



ANNUAL REPORT 2010-2011



ST. JOHN'S
INTERNATIONAL SCHOOL

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ST. JOHN'S
INTERNATIONAL SCHOOL

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OUR VISION

St. John's students live our values to impact the world.

OUR MISSION

St. John's International School provides an English-language education based on Christian values, demands personal excellence and stimulates individual responsibility within a culturally diverse environment.



OUR VALUES

St. John's embraces its historical tradition and,
in particular, the Christian values of:

- COMPANIONSHIP—the gentleness to befriend and strength to accompany
- INTEGRITY—being true to ourselves, to each other, and to our world
- RESPECT—of people, languages, cultures, beliefs and values



FROM THE DIRECTOR

This first annual report comes to you as a result of a desire to tell stories of success at St. John's International School. Annual Reports in the business world give "numbers" of success, but Annual Reports in schools tell "stories" of success with numbers, photos, anecdotes and testimonials – quantitative as well as qualitative information. The assessment of a school's success is more than just the bottom line on the balance sheet – it is about how the school delivers on its mission and promise to kids and parents.

We all know that St. John's is a special place, but what makes it special is what we hope to capture for you here. The Annual Report should celebrate the performance of the students in and out of the classroom, and it should also celebrate the people who make St. John's a special place for all. Finally, this report should paint an accurate financial picture of St. John's as a school and ASBL.

The school year 2010-2011 was the first year of a new school Director, new Middle School Principal, and new Business Manager. The new leadership of the school took time to learn and understand the culture and ethos of the school, then launched a Strategic Planning initiative as well as a 10-year re-accreditation self-study. These processes generated a great deal of discussion and reflection on the strengths and challenges at St. John's, but resulted in a plan that has the potential to transform St. John's in the next five years. You will read about the strategic plan, "Living Our Mission", in the following pages. As well, you will read about structural and administrative leadership changes that will provide the guidance and support needed by St. John's to carry out this plan and continue St. John's on a great journey. Finally, you will see some excellent student results and read stories of success that capture the spirit of St. John's. I hope you enjoy the Annual Report as much as we enjoyed telling our story.

Thomas L. Hawkins, Director
St. John's International School

FROM THE ADVISORY BOARD CHAIRMAN



The 2010-11 year has been a turning point for St John's International School as it has seen many evolutions in its organization and structure to bring the best practices in terms of education and to be able to cope with a challenging economic environment.

We welcomed Dr. Tom Hawkins as the new school director. He brings with him many years of educational experience in various countries, in particular China. We have continued to reinforce our organizational structure with the addition of the role of deputy director who will in particular focus on the adaptation of the curriculum. A new Middle School principal started in August 2010 and a new High School principal was recruited for the 2011-12 school year.

The business office has been reorganized and management practices have been vastly improved in most areas, including human resources, purchasing, IT and accounting. The school is in a solid financial position.

Your Advisory Board has been keen to communicate effectively and be as transparent as possible with the help of the Parent Teacher Program, the President of which is on the Board in an ex officio role.

Personally, I am stepping down and have been replaced by Gottfried Leibbrandt. I would like to thank everyone for their hard work and dedication as nothing would be possible without the incredible devotion of the teachers and staff at St. John's. Finally, I would like to extend a very warm welcome to the many new students and their families to this vibrant and exciting community.

Sincerely,
Christian Varin

ST. JOHN'S GUIDING STATEMENTS

by Marjan Blok, Deputy Director



Our Guiding Statements underpin all of our educational projects and bind together the manifold facets of our activities at St. John's. Copies of these Statements have been posted throughout the school to serve as a daily reminder of what we are all about.

OUR VISION

St. John's students live our values to impact the world.

Our vision states "St. John's students live our values to impact the world." Education at St. John's is not merely a transmission of information or an assimilation of textbook knowledge, but strives to create an existential reality, i.e. the experience of becoming truly human, ready to make a difference to the community and beyond.

OUR MISSION

St. John's International School provides an English-language education based on Christian values, demands personal excellence and stimulates individual responsibility within a culturally diverse environment.

Our Mission stresses that our English-language education is based on Christian values. At St. John's we treasure our Christian heritage while respecting our many religious and cultural differences. In a spirit of tolerance and dialogue we encourage students to explore their own religious and cultural backgrounds as well as those of their classmates. The demand for personal excellence addresses the potential of each child rather than merely measuring against external standards. We believe that each child is precious and should be nurtured toward developing self-confident maturity.

OUR VALUES

St. John's embraces its historical tradition and, in particular, the Christian values of Companionship, Respect & Integrity.

The concrete expression of our vision and mission is embodied in the three values we feel to be crucial. From a long list of desirable traits we have chosen: Companionship, Respect, and Integrity, as essential to our identity.

*Companionship—the gentleness to befriend
and strength to accompany*

Companionship: A remarkable work of art graces our Middle School foyer, depicting Christ on the Cross surrounded by three figures, the middle figure embracing the other two with open arms. It is a powerful symbol of the gentleness and strength of befriending each other. True teaching only takes place when there is a strong sense of shared experience and companionship. “Does the teacher like me?” is a far more important question to any student than the particular information at hand. Learning takes place when we journey together. This is true of our entire St. John’s family: our faculty and staff, our parents and alumni. Education is the joined effort of many, of home and school, of the teaching team, of the supporting community.

Respect—of people, languages, cultures, beliefs and values

Respect is crucial to the human context and the beginning of all great thinking. Its Latin etymology indicates the act of “looking twice,” taking a careful second look. Rather than relying on the efficiency of stereotypes we challenge each other to postpone judgment, to explore, to listen, and to appreciate. The model of discussion and inquiry, the empowerment of the other, forgiveness and acceptance, care for the environment, and a desire to serve the community including those less fortunate, are all elements of respect and form the basis of a worthy life and a just society.

Integrity—being true to ourselves, to each other, and to our world

Integrity: “To thine own self be true.” To learn to see oneself as a valid and loved human being whose life is sacred and unique is the beginning of true education. At St. John’s we seek to keep faith with even the smallest child and pursue education as a vocation. Integrity requires the courage to become wholly human with an interest far beyond personal gain. Integrity feeds a sense of responsibility to lead and serve others. At St. John’s we feel passionate about the Guiding Statements and what they represent. Obviously we are not talking about established entities when we formulate a vision or values. We are rather on a journey together, accompanying each other in the precarious business of living our lives with conscious reflection and executing our most precious assignment: that of guiding the children entrusted to our care.





HIGHLIGHTS
OF THE YEAR

ELEMENTARY SCHOOL HIGHLIGHTS

by Johanna Bambridge, Elementary School Principal

A highlight for the Elementary school year 2010 – 2011 was the investigation into further language opportunities in the curriculum. Modeling good inquiry, research and investigation, the Elementary teachers realized, that in sharing the desire to prepare students for the global society in which they live, we were compelled to increase the opportunities for our students to become proficiently bilingual or multilingual, giving them the advantage they will need in the future market place.

Beginning with several visits to other international and local schools, and intense professional development on the benefits of Mother Tongue programs and Bilingualism, the Elementary staff developed a time-line to introduce a Dual Language Program in the Pre-Kindergarten curriculum beginning September 2011. A number of staff members attended the ECIS ESL and Mother Tongue Conference in Dusseldorf, which solidified our beliefs and guided us in this new endeavor.

In the St. John's Dual Language Program, 50% of the instruction will be provided by a French mother tongue teacher and 50% will be provided by an English mother tongue teacher, working as a team. Students will be integrated during most of the day, allowing them to learn from each other as proficient peer models. Our program will allow us to continue to fulfill our mission to provide an excellent English education, maintain our strong social and academic objectives, while delivering the added benefit of proficiency in French.

In conjunction to this exciting addition, the Elementary staff also developed policy and scheduling changes in order to offer more



students the opportunity to participate in the study of French and receive necessary language support in English.

Several Elementary committees continued the on-going rewriting of the Scope and Sequence (curriculum) to ensure best practice in the classroom. The Music, Art and Physical Education Scope and Sequence were completed and will be implemented in the coming school year.

Learning also took place outside the classroom with field trips, guest speakers, designing art talent shows and completing the many requirements for the Grade 5 PYP Exhibition. However, the real highlight of 2010 – 2011 was definitely the love and concern manifested by our students, throughout this school year, for victims of natural disasters. Through a variety of initiatives, the elementary students raised over 6,000 Euros! These students truly exemplify the ethos of the school mission started over 46 years ago by our FCJ Sisters. We stand on the shoulders of giants!



MIDDLE SCHOOL HIGHLIGHTS

by Ben Kestner, Middle School Principal

We started the year with ten teachers new to the Middle School and they quickly settled in to life at St. John's. With a new principal and new families too, there was a period of discovery for all sections of our community.

With the increase of teacher provision came new classrooms (two language rooms and a science lab) as well as a reduction of class size to a maximum of 22.

A major development was the introduction of a range of technology to bring our school up to the forefront of technology for learning. One-to-one netbooks were rolled out to grades 7 and 8 and students learned about how to use this exciting tool for learning in a safe and dynamic way. Parent communication events were held to help parents understand some of the responsibilities too. Middle School staff have started using a new management information system called FA web for organizing their grade books and classes etc.

The Middle School began an exciting journey in terms of the curriculum with a complete review of current practices followed by producing a new coherent curriculum framework for Middle School which is ready to roll out in part, during the 2011-

2012 year. The new framework focuses on key competencies needed for success at school and beyond in the 21st century world. The framework also outlines how we teach, learn and check for understanding. We believe that this curriculum will set us apart from other schools in its innovation and relevance in the world today.

Students continued to benefit from the wide range of curricular and extra-curricular activities on offer in Middle School. Grade 8 students went to Switzerland on a year-opening team building trip, Grade 7 students went to the Ardeche region of France and grade 6 went on their annual ski trip.

For 2011-2012, we have increased staffing in our student support services and are introducing some exciting new-look learning spaces in a number of classrooms.

The year ended with a grade 8 moving on ceremony where we celebrated the year, looked forward to the future and we said goodbye to a number of students.

HIGH SCHOOL HIGHLIGHTS

by Marjan Blok, High School Principal



Enrolment reaches an all-time high with 333 students in the High School. Additional faculty (11%) is hired to accommodate growth and benefits the Science, English, Social Studies, and Art departments. Hours for the CAS Coordinator are increased. The Guidance Department is strengthened with a 50% fte allocation. The new schedule is consolidated in its second year of implementation and extra hours for 9th grade Math and Science courses are planned for the next academic year to further enhance the program. A 3.5 fte increase is scheduled for the next academic year and will fortify the Math, EAL /Support Services, and Guidance departments. A 50% Dean of Students will complete the team.

The Pre-IB program is successfully implemented including a CAS component and a final project in Social Studies. An SAT prep unit is introduced in grade 10 and Environmental Systems is taught for the first time in the IB program. The Dance class is revived; Graphic Design and Ceramics are added to the elective course options.

Testing takes place for grade 9 (EXPLORE), grade 10 (PLAN), and grade 11 (PSAT). University placements are successful as reflected in the chart attached.

“Studywiz” is continued and Netbooks are made available for all grades for the first time. The implementation of the new MIS introduces a new attendance system, an electronic gradebook, and a new report card system. The FaWeb allows teachers access to their records from home. Much in-service time is spent on IT training for faculty and staff.

The Computer lab is converted into a classroom and two other additional full size classrooms are added; a further two rooms are planned for the year following, totalling five extra full size classrooms.

AP and IB scores reflect our usual standard of excellence. The average IB score is 33 with 75% of our senior students participate in the full diploma program. Students take 69 AP exams in Math, Economics, Physics, English, Chinese, French, Spanish, German, Geography, and Music, with Math and Economics being the most frequent exams. Scores for the latter subjects ranged between 4 and 5 out of 5.

Two students reach the final of the Belgian “Math Olympiade” with excellent results. The Math team places 9th out of 61 in the international competition in Warsaw. Our students compete in the ULB Math challenge and are the only High School students to participate successfully. Students participating in the Chemistry Challenge of the Belgian Chapter of the Royal Society of Chemistry achieve three first places, a second and a third place with six schools and 78 students competing.

The boys Soccer and Track and Field team secure first place during the ISSTs. The International Award Program is revived and enjoys unprecedented enrolment. Jae Eun Lee gains admission to the Conservatoire de Paris, Jinsu Park participates in the Henri Marteau competition, Camille Potier ranks vice champion of France at the Lifesaving championships.

Special events such as the Piers Dudgeon author visit, the Rock for Rosie concert, the Thai classical dance



performance, the TOK/IB Coordinators conference, the “Apology of Socrates” performance, and the French ‘Berlaymont’ exchange are all hosted by St. John’s High School. The amazing performance of “Grease” is a highlight in our year.

Numerous other activities enhance teaching and learning: the Global Issues Network conference, the visit to the Royal Society of Chemistry meeting, the trips to NATO and the European Parliament, the Model United Nations activities, the assembly with Sister Mary, the Jazz Band travelling to Beijing, the Alsemberg Refugee Center project, the Art trips and many other class excursions, the charities, the inspiring vernissages, the Sport trips and the home games, the College Visits, the ‘Group 4’ Science projects and demonstrations, all challenged our students to explore and achieve!

BUILDING LEADERSHIP CAPACITY AT ST. JOHN'S

by Tom Hawkins, Director

One of the first observations by the new Director was that St. John's lacked a clear and consistent school-wide curriculum and teaching paradigm that people would call unique to St. John's. As the school enters a new leadership era and embarks on a strategic planning process – one that has the potential to transform the school and set the direction for years to come – it would be important to have support to implement initiatives as well as improve the quality of programs and curriculum at the school. To invest in the leadership capacity of the school would benefit in numerous ways.

- 1 School-wide leadership in teacher training and staff development could improve instructional practices and ensure consistent approaches to teaching and learning.
- 2 School-wide program and curriculum oversight would result in better quality programs and experiences for students and families across and among the divisions.
- 3 School-wide organization and leadership of Student Support Services would help St. John's optimize support for students with special learning, language, or language acquisition needs.
- 4 Greater possibility of strategic thinking and assurance of implementation of strategic initiatives in the coming years.



The first step in the process was to appoint a Deputy Director to work closely with the School Director on the critical, strategic and educational issues of the school. First and foremost, the Deputy Director would add value to the school through leadership of educational initiatives and programming which the Director cannot always attend to, and provide the Pre-K-12 scope which the Principals lack because of their responsibility to one division. The Deputy Director would work closely with the Director and administrative team to ensure St. John's has the capacity to provide and support excellent quality programs (curricular and co-curricular), as well as initiatives to be identified in the strategic plan. Finally, the Deputy Director would be primary school leader in any absence of the Director.

It was the decision of the new Director, in consultation with the Board of Directors, to appoint Dr. Marjan

Blok to this new role of Deputy Director from her post as High School Principal. Dr. Blok's 20 years of teaching and leadership at St. John's will be invaluable as the school enters this new era. Her understanding of the people and culture and ethos of the school will provide guidance and direction with a link to the history and tradition of the school. Dr. Blok's new role began in August of 2011.

To replace Dr. Blok as High School Principal, the school undertook a search to find an experienced international school principal and found a great match. Mrs. Deborah Brook was hired from her post as Secondary Principal at International School of Helsinki to fill the position and continue the great work of Dr. Blok. Deborah joins the administrative leadership team and begins duties in August 2011.



STRATEGIC PLANNING

2011-2016

living our mission

The strategic planning process has involved the entire St. John's community via questionnaires, focus groups and one-to-one meetings. The strategic plan was drafted by a taskforce that consisted of 22 people from across the school (including Advisory Board members, parents, alumni, students, teachers, non-teaching staff and administrators) during a planning weekend in May and will serve as the roadmap for the school for the next five years.

The central goal of the strategic plan is to energize St. John's, in harmony with its values, by focusing on excellent teaching and an aligned, innovative

curriculum supported by a stimulating learning environment built on a solid financial basis and a passionate, supportive community.

These are the six Strategic Areas:

- **Teaching and learning**
- **Students**
- **Staff**
- **Organization and management**
- **Marketing and communications**
- **Finance**

TEACHING AND LEARNING

GOAL: We commit to a dynamic teaching and learning experience through a comprehensive alignment of the curriculum supported by integrated information technology and a visionary facilities master plan to provide opportunities for challenging and engaging student learning with a breadth of extra-curricular offerings.

STRATEGIES:

- Create and implement an innovative and comprehensive curriculum paradigm, inclusive of the PYP, the Middle Years, Pre-IB and the IB frameworks.
- Fully utilize facilities and expertise to create sufficient, dynamic, innovative, aesthetically pleasing and adaptable environments to facilitate different learning experiences, with special emphasis on provision of classrooms and collaborative learning spaces, including the learning commons.
- Audit the current extra-curricular opportunities to identify needs in order to provide a quality program.

STUDENTS

GOAL: We commit to providing a stimulating, diverse and supportive learning environment and community to empower and value each student. We challenge each student to meet high expectations, to become an independent learner for life, and to be able to continue to live the values and mission of St. John's within a complex, interdependent world.

STRATEGIES:

- Encourage and monitor student engagement and academic performance, with a special focus on leadership, in St. John's educational programs and ensure recognition and celebration of students' achievements.
- Promote a shared understanding of St. John's values as expressed in our school mission statement.
- A clear, well-defined and administered admissions policy to ensure learning and pastoral systems that support and enrich student performance, well-being and skill acquisition.
- Engage and communicate with alumni to build stronger relationships.

STAFF

GOAL: We commit to creating a collaborative learning community by recruiting and managing a highly qualified and knowledgeable staff which is internationally minded, demographically balanced, dynamic and highly motivated in order to support the school's mission.

STRATEGIES:

- Analyze and improve the staff compensation package to be competitive and attract, retain and motivate high quality staff.
- Identify and set clear recruitment criteria.
- Review the current appraisal and evaluation system to support personal and professional development.
- Provide more opportunities and time for planning, collaboration and reflection.

ORGANIZATION & MANAGEMENT

GOAL: We commit to improve the school's governance, operational infrastructure and management to support the school mission.

STRATEGIES:

- Involve stakeholders in decisions to implement initiatives and support with clear plans and training for usage.
- Develop balanced management approach (scorecard) with Key Indicators of Success.
- Develop and implement innovative (forward-thinking/progressive) IT vision and master plan which is aligned in support of curriculum and is cost-effective.
- Develop a campus master plan.
- Ensure effective school governance through recruitment and succession plans, policy oversight, transparency and communication.

MARKETING & COMMUNICATIONS

GOAL: We commit to enhance the awareness and communication of St. John's unique qualities and increase our advancement position to ensure appropriate enrollment and delivery on our mission.

STRATEGIES:

- Increase awareness through marketing among potential expats coming to Belgium.
- Review and update all marketing and communications materials for suitability and effectiveness.
- Assess feasibility of advancement activities to increase the alternative income streams of the school.
- Determine enrollment capacity and manage appropriate enrollment annually (retention and recruitment).
- Develop strategic partnerships for enhanced corporate, university and community support.

FINANCE

GOAL: We commit to deliver a resilient business model with an integrated financial plan which initiates alternative income streams, ensures sufficient financial reserves and provides a clear value proposition in support of school mission.

STRATEGIES:

- Reduce mortgage debt to agreed targets.
- Mechanisms to ensure measurable control of costs.
- Research new income streams to supplement in non-tuition fee income by the end of five years.
- Income: tuition based 10 fee paying students extra per year for five years within approved enrollment capacity.
- Reporting and analysis: segmented accounting to understand cost/value of each section of the school.



INFORMATION TECHNOLOGY

by Jean-Louis Cornez
IT Manager

St. John's made great strides in the area of technology in the 2010-2011 school year. During the spring of 2010, it was decided to purchase netbooks for teachers' use. After a few weeks it became apparent that our students would benefit from the use of portable devices and in the summer of 2010 we decided to equip four grade levels with netbooks; they were distributed to the 7th, 8th, 11th and 12th grade students. A couple of netbook carts were also made available for the 6th graders and the elementary school classrooms. In January, after a successful trial period, the school purchased more netbooks for the 9th and 10th grade students, thus totalling over 600 netbooks on the school's wireless network. The virtualization of our servers continued with the addition of a third blade server in our chassis. Servers over 10 years were finally allowed to take a well-deserved break. The new middle school classrooms were equipped with state-of-the-art interactive boards, and additional boards were installed in other classrooms throughout the school.

After a year's study of different MIS during school year 2009-2010, Blackbaud's Education Edge was adopted and implemented over the summer of 2010, bringing a new dimension to record keeping and giving us the opportunity to open our network and data to the school's community by posting report cards, among other things, online. The implementation of The Education Edge will continue during school year 2011-2012 with additional modules being added to the present infrastructure.

The replacement of old photocopiers with six new Multi Function Printers (copiers/printers/faxes/scanners) enhanced the overall network printing infrastructure. We now have a total of 24 robust network printers under Ringdale's FollowMe solution that gives us control over printing quotas and enhanced security over printed jobs.

Finally, small Multi Function Printers were purchased for some office staff members to offer added facilities to our secretaries. This procedure will continue in school year 2011-2012.

SCHOOL ACCREDITATION

St. John's International School is an accredited member of the Council of International Schools and the Middle States Association. This accreditation is important because it gives our graduates recognition for university placements. Every 10 years, schools undergo an evaluation to maintain their accreditation.

2011

APRIL • Endicott Surveys

MAY • Steering Committee School Profile
• Strategic Planning
• Section A

JUNE • Assemble committee members
• Overview Section

AUGUST • Reconvene committee
• Committees prepare for Sept-December

SEPTEMBER • Committees B-G compete Self-Study
—DECEMBER

2012

JANUARY • Steering Committee Conclusions
—FEBRUARY

APRIL • Team Visit



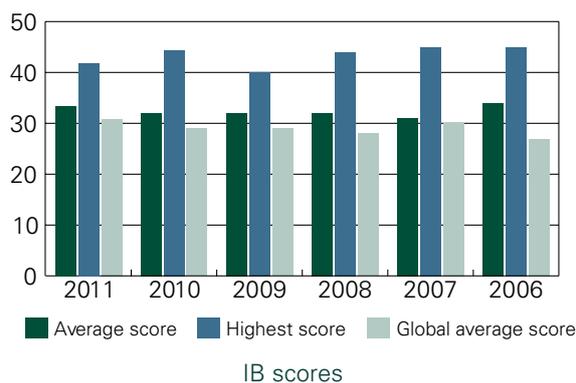
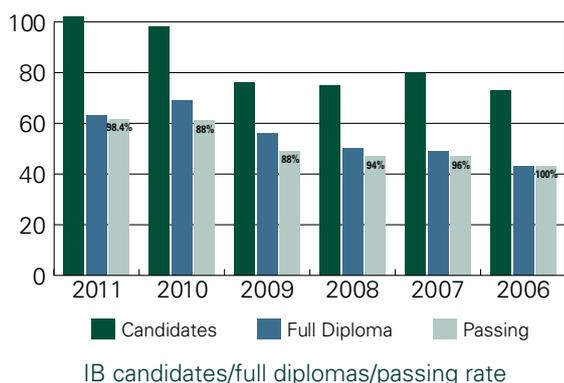


ACADEMIC RESULTS

IB RESULTS 2010-2011

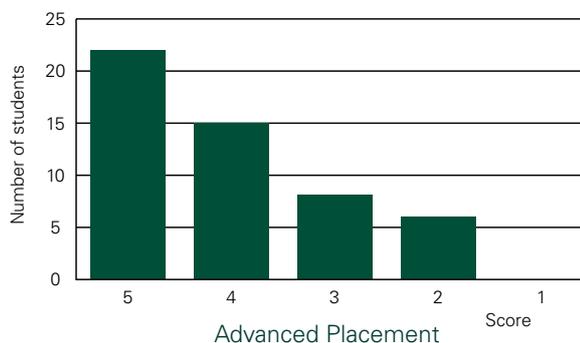
With a total of 61 full IB diploma students, St. John's was once again well represented in the IB program. The students achieved a remarkable 98.4% passing rate and, with an average score of 33.4 and 30.4, St. John's scored far above the global average.

The highest score attained was 42 points (of the maximum 45), achieved by two of our students, while 28% of our IB full diploma students scored 37 points or higher.



ADVANCED PLACEMENT

In May 2011, 30 students of the Class of 2012 took 51 exams; 73% of students scoring 4 or 5, 88% of students score 3 and above. Forty-five exams were graded at 3 or higher.



COLLEGE PLACEMENTS

The class of 2011 achieved excellent results and was accepted to the following colleges/universities. With the help of the High School guidance counselors, 90% of the students secured their first choice for U.K. and U.S. placements.

UK UNIVERSITIES

- University of Aberdeen
- Aston University
- University of Birmingham
- Bournemouth University
- Cass Business School
- Central Saint Martins
- City University
- University of Edinburgh
- European Business School

- University of Glasgow
- University of West England
- Herriot Watts University
- University of Hertfordshire
- Keele University
- University of Kent
- King's College London
- Lancaster University
- University of Leeds
- University of Liverpool (Medical School)

- Loughborough University
- University of Manchester
- University of Manchester (Medical School)
- Middlesex University
- Ravensbourne College of Design and Communication
- Regents College Business school
- SOAS (School of Oriental and African Studies)
- University of Warwick

US UNIVERSITIES

Austin Community College
 University of California at Los Angeles
 Columbia University
 Davidson College
 Drexel University
 Elon University
 Hawaii Pacific University
 Lawrence University
 Liberty University

University of New Hampshire
 New York University
 Northeastern University
 Vassar College

BELGIAN UNIVERSITIES

Facultes Universitaires Notre-Dame de la Paix
 Ghent University
 Vesalius College (VUB)
 Université catholique de Louvain
 Université libre de Bruxelles

EUROPEAN UNIVERSITIES

Delft University of Technology
 Ecole Polytechnique Federale de Lausanne
 IE University

CANADIAN UNIVERSITIES

University of British Columbia
 McGill University
 University of Toronto

STANDARDIZED TESTING

St. John's participates in standardized testing for grades 3, 5, and 8:

The **International Schools' Assessment (ISA)** is an annual assessment program that has been specially developed to measure skills in mathematical literacy, reading and writing of students in international schools. ISA is based on the internationally endorsed reading and mathematical literacy frameworks of the Program for International Student Assessment (PISA) developed by the Organization for Economic Cooperation and Development.

The **Cognitive Abilities Test (CAT)** measures the three principal areas of verbal, non-verbal and quantitative reasoning. The Verbal section tests use of words, the Quantitative tests ability at spotting patterns in numbers and making up numerical equations. The Non-verbal section tests ability to look at patterns and relationships using diagrams; this section doesn't involve words or numbers.

ISA 2010-2011		Maths Literacy	Reading	Writing A	Writing B
Grade 3	St. John's	310	265	384	389
	All Other Schools	294	244	362	388
Grade 5	St. John's	414	378	442	454
	All Other Schools	422	376	452	469
Grade 8	St. John's	532	509	541	550
	All Other Schools	522	498	535	548

CAT SCORES 2010-2011		Verbal Ability	Quantitative Ability	Non-verbal Ability	Composite Score
Grade 3	St. John's	176.3	181.8	201.5	186.5
	Average	105.1	106.2	114.9	109.7
Grade 5	St. John's	191.9	200.5	212.6	201.7
	Average	104.2	109.5	114.3	110.1
Grade 8	St. John's	105.9	107.8	112.6	108.8
	Average	100	100	100	100

CURRICULUM INNOVATION IN THE MIDDLE SCHOOL

by Ben Kestner, Middle School Principal

Across the world, education systems have been innovating and reforming education for hundreds of years. The approaches have been as different as there are countries in the world. And it seems that many politicians come to power offering the educational reform to end all educational reform. What seems to be consistent is the need to adapt curriculum innovation to local needs and population.

In the US and UK, education reform has paved the way for schools to design their own curricula whilst still receiving government funding. Charter schools, KIPP schools, Free schools, many are springing up in inner city lower socio economic areas, although they are found in different demographical areas too.

Opinion is divided as to their potential for raising standards of achievement, but they are, nevertheless part of the choice for many families. Private and independent schools have often been at the forefront of curriculum innovation. They have been largely free of national and local education requirements for public or state schools and have been able to adopt and organize a curriculum that meets the needs of their students.

Given the immense diversity of schools around the world, curriculum framework designs have been labeled in many ways as educators decide what is needed for their population. Approaches such as topic based, standard based, skills based, knowledge based, and competency based and so on, fill the world of education curriculum design.

Core knowledge is a very important aspect of curriculum. Being able to understand information will depend on our core knowledge. For example, I may be an excellent reader, but if I read a passage on baseball, my understanding of what I read would be much less than a proficient American reader.

E. D. Hirsch, an American educator and academic, formulated a list of information students need to know at each grade level. This of course, is fine for an American student, but what core knowledge should a child know in an international school such as ours with over 62 nationalities? This example highlights the complexity of curriculum innovation in an international setting and emphasizes the need for cultural knowledge.

Everyone involved in education research and reform agrees that it is crucial for all schools to design and deliver a curriculum that is motivating and raises achievement whilst preparing them for the world around them and beyond. The world around us is changing rapidly and most countries, educational systems and schools are focusing on how education should adapt to the surrounding and future world.

Schools cannot afford to stay where they are relying on a model based on the past. They must be forward thinking. Here is what some leading thinkers are saying:

Andy Burnham, the present shadow education secretary in the UK, recently gave a speech in which he talked about the need for schools to focus on the essential skills students need “to navigate the modern world”.

The NAIS (National Association of Independent Schools) produced a document entitled “A Guide to Becoming a School of the Future”. They say, “(w) e believe that everyone has an obligation to examine the research, ask themselves what schools must do to prepare students for the future, and to adapt accordingly in ways that are consistent with the school’s mission”

At St. John’s we believe that our vision “St. John’s students live our values to impact the world” should be the starting point when researching and exploring curriculum changes, along with our mission, which focuses on personal excellence and individual responsibility.

A team of educators in the Middle School has spent the last year, researching, analyzing and redesigning the curriculum framework for grade 6- 8, drawing on the ideas from some of these leading educational thinkers, and the vision and mission of St. John’s. Our students need to be given the best chance to succeed academically and socially whilst understanding and experiencing the key skills, or competencies; they will need as they move through school and beyond. Three main aims emerged: “Personal excellence, a thirst for knowledge and individual responsibility”

The skills or competencies, which will be core to the curriculum and woven into their subjects and experiences at school, are:

Self-assessor
in health, mind, spirituality and organization

Contributor
through empathy and understanding; making a difference to the surrounding world

Creator
being an innovator, designer and maker of new things

Communicator
with compassion through oral, written, visual, musical, non-verbal and dance

Collaborator
team member; leading and negotiating; sharing

Explorer
showing curiosity, taking risks and experimenting

Thinker
creative, critical, analytical, broad-minded

Personal excellence requires effort and support from students, teachers and parents. Students need to know what is expected of them, where they need to push themselves and how they can fulfill expectations.

This unique framework will enable students to transition smoothly from the PYP, through to the High School. It is based on standards and competencies that will enable our students to “Navigate the modern world”.





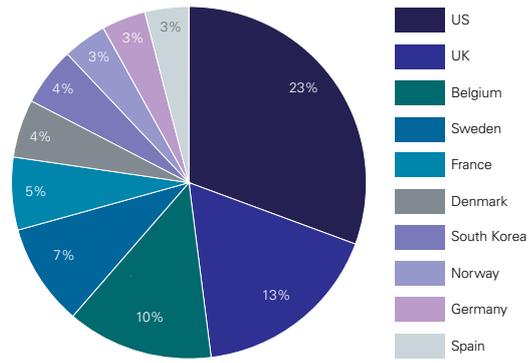
DEMOGRAPHICS

DEMOGRAPHICS

St. John's has a very diverse community, with more than 60 nationalities represented. Please find below statistics that reflect that diversity.

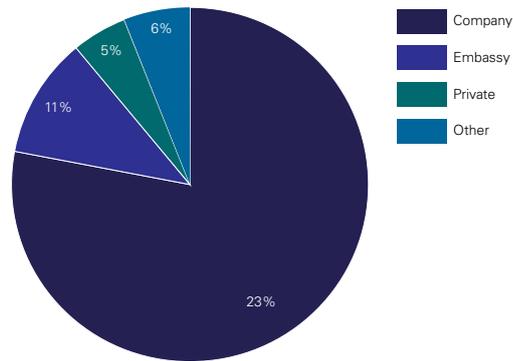
NATIONALITIES REPRESENTED

United States	23%
United Kingdom	13%
Belgium	10%
Sweden	7%
France	5%
Germany	4%
South Korea	4%
Canada	3%
Netherlands	3%
Norway	3%



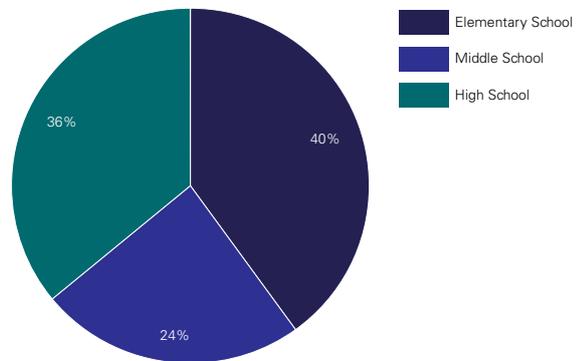
PARENT AFFILIATION

Company	78%
Embassy	11%
Private	5%
Other (EU, NATO, etc.)	6%



SCHOOL ENROLLMENT

Elementary School	40%
Middle School	24%
High School	36%



RELIGIOUS BELIEFS REPRESENTED

St. John's is a school that is based on Christian values, but embraces the diversity and cultural background of all.

Agnostic, Anglican, Atheist, Baptist, Buddhist, Church of England, Christian, Episcopal, Greek Orthodox, Hindu, Jewish, Lutheran, Methodist, Mormon, Muslim, Orthodox, Protestant, Roman Catholic, Unitarian.

NATIONALITIES OF TEACHING STAFF

Austria, Belgium, Canada, France, Ghana, Ireland, Italy, Lebanon, Mexico, Netherlands, South Africa, Spain, Sweden, UK, US.

TEACHER STUDENT RATIO

High School	Middle School	Elementary School	Average
1:8,66	1:10,21	1:8,62	1:9,16

NATIONALITIES OF FACULTY PER SCHOOL (%)

	ES	MS	HS
U.K.	19%	11%	13%
U.S.A.	11%	8%	12%
Belgium	9%	6%	11%
Ireland	3%	2%	3%
Canada	4%	1%	
France	3%		2%
Netherlands		2%	
Spain			2%
South Africa	1%	1%	
Northern Ireland	1%	1%	
Ghana			1%
Mexico			1%
Bulgaria			1%
Sweden			1%
Phillipines		1%	
Lebanon	1%		
Austria			1%
New Zealand	1%		

COMPANIES REPRESENTED WITH MOST STUDENTS

1. United Parcel Service (UPS)
2. UCB
3. IKEA
4. Glaxo Smith Kline (GSK)
5. Caterpillar
6. NATO
7. US Embassy
8. Solar Turbines
9. Doosan
10. European Union (EU)
11. Exxon Mobil
12. Volvo
13. Pfizer
14. DHL
15. BASF
16. AstraZeneca
17. Procter & Gamble
18. Xstrata
19. Swift
20. Solvay
21. EFTA
22. Bristol Myers Squibb
23. WABCO
24. Total
25. Toyota





SERVICE PROJECTS
&
PARTNERSHIPS

SERVICE PROJECTS

St. John's students and teachers are involved in a large variety of service projects in Elementary, Middle and High School. Please find information on these projects below.

HIGH SCHOOL

GLOBAL ISSUES NETWORK

The Global Issues Network worked hard last year analyzing the electricity usage, water usage and the recycling program within the school and researching ways to make us more green. They have developed several concrete proposals and are working to get their strategies approved by the school administration. In addition, they have undertaken fundraising to aid the Médecins Sans Frontières 'Plumpy Nut Program' as well as supporting the construction of a school in northern Ethiopia.

MAINS TENDUES

Mains Tendues Holiday Party is an annual event held in Waterloo for children of the community and senior citizens who live in the local care facility. Twenty-five St John's students worked for several weeks raising funds for gifts for the children and for party decorations.

Pot luck lunches and candy sales provided most of the funding for the project. The students were able to supply several dozen toys and games as prizes for the games at the St Nicholas Party.

On the day of the event, students arrived early in the morning to decorate the hall and cafeteria. During the Party they played games, painted faces, and sang carols for the residents of the home, and helped with the clean-up following the party.

This was a great opportunity for St John's students to make an impact in our local community.

MURAL PROJECT

Last year HS students designed and executed a mural project based on a typographic wall of words that had been suggested by parents for the HS/MS library.

This year we are planning a mural for the school chapel initiated by elementary teacher Joy Gillman based on designs created by elementary students which will be interpreted, enlarged and painted on the walls by HS students. The theme the elementary students will be given is flowers, plants or trees that represent or are associated with the countries that the students are from. These will form a series of designs painted in a pale outlines on the chapel's walls, like line drawings in a herbal or plant compendium, and they will represent the schools global cultural and religious diversity through the metaphor of bio-diversity whilst symbolizing the unity and beauty of nature and the cosmos.

AMNESTY INTERNATIONAL

Amnesty international at St. John's has the mission of raising awareness within the school community about human rights issues around the world. This year, the group was especially creative in their efforts. They constructed a jail cell on c-level to draw attention to the plight of political prisoners, they had a beard growing fundraiser, and they prepared a challenging presentation on spousal abuse during a school assembly.

ANNAI ERICA

The Annai Erica Home Committee serves an orphanage and school in Trichy, India. The committee consists of senior students who are responsible for the well-being of 75 children at the Annai Erica Home. Last year students met weekly and reflected on the nature of charity work, the limitations of simply donating money, and the responsibility of informed development, while discussing plans for supporting this senior charity as well as the relevance of public relations. The committee is student led as are all the activities undertaken, hence the development of leadership

skills and learning financial responsibility are important parts of the activity.

In this context students raised funds to provide a nutritional program for the Annai Erica children: a daily glass of milk and a vitamin once a week. Students created their own plans and raised money with presentations at school events,



selling Annai Erica Home bracelets, face painting at Family Day, organizing an international lunch, holding bake sales, staging the ‘Semi-Formal’, and seeking new sponsors. Sponsors ‘adopt’ a child and donate a monthly amount covering room and board, medical care, and tuition. Proceeds from the Chamber Concert were donated to Annai Erica as well. That the work of the committee carries on beyond High School is evident from, for example, the visit of David Oster Pederson, a St. John’s alumnus who visited the orphanage and came to share his pictures and findings with the committee. The final result of all the activities was an amazing 11,500 euro raised for the children of the Annai Erica Home!

BUS MONITOR PROGRAM

The Saint John’s Bus Monitor Program encouraged and supported high school students to demonstrate responsibility and companionship to the younger members of the community. During the year long program, the bus monitors participated in – going workshops and meetings, designed to assist these young people to perform their role to a high standard. Training occurred with visits by the police department, the school nurse, the school security coordinator, as well as the bus facilitator. Through the commitment and dedication of our high school students in this program, our school was able to manage fourteen bus routes in a safe and efficient manner. These Bus Monitors served as care-takers for the other students using this service and as point of contact for the parents who wanted assurance of their child’s safety.

FRIENDS OF THE LIBRARY THEATRE TECH

A group of students dedicated hours and hours of service throughout the year to make sure that all of the technical aspects of the PAC were prepared for the various performances and productions. This included lighting, sound, stage management, prop organization, etc.

ALSEMBERG REFUGEE CENTER

During 2010/11, a group of 11th graders (and their advisors) have been planning a class service project to provide an evening of activities and entertainment for the residents of the Alseberg Refugee Center. On February 23rd, over 20 St. John’s students took a bus to the center armed with separate activities for the men, women and children and a full blown rock concert for the entire community. By the end, adults and children alike were on their feet and dancing together in front of the stage. It was truly moving to see the joy on the faces of the refugees and our students at the end of the

night. After this experience, students continued visiting the center to do activities with the children and also renovated the fitness room by painting and installing new work out equipment.

MAKE-A-WISH

The Make a Wish group followed up on the wish that they had “granted” the year before by making a photo album for the family of the boy whose room they decorated to remind them of the experience and the fun they had working together. They held regular fundraisers including cup-cake sales, pie eating contests, hot chocolate days, etc.

RED CROSS

During 2010/2011, Red Cross was one of the largest and most active groups within the HS. The club hosted regular “International Lunches” to raise money to support the Red Cross and concluded the year by sending a group of around 20 students to visit a Red Cross Nursing home. The students spent several hours visiting the elderly, listening to their stories, and just being present. In all the group raised well over 1000Euros.

GIRAFFE PROJECT

Last year, one of the main focusses of the Giraffe Project was a project called “Save Mathilda.” Mathilda is a young girl in the slums of Kenya who was in dire need of an operation that she could not afford. Several St. John’s students met Mathilda during their trip to Kenya the previous summer and decided that helping her was a great way to put a personal face on the project. Through their fundraising efforts in bake sales, charity concerts, and other events, the group was able to pay for Mathilda’s operation.

PROJECT COMPASSION

In the Spring of 2011, 50+ students and leaders from St. John’s and surrounding Brussels

communities, traveled to Albania on our Annual Project Compassion Trip. During this service trip our students were able to work with a charity called Alongside You, whose main purpose is to bring quality health care to impoverished areas. The main projects included building and renovating medical facilities. Our students not only aided in providing substantial health care, but also built long lasting relationships with the Berat, Fushe Peshtan & Lybesh, Albanian communities.

NATIONAL HONOR SOCIETY PEER TUTORING

NHS students have organized free peer tutoring for a wide range of subjects. This tutoring has been made available to all High School students. It has been offered for students in need of any length of tutoring. Students in need of tutoring have contacted the group and arranged a time to meet with a tutor.

MIDDLE SCHOOL

LET’S MAKE A DIFFERENCE DAY

Let’s make a difference day is held in 6th grade every year. The students take part in workshops in the morning which included:

‘The Streets of Calcutta’—the students try to survive by making and selling paper bags out of old newspapers and magazines that they find on the floor – this gives them the appreciation of what they have and gets them to think of ideas of how to help others.

‘The Coffee Game’—the students take part in a bargaining game about who should have the profits made from a jar of coffee and realise that the growers are dealt with VERY unfairly – this leads to a discussion about fair trade goods.

‘World Problems’—The students make posters about the main problems in the world and discuss if there is anything they can do to ‘make a difference’.

‘Friendship Bracelets’—the students make bracelets that they then sell throughout the school – all profits go to Oxfam.

In the afternoon the students watched the movie ‘Pay it forward’.

Following on from that day each advisory chooses projects in which the students can ‘make a difference’. The classes collect loose change and send it to Oxfam. A very successful environment project last year was the planting and growing of vegetables that were cultivated and eventually made into a soup which was served in the cafeteria. Plants were also grown and pots painted and decorated and again sold with profits going to Oxfam.

RETIREMENT HOME VISIT

Grade 7 students visited and helped out at a local retirement home and does a “silent day” for Free the Children.

IRSA VISIT

Last year, Middle School organized a cross-curricular project with Art and French classes. The students learned how to make tactile books for the visually impaired students of IRSA. In French class St. John’s students wrote the texts and in art class they made the illustrations. An exposition of the tactile books was staged at the same time as the Christmas liturgy.

ELEMENTARY SCHOOL

MALA

Through various fund-raising activities, such as bake sales, book sales and after-school organized activities, the Elementary School students sponsor Indian children through this non-profit association which was founded in November 1994. The objective of MALA is to help underprivileged children in India. Projects include the construction and financing of a school for poor children.

OPERATION CHRISTMAS CHILD

The Elementary School students are invited to prepare a shoebox filled with toys, hygiene items, school supplies and other small gifts for less fortunate children across the globe. This activity helps remind students of the true meaning of Christmas. Introduced to Elementary School a few years ago, this “operation” has been established for more than fifteen years.

GIRAFFE PROJECT

Founded by International School teachers, the Giraffe Project is a UK registered charity which provides educational opportunities for children and young people in deprived areas of Nairobi. The Elementary School students participate in various fund-raising activities such as activity evenings, library lock-ins and sponsored swims.

PARTNERSHIPS

PARENT TEACHER PROGRAM

by Wendy Farha

The beginning of the new school year brings with it a renewed sense of purpose in every nook and cranny of St. John's School. The year past was also one of great change in our school and the PTP committee has observed with delight the achievements of our students, staff and faculty.

Many projects and philosophies implemented to refresh and improve our learning environment have been realised and are already in practise, and there is a tangible excitement rippling through our community. Everyone in the PTP volunteer organisation is ready to get started on what promises to be a great year of fun, creative events for your calendar.

The PTP mission for 2011-2012 will be to continue its program of donations to designated school projects which last year included the cutting edge installation of the projector and screen in the PAC and the Library Fund, as well as a myriad of school wide, teacher-led initiatives which all serve to enhance the rich tapestry of our students international education.

Predominantly, the PTP will look to support the continued attention to our children's individual educational journey that sits at the forefront of the St. John's International School experience. It is this that motivates us as parents to volunteer time, expertise and commitment in our fundraising efforts.

The PTP looks forward to actively promoting and living the values and mission that have evolved from our Ignatian heritage, but most importantly we look forward to working with our strong family community.

ATHLETIC BOOSTER PROGRAM

by Felicity Koval

The Boosters program had another very successful year. We are pleased to say that we had an increase in the number of volunteers helping which is a demonstration of the strong support for what the Boosters program tries to achieve.

Over the course of the year, Boosters distributed the funds raised by:

- Purchasing weight room equipment
- Purchasing records boards for track and swimming
- Purchasing portable bleachers for softball and soccer
- Purchasing softball dugouts
- Providing pizzas at the Middle School awards night
- Making a donation to the Middle School's charity of choice
- Purchasing Middle School basketball uniforms
- Provided Elementary School playground equipment
- Purchasing T shirts for the Christmas basketball invitational
- Provided gifts for senior athletes

Boosters hosted a number of school community events such as send-offs for students competing at the ISSTs, a tennis tournament and a Royal wedding afternoon tea. We also help with the school Gala.

Boosters provide concessions every school day afternoon and at all the games played at St Johns. These services are enjoyed by all in the school community and have resulted in an increase in funds to be invested back into providing resources for all students.

I wish to thank everyone involved in the Boosters program as the program's success is due to the generosity of all the people that volunteer their time. I would also like to wish the new President Michelle Nelson all the best for the coming year.

ART SUPPORT PROGRAM

by Anja Van Assche

The Art Support Program had a very exciting 2010-2011 year, filled with fundraising and support activities for the Visual & Performing Arts at St. John's.

Our main fundraising activities were the Middle School Spaghetti Supper, our ASP bars providing drinks and snacks at intermissions of all Visual and Performing Arts events in the PAC, and the vernissages of the Art exhibitions at the school.

The money raised has all been reinvested in the same year, so that the current student body could benefit directly from the projects sponsored. We donated towards the new PAC projector and bought decoration for events, art equipment to attach and present art work, and frames and plaques for art work on display around the school. Our major contribution was the purchase of theatre equipment for the school, among which we bought a grand piano, lights and microphones, a blackbox theatre for Elementary, Middle School and High School, a brand new sound board for the PAC, theatre costumes, and a car that can be brought on stage for theatre performances. Beside purchasing equipment, we also sponsored creative workshops throughout the school, such as there were the Song Composition Workshops in Elementary School, and the Shakespeare Theatre Workshops in Middle and High School. And last but not least, we sponsored field trips and performing arts productions.

Besides the fundraising activities, the ASP parents and teachers joined hands to support the Visual & Performing Arts Activities at the school in many other ways.

We offered drinks and snacks at the vernissages, set up a booth for the St. John's artist community at the Christmas Bazaar, decorated the PAC for the Christmas Concert, and brought a car on stage for the High School Musical Grease.

Building on the work of previous ASP committees, we were proud to present the very first Rita Greene Award – in memory of Rita Greene - to Gabriella Nugent, in recognition of her creative potential and her leadership qualities, her commitment to pursue a career in the arts, as well as her exceptional contribution to the Visual and Performing arts in St. John's International School.

PEOPLE CARE PROGRAM

St. John's launched the CARE program in the fall of 2010, to communicate our expectations in the area of customer service for staff, parents and students:

We communicate

We assist

We respect

We encourage



Training sessions were held to introduce the CARE concept to staff. People Care was then introduced to all parents and students in various ways, from discussions, movies related to the topic, posters in the classroom, bracelets for students to other activities.







OPERATIONS
AND FINANCIAL
INFORMATION

OPERATIONS

by Adrian Bowcher, Business Manager

The operations of a school provide support for services to ensure great education is possible. At St. John's, our commitment to operational excellence drives every decision.

BUSING

We have spent a lot of time behind the scenes changing the bus contracts to better serve our families. We have brought two new companies into service the routes. We have a specific contract per Bus Company per route with a range of Service Level Standards that we did not have before. We hope to introduce further initiatives over the following year.

FINANCE

We continue to work hard on increasing efficiencies in the running of the school which can then be reinvested into the learning program. We introduced Asset Replacement Program, a long term plan to replace the assets which help the school run. You will, for example, see about 12 classrooms with new furniture this new year, and the roof to the High School was replaced during the summer.

PROCUREMENT OFFICE

A centralised procurement office was set up to service the purchasing of the whole school for the first time. Last year, we started a program to become more efficient with our purchasing, reviewing all contracts as they come to expiry/renewal and reviewing our Supplier procedures.

INFORMATION TECHNOLOGY

The previous year's investment into IT infrastructure allowed huge growth in hand held devices. We went from no students having their own computer to 6 grades having netbooks in one year. Active boards are in almost all bar the last few classrooms now. A new movie quality projector and screen has been installed in the Theatre.

RENOVATION OF ELEMENTARY SCHOOL D-LEVEL

The renovation of Elementary School D-level took place over the summer of 2011. These improvements enhance the learning environment for the students and staff in that part of the building, which now houses the three 5th grade classrooms and all Elementary School French classrooms.

We continue with our short and medium term plans in the above and other business areas such as Human Resources and Accounting to bring a culture of Customer Service Excellence to the heart of our operations.

BALANCE SHEET 2010-2011

INCOME	
Gross Academic Year Tuition fees	23,020,365 €
Registration Fees	233,000 €
Busing income	724,856 €
Catering Income	295,715 €
Non Curricular income	103,125 €
	24,377,061 €

EXPENDITURE		
		Percentage of income
Faculty and Direct Teaching Expenses	-16,438,352 €	-67%
Faculty Students and Financial Aid	-2,195,779 €	-9%
Property operating expenses	-965,104 €	-4%
Administrative Expenses	-1,230,859 €	-5%
Depreciation	-1,230,859 €	-5%
Net Interest payable	-276,026 €	-1%
Property purchase, Debt repayment and Capital Expenses	-1,815,188 €	-7%
	-24,152,168 €	-99%

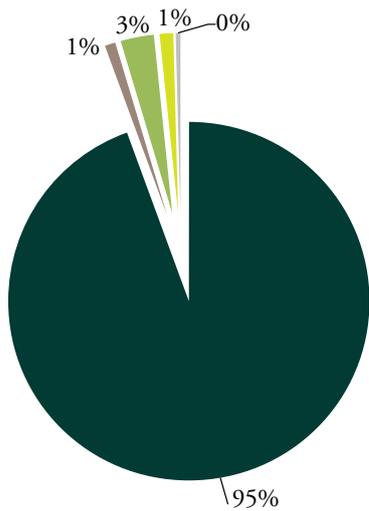
STRUCTURE FOR TAX-DEDUCTIBLE DONATIONS

In early 2010, three St. John's parents established a fund within the King Baudouin Foundation, entitled, 'Fund Friends of St John's International School'. When donors give a minimum of €30 to the fund account, they receive a tax certificate which can be attached to the donor's annual Belgium tax statement so offsetting their Belgium tax contribution. Indirectly, donors can be sure that their money is used wisely and St John's will benefit from the recognition and greater visibility that participation in the King Baudouin Foundation achieves.

In addition, St. John's has a Foundation in the United States, the St. John's International Foundation, which is recognized by the U.S. Internal Revenue Service as a charitable organization and is tax-exempt under section 501(c)(3). Gifts are tax-deductible for U.S. taxpayers to the fullest extent of the law.

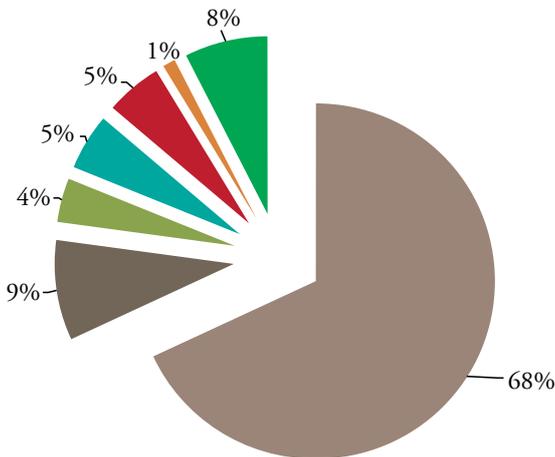
These foundations provide the structural framework for fundraising activities for St. John's International School.

DISTRIBUTION OF INCOME AND EXPENSES



INCOME

■ Gross academic year tuition fees	95%
■ Registration fees	1%
■ Busing income	3%
■ Catering income	1%
■ Non curricular income	0%



EXPENSES

■ Faculty and direct expenses	68%
■ Faculty students and financial aid	9%
■ Property operating expenses	4%
■ Administrative expenses	5%
■ Depreciation	5%
■ Interest (net) payable	1%
■ Buildings purchase and capital expenses	8%



ST. JOHN'S INTERNATIONAL SCHOOL

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