

12 December 2019 at 20:00
Pupils canteen – EEB1
46 Avenue du Vert Chasseur – 1180 Brussels

APEEE REPORT ON THE ANNUAL GENERAL MEETING OF THE APEEE BRUSSELS I

ATTENDEES:

48 class representatives (voting members) with 11 votes by proxy (total 59 votes), 4 participants

School Management Team: Brian GOGGINS (Director), Lars ROESEN (Deputy Director, Secondary), Gian Luca LONGO (Deputy Director, Berkendael), Jan BELIEN (Principal Education Adviser; from January 2020 Deputy Director of Finance and Administration)

APEEE Bureau: Brian GRAY (Treasurer), Kathryn MATHE (President), Karin HUNDEBOLL (Vice President, Pedagogy), Anne Marie HAMMER (Vice President, Administration), Pere MOLES PALLEJA (Member)

APEEE Secretariat: Selena GRAY, Guendalina COMINOTTI

• **INTRODUCTION AND ADOPTION OF AGENDA**

The agenda is adopted. APEEE President Kathryn MATHE introduces and reminds the GA that APEEE is a separate ASBL to that of APEEE Services, - APEEE dealing with the school's Pedagogical and Administrative aspects.

• **PRESENTATION BY THE SCHOOL DIRECTION**

Brian GOGGINS, Director of EEB1 apologizes on behalf of the Deputy Director of Nursery and Primary, Uccle who is unable to attend. He introduces changes in School staffing: he introduces the Principal Education Adviser Jan BELIEN who will become the School's new Deputy Director of Finance and Administration as from 1 January 2020 (taking over from Peter SEGERS who moved last year to EEB4). Jan BELIEN was Adviser in Secondary (with replacements and trips as principal responsibilities), then Principal Education Adviser starting in September 2019.

The management team are very pleased to have someone to take on this role, as the school have been working for the last 4 months without a Deputy Director of Finance and Administration, with colleagues

working very hard to try and fill the gaps, as they prepare the close of this financial year, the preparation of the opening of 2020, and the Budget 2021.

Lars ROESEN, Deputy Director Secondary EEB1, explains that Jan BELIEN has played a pivotal role in Secondary as Principal Adviser. His replacement will be Suzanne KUNSTER (in charge of LA VIE SCOLAIRE) until the end of the school year. From the beginning of next year, the position of Principal Adviser will be changed to Assistant to the Deputy Director (which will require another procedure for appointment). Adviser Annukka JOKINEN took over Jan BELIEN's role of 'replacements' this year and moves to La VIE SCOLAIRE from 1 January 2020.

New development: The posts of Assistant to the Deputy Director (Nursery and Primary as well as Secondary) were finally approved for all European schools at the Board of Governors meeting last week, after many years of looking to introduce something in middle management. The role of Principal Advisor in Secondary will disappear. In Primary, for the first time ever, there will be a full-time support for the Deputy Director. In Berkendael this post will be part-time (rule for schools with less than 1000 students). Therefore, there will be 3 new posts in EEB1 over the early part of the next school year.

Mr. LONGO, Deputy Director Berkendael is in his third and last year. His successor will be known at end of the school year.

Mr. GOGGINS briefly goes over numbers for EEB1 (2 sites, Uccle and Berkendael). Berkendael is only Nursery and Primary (M1 to P5); Uccle is Nursery all the way to Baccalaureate. Total number of students in the region of 4200, by far the biggest school in the system. Total number of staff in the region of 500-550. 8 language sections in Uccle, complemented by SWALS (Students Without a Language Section) who join one of the vehicular language sections (English, French or German) and have their L1 separately. In Berkendael the situation is a bit complicated. There are sections that belong to Berkendael—i.e. French, Slovak and Latvian sections. Then there are also so-called "satellite classes", which are not fully opened sections but classes belonging to existing sections—currently German, English, Italian, Spanish and Greek.

- **QUESTION & ANSWER SECTION WITH DIRECTOR BRIAN GOGGINS AND THE DEPUTY DIRECTORS**
(Below listed as topic; list of complete Questions in Annex)

1. ***Difference in exam choices in the Bac year L1 & Advanced L1 / Maths 5 & Advanced Maths***

Mr GOGGINS explains that it relates to the fact that students have L1 and L1 advanced as 2 separate classes. For Maths there is 3 period, 5 period or Advanced Maths (extra 3 periods). For Bac exams you choose 5 Written and 3 Orals: some forced and some choices. You HAVE to take L1 Advanced as a Written and an Oral Exam if you have this as your option. For Maths you have to do a Written Exam either 3 or 5 period as there IS NO written exam for Advanced, but you must take the Advanced Oral. He encourages parents to attend the information sessions for S6 and S7 in order to understand the complexity of the system.

2. ***Restricting the use of mobile phones***

Mr. GOGGINS replies that in Primary, students are not allowed to use them and are told to put them away but they are not confiscated. For Secondary, most have a phone which is not supposed to be used in class unless a teacher specifically asks for it to be used. The School will not ban or confiscate them as it gets too complicated. He adds, with all respect, that if parents do not wish for their children to use mobile phones, they should ask them to leave phones at home or purchase an application which locks phones between certain hours. He takes this opportunity to mention that the IT Working Group will most probably replace the currently used calculator (TInspire) with an application that can be downloaded for free (Geogebra).

This is in early stages, but students will likely be told they will have to have a device in order to run this application.

Discussion ensues around the use of mobile phones in the classroom:

- *lower Secondary S1-S3: If parents decide not to give a phone to their children, and the teacher asks them to use it, then isn't this discriminatory, as the school does not announce that this is an educational material?*
- *higher Secondary S4-S7: does this mean that they will have their phone during bac exams and how do you teach them to use a normal calculator for future establishments?*

Goggins clarifies that a mobile phone is not required educational material. He suggests downloading the Geogebra app to understand better. It is not restricted to mobile phones.

3. Provision of pedagogical program and estimated cost of school trips and excursions

Mr. GOGGINS states that this should not happen. There should be a basic outline of the trip and if not the exact cost, then something close. For S6 trips there are maximum amounts and involve a lot of movement while trying to get each of the trips finalised so it is difficult to be precise at the outset. School is trying to move to a situation where they could give an estimated figure at the start of a school year according to the normal activities in the course of that particular school year. The school cannot make a profit; the aim is to make sure the trip is covered entirely. Administratively there is a lot of work if they have to reimburse any money, but this would be done if necessary.

4. S5 work experience and certificates

Jan BELIEN states that last year there were 47 S5 students, as a prerequisite for the certificate they have to submit a report, so he estimates about 35 of these will receive them. This is a recurrent figure. Every year there are between 120/130 and 160/170 work experiences, 1/3 of which are S5 students. Some of them are S7 but most of them are S6 until now. The work experience is now set aside in a particular week (in line with the school's *All in All out* project week policy) but there is also a number of children who find it easier to find work experience in their home country, in which case they can do it in their holidays. The week is reserved for S5 to do work experience and S5 students are expected to make use of the week, it is not to be considered as a week off. The school give value to it with the Certificate.

Two work Experience Coordinators have taken over the role. The school has a contract which has to be signed between the school and the company: this school contract protects the rights of the children, by all clauses in the contract. But the school has also signed other externally produced contracts, but in consultation with their legal advisers, and this can take more time to organize.

5. The on-line registration for replacement teachers

This was put in place over the summer and since September 95 have registered of which 89 are qualified. The challenge is to find people spontaneously ready to replace day-to-day absences and the human resources to follow this up. A couple of parents who are ready to replace were interviewed. In the long term these candidates will be asked to apply via the Call for Applications. A good initiative from the APEEE that enabled the school to be in contact with more potential candidates.

6. Would the management consider making it school policy to limit as far as possible meetings held during the teachers assigned teaching hours, to avoid absences?

Absences are recorded and it is agreed to limit as much as possible.

7. Enrolment of P5 Berkendael students to S1 Uccle site

Every year there is a new policy to try to assist registrations. Overcrowding is an issue and each year 400 students are added. Each year the CEA makes decisions on the rules. Because Uccle is itself experiencing overcrowding, particularly in the secondary, and to keep the balance between sections at all schools, there can be no promises made. Berkendael pupils will be put in the schools where there is room in a manner that fits their first choice as a priority to the extent possible and which supports the best balance between schools.

8. L2 bilingual/enrichment classes

Mr Goggins presents the bilingual classes and enrichment, the latter introduced this year (the effect of this change will be evaluated at the end of the year and sent to stakeholders in order to make decisions for the following school year). He explains the motivation/need for this as there are students who have a higher level/competence than what is taught. Languages are different to other subjects and there will be no enrichment for other subjects. As to whether introducing enrichment classes in German S4 is justified when the class had been together already for eight years, this is so where there are different abilities. He cites P1 as an example and comments that it is justified for kids lower down with differing abilities. He does not comment on the special needs budget.

In discussion parents of Berkendael pupils raise concern regarding the potential vertical grouping for the Slovak section (P1-P3) in Berkendael, in the case where a seconded teacher would not be found. Mr Longo explained that the European School rules do allow that, but that he does see pedagogical reasons (and timetabling constraints) against putting P3 together with P1/P2 (including additional subject in P3, European hours, difference in length of classes).

• PRESENTATION OF THE APEEE ACTIVITY REPORT AND ACCOUNTS

The President takes the GA through the power point presentation attached. Brian Gray, APEEE Treasurer, reports on the Accounts from last year, circulated before the meeting. He covers income and expenditure, underspent funds due to the situation at the Secretariat and the resulting surplus (which can be used to reinforce the staff for the coming year to catch up and staff the back office appropriately, as well for the new program of projects).

• PRESENTATION, DISCUSSION AND ADOPTION OF APEEE BUDGET FOR 2019-2020 SCHOOL YEAR

Brian Gray, APEEE Treasurer, presents the Budget for next year, circulated before the meeting. He highlights that for next year's Budget there is a change in the Secretariat (2 instead of 1) and the same rate of expenditure on office as in previous years. Also, project calls and recurrent and well-established activities are budgeted for.

• DISCHARGE GIVEN TO ADMINISTRATORS

Before putting these to the vote, the Treasure clarifies that when members approve the accounts from last year, they are approving the financial management of the year, giving discharge to the Bureau. The

accounts, discharge and budget for the following year are all approved unanimously, and the Treasurer thanks everyone for their confidence.

There is unanimous agreement to officially appoint the CA/CE Members of the Board.

Brian GRAY and Pere MOLES PALLEJA present themselves as candidates for election to the APEEE Board. Their election is supported unanimously.

End of the AGM.

List of Annexes

Annex 1: List of Complete Questions for the School

Annex 2: 2019-12-12 APEEE General Assembly Presentation