

2010-  
2011

# Annual Report



Lycée Condorcet  
The International  
French School of  
Sydney

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# Annual Report 1

## Messages from key school bodies

### *Message from the President of the School Board*



This 2010- 2011 Annual Report outlines another successful year at the International French School of Sydney. It is the result of much hard work and dedication by the school community – teachers, staff and parents all working to ensure our students have the knowledge and skills to achieve their aspirations - whatever they may be.

During this year we successfully completed the building of our new gymnasium and refurbishment of class rooms. This has been made possible by grants received from both the Australian (BER) and French Governments for which we are grateful. We are now in the planning stages of extending the school canteen with a grant from the French Government.

The role of the Board together with the Principal is to:

- ensure the long term financial sustainability of the school
- set and maintain the long term vision, strategies and governing policies, and
- ensure the school has the resources it needs to continue to deliver our unique educational offering.

The Board has undertaken some critical work during 2010/2011. Key activities include:

- Consolidation of the new governance structures and processes
- Completion of a draft school Constitution to be considered by the AGM in October 2011
- The revision of the AEFÉ Convention to signed in October 2011
- Development of a financial plan for the school for the next 4 years
- Finalisation of a 5 year building and maintenance plan to ensure the school premises remain safe and secure for our staff and students.
- Continuation of an education and communication strategy to inform the school community on our current and future challenges. We held 15 seminars attended by over 400 parents and staff, distributed fact sheets and Q&A booklets and posted extensive information on the schools website.

This intensive work has required the Board to meet on 16 occasions including our inaugural Joint meeting with the Conseil d’Etablissement. .

It is by working in partnership that our school will continue to develop capable students who appreciate different cultural values and ultimately make a valuable contribution to their community.



Kerry Boland  
President

### *From the Principal*



The past year has been a busy one indeed at Lycée Condorcet! Within our established academic structures, new pedagogical projects, a focus on developing sports and newly constructed areas around the school have combined to shape the current climate of excitement, change and enterprise.

The construction and refurbishment of many areas around the school, both indoors and outdoors, have not only beautified the school, but have allowed for new technological changes to be implemented. Both teachers and students are benefiting from improved classrooms and learning facilities and needless to say, our new gymnasium is quite an imposing structure!

The execution of the Sports Sections has been quite a success! So many students are actively participating at the competitive level in swimming, badminton, surfing, judo and tennis and the school is proud of their achievements. We particularly thank Mr. Giraud and Mr. Kavala for their dedication and tireless efforts in making this program so such a success and we look forward to continued triumphs in the future.

We are now seeking to develop our creative and performing arts program at the school which will cater for those students wanting to pursue their talents in music and/or art. The school has just purchased its first grand piano and although the program is still in a developmental stage we anticipate strong student involvement in both music and art in 2011/2012. We extend our thanks to Mr. Wunderwald, Ms Berkon and to Ms. Freiinger for their staunch commitment to the creative and performing arts program.

Lycée Condorcet is a unique school: one that is essentially French in its academic tradition and values, but one that is growing within this local Australian context. This

blending of both cultures is unparalleled anywhere else in the world and we are proud of our distinctive school with all its idiosyncrasies.

Personally, I would like to thank all the teaching and non-teaching staff at the school for their continued support and diligence.

Mahdi Tamene  
Principal

### ***From the Student Council***

The 2010-2011 school year at the International French School of Sydney is coming to an end once again, and there have been many great events to look back on.

The opening of five different sport sections: including swimming, surfing, badminton, tennis and judo, highlights this year. Indeed, the older badminton and tennis players were recently examined as a part of their final assessment with excellent results. On another note, the students from the surfing section had the chance to be part of an exchange with surfers from the Reunion Island and visit their home in March after having hosted them earlier in the year. Similarly, the swimmers were able to participate in an international race during the April holidays in New Caledonia, where one of our very own teachers was selected for the semi-finals. The new gymnasium is also now finally open to classes, to everyone's great enthusiasm.

Moreover, regarding student travels, the annual trips to China and Canberra were open to all Year 10 through 12 students on the one hand, and Year 8 students on the other. The Milson Island camp trip was also organized for the younger children.

In terms of community service, a school-wide charity drive was also organised at Christmas to collect food, toys and clothes to donate to various charities, including the Salvation Army. This was a great success and the Kindergarten B class won a day-trip to Maroubra beach as a reward for collecting the most items.

We also had the chance hear Clotilde Hesme speak of her experiences as a renown actress as she was in town to promote her new movie, *Angèle & Tony*. For the third year in a row, we welcomed the group of *Terre de Talents*, 5 students travelling around the world to inform high-schoolers in French Lycées in foreign countries about the different choices and opportunities the French educational system had to offer. For a week, they held seminars and workshops, particularly benefiting our Year 12 students.

Finally, we celebrated the Year 12 graduation for the second year in a row with a ceremony including distinguished guest Michael Daley MP, followed by a dinner at Centennial Parklands Restaurant.

At the close of this eventful year, we now await the end of year exams for Troisième (Year 9), Première (Year 11) and Terminale (Year 12).

Alice Finidori  
School Captain

# Annual Report 2

## Student performance in state-wide tests and examinations

### French Baccalaureate

In 2010, 19 students sat for the French Baccalaureate in 12 courses. In total, 52% of candidates across all courses achieved marks of 14.9/20 or more with 10% of these placed above 18.0/20.

In general, student achievement was at or above the international average. This has been a consistent trend over the years.

*Table A: French Baccalaureate Examination results*

Subject	Year	Number of Students	% <14.9/20	% >15.0/20
Section S	2008	6	3	3
	2009	8	4	4
	2010	10	4	6
Section ES	2008	8	5	3
	2009	12	10	2
	2010	9	5	4

### International Baccalaureate

In 2010, 11 students sat for the International Baccalaureate Diploma in 18 courses. In total, 100% of candidates across all courses achieved marks of 24/45, thereby leading to the award of a bilingual diploma. In general, student achievement was at the international average.

*Table B: International Baccalaureate Examination results*

Subject	Year	Number of Students	Grade 1 (min) to 4	Grade 5 to 7 (max)
Group 1	2010	12	5	7
Group 2	2010	14	0	13
Group 3	2010	13	6	7
Group 4	2010	15	10	5
Group 5	2010	11	5	6
Group 6	2010	2	1	1

### The Brevet

Students performed at or above state level in the Brevet tests. 55% were placed above 14/20, 45% were placed below 14/20. This is consistent with results in previous years particularly in Mathematics and History.

**Table B: Brevet Results**

Subject	Year	Number of Students	% <14/20	% >15/20
French	2008	26	11	15
	2009	28	22	6
	2010	22	12	10
Mathematics	2008	26	10	16
	2009	28	13	15
	2010	22	8	14
History	2008	26	16	10
	2009	28	14	14
	2010	22	14	8

### Literacy & Numeracy Assessments

Performance on NAPLAN, PISA and TIMSS are documented on the *My School* website: <http://www.myschool.edu.au>.

# Annual Report 3

## Senior Secondary Outcomes

In 2010, 0% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage
2010	French Baccaalaureate	63%
2010	International Baccaalaureate	37%
2010	VET Qualification	0%

Senior secondary outcomes are **not documented** on the *My School* website. (<http://www.myschool.edu.au>)

# Annual Report 4

## Professional learning, teaching standards

The following professional development activities were undertaken by staff throughout 2010/2011:

Description of Professional Development	Number of Teachers Participating
Conferences (various national and international conferences)	4
First Aid	28
Child Protection	27
Professional development (various workshops)	82
IB professional development	6
OHS	85
NSW Teachers Institute teacher accreditation	4
Travel, accommodation and other expenses	28
Total Cost	\$41,442.45

The average expenditure per teacher on professional learning in 2010/2011 was \$157.98

## Teaching Standards

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	69
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

# Annual Report 5

## Student attendance, retention rates and post school destinations

### Student Attendance

For Student attendance rates, please refer to the school's data on the *My Schools* website: <http://www.myschool.edu.au>

Year Level	Attendance Rate %
Kindergarten	95.31
Year 1	97.60
Year 2	97.07
Year 3	97.36
Year 4	97.63
Year 5	91.94
Year 6	98.37
Year 7	98.63
Year 8	97.23
Year 9	98.17
Year 10	97.82
Year 11	96.75
Year 12	97.79

97.05% of students attended school on average each school day in 2010. This was similar to the daily attendance in 2009.

### Management of non-attendance

The school implements a strict policy and procedures for the management of non attendance. The staff at 'Vie Scolaire' is responsible for taking the class roll every morning and afternoon (after lunch) and they call parents either at home or on their mobiles to ask for a verbal justification of their son's/daughter's absence.

The staff at Vie Scolaire also follows up where written explanation of absence is not received from the parents. Absences are monitored closely and as such, there has never been any reason to hold meetings with parents to resolve non attendance issues. Mandatory reporting procedures apply where absences are extended or where the child may be at risk.

### Student retention rates and post school destinations

100% of the 2007 Year 9 Brevet cohort completed Year 12 in 2010. The retention rates over the past two years have remained the same. Based on the information provided to the school when students leave, it would appear that only a minority of the students who leave the school at the end of the school year do so because of family circumstances. Students who left school at the end of Year 12 following the completion of their school education continued on to University.

# Annual Report 6

## Enrolment policy

Lycée Condorcet is a comprehensive Preschool –12 School that aims to provide an international education for its students, imparting knowledge and understanding of the world we live in, and recognizing the importance of ethical qualities in every sphere of learning. The School operates within the policies of the NSW Board of Studies. Applications are made for students to be enrolled. Offers are made to students and the expectations of the School that are required to be complied with in order to maintain enrolment is then outlined.

### ***Enrolment Procedures:***

#### **PRESCHOOL:**

We take children from 3 years old.

We have a waiting list for Preschool “petite” (3 to 4 year old) and “moyenne” (4 to 5 year old) sections. It is therefore essential to place your child’s name down on this list before going ahead with the enrolment. As soon as a place becomes vacant, parents will be informed according to their children's place on the list.

You can obtain the waiting list application form either by downloading it from our website or you can contact us. A payment of \$ 150 is required with this form as well as a copy of child’s identity (birth certificate or passport).

#### **PRIMARY (Kindergarten to Year 5) & SECONDARY (Year 6 to Year 12 & IB)**

We have no waiting list for these classes.

You can either download the enrolment form from our website or contact us.

The entry fee of \$1000 is payable when an application is lodged. The following documents are also required:

- Photocopy of child’s identity (passport, birth certificate or identity card)

For primary classes:

- current school report which also states the child’s admission in the appropriate class

For secondary classes:

- latest 3 school reports
- "Exeat" (leaving certificate from previous school) to be handed in on the first day of school at the latest
- Copy of visa of entry in Australia when applicable

Important: Only students accompanied by their parents/guardians can be enrolled in our school. The school is only able to accept students with student visas in a very limited number of cases: the students must be in either their 11<sup>th</sup> or 12<sup>th</sup> year of secondary school, are not accompanied by their parents and stay with a host family. All other students must have an adequate visa from the Australian authorities. However, please note that the Australian authorities do not allow us to enrol more than 3 months students arriving on a tourist visa.

Please note that students on their parents' short stay visas will not be eligible for a refund of part of the school fees granted by the AEFÉ.

### **INFORMATION FOR SECONDARY CLASSES**

Sections opened from Year 11 to Year 12: S, ES and L depending on the numbers of students enrolled.

First language: English

Second language (from Year 8): Spanish or German (depending on the numbers of students enrolled)

Latin: optional from Year 7 (5e)

Mandarin: optional from Year 6 (6e)

Ancient languages & civilizations: optional from Year 6 (6e)

### **SCHOOL FEE POLICY AND FEE SCHEDULE**

Please check our website for details:

<http://www.condorcet.com.au/en/enrolments/payment.aspx>

### **METHODS OF PAYMENT OF ENTRY FEE**

Payment can be made by cheque, in cash, credit card or bank transfer.

For a bank transfer in AU\$:

WESTPAC BANK

SWIFT CODE: WPACAU2S - BSB: 032-159 AC NUMBER: 20-7536

AC NAME: Lycée Condorcet, The International French School of Sydney

Or

CIC Banque Transatlantique

(IBAN) International Bank Account No. FR76 3056 8199 0400 0138 5790 125

(BIC) Bank Identification Code CMCIFRPP

ACCOUNT NAME: Lycée Condorcet, The International French School of Sydney

For payment by credit card: [www.payway.com.au](http://www.payway.com.au)

Bill code: 121293 – Reference number: 787408

# Annual Reports 7-9

## School policies

### *Policies for*

#### *A. Student welfare*

#### *B. Discipline*

#### *C. Reporting complaints and resolving grievances*

##### *A. Policies and Guidelines for Student Welfare*

Lycée Condorcet is committed to fulfilling its duty of care to all its students by seeking to provide them with a safe, supportive and caring learning environment that endeavours to:

- minimise risk of harm and ensures students feel secure;
- support the spiritual, social, academic, physical and emotional development of students;
- provide student welfare policies, guidelines and programs that develop a sense of self worth and foster personal development.

**The School's *Policies and Procedures* were distributed to all Staff and is available at [www.condorcet.com.au](http://www.condorcet.com.au) in both English and in French.**

<b>Documents</b>	<b>Changes</b>	<b>Access to full Text</b>
<b>Child Protection Policy</b> encompassing publication and distribution legislative requirements reporting obligations risk management investigation record keeping dictionary of terms	Nil	Online
<b>Pastoral Care Policy encompassing</b> creating a safe learning and working environment aims and objectives, staff responsibilities, discipline welfare guidelines school expectations	Reviewed in March 2011. <b>Welfare Policy</b> re-written and incorporated into policies <b>Student Dress Code</b> established and implemented <b>Learning Support Policy and Procedures</b> were developed and implemented. <i>For Staff: Sick Leave</i> procedures and <b>Long-Service</b>	Online and in Student Diary

	<b>Leave</b> procedures were reviewed and implemented	
<b>Privacy Policy</b> encompassing collection of personal information use of personal information disclosure of personal information to other bodies treatment of sensitive information management of personal information Schools obligation to people it holds information on enquiries	Nil	Online
<b>Security</b> encompassing procedures for the security of grounds and buildings hire and use of facilities emergency procedures travel on school-related activities	Reviewed in February 2011	Online
<b>Critical Incident Guidelines</b> encompassing definitions /effects of information management support, counseling and supervision CI management team emergency evacuation lockdown procedures	Reviewed in March 2011 <b>After Hours Security Policy</b> and <b>Lockdown Policy</b> added to existing policies	Online
<b>Occupational Health and Safety Manual</b> encompassing Responsibilities, reports OH&S representatives hazard identification, assessment & control OH&S training, purchasing procedures, plant & equipment isolation procedures hazardous substance first aid provisions accident/ incident reporting, investigating & injury register rehabilitation, contractor control	Reviewed in March 2011. New <b>Risk Assessment</b> forms developed and implemented in the policy. New <b>Motor Vehicle Usage Policy</b> implemented	Online
<b>Code of Conduct</b> Encompassing codes of conduct for students and staff	Reviewed in February 2011 <b>Anti-Bullying Policy, Sexual Harassment Policy</b> and <b>School Dress Codes</b> were written and implemented.	Online

<b>Excursion policy and procedures</b>	Reviewed in December 2010 New <b>Risk Assessment</b> forms developed and implemented in the policy	Online
<b>Attendance policy and procedures for overseas students</b>	Reviewed in March 2011 and submitted for CRICOS renewal	Online
<b>Academic results policy and procedures for overseas students</b>	Reviewed in March 2011 and submitted for CRICOS renewal	Online

### ***B. Policies for Student Discipline***

Lycée Condorcet, recognises the need for the existence of a secure and safe environment to enable students to be effectively educated.

The discipline system comprises guidelines, structures, procedures and programs designed to create clear, justifiable rules and predictable, consistent consequences for correcting inappropriate behaviour. This system is built on the rights and responsibilities of staff and students.

All disciplinary action that may result from any sanctions against the student including suspension and expulsion are based on procedural fairness. Corporal punishment is not permitted under any circumstances.

<b>Complaints - Reporting obligations Investigation Pastoral Care</b>	Reviewed in March 2011: No changes made	Online
<b>Grievance Procedures -</b>	Reviewed in March 2011: Changes made to the <i>anti-bullying policy</i> procedures for reporting	Online
<b>Procedural Fairness -</b>	Reviewed in March 2011: No changes made	Online

### ***C. Policies for Complaints and Grievances Resolution***

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided online and in the school administration.

This policy was revised during 2010 and implemented in March 2011.

# Annual Report 10

## School-determined improvement targets

### FOCUS POINTS

#### **1. To continue on the path to academic excellence**

New school projects have been undertaken, in collaboration with all the school sections (preschool, primary and secondary). The school will continue to follow the way of excellence and open itself more to its surrounding environment.

In order to enrich the teachings at the Lycee Condorcet, the creation of a literary course in Years 11 and 12 of the French Baccalaureate is also being considered.

#### **2. To develop the teaching of languages**

The teaching of languages, especially the teaching of English, has always been at the heart of Lycee Condorcet's educational policy. This policy is becoming more relevant than ever as an emphasis is placed on bilingualism in preschool and primary school. The introduction of debating in junior secondary school and the practice of several sports in the English language has further strengthened the school's commitment to the teaching of languages. Furthermore, in addition to English and French, German, Spanish, Latin and Mandarin are also taught at the school.

#### **3. To strengthen the International Baccalaureate program**

In order to keep the Australian students at the school after Year 9, the International Baccalaureate is now taught at the school. This diploma, with a good reputation in Australia, should allow the school to consolidate its international opening and to keep Australian/non- French students at the school.

#### **4. To develop cultural, artistic and sporting activities**

The school has concentrated its efforts on taking inspiration from Australian educational programs: to promote sports, arts and culture. Sports sections have been introduced in the secondary, as well as theatre and debating and the school will continue to further its ambition in these areas. The completion of the new school gymnasium will further promote sporting practises at the school.

#### **5. To interact more with the local community**

To develop exchanges with other Australian schools and in response to the objectives of cooperation for French schools overseas, many school exchanges have taken place with the Japanese School, Cranbrook, SCEGGS, Mosman HS, IGS and NCIE (national centre of indigenous excellence), Maroubra Junction Primary School and Rouse Hill Anglican College. These initial exchanges have been the foundation for future contact at the cultural, artistic and sporting levels.

## **6. To increase the number of students in the secondary school**

The total number of students at the school has grown dramatically since the purchase of the new premises at Maroubra. Numbers have increased in the preschool, primary and junior secondary but could increase further in the senior secondary. Consequently, a more established communication and advertising policy will be put in place at the school to increase numbers.

Gaining CRICOS accreditation has also enabled *Lycée Condorcet* to welcome students without their families. Welcoming students who do not usually reside in Australia has contributed to the development of our secondary school from Year 10 to Year 12. There are potentially students in New Caledonia, French Polynesia or the Reunion island who could also come to the school. Currently, we are able to accommodate 25 CRICOS students who stay with host families (selected by Aussie Families).

## **7. To promote the school**

The school recognises that much more marketing is needed if there is to be further growth in numbers. Initial steps have been taken to review the school logo, the prospectus and other informational brochures and handbooks.

## **8. To continue restructuring buildings**

For the last few years, the school has been undergoing strong development and many areas of the school have been completely renovated (for example, the section of the school previously leased to the *Academie Ballet*). The students and staff wellbeing, public access and improvements in teaching conditions are at the heart of the school's plans for development.

## **9. New Gymnasium**

Funded in majority by a subsidy from the Australian government, the new gymnasium was completed in May 2011. The gymnasium is an important architectural development in the school because it is functional. It allows more effective training in group sports such as handball, volleyball, badminton, basketball or individual sports like judo, wrestling and gymnastics.



*The new school gymnasium*



### **Renovated Classrooms and outdoor areas**

A fine arts section, an IB section, a meeting room, a new technology room plus classrooms were created and/or renovated thanks to a subsidy of 600 000 Euros over 3 years by the AEFÉ (French government).

The new rooms have marked a major improvement for the secondary school and also for the comfort of students and teachers: new technology, new furniture along with renovated classrooms.

Additionally, outdoor areas were renovated so that students and teachers now enjoy a pleasant green environment.





*Basketball Courts resurfaced and synthetic turf added*

*New sturdy construction surrounding trees provides more shaded areas to be utilised*



# Annual Report 11

## Respect and Responsibility

The school wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences. The school works with staff, students and parents from the area on respect and responsibility through school programs such as 'bullying', 'Better Buddies' and extensive community service in the senior secondary school.

# Annual Report 12

## Parent, student and teacher satisfaction

### *Teacher Satisfaction*

The School obtains both formal and informal feedback in relation to staff satisfaction through various means, including:

- Interviews of staff undertaken by the School's Principal/ Board of Directors.
- Regular staff meetings throughout the year

### *Parent Satisfaction*

The School continues to be well supported in relation to parents choosing it as the preferred school for their child's education. In addition, further support and encouragement of the school in general is given through the tireless work of volunteer bodies who support the school in a range of activities.

There are regular public meetings in the form of **seminars** designed to inform parents about **how the school works**. Held throughout the school terms, parents can come along and be informed about the school's various activities and on each of these occasions there is an open forum for parents to raise any particular issues or concerns with the Principal and senior staff who are present at these meetings. Specific to Lycée Condorcet is also the *Conseil d'établissement* (Council for the Establishment). As in public schools in France, the *Conseil d'établissement* is responsible for the everyday life of the school, pedagogical issues, and decisions affecting the students' life at school, such as the number of hours of class, elective courses, calendar, school regulations, canteen, school policies and safety to name a few.

The *Conseil d'établissement* is composed of 22 members: including teachers, parents (4 representatives), student delegates (elected from among the 6th through 12th grade), the Principal, the Deputy Principal, senior administration personnel, the financial and administrative Director, the Students Welfare coordinator, the primary school Director, the preschool Director, a representative of the French Embassy and a

representative of the French people abroad. The Principal leads and chairs the meetings.

The *Conseil d'établissement* has 3 scheduled meetings per school year. These are usually conducted in French with translation readily available. The Parent Delegates (via the class parent representative) present issues at the meetings raised by the parent body. These representatives then provide feedback to the other parents, emailing the minutes of the meeting in both French and English. Parent Delegates are elected in September. All parents are invited to vote and to present themselves as candidates.

These bodies communicate regularly and frequently with the rest of the school community through the School's monthly newsletter and via email.

Additionally, parent representatives of each class are required to attend The *Conseil de Classe* (class council) which is held every trimester prior to distribution of students' reports.

### ***Student Satisfaction***

The School obtains both formal and informal feedback in relation to student satisfaction throughout the year via various means including the following:

- Through SRC meetings
- Through the *Professeur Principale* (Year Adviser)
- Through the *Conseil de Classe* (Class Council)
- Through the *Conseil d'établissement* (council of the Establishment/School Council)

**Informal feedback with all members of the school community indicates that everyone is generally satisfied with school operations.**

# Annual Report 13

## Summary financial information

