



**BSB**

THE BRITISH  
SCHOOL OF  
BRUSSELS

Annual Report  
2015 – 2016

Learning **together**  
**inspiring** success





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Front cover: **Katya Adler** guest speaker  
at the Awards Ceremony in Leuven, June 2016

# Learning together inspiring success

## Philosophy & Objectives, 2020 Vision

### Our Goal

To challenge and inspire our students to realise their potential, both academic and personal, in a stimulating and caring community, enabling them to become responsible and engaged citizens of the world.

### Our School

The British School of Brussels (BSB) is an independent, fee-paying, not-for-profit international school which meets the needs of internationally mobile and expatriate families in Belgium as well as local families who want an international education.

- BSB is an inclusive, international learning community. All students who can benefit from the BSB experience are welcomed and are expected to be fully committed in their approach to learning.
- The British School of Brussels has students from over 70 nations and is made up of two schools:
  - Primary School - ages 1-11
  - Secondary School - ages 11-18
- English is the main language of tuition, with options available to follow a Bilingual French & English programme.
- All students follow a British-based curriculum up to age 16 - (I)GCSE. This is adapted to our European context and international cohort and is followed by the choice of two internationally recognised preuniversity examination courses from age 16-18: English A Level and the International Baccalaureate Diploma. We also offer a range of vocational courses including English BTECs.
- In its Governance and Management and in all its activities, the school will aspire to the highest ethical and legal standards.

### Our objectives for our students

BSB is a world class international learning community that is:

- Welcoming and caring;
- Working together to challenge everyone to achieve their academic and personal potential;
- Inspiring an on-going desire to broaden minds and horizons;
- Nurturing global awareness and realising success.

### Our School objectives

#### 2020 Vision...

By 2020 BSB will be known as the first choice for students, parents and professionals as a world class learning community recognised for:

- State-of-the-art campus facilities including sport and performing arts areas
- A commitment to languages including Bilingual programmes in French and Dutch
- A creative and evolving curriculum providing a range of options for all learners from 18 months to 18 years, including British and international qualifications
- Enhancing learning through leading-edge technologies
- Leading excellence and innovation in professional practice and development
- Active, ethical and purposeful engagement with the world around us

## Definition of Learning

The British School of Brussels (BSB) is a learning focused school. We focus on a range of learning outcomes - academic, personal, social and physical

- The school's definition of learning underpins everything that the school seeks to achieve in terms of learning and teaching.

### Learning is...

'Learning is a transformational process of acquiring, applying, connecting and adapting new skills, knowledge, behaviours and attitudes to effect an alteration in long-term memory and develop a deeper level of understanding.'

### Student statements...

What can you **do** now that you couldn't **do** before?

What do you **know** now that you didn't **know** before?

What do you **understand** now that you didn't before?

What will help you to **remember** and use what you have learned in the future?

### Learning for the 21st Century

- We are focused on supporting our students now and for their future. We acknowledge that the teacher's primary role as a 'dispenser of information' is now more accurately described as an 'orchestrator of learning', helping students turn information into knowledge and knowledge into wise action. As a school we are committed to creating a 'culture of inquiry'.
- We help our students develop a robust set of skills for their life in a century that is rapidly changing.

### BSB Learner Profile (based on the IBO Learner Profile):

✓ Inquiring	✓ Caring
✓ Knowledgeable	✓ Risk-takers
✓ Thinkers	✓ Balanced
✓ Communicators	✓ Reflective
✓ Principled	✓ Persistent
✓ Open-minded	✓ Resilient

More detailed information can be found on **eBSB**.

## Definition of Internationalism

Internationalism at BSB encompasses global citizenship, conflict resolution, social justice, values and perception, sustainable development, human rights, interdependence and diversity. BSB believes in reflecting and celebrating the diverse backgrounds of its community within a safe and secure environment. All members should be enriched and affirmed by this experience and be appropriate role models for others.

### A member of the BSB community:

- Is knowledgeable of and curious about the wider world and seeks to broaden and deepen understanding
- Reflects upon his/her role and responsibility as a global citizen
- Is willing and able to communicate about culture, language and beliefs
- Is prepared to take action and to be an effective contributor
- Respects and celebrates diversity, language, culture and beliefs
- Appreciates multiple perspectives including environmental and economic systems and current global issues

### This is shown by:

- Partnership links with other organisations, including our twinned schools in Ghana
- A service learning programme that shows respect for and commitment to our host country and the wider global community
- International awareness throughout the curriculum, allowing for students to share and value each other's international experiences and mother tongue languages
- International extension opportunities which include visits and exhibitions, learning opportunities and competitions, personal development and challenges, higher education offers from a range of international universities
- Systems and procedures that support families to integrate within the BSB community and to make links with other cultural and linguistic groups
- Community events which reflect and celebrate a variety of cultures







## Report from the Chair of the Board of Governors

I would like to take this opportunity to warmly welcome our new Principal, Melanie Warnes, who joins us from the Castle School Education Trust in the UK where she served as CEO and Executive Headteacher. Melanie brings a wealth of experience to BSB in running a trust of four secondary and three primary schools educating almost 5,000 students.

BSB continues to make major progress on the road to realising the 2020 Strategic Vision set out by the Board of Governors in 2010. Student applications are at a record level and numbers on roll continue at over 1,300 reflecting the increasing demand for the education and values provided at BSB. Our external examination results in IB, A Levels and BTEC continue to be outstanding leading to more than 98% of students attaining places at their first or second choice of universities. The €25 million Jacques Rogge Sports Centre has been completed to provide BSB with world class sports facilities whilst achieving our goals in terms of safety, cost, schedule and environmental factors. Plans are taking shape which will upgrade the BSB campus and a revamped Performing Arts Centre. For those who are unaware, BSB is a not-for-profit organisation without any shareholders and every building on campus, as well as future projects, are exclusively funded from accumulated surpluses. These surpluses are generated from the robust financial operation of BSB based on a revenue stream emanating only from school fees.

I would like to take this opportunity to restate BSB's Philosophy and Objectives. The Philosophy is that BSB should become a world class international learning community and our Objectives are that BSB should continue to be welcoming and caring; working together to challenge everyone to achieve their academic and personal potential; inspiring an on-going desire to broaden minds and horizons; nurturing global awareness and realising success. We have encapsulated these Objectives into "Learning Together, Inspiring Success".

The 2020 Strategic Vision, referenced above, states that by 2020, BSB will be known as the first choice for students, parents and professionals; as a world class learning community recognised for its state of the art campus facilities including sport and performing arts areas; a commitment to languages

including bilingual programmes in French and Dutch; a creative and evolving curriculum providing a range of options for all learners from 12 months to 18 years, including British and International qualifications; enhancing learning through leading-edge technologies; leading excellence and innovation in professional practice and development and active, ethical and purposeful engagement with the world around us.

With this Philosophy, these Objectives and our Strategic Vision in place, BSB will continue to encourage its students to perform to the very highest level of their academic capabilities and to instil in them a lifelong love for learning. BSB will help students develop their personal and social skills, including an international outlook, to succeed in the ever-changing world around us. BSB will support its students to appreciate, enjoy and excel in whatever their interests or talents are, be it sport, music, art or drama. BSB will foster a safe, friendly and caring environment as well as making students aware of others less fortunate than themselves.

There is extensive voluntary involvement from parents and other external parties in the operation of the Board of Governors and the Board Sub-groups. The seven very active Sub-groups: Curriculum & Learning, Finance, Human Resources, Marketing, Premises, Governance and Information & Communication Technology prepare much of the ground work prior to making recommendations to the Board of Governors. If you are interested in contributing your particular skill set to one of these Sub-groups, I would be very interested to hear from you.

I would like to thank everyone who provides so much support to BSB including staff and parents. Finally, my thanks to the students who make it all worthwhile.

I wish you all a happy and successful school year.

**Ian Backhouse**  
Chair, Board of Governors  
September 2016







## Report from the Principal

I am delighted to be contributing to this Annual Report as the new Principal of BSB. It provides me with the opportunity to congratulate students and staff on their incredible achievements last year led by my predecessor, Sue Woodroffe.

Students can feel justifiably proud of their personal achievements representing as they do sustained commitment, hard work and determination. Students moving into the Senior Section at BSB are confident of further success and those who have recently received their A Levels, IB and BTEC outcomes are stepping on to university confident of future success. The results achieved by students of all abilities and at all levels were truly outstanding.

What strikes me about learning at BSB is that students not only leave our school with amazing exam results but also with the confidence to reach for the best opportunities available to them across the world. They are equipped with the skills and self-knowledge necessary to make confident and astute decisions about their future as global citizens.

2015/16 was another year notable for a diverse and exciting range of opportunities for students to develop the prized skills and characteristics of leadership and team work and to reach out beyond their own context and comfortable routines in order to care for others within and beyond BSB. Highlights include:

- The Ghana trip to Bolgatanga in June/July where 16 students from Years 11, 12 & 13 screened 3068 students and teachers for poor vision. They trained local staff on how to screen and operate the glasses and donated all spares to help them in the future.
- Our Primary students continued to experience a wealth of opportunities to put their learning in context ranging from each year group's production to a plethora of trips and school journeys. A particular highlight was the visit from the local Fire Brigade who had to swing into action, sirens blaring, mid visit to dash off to a real emergency leaving many little faces with mouths agog.
- The finale of the school year was the Summer Concert which saw staff and students jointly performing and directing an inspirational professional standard musical extravaganza within our beautiful grounds.

The unity of purpose and positive relationships at BSB is palpable.

It is our ambition that innovative and exciting teaching and learning takes place within world class accommodation. A significant step was taken to achieve our 2020 vision when in June I had the honour of officially receiving the keys to the new Jacques Rogge Sports Centre. This state of the art building which opened on time and within budget comprises; a state of the art Gym, Sports Hall, Dance Studio and Fitness Suite. The jewel in the crown is the 25m swimming pool which will ensure that every child at BSB learns to swim and enable talented swimmers to excel. BSB has the best sports facilities of any school in Belgium. The opening of this superb facility represents the realisation of the vision, ambition and commitment of Trustees, Governors and Principals over the past 28 years.

Our dedicated and committed staff have worked tirelessly for the good of the students. They in turn, have been supported by our parents. A special mention must be made of the FoBSB, parents who offer active support for families and the school. Last year saw the official opening of Cavell House; the centre for parents to meet and support one another.

With record numbers of families choosing BSB, superb facilities and highly talented staff the school is well placed for sustainable success. BSB students show that it is possible to live and learn co-operatively without barriers of nationality, language or creed. BSB truly is a community of learners who work together to inspire success.

**Melanie Warnes**

Principal

September 2016



## Report from the Vice Principal (Secondary)

It is customary to begin the review of the academic year with a look at examination results. It is important, before I do, to place our results in the BSB context. Many of students are not native speakers of English and yet they take these exams in a language they have learned. Exams are difficult enough; even tougher if you are writing your answers in another language. BSB is also not a selective school in terms of ability. The success we continue to enjoy in our examinations, therefore, is that much sweeter knowing that the hard work of students and staff, and the support of parents, has paid off so well in such a context.

Getting too emotional about examination results – either way – is a dangerous business. However, I will make an exception this year: we enjoyed some exceptional success. Our IB Diploma results were our best ever by some margin and in a variety of respects. For the third year running all students were entered for, and passed, the Diploma. This in itself is a considerable feat, given that the world pass rate for the IB Diploma hovers around the 79% mark. 78% of BSB students passed with 30 points or more and an exceptional 57% at 36 points – against a 2015 world level of 21%. This percentage was very high at BSB last year – indeed our highest to that point – but this figure is quite extraordinary taking our average points score to 36 (world average 30 in 2015). The really exceptional figure is the number of students who attained over 40 points. Usually, this hovers around the 5-7% mark internationally. Indeed our level was in that bracket last year. In 2016, at BSB, it was an astounding 30%. I think we have every reason, therefore, for getting emotional about these grades!

In our increasingly popular BTEC courses – Business, Hospitality and Sport – we once again enjoyed a 100% pass rate. The average pass rate in the UK, based on the latest figures we have for these courses from 2015, was 77.4% – an even lower pass rate globally than the IB Diploma. BTEC is not easy and requires students to maintain a level of commitment throughout the course if they are going to obtain the kinds of grades we achieved again, that is: 72% of passes at Distinction\* / Distinction. Many of our BTEC students combined their studies with A Levels which really strengthened their applications to competitive Higher Education courses.

At A level, our pass rate was 99% (A\*-E range are pass grades at A Level) with an impressive 30% of grades at A\*/A (UK 2016: 25.8%), 59% at A\*-B (UK 52.9%) and 83% at A\*-C (UK: 77%). Students across all three courses have been accepted onto a very impressive range of competitive courses at universities across the world this autumn and, sad as we are to see them leave, we wish them every success in their studies and their future lives. The Graduation Ball in June, for a variety of reasons, had an even greater atmosphere than ever. It was evident that these students had not only worked effectively and had reached academic heights but, through their personal qualities, were ready to step out into the world, make their mark and make a positive difference to others.

As I say each year, results cannot always go up exponentially. Every year group is different. Yet in many ways our (I)GCSE results constitute

an improvement even on last year's. An amazing 51% of grades were A\*/A (UK 2016: 20.5%) with nearly 30% at A\* level (UK: 6.5%). Taking into account any (I)GCSEs taken previously, 21 students gained 10 or more passes at A\*/A. The success was widespread and not confined to a high-achieving few: 36 students achieved eight or more passes at A\*/A and 50 with five or more passes at A\*/A. If we look at our pass rate at five A\*-C including English, Maths, Science and a modern language, it exceeds that of a group of over 500, very largely, selective schools belonging to the Independent Schools Council (ISC). This is a significant achievement for a non-selective school of over 70 nationalities.

Moreover, not included in these figures for very high grades, and for the second year running, 17 Year 11 students all obtained Distinction\* in their BTEC Business course. These are the equivalent of A\* grades at GCSE. While we naturally glow with these achievements, we also celebrate the fact that for some students a C or B grade in a subject they found difficult was a real triumph. Whatever the nature of our students' success, we salute the hard work, concentration, dedication and personal brilliance which has brought such a fabulous set of exam results in 2016. Well done!

Although some students arrive at BSB quite late in their school careers from around the world, many others have attended Primary here. These successes belong to all of us at BSB, whatever our role. Our highly-dedicated and professional staff, who work tirelessly on a daily basis, deserve huge congratulations for their support, wisdom and skill in helping students to achieve these successes. The willingness of the staff at BSB to 'go the extra mile' for individual students is, as always, astonishing.

Of course, BSB life is not all about examination results, important though they are. We strive to develop the whole child and learning is not just about what happens in the classroom. There are so many highlights to remember from the past year. Every week there seemed to be something exciting happening.

In sport, we hosted a joyous and sporting ISST girls' football tournament where we finished with an excellent silver medal with two players named in the 'All Stars.' Elsewhere in the autumn, our cross-country runners returned with gold in the Varsity Boys and bronze in the Junior Varsity category. One student made history by winning an unprecedented fifth gold in VB ISST. Meanwhile, our hockey girls won a bronze medal with three players winning All Tournament awards. The boys' football squad came 7<sup>th</sup> but there is much promise for the future here. Later in the year, our rugby team came a close 4<sup>th</sup> in ISST while the girls' and boys' basketball teams made credible debuts in the ISST tournament. Swimming is a highly contested sport in ISST with 14 teams taking part. There were lots of medals as well as records and personal bests broken. Varsity Boys and Junior Varsity Girls both came second, with BSB emerging as joint third overall. Gymnasts across a wide age range competed in the ISGA competition in March with many individual girls emerging with excellent performances as they build their experience. Finally, to ISST Tennis. ISST scheduled this during the A Level and (I)GCSE public exam period which some ISST schools are

unaffected by. So our young tennis players were up against it. They finished 5<sup>th</sup> out of eight in both boys' and girls' which unfortunately was not enough to avoid relegation after last year's splendid promotion.

Our students took part with enthusiasm and gained invaluable tournament experience. We were, as always delighted to receive so many positive, unsolicited comments from host families about our students' attitude and behaviour. Thank you to all families who hosted this last school year and to our staff who organised our tournaments so smoothly and professionally.

Our production in December was 'Chicago'. Not an easy piece to stage in a school, but the results were spectacular and the audience was mesmerised by all that jazz. In contrast, the Year 7-9 spring production of 'Arabian Nights' was a delight and involved over 70 students, some making their first tentative steps into the limelight. The sheer amount of time and energy taken, both on and backstage, to realise these stories is immense and well appreciated. It is a great example of staff and students, across the age range, working together in partnership to create wonderful things. I also want to mention in this context the examination pieces from GCSE, AS and A Level students. These are, of assessment necessity, only viewed by a small audience under the scrutiny of visiting examiners but they were once again as impressive in their range as they were in their quality and I feel very privileged to get to see these performances each year.

Music, as always, featured prominently in the school calendar. The Summer Concert was once more staged on the hockey pitches under leaden skies, occasional shafts of sunshine and some of the most localised rain I have ever seen. Staff and parents joined a bewildering array of students and performances to produce a magical night which make a mockery of the bizarre weather and opened the door to our summer holidays. Earlier in the year, the Spring Concert provided a different kind of entertainment as we marvelled at the astonishing talent of students across the age range in both Primary and Secondary. Students are under more pressure here, performing for judges as well as an audience, but they kept their professional concentration. There is always a shared joy in music and, as we see time and time again at BSB, students showing obvious pleasure in one another's talents and being mutually supportive.

Creativity is something we set great store by at BSB, of course, in a school where there is a parity of esteem between subject areas and disciplines. It is also not confined to music and drama. The talent of our students – and the staff who teach them – was very much in evidence in their creative writing; poetry slams; the Design Technology and Art exhibitions; the quality of food – including two dazzling creations for governors from the Hospitality students; in Fairtrade activities and One World projects; and even in the STEM (Science Technology Engineering & Mathematics) activities and Maths competitions. The *Coming World Remember Me* project offered a great opportunity for the whole school to focus on Remembrance and support this Flemish initiative which aims to create 600,000 pieces of sculpture which will be eventually gathered in an installation near Leper in 2017, honouring both military and civilian victims of the First World War on Belgian soil. The BSB community produced around 1,000 pieces in one week culminating in a special exhibition evening which featured poetry readings, dance and an extraordinary film produced by one of our Year 13 film students.

The capacity of our students to present, confidently and persuasively, in front of an audience is always a source of pride and admiration. We enjoyed a range of IB Group 4 Science presentations as well as our

Year 12 students speaking with their Flemish student partners about their experiences on the long-established English@Work project with one of our partner schools in Diest. Our budding collaboration with Heilig Hartinstituut in Leuven produced an impressive debate there with students from both schools competing in mixed teams. Opportunities to meet and work with students from other schools in language exchanges were a little curtailed because of the threat of terrorism but some still took place.

An annual highlight is the THIMUN (Model United Nations) in Den Haag which draws in nearly 4,000 students from across the world and BSB students prepare for this extraordinary week-long event through their CAS afternoons. The standard of debate is often very high and students enjoy this experience immensely. We also staged our second TEDxBSB event in November under the theme of 'No Boundaries'. It takes a team of students months to prepare for, and stage, this event and to organise a team of student speakers, building their confidence and ensuring that their talks remain distinctive whilst contributing to a theme. Our six student speakers – ranging from Year 8 to Year 13 – were spellbinding. I would also like to pay tribute to the range and quality of presentations from the Year 13 Extended Project Qualification (EPQ) students across two brilliant evenings.

The annual Awards Evening in Leuven with guest speaker Katya Adler where the effort, progress and achievement of so many students was acknowledged in June was another real highlight. Elsewhere, in competitions, large numbers of students achieved glowing success in LAMDA and ABRSM examinations; in the Arkwright Scholarship where a student was awarded this prestigious prize for the third year running; and in mathematics in the UKMT competitions and the American Mathematical Association competition and many students obtained gold, silver and bronze certificates. A team of Year 7-9 students entered the regional UK Team Maths competition at Clare College, Cambridge where, against many highly selective schools, we came third with two students gaining distinctions in the Olympiad round. One student in Year 9, won a medal which places him in the top few in his age category.

I would also like to mention the dazzling array of trips and visits across the school year, both residential and day visits. Taking students out of school is something we value highly but these activities need to be safe and well organised. The sheer range of these trips – some local, others to places as far afield as the United States, Ghana, Iceland, Spain, France, Germany and the UK – is impressive. The professionalism, care and attention taken to plan and carry out these visits so they are as safe and fulfilling as possible for students is more so and we take all this for granted.

None of what I have described in this report would be possible without the constant dedication of teachers and operational staff going above and beyond their regular commitments to teach and support our students in every way. Their work is tireless, creative, caring and effective as they seek to build on our success year in year out to create the conditions in which our students have every opportunity to be the best they can be – every day. I also acknowledge and appreciate the support of our parents in all their support for learning in the widest sense. Finally, thanks to our wonderful students. Learning is done with students at BSB not to them; their enthusiasm, good humour and commitment means they are a daily joy to work with. Thanks to everyone.

**Gary Minnitt**

Vice Principal & Head of Secondary School  
September 2016





## Report from the Vice Principal (Primary)

It is always a pleasure to take time out to reflect on the year and all the extraordinary opportunities the children have experienced.

As is our way, whilst we are astounded every year by the progress and development our children make, I will be looking back through a holistic lens remembering a snapshot of activities that shape our students into the type of young people we are hoping to create.

We never cease to be amazed at how children, who entered the classrooms in September, have blossomed into the confident, articulate young people eager to begin their next adventure. How those who started BSB with little or no English are happily chatting with friends both in the classroom and outside. How those who were hesitant and shy have flourished, and grown in confidence making strong friendships.

This has been made possible by the careful nurturing and attention of our wonderful teachers who take the time to understand each individual and carefully and expertly plan and deliver a vast array of exciting opportunities to challenge and inspire them, each at the level they need within and beyond the classroom.

Each year staff work collaboratively to inject relevance and excitement into the curriculum. It would not be possible to share all of the events that take place in Primary across the year, outlined regularly in the Messenger, but I would like to single out a few highlights.

We never cease to be amazed at how children, who entered the classrooms in September, have blossomed into the confident, articulate young people eager to begin their next adventure.

Always top of my list are the many opportunities for the children to showcase their learning and talents by performing for different audiences. Be that in their Class Assembly, their Year Group production, concerts, House talent shows and most recently our new musical assemblies to showcase curriculum music. From our Kindercrib (*now renamed Early Childhood Centre*) singalong to Year 6's swansong production in June, all children have their chance to shine on stage.

A particular favourite occasion of mine is the Primary Choir Day. We hosted over 200 children from five international schools to come together to share their love of music and perform for each other, and then the grand finale, where they perform with each other.

Not only favourites of mine but definitely also of the children's, are the annual School Journeys from Years 3 to 6 and the numerous day trips. These are meticulously planned to enhance the children's learning and really bring learning to life. They provide opportunities for the children to become more independent, build relationships, have fun with their friends and, most importantly, consolidate learning. In addition to curriculum trips, 36 very excited and tired children returned safe and sound with no injuries after the annual Primary ski trip to Pila in Italy.

Once again the children shared their learning through wonderful exhibitions, Year Group museum trips, open mornings and a very successful Year 2 Art Exhibition, raising over €600 for a very special project at HUDERF Hospital – Lydia's Lido, allowing sick children and their siblings to play outdoors on specially created play equipment in a beautiful setting.

We continue to strengthen our vertical links with the Secondary School with Primary students visiting the science laboratories, the DT room for 3D printing, Art and Drama Studios and working together on joint Service Learning and environmental projects.

Last year was no different in terms of welcoming numerous **visitors** from our own community and beyond, who share

We continue to develop the children's global awareness and sense of responsibility through our relationships with various charities and other ventures. From school-wide projects such as Fairtrade (we are now a Fairtrade school), our own Best of Both student led charity or our relationship with the Belgium Guide dogs for the Blind, the children make connections between their learning, their actions and the impact this has on others.

their passion, talents and expertise to enhance our learning experiences. The Reception children could not contain their excitement when the Police and Army came to visit, and were fit to burst when the Fire Brigade came in their engine; sirens, lights and all, as part of their Superheroes Integrated Learning Theme (ILT).

We continue to develop the children's global awareness and sense of responsibility through our relationships with various charities and other ventures. From school-wide projects such as Fairtrade (we are now a Fairtrade school), our own Best of Both student led charity or our relationship with the Belgium Guide dogs for the Blind, the children make connections between their learning, their actions and the impact this has on others. Alongside the usual international days, lunches and festivals, the children regularly acknowledge and celebrate their cultural identities and reflect on ways in which they are similar and different and how special this is.

We constantly look to improve what is already an astounding range of extra-curricular activities to enable all children to try something new, excel at something they are passionate about or shine in some way outside of the classroom. Be this showcasing our dancing for our parents, building lego robotics or Raspberry Pi computers, competing at the highest level in sports both in Belgium or abroad or just learning for the first time how to cross stitch or play chess, we aim to provide something for everyone.

The end of Term 2 saw the children bid a sad farewell to our Principal Sue as she returned to the UK with her family. However, we did not let her go quietly and gave her a great send off in true Primary interactive singing and dancing style. She took with her some beautiful artwork that every child in Primary had contributed to, which now hangs proudly in her new office.

We have continued to offer Primary children a range of opportunities to grow and shine in leadership roles including the Student Council, House Captains and Peer Mentors where the student voice is loud and clear. This has been

extended for next year to include ECO Warriors, Digital Ambassadors and two School Vice Presidents who will work alongside the two senior Presidents.

As teachers we do feel incredibly privileged to play a part in each child's special learning journey whilst at BSB, carefully shaping the young people of tomorrow. Our hope is for them to display our learner profile characteristics developing into socially responsible, caring and compassionate young people. For our children it is the most natural thing to learn and play with a diverse, international group of friends, ensuring they are internationally minded.

We know that this would not be nearly as successful without the strong relationship formed with the parents who support the school, each other and in particular their children's learning.

Finally, as always I would like to, once again, pay tribute to a very special group of people whose dedication, commitment, creativity and expertise enable our children to shine. All the staff at BSB, from the maintenance team through to the Principal, work tirelessly to ensure optimum conditions to realise our tagline:

Learning **together**  
inspiring **success**

**Pauline Markey**

Vice Principal & Head of Primary School

September 2016

# Student Diversity

**At BSB we respect and value the experience and expertise that the students bring with them from their time elsewhere, living and learning in other languages and cultures.**



*Approximately 40% of our students are British with 70 other nationalities represented.*







*Students leave BSB to attend some of the most prestigious universities across the world.*



*We are an inclusive, non-selective school, with over 1,350 students.*





# Income & Expenditure

Financial Figures in Euro As at end year 30 June:	Actual 2014/15	Actual 2015/16	Budget 2015/16
<b>PUPILS/STAFFING</b>			
Pupils FFPE	1234	<b>1215</b>	1197
Pupils - Average Financial Total	1334	<b>1316</b>	1300
Teaching and Support Staff	141,75	<b>143,80</b>	142,50
Administrative Staff	33,71	<b>38,89</b>	39,08
Other Staff	23,56	<b>23,68</b>	23,00
<b>CAPITAL EXPENDITURE</b>			
Buildings/Land Improvements	5,483,095	<b>148,876</b>	18,718,429
Furniture and Equipment	898,622	<b>1,324,660</b>	885,000
<b>Total</b>	<b>6,381,717</b>	<b>1,473,536</b>	<b>19,603,429</b>
<b>SCHOOL INCOME</b>			
Tuition Fees	34,005,479	<b>34,823,498</b>	34,298,630
Other	2,050,670	<b>2,315,192</b>	2,091,683
<b>Total</b>	<b>36,056,149</b>	<b>37,138,690</b>	<b>36,390,313</b>
<b>SCHOOL EXPENDITURE</b>			
Payroll - Teaching and Ancillary Staff	17,488,951	<b>18,484,643</b>	18,439,177
- Administrative Staff	2,910,929	<b>3,311,676</b>	3,259,227
- Maintenance/Site	890,312	<b>855,719</b>	908,118
- Cleaning	0	<b>0</b>	0
- Other	5,002	<b>6,398</b>	0
- Pension	1,492,617	<b>1,670,056</b>	1,808,522
Other	7,138,243	<b>8,810,737</b>	7,965,403
- Educational	1,036,055	<b>1,184,976</b>	1,235,437
- Educational whole school	252,153	<b>447,583</b>	398,535
- INSET	100,981	<b>143,478</b>	103,001
- Administrative	173,788	<b>212,554</b>	177,264
- Marketing	317,157	<b>329,957</b>	323,500
- ISS	437,682	<b>488,918</b>	270,447
- Maintenance	448,138	<b>412,705</b>	457,101
- Utilities	322,883	<b>344,691</b>	329,341
- Other Operational	1,823,689	<b>2,007,088</b>	1,880,155
- Catering	672,815	<b>719,211</b>	686,271
- Bus	1,133,420	<b>1,268,033</b>	1,156,088
- Community	8,608	<b>6,576</b>	8,780
- Other	410,874	<b>1,244,967</b>	939,483
Depreciation	1,823,126	<b>1,950,675</b>	1,774,448
<b>Total</b>	<b>31,749,180</b>	<b>35,089,905</b>	<b>34,154,895</b>
<b>SURPLUS/DEFICIT SCHOOL</b>	<b>4,306,969</b>	<b>2,048,785</b>	<b>2,235,418</b>



Financial Figures in Euro As at end year 30 June:	Actual 2014/15	Actual 2015/16	Budget 2015/16
<b>FINANCIAL INCOME</b>			
Bank Interest	126,733	<b>76,164</b>	148,262
Payment differences	14	<b>773</b>	0
Profit on exchange	24,343	<b>28,622</b>	0
Gains on Investments	4,438	<b>255</b>	0
<b>Total</b>	155,528	<b>105,814</b>	148,262
<b>FINANCIAL EXPENDITURE</b>			
Loss on sale Fin Investments	0	<b>0</b>	0
Write back unrealised loss	0	<b>0</b>	0
Payment differences	70	<b>1,652</b>	0
Loss on exchange	51,948	<b>45,419</b>	0
Bank charges	6,566	<b>6,905</b>	0
Online banking	12,390	<b>16,283</b>	12,638
<b>Total</b>	70,974	<b>70,259</b>	12,638
<b>SURPLUS/DEFICIT SCHOOL</b>	4,391,523	<b>2,084,340</b>	2,371,042
After Financial operations	0	<b>0</b>	0
<b>EXCEPTIONAL INCOME</b>			
Sale of fixed asset	0	<b>5,630</b>	0
<b>Total</b>	0	<b>5,630</b>	0
<b>SURPLUS/DEFICIT SCHOOL</b>	4,391,523	<b>2,089,970</b>	2,371,042
After Exceptional operations	0	<b>0</b>	0
<b>TRANSFER TO GENERAL FUND</b>	4,391,523	<b>2,089,970</b>	2,371,042
<b>ANCILLARY ACTIVITIES</b>			
Net Surplus/Deficit:			
- Bus Service	-525,995	<b>-633,229</b>	-566,498
- Community	26,268	<b>17,725</b>	30,386
- Catering Cafeteria	-42,969	<b>-35,376</b>	-44,135
- Catering other	-67,618	<b>-62,797</b>	-68,513
- Catering Total	-110,587	<b>-98,173</b>	-112,648
<b>SURPLUS/DEFICIT ANCILLARY ACT.</b>	-610,314	<b>-713,677</b>	-648,760

# Examination Results 2016

## Fabulous examination results

BSB is once again delighted with this summer's examination results at Post-16 in A Level, BTEC and IB. These superb results, across the range of ability, have translated into brilliant university places worldwide on a huge variety of competitive courses.

That our students have done so well in a non-selective school where, for many, English is not the native language, is tremendous. The programmes are led by a highly committed and well-qualified team of teachers and support is organised throughout the two years to help individual students to be the best they can be.



## IB Diploma highlights

- **100% pass rate**
- All of our IB students took the full Diploma with everyone attaining 26 points or more, with an **average IB Diploma point score of 36** (compared to a world IB average of 30 points). Over a third of students successfully took on the challenge of the Bilingual Diploma.
- **57% of our candidates obtained 36 points or more** (compared with a world IB average around 22% last year)
- **More than one in four students – 30% - achieved the Diploma with 40 points or more** (against an IB world average of 7% last year)
- **100% pass rate for the third year running** (IB world average pass rate 2015 was 79%)
- **These levels represent our best IB Diploma results to date.**



## A Level success

- **99% pass rate**
- An impressive **30% of grades were at A\*/A** – well above the national level
- **59% at A\*-B and 83% at A\*-C**
- Some students have combined A Levels and BTEC courses with impressive success in both.

## BTEC results in Business, Sport and Hospitality were again extremely strong

- **100% pass rate**
- Almost all of these students have combined this qualification with A Levels. Once again, all students at all levels, passed. A remarkable **72% of grades were Distinctions or Distinction\***.



## Excellent success at (I)GCSE

- Overall, a remarkable **94% of Year 11s obtained 5 or more passes at A\*-C**, with **25 students gathering 10 or more grades at A\*/A and 50 at 5 or more A\*/A**
- **At BSB, A\* passes stand at a superb 29.5%** – already hugely higher than the national rate (6.5%)
- 30% of grades at A\*, this was our highest percentage at this level for many years.  
**Remarkably, just over half of all grades were at A\* or A and 71% at A\*-B.**

This was the second year that Year 11 students have completed a Level 2 Business **BTEC course** and the results were excellent. Yet again, all students achieved \*Distinction which is the equivalent of A\* at GCSE!

## INTERNATIONAL BACCALAUREATE (IB) DIPLOMA – NUMBERS PER GRADE

SUBJECT RESULTS - GRADE DISTRIBUTION									
SUBJECT	GRADE								
	7	6	5	4	3	2	1	P	N
DUTCH A: Lang and Literature HL	1	0	1	1	0	0	0	0	0
DUTCH A: Lang and Literature SL	0	1	0	1	0	0	0	0	0
ENGLISH A: Literature HL	3	6	3	1	0	0	0	0	0
ENGLISH A: Literature SL	2	6	9	6	0	0	0	0	0
FINNISH A: Literature self-taught SL	0	1	0	0	0	0	0	0	0
FRENCH A: Lang and Literature HL	2	2	1	1	0	0	0	0	0
FRENCH A: Lang and Literature SL	1	0	0	0	0	0	0	0	0
SPANISH A: Literature self-taught SL	0	1	0	0	0	0	0	0	0
FRENCH B HL	1	2	2	1	0	0	0	0	0
FRENCH B SL	3	2	3	0	0	0	0	0	0
GERMAN B HL	0	1	0	0	0	0	0	0	0
GERMAN B SL	1	0	0	0	0	0	0	0	0
SPANISH AB. SL	1	2	3	0	0	0	0	0	0
SPANISH B HL	1	0	1	0	0	0	0	0	0
SPANISH B SL	3	0	0	0	0	0	0	0	0
BUSINESS MANAGEMENT HL ENGLISH	3	1	2	0	0	0	0	0	0
ECONOMICS HL ENGLISH	4	4	3	1	0	0	0	0	0
ECONOMICS SL ENGLISH	5	2	0	0	0	0	0	0	0
ENV. AND SOC. SL ENGLISH	3	3	1	2	0	0	0	0	0
GEOGRAPHY HL ENGLISH	5	0	2	0	0	0	0	0	0
HIST.EUROPE/ME HL ENGLISH	0	2	1	0	0	0	0	0	0
HISTORY SL ENGLISH	0	0	1	0	0	0	0	0	0
PSYCHOLOGY HL ENGLISH	3	4	2	0	0	0	0	0	0
PSYCHOLOGY SL ENGLISH	0	4	0	1	0	0	0	0	0
BIOLOGY HL ENGLISH	3	3	1	1	0	0	0	0	0
BIOLOGY SL ENGLISH	0	1	3	2	0	0	0	0	0
CHEMISTRY HL ENGLISH	3	2	0	2	1	0	0	0	0
CHEMISTRY SL ENGLISH	0	0	0	1	1	0	0	0	0
DESIGN TECH. HL ENGLISH	0	0	0	3	0	0	0	0	0
PHYSICS HL ENGLISH	3	3	1	0	1	0	0	0	0
PHYSICS SL ENGLISH	0	4	1	1	0	0	0	0	0
MATH. STUDIES SL ENGLISH	6	4	4	4	1	0	0	0	0
MATHEMATICS HL ENGLISH	2	4	1	1	0	0	0	0	1
MATHEMATICS SL ENGLISH	0	3	5	2	0	0	0	0	0
FILM HL ENGLISH	3	5	1	0	0	0	0	0	0
THEATRE HL ENGLISH	1	1	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>63</b>	<b>74</b>	<b>52</b>	<b>32</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>%</b>	<b>27.9</b>	<b>32.7</b>	<b>23.0</b>	<b>14.2</b>	<b>1.8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.4</b>

Entry Summary (2015 figures in brackets)

Subject Entries (inc TOK/EE): 303	Number of Diploma Candidates: 37	Number of Course Candidates: 0	
Number of successful diplomas: 37 (36) (13 Bilingual (10))	Average points for diploma: 36 (34)	Highest diploma score: 44 (40)	Average grade per subject: 5.56 (5.4)



# Examination Results 2016

## GCE ADVANCED LEVEL A2 – NUMBERS PER GRADE

SUBJECT/GRADE	A*	A	B	C	D	E	U	Total
Geography	0	2	3	0	0	0	0	5
History	0	3	3	4	3	0	0	13
Sociology	0	3	1	3	3	1	0	11
Drama & Theatre Studies	1	0	6	3	0	0	0	10
Computing	0	0	1	3	3	0	0	7
D&T Product Design	0	0	1	1	1	1	0	4
D&T Textiles	0	0	1	0	0	0	0	1
Media Studies	0	2	3	2	1	0	0	8
Mathematics	3	2	3	5	0	2	1	18
Further Mathematics	1	2	0	0	0	0	0	3
Biology	2	0	0	1	0	0	0	3
Business Studies	0	3	5	2	3	0	0	13
Chemistry	1	1	0	1	0	0	0	3
Economics	0	1	4	3	1	0	0	9
English Literature	0	2	2	2	0	1	0	7
Fine Art	4	3	1	1	0	0	0	9
French	0	5	3	1	1	0	0	10
German	0	0	0	2	2	0	0	4
Government & Politics	1	2	1	2	0	0	1	7
Japanese	0	0	1	0	0	0	0	1
Music	0	0	1	0	1	0	0	2
Physics	1	1	2	3	0	0	0	7
Spanish	0	1	3	1	0	0	0	5
Dutch	0	0	1	0	1	0	0	2

TOTAL	16	33	46	40	20	5	2	162
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Grade A* = 9.9%	Grade A*+A = 30.2%	Grade A*-B = 58.6%	Grade A*-C = 83.3%	Grade A*-E = 98.8%
Number of entries = 162			Number of students = 58	



<b>BTEC National SPORT Level 3: Certificate. (This qualification is the equivalent to 1 AS Level.)</b>						
<b>Year</b>	<b>Entries</b>	<b>Distinction* D*</b>	<b>Distinction D</b>	<b>Merit M</b>	<b>Pass P</b>	<b>Pass Rate</b>
2013	0	-	-	-	-	-
2014	0	-	-	-	-	-
2015	4	2	-	1	1	100%
2016	1	-	-	-	1	100%

<b>*BTEC National SPORT Level 3: Subsidiary Diploma. (This qualification is the equivalent to 1 A Level.)</b>						
<b>Year</b>	<b>Entries</b>	<b>Distinction* D*</b>	<b>Distinction D</b>	<b>Merit M</b>	<b>Pass P</b>	<b>Pass Rate</b>
2013	0	-	-	-	-	-
2014	0	-	-	-	-	-
2015	0	-	-	2	-	-
2016	6	3	1	-	-	100%

<b>BTEC National HOSPITALITY Level 3: Certificate. (This qualification is the equivalent to 1 AS Level.)</b>						
<b>Year</b>	<b>Entries</b>	<b>Distinction* D*</b>	<b>Distinction D</b>	<b>Merit M</b>	<b>Pass P</b>	<b>Pass Rate</b>
2013	0	-	-	-	-	-
2014	9	5	2	2	-	100%
2015	5	2	1	-	2	100%
2016	2	1	1	-	-	100%

<b>BTEC National HOSPITALITY Level 3: Subsidiary Diploma. (This qualification is the equivalent to 1 A Level.)</b>						
<b>Year</b>	<b>Entries</b>	<b>Distinction* D*</b>	<b>Distinction D</b>	<b>Merit M</b>	<b>Pass P</b>	<b>Pass Rate</b>
2013	0	-	-	-	-	-
2014	0	-	-	-	-	-
2015	2	2	-	-	-	100%
2016	8	4	1	2	1	100%

# Examination Results 2016

<b>BTEC National BUSINESS Level 2: Certificate. (This qualification is the equivalent to 1 GCSE Level.)</b>						
Year	Entries	Distinction* D*	Distinction D	Merit M	Pass P	Pass Rate
2013	0	-	-	-	-	-
2014	0	-	-	-	-	-
2015	10	10	-	-	-	100%
2016	17	17	-	-	-	100%

<b>BTEC National BUSINESS Level 3: Certificate. (This qualification is the equivalent to 1 AS Level.)</b>						
Year	Entries	Distinction* D*	Distinction D	Merit M	Pass P	Pass Rate
2013	0	-	-	-	-	-
2014	5	3	-	-	2	100%
2015	4	3	-	1	-	100%
2016	1	-	1	-	-	100%

<b>BTEC National BUSINESS Level 3: Subsidiary Diploma. (This qualification is the equivalent to 1 A Level.)</b>						
Year	Entries	Distinction* D*	Distinction D	Merit M	Pass P	Pass Rate
2013	2	1	-	1	-	100%
2014	0	-	-	-	-	-
2015	5	5	-	-	-	100%
2016	3	2	-	1	-	100%

<b>BTEC National BUSINESS Level 3: Diploma. (This qualification is the equivalent to 2 A Levels.)</b>									
Year	Entries	D*/D*	D/D*	D/D	M/D	M/M	P/M	P/P	Pass Rate
2013	6	-	2	2	2	-	-	-	100%
2014	5	1	1	3	-	-	-	-	100%
2015	6	5	1	-	-	-	-	-	100%
2016	5	2	-	-	3	-	-	-	100%

*\*As our BTEC programme continues to expand we have seen the introduction of several new courses this year.*



## (I) GCSE RESULTS 2016 NUMBERS PER GRADE

Raw numbers at each grade

Subject	A*	A	B	C	D	E	F	G	U	Total
A&D Fine Art	13	4	2	3	1	0	0	0	0	23
A&D Graphic Communication	0	0	0	1	0	0	0	0	0	1
Computer Science	6	12	11	10	5	1	0	0	0	45
Drama	0	4	7	12	4	1	0	0	0	28
D&T Resistant Material	5	8	6	9	2	0	0	0	0	30
D&T Textiles Technology	2	2	2	0	2	0	0	0	0	8
Food & Nutrition	1	2	7	14	7	5	3	0	0	39
Music	2	5	1	1	0	0	0	0	0	9
Physical Education	0	4	2	10	3	0	0	0	0	19
Geography	20	12	16	1	3	0	0	0	0	52
History	14	27	15	15	3	0	0	0	0	74
English (Non - Coursework)	1	0	4	0	3	1	0	0	2	11
English Literature	19	30	31	14	4	0	0	0	0	98
English Language	6	18	31	37	15	4	0	0	0	111
Maths Foundation	0	0	0	15	7	2	0	0	0	24
Maths Higher	45	21	22	7	0	0	0	0	0	95
Further Pure Math	3	4	2	0	0	0	0	0	0	9
Biology	25	13	2	0	0	0	0	0	0	40
Chemistry	26	8	6	0	0	0	0	0	0	40
Physics	30	10	0	0	0	0	0	0	0	40
Science (Double) (1)	5	15	21	14	9	2	5	0	0	71
Science (Double) (2)	3	7	16	25	9	6	2	3	0	71
Dutch Second Language	15	4	2	0	0	0	0	0	0	21
French First Language	2	2	5	4	0	0	0	0	0	13
French Second Language	54	19	14	5	1	1	0	0	0	94
German First Language	0	1	0	0	0	0	0	0	0	1
German Second Language	12	4	2	0	0	0	0	0	0	18
Italian Second Language	3	0	0	0	0	0	0	0	0	3
Spanish Second Language	21	5	6	1	0	0	0	0	0	33
<b>TOTAL</b>	<b>333</b>	<b>241</b>	<b>233</b>	<b>198</b>	<b>78</b>	<b>23</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>1121</b>

Grade A\* = 29.7%

Grades A\*-A = 51.2%

Grades A\*-B = 72%

Grades A\*-C = 89.7%

5 grades A\*-C  
(year 11 only) = 93.7%

Number of entries= 1121

Number of students=195

# Examination Results 2016

## COMPARISON OF EXAMINATION RESULTS 2016

GCE A Level %	UK NATIONAL AVERAGE		ISC*		BSB	
GRADES	2015	2016	2015	2016	2015	2016
A*	8.2	8.1	18.5	17.9	10.0	9.9
A*+A	25.9	25.8	49.3	48.7	35.0	30.2
A*-B	52.8	52.9	-	-	67.1	58.6
A*-E	98.1	98.1	99.2	99.1	98.6	98.8

\*Independent School's Council

(I)GCSE %	UK NATIONAL AVERAGE		ISC		BSB	
GRADES	2015	2016	2015	2016	2015	2016
A*	6.6	6.5	32.9	34.5	27.1	29.6
A*+A	21.2	20.5	60.8	61.0	48.4	51.0
A*-C	69.0	66.9	94.5	94.7	86.1	89.5
5 A*-C (inc. Ma and EN)*	-	-	90.1	90.8	78.5	87.4
5 A*-C (inc. Ma, EN, MFL and Sc)*	-	-	76.2	76.1	63.3	81.1

\* Year 11 only

International Baccalaureate Diploma	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB	WORLDWIDE
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2015
Percentage Pass Rate	88.2	97	92.6	87.9	95.7	87.1	100	100	100	80.2
Percentage of Students with 40 or more	12.1	8.6	7.4	15.2	13.6	16.1	5.3	5.6	30	5.1
Percentage of Students with 36 or more	32.4	22.9	29.6	39.4	27.3	27.3	23.7	42	57	22
Percentage of Students with 30 or more	55.9	65.7	81.5	75.8	86.4	86.4	78.9	80.6	78	49.2
Percentage of Students with 24 points or more	87.9	91.4	89.6	88.2	96	96	100	100	100	81.4
Mean Diploma Points Score	31.3	32	33.5	34.4	34.1	34.1	33	34	36	30.2
Percentage of Students with Bilingual Diplomas	27.5	21.2	23.1	30	30	30	32.5	28	35.1	28.5
Highest Points Score	42	42	40	43	44	44	44	40	44	45

## COMPARISON OF EXAMINATION RESULTS 2016

### DRAMA

Exam	Entries	Pass with Distinction	Pass with Merit	Pass	Pass Rate
LAMDA*	45	31.0%	56.0%	4.0%	91.0%

\*London Academy of Music and Dramatic Art

### MUSIC

Exam	Entries	Distinction	Merit	Pass	Fail	Pass Rate in %
<b>ABRSM* Practical</b>						
Dec 2015	31	6	10	10	5	84.0
June 2016	89	10	28	50	1	99.0
<b>Total</b>	<b>120</b>	<b>16</b>	<b>38</b>	<b>60</b>	<b>6</b>	<b>95.0</b>

Exam	Entries	Distinction	Merit	Pass	Fail	Pass Rate
<b>ABRSM Theory</b>						
Nov 2015	1	-	1	-	-	100.0
March 2016	3	2	-	1	-	100.0
June 2016	8	4	3	1	-	100.0
<b>Total</b>	<b>12</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>100.0</b>

Exam	Entries	Distinction	Merit	Pass	Fail	Pass Rate
<b>Rock School</b>						
March 2016	35	4	20	11	0	100.0

\*Associated Board of the Royal Schools of Music





# Examination Results 2016

## PRIMARY ASSESSMENT AND TESTING

### Explanation of examination results

At the end of each year, children from Years 1 – 6 take external assessments produced by GL Assessment in English and Mathematics. The results of these assessments allow us to see how our children are progressing in key areas. Individual assessment results are reported to parents in term 3 in each child's annual report. This year the results were reported as a Standard Age Score which are used all over the world and give a more accurate indicator of achievement compared to other children of a similar age.

We also publish the Year 6 results annually. The results below show the percentage of children working within and beyond the standard expected for their age at the end of the year:

### 2016 RESULTS

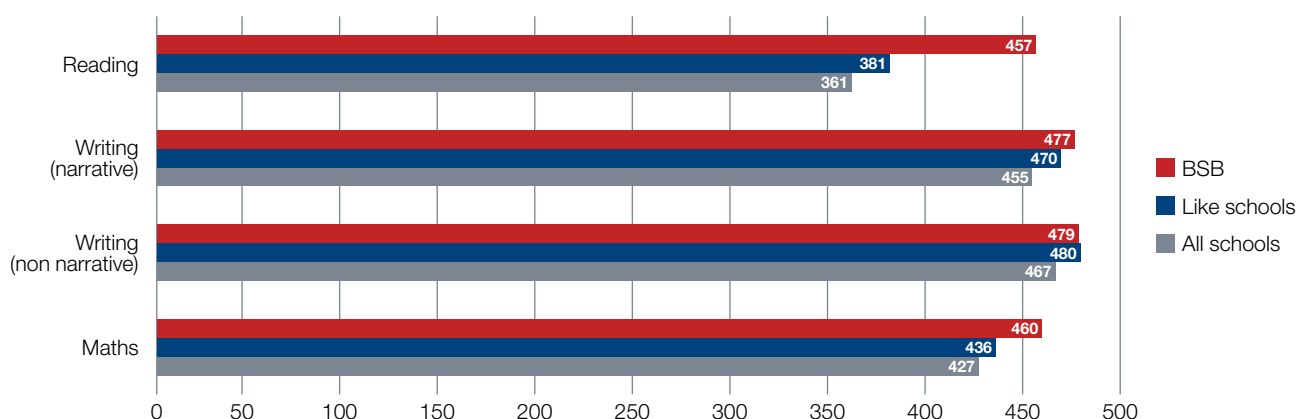
	Reading	Writing	Maths
% Working within	30	48	46
% Working beyond	65	44	51
% Combined	95	92	97

The Primary staff also regularly monitor and track the children's progress through on-going formative assessments which provide valuable information to guide planning and personalise the children's learning as well as identifying cohorts of children who will need additional attention and support including extension and enrichment. These assessments are moderated within and beyond the year group to ensure consistency and form an important part of the reporting process at the end of the school year.

### International Schools Assessment (ISA)

The ISA is designed specifically for schools with a diverse range of students from different educational systems. The assessment provides student-level information about what individuals know and can do as well as class and school-level performance. Analysis also enables the school to make relevant comparisons between like schools. These are schools with a similar ratio of English speaking background students to non-English speaking background students.

### YEAR 6 ISA DATA



The ISA uses a scale score rather than raw scores or a percentage. This enables schools to compare results from previous years. Please note that the scales are different for each subject area. For example, an ISA scale score in Maths of 430 does not indicate the same degree of proficiency as an ISA scale score of 430 in Reading. The assessments are taken in October at the beginning of Year 6.

# Year 13 Leavers and their Destinations

Surname	Name	Course/University Destination	Country
AGOURIDES	Ares	Computer Systems Engineering, University of Essex	
ANDRES MUNOZ	Ivet	Natural Sciences, University of Durham	
ANTROBUS	Dan	Art and Design Foundation, Leeds College of Art	
ARIES	Sibylle	Geography and International Development (with Overseas Experience), University of East Anglia (UEA)	
AVERY	Isaac	History (with Study Abroad), University of Exeter	
BEECH	Sophie	Criminology, Anglia Ruskin University	
BELFIELD	Edmund	Songwriting, The Institute Of Contemporary Music Performance (ICMP)	
BENTHAM	Thomas	Business and Management (with Business Placement), University of Durham	
BENTLEY	Lucy	Law, University of Essex	
BOLAND	Catherine	Childhood Youth and Community Studies and Criminology, University of Winchester	
BOYCE	Robin	Electronic Music Production (Music Industry Practice), Academy of Contemporary Music (ACM)	
BRANDT-ABLANEDO	David	GAP Year	
BURNABY-ATKINS	Duncan	Business and Events Management, University of the West of England (UWE), Bristol	
BURROWS	Ben	Business and Management, Demontfort University	
CAMPBELL	Euan	Sports Management, St Mary's University, Twickenham	
CASTILLO	Clara	Nursing, Pompeu Fabra University	
CHAMBERLAIN	Jack	Hospitality with Events Management, University College Birmingham	
CHIBEBE	Tafaranazvo	Interior Architecture and Design (results pending), University for the Creative Arts (UCA), Canterbury	
CHRISTIAN-WOODRUFF	Sophie	Architecture, ULB, La Cambre/Horta	
COENEN	Nicolas	Aviation Management, Florida Institute of Technology	
COLLINS	Harry	Sociology, University of Kent	
CRAVERO BARAJA	Maximo	Aerospace Engineering, TU Delft	
CROASDALE	Will	International Relations, University of Leeds	
CROWE	Georgia	Drama, University of East Anglia (UEA)	
CUDDY	Joseph	Business and Management (Marketing), Bath Spa University	
CUNNINGHAM	Isabelle	Film and Television Production, University of Hertfordshire	
DAVIES	Trystan	Sport and Physical Education, Cardiff Metropolitan University	
DE SAINT JEAN	Charles	School of Business, Concordia University	
DE SPOELBERCH	Romain	Mathematics and Computer Science, Imperial College London	
DE WIT	Loic	GAP Year (and applying to university)	
DESCAMPE	Audrey	Law (Bilingual English-French), Université Saint-Louis, Brussels	
DOBINSON	Paloma	International Hotel Management, Les Roches International School of Hotel Management, Marbella	
DRYDEN	Zara	Pharmacy, University of Cardiff	
DUGAR	Ajay	Finance (Major), NYU Stern School of Business School	

# Year 13 Leavers and their Destinations

Surname	Name	Course/University Destination	Country
DUNCOMBE	Max	Fiscal Economics, University of Kent	
FENLON	Eadaoin	Sports and Exercise Management, University College Dublin	
FRAGAKIS	Lois	Art and Design Foundation, Central Saint Martins	
GRANT	Ellidh	Filmmaking and Screen Writing, University of the West of Scotland	
GREAVES	Disa Loa	Land Economy, University of Cambridge	
GUILFORD	Josh	International Business (with a professional placement year), University of Sussex	
HAMILL	Sean	Computing Science, Aston University, Birmingham	
HEAVENS	James	Computer Science with Business Management and Accounting (with Industrial Experience), Queen Mary, University of London	
HUMBLET	Oonagh	Arts and Science, Queen's University at Kingston, Ontario	
HUNT	Robbie	Integrated ATPL (Air Transport Pilot Licence), CAE Oxford Aviation Academy, Brussels	
JACKSON	Leyla	Medicine, Keele University	
JAIN	Shlok	Architecture, Northeastern University	
KAUTOKE	John	Law, University of Kent	
KHADELA	Parth	Business Management and Entrepreneurship, Indian School of Management & Entrepreneurship (ISME), Mumbai	
KHAN	Ayoub	International Business (with a Year in Industry), University of Kent	
KLUZER	Alice	Biochemistry (with a Year in Industry/Research), Imperial College London	
KOSTER	Claire	Psychology, University of Warwick	
KRAMER	Alex	Export Oriented Management, IMC University of Applied Sciences Krems	
KRAMER	Nicholas	GAP Year	
KUUS	Marite	Art and Design Foundation, Central Saint Martins	
KYRIAKAKI	Daphne	GAP Year and applying to UK universities for Mathematics	
LAVENDER	John	GAP Year	
LEDUA	Pita	Business Administration (with a Major in Marketing), Odisee Hogeschool-Universiteit Brussel	
MACKENZIE	Islay	Acting, American Academy of Dramatic Arts, Los Angeles	
MADAN	Gilles	Anthropology (with a Year Abroad), University College London	
MAJOZI	Lethu	Applying to University in South Africa	
McDERMOTT	Oskar	Computational Problem-Solving and Software Development, Dublin City University	
MONTEIRO NUNES	Mariana	Foundation Acting, Guilford School of Acting	
NELSON	Megan	Film and Television Studies, Brunel University London	
NGUYEN	Tung Anh	GAP Year then Art School in UK or USA	
NICOLL	Jeremy	Film, Television and Digital Production, Bath Spa University	
O'NEILL	Georgia	English Literature and Philosophy, University of East Anglia (UEA)	
OSSENDORP	Aoife	International Land and Water Management, Wageningen University and Research Centre	
PARFITT	Kerewin	Applying to University in South Africa for Drama and Psychology courses	
PATEL	Ayushi	Psychology (Major), Northeastern University	

Surname	Name	Course/University Destination	Country
PRITCHARD	Rhiannon	Sport and Exercise Science, Loughborough University	
REES	Ceri	Medicinal and Biological Chemistry (with a Year Abroad), University of Edinburgh	
REHN	Silva	Study of Religions and Politics, SOAS, University of London	
RICHARDSON	Amy	GAP Year and applying to university	
RODRIGUEZ RIEDEL	Carlos	Automotive Engineering, TU Eindhoven	
RUNARSDOTTIR	Lisa	Nursing, University of Akureyri, Iceland	
SAMYN	Noe	GAP Year	
SANDLER	Thomas	GAP Year (including a semester at Prague Film School) followed in 2017 by Film and Television Production, University of York	
SEEDIE	Kurt	GAP Year (followed by applications for Business courses in Spain or for online or distance learning courses)	
SHETH	Mol	Accounting and Finance, University of Warwick	
SINHA	Charchika	Computer Science & Engineering, TU Eindhoven	
SODEMANN	Elliot	Mathematics, KU Leuven	
SONI	Samip	Business, United International Business Schhols Belgium (UIBS), Antwerp	
SONI	Shivam	Accounting and Finance, University of Surrey	
STAGNO NAVARRA	Maria	Mechanical Engineering / Biomedical Engineering, University of Southampton	
STROWEL	Ava	Cultural Studies and Media, University of Kent	
THORPE	Tom	Politics with International Relations, University of York	
TIBBELS	Joanna	Film, Photography and Media, University of Leeds	
TICKNER	William	Business & Politics, Aston University, Birmingham	
TSUJISAKA	Kazuki	GAP Year (and applying to university)	
UYTTENHOVEN	Hadrien	Business Administration (with professional placement), University of Bath	
VAN BERGEN GONZALEZ-BUENO	Olivia	International Management, University of Bath	
VAN DE GRAMPEL	Sofie	Foundation Acting, Oxford School of Drama	
VAN DER MERWE	Jano	Computer Science and Engineering, University of Twente	
VIGAR	Olivia	Hispanic Studies with French, University of Warwick	
WAIN	Johnathon	Computer Science, University of Surrey	
WALTON	Elizabeth	Foundation Art, Design & Media, Interactive Design Institute (IDI), University of Hertfordshire	
WARD	Jacob	Civil Engineering, University of Bristol	
WARNES	Georgia	Primary Education (QTS), Nottingham Trent University	
WIGGINS	Emily	Faculty of the Arts, University of British Columbia (UBC)	
WILLSON	William	Visual Effects Design and Production, Arts University Bournemouth	
ZAVERI	Parth	Business Management (Finance), University of Westminster	





## The Growing Role of Service Learning

Service Learning refers to the learning opportunities and experiences our students have through their involvement in issues that concern them and through personal altruistic action. Community, both in school and in its wider sense are integral to the mission of Service Learning.

The Secondary School's role in Service Learning is organised through the One World Committee, established through the community-wide review of charity involvement in 2015.

The One World Committee was made up of interested students from across Secondary School via written application in September 2015. Upon their successful appointment they met half termly with Paul Christmas to discuss and plan upcoming actions. They also sought closer links with established student groups such as Amnesty and Fairtrade.

Throughout the year the committee was active in a number of key areas, including the planning and organisation of the Coming World Remember Me event. This event organised during the One World Week included workshops, in which all students in both Primary and Secondary from Years 7-10 participated. In the workshops they made a clay statue, a symbol of both a fallen soldier of WW1 and our hope for a more peaceful future. The week also featured a special evening of reflection, which included student poems and thoughtful recitations, the workshop opened to the community, a stunning student film and an artistic drama performance that involved public participation. The event was publicised on local radio and in total over €5,500 was raised for charities that work today with individuals impacted by conflict, in addition to our contribution to an outdoor art installation to be exhibited in the fields of Ypres in 2018. During her final meeting with staff, former Principal, Sue Woodroffe described the event as one of best she'd had the privilege to attend during her time at BSB. Head of Secondary School, Gary Minnitt described it as a wonderful and fitting event to launch the first One World week at BSB.

In addition to the One World Committee community centred projects develop from three other key areas in Secondary School. Firstly, through membership of active student groups such as Amnesty, Fairtrade and LEAF and in Primary through The Garden Club. Secondly through individual student initiatives and tutor group projects, such as the Year 8 Service Learning Project, which forms part of the students' entitlement to PSHE as well as and ILTs in Primary. Finally through student placements in the Senior CAS Programme. As part of their learning all students in both Primary and Secondary had the opportunity to research issues and make links to charitable causes through their work in PSHE and their ILTs. With more focus placed on enquiry based learning and student leadership, learning is prioritised over fundraising. BSB strives to establish long lasting sustainable relationships with charitable organisations.

Some examples of individual initiatives in 2016 included the Clean Water Campaign presented to the One World Committee by a student in Year 10. This project involved students abstaining from their favourite soft drinks and donating the money saved to the campaign to install vitally needed water pumps into remote villages in parts of rural Africa. A second project that remains on-going was presented to the Committee by a student in Year 12 who brought to our attention the need for financial and resource support for the India NGO Sevathirth. This will lead to collaboration between students and parents in a quiz night fundraiser this academic year.

Students also participate in Service Learning through the many student-led groups that run throughout the year. Groups such as Fairtrade and Amnesty lead campaigns such as Fairtrade Week, which involves projects and competitions for the whole school. Led by Secondary students from the Geography Department, students in both Primary and Secondary participate in fun events and competitions to raise awareness. This year the group successfully achieved the Fairtrade School award, making BSB the first international school to attain the status. Running throughout the year through a team of volunteers the Secondary School tuck shop enables us to respond to emergencies and projects outside school. Last year over €8,000 was raised and used to support organisations working in the refugee crisis in Europe. In addition, support was given to the local NGO, OASIS who have begun an ambitious educational project focused on

community integration in Brussels. BSB allows us to respond to emergency appeals.

This year the Senior CAS programme has included Service Projects that have supported the BSB, the local and the global community.

Students have supported a whole array of interesting Service Projects across all sections of BSB. Here are just five examples which demonstrate how diverse these projects can be:

- One student stage managed the Secondary School production of 'Chicago'
- Three students helped to lead a new Self-defence club
- Two students assisted the Sports Department by reporting and taking photographs at the numerous sporting fixtures that BSB take part in
- Four students formed a Global Concerns club where they focused on the issue of plastic consumption, and more specifically, plastic bottles
- Six students volunteered at a weekly after-school Year 3-4 Art club.

Locally, students continued to support activities at the Wednesday Club, an English-speaking social club for older men and women, St Paul's British Primary School, Treasure Trove Bookshop in Tervuren and Ganspoel in Huldenberg, a centre for children and adults with visual and multiple disabilities.

The Best of Both CAS group spent last year project managing their "Eye care do you?" campaign and preparing for their three week expedition in July to the North – Eastern region of Ghana. They were working in collaboration with Child Vision and Focus Specs, two companies that have created innovative, silicon-filled self-adjustable glasses for children. As well as informing the BSB community about myopia (short distance) and hyperopia (long distance), they also raised money to purchase 900 self-adjustable silicon filled glasses. They reached their target by providing students from Years 3-10 with sunglasses to protect their eyes and in return asked for donations.

In July, they spent two weeks in the Upper East region in Bolgatanga, Ghana and visited seven different schools. The fifteen students and three members of staff tested over 3,500 people and gave out glasses where they were required. It

was as one student said

*"an exhilarating yet humbling experience."*

As well as having the chance to take part in a wide range of Service Learning opportunities, developing creative and action skills are also encouraged. The options available are very extensive including, for example, joining the Model United Nations (MUN) delegation, learning to cook, creating the Senior Section Yearbook or simply improving one's general fitness.

Last year also saw the Service Learning CAS group take the first steps in creating a peace garden on campus. Set within the school woods the space, designed, planned and led by CAS students with the support of Primary Garden club cleared an area of woodland and built fencing. It is hoped this year that the space will be finished with planting of indigenous woodland flora and an array of features designed to enrich the senses. We hope that this initiative will become actively used both inside and outside the curriculum to provide opportunities to explore silence, reflection, peace and ultimately personal well-being.

Service Learning encourages the students to set themselves personal goals, explore new possibilities, embrace new challenges and adapt to new roles. However recording your feelings at the start, during and at the end of the experience is also very valuable as observed by one student, who wrote:

*"There is a result and a reward from doing things, but more fundamental growth happens when these actions are reflected upon."*



**Paul Christmas and Gwyneth Igoe, Service Learning**





# Eye Care, Do You?

## Best of Both Ghana 2016

Bumpy roads, heat, goats and a warm welcome – these were our initial impressions as we visited the first of our eight schools during this year's Best of Both project in Ghana. We had brought with us eye charts to test for myopia (short-sightedness) and hyperopia (long-sightedness) and nearly 1000 self-adjustable glasses.

Representatives of the two styles of glasses, Belgium's *Focus Specs* and the UK's *Adspecs* from The Centre for Vision in the Developing World <http://www.cvdw.org/>, had visited BSB to train our three teachers and 16 students to carry out the tests. In addition, for the first three days of the

eye tests and play with the children, we left the Bolgatanga region to explore other areas of Ghana. We had tested 3,068 individuals and given out 291 glasses. Why so few? Six of our schools were Primary and Junior High schools in the bush, where eye problems are less prevalent due, we were told, to less time reading and on IT devices and more time outside, looking at green distance. Throughout, our students had proved themselves to be mature, hard-working and utterly dedicated to the project, which holds great potential for further development. With assumptions challenged and experiences gained, we all felt proud and grateful to have been involved.

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and on IT devices and more time outside, looking at green distance.

trip, we were joined by Koen van Pottelbergh, the Brussels based optometrist who developed Focus Specs and set up CVDW's distribution partner Eyes For The World (<http://www.eyesfortheworld.be>), and John Friedman, a Lecturer in Anthropology, who works alongside him in the field. This gave us the great opportunity to review our experiences and we talked through eye problems the glasses could not help – problems such as blindness, a stigmatism, squint, congenital glaucoma and conjunctivitis.

We had been lucky that through a link a parent had made, we had a connection to the Presby Regional Eye Centre and met with Dr Peter Abugri, the Director of the Clinic. We were then joined by Francis Bawa, a Ghanaian optometrist, who proved invaluable, not only in providing ongoing guidance in difficult cases, but also acting as translator in a country where more than 250 languages and dialects are spoken. The names of any individuals with more serious problems were passed on to the clinic for follow on care and any remaining glasses were also donated there at the end of the project.

After two weeks, eight schools and two life affirming visits to Mama Laadi's Foster Home, where we were able to give

**Jane Whitehouse**  
September 2016





## Report from the Chair of FoBSB

The British School of Brussels' parents and staff association, called Friends of BSB (FoBSB), is run entirely by more than 150 volunteers. Membership with full voting rights is automatic, unlimited and open to all parents, guardians, teaching and operational staff at BSB. The affiliate members who do not have voting rights are the alumni staff and alumni students and their parents.

### Why?

FoBSB's aim is to support the integration of new parents into BSB and the local community, and to engage in activities which enhance the quality of life of BSB parents, of staff school and its students. FoBSB also promotes the 'parent voice' with close cooperation and communication between parents and school, thanks to dedicated class representatives and their coordinators, who meet regularly with the Heads of schools.

### Who?

The FoBSB Committee is a 20-strong group, composed of parents, school staff members and student presidents. It is steered by a Chair, Vice-Chair, Secretary and Treasurer, who are elected for a term of three years by the parents and staff during our Annual General Meeting, and meets three times a year. In between these main committee meetings, FoBSB sub-committees meet regularly throughout the year (Team meetings (5), Cavell House meetings (7), Youth Club Committee meetings, Class rep meetings (2).

### Where?

FoBSB moved into a new dedicated centre, Cavell House, situated at the main pedestrian entrance of the school campus, which was officially inaugurated on 16 October 2015 by HE Alison Rose UK Ambassador to Belgium. Cavell House is the place-to-be, to meet in the lounge, which is open daily, or to visit the café, run by an international team of 15 parent volunteers, providing a warm welcome with smiles, excellent coffees, teas and home-baked cakes. The Information Office downstairs is manned by volunteers devoted to help you settle in, and provide information. These volunteers also operate the school's lost property service. In Cavell House there are two meeting rooms, a kitchen and the Loft Lounge, which are used by parents to run clubs and groups (Language classes in English, French, Dutch, Italian and Spanish, Book, Bunco,

Craft Clubs, Cooking Demos, and various workshops and classes. FoBSB also continued with its established activities such as Pantaloons (amateur theatre group performing the annual pantomime), Parent Choir, Youth Club, International lunches, outdoor trips and events such as men's night out, photo walks, city visits, and sightseeing tours.

FoBSB also has a lively virtual community via its expanding and growing closed Facebook group, Twitter account and webpage on eBSB, the secure school platform. Parents living in Belgium for several years recently admitted that they have never felt so well informed about school and local activities, and are getting a real sense of belonging. Our two eBSB drop-in clinics held in the Autumn Term, organised jointly with BSB, successfully helped parents to get acquainted with our new virtual learning and communication platform. Our Communications Manager is just doing a fantastic job!

### What?

Our signature events: New Families Welcome Fair, Christmas Market, Car boot & Second-hand book sales and Charity ball.

This year has been an incredible adventure for me personally, accepting to chair FoBSB which encompasses more than 800 families and 1,350 students. Even having been a part of the school community for 12 years, and very active when my children were younger, I never realised how rich and diverse the school community was and how dedicated the parents volunteering were.

FoBSB took me by surprise, as I didn't really understand how many hours the volunteers were giving up, with pleasure, to organise a community with a life not comparable to anything else. I arrived in September at a turning point, with our campus expanding with the new Sports Centre, but also shaken by the unspeakable security threats blowing over France and Belgium. Drastic measures to protect children and staff were taken preventing (hopefully temporarily) the local community accessing school, and forcing us to cancel some major events like our Christmas Market and Car Boot sale. This year was a year of reflection on how to give meaningful support to our families. We are preparing for an exciting time next academic year with new, whole school events, and even more activities

at Cavell House to allow parents to meet with friends, to be entertained and informed.

Nonetheless, despite the troubled times, we still managed to organise some fabulous events:

- New Families Welcome Fair (6 September 2015)
- New Primary Families Welcome Coffee (9 September 2015)
- New Secondary Families Welcome Coffee (10 September 2015)
- Pantaloons Welcome Evening (10 September 2015)
- Youth Club (Year 7 to 9) (22/09, 9/10, 20/11, 15/01, 19/02, 11/03, 15/04, 13/05)
- Car Boot & Second-hand book sale (3 October 2015)
- International Coffee Morning (8 October 2015)
- Official Cavell Housewarming (16 October 2015)
- eBSB drop in clinics (9 October & 4 November 2015)
- International Breakfast (20 November 2015)
- Christmas Mini-Market (11 December 2015)
- Christmas in Cavell Café (Christmas treats all week, baking/ decorating after school event for children)
- Annual General Meeting (16 December 2015)
- Lost property reclaim day and sale (14 & 21 January 2016)
- "Sleeping Beauty" performance by BSB Pantaloons (20 to 23 January 2016)
- Crepes in the Café (Candlemas 4 February 2016)
- New Families Welcome Morning (16 February 2016)
- Parents' visit to Project 3.2.1/Sports Centre construction site (17/02, 13/04, 8/06)
- Farewell to Principal Sue (3 March 2016)
- Spring Craft Fair (3 March 2016)
- International Lunch (13 May 2016)
- Second Hand book sale (21 May 2015)
- MidSummers' Night Charity Summer Dance (11 June 2016)
- Best of Both Coffee Morning (16 June 2016)
- Leavers' Event at Summer Concert (17 June 2016)

### What for?

Our financial support to school, local and international charities:

- €2,305 to Macmillan Cancer Support UK (from the first Cavell House Coffee Morning)
- €5,000 split between 10 local and international charities (from Christmas fundraising activities)
- €1,500 to BSB Book Week (from second-hand book sales)
- €4,350 to BSB for House Mascot costumes for Pantlin, Firman & Goodman from previous fundraising
- €1,500 to Best of Both projects in Ghana (from ActionAid Book sale collaborations)
- €3,000 to BSB Secondary School for their Peace Garden (from FoBSB annual school allocations 2014 & 2015)
- €10,426 to Special Olympics Belgium (from Midsummer Night's Dance, our Charity Ball). The exact amount will be communicated and sent to Special Olympics in September 2016

The revenues generated by Cavell Café this year will be used to create a welcoming outdoor area with tables and umbrellas, plus a play area for small children.

### How?

In a nutshell, we

- Reflected on the way to strive for excellence in terms of services to parents (an on-going exercise)
- Continuously reflected on our main "raison-d'être" which is to integrate new families and organise a warm social environment for our BSB families and their children, and on how to create a more effective bridge between parents and school
- Created Cavell House User Guidelines and started an evaluation exercise on first year of Cavell House
- Created a warm feeling of community in an inclusive setting
- Continued to support the Charter signed between BSB and Special Olympics Belgium. We raised around €10,000 this year that will be transferred as soon as the final balance is ready
- Started the new branding of FoBSB
- Adapted our webpage, newsletter and reviewed our social media
- Supported the Youth Club Committee offering leadership opportunities to students
- Continued strengthening our parental involvement in Governors' sub-groups and school committees such as Cafeteria, Health & Safety)

### Good-byes?

We say good bye to Paula Baptista (Vice-Chair) who is moving back to Portugal and she passes the hat to Chris Featherstone, and to John Mason (Treasurer) who will organise hand-over and support to our new Treasurer, Priti Kothari. Chris and Priti will be formally elected during our AGM on 29 September 2016. We would like to thank Paula, and especially John, for having served all those years, and for the valuable and unconditional support.

We have a number of Committee Members stepping down due to family moves, new job assignments or coming to an end of their two-year terms of office: Damian Curran (Lower Primary coordinator), Christine Morris (Upper Primary coordinator), Jane Murray (Upper Secondary coordinator) and Andrew Girvan (Youth Club and Book Sales for 11 years).

Some of our precious team members are moving to new horizons: Reba Dryden (International Group), Lyndsey Thomas (Trips & Activities), Golly Sattar (Cavell Café), Gaia Alberton (Kitchen coordinator). FoBSB is very thankful for their on-going support and wishes them the best.

I would like to thank you all for making FoBSB such an amazing and unique place!

FoBSB could not achieve this without you, your time, dedication and amazing skills and competence.

I would like to thank the school for offering us such a privileged use of Cavell House, our BSB's Maintenance Team, the former Community Office (Suzi, Jon & Huw) for all the years of precious help, and since May, the new Campus Operations team (Pascal, Anika & Karine), our very efficient and dynamic External Relations office (Kim, Rosalind & Mukami) and Admissions (Debbie and Rosy) and of course our BSB's Extended Leadership Team for the support and understanding that our only and sole priority and motivation are the well-being of BSB's families and school for the best learning environment for our students.

I would like to personally thank, last but not least, Lisa Adams our efficient, talented, competent, adaptable, spot-on and tireless Secretary for this most enjoyable and exciting first year of my mandate.

FoBSB hopes it succeeded in making you and your family to settle in, and/or to enjoy this academic year 2015-2016. For comments or questions, or to join our volunteering team, do not hesitate to contact us [friendsofbsb@gmail.com](mailto:friendsofbsb@gmail.com).

**Véronique Maes**, FoBSB Chair  
September 2016

#### FoBSB Committee Members 2015 - 2016

POSITION	NAME	EMAIL
<b>Officer positions</b>		
Chair	<b>Véronique Maes</b>	fobsbchair@gmail.com
Vice Chair	<b>Paula Baptista</b>	fobsbvicechair@gmail.com
Treasurer	<b>John Mason</b>	fobsbtreasurer@gmail.com
Secretary	<b>Lisa Adams</b>	friendsofbsb@gmail.com
<b>Committee Members</b>		
Lower Primary Class Rep Coordinator	<b>Damian Curran</b>	fobsblowerprimaryrepco@gmail.com
Upper Primary Class Rep Coordinator	<b>Christine Morris</b>	fobsbupperprimaryrepco@gmail.com
Lower Secondary Class Rep Coordinator	<b>Fran Keillor</b>	fobsblowersecondaryrepco@gmail.com
Upper Secondary Class Rep Coordinator	<b>Jane Murray</b>	fobsbuppersecondaryrepco@gmail.com
Communications Coordinator	<b>Marta Budzynska</b>	fobsbcommunications@gmail.com
Cavell House Manager	<b>Desree Sowers</b>	fobsbhouse@gmail.com
Youth Club	<b>Andrew Girvan</b>	fobsbyouthclub@gmail.com
Events	<b>Alice Vonk</b>	fobsbevents@gmail.com
Cavell House Office Coordinator	<b>Allison Ellis</b>	fobsboffice@gmail.com
Principal of BSB (ex-officio)	<b>Sue Woodroffe</b>	swoodroffe@britishschool.be
Primary Staff Rep	<b>Wendy Byrne</b>	wbyrne@britishschool.be
Primary Staff Rep	<b>Nick Lavender</b>	nlavender@britishschool.be
Secondary Staff Rep	<b>Simon Jones</b>	sijones@britishschool.be
Secondary Staff Rep	<b>Marie Sophie Verhelst</b>	msverhelst@britishschool.be
School Support Staff	<b>Kim Burgess</b>	kburgess@britishschool.be
School Student Co-Presidents (ex-officio)	<b>Claire Koster</b> <b>Johnathon Wain</b>	005810@britishschool.be 004252@britishschool.be

# Friends of BSB – Funds Flow Statement

(Including Youth Club)

	2015/2016	2014/2015
<b>Opening Balances</b>		
Cash and Bank Accounts	30.387	38.608
Accounts Receivable and Prepayments	31.626	33.618
Accounts Payable and Accrued Expenses	-9.862	-14.188
Youth Club - Cash and Bank Accounts	6.849	5.210
<b>Total</b>	<b>59.000</b>	<b>63.248</b>
<b>Cash Inflows</b>		
Christmas Market	5.456	9.081
Charity Ball	7.525	6.074
Second Hand Book Sales	1.710	3.726
Car Boot Sales	683	2.210
Community Café	4.376	0
Other Inflows	2.154	435
Youth Club	5.444	5.877
<b>Total</b>	<b>27.348</b>	<b>35.373</b>
<b>Cash Outflows</b>		
Friends Fund	14.228	7.647
Book Week	0	7.776
Charitable Donations	14.936	17.410
New Families' Events	768	1.084
Other Outflows	1.271	1.466
Youth Club	3.425	4.238
<b>Total</b>	<b>34.628</b>	<b>39.621</b>
<b>Net Cash Flow</b>	<b>-7.280</b>	<b>-4.248</b>
<b>Closing Balances</b>		
Cash and Bank Accounts	56.847	30.387
Accounts Receivable and Prepayments	150	31.626
Accounts Payable and Accrued Expenses	-14.145	-9.862
Youth Club - Cash and Bank Accounts	8.868	6.849
<b>Total</b>	<b>51.720</b>	<b>59.000</b>



**BSB – an international learning community**

**The British School of Brussels vzw**

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