

## Réunion Direction-APE : Compte rendu

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### Participants

- Madame Ouardda Roubi-Gonnot, Provisseure
- Monsieur Antoine Pelon, Provisseur adjoint
- Monsieur Khalil Cheikh, Secrétaire general
- Madame Aurélie Exbrayat, Directrice de l'école primaire
- Madame Marie-Sophie Tar, Présidente de l'APE
- Madame Florence Lopez, Secrétaire et Responsable Conseil d'établissement de l'APE

**Date :** 4/03/2026

**Lieu :** Lycée Vincent van Gogh, Salle 44

### Agenda – Secondary School (Lycée)

- AEFÉ Reform and School Strategy
- APE survey on parents' expectations and feedback

### Management is developing an action plan to deal with:

- The AEFÉ reform
- The decrease in student numbers

The AEFÉ will soon send a roadmap to the school, the result of joint reflection between the management and the AEFÉ.

### The main points are:

- A **strengthened multilingualism**, with the **teaching of LVB (German or Spanish) starting in 6ème**. This approach is being implemented because French-English bilingualism is no longer sufficient to be competitive in the job market. **English teaching will be better valued but will not undergo major changes**, as **students already reach a fluent / bilingual level in English in middle and high school with the current teaching**. It is important that parents of primary school children be reassured on this point. Indeed, between 30 and 40% of students continue their studies in the Netherlands, mostly in English-language programs. **Reflection on the teaching of Dutch** could lead to adding this language as LVB, but this remains to be studied. There are notably **significant challenges in recruiting Dutch teachers, and demand from families is uncertain**.

- The **opening of a Very Small Section (Toute Petite Section)** is being considered but not yet confirmed. The AEFÉ has asked the management to reflect on this possibility.
- **The pedagogical structure will be modified to adapt to the decrease in student numbers, maintain the quality of education and ensure the financial balance of the school.** The main impact for next year is the **closure of classes** in primary and secondary. The demographic decline is one of the causes of the decrease in student numbers: the municipality of The Hague has confirmed that new arrivals of expatriates (all nationalities combined) have decreased by 9% in The Hague, 4% in Rotterdam and 18% in Leiden. Reminder: At the lycée, 70% of students are French, 5% Dutch and 25% other nationalities.

A reflection is also underway to optimize spaces. If space is underused due to the decrease in student numbers, how could it be made profitable through other activities?

A market study, funded by the Foundation, is being considered to specify the actions that will make it possible to achieve these objectives.

Management is also working with the Foundation on a project to improve outdoor spaces (playgrounds). A redesign of the playgrounds is being studied.

Management furthermore proposes to organize four joint lycée-APE conferences per year, in the format of the one organized by the APE in January on screens with Dr. Osika, 2 on the initiative of the APE and 2 on the initiative of the lycée.

In addition, Management and the APE will identify actions / interventions so that parents can share their experience at the lycée (website, open days) and identify parent ambassadors.

In conclusion, **the main objectives** are:

- Contain the decrease in student numbers
- Adapt the pedagogical structure to student numbers and the AEFÉ reform
- Ensure the quality of education and guarantee the attractiveness of the lycée

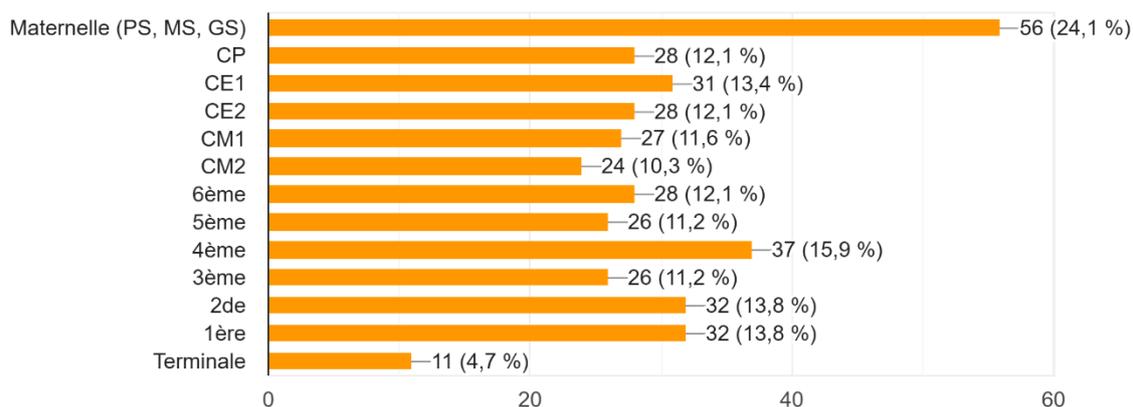
## APE Survey

The APE presented the results of the survey conducted among parents in January and February 2026, which received 232 responses. Here are the main points:

**All classes are represented in the responses, from Petite Section to Terminale.**

En quelles classes sont scolarisés vos enfants ? / In which classes are your children?

232 réponses



The four themes of the survey:

- **School in general** – 119 responses to open questions
- **Languages** – 128 responses to open questions
- **Buildings and equipment** – 111 responses to open questions
- **Teachers and management** – 108 responses to open questions

### Ranking of questions in order of importance

(by adding the percentage of responses rating the point as essential or very important)

|   | Question                       | essentiel | très important | essentiel + TI |
|---|--------------------------------|-----------|----------------|----------------|
| 1 | Very good level                | 69%       | 28%            | 97%            |
| 2 | Happy child                    | 75%       | 20%            | 95%            |
| 3 | Teacher quality                | 62%       | 30%            | 92%            |
| 4 | Bullying                       | 64%       | 28%            | 92%            |
| 5 | Teachers valued and motivated  | 64%       | 28%            | 92%            |
| 6 | Teachers listen to my children | 66%       | 25%            | 91%            |
| 7 | Speaks English fluently        | 55%       | 36%            | 91%            |

|    |   |     |     |     |
|----|---|-----|-----|-----|
| 8  | Can study after the Bac in English      | 60% | 30% | 90% |
| 9  | Communication with teachers             | 47% | 41% | 88% |
| 10 | Languages                               | 46% | 40% | 87% |
| 11 | Choice of post-Bac studies              | 51% | 34% | 84% |
| 12 | Level of French like in France          | 53% | 31% | 84% |
| 13 | Management/teacher relations            | 36% | 44% | 80% |
| 14 | Teachers listen to me                   | 43% | 37% | 80% |
| 15 | Phone restrictions                      | 52% | 25% | 76% |
| 16 | Management/APE relations                | 34% | 43% | 76% |
| 17 | Communication with management           | 38% | 38% | 76% |
| 18 | Management listens to me                | 40% | 35% | 75% |
| 19 | High level in science                   | 28% | 44% | 73% |
| 20 | Teacher/APE relations                   | 30% | 42% | 72% |
| 21 | High level in humanities                | 21% | 47% | 68% |
| 22 | Choice of Bac specialties               | 29% | 40% | 68% |
| 23 | Playgrounds                             | 32% | 36% | 68% |
| 24 | Parent-teacher meetings                 | 34% | 34% | 68% |
| 25 | Orientation for post-Bac studies        | 31% | 36% | 66% |
| 26 | Attractive, pleasant and clean building | 22% | 40% | 63% |
| 27 | Free choice of options                  | 24% | 38% | 62% |
| 28 | IT equipment                            | 23% | 37% | 60% |
| 29 | Euro section                            | 24% | 36% | 59% |
| 30 | Gym                                     | 18% | 37% | 56% |
| 31 | Extra-curricular activities             | 19% | 36% | 54% |
| 32 | No need for a computer before première  | 24% | 28% | 53% |

|    |                                  |     |     |     |
|----|----------------------------------|-----|-----|-----|
| 33 | French model                     | 22% | 28% | 50% |
| 34 | BFI section                      | 19% | 24% | 43% |
| 35 | Can study after the Bac in Dutch | 23% | 20% | 43% |
| 36 | Art equipment                    | 11% | 31% | 42% |
| 37 | Can speak Dutch fluently         | 20% | 22% | 42% |
| 38 | Musical instruments              | 10% | 25% | 35% |

### Recurring themes in open responses

(The question “What are your points of satisfaction and your suggestions for improvement?” after each theme and “Do you have other ideas to improve the attractiveness of the lycée français ?” at the end of the survey.)

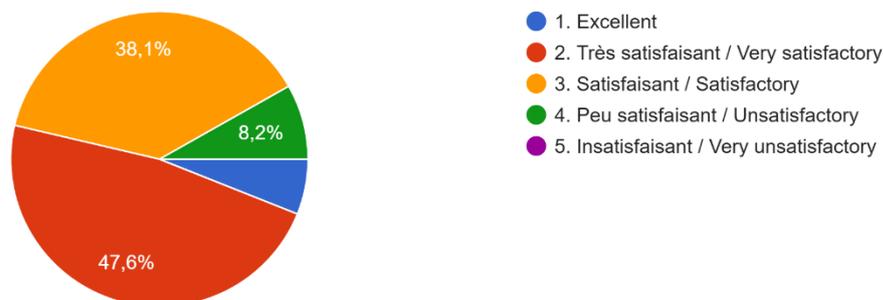
- **Teaching of English and Dutch**, with many comments on the low quality of Dutch teaching. It is important to note that the teaching of Dutch is mentioned very frequently in the open-ended questions but receives a relatively low score in the multiple-choice questions (see the table above, where questions related to Dutch rank 35th and 37th out of 38).
- **Bullying**, safety/security, especially in playgrounds / during breaks
- **Teacher absences and catching up lessons**
- **Playgrounds** (nursery, primary, middle, high school)
- **Communication from / with management**
- **Disparity in teacher quality**
- **International openness**: culture, exchanges/partnerships, sports tournaments
- **Aging, unattractive building**
- **Cleanliness of toilets**

## Overall satisfaction

The survey shows that **86% of parents find the lycée very satisfactory (48%) or satisfactory (38%).**

Votre appréciation globale du lycée aujourd'hui / Your overall score of the school today

231 réponses



## Actions to be considered

The APE also submitted avenues to be explored as part of the action plan:

### 1. Teaching, Bullying, Openness

- **Maintain teacher quality** – Identify risks linked to the reform and measures to address them
- **Absences and catch-up** – Identify measures to reduce lost lessons and recover them
- **Disparity in teacher quality** – Identify and share best practices
- **Bullying, safety/security**, especially in playgrounds/during breaks: this point comes up very often; **incidents must be reduced and problems handled more effectively; communication with parents is essential**
- **International openness** – Better promote what already exists and strengthen it

### 2. Languages

- Find ways to meet parents' expectations for English learning, especially in primary
- **Rethink Dutch teaching** – What are the objectives of Dutch (NL) classes? Which students are they intended for? How should this teaching be adapted to achieve the objectives for different students?
- Communicate actively with parents on this topic

### 3. Communication

- **More communication on the very good level of the lycée and the quality of French education vs other systems:** this is the most important criteria
- **Identify how the lycée can better highlight the singularity and key advantages of the French educational model (content and methodology):** a comprehensive

curriculum providing access to a wide range of specializations, critical thinking, analytical skills, methodology, structure, broad intellectual training, and an overall capacity for analysis.

- Better communication on students' English level
- Organize events for parents to observe this level of English
- **Improve communication between management and parents** – more transparency, information, goodwill
- Address bullying issues and other incidents (during breaks) with primary parents
- **Bilingual communication with parents**

#### 4. Buildings

- **Playgrounds** – frequently mentioned point, for all levels; possibility of renovations with the Foundation?
- **Aging, unattractive building** – implement low-cost aesthetic improvements (plants, student artwork, murals, cafeteria/common areas)
- Improve toilet cleanliness

Following the meeting, the APE also shared anonymized verbatim responses to further support the reflection on the action plan.