



## French School Arthur Rimbaud (FSAR)

### I / CURRENT STATUS

#### Strengths

A new primary campus

Implementation of various educational support systems :

- Complementary personalized help in primary school
- More teachers than levels
- Homework done (Secondary)
- Homework help within the ESA framework
- Personalized educational success projects
- Support systems for students with special educational needs (PAP, PAI, GEVASCO...)

School life present in primary and secondary with an Educational Senior Advisor

Implementation of FLE/FLESCO courses with qualified staff recruited by the school

- Welcome class (GS/CP, CE1/CE2, cycle 3) 6h/week
- FLE 2H week
- Personalized assessments and objectives for each student, follow-up booklet
- Development of the teaching of English and exposure to the language
- English in primary school: 5h30 including 1h30 of CLIL from CP to CM2, bilingual program in TPS/PS that moves up.
- LCE in secondary school

Positive relationships with families, therefore the desire to learn is present.

- Proximity to parents which promotes student guidance.
- Family loyalty and commitment.

#### Points to be improved

Teams that remain to be federated around common objectives

- Spaces dedicated to staff are not conducive to exchanges.

Insufficient and sometimes obsolete IT equipment

- Centralization of digital and IT resources to be implemented.

A dedicated space for high school students to be finalized (or implemented) on the new campus.

Language program :

- 1) In modern languages, the implementation of groups per level has to be initiated.
- 2) The level of French language is very heterogeneous among our students
  - Persistence of difficulties in oral expression , especially among non-French speaking students



- Non-French speaking staff members
- DELF implementation for non-French speakers.
- Clarification of welcome policy for the non-French students during the year.

3) Learning of Swahili remains to be implemented.

French-speaking African culture remains unknown and therefore needs to be developed.

The principle of co-education should be promoted to further unite non-French speaking families around language learning and forge better relationships.

Too many students in some levels.



**II / OBJECTIVES – INDICATORS –ACTION PROGRAM**

**AXIS 1 – OPEN TO THE WORLD AND SHARE THE SAME VALUES**

**PRIORITY OBJECTIVE 1 :**

Implement an ambitious language program for all thanks to various and personalized pedagogical and educational systems.

*Issues :*

How to respond effectively to the heterogeneity of student levels in the acquisition of language skills?

How to build a Franco-African culture and make it a learning lever?

Selected indicators

Target indicators	2020/21	2021/22	2022/2023
Number of French-speaking students certified CAMBRIDGE in cycle 3, cycle 4 and final cycle	0	30	
Number of pedagogical actions per level/year	1	3	
Number of pedagogical outings with overnight stay per cycle from cycle 3	0	1	

Action program: « **an ambitious language program for all students** »

- Movies in modern languages (workshops, screenings, short films) en classroom and in ESA
- Language Project « Mai des langues »
- Correspondence with a French high school of the AEFE
- Encourage oral expression and comprehension sessions in inter-disciplinarity (skills in domain 1 of common base)
- Eloquence club
- Theater club
- APC, aides aux devoirs, devoirs faits
- Cambridge
- International Section
- Linguistic travels

Means mobilized

- Put the cinema club back in place
- Make a film (short-films, animated films)
- Exchanges among teachers around literature, music, and arts (zoom), with a common Padlet
- Develop partnerships (Alliance française, another high school AEFE, and meetings with artists...)
- Groups of English per level
- Centralize digital uses (choice of PADLET, ENT)
- Training of teachers
- Cambridge Certifications
- File to be submitted at the end of 2021
- Implementation of a 3rd language in Septembre 2022



## **AXIS 2 – CULTIVATE THE DESIRE TO LEARN**

**PRIORITY OBJECTIVE 2:** Improve our learning conditions to develop the desire to learn in French and reduce inequalities in school work

*Issues :*

How to guarantee a serene school atmosphere and promote extracurricular systems as a tool for educational success in order to reduce inequalities with regard to school work?



Selected indicators			
Target Indicators	2020/21	2021/22	2022/23
Results in French at the DNB (average)			
Success rate at the DELF		75%	
Number of students registered to the « help for homework » per session in primary		60	
Number of students registered to the « help for homework » per session in secondary		10	

  

Action Program: « Promote the desire to learn »	Means mobilized
<ul style="list-style-type: none"> <li>- Monitoring Protocols for students with special needs</li> <li>- APC</li> <li>- Educational Projects involving students in the process (PROJECT PEDAGOGY)</li> <li>- Involvement of all adults in educational remediation</li> <li>- Support student on a daily basis</li> <li>- Reception class FLS</li> <li>- FLE with progression per level.</li> <li>- Coeducation: Involve parents in the learning process.</li> <li>- Welcome : Involve non-French speaking parents in the school community « French school »</li> <li>- ESA (by teachers)</li> <li>- Specific reception system for non-French speakers</li> <li>- Open school to parents</li> <li>- More teachers than levels</li> </ul>	<ul style="list-style-type: none"> <li>- Protocols (PPRE, PAP, PAI, PPS, individualized programs)</li> <li>- Teams / educational commission</li> <li>- Tutoring</li> <li>- Guide for the little francophile (books, videos, referring person for the follow-up, material adapted to the student and age... but also a small kit of French and French speaking culture).</li> <li>- Referring person for the follow-up of non-French speaking students</li> <li>- Group by level in FLE/FLS</li> <li>- Purchase of educational books adapted to each level.</li> <li>- Welcome meetings at the time of registration</li> <li>- Educational tools for home (weekly)</li> <li>- Fun activities for parents (parents-children) in French.</li> <li>- Meetings between parents fostering the bond (coffee parties with parents to be implemented)</li> <li>- Dar Accueil Association open to non-French speakers who have children in the school.</li> <li>- Welcome class of +/- 10h/week.</li> <li>- Access to the Library</li> <li>- Parents' volunteering (book cover, restoration of books, free reading sessions, open-doors days...)</li> <li>- Develop the IT and digital park (acquisition of computers and projectors / software)</li> </ul>



**AXIS 3 – ALLOW THE « WELL LIVING TOGETHER »**

**PRIORITY OBJECTIVE 3 :** Develop project pedagogy to better meet the specific needs of students and harmonize educational and pedagogical practices

*Issue :*

How to mobilize digital technology as a tool for educational success to reduce inequalities in school work and promote living together?



Selected indicators			
	2020/21	2021/22	2022/23
Daily use of PRONOTE by teachers		100%	
Weekly use of PRONOTE by parents		80%	
Number of training days / teacher		2,5	
Number of training hours/ students as extra to Moral and Civic Education in cycles 3 and 4 (citizenship: fight against bullying, dangers of internet...)		6	
Number of actions C /CVL per year		3	

  

<p>Action Program: « PROMOTE THE LIVING WELL TOGETHER “</p> <p>HR Department:</p> <ul style="list-style-type: none"> <li>- Training of staff (ZAAO, designated audience, internal)</li> <li>- Welcome new teachers</li> <li>- Teaching tips</li> <li>- Educational Councils</li> <li>- Teacher Council</li> <li>- Team support</li> <li>- Exchanges and analyzes of practices</li> </ul> <p>In the classroom and School life :</p> <ul style="list-style-type: none"> <li>- Implementation of a digital blog managed by students.</li> <li>- Reuse of podcasts (web radio) which will promote speaking and develop the level of the French language.</li> <li>- Inter-degree Club in robotics / cinema ...</li> <li>- Training of students on digital technology (dangers, limits, fluid use...)</li> <li>- PIX Certification</li> <li>- Ambassadors against school bullying</li> </ul>	<p>Means mobilized</p> <ul style="list-style-type: none"> <li>- High school students’center</li> <li>- Centralize digital educational ressources (ENT) and equipment /IT referent</li> <li>- Equip the school (PC, video projectors, audio, wifi in classrooms)</li> <li>- Pool ressources (mobile classes)</li> <li>- Teachers ‘room (centrally located, more pleasant)</li> <li>- Reviews and regulations (personalized support),</li> <li>- Internships</li> <li>- Pre-start meeings</li> <li>- Welcome time dedicated to new staff</li> <li>- Training against school bullying: competent teacher, student brigades and ambassadors.</li> <li>- Training of teachers on digital uses / IT referent for teachers</li> <li>- Guide to digital media for teachers.</li> </ul>
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**III / DURATION – EVALUATION PROCEDURES**

**Presentation to the various institutions of the school:** 3<sup>rd</sup> term, 2020/21

**Sending for information to the management committee and diplomatic post:** July 2021

**Presentation to the teams (+ steering group):** pre-start 21/22

**Presentation to parents:** September/October start-to-school meetings

**Progress reports:** pedagogical councils and teachers councils- period 2 - year 21/22 (After All Saints)

**Review / evaluation / new objectives for the following year:** April/ May 2022

Submitted to the school council on: .....

Submitted to the secondary council on: .....

Voted in establishment council on: .....