

2013-
2014

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 2013-2014 Annual report outlines the achievements and milestones for another successful school year at 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 Board has worked extensively, meeting on 11 occasions with the Principal and his team to successfully deliver a range of key projects.

Some of the main highlights include:

A review of the School Finance Department Policies and Procedures was conducted by the AIS to verify that the school meets the appropriate standards and processes. Implementation plans are now in place to ensure the auditor's recommendations are followed.

Major building projects this year centered on new Science Laboratory facilities. These will include 3 full-size Science Lab classrooms enabling the teaching of all science courses required up to Year 12 for both the French Bac and the IB. The new Science Laboratory project commanded a lot of attention this year with intensive collaboration between the teachers, administration, the Architect and the Board of Directors. Numerous meetings were held in order to prepare for this project. Funding of the project is via an Australian government grant (50%) and a French government grant (20%) with the remaining being funded by the school. Delivery is planned for mid August 2014.

The Building Committee has also undertaken a comprehensive audit of the school premises to assess the maintenance that needs to be done in the years to come and design a master plan in line with both the financial possibilities and developmental needs of the school.

Following a long and intensive campaign, Randwick Council finally voted on May 13 the conversion of the current crossing in front of the school entrance (Moverly Road) into a full pedestrian crossing. This great victory has been achieved with the support of all: Mr. Michael Daley, French representatives, local authorities, Principals and Management of both Lycee Condorcet and Maroubra Junction Public School, AIS and the 623 petitioners, parents families and friends. We are now lobbying the Council for this transformation to happen as soon as possible.

The IT investment plan was in its second 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.

The new school website was launched in late January 2014 after a trial phase involving the participation of many parents. The school site is an ongoing project and will be continuously improved.

The Board has also attached importance to demonstrating an awareness of the economic environment by monitoring the operating budget; expenses were contained and financial assistance was offered to families.

I, so as all Directors, command with gratitude the dedication and hard work of Mr Philippe Courjault and the school staff throughout the school year 2013-2014. I also acknowledge with gratitude parents involved through the Association des parents, the Comité des fêtes, the Conseil d’Etablissement, the Conseil d’Ecole and the Trust.

Patrice Ribault
President of the Board of Directors

From the Principal

Taken from the Principal’s Message in the Yearbook:

Lycée Condorcet can rightfully be proud of the excellent results obtained by the students which show the extent to which commitment and academic rigour are essential to success.

The pleasure that each person feels when arriving at the school must not merely be down to this and the tradition of the Yearbook translates what brings the school to life: its projects and teamwork.

There have been many projects this year: the development of the bilingual *maternelle*, the commemoration of the Great War centenary, school camps, the opening of a chess section, conferences by Laurent BINET, Nils FERRAND, Jacques ROUBAULT, Anis NACROUR, Ross COULTHART or recently the touching testimony of Mr BROUET, as well as a stellar performance by Lycée Condorcet swimmers at the 2nd Asia Swimming Championship.

It was during this competition that we witnessed the birth of a real team where individual performances thrived from the support provided by the group that they in return reinforced. The spirit of community and effort which has motivated our students during the competition has won the admiration of other delegations and has been unanimously recognised.

This same spirit prevails in all the activities that the students accomplish at the school- whether academic, cultural, sports or social- and it is essential that we preserve it to enable each student to act as a free and knowledgeable man or woman.

The team would not be complete without the school staff who everyday are committed to their work and are by your side to enable all students to succeed in the conditions that we know. We would like to extend a warm thank you to them.

Philippe Courjault
Principal

From the Student Council

The 2013-2014 school year at the International French School of Sydney has been very fulfilling for its students from both an academic and sporting point of view. Indeed, the school welcomed various speakers from around the world who came to speak to the students about their respective specialties. We were visited by Anis Nacrour, French diplomat and European Union (EU) delegation chargé d'affaires to Syria. He came to the school to discuss the ongoing Syrian crisis and to talk to the students about the delegation's role in the region in trying to find solutions to the crisis.

Australian journalist and author Ross Coulthart also came to present his book, *The Lost Diggers*, which tells the story of the major international discovery of an unknown treasure trove of World War One pictures of Anzacs and other Allied soldiers.

The school saw many students contributing to the arts and drama scene this year, attracting both young and old. The school Cinema Club returned to the screen this year with the theme of 'Politics in Cinema', the Comedy and Talent Show organised in May by the classes of *Terminale* proved to be a great success, whilst the class of *Première* performed two plays in June, Pavloff's *Matin Brun* and Ionesco's *Rhinoceros*.

Our sport sections continue to grow and students have experienced tremendous success in their respective sports. Our school's might was demonstrated at the international swimming tournament between International French schools, where students took to the podium taking home many medals. The competition was held in Shanghai, which in turn enabled the students to experience a different culture. Our students from our other sports teams have also all benefited from a very stimulating year.

Furthermore, many workshops and seminars were organised for higher secondary students to guide them in their career and study vocations : the school welcomed the group *Terre de Talents*, who held their annual visit in May to inform students about the different choices and opportunities the French tertiary educational system has to offer. The secondary students also benefited from the careers forum organised by the school in February.

To conclude this wonderful year at the French School, our Year 12 students managed to organise an amazing end-of-year celebration in the form of a gala, aboard a boat cruise around the harbour.

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).

Julien Vincent and Amelle Messaoudi,
IFSS School Captains

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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 senior years who are studying for either the French Baccaureate or International Baccaureate.

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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>

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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 or the Higher School Certificate.

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
	2011	41	33	8
	2012	27	15	12
	2013	33	18	15
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
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

Literacy & Numeracy Assessments

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

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

French Bacculaureate

In 2013, 21 students sat for the French Bacculaureate in 12 courses. In total, 50% 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 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
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

International Bacculaureate

In 2013, 6 students sat for the International Bacculaureate 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 Bacculaureate Examination results

Subject	Year	Number of Students	Grade 1 (min) to 4	Grade 5 to 7 (max)
Group 1: Language A- English	2010/11	12	5	7
Group 2: Language A- French	2010/11	14	0	13
Group 3: Human Societies	2010/11	13	6	7
Group 4: Sciences	2010/11	15	10	5
Group 5: Mathematics	2010/11	11	5	6
Group 6: Arts	2010/11	2	1	1
Group 1: Language A- English	2011/12	14	1	13
Group 2: Language A- French	2011/12	6	1	5
Group 3: Human Societies	2011/12	6	0	6
Group 4: Sciences	2011/12	6	1	5
Group 5: Mathematics	2011/12	5	3	2
Group 6: Arts	2011/12	2	1	1

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

Vocational Education and Training

In 2013, 0% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/other qualification:

Year 12	Qualification/Certificate	Percentage
2013	French Bacallaureate	78%
2013	International Bacallaureate	22%%
2013	VET Qualification	0%

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Professional learning, teaching standards

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	49
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	64
First Aid	29
IB professional development	12
Other	9

The average expenditure per teacher on professional learning was \$663 (as most workshops involved overseas travel.)

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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	98
Year 2	97
Year 3	98
Year 4	97
Year 5	98
Year 6	97
Year 7	92
Year 8	96
Year 9	98
Year 10	95
Year 11	96
Year 12	97

96% of students attended school on average each school day in 2013. This was similar to the daily attendance in 2011-2012.

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 2013. 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.

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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. 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: Jeanie Lai

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

Bill code: 121293 – Reference number: 787408

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School policies

Policies for

A. Student welfare

B. Anti-Bullying

C. 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>Student Welfare</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"> • Meet the personal, social and learning needs of the students • Provide early intervention programs for students at risk develop student's self worth and foster personal development 	Nil	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>Anti-Bullying</p> <p>The school policy provides processes for</p>	Nil	The full text of the school's welfare policy

<p>responding and managing allegations of bullying including contact information for the local police School Liaison and Youth Liaison Officers</p>		<p>can be accessed by request from the Principal, from the school website and intranet or from the CPE at Vie Scolaire</p>
<p>Discipline</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</p> <p>All behaviour management actions are based on procedural fairness. Parents 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>Nil</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>Complaints and Grievance Resolution</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>Currently under review</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>

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School-determined improvement targets

Achievement of Priorities 2013-2014

Area	Priorities	Achievements
Teaching and Learning	1. Development of the bilingual program in the prep school (“maternelle”)	1. A new class was opened in January 2014 accommodating 22 new student enrolments
Staff Development	1. Teachers in the prep school, primary and junior secondary attended training in the implementation of a bilingual program.	1. Teachers in the prep school began implementing the program within their teaching.
Facilities and Resources	1. Refurbishment of the Science laboratories and new secondary classrooms	1. Designs and plans submitted and approved. Contractors allocated and renovations are set to commence in July 2014

2014-2015 Priorities and Areas for Improvement

Area	Priorities
Teaching and Learning	<ol style="list-style-type: none"> 1. Implementation of an IB Prep program in January 2015 2. Implementation of a new IT program 3. Implementation of the “CLIL” (Content and Language Integrated Learning) Bilingual Program in the primary and junior secondary schools. 4. Opening of another prep school class
Staff Development	<ol style="list-style-type: none"> 1. Interactive Whiteboard Training 2. IT updates and training 3. CLIL training
Facilities and Resources	<ol style="list-style-type: none"> 1. Refurbishment of secondary rooms to prep school rooms 2. Construction of new secondary classrooms 3. Extension of existing building (Block D) to include more classrooms, better toilet facilities and disability access. 4. Improved traffic flow and safety surrounding the school. 5. Building “Masterplan” to be approved and implemented

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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.

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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

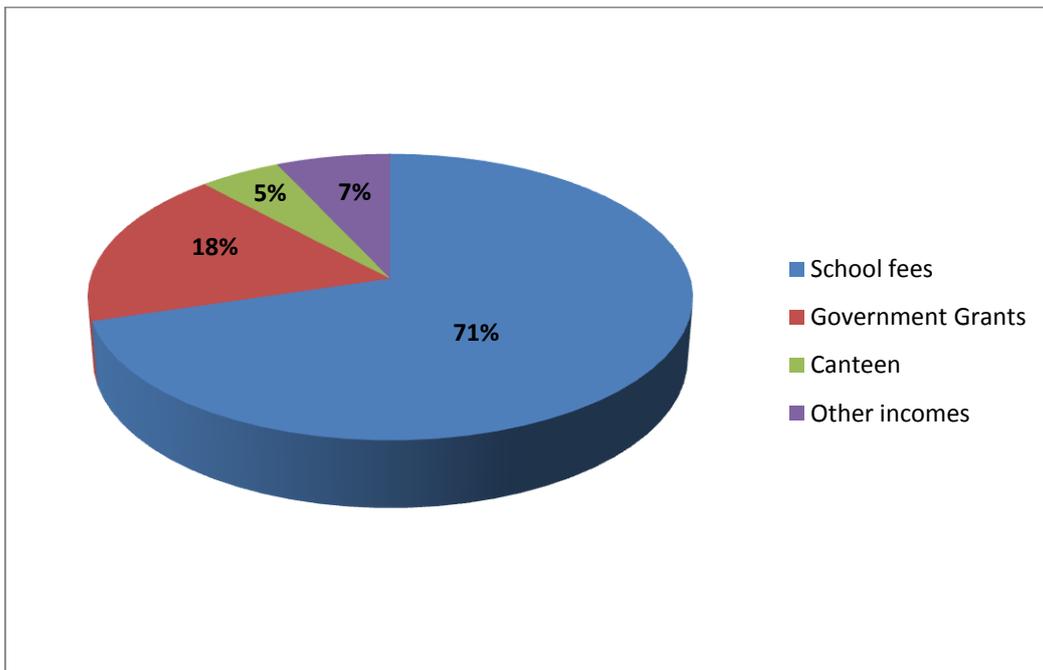
The School obtains both formal and informal feedback in relation to student satisfaction throughout the year via various means including the following:

- 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)

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Summary financial information

Income



Expenditure

