

**LYCEE CONDORCET**  
The International French School of Sydney



**2014**



# Annual Report

Lycée Condorcet-  
the International  
French School of  
Sydney

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# THEME 1

## Messages from key school bodies

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

This 2014-2015 Annual report outlines the achievements and milestones for another successful school year at the Lycee Condorcet – the international French School of Sydney. These achievements and milestones reflect not only the hard work of students and teachers but also the deep level of collaboration within the whole school community.

Over the year, the full board has worked extensively, meeting on 11 occasions with the Principal and his team to successfully deliver a range of key projects.

Dozens of committee and one-on-one meetings on specific topics were also held.

Some of the main highlights include:

- A) A Sustainability Review & Environmental Plan was conducted by Kujika Consulting to assess the schools environmental footprint and recommend possible improvements. The Board is working to improve our schools footprint but the entire school community needs to be aware of the ecological challenge and the necessity to involve the children in this process.
- B) Major building projects this year centred on the master plan stage as followed:

#### Stage 1: SITE ANALYSIS AND INFORMATION CONSOLIDATION

- Preliminary analysis of the school campus precinct
- Reports on school infrastructure condition –Dilapidation reports
- Surveyor, Locations of in-ground and above ground services

#### Stage 2: DEVELOPMENT OF OPTIONS FOR EXPANSION

- Development of 3 Precinct options to meet 2020 expected capacity
- Iterative process to achieve modular options
- Inputs on Traffic implications

#### Stage 3: REVIEW AND ANALYSIS OF MASTER PLAN OPTIONS

- BCA Consultants
- Review of options by Traffic Consultants
- Town Planner Review
- QS / Cost Planner

#### Stage4: STAKEHOLDER REVIEW AND SELECTION OF PREFERRED OPTION

- Evaluation of Options –selection of preferred Option
- School stakeholder engagement sessions with Staff , administration and School Council
- School stakeholder sessions with Parents

#### Stage 5: DESIGN DEVELOPMENT FOR PREFERRED OPTION

- 3D architectural models for preferred option
- Capital works program (Cost and staging)

New security measure to access the school with:

New electro-magnetic gate locks.

Photo ID badge for the staff and visitors

CCTV camera overlooking the facility exterior perimeter and entrance

C) The IT investment plan was in its third year. This plan aims to provide:

- An environment able to support effective digital learning and teaching,
- An efficient access to curriculum and administrative resources for all members of the school community,
- The incorporation of technology into course design and delivery.

Through a detailed and deep budget process as well as continual monitoring and work with the management, The Board has demonstrated great awareness to the economic environment. Particular focus was put on monitoring the operating budget; containing expenses and providing financial assistance to families where needed. The Board worked hard towards limiting the fee increase for the next budget cycle whilst maintaining and improving the quality of the education provided by the school.

I, along with all Directors of the Board, commend with gratitude the dedication and hard work of Mr Philippe Courjault our Principal and the school staff throughout the school year 2014-2015. I also acknowledge with gratitude parents involvement through the Association des parents, the Comité des fêtes the Eco Comité, the Conseil d'Établissement, the Conseil d'École and the Trust.

Mr. Patrice Ribault

**President of the Board of Directors**

### *From the Principal*

#### *Taken from the 2014 Yearbook*

The success of Lycée Condorcet students is remarkable and reflects the level of the students' commitment and the quality of the work that they accomplish. They can be rightfully proud and the pages which follow show that it is possible to combine academic rigour and joie de vivre!

There were several projects and visits at the school again this year:

- The expansion of the bilingual maternelle which confirms the interest of the families for a quality language project;
- The chess section which is having a great success with the cycle 3 students;
- The commemoration of the Great War centenary;
- The several visits which were made possible thanks to the commitment of the French cultural network in Australia: Lionel JOSPIN's conference regarding his book *Le mal napoléonien*; the presentation by Francis VERILLAUD, Sciences Po Vice-President; Writers Jean-Claude

MOURLEVAT, Mireille D'ALLENCE as well as the authors of *Terra Australis* Laurent-Frédéric BOLLEE and Philippe NICLOUX;

· Sport activities which enable students to realise how individual performance is dependent on team work (and our swimmers have once more shown this during the 3rd Asia Swimming Championship in Shanghai) and we also hope that we will be able to organise a rugby team at the beginning of the school year.

This spirit of cooperation and effort prevails in all the activities that our students lead at the school, whether academic, cultural, sport or social. This is essential in order for them to become free and informed citizens capable of acting in this world.

I would like to end by thanking the parents for their trust and paying tribute to the school staff who work every day with the students to guide them towards success. A warm thank you to them

Mr. Philippe Courjault

**Principal**

### *From the Student Council*

2014 at the International French school of Sydney has been very fulfilling for its students from an academic, cultural and sports perspective.

Indeed, this year the school once again welcomed several guest speakers who came and shared their work and life experiences. We were visited by the former French Prime Minister Lionel Jospin, recent author of the well-known book "Le mal Napoléonien". He came to the school to present his book and answer any questions the students had about it.

We were also visited by two emerging business men, Christo Hoppe, designer and owner of Bausele watches. They came to present their respective businesses careers and their journey to success. It was a very enriching experience.

In addition, the school also welcomed the authors of the recently released book written by Laurent-Frédéric Bollée and illustrated by Philippe Nicloux. The book recounts the story of the birth of Australia through different perspectives such as the perspective of a young poor English child.

Furthermore, throughout the school year, the school also welcomed several university guest speakers such as the headmaster of the elite French university of Sciences Po. She presented the different programs available at the school as well as the different campuses and their respective area of study. She also presented to the student body the application process and all the information the students needed to know in order to apply.

The academic director of the new business management program at ESCP Europe Ben Voyer. As the director of science Po, Professor Ben Voyer came to the school and presented to the students the new bachelors program at their business school.

In addition the school also welcomed Philippe Vigier, marketing manager of B for Business and the Australian contact for La Rochelle business school. He came to the school and presented the

business school system in France, to help the students wishing to take up such an education to be well informed.

The school saw many students contributing to the cultural life of the school, attracting both young and old. The school's theatre group performance in early June proved to be a great success as well as the Terminale's Talent show organised in April, whilst the Première performed several extracts from notorious plays such as *Phèdre*, of Racine.

The school's sport sections continue to grow while students experience tremendous success in their respective sports. The school, once again participated enthusiastically in the international swimming competition between International French schools in the region, which was held in Shanghai. Our students demonstrated the might of the school while taking several medals home. Our students from other sport sections have also benefited from a very stimulating year.

Moreover, the school's fete and Christmas market, as well as several garage sales held throughout the year benefited to the social and cultural aspects of the students' lives, who participated energetically.

To conclude an eventful and wonderful year at the French school of Sydney, the *Terminale* (year 12) year students managed to organise an end-of-year celebration at the beautiful venue of L'Aqua in Darling Harbour.

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

Ms. Isabella Swain

**IFSS School Captain**

## THEME 2

### Contextual Information about the School and Characteristics of the Student Body

See: <http://www.myschool.edu.au>

The International French School of Sydney today is the result of much hard work and dedication by the school community - previous school boards and school committees, principals, teachers, staff and the many parents who have worked over the last 41 years to ensure the school's growth and sustainability. Our school was started by French expatriates in 1969 with 20 students. In 2002 we purchased our current premises in Maroubra from the NSW Government. Since that time the number of students has grown rapidly, now stabilising at just over 700. The School is owned and operated by the International French School of Sydney Limited, a company limited by guarantee and incorporated under the Corporations Act. We are licensed by the AEFÉ (Agence d'Enseignement Français à l'étranger) to provide the French public school education curriculum adapted to take account of the local requirements of the NSW Board of Studies. The school is also registered by the International Baccalaureate Organisation (IBO) to deliver the International Baccalaureate (IB). The school belongs to the Association of Independent Schools (AIS) in New South Wales.

Being approved and regulated by French authorities means that teaching conforms to French education programs from the Preschool to Year 12. The school is accredited to prepare students for French secondary exams (Diplôme National du Brevet and the Baccalauréat) and it is also a French exam centre for all of Australia. The AEFÉ conducts the school's inspections and encompasses 429 schools in 125 countries. This is the largest school network in the world. The school population is comprised of students from over 20 different nationalities and every effort is made to integrate non francophone students by providing French as a Foreign Language classes.

Underpinning these registrations is a multiplicity of administrative and legal obligations with both the French and Australian Governments. They are the foundation of the partnership which allows us to offer our children a bilingual, bicultural education: to experience and appreciate another culture and way of 'seeing our world'. In order to set the foundations for a bilingual learning from a young age, we have adjusted our teaching in preschool. A qualified teacher teaches French in both 'petite and moyenne' sections and students participate in English classes as well. Learning to speak these two languages from a very young age is extremely beneficial for any child and this is maintained throughout primary and secondary school. The school also provides diversified course electives in the secondary school including four sports electives in Badminton, Swimming, Surf and Tennis, Debating in English and even an initiation to 'Latin and Greek languages and civilizations in Year 6 (the first year of secondary education).

The school is also a registered CRICOS provider for students in the Primary, Secondary and Senior years who are studying for either the French Baccalauréat or International Baccalauréat.

# THEME 3

## **Student outcomes in standardised national literacy and numeracy testing**

The school's performance on NAPLAN is documented on the My School website:

<http://www.myschool.edu.au>

# THEME 4

## Senior Secondary Outcomes

Senior secondary outcomes are **not documented** on the *My School* website.

<http://www.myschool.edu.au>

## Record of School Achievement and Higher School Certificate

The school did not have any students who were eligible for the issuance of a *Record of School Achievement* (RoSA) or the *Higher School Certificate* (HSC).

## The Brevet

Students performed at or above state level in the Brevet tests. 51% were placed above 14/20, 49% 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
	2011	41	33	8
	2012	27	15	12
	2013	33	18	15
	2014	32	25	7
Mathematics	2008	26	10	16
	2009	28	13	15
	2010	22	8	14
	2011	41	18	23
	2012	27	12	15
	2013	33	18	15
	2014	32	10	22
History	2008	26	16	10
	2009	28	14	14
	2010	22	14	8
	2011	41	22	19
	2012	27	16	11
	2013	33	14	19
	2014	32	12	20

## Literacy & Numeracy Assessments

Performances on NAPLAN are documented on the *My School* website:

<http://www.myschool.edu.au>

## French Bacculaureate

In 2014, 22 students sat for the French Bacculaureate in 12 courses. In total, 54% of candidates across all courses achieved marks of 14.9/20 or more with 18% 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 Bacculaureate 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
	2011	10	6	4
	2012	21	16	5
	2013	14	8	6
	2014	15	8	7
Section ES	2008	8	5	3
	2009	12	10	2
	2010	9	5	4
	2011	7	6	1
	2012	8	4	4
	2013	7	4	3
	2014	7	2	5

## International Baccalaureate

In 2014, 17 students sat for the International Baccalaureate Diploma in 18 courses. In total, 100% of candidates across all courses achieved marks above 24/45, thereby leading to the award of a bilingual diploma.

**Table B: International Baccalaureate Examination results**

<b>Subject</b>	<b>Year</b>	<b>Number of Students</b>	<b>Grade 1 (min) to 4</b>	<b>Grade 5 to 7 (max)</b>
Group 1: Language A- English	2012-13	14	1	13
Group 2: Language A- French	2012-13	5	1	4
Group 3: Human Societies	2012-13	5	0	5
Group 4: Sciences	2012-13	6	2	4
Group 5: Mathematics	2012-13	5	3	2
Group 6: Arts	2012-13	2	0	2
Group 1: Language A- English	2013-14	17	11	6
Group 2: Language A- French	2013-14	17	6	11
Group 3: Human Societies	2013-14	17	7	10
Group 4: Sciences	2013-14	17	7	10
Group 5: Mathematics	2013-14	17	9	8
Group 6: Arts	2013-14	6	6	0

## Vocational Education and Training

In 2014, 0% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/other qualification:

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage</b>
2014	French Baccalaureate	56%
2014	International Baccalaureate	44%
2014	VET Qualification	0%

# THEME 5

## Teacher Qualifications and Professional Learning

### 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	53
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	5
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

### Professional Learning

All staff participated in professional learning workshops and these have ranged from workshops run by the AIS, the AEFÉ and the IBO.

The following professional development activities were undertaken by staff throughout 2013/2014:

Description of Professional Development	Number of Teachers Participating
Various teacher training workshops in both French and English	43
First Aid	32
IB professional development	8
Other	17

The average expenditure per teacher on professional learning was \$965.84 (as most workshops involved overseas travel.)

# THEME 6

## Workforce Composition

School Staff 2014	
Teaching staff	68
Full time equivalent teaching staff	58
Non teaching staff	40
Full time equivalent non teaching staff	30.8

*There are no Aboriginal or Torres Strait Islander staff employed at the school.*

# THEME 7

## Student attendance, retention rates and post school destinations

### Student Attendance

For whole school 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
Year 1	90
Year 2	88
Year 3	92
Year 4	89
Year 5	87
Year 6	95
Year 7	95
Year 8	91
Year 9	95
Year 10	96
Year 11	96
Year 12	97

92% of students attended school on average each school day in 2014. This was similar to the daily attendance in 2012-2013.

### Management of non-attendance

The school implements strict policy and procedures for the management of non attendance. Each teacher is responsible for marking the roll at the beginning of every lesson. This is done electronically on the school's intranet which is linked to a central database. The staff at 'Vie Scolaire' are responsible for managing absences that appear every lesson 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 incidents 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 2010 Year 9 Brevet cohort completed Year 12 in 2014. 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.

# THEME 8

## Enrolment policy

Lycée Condorcet is a comprehensive Preparatory to Year 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, Teaching and Educational Standards. 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:*

#### **MATERNELLE (petite section, moyenne section and grande section):**

We enrol children in their 3rd year. We have a waiting list in the “petite” (3 to 4 year old) and “moyenne” (4 to 5 year old) classes. It is therefore essential to place your child’s name down on this list before going ahead with the enrolment. The year the children turn 3, families are contacted in February asking them to confirm their interest for a place in the Preparatory School. The offers are then sent between April and May for the school year starting mid August. If places become available during the school year, offers will be sent to parents of children of eligible age who are still on the waiting list.

You can obtain the waiting list application form either by downloading it from our website (in the Forms section) or you can contact us. An administrative fee of \$150 must be paid when submitting the application. A copy of your child’s identity (birth certificate or passport) is also required.

#### **PRIMARY (Year 1 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 is payable when the 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 11th or 12th 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.

### **INFORMATION FOR SECONDARY CLASSES**

Sections opened from Year 11 to Year 12: S and ES.

First language: English

Second language (from Year 8): Spanish or German

Latin: optional from Year 6

Mandarin: optional from Year 6

Sport options: surf, badminton, tennis, swimming

Music club

**Contact: Enrolment Officer**

Only students who are able to learn in French are enrolled in the school, however non-French speakers are able to enrol in the IB Diploma in the senior years. All applicants must provide school transcripts and other relevant information

All families attend an interview during which time the applicant's educational needs are discussed.

Offers are then made and applicants are informed in writing of the outcome.

### **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

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

Bill code: 121293 – Reference number: 787408

# THEME 9

## Other School policies

### Policies for

#### A. Student welfare

#### B. Anti-Bullying

#### C. Student Discipline

#### D. Complaints and 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 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.

Policy	Changes	Access to full Text
<p><b>Student Welfare</b></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> <li>• Meet the personal, social and learning needs of the students</li> <li>• Provide early intervention programs for students at risk develop student's self worth and foster personal development</li> </ul>	<p>Reviewed by the Deputy for the purposes of BOSTES re-registration 2015</p>	<p>The full text of the school's welfare policy can be accessed by request from the Principal, from the school website and intranet or from the CPE at Vie Scolaire</p>
<p><b>Anti-Bullying</b></p> <p>The school policy provides processes for responding and managing allegations of bullying including contact information for the local police School Liaison and Youth Liaison Officers</p>	<p>Reviewed by the Deputy for the purposes of BOSTES re-registration 2015</p>	<p>The full text of the school's welfare policy can be accessed by request from the Principal, from the school website and intranet or</p>

		from the CPE at Vie Scolaire
<p><b>Discipline</b></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non school persons, including parents to enforce discipline at the school (Section 3.7.2 of the <i>Registered and Accredited Individual Non-Government Schools (NSW) Manual</i>)</p> <p>All behaviour management actions are based on procedural fairness. Parents and Student representatives are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student.</p> <p>Disciplinary actions do not include exclusion.</p>	<p>Reviewed by the Deputy for the purposes of BOSTES re-registration 2015</p>	<p>The full text of the school's welfare policy can be accessed by request from the Principal, from the school website and intranet or from the CPE at Vie Scolaire</p>
<p><b>Complaints and Grievance Resolution</b></p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>Reviewed by the Deputy for the purposes of BOSTES re-registration 2015</p>	<p>The full text of the school's welfare policy can be accessed by request from the Principal, from the school website and intranet or from the CPE at Vie Scolaire</p>

# THEME 10

## School-determined priority areas for improvement

### Achievement of Priorities 2013-2014

Area	Priorities	Achievements
Teaching and Learning	<ol style="list-style-type: none"> <li>1. Implementation of an IB Prep program in January 2015</li> <li>2. Implementation of a new IT program</li> <li>3. Implementation of the “CLIL” (Content and Language Integrated Learning) Bilingual Program in the primary and junior secondary schools.</li> <li>4. Opening of another prep school class</li> </ol>	<ol style="list-style-type: none"> <li>1. IB Prep program began in January 2015</li> <li>2. Implementation of a new IT program is ongoing</li> <li>3. The “CLIL” (Content and Language Integrated Learning) Bilingual Program in the primary and junior secondary schools has been implemented and is ongoing</li> <li>4. Another prep school class has been opened (maternelle/preschool)</li> </ol>
Staff Development	<ol style="list-style-type: none"> <li>1. Interactive Whiteboard Training</li> <li>2. IT updates and training</li> <li>3. CLIL training</li> </ol>	All training was undertaken and continues to be ongoing.
Facilities and Resources	<ol style="list-style-type: none"> <li>1. Refurbishment of secondary rooms to prep school rooms</li> <li>2. Construction of new secondary classrooms</li> <li>3. Extension of existing building (Block D) to include more classrooms, better toilet facilities and disability access.</li> <li>4. Improved traffic flow and safety surrounding the school.</li> <li>5. Building “Masterplan” to be approved and implemented</li> </ol>	<ol style="list-style-type: none"> <li>1 Secondary rooms to prep school rooms have been refurbished</li> <li>2. New secondary classrooms have been created</li> <li>3. Extension of existing building (Block D) to include more classrooms, better toilet facilities and disability access is still ongoing</li> <li>4. Traffic flow and safety continues to be monitored and re-assessed</li> <li>5. Building “Masterplan” is a work in progress as the school numbers rise.</li> <li>6. Installation of CCTV, Access Control and Video Conferencing</li> </ol>

## 2014-2015 Priorities and Areas for Improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"><li>• Opening of a “European Section” in the Maternelle and Primary School</li><li>• Opening an “International Section” in the Secondary school</li><li>• Reorganisation of English groups as part of the Bilingual program of the school.</li><li>• Web Radio- a 24 hours broadcast between Sydney, Canberra, Santiago and Capetown run by students.</li></ul>
Staff Development	<ul style="list-style-type: none"><li>• Training for the “European” and “International” Sections of the school</li><li>• Differentiating the Curriculum</li><li>• IT for Smartboards</li><li>• Web Radio</li></ul>
Facilities and Resources	<ul style="list-style-type: none"><li>• Refurbishment of Kindergarten classrooms</li><li>• Renovation of toilets in D block</li><li>• New Primary library in E block</li><li>• Installation of Solar Panels in the Gymnasium</li></ul>

## THEME 11

### Initiatives Promoting 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 which include extensive community service.

For the past few years, the school has also taken the initiative to participate in several interschool programs with Cranbrook School, the German International School, International Grammar School and Wenona to name a few. Joint classes and cultural activities allowed for our students to be exposed to Australian cultures and traditions and Australian students to be exposed to the vastly different French system of education. These cultural exchanges have facilitated respect for the rights of others and an appreciation of the many differences that exist globally.

# THEME 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 which are either initiated by the school executive or teacher representatives.

### *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 volunteers who support the school in a range of activities such as the school fete, garage sale and Christmas Market.

There are regular public meetings designed to inform parents about how the school works. 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.

Similarly, there exists the *Conseil d'école* in the Primary school to specifically address Primary matters and is comprised of the Primary Director, teachers, students and parents.

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.

These councils provide a forum for parents, students and teachers to voice their concerns regarding any issue that is school-based.

### ***Student Satisfaction***

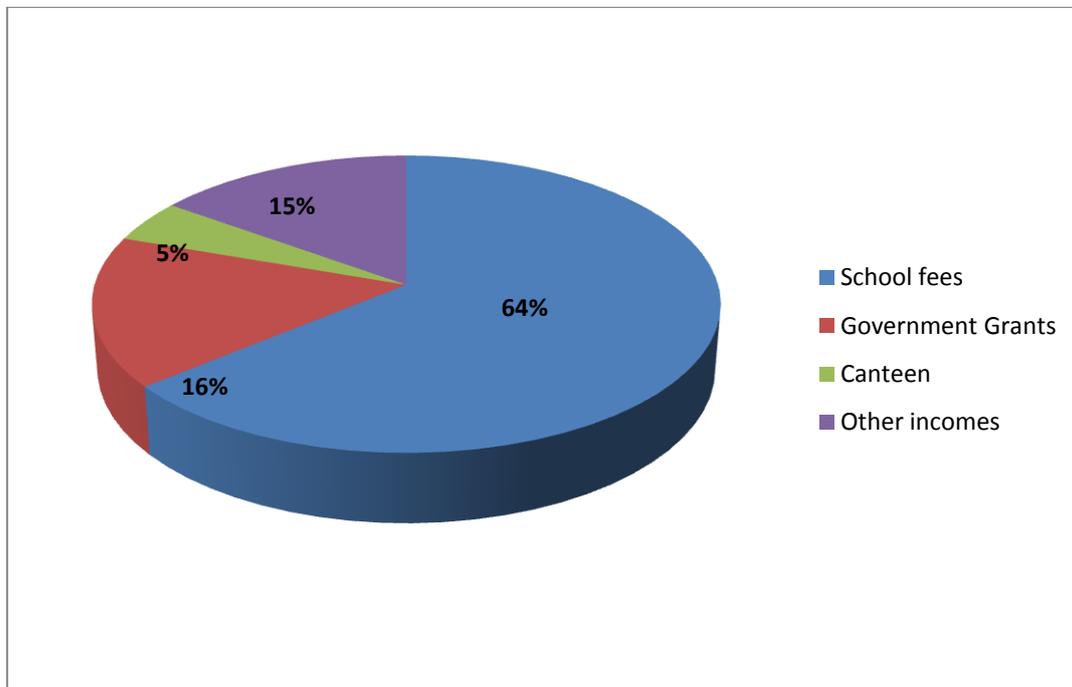
The School obtains both formal and informal feedback in relation to student satisfaction throughout the year via various means including the following:

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

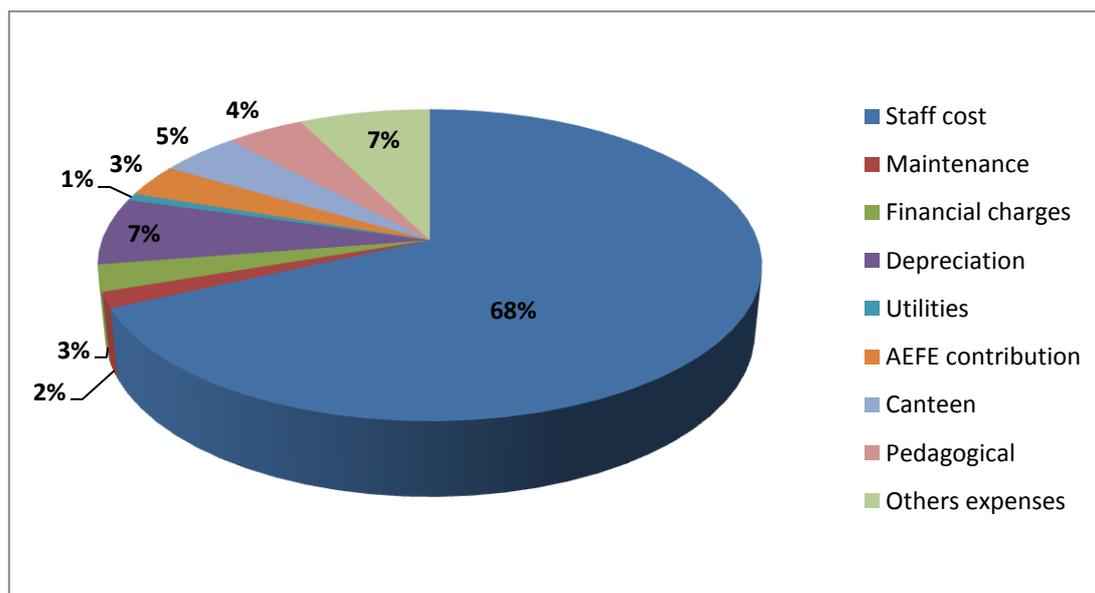
# THEME 13

## Summary financial information

### Income



### Expenditure



# THEME 14

## Publication Requirements

As per requirement 3.10.1 and 3.10.2 of the *Registered and Accredited Individual Non-Government Schools (NSW) Manual*, Lycée Condorcet- the International French School of Sydney will produce an Annual Report to BOSTES on *Rangs Online* no later than 30 June 2015.

The Annual Report will be publically disclosed on the school's website no later than 30 June 2015.

The Annual Report will also be made available to those who are unable to access the internet.

All information will be made available to the Minister on request.