



## EEB2 Multiannual Plan 2016-2020

Priority Area	Action	Success Criteria	Evaluation
	D= Director, DDS =Deputy Director Secondary, DDP= Deputy Director Primary, A=Administrateur, CP=Conseiller Principale		
<b>Teaching and Learning</b>			
<p>Use the Business Objects platform to generate performance data to better understand and assure pupil progress. To become a data rich school. Develop the data to track children's progress.</p> <p>Reduce variations in attainment between the 9 sections of the school including in the European Bac</p>	<p>2016-18 Management and secretarial team are trained on how to use Business Objects. Data shared with staff. (D+DDS)</p> <p>2016-17 Analyse and understand the variations in attainment (pre-bac, written and orals) in Maths, L1, and Science subjects. Identify and</p>	<p>2017-18 Automatic Templates to analyse section, subject and class results across the school</p> <p>2017-20 Less variation in Bac Average across the sections. Greater concurrence between EEB2 average scores and system wide average scores</p>	<p>2015 - Secondary teachers can access previous year marks.</p>

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<p>Identify and address underachievement; analyse failures and repeat years; maintain academic standards according to the potential of each child; address issues of pupils' personal well-being and resilience in terms of school success</p>	<p>harmonise good practice. Use Business Objects to compare performance between sections and subjects. (D+DDS+IT team)</p> <p>2018-20 Same as above but in all other subjects starting with 4 period and Adv. Subject options. (D+DDSs+subject/cycle coordinators)</p> <p>2016-17 Issue of S3-S4 Practise B test skills in S3. Analyse the nature of increased failures in Maths, Physics, Chemistry and Biology. Support non-specialist 'Integrated Science' teachers. Strengthen S3 syllabuses if required. Provide better support for S4 and S5 pupils in high failure rate subjects.</p>	<p>Less grade variation from S3-S4 particularly in maths and science</p>	
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<p>Maximise harmonisation in curriculum delivery and assessment in the school</p>	<p>Compare section variation in failure rates. 2016-17 track pupils who have repeated a year. 2017-20 Track pupils secondary progress S1-5 through statistical analysis of marks (DDS+Subject coordinators)</p> <p>2016 -2017 Secondary Synchronise 2 period subject planning for S7 cycle in 2016/17 (JS and subject coordinators) S5 harmonised exams (L2 and Latin) to comply with format agreed by JTC in October 2015 Harmonise B Tests in same language (section) parallel teaching groups . (DDS + Subject Coordinators)</p>	<p>2016-17 Forward planning in place for harmonised 2 period B Tests S5 harmonised tests in compliance with 2013-05-D-34-en-7 2018-19</p>	
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	<p>Teachers to share brief forward planning, test dates and assessment criteria (A marks and S1-3 semester summative assessments);</p> <p>2017-19 Harmonise the planning of the S6 syllabuses and assessments. Harmonise the format and demand (level of difficulty) of S5 first semester assessments. (DDS + D)</p> <p>Primary/Nursery 2016 Implement and embed the primary and nursery portfolio in the assessment culture of the school (DDP and Coordinators)</p> <p>To continue to promote and embed a self-assessment learning culture in the school (D +DDP + Coordinators)</p>	<p>2017-18 The portfolios are used on a daily basis and understood by the school community</p> <p>2016 September : Information presentation to secondary colleagues teaching S1.</p> <p>Work with secondary school to inform secondary colleagues of the</p>	
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<p>Develop an assessment policy for the school to promote transparency, harmonised assessment procedures and greater self assessment by pupils</p> <p>Introduce secondary new assessment grid. Decision of BoG 2015-04-D-6-fr-3 April 2015</p>	<p>2016-17 Establish a set of assessment standards in accordance with the General Rules (D + DDS +DDP)</p> <p>2016-17 Organise training for secondary staff. Explanation to pupils and parents (D + DDS +DDP)</p> <p>2016-17 5 twilight CPD sessions are organised</p>	<p>value of the portfolio in order to improved 'personalised' transition from primary to secondary for each child.</p> <p>2018-19 These standards are adopted by all teachers</p> <p>Rentrée 2017-18 Introduction S1-S5 Rentrée2019/20 Introduction S6 January/June 2020 First BAC cohort</p>	
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<p>Strengthen primary/secondary transition to ensure progression of learning</p> <p>Promote a professional learning community in which effective professional development of teachers and self-evaluation impacts on pupil achievement</p>	<p>2017-20 (D + DDS) 10 twilight sessions are organised each academic year</p> <p>2016-17 Focus on L2 and Maths. Secondary teachers to visit primary lessons and vice-versa. Establish a record and evaluation of current visits.</p> <p>2017-18. P5-S1 Maths transition programme.</p> <p>S1 teachers to familiarise themselves with the content of P5 curriculum (DDS + Cycle Coordinator)</p> <p>2016-2020 Professional Development are organised by teachers for teachers in accordance with school</p>		
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<p>Provide study and quiet supervision areas for secondary pupils during 'free' periods.</p> <p>Ensure that lessons promote the European dimension and core values of the European Union</p>	<p>development and inspection priorities (D +DDS + DDP)</p> <p>2016-17 Create 70 places in study room. Develop class supervision timetables by education advisers. Reduce the circulation of large groups pupils during free periods. (D+DDS+A)</p> <p>2017-18 Use new Pre-fabs space to organise more study hall space elsewhere.</p>	<p>Evaluated teachers clearly</p>	<p>Room available. Study room supervisor appointed</p> <p>Plans with Architect to prepare planning permit application (10/2016)</p>
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<p>Ensure that pupils learn about global sustainable development</p>	<p>2016-18 Insist that forward planning includes opportunities to promote the European dimension</p> <p>2016-2017 Create a school based working group to audit the curriculum to map out where opportunities are to learn about sustainable development. (SSD)</p> <p>2017-20 All teachers to include sustainable development issues/themes/information in their forward planning (DDS)</p>	<p>demonstrate the European Dimension in their lessons.</p>	
<p>Ensure that classrooms and corridors are welcoming, reflect the multicultural and multilingual European diversity of the school and celebrate learning</p>	<p>2016-2020 Demonstrate islands of good practice. Keep shared rooms to a an occupancy of max three teachers. Appoint teachers in charge of or</p>		<p>2016-17 timetable has not achieved this.</p>



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<p>Activate the benefits of the Confucius Classroom</p>	<p>responsible for a room's leaning environment (DDS)</p> <p>2016-20 Solicit the support of the Hanban teacher to support the teaching of Chinese in the school and to maximise the benefit of the student exchange with the Experimental High School in Shanghai.</p> <p>Offer Chinese lessons to the wider school community. Collaborate with APEEE to offer Chinese lessons as extracurricular activities (D)</p>		<p>S4 and S5 Chinese classes available. Parent classes started. (9/2016)</p>
<p><b>Nursery and Primary</b></p>			
<p>Améliorer l'infrastructure interne et externe des bâtiments maternel/primaire</p>	<p>2016-20 Restaurer et repeindre les murs (classes, couloirs, escaliers) des 3 étages</p>		<p>Partial completion (9/16)</p>

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	<p>Remplacer les murs en bois du 1er et 2ème étage</p> <p>Installer un système d'air conditionné au 3ème étage</p> <p>Sécuriser l'accès au bâtiment (portes et fenêtres)</p> <p>Construire un préau pour les élèves de P3-P4-P5 dans le terrain de foot des élèves de primaire (D+DDP+A)</p>		<p>Part of the Security Plan promoted by Tractabel. Supplementary budget due Nov 2016. Works expected summer 2017.</p> <p>Permit to erect inflatable dome on terrain rouge approved.(10/16)</p>
Un horaire plus équilibré pour éviter que les enfants soient pris hors de la classe à tout moment	<p>2016-20</p> <p>ONL – Irish &amp; Swedish Swals – Rattrapage LSG – LSM – LSI</p> <p>Langue maternelle SWALS – Estonian &amp; Latvian</p> <p>(DDP+Timetable Coordinator)</p>		
L'utilisation des outils informatique à l'école	<p>Etape 1 : Harmonisation du système informatique entre le primaire et le secondaire (Office 365) Etape 2 : Digitalisation des inscriptions Etape 3 : Digitalisation des dossiers des élèves (D+DDP+DDS+IT team)</p>		

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Amélioration des compétences informatiques des étudiants de primaire	Créer un programme et l'intégrer comme matière Thème 1 : Sécurité de l'internet Thème 2 : Word Thème 3 : Excel Thème 4 : Powerpoint		
Améliorer la qualité de l'enseignement	Harmoniser les critères d'évaluation des étudiants		Training on subject attainment descriptors (2016)
Développer une évaluation comparatif en L1 utilisant les normes de progression et les contrôles d'évaluation des pays de L1 avec la notation/évaluation (carnet scolaire) des EEs	<p>2016</p> <p>Evaluer la pratique en section NL. Faire une enquête dans d'autres sections. Gagner le soutien des inspecteurs. Introduire 'base line testing' en Anglais</p> <p>2017</p> <p>Introduire 'base line testing' en Français et allemand</p> <p>2018</p> <p>Introduire 'base line testing' en Portugais, Italien, Lithuanien, Finlandais et Suédois (D+DDP)</p>		

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Développer un enseignement adapté pour les enfant doués ou surdoués	2016 Préciser les mesures d'adaptation pour les enfants doués en L1, surtout dans les sections anglophones et francophones 2017 L2, Mathématiques et Dessin (D+DDP)		
<b>Student/pupil well- being</b>			
Review and update policies on child protection and bullying to include eating disorders, unsafe relationships and sexual harassment	2016-17 Update policies after consultation with stakeholders and inform school community (D+DDS+DDP+CP)	2016-2020 Policies published and inforce	Drugs Prevention Policy implemented
Provide learning opportunities in lessons and organised activities outside lessons to support student/pupil well being, their resilience to adversity and reduce risky behaviours	2016-17 S1 - Study skills for secondary school S2 no smoking campaign S2 continuation of Teambuilding Programme (resolution of conflicts etc)	2016-20 Measurable better academic performance in tests and exams	Many of these courses are underway.

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	<p>S2 - Internet safety (in ICT lessons)</p> <p>S3- workshops: S3 -S4 : Organise lifestyle workshops for positive thinking, building resilience and developing a mind set for exams</p> <p>S4 - Organise workshops on personal responsibility, stress and time management especially during exam periods and taking</p> <p>S4 - Road safety - drink driving, drugs etc</p> <p>S5 - No smoking campaign workshops to continue</p> <p>S6 - Stress Management and awareness training on frustrations, disappointment, resilience, eating disorders, self-harming</p> <p>S6 and S7 -Introduce no drugs campaign</p> <p>S7 - Introduce 'Step Up' programme focusing on leadership skills, personal responsibility for self-improvement. (CP+DDS)</p>		
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<p>Lower the global school population to 2850 by 2020 and use the school site more efficiently to provide more quiet areas and recreational space for pupils/students.</p>	<p>2016-2019 Support the creation of a 5th Brussels school and the development of the Estonian Section in Laeken and the Latvian Section in Berkendael (later 5th school) (D)</p> <p>2016 Renew lower primary playground</p> <p>2016-17 Renew 'terrain rouge' which has been semi-derelict for over 10 years and cover with inflatable dome.</p> <p>Re-equip for use by primary school and make available (D+A)</p>	<p>2019-20 - EEB2 school population at 2850</p> <p>2016 New equipment and safer synthetic surface.</p> <p>2017-20 Fully functional covered and heated sports facility offering an area of three tennis courts</p>	<p>Completed summer 2016.</p> <p>Works expected Summer 2017 (10/16)</p>
<p><b>Develop an ICT strategy which modernises the school ICT infrastructure to better support the development of teaching and</b></p>	<p>2016-2020</p>	<p>Whole community operating from</p>	

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<p><b>learning throughout the school</b></p> <p><b>Implementation of corporate ICT plan</b></p>	<p>Equipment/software acquisition, installation, testing maintenance: switch all school accounts to Office 365 switch LDAP (Lightweight Directory Access Protocol) to AD (Active Directory) replace 4 Linux servers by 4 Microsoft Windows services to support the above Upgrade of Windows 7 to Windows 10 in the Nursery/Primary School Develop the ever increasing functionality of My School</p> <p>Training 2016-2020 Office 365 Windows 10 SAP Business Objects</p> <p>(D+DDS+DDP+IT team)</p>	<p>the 'eursc.eu' domain Microsoft 25 gigabyte cloud space available for students School ICT work available at home. Fewer back-ups needed</p> <p>Will it be possible to train teachers even before EEB2 goes live with 365?</p>	
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<p>Increase the number of multimedia equipped classrooms</p>	<p>2016-18 install ICT multimedia equipment including installation of I3 boards. (20 boards per year)</p> <p>Provide training for new equipment and software.</p>	<p>2016 10 colleagues trained 2017 10 Colleagues trained 2018 10 colleagues trained</p>	<p>14 new units installed in 2016 (10/16)</p>
<p>Update computer cabling and make good unsafe computer equipment cabling throughout the school</p>	<p>Extend the cabling upgrade throughout the school from CAT5 to CAT6. Embed cabling with installations of new whiteboard/projector equipment</p>		<p>2/3 completed. (10/16)</p>



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<p>Develop ICT skills (word processing, presentations, spread sheets, databases) across the curriculum and in primary and secondary.</p> <p>Use discrete ICT lessons in S1-S3 to teach more computer language programming skills</p> <p>Increase the use of existing ICT equipment by teachers.</p> <p>Update ICT basic equipment</p> <p>Faster Admin network</p>	<p>Creation of a second ICT room in primary (12000 Euros)</p> <p>2016-17 Monitor use of ICT rooms in secondary schools</p> <p>Twilight CPD for teachers ICT training room Create an ICT training room for staff and develop a continuous professional development programme run by ICT advocates/champions among the staff.</p> <p>Replace computer hardware</p>	<p>Primary children arrive in secondary school with greater ICT skills and rudimentary knowledge of programming</p> <p>Increase of ICT options in S3 and S4</p> <p>2016-2020 10 teacher led sessions per year.</p>	<p>Computers purchased. Cabling to be installed (10/16)</p> <p>4 ICT session organised by 10/16</p>
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<p>Develop safe wireless environments to promote use pupils' own ICT devices in defined areas of the school or under the instruction of teachers. (research is needed)</p>	<p>50-100 computers</p> <p>2016 Switch from Verizon to Belnet for Admin network</p> <p>2017? Connect to Telenet fibre optic internet line for the pedagogic network.</p> <p>2016 Explore the viability and desirability of this project. Visit EEB4 Pilot project : individual teacher advocates (D+A+IT team)</p>	<p>Meetings by videoconference?</p> <p>2016 Take a strategic decision on development</p>	<p>New Fibre optic connection installed (10/16)</p>
<p>Improve the School Environment including Safety and Security</p>			
<p><b>Safety and Security</b></p>			
<p>Continually improve school security with partners and school</p>	<p>Plan with the Régie de Bâtiments a realistic roll-out of improvements to</p>		<p>Agreement by RdB to renew school perimeter. Cahier de charges</p>

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community	<p>the safety and security infrastructure of the school.</p> <p>Continue to develop a strong health and safety culture at school among all staff and pupils/students (D+A)</p>		delivered.
Develop systems to constantly review the prevention, security and safety measures in the school	<p>Imbed external and self-evaluation procedures to build on the 2013 Safety and Security Audit: 2016</p> <p>Act on the main findings of the IOS survey:</p> <ul style="list-style-type: none"> <li>• fire doors</li> <li>• electrical installation risk assessment</li> </ul> <p>Organise annual external evaluations of safety and security 2016-2020</p> <p>Engage the services of a monthly external evaluator CPPT Niveau 1.</p>	<p>2016-2020 More effective maintenance and fewer external recommendations for improvements</p> <p>2017- Compliance with the 2015 report.</p>	<p>2015</p> <p>External Audit follow-up by IOS</p> <p>Alarm and public address system improvements ordered.</p> <p>Fire equipment checked.</p> <p>Fire drill evaluated.</p> <p>Gas pipes in Canteen replaced</p> <p>Canteen sound proofed.</p> <p>Electrical installations checked by control agency.</p>

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	<p>Update and extend school alarm and emergency communication systems</p> <p>Re-advertise a Senior Safety and Security office for all the four schools in Brussels (Adaptation of a previous post that was not filled)</p> <p>Create a detail systems plan to ensure controls of vital services are checked and properly maintained.</p> <p>Organise more security training for staff on security, fire safety and prevention.</p> <p>Seek candidates for a second school-based CPPT Niveau 2</p> <p>2016-17 Commit 20000 Euros to the replacement of internal blinds</p>		<p>4295 Euros spent on new internal blinds</p> <p>Emergency Plan completed in French according to template provided by Brussels police authorities</p> <p>Electrical risk assessment completed.</p> <p>Admin board approved full-time CPPT for 2018</p> <p>100 internal blinds replaced</p>
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	<p>2016-18 Wide opening windows made safe</p> <p>Commit 20000 Euros to the replacement of external blinds</p>		summer 2016.
<p>Security infrastructure: Despite several audits, the school funding authorities are not providing the resources to effect the essential improvements recommended in the audits. This is in spite of the serious rise in the threat posed to schools after the events in Paris and Molenbeek, Brussels.</p>	<p>2016 Campaign to have the resources to begin the prioritised works to improve perimeter security and lockdown effectiveness.</p> <p>new security locks to most vulnerable external doors new security locks to vulnerable internal</p> <p>New windows to vulnerable ground floor classrooms Classroom and to corridor fire-doors (to delay the passage of would-be assailants) new perimeter video surveillance</p>		<p>2015</p> <p>Security report by the security division of the HR Directorate of the European Commission</p> <p>A follow-up visit and report by Mrs M Coppens , Montgomery Police, Cellule Prévention)</p>

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	<p>(including bus-park) with direct links to police Automatic gates and automatic bollards at the vehicle entrance A new permanent loge at the entrance of the vehicle ramp Automated exit points 2.8m perimeter fencing around the entire site of the school</p> <p>Organise lockdown training for all staff.</p> <p>Organise lockdown drill with pupils.</p> <p>Introduce unified and scannable staff cards</p> <p>Apply for supplementary budget for 2016 in case Regie de Batiments cannot meet these demands</p> <p>Devise a 2017 and 2017 budget</p>		<p>Lockdown procedure now established according to all expert guidance received. one afternoon of Lockdown awareness training took place after the forced school closures in November.</p> <p>The number of guards was doubled at a cost of 552.804 Euros. (the Budget Committee approved a transfer of 300 000 euros from the salary budget to pay for this. These costs arose because of the deployment of a night guard 7 nights a week and a doubling of the number of guards during the day.</p>
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	<p>strategy to finance security improvements. (D+A)</p> <p>2017 &amp; 2018</p>		<p>Access to school was tightened for both pedestrians and vehicles.</p> <p>A pilot scheme was introduced to scan student/staff cards at the main pedestrian entry point in Oscar-Jespers</p> <p>(9/16)</p> <p>RdB has approved plans for new perimeter</p> <p>Commision agreed Emergency Security Budget</p>
<b>Admin and finance</b>			
Ensure good financial management	2016	2016-2020	New Chief Accountant appointed.

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<p>in conformity with the Financial Regulations of the European Schools</p>	<p>Appoint new Chief Accountant and implement SAP segregation of Duties</p> <p>2016 Implement OSG action plan Implement IPSAS procedures for cash flow forecasting</p> <p>Show and explain all extra-budgetary accounts in the Financial Statement and AAR.</p> <p>Manage extra-budgetary accounts in line with the Financial Regulation and in line with the memorandum that the OSG is going to issue in Q1 2016.</p> <p>Explore possibilities to outsource certain activities related to extra-budgetary accounts. (D+A)</p>	<p>Compliance with 4 eyes principle of accountancy. Greater time for Bursar to administrate whole school and implement maintenance and safety systems</p> <p>2016-2020 Extra-curricular transactions are streamlined .</p>	<p>School proposal for SAP segregated duties approved.</p> <p>Delayed because of pressure on IT/SAP team at OSG</p>
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	<p>In application of the memorandum on payment procedures, review all authorizations of signatories whenever changes to the authorizations are done.</p> <p>2016-17 Subcontract the collection of monies in connection with school trips, charitable fund-raising, etc (D+A)</p>		
Improve SAP operations	<p>2016</p> <p>Organise a SAP Belgium training consortium for EE schools responding to local needs</p> <p>(A)</p>	Greater efficiency and troubleshooting	OSG has informed more function related training. Eg Authorising Officer training
improve inventory management	<p>2016-17</p> <p>Look to book new assets at the Purchase order stage</p> <p>(A)</p>	Digitised and accurate inventory of assets	

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	Explore how SAP interfaces with the schools ability to effect physical checks of asset.		
Introduce a 'Règlement Interne du Travail' for PAS teams.	2016 Agree and introduce new 'Règlement Interne' 2017-2020 Review Annually	Improved morale through clearer procedures.	Introduced in 2016.
Review PAS roles, organigram and job descriptions.	2016-17 Consultation with staff New agreed roles and job descriptions  External audit.		External audit competed 10/16
improve inventory management	2016-17 Look to book new assets at the Purchase order stage  Explore how SAP interfaces with the schools ability to effect physical checks of asset. (A)	Digitised and accurate inventory of assets	