.534,85
Assurances accident travail / RC	544,65	570,00	663,41	670,00	970,28	830,00
Services médicaux	0,00	150,00	143,57	145,00	166,50	166,50
Chèques repas	1.070,17	1.100,00	1.027,25	1.050,00	1.387,99	1.350,00
Frais propres à l'employeur	368,77	216,00	216,00	216,00	216,00	216,00
TOTAL REMUNERATIONS ET CHARGES	53.724,80	59.743,62	57.185,94	57.883,39	58.526,71	59.393,99
Dotations amort. Immo. Incorpor.	806,67	806,66	806,66	0,00	0,00	0,00
Dotations amort. Immo. Corporelles	125,84	392,51	277,08	277,08	277,08	378,08
TOTAL AMORTISSEMENTS	932,51	1.199,17	1.083,74	277,08	277,08	378,08
TVA non déductible sur honoraires	621,60	382,20	378,00	383,67	380,84	386,40
TOTAL AUTRES CHARGES D'EXPLOITATION	621,60	382,20	378,00	383,67	380,84	386,40
Différences de paiement	14,74	0,00	0,00	0,00	0,00	0,00
Intérêts et frais de retard	0,00	0,00	0,00	0,00	33,25	0,00
Frais de banque	517,54	450,00	515,05	515,00	511,91	515,00
TOTAL CHARGES FINANCIERES	532,28	450,00	515,05	515,00	545,16	515,00
Charges exceptionnelles / subsides	0,00	0,00	393,66	0,00	0,00	108,33
TOTAL CHARGES EXCEPTIONNELLES	0,00	0,00	393,66	0,00	0,00	108,33
Impôts	104,88	150,00	132,64	220,00	44,43	74,00
TOTAL IMPOTS	104,88	150,00	132,64	220,00	44,43	74,00
TOTAL CHARGES	66.656,52	72.145,98	69.908,09	83.514,29	73.259,24	98.113,41

PRODUITS						
Site Uccle						
Cotisations	73.425,00	73.696,00	82.920,00	81.060,00	84.695,00	79.501,20
Conférences	217,00	200,00	0,00	100,00	211,00	200,00
Autres recettes	538,46	300,00	90,00	500,00	0,00	500,00
Total ventes Uccle	74.180,46	74.196,00	83.010,00	81.660,00	84.906,00	80.201,20
Site Berkendael						
Cotisations APEEE	0,00	0,00	0,00	0,00	0,00	4.896,00
Cotisations activités périscolaires	0,00	0,00	0,00	0,00	0,00	13.180,00
Autres recettes	0,00	0,00	0,00	0,00	0,00	0,00
Total ventes Berkendael	0,00	0,00	0,00	0,00	0,00	18.076,00
TOTAL VENTES UCCLE ET BERKENDAEL	74.180,46	74.196,00	83.010,00	81.660,00	84.906,00	98.277,20
Restructuration ONSS	871,81	0,00	0,00	0,00	0,00	0,00
Exonération précompte profess.	363,68	395,52	471,48	510,00	294,49	300,00
TOTAL PRODUITS D'EXPLOITATION	1.235,49	395,52	471,48	510,00	294,49	300,00
Intérêts reçus	699,22	600,00	884,23	880,00	296,20	296,00
Différences	0,00	0,00	0,10	0,00	7,26	0,00
TOTAL PRODUITS FINANCIERS	699,22	600,00	884,33	880,00	303,46	296,00
Produits exceptionnels/ exercices antérieurs	0,00	0,00	0,00	1.679,98	0,00	1.788,26
TOTAL PRODUITS EXCEPTIONNELS	0,00	0,00	0,00	1.679,98	0,00	1.788,26
TOTAL PRODUITS	76.115,17	75.191,52	84.365,81	84.729,98	85.503,95	100.661,46
RESULTAT DE L'EXERCICE	9.458,65	3.045,54	14.457,72	1.215,69	12.244,71	2.548,05

Financial report

Accounts from 1st September 2015 to 31 August 2016

Review of the annual financial statements on 31 August 2016.

The annual accounts of the AISBL APEEE Uccle have been drawn with a view to the continuity of its activities.

Accounts of the APEEE Uccle to 31.08.2016

The accounts clearly indicate a positive result amounting to € 12.244,71 with total revenue at € 85.503,95 and total expenditure at € 73.259,24.

In order to get a better understanding of the results of this fiscal year, we consider it useful to compare the 2015-2016 figures with the budget and as well with the results of the previous year (2014-2015).

We make the following observations:

1. Revenues

The main part of the income comes from contributions paid by the members of the association. The budgeted amount corresponds to the contributions actually received when drawing up the budget, the difference thus lies in the fees received later.

The increase compared with the previous exercise reflects both an increase in the number of enrolled children and a better rate of contribution recovery.

2. Expenses

Overall, expenses for the year were slightly higher than last year (+ € 3,351.15, ie 4.79% increase); the budget provided for an increase of 19.46%.

3. Conclusion

We can summarize the results of 2015-2016 as follows:

Budgeted profit	(+) 1 215,69
Excess revenue compared to budget	(+) 773,97
Excess expenses compared to budget	(+) <u>10 255,05</u>
Fiscal year results 2015-2016	(+) 12 244,71

4. Assets and liabilities of the Brussels 1 APEEE on 31.08.2016

We can summarize the situation on 31 August 2016 as follows:

<u>ASSETS</u>		<u>LIABILITIES</u>	
Fixed assets	277,08	Equity	125 084,12
Clients	8 678,90	Current liabilities	38 140,79
Cash	230 758,83		
Adjustment accounts	<u>255,10</u>	Adjustment accounts	<u>76 745,00</u>
Total assets	239 969,91	Total liabilities	239 969,91

Comments

- **Assets**

Fixed assets: € 277,08

APEEE I has not made any new investments in 2015-2016. The amortization of past investments is continuing.

Clients: € 8 678,90

This entry represents two debts owed by the European School as a result of two trainings given in the course of the school year.

As the APEEE advanced the payment a debt was recognized at the end of the financial year. The payment was made by the school at the beginning of the 2016-2017 fiscal year.

Cash: € 230 758,83

Due in particular to this exceptional payment made by the APEEE for the school, our cash position remained very stable compared to last year (difference of € 35) despite the profit.

The reimbursement by the school, as indicated in the previous paragraph, will contribute to increase the amount of said cash. The treasury of the association accounts for almost 96% of our total balance sheet and is equivalent to just under three years of contributions. It should be noted, however, that this amount is a picture at the closing date (end of August 2016), corresponding to a period when the contributions for the following year were largely paid while the main annual expenses (salary and social contribution) were not.

The cash therefore decreases regularly during the school year and grows back at the beginning of enrollment in the APEEE at the end of the school year. This mechanism can be found later in this report.

Adjustment accounts: € 255,10

This only consists of insurance carried over to the following year to respect the principle of hyphenation.

- **Liabilities**

Equity: € 125 084,12

Equity increased by the amount of profit made in the year 2015-2016, thus by € 12.244,71.

Current liabilities: € 38 140,79

A portion of short term debt consists of remuneration and social fees: € 1.592,72 of withholding tax, € 156,58 of social contributions (O.N.S.S) and € 5.147,06 for holiday pay provisions.

To this should be added other debts of € 3.728,85, debt of € 4.643,59 (principally owed to the other services) and debt incurred for various school parties of € 18.903,57.

Finally, there remains debt owed to suppliers of € 3.968,42 ; these were paid in September 2016.

Adjustments accounts: € 76.745,00

This primarily consists of contributions received before 31/08/2016 and thus concern the period 2016-2017.

Budget 2016-2017

The 2016-2017 budget is similar to the budget of previous years given that the purpose of the association and its structure in terms of costs and revenues have not changed.

François Rossignol, APEEE Treasurer, based on the commentaries of Benoît Goret, chartered accountant and Tax Advice of the accountancy firm DEBROUX.

The Parents Association

**The accounts of the APEEE
Services**



Brian GRAY
Treasurer of the APEEE Services
Pascale DE SMEDT
Coordination of the APEEE Services

The accounts of the APEEE Services

Please find the accounts on page 53.

Review of financial statements on 31/08/2016

Source : Benoît Goret's report, chartered accountant and IEC Tax Advice of the accountancy firm Debroux. Brussels, 16 November 2016.

The annual accounts of the AISBL APEEE Services of Uccle were drawn for this year 2015-2016.

The accounts show that we have a positive income of € 414,402 with total revenues at € 6,459,347 and total expenses at € 6,044,945.

We find it useful to compare the year 2015-2016 figures with the budget and with the results of the previous year.

	Actual 2014/2015	Budget 2015/2016	Actual 2015/2016	Budget variance	Growth
Revenues					
Memberships	6.062.391	6.190.038	6.222.917	(+) 32.879	(+) 2,65%
Other incomes	213.908	213.005	207.522	(-) 5.483	(-) 2,99%
Other operating income	44.624	9.700	25.593	(+) 15.893	(-) 42,65%
Investment income	13555	6.100	3.315	(-) 2.785	(-) 75,54%
Exceptional items	-	-	-	-	-
Total	6.334.477	6.418.843	6.459.347	(+) 40.504	(+) 1,97%
Expenses					
Cost of services	3.415.256	3.745.660	3.589.157	(-) 156.503	(+) 5,09%
Services and other goods	962.337	892.638	935.352	(+) 42.714	(-) 2,80%
Remunerations	1.263.573	1.324.336	1.313.119	(-) 11.217	(+) 3,92%
Depreciation	11.255	81.354	92.176	(+) 10.822	(+) 718,99%
Other operating costs	110.755	110.955	110.755	(-) 200	-
Financial charges	3.662	3.090	4.386	(+) 1.296	(+) 19,77%
Non-recurring expenses	-	-	-	-	-
Total	5.766.837	6.158.033	6.044.945	(-) 113.088	(+) 4,82%
Result	567.640	260.810	414.402	(+) 153.592	(-) 26,99%

We note the following:

1. Revenues

Overall, revenues are € 124,870 higher than last year and the budget well anticipated the trend (deviation of 0.6% compared to the actual of this exercise).

2. Expenses

Overall, expenses for the year increased compared to last year (+ 4.82%) but this increase was correctly budgeted. However, expenses are € 113,088 lower than budgeted.

Conclusion

We can summarize the results of the 2015-2016 fiscal year as follows:

Budgeted profit	(+) 260 810
Revenue excess compared to budget	(+) 40 504
Expense excess compared to budget	(+) <u>113 088</u>
2015-2016 fiscal year result	(+) <u>414 402</u>

Assets and liabilities of the Uccle APEEE Services on 31.08.2016

We can summarize the situation on August 31, 2016 as follows:

ASSETS		LIABILITIES	
Tangible assests	696 375,40	Own funds	2 345 366,57
Stocks	12 397,64	Short-term liabilities	245 947,68
Short-term receivables	815 292,70	Adjustment accounts	<u>891 760,98</u>
Cash	<u>1 959 009,49</u>		
Total assets	3 483 075,23	Total liabilities	3 483 075,23

Comments

- **Assets**

Tangible assets: € 696.375,40

APEEE Services Brussels I made a few investments in this fiscal year. Depreciation is entirely in the year of acquisition. Therefore, amortization charges have increased slightly this year.

The € 304,496 in prepayments paid on tangible fixed assets have been included in property, plant and equipment: these are the sums advanced for the self-service which began to be amortized as from 1 September 2015.

Stocks: € 12.397,64

The APEEE has dedicated stocks for the kitchen (€ 7,717.23) and the cafeteria (€ 4,680.41). They remained constant compared to the previous year.

Short-term receivables: € 815.292,70

The APEEE has an outstanding of € 815.292,70. This only concerns customer invoices settled at the beginning of the school year 2016-2017.

Cash: € 1.959.009,49

Our cash decreased compared to last year by about € 1,000,000. A part of excess cash was invested in self-service; On the other hand, unlike last year, short-term receivables were not liquidated before the balance sheet date.

- **Liabilities**

Own funds: € 2.345.366,57

Own funds increased by the amount of profit for the year, or € 414.402.

Dettes à court terme : € 245.947,68

Trade payables of € 78.748,50 are liabilities for the running of the operation and for various goods and services. Suppliers are paid within 30 days from date of receipt of the invoice.

To this should be added salary and social security liabilities (withholding tax: € 14.955,20 - ONSS: € 9.062,11 - Remuneration: € 441.92 - PV Provision: € 88.577,95); these debts are honored within the legal deadline.

Finally, there are the deposits for the lockers which amount to € 54.162,00.

Adjustment: € 891.760,98

This consists mainly of fees received before 31/08/2016 and which concern the 2016-2017 period.

APEEE Services – Réalisé 2015/2016 – Situation 31.08.2016

	TOTAL	Coordination	Cantine	Cafétéria	Transport	Activités périscolaires	Garderie	Casiers	Equipe natation
Produits									
Cotisations	6 222 917	0	1 869 757	223 495	3 588 258	391 189	66 862	35 710	47 646
Autres recettes	207 522	110 755	0	0	0	96 767	0	0	0
Récupération biens et services	25 593	438	22 672	676	1 038	667	101	0	0
Produits financiers	3 315	173	1 151	0	1 276	592	0	124	0
Total produits	6 459 347	111 366	1 893 580	224 171	3 590 572	489 215	66 964	35 834	47 646
Charges									
Couts des Prestations	3 589 157	0	549 241	116 989	2 893 192	29 734	0	0	0
Biens et services	935 352	35 486	556 725	0	79 901	191 590	2 563	26 859	42 229
Rémunérations et charges	1 313 119	74 035	490 021	104 675	337 328	253 327	53 733	0	0
Amortissements	92 176	767	80 175	0	1 193	748	0	9 184	110
Participation Coordination	110 755	0	34 293	0	66 196	7 866	925	675	800
Charges financières	4 213	595	676	0	997	663	610	365	308
Taxes	173	0	173	0	0	0	0	0	0
Total Charges	6 044 945	110 883	1 711 303	221 664	3 378 808	483 928	57 830	37 083	43 446
RESULTAT	414 402	482	182 277	2 507	211 764	5 287	9 134	-1 249	4 200