



2016



Annual Report

Lycée Condorcet-
the International
French School of
Sydney

TABLE OF CONTENTS

Theme	Topic	Page
Theme 1	A message from key school bodies	3
Theme 2	Contextual Information about the school and characteristics of the student body	9
Theme 3	Student Outcomes in Standardised National Literacy and Numeracy Tests	10
Theme 4	Senior Secondary Outcomes	11
Theme 5	Teacher Qualifications and Professional Learning	13
Theme 6	Workforce Composition	14
Theme 7	Student attendance and retention rates and post-school destinations in secondary schools	15
Theme 8	Enrolment Policies	17
Theme 9	Other School Policies	19
Theme 10	School-Determined Priority Areas for Improvement	22
Theme 11	Initiatives promoting respect and responsibility	24
Theme 12	Parent, Student, Teacher Satisfaction	25
Theme 13	Summary Financial Information	27
Theme 14	Publication requirements	28

THEME 1

Messages from key school bodies

Message from the President of the School Board

Taken from the financial statements attached to the Capital Grant submission

The principal activity of the company during the calendar year is to operate as an independent school primarily based on the French curriculum together with International Baccalaureate.

This year we successfully implemented the first phase of the school's 2020 Master Plan; the objective being to increase the school capacity to cater to 1300 students by 2020.

In the first phase, we relocated and increased the size of the Primary School library, modernised and increased the number of toilets, installed a lift to facilitate first floor access and added 4 new classrooms: 1 for our primary students and 3 for the secondary students. These 3 secondary classrooms have the dual function of transforming into a large exam hall with the capacity to cater to over 100 students, a capability which the school did not have prior to these Building Works.

Our student count increased from 802 to 852 and we are expecting a minimum student count of 930 for the next fiscal year. This strongly supports the rationale and need of continued execution of the Master Plan to cater to the year on year school growth.

Mr. Benoit Droulez

Chair

On behalf of the School Board

From the Principal's Report to the School Committee

Our school's particular context is characterised by:

a. A network of French schools abroad which is growing globally, including in Asia Pacific and Australia where the demand for French education is increasing.

The network growth prompted the schools, under the impetus of the French Embassy, to organise themselves around an association, The Australian Association of Franco-English Bilingual Schools (AAFEBs), which was founded last year and which offers an effective framework for exchanges and projects. A new bilingual educational structure in an Australian public school was established in Adelaide in February 2017.

b. A regulatory landscape that evolves with the reform of junior secondary school, which has been implemented.

c. A very favourable economic climate for French companies

In this dynamic environment, the number of students is higher than first predicted with an increase of 25% in 4 years.

The decision to start bilingualism has been a way for the school to fulfil an obligation related to the implementation of the AEFÉ's 2012 circular on languages as well as rethink its pedagogical project to offer a new perspective to families, teachers and, of course, to students.

Opening an additional CP class in 2016 is part of the project started in 2012 and implemented in 2013. The 46 students who first started in this new system in August 2013 are now 100 in CP. For the school, this confirms that the project meets the needs of families which is absolutely essential because:

- a. The system as conceived and implemented is based on an original model validated by the AEFÉ's pedagogical department;
- b. It requires a lot of teamwork and mobilises the pedagogical excellence of teachers;
- c. It constitutes the basis for the future development of the school in terms of evolution of the number of students.

In addition, the European section was opened in 1ère (Year 11) and students will pass the exam at the 2018 baccalaureate session.

The Cambridge exams went well and confirm the excellent level of English of our students as early as the end of primary school. This further increases the legitimacy to open an international section.

The school community has clearly progressed in the definition and implementation of a school project created around bilingualism and the quality of the project has undoubtedly contributed to an increase in enrolments. We expect a further 100 students at the beginning of the 2017 school year after enrolling 60 more at the beginning of 2016.

This increase in enrolments has had consequences:

- a. it has raised the urgency of the work on the master plan which led to the creation of the Condorcet - Campus 2020 project. The first phase was delivered in January 2017 and the second phase is scheduled to start in July 2017.
- b. It has tested the budget processes with the creation of a budget that will allow the building project to be implemented with only a moderate School Fees increase.
- c. It has formalised a pedagogical project around bilingualism that takes into account the students' diversity and allows them to enhance their journey.
- d. A student number increase and a professionalisation of the structure. After hiring the IT Manager three years ago, a Maintenance Manager and a Communication Manager were recruited two years ago and this year the IT Manager was assisted by a Technician in order to respond to an increasing demand for more resources in this area.

Regarding Governance:

This year was marked by a major changes in the School Board following the AGM in November 2016 and the signing of a new convention with the AEFÉ by the French Ambassador and the School Board President during the visit of the AEFÉ Director.

This convention marks the willingness of all partners to work together on the development of the school, the commitment of the entire community to French education as provided at LCS, and the AEFÉ's commitment to support the school in its expansion projects.

Two grant applications were submitted:

- One of \$1.2 million to the AEFE
- The other of \$1 million to the AIS

In terms of security, the school has upgraded its video surveillance system this year and a general evacuation exercise is organised with the police on the 13th June.

A \$40,000 grant was received from the AEFE to improve the access to Building D and to change the door handles of some classrooms which don't comply.

Regarding Pedagogical Projects:

The year 2016/2017 was very prosperous and many projects were carried out.

The second Science Week was organised in conjunction with the Scientific Cooperation Department of the French Embassy. Our students had the opportunity to discuss the influence of climate change on the oceans with Maxime Colin, a PhD student at UNSW.

The theme of climate change was also chosen for the conference by the Foreign Affairs Minister, Jean-Marc Ayrault, at UNSW and that our secondary students were able to attend.

In primary, the students had the pleasure of welcoming Solène Duclos Lamotte for almost three weeks, which gave the children the opportunity to produce very beautiful works that were exhibited during the School Fete. The *Arts Weeks* which started three years ago have become an event awaited by the entire school community.

Drama is now well integrated in our educational activities, especially in the 5ème (Year 7) and 1ère (Year 11) and this year *cinema* was started at the school, with the presentation evening of the French Film Festival and the screening at the school of *Valley of Love* by Guillaume Nicloux and LCS was one of the official sponsors which gave the school the opportunity to create a short 30 seconds promotional video.

Last but not least, four short films were produced by GS, CE2 and Seconde students. Some LCS films were presented at the Kuala Lumpur Short Film Festival.

There was also the *European Sustainable Development Week*, during which the film *Demain* was shown to students in cycle 3. Students were also able to study in more detail the hive installed in the courtyard and organise a guided tour of our gardens for everyone.

The presentation of the projects would not be complete without mentioning the amazing development of the web-radio which now extends to primary and more and more students are now being trained.

This is an opportunity to congratulate all the web-reporters who covered the 5th edition of the Asia Pacific Swimming Championship held in Sydney.

During the competition, LCS teams did well and finished second in the overall standings (the women's team finished in 1st position) and the entire school community worked together to welcome the 270 swimmers and organise the competition. It was a tremendous team effort and a great achievement.

Regarding *study pathways*, Seconde students (Year 10) work experience went well in terms of organisation, the follow-up of students and the contacts established with the professional world.

In terms of communication, the year was marked by the change of logo, a new website, the development of social networks (LCS FB page is quite remarkable in this respect), new brochures

The two people who succeeded one another in this position gave it a central position.

The school welcomed the following official visits:

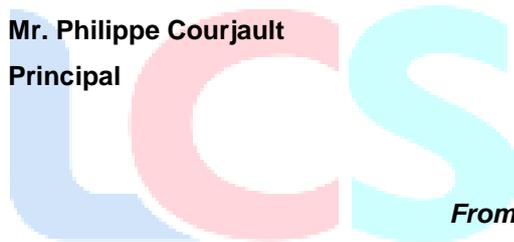
- The visit of the AEFÉ Director in February 2017
- The visit of the IEN in residence in Bangkok, Ms RICCI, in November 2016
- The visit of the first degree pedagogical Advisor, Frédéric ADAMIAK, in June 2017
- The visit of CDAEFÉ Asia Pacific in November 2017
- The visit of the General Inspector of the Ministry of Education in English in June 2017
- Interventions by the EEMCP2 in Chinese with the new Mandarin teacher recruited in January 2016;
- A security audit carried out by the Diplomatic Security Service of the French Embassy in August 2016
- A mission of the study pathways and higher education service
- An AIS audit of the administrative structure of the school

Finally, we had the pleasure to receive:

- Ms Joëlle Garriaud-Maylam and Ms Jacky Deromédi, French senators established outside France
- Mr Thierry Mariani, MP for French people who live abroad

These official visits are absolutely essential to accompany the school in its development, to validate the direction taken and to mobilise its partners.

Mr. Philippe Courjault
Principal



LYCÉE CONDORCET
S Y D N E Y
International French School

From the Student Council

This student representative report aims to give a recount of this school year, through the perspective of a Terminale (Year 12) student. My name is Aurelie Krait, and I will be guiding you through all the events that have been held over the past year at our school, the International French School of Sydney.

Personally, I have been at this school since year 10, in 2014, and it has been my pleasure to participate in the ever-growing environment of this school. Some students have been here much longer than I, some since they were only three years old and have so much history that they share together. Even though, or perhaps because we are so few in our year, integration in the school is exceptional and I'm proud to state loud and clear that each and every Terminale is now part of a close-knit family.

As you may be well aware, we are quite different to Australian schools in terms of structure; we start our school year in mid-August and end it at the end of our first month of winter, June 30th. As a Terminale, only a few days away from my final exams, I would like to speak for all the students of year 12 to say that our final school year has been a challenging and yet most satisfying year. I believe we are all looking forward to our future studies in university, although perhaps we will be wistful to be

separated from each other in so many different countries: France, Canada, Switzerland, England and of course Australia. Nevertheless, we are very grateful to the school who opened us the doors to so many different countries and cultures.

Also, you may be well aware, but at the end of our year 10, at the French School, we have the opportunity to continue our schooling education in three different sections: the scientific section (S), which puts an emphasis on Sciences and Mathematics, the Economics section (ES), focusing on Social Sciences and Economics, or the International Baccalaureate (IB). Even so, everyone was brought together this year by the project of preparing our end of year formal: The Year 12 Gala. Indeed, through a committee of which I was a member, composed of three students from each section, we organized fund-raising throughout the school year. We had already started in Year 11 where we had held a bake sale for the Christmas Market of our school. This year, taking turns, we held a bake sale every Wednesday.

Moreover, we had the wonderful chance to enrich our culture at a Spanish restaurant the 24th of October, which was organized by our teachers. We all ate tapas, a traditional Spanish dish and enjoyed a show of Flamenco. We thank our teachers for providing us with this great, and delicious, experience.

Furthermore, the school being very attached to cultural values on top of academic studies, provided us with the chance to participate in our own play. Every year, the Premiere (Year 11) students attend a weekly drama class, which ends with a show in June. We really enjoyed acting and were disappointed to only perform it once. Hence, we decided to perform again on the 21st of November in front of the students and again on the 24th of November in the evening in front of parents. Our drama was entitled "Impostures et Manipulations" (Impostures and Manipulations). It was a compilation of scenes from Drama classics, where each scene depicted an imposture or characters manipulating each other. To be able to re-enact our play in Year 12 was both fulfilling because of all the hard work we had put in this show and useful as we had an occasion to do some fund-raising for our Gala.

In December, our school held a Christmas Market just like the year before. We used this occasion to raise funds for our Gala. Indeed, throughout the day, every student of year 12 came and either helped install the Market, sell at the stands we held (fairy floss, popcorn, soft drinks and face paint) or uninstall the Market at the end of the day. We had the opportunity to do the same at the School Fair near the end of our School Year.

After the summer break, we all started to be very involved in our orientation for our higher education. Indeed, it is a period where university applications are due. We also had our first mock exam, which enabled us to assess the knowledge that we had acquired during the first half of our school year. Indeed, this goes to show how attached the school is to our academic studies as we have two mock exams, the second one being after the Easter holidays, at the same time as the IB final exams.

Moreover, every Friday afternoon all year round was dedicated to a “Devoir Sur Table”, meaning a mock exam for just one subject.

In April, our swimming team represented the French School of Sydney at the fifth edition of International Swimming competition between all French Schools of Asia-Pacific. This year, our school was the one who held this event. We came in second place but what was more important was the incredible experience it offered everyone. Indeed, not only did we have students who participated in the competition, a lot of us also participated by welcoming the foreign students from the schools of the Asia-Pacific zone. Hence, it was an occasion to meet new people and allowed a powerful cultural exchange. The school also held a tennis and a badminton competition. Again, it was a time of enjoyment and exchange with others. It was also very useful practice for the students who have a Sport option for their Bacalaureate, where we could test our strengths and weaknesses against new opponents.

Finally, the end of the year was celebrated by our Year 12 Gala at View by Sydney, with a view on the Harbour Bridge. On the 1st of June, completely organised by us students with the help of a few adults, we reunited parents, teachers and students for a dinner and a party on the dance floor. We were able to make beautiful memories from this incredible night as well as memorable pictures.

This year concludes as we await the results of the IB students, and we await our final exams, starting on the 19th of June. On behalf of all year 12 students, we would like to thank everyone who has accompanied us throughout this decisive year. The school provided us with a nourishing place to grow, not only academically but also culturally. The teachers were always present, always ready to guide us and take care of us through our possible difficulties and we greatly thank them for this. We also heartily thank our parents for their incessant support and advice. We also would like to thank the Australian Government, because you have given us the opportunity to grow in a multicultural environment in an amazing country.

Ms. Aurelie Krait
LCS 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).

Literacy & Numeracy Assessments

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

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

French Bacallaureate

In 2016, 23 students sat for the French Bacallaureate in 12 courses. In total, 56% of candidates across all courses achieved marks of 14.9/20 or more.

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

Table A: French Bacallaureate Examination results

Subject	Year	Number of Students	<14.9/20	>15.0/20
Section S	2010	10	4	6
	2011	10	6	4
	2012	21	16	5
	2013	14	8	6
	2015	15	8	7
	2015	15	8	7
	2016	17	9	8
Section ES	2010	9	5	4
	2011	7	6	1
	2012	8	4	4
	2013	7	4	3
	2015	7	2	5
	2015	5	4	1
	2016	6	4	2

International Baccalaureate

In 2016, 9 students sat for the International Baccalaureate Diploma in 17 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

Subject	Year	Number of Students	Grade 1 (min) to 4	Grade 5 to 7 (max)
Group 1: Language A- English	2014-15	8	1	7
Group 2: Language A- French	2014-15	8	2	6
Group 3: Human Societies	2014-15	8	1	7
Group 4: Sciences	2014-15	8	3	5
Group 5: Mathematics	2014-15	8	2	6
Group 6: Arts	2014-15	1	0	1
Group 1: Language A- English	2015-2016	9	1	8
Group 2: Language A- French	2015-2016	9	2	7
Group 3: Human Societies	2015-2016	9	3	6
Group 4: Sciences	2015-2016	9	3	6
Group 5: Mathematics	2015-2016	9	2	7
Group 6: Arts	2015-2016	2	1	1

Vocational Education and Training

In 2016, 0% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/other qualification:

Year 12	Qualification/Certificate	Percentage
2016	French Baccalaureate	72%
2016	International Baccalaureate	28%
2016	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	63
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	2
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 2016:

Description of Professional Development	Number of Teachers Participating
Various teacher training workshops in both French and English	61
First Aid	57
IB professional development	5

The average expenditure per teacher on professional learning was \$1,316.75. (This total includes travel and accommodation as some workshops were overseas).

THEME 6

Workforce Composition

School Staff 2016	
Teaching staff	65
Full time equivalent teaching staff	58
Non teaching staff	29
Full time equivalent non teaching staff	24

There is only one 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	92
Year 1	92
Year 2	93
Year 3	92
Year 4	92
Year 5	94
Year 6	93
Year 7	90
Year 8	91
Year 9	85
Year 10	89
Year 11	90
Year 12	87

91% of students attended school on average each school day in 2016. This was similar to the daily attendance in 2015.

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 2013 Year 9 Brevet cohort completed Year 12 in 2016. 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 Maternelle 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 Education Standards Authority (NESA). 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

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>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 	<p>Updated by the Communications Manager in 2016 to reflect the change in the school logo</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 Vie Scolaire</p>
<p>Anti-Bullying</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>Updated by the Communications Manager in 2016 to reflect the change in the school logo</p>	<p>The full text of the school's welfare policy can be accessed by request from the Principal, from the school</p>

		website and intranet or from Vie Scolaire
<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 (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>Updated by the Communications Manager in 2016 to reflect the change in the school logo</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 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>Updated by the Communications Manager in 2016 to reflect the change in the school logo</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 Vie Scolaire</p>
<p>Work Health and Safety</p> <p>Following an audit at the school, the WHS policy was reviewed and found to be meeting the needs of the school.</p>	<p>Reviewed by the audit committee</p> <p>Updated by the Communications Manager in 2016 to reflect the change in the school logo</p>	<p>The full text of the school's WHS policy can be accessed by request from the Principal, from the school website and intranet or from Vie Scolaire.</p>
<p>School Safety Policies</p> <p>As a result of the Paris terror attacks, the school established, tested and finalised its lockdown policy and procedures, evacuation policy and procedures as well as</p>	<p>Written and reviewed by school Principal and safety committee. Updated by the Communications Manager in 2016 to reflect the change</p>	<p>The full text of these policies can be accessed by request from the Principal, from the school</p>

<p>containment/locked in policy and procedures.</p> <p>These were written in collaboration with NSW Police for optimum effect and security.</p>	<p>in the school logo</p>	<p>website and intranet or from Vie Scolaire.</p>
<p>Privacy Policy</p> <p>As a result of changes in legislation surrounding privacy, particularly using children's images on school social media sites, the school's Privacy Policy was updated according to AIS recommendations</p>	<p>Reviewed by Deputy Principal in 2016 and updated by the Communications Manager to reflect the change in the school logo</p>	<p>The full text of the school's privacy policy can be accessed by request from the Principal, from the school website and intranet or from Vie Scolaire</p>



THEME 10

School-determined priority areas for improvement

Achievement of Priorities 2016

Area	Priorities	Achievements
Teaching and Learning	<ol style="list-style-type: none"> 1. Implementation of the International Section 2. Reform of the Collège 	<ol style="list-style-type: none"> 1. International Section application was postponed to 2018 2. As part of the reform, interdisciplinary projects were implemented in the College; AP (learning support) classes were integrated within the timetable and the structure of English classes were changed to include transition groups
Staff Development	<ol style="list-style-type: none"> 1. Differentiated Learning 2. Manual Handling Training with WorkCover NSW 3. Armed intruder training with NSW Police 4. Various French and IB workshops 	All training was undertaken and continues to be ongoing.
Facilities and Resources	<ol style="list-style-type: none"> 1. Refurbishments to A Block, D Block and F Block 2. Completion of Stage One Campus 2020 	<p>A Block Level One: All works shown have been completed</p> <p>A Block –Play Grounds – completed</p> <p>D Block External façade - Completed</p> <p>New Gymnasium - -works completed</p> <p>F Block Canteen – Works completed</p> <p>Stormwater retention tank completed.</p> <p>Additional Gate to boundary fence – completed</p> <p>Stage One Campus 2020</p> <ul style="list-style-type: none"> • 1 additional new Primary classroom Completed • 3 additional new Secondary School classrooms completed • Relocation and refurbishment of a larger Primary Library completed • New Primary aged and all access toilet block completed

2017 Priorities and Areas for Improvement

Area	Priorities
Teaching and Learning	<ol style="list-style-type: none"> 1. Working towards implementing an “International Section” in the Secondary school at the start of 2018 school year. 2. Reform of the Collège to continue as per the requirements of the French Ministry of Education 3. To become and accredited Cambridge Exam Centre 4. To ensure readiness for NAPLAN 5. To streamline and support teachers in their Teacher Accreditation
Staff Development	<ol style="list-style-type: none"> 1. Training for the “International” Sections of the school 2. Fire Extinguisher training 3. Ongoing IT training for teachers 4. Various French and IB workshops to keep abreast of pedagogical developments
Facilities and Resources	<p>General:</p> <ol style="list-style-type: none"> 1. Demolition of old noncompliant toilet block to a new Secondary School and Teacher Dining area 2. Larger Student Health Facility to accommodate Student growth 3. Additional security works across campus 4. Web Radio Room upgrade, sound proofing inclusion <p>Primary School</p> <ol style="list-style-type: none"> 1. Construction of new Toileting Facilities – accommodate student numbers 2. Construction new additional Classroom 3. Refurbishment of 6 classrooms – to include comfort air 4. Painting and additional storage to 4 classrooms <p>Secondary School</p> <ol style="list-style-type: none"> 1. Demolition and reconstruction of breezeway between building E and D 2. Refurbishment of 5 classrooms – to include comfort air

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 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:

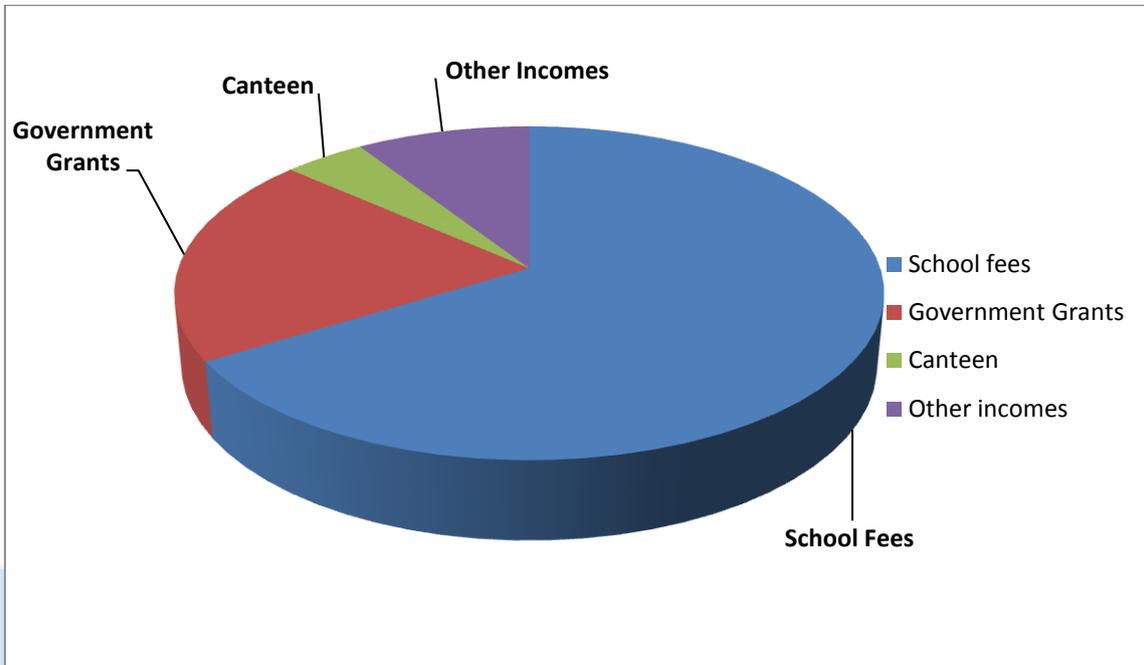
- Through SRC meetings
- Through the *Professor Principale* (Year Adviser)
- Through the *Conseil de Classe* (Class Council)
- Through the *Conseil d'établissement* (council of the Establishment/School Council)



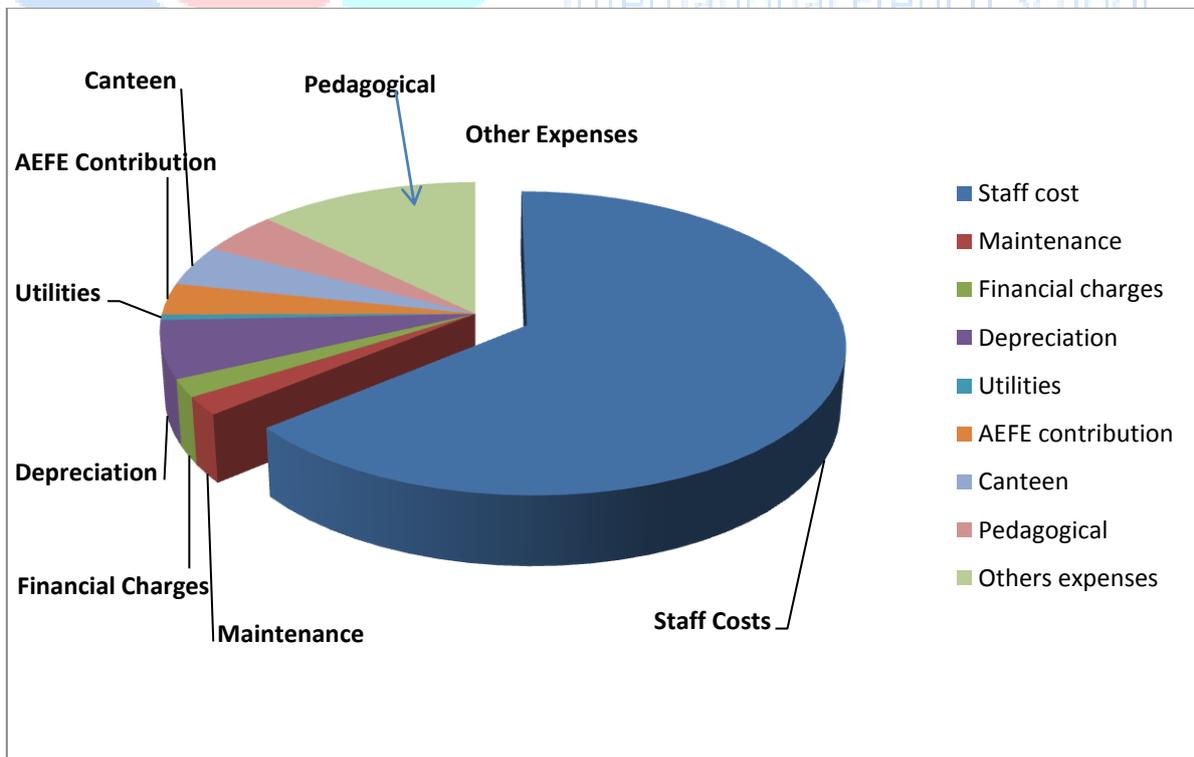
THEME 13

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 NESA on *Rangs Online* no later than 30 June 2017.

The Annual Report will be publically disclosed on the school's website no later than 30 June 2017.

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.

