



# ANNUAL REPORT 2017

THE  
INTERNATIONAL  
FRENCH  
SCHOOL OF  
SYDNEY

## TABLE OF CONTENTS

<b>THEME</b>	<b>TOPIC</b>	<b>PAGE</b>
Theme 1	A message from key school bodies	3
Theme 2	Contextual Information about the school and characteristics of the student body	5
Theme 3	Student Outcomes in Standardised National Literacy and Numeracy Tests	6
Theme 4	Senior Secondary Outcomes	7
Theme 5	Teacher Qualification, Accreditation and Professional Learning	10
Theme 6	Workforce Composition	11
Theme 7	Student attendance and retention rates and post school destinations	12
Theme 8	Enrolment Policies	14
Theme 9	Other School Policies	21
Theme 10	School-Determined Priority Areas for Improvement	23
Theme 11	Initiatives promoting respect and responsibility	25
Theme 12	Parent, Student, Teacher Satisfaction	26
Theme 13	Summary Financial Information	27

# THEME 1

## Message from Key School Bodies

### From the Principal

The growth in demand for French education in Asia Pacific and Australia has prompted, under the impetus of the French Embassy, the creation of The Australian Association of Franco English Bilingual Schools (AAFEBS), which began in 2016 and offers a powerful framework for exchanges and projects. This association has recently welcomed Tingalpa State School in Brisbane, who are expanding their French-Australian bilingual program.

The school community is growing rapidly with a 25% increase in student population in four years. That of course has resulted in a review of our workforce, with a view to strengthen Human Resources and a focus on teacher accreditation. This increase has also highlighted a need to review the building project, Condorcet – Campus 2020, and revisit the requirements that could evolve in the next 4 years. The first phase of this project was completed in January 2017 and the second in September 2017. The 3<sup>rd</sup> and 4<sup>th</sup> phases are currently under way.

Another focus of school operations is the administrative organisation around implementation of a new Information System EDUKA.

In terms of security, we have installed increased video surveillance of the facilities and reinforced lockup procedures.

Numerous educational projects carried out and included

- The third edition of Science Week – organised in connection with the French Embassy on the theme of astronomy
- Arts week initiated 4 years ago has become a favourite of the entire school community. Primary students welcomed Geoffrey De Pennart, author-illustrator of children's literature, whose wolves now decorate most classrooms.
- Students continue their enthusiasm in theatre, especially as an extra curricular activity, and this year Secondary students in partnership with the French Film Festival received the Audience Award at the Kuala Lumpur Short Film Festival for a film directed by Literature and Society students.
- The introduction of the Babel Project and Latin Day were very well received and will continue next year.
- The tremendous popularity of the web-radio has seen its use now extended to primary students. Its effectiveness has placed three of our Secondary students as reporters at the International Youth Games in Vesoul. They will ensure media coverage of the event along with three students from the Franco-Peruvian school.

In Sport, with great effort, the Condorcet team finished in second place at the Asian Pacific Swimming Championships.

Among new projects, honourable mention must be given to the following

- Participation of Secondary students at the Ambassadeurs en Herbes in Phnom Penh
- Secondary student exchange program with schools in Lisbon, Valencia and Bogota
- The involvement of the VLC's of the Asia-Pacific zone in the DES project **Schools for a school** in Manila.

An event of great note is the wonderful meeting that took place between our students, the president of the French republic, Emmanuel Macron, and Australian Prime Minister Malcolm Turnbull at our ANZAC Day ceremony. A moving tribute was paid to the Australian soldiers who fought during World War 1. Students from Canberra, Amiens and Sydney recalled with great emotion the commitment and youth of those soldiers.

The presidential visit was also an opportunity to meet the Minister of National Education, Mr. Jean-Michel Blanquer with representatives of LFAC Canberra.

This year the school has launched with remarkable success, a Facebook page, publication of new brochures and the induction of an Alumni Association.

Philippe Courjault

PRINCIPAL

### **From the Board**

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 second phase of the school's 2020 Master Plan; the objective being to increase the school capacity of common facilities to cater to student growth. In the second phase, we relocated and increased the size of the School infirmary as well as the meal area. We also fully refurbished 2 primary classrooms including the adding of air conditioning. Our student count increased from 711 and we are expecting a student count of over 900 for the next school year showing a continuing trend of growth. The increasing student numbers and related staff numbers have led to the creation of a role and hiring of an HR manager. This continued growth strongly supports the rationale and need of continued execution of the Master Plan which remains a key focus for the years ahead.

Benoit Droulez

Chair of the Board

# THEME 2

## Contextual Information about the school

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.

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 fulfil Australian requirements to comply with the School's registration with the NSW Education Standards Authority.

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 (Diplome National du Brevet and the Baccalaureat) and it is also a French exam centre for all of Australia. The School does not offer HSC or RoSA.

The AEFÉ conducts the school's inspections and encompasses 429 schools in 125 countries. This is the largest school network in the world.

## Characteristics of the student body

The school population of 711 is comprised of 425 students in Primary and 286 in Secondary. The students come from a diverse range of cultural backgrounds. A large percentage of the student body have a background other than English. The students come from more than 20 different countries, with France and Australia being the biggest groups. 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 is a registered CRICOS provider and enrolls overseas students for primary and secondary years. Secondary overseas students are mostly accommodated with host families but the school also accepts students who are in the care of an approved relative or guardian.

# THEME 3

## Student Outcomes in National and State-wide Tests and Examinations

In 2017 100% of our year 3, 5, 7 and 9 students participated in the National Assessment Program – Literacy & Numeracy (NAPLAN) test. Although we follow a French curriculum and the test is in English, the school’s performance across all year groups was substantially above the national average in all of the assessment areas (reading, persuasive writing, spelling, grammar & punctuation and numeracy). These results, given the high number of students with a language background other than English is an excellent achievement.

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.

	2010	2011	2012	2013	2014	2015	2016	2017
<input type="radio"/> Schools with similar students <input checked="" type="radio"/> All Australian students <span style="float: right;">Interpreting this table</span>								
	Reading		Writing		Spelling		Grammar	
Year 3	482		446		441		529	
Year 5	569		502		540		618	
Year 7	594		545		609		618	
Year 9	610		575		622		621	

Selected school's average when compared to all Australian students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

A more detailed view of the results can be obtained from the MySchool website: [www.myschool.edu.au](http://www.myschool.edu.au).

While the NAPLAN tests provide a good measure for a student’s proficiency in the key areas of literacy and numeracy, it is the School’s policy to continue to provide a broad education and a holistic view to a young person’s development. Other than familiarising the students with the specific format of the NAPLAN tests the School does not specifically prepare the students for these tests.

## THEME 4

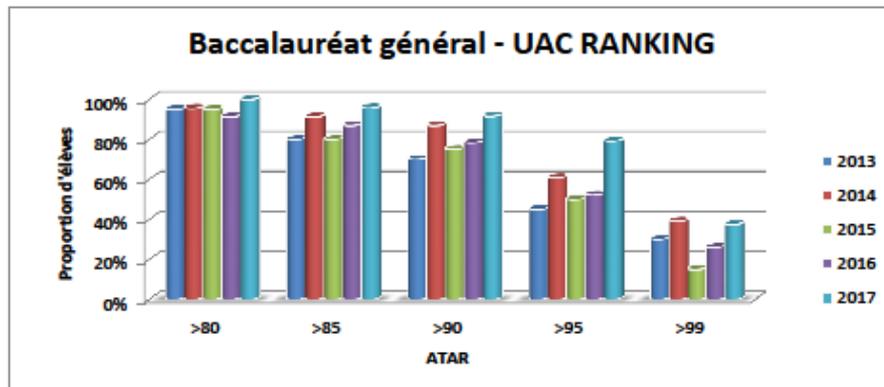
### French Baccaureate

In 2017, 24 students sat the French Baccaureate in 12 courses. In total, 63% of candidates across all courses achieved marks of 16/20 or more. In general, student achievement was at or above the international average. This has been a consistent trend over the years.



	2013	2014	2015	2016	2017
Nb de candidats	20	23	20	23	24
Moyenne /20	15,0	15,7	14,8	15,2	16,0
Minimum	11,8	11,5	10,9	11,3	12,0
Maximum	18,8	18,9	18,7	18,4	20,0
Nb de candidats admis	20	23	20	23	24
	100%	100%	100%	100%	100%
Mention AB	7	3	7	5	3
	35%	13%	35%	22%	13%
Mention B	5	7	6	6	6
	25%	30%	30%	26%	25%
Mention TB	7	12	6	10	15
	35%	52%	30%	43%	63%
Taux de mentions	95%	96%	95%	91%	100%
Proportion de mentions TB	37%	55%	32%	48%	63%

ATAR	2013	2014	2015	2016	2017
>80	95%	96%	95%	91%	100%
>85	80%	91%	80%	87%	96%
>90	70%	87%	75%	78%	92%
>95	45%	61%	50%	52%	79%
>99	30%	39%	15%	26%	38%
ATAR max /Top ATAR	99,58	99,63	99,52	99,43	99,95
Rang moyen	93,31	98,57	96,36	97,47	98,70
50% obtiennent un ATAR égal ou supérieur à / 50% obtain an ATAR equal or above	98,65	98,81	98,46	98,43	98,83



## International Baccalaureate

In 2017, 12 students sat for the International Baccalaureate Diploma in NN courses. In total, 100% of candidates across all courses achieved marks above Grade 3 , thereby leading to the award of a bilingual diploma.

Subject	Year	Number of Students	Number of Exams	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	<b>2015-2016</b>	9		1	8
Group 2: Language A- French	<b>2015-2016</b>	9		2	7
Group 3: Human Societies	<b>2015-2016</b>	9		3	6
Group 4: Sciences	<b>2015-2016</b>	9		3	6
Group 5: Mathematics	<b>2015-2016</b>	9		2	7
Group 6: Arts	<b>2015-2016</b>	2		1	1
Group 1: Language A- English	<b>2016-2017</b>	12	12	4	8
Group 2: Language A- French	<b>2016-2017</b>	12	12	4	8
Group 3: Human Societies	<b>2016-2017</b>	12	16	7	9
Group 4: Sciences	<b>2016-2017</b>	12	15	9	6
Group 5: Mathematics	<b>2016-2017</b>	12	12	5	7
Group 6: Arts	<b>2016-2017</b>	5	5	1	4

## Vocational Education and Training

In 2017 0% of the Year 12 cohort participated in vocational or trade training.

Year 12	Qualification/Certificate	Percentage
2016	French Baccalaureate	72%
2016	International Baccalaureate	28%
2016	VET Qualification	0
2017	French Baccalaureate	66.7%
2017	International Baccalaureate	33.3
2017	VET Qualification	0%

# THEME 5

## Professional Learning and Teaching Standards

### Qualifications of all teachers

QUALIFICATION	% of classroom teachers and School Leaders	ACCREDITATION	% of classroom teachers and School Leaders
Doctorate	2%	Highly Accomplished/Lead Teacher	0
Masters	53%	Proficient Teacher Accreditation	59%
Bachelor	45%	Provisional Accreditation	8%
Diploma	0	Conditional Accreditation	33%

### Summary of Professional Learning

All LCS teaching staff undertook professional learning opportunities throughout 2017, which included:

- Staff development days
- Mentor programs (via ISCA)
- School-based workshops
- Research projects
- Online training (AISNSW)
- External conferences and workshops

The professional learning component at LCS is developed through consultation with various stakeholders and is linked to school priorities and recommendations and departmental operational plans that are informed by data collection and analysis. LCS expended an average figure of approximately \$1,078 per teaching staff member on professional development in 2017.

## THEME 6

### Workforce composition

The academic staff comprises 53 full-time, 23 part time and 3 non-teaching staff.

Non-academic staff comprises 54 executive, administrative, support and maintenance. 20 part time and 34 full time



# THEME 7

## Student Attendance Rates

Year Level	Attendance Rate
Kindergarten	95%
Year 1	97%
Year 2	96%
Year 3	97%
Year 4	96%
Year 5	97%
Year 6	96%
Year 7	95%
Year 8	95%
Year 9	96%
Year 10	96%
Year 11	95%
Year 12	97%

The Average Attendance Rate as a percentage in 2017 was 97%. 92% of students had an attendance rate of over 90%.

### 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..

## Apparent Retention Rate

Student retention rates and post school destinations

100% of the 2014 Year 9 Brevet cohort (32 students) completed Year 12 in 2017 (36 students). The retention rates over the past three 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 (includes Full Text of the Enrolment Policy and Terms and Conditions of Enrolment)

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.

#### The Enrolment Process

It is important that parents wishing to enrol their child at a school are aware of the culture of the school, its education offerings, the terms on which a child is enrolled as a student and the responsibilities of parents of children enrolled before the parent makes a commitment. This should help avoid subsequent disputes and help in eliciting from the parents queries and concerns which may be relevant to the child's future schooling.

The procedure for enrolment of students will include the following elements:

- Parents enquiring about enrolment are welcome to visit the school and are given a guided tour.
- The prospectus/handbook or other background documents providing an outline of the school's programs including academic courses and other activities and the school's philosophy is made available. It should be made clear the programs do vary from time to time.
- An application form and a document outlining the conditions of entry of the school is to be completed and lodged with required documentation including report cards, formal assessments, birth certificate and visa information if applicable.
- While a formal application is a pre-requisite to admission, it is not a guarantee of admission and the Principal, in consultation with the School Board, reserves the right to offer a place to any student, irrespective of the date of application.
- An interview is held with the parents and child to assist in establishing that the expectations of the parents can be met.
- It is only after these procedures that an offer of a place may be made. A letter of offer, which again contains the conditions of entry to the school is sent to parents for signing.
- The parents accept the offer, agreeing to the terms by signing the contract.
- The completion of a number of school forms, including the 'Confidential Collection of Student Data Form' is to be submitted. The school's Privacy Policy will cover the information collected in this form. These details are entered onto our administrative computer systems
- Enrolled students are allocated to classes according to a combination of class size and student need.
- Upholding the conditions of the enrolment contract and conditions set out in the Terms and Conditions of Enrolment and the School Fees Policy and Schedule are the requirements for continuing enrolment at the School.

## How to enrol

### **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/carers 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

### **TERMS AND CONDITIONS OF ENROLMENT**

## 1. Definitions

In these Terms and Conditions of Enrolment, "Parents" includes guardians/carers.

## 2. Fees

2.1 Parents must pay:

- a) all fees for tuition as determined by the Board from time to time and published in the School Fees Policy & Fees Schedule ("Fees");
- b) such other fees and charges for exams, excursions, co-curricular activities, the canteen, book deposits and other items which are levied from time to time;
- c) Entry Fees and Administrative Fees; and
- d) Census Day Fee, if applicable.

2.2 A Census Day Fee will be charged in respect of any student from Kindergarten to year 10 (both years inclusive), except those on a student or tourist visa (Rate 3), who is not present on the day that the Commonwealth Government conducts a census of the number of students attending the school ("Census Day"), generally in late June.

However this Fee will not be charged when the Parents of the absent student are able to provide sufficient evidence that the student was unable to attend due to illness or other special circumstances. The amount of this Fee will be the amount that the School forgoes in government grants due to the absence of the student on Census Day and will be added to the next account set followed by the Census Day.

2.3 The Census Day will be advised to Parents at the commencement of each school year.

2.4 All Fees and charges are due in full within 14 calendar days of the invoice date ("Due Date"). Accounts for tuition Fees are generally sent before the beginning of each semester in July and December each year.

2.5 The Census Day Fee will be applied from 1st January 2013. In the case of nonpayment of the Census Day Fee, the School reserves the right to retain the school records ("Exeat") of the student.

2.6 If Fees and/or charges are not paid by the Due Date, an overdue charge ("Overdue Charge") of \$250 will be charged. The Overdue Charge represents the administrative cost to recover the outstanding amount.

2.7 If an account for Fees and/or charges is not paid in full within 30 days from its Due Date, the student's enrolment may be suspended unless formal arrangements for payment have been approved by the School. The School may subsequently without further notice, refuse entry to the student or terminate their enrolment.

2.8 No remission of Fees, either in whole or in part, will be made if the student is absent

due to illness, leave, suspension or leaves before the end of the semester.

2.9 Entry Fees and Waiting List Fees are non-refundable whether or not a student takes up a position at the School.

### **3. Expectations and Behaviour**

All communication between students, parents, visitors and staff members should be conducted in a courteous and respectful manner.

### **4. Students' Obligations**

Students are required to have high standards of behaviour and:

- a) abide by the School rules as they apply from time to time;
- b) behave courteously and considerately to each other and to staff at all time;
- c) support the goals and values of the School;
- d) attend and, if required, participate in:
  - i) assemblies;
  - ii) the School sports program;
  - iii) important School events determined by the Principal;
  - iv) camps and excursions that are an integral part of the School curriculum;
  - v) wear the sports uniform as prescribed during sports lessons and excursions and follow conventional standards of appearance in accordance with the School's guidelines and the expectations of the School community; and
  - vi) attend the School during school hours, except in the case of sickness or where leave not to attend has been given.

### **5. Parents' Obligations**

The Parents:

- a) must accept and abide by the requirements and directions of the School Board and the Principal relating to students and not interfere in any way with the conduct, management and administration of the School;
- b) must support the goals, values and activities of the School;
- c) must respect the decisions taken by the representative committees established by the School;
- d) both parents must keep themselves informed of School activities and requirements by regularly going to the School's online parents page.
- e) must advise the School in writing of any change of home, mailing, email address or contact details or other information on the Application for Enrolment, within one (1) month of such change. Applications and Reserved or Confirmed places may be

- cancelled if the School loses contact with the Parent or has mail returned to it;
- f) must ensure the Student has each item of the sports uniform, clean and in good condition, and all other requirements such as textbooks and stationery;
  - g) communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time to time; and
  - h) use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the School which are relevant to the student's education.

## **6. Content of Courses**

The School determines which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. These may be changed without notice.

## **7. Leave**

Leave from School activities, including academic and co-curricular programmes, and for early departure at the end of term and/or late return from breaks, is only granted in the most extreme cases and must be applied for in writing to the Principal with not less than 4 weeks' notice.

## **8. Exclusion of Students**

8.1 The Principal may in his or her absolute discretion, but subject to affording the student procedural fairness, suspend or dismiss the student for:

- a) breaches of rules or discipline;
- b) behaviour prejudicial to the welfare of the School, its staff or students; or
- c) where parents have failed to comply with these Conditions of Enrolment.

8.2 The Principal also may exclude the student if the Principal considers that a mutually beneficial relationship of trust and cooperation between the parents and the School has broken down to the extent that it adversely impacts on that relationship.

8.3 The Principal may, upon giving reasonable notice, ask the parents to remove the student from the School at the end of a School year where the student has, in the Principal's opinion, failed to meet the requirements of the New South Wales Board of Studies or has otherwise failed to make satisfactory progress in her academic work.

## **9. Health and Safety**

9.1 Any special needs of a student or prospective student (including but not limited to, any medical, physical, learning or psychological needs) must be disclosed to the School. Where any disclosed special needs change or where any special needs arise, they must be advised to the School immediately.

9.2 Parents must accurately complete and return the student's medical form prior to the commencement of enrolment and provide updates for the Health Care Unit as required by the School.

9.3 The Principal, or their nominee, may search the student's bag, locker or other possessions where there are reasonable grounds to do so in order to maintain a safe environment for all students.

9.4 If the student is ill or injured, necessitating urgent hospital and/or medical treatment

(for example injections, blood transfusions, surgery) and Parents are not readily available to authorise such treatment, the Principal or, in their absence, a member of the school leadership team, may give the necessary authority for such treatment. The Parents indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

9.5 Parents must observe School security procedures for the protection of students.

9.6 The School does not accept any responsibility for loss of the student's personal property.

## **10. Privacy**

10.1 In accepting these Terms and Conditions, the Parents acknowledge that the School may from time to time collect personal information about parents and students which may be necessary for the School's function or activities and acknowledge having read the School's Privacy Policy and Standard Collection Notice.

10.2 The School may take photographs and videos of the student for:

- a) the School's records;
- b) display or playing at the School; and
- c) publication in School magazines and newsletters.

## **11. Provision of Reports by the School and Court Orders**

11.1 The School will send academic reports to the address or addresses notified by the Parents. Where parents are separated or divorced, reports will be sent to both Parents on request to the address notified by each Parent unless there is an Order of the Court or an agreement that reports are to be sent to only one Parent.

11.2 Parents must promptly provide to the School any Orders of the Family Court or any other Court which are relevant to the education and welfare of the student.

## **12. Amendment of Terms and Conditions**

The School may change these Terms and Conditions upon giving not less than one semester's notice of such changes.

## **13. Membership of Lycée Condorcet The International French School of Sydney Ltd.**

13.1. I/we consent to become a member of Lycée Condorcet The International French

School of Sydney Ltd and agree to be bound by the terms of Lycee Condorcet The International French School of Sydney Ltd's constitution.

13.2 I/We give notice of the following personal details:

## **14. Declaration**

I/We accept the offer from Lycée Condorcet-The International French School of Sydney.

I/We declare that to the best of my/our knowledge the information supplied is correct and complete. I/We recognise that it is my/our responsibility to provide all necessary documentary evidence about my/our child.

I/We hereby authorise Lycée Condorcet-The International French School of Sydney to obtain further information where necessary. I/We have understood and accept the School Fee Policy & Schedule.

I/We agree to the Terms & Conditions of Enrolment set out above.

Signed:

Signature of parent 1

Name of parent (print)

Signed:

Signature of parent 2

Name of parent (print)



## THEME 9

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><input type="checkbox"/> Meet the personal, social and learning needs of the students</li> <li><input type="checkbox"/> Provide early intervention programs for students at risk develop student's self worth and foster personal development</li> </ul>	No Changes were made to this Policy in 2017	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><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>	No Changes were made to this Policy in 2017	The full text of the school's welfare policy can be accessed by request from the Principal, from the school
<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>	No Changes were made to this Policy in 2017	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><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</p>	No changes were made to this policy in 2017	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

grievances and how the school will respond.		
<b>Work Health and Safety</b> Following an audit at the school, the WHS policy was reviewed and found to be meeting the needs of the school.	No changes were made to this Policy in 2017	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.
<b>Critical Incident Management Plan</b>	Reviewed and revised to be in line with MPPS (Critical Incident Risk Assessment as required by AEFE)	The full text of these policies can be accessed by request from the Principal, from the school
<b>Privacy Policy</b> 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	No Changes were made to this Policy in 2017	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
<b>Child Protection</b> As a result of changes to the Online Mandatory Reporter Guide references to recommended use of this facility are highlighted in the policy.	Updated references to Risk of Significant Harm and Online Mandatory Reporter Guide	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

# THEME 10

## School Determined improvement targets 2017

Area	Priority	Achievement
Teaching and Learning	<ol style="list-style-type: none"> <li>1. Working towards implementing an “International Section” in the Secondary school at the start of 2018 school year.</li> <li>2. Reform of the Collège to continue as per the requirements of the French Ministry of Education</li> <li>3. To become and accredited Cambridge Exam Centre</li> <li>4. To ensure readiness for NAPLAN</li> <li>5. To streamline and support teachers in their Teacher Accreditation</li> </ol>	<ol style="list-style-type: none"> <li>2. This is a continuous process to keep the school compliant with French Education Ministry requirements.</li> <li>3. Not met</li> <li>4. Priority has been met as NAPLAN results show.</li> <li>5. implemented greater involvement from AISNSW and better recording of PD</li> </ol>
Staff Development	<ol style="list-style-type: none"> <li>1. Training for the “International” Sections of the school</li> <li>2. Fire Extinguisher training</li> <li>3. Ongoing IT training for teachers</li> <li>4. Various French and IB workshops to keep abreast of pedagogical developments.</li> </ol>	<ol style="list-style-type: none"> <li>2. Training completed and all staff certified.</li> <li>3 &amp; 4. Teachers attended a number of workshops and participated in online courses.</li> </ol>
Facilities and Resources	Regular maintenance and upgrade of facilities is a priority of the School. A number of changes were identified and continued works remain a priority of the school.	<p>Improved Video surveillance</p> <p>Refurbishment of 2 classrooms</p>

## School Determined improvement targets 2018

Area	Priority	Achievement
Staff Professional Review and Teacher Accreditation	Installation of HR Manager to strengthen support team and conduct Professional Reviews with staff	
Update Student Information System	Installation and Implementation of EDUKA – School Administration Software designed for AEFÉ schools in Asia Pacific.	
Develop AfterSchool and Vacation Care in house for students in Maternelle.	Continued development of policies and Practices for Maternelle After School and vacation Care to comply with ACECQA and National Quality framework..	



# THEME 11

## Initiatives Promoting Respect and Responsibility

At LCS values are embedded in the curriculum. Values covered include respect for the environment, the variety of cultures and countries and respect for one another. LCS rules are based on respect: for school, others, self, and property. The School Leadership Program is based on an understanding of oneself as a leader and the needs and perspectives of others. Students reflect on the ways they have demonstrated leadership attributes such as empathy, followership, teamwork, integrity, compassion and conflict resolution. These qualities are demonstrated in a range of curricular and co-curricular activities and across the wider school community through service activities.



# THEME 12

## Parent, Student, 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.

Teachers agree that they enjoy good working conditions with access to necessary equipment and resources. They feel they have sufficient autonomy and support to do their job well.

### *Parent Satisfaction*

A survey of parents highlighted the following results

- Parents agree their children enjoy coming to school
- Parents agree teachers offer positive reinforcement and the school shows care and concern for their children
- Parents are happy with the curriculum and with communication with the school
- All parents surveyed would recommend the school to others

### *Student Satisfaction*

Following are quotes from some of the students at the school

"I am happy to come to school every day, where I can see my friends"

"I like it that we learn in French and English"

"My teachers are very nice and caring"

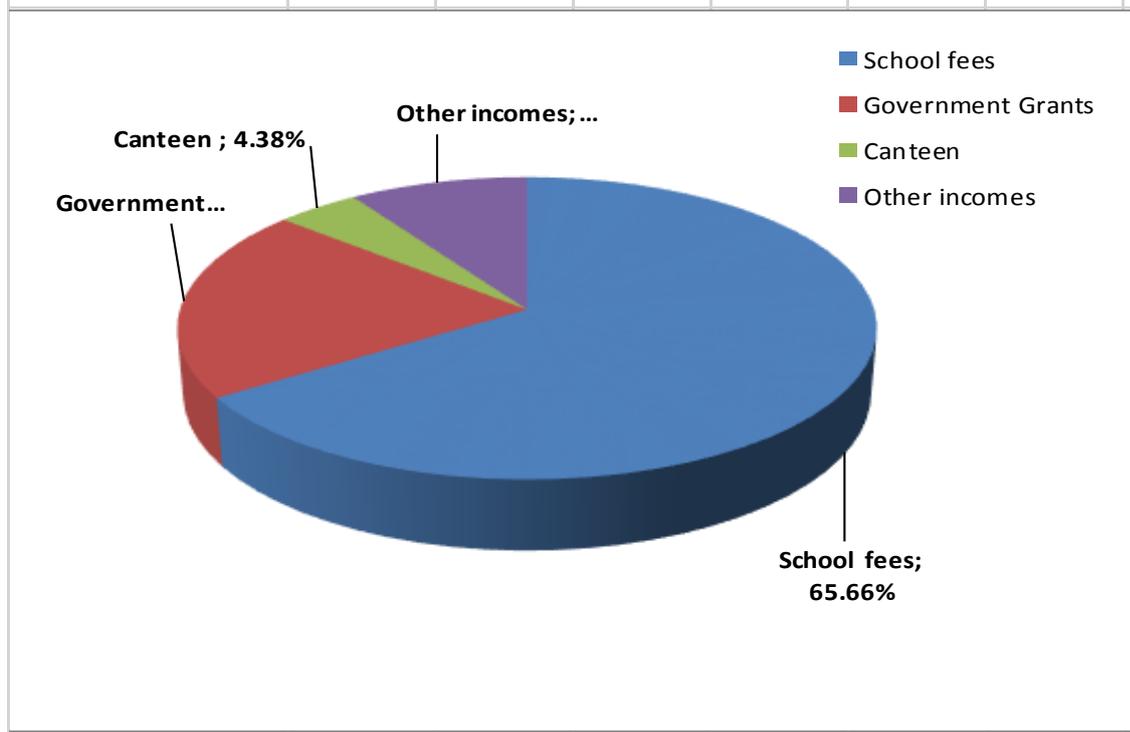
"The extra-curricular activities are awesome, I play soccer and am part of the robotics club"

"I belong to the science club and magic club"

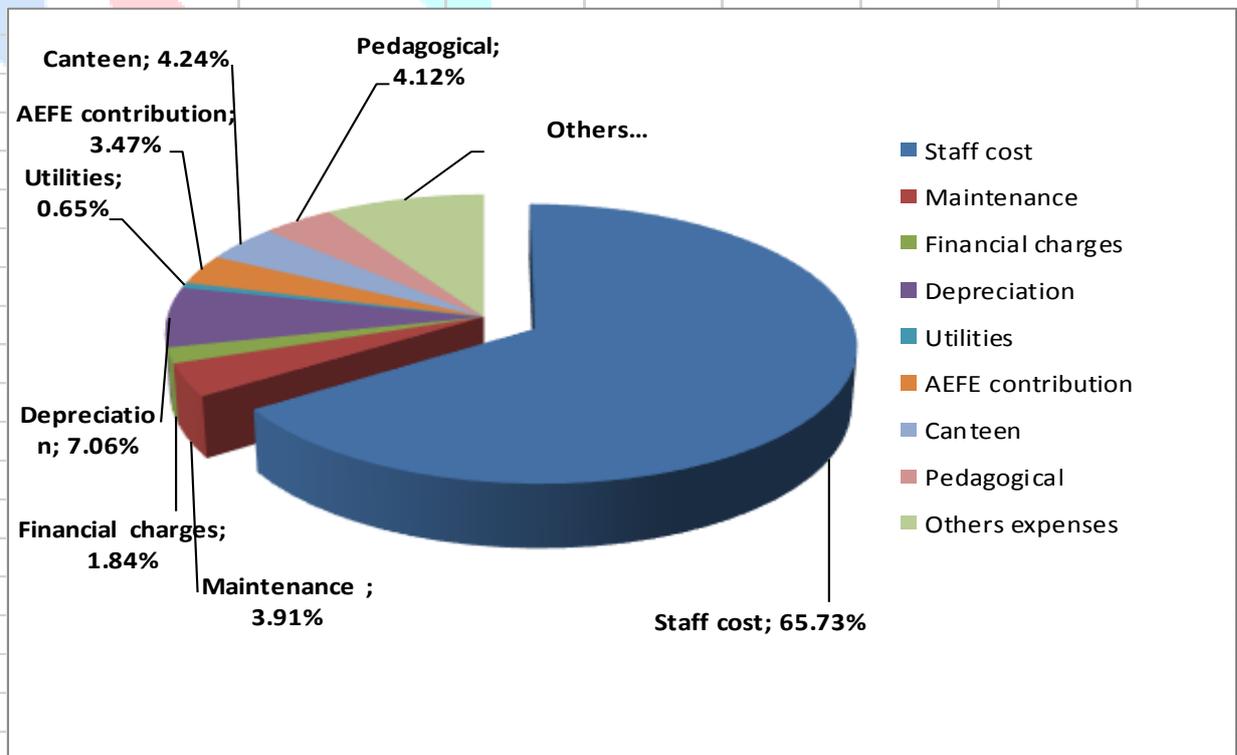
# THEME 13

## INCOME AND EXPENDITURE

School fees	10,883,406	65.66%				
Government Grants	3,421,864	20.65%				
Canteen	725,524	4.38%				
Other incomes	1,543,859	9.31%				
	16,574,653					
School fees	65.66%					
Government Grants	20.65%					
Canteen	4.38%					
Other incomes	9.31%					
	100%					



Staff cost	10,073,033	65.73%					
Maintenance	599,444	3.91%					
Financial charges	281,244	1.84%					
Depreciation	1,082,202	7.06%					
Utilities	99,999	0.65%					
AEFE contribution	531,904	3.47%					
Canteen	650,037	4.24%					
Pedagogical	632,078	4.12%					
Others expenses	1,374,965	8.97%					
	15,324,906	100.00%					
Staff cost	65.73%						
Maintenance	3.91%						
Financial charges	1.84%						
Depreciation	7.06%						
Utilities	0.65%						
AEFE contribution	3.47%						
Canteen	4.24%						
Pedagogical	4.12%						
Others expenses	8.97%						
	100.00%						



# 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 2018.

The Annual Report will be publically disclosed on the school's website no later than 30 June 2018.

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.

