



Ecole française de Melbourne

French Section Elective of CAULFIELD JUNIOR COLLEGE



AN OVERVIEW OF EFM « Ecole Française de Melbourne »

CONTENTS

1. POSITIONING OF L'ECOLE FRANCAISE DE MELBOURNE	2
2. HOW EFM'S SCHOOLING IS ORGANISED	2, 3, 4, 5, 6
A. French system and Australian system year level comparison	
B. Curriculum and internal organisation of EFM and CJC	
C. School year calendar and hours of attendance	
D. Stationery to be provided by students.	
3. ORGANISATION OF SCHOOL - PARENT COMMUNICATION	6, 7
A. Lines and methods of communication	
B. Parent-teacher relations	
4. DISCIPLINE	8
A. Internal policy	
B. Reciprocal respect	
5. ORGANISATION OF PARENT - COMMITTEE OF MANAGEMENT COMMUNICATION	8
A. School fees	
B. The Committee of Management of EFM	
6. THE STAFF OF EFM 2006	9
A. Teaching staff	
B. The Committee of Management	
C. Office staff	

1. POSITIONING OF L'ECOLE FRANCAISE DE MELBOURNE

Who makes up the student community at Ecole Française de Melbourne?

The student community of EFM is made up of children of permanent Australian residents (more than 80%), and those of French expatriate families (around 15%). The initial linguistic abilities of students range from those who speak *only* French (this often applies to the new arrivals from French-speaking countries), to those who understand but do not speak French, and run the gamut of 'bilingualism' in between.

What is the objective of the curriculum at EFM?

EFM follows the French school curriculum as set down by the Minister of National French Education (in the subjects of French and in Mathematics). EFM also prepares students for the French evaluation exams for the classes CE2 and the end of CM2, while continually responding to evolving approaches in the Victorian education system. Given that it is a section implanted within an Australian government school and that it has as its objective French/English **bilingualism**, the teaching is organised on a 'shared time' basis – the students receiving half their lessons in Caulfield Junior College mainstream section (CJC) and half in the French section elective (EFM).

Why do families choose to enrol their children at EFM ?

By enrolling their children at EFM, parents retain or gain access to their link with French education practices that tend to accentuate academic content as well as a teaching of more rigorous study methods, while offering their children a unique opportunity for exposure to the innovative teaching methods of the State of Victoria.

All parents, regardless of their background, want for their children an education in the two languages with the goal of becoming bilingual. Experience shows that the objective of true bilingualism can only be attained through specific efforts from the students and from their families (extracurricular activities, and practice of the language outside of school). For this, the role of families is crucial. The school does provide support for children experiencing particular difficulties in one or other language (ESL lessons organised by CJC and lessons of support in French where possible).

2. HOW EFM'S SCHOOLING IS ORGANISED

A. French system and Australian system year level comparison

FRENCH SYSTEM			AUSTRALIAN SYSTEM	
FRENCH ESTABLISHMENT	CHILD'S AGE	CYCLE	CLASS /YEAR	AUSTRALIAN ESTABLISHMENT
Ecole Maternelle	3 ans	1	Petite section	Pre school /3 year old kinder
Ecole Maternelle	4 ans	1	Moyenne section	Pre school /4 year old kinder
Ecole Élémentaire	5 ans	1 et 2	Grande Section Maternelle /Prep	Primary School
Ecole Élémentaire	6 ans	2	Cours préparatoire/Year 1	Primary School
Ecole Élémentaire	7 ans	2	Cours élémentaire 1/Year 2	Primary School
Ecole Élémentaire	8 ans	3	Cours élémentaire 2 / Year 3	Primary School
Ecole Élémentaire	9 ans	3	Cours Moyen 1 / Year 4	Primary School
Ecole Élémentaire	10 ans	3	Cours Moyen 2 / Year 5	Primary School
Collège	11 ans		Sixième/Year 6	Primary School

Students must have turned 5 years of age by the 30th April of their year of commencement in Prep. The school year begins at the end of January. No dispensation from this rule applies, except with a specific authorisation from DE&T.

Children may exceptionally jump up a level, provided that an agreement has been reached with all the teachers (French and Australian), the director of the French section and the parents.

For a student to go up to the next year level (CP and upwards), he/she must demonstrate an appropriate command of the French language and of the current year's curriculum. A student, therefore, could be asked to repeat a year level in order to meet minimum standards.

B. Curriculum of EFM and CJC

Given that EFM is a French section operating within an Australian school (CJC), students are necessarily subject to two educational systems by being concurrently enrolled in CJC **and** EFM.

EFM is operated according to the French primary school model and so, follows the official instructions of the Minister of National French Education. The French education website can be consulted for more information.

Caulfield Junior College follows the directives of the Minister of Education of the state of Victoria.

Details of some of the differences and the ways in which the two systems complement each other follow:-

MISSION / GOAL

<u>Australian school</u>	<u>French school</u>
<p>- The values of the Australian school are :</p> <ul style="list-style-type: none"> ▪ Respect ▪ Integrity ▪ Harmony ▪ Love of Learning ▪ Responsibility <p>A practical approach is implemented to teach these values. Students are exposed to current affairs. They learn to work in groups as well as alone. School captains and assemblies each week reinforce these values.</p> <p>In addition to the core subjects, sport, art and sciences are taught.</p> <p>The curriculum is less demanding than the French section.</p> <p>The goal of the school is to equip students with the skills needed to be the creators of enterprise.</p>	<p>- The goal of the French school :</p> <ul style="list-style-type: none"> ▪ To follow the curriculum in French and in Mathematics according to official instructions. This programme is taught one week out of two. ▪ To keep class sizes small. The approach is more theoretical than practical. ▪ To support students with difficulties where the availability of teaching staff allows. <p>Where possible, taking into account staffing and class commitments, correspondence classes for 6^{ème} for students who are in grade 6 can be offered.</p>

The two methods of teaching are complementary.

MATHEMATICS

<p>The curriculum focuses on practical teaching of mathematical concepts.</p>	<p>The curriculum is very demanding, one of the highest in the world. Support is offered where possible at the request of French teachers.</p>
---	--

The situational teaching methods offered to students on the Australian side support the theoretical approach on the French side.

WRITING

<p><u>Australian school</u></p> <p>Printed writing</p> <p>l, h, i, l</p> <p>I, M</p>	<p><u>French school</u></p> <p>Running writing</p> <p>l h i l</p> <p>l M (capitals)</p>
---	--

Often the students mix the two writing styles. The level of insistence on the adherence to the French style is different with each French staff member.

HOMEWORK AND CHECKING OF WORK

<p>Homework can be given for one week or even one month. It is often based on current affairs for which research will be required. Parents must often help the children in the research.</p> <p>Written work is not systematically sent home for checking.</p> <p>A report is given to parents every 6 months.</p>	<p>Homework, written in the students' dedicated notebook, is given every evening. It is not compulsory, but strongly recommended. It is also strongly recommended to read with students and to help them to enrich their vocabulary.</p> <p>The students' workbooks can be checked. Eg. : the CE2, CM1, CM2, workbooks are returned home for signing every week.</p> <p>A report is given to students every 6 months and is to be signed and brought back to school.</p>
--	--

ESL LOTE

<p>Language other than English (LOTE)</p> <p>All Australian students have one hour of French per week. French students also take part.</p>	<p>English as a second language (ESL)</p> <p>New non-English speaking students receive 6 hours of English per week with a specialised teacher by group of 5..</p>
---	--

EXCURSIONS

<p>Numerous excursions are organised on the Australian side. Families are invited to pay a global annual fee for all incursions and excursions at the beginning of the year. They may also pay as they go.</p>	<p>As far as possible (*), children in French class participate in the Australian excursions or incursions. A note to this effect is placed in the student's correspondence book.</p> <p><i>(*)As teachers are under pressure to finish their prescriptive program in half a school year, they judiciously select the excursions in which they participate.</i></p>
--	---

INFORMATION

Australian school	French school
<ul style="list-style-type: none">▪ A newsletter is distributed every Friday – this is essential reading. ▪ Assemblies : Juniors – Wednesdays from 3pm to 3.30 pm. Seniors – Mondays from 9 am to 9.20 am. ▪ Notes : brought home in the blue Library Bag.	<ul style="list-style-type: none">▪ News from EFM features in the weekly CJC newsletter. ▪ Correspondence book . (see explanation on first page of your child's book) ▪ Bafouille (essential reading at the end of each term) ▪ Internet

CULTURAL ENVIRONMENT

<p>Very rich and varied.</p> <ul style="list-style-type: none">▪ Everyday life.▪ TV, radio ...▪ Cinema.▪ Language of the country. <p>A library is available to students.</p> <p>For children of French families, the person with the best English in the family must try to correct the child's syntax.</p>	<p>Minimal. Exposure to French culture revolves around :</p> <ul style="list-style-type: none">▪ school▪ parents▪ friends <p>Each classroom has a French library.</p> <p>Exchange videos, DVDs, books and magazines.</p> <p>Speak in French to your children and correct them as often as possible.</p>
--	---

It is important that children have friendships within both communities.

RETURN TO FRANCE Outside of school holiday time

<p>When returning to France outside of Australian school holiday periods, the student, by not being in class will fall behind in projects and class work.</p>	<p>When returning to France outside of Australian school holiday periods, the student misses part of the French curriculum. Being very demanding, in one week, many new concepts may be introduced, especially in CE1 and CM1, which are key year levels.</p>
---	---

Teachers can be asked to provide the work that would be missed by the student so that he/she may do it while away. In general, the curriculum is normally followed so as not to disadvantage students who observe the Australian school holiday dates.

Every stay in a French-speaking country is nevertheless important for students, who have the opportunity there to immerse themselves in French culture and language.

E. School year calendar and hours of attendance

The school year begins at the end of January and ends mid-December. There are 4 terms separated by school holidays of 2 weeks in the Australian autumn (April), in winter (end-June to mid-July) and in spring (September). The summer holidays start in mid-December until the end of January.

The school day begins at 8.55 am and finishes at 3.30 pm, and the school week is from Monday to Friday.

Recess is from 11am to 11.30 am and from 1.15 pm to 2 pm. The children eat their morning tea in their classroom from 10.50 am to 11 am, and their lunch from 1 pm to 1.15 pm. Each student must bring in their bag lunch and a snack. After school, the courtyard and playground **must** be cleared by **3.45 pm** so that after school activities and after school care are not impeded.

D. Stationery to be provided by students.

Stationery

Each teacher will circulate to students a list of stationery required at parents' expense. Each term, parents need to check that their child has the required items in good order, and to replace any items that have been lost.

School text books

School texts need to be covered with transparent plastic in the week following the beginning of 1st term. Each student will be responsible for making sure the texts are kept in good order. The books are to be returned to teachers at the end of the year.

3. ORGANISATION OF SCHOOL - PARENT COMMUNICATION

A. Lines and methods of communication

Parent-teacher meetings

Good communication between school and home is vital for a successful school education. Families must make themselves available to teachers when a meeting is requested. In the same way, teachers will always be amenable to meeting with those families who wish to discuss any issues relating to the child's education.

Newsletters

It is the parents' responsibility to ensure that they keep up to date with activities and changes within CJC by reading the weekly newsletter (distributed on Fridays). La « Bafouille » is the EFM newsletter that is circulated at the end of each term by email or post, and parents are also asked to read this attentively.

Any problem concerning a child's education must be addressed initially in a meeting between the parents and the relevant teacher.

Correspondence book ("Cahier de correspondance")

EFM supplies each student with a correspondence book that must be kept close at hand at all times. The correspondence book is a communication tool between parents, administration and class teachers. Parents should use it to request a meeting with the teacher, or to make any remark regarding the student's behaviour. This book must be signed regularly by parents. The EFM school rules can be found in it and must be signed by parents, as well as the school conduct of CJC.

Absence /Emergency procedure

Where a student is absent, an explanatory note should be given to the teacher on a separate piece of paper so that it may be included with the roll. In an emergency, parents can call the CJC office (9509 6872) and leave a message so that the teacher can call them back after class (that is, during recess or lunch hour). Teachers cannot be disturbed during class times.

B. Parent-teacher relations

Parent-teacher relations must be based on mutual confidence. This is vital for students to experience a smooth and efficient education.

The following policies have been developed to clarify the scope of the responsibilities of parents and teachers.

1. Rights and duties of teachers

Regarding parents: Information

Parent-teacher interviews

The teaching staff holds two parent-teacher interviews per year. The first occurs at the beginning of the year. Each teacher introduces him/herself and explains his/her methods of teaching, the curriculum, the homework and checking required, and answers parents' questions. The second meeting is held in 3rd term. During this meeting, parents can discuss their child's schooling in more detail.

Teachers are available before or after class should parents wish to see them. Meetings must not impinge on class time. In the case of a behavioural issue such as extreme overexcitement or passivity, or persistent lack of attention, the teacher must make the family aware of his/her concerns.

Confidentiality

This type of one-off parent-teacher meeting must occur in conditions that will ensure its confidentiality.

Regarding students

It is teachers' duty to watch out for their students' safety in all school activities. They must uphold and respect the school conduct rules by "giving a good example". The teachers have the right to sanction students where this rule is not respected. For example bad language or attitude, lack of respect for others, not following safety rules, not returning work that a teacher has requested, etc.

They also have the duty to **listen** to the student and also to respond to their legitimate expectations. As a general rule, the teacher must act so as to maximise the child's chances of success.

2. Rights and duties of parents

Student attendance

Parents have a duty to ensure their child's regular school attendance for the entire teaching day and for the duration of the school year.

It is essential, for the student and for the class as a whole, that the child be present from the first day of classes until the end of the school year.

Where a student is absent, EFM must be notified, if possible in advance, and if not, by a written note on the child's return to class.

The school year is divided into 4 terms, rather than three as it is in France. The holidays that correspond to the French summer holidays take place between the 2nd and the 3rd terms, and last just two weeks rather than two months. Even though this structure, particular to the Southern Hemisphere, does not make trips to France very easy, the teaching staff wish to emphasise that prolonged absences will cause students to fall behind significantly in their school work.

Regarding the education of their children

Parents have the duty to follow their children's education. They must read, sign and send back the documents that are sent home to them. Where there is a worry or conflict about an educational issue or punishment given, they should meet with the teacher concerned at the earliest opportunity.

In the interest of their children, parents must be present at meetings organised by the teachers.

Regarding the health of their children

Parents must make sure that their children have a school hat which is compulsory in 1st and 4th terms, and also that they are clothed appropriately for the weather.

A healthy snack and lunch should be provided helping to reinforce good eating habits.

Should a child need medication to be administered during school hours, the teacher must be notified. Parent should never put medicine in their child's school bag without first having discussed it with the teacher, and it is recommended that the prescription be attached. EFM is not authorised to give over-the-counter medication, such as Panadol, on the request of a student.

Parents must regularly check their child's head for lice and follow the measures circulated by the school in case of an outbreak.

Parents' presence in the school grounds

Families must not stay in the school courtyard or playground after 9.10 am and after 3.45 pm so that classes, after school activities and after school care are not disturbed.

Similarly, the presence of parents in the courtyard before 3.30 pm can be disturbing and is not recommended.

4. DISCIPLINE

A. Internal policy

Parents are responsible for knowing the school conduct rules of Caulfield Junior College as well as that of EFM, and to make their children understand the need to uphold these rules. The rules of EFM are to be signed by parents and are attached to the students' correspondence books.

B. Reciprocal respect

L'Ecole Française de Melbourne cannot accept bullying in any form, be it from parents, teachers or students. The administration of the school, its teachers, students and parents are all committed to creating a secure and nurturing environment, without harassment, where cooperation is encouraged, individuals appreciated and personal items respected.

Bullying can take many forms: physical, verbal, implied or explicit. A few examples of this are:

- Physical violence
- Theft to, damage to or hiding the personal effects of others
- Insults, teasing, creating rumours about others
- Disparaging remarks about the work or abilities of others
- Excluding someone from a group
- Ridiculing the appearance of others
- Forcing others to act against their will
- Making offensive remarks about someone or their background.

C. Conflict resolution.

In situations where a child experiences difficulties, parents are advised to inform the teacher of the problem. If no satisfactory solution is found, or the situation is urgent, the parents should immediately inform the Principal or Assistant Principal of CJC. The principal or his/her representative shall then address the child's problem, in consultation with all parties concerned, according to the current guidelines established within the State of Victoria.

5. ORGANISATION OF PARENT - COMMITTEE OF MANAGEMENT COMMUNICATION

A. School fees

L'Ecole Française de Melbourne is a not-for-profit association managed by volunteers. The school fees are the main financial resource and are used to cover staff salaries. Late or non-payment of fees can put the association in serious financial difficulties and compromise its operation.

School fees are payable four times a year and fall due immediately on receipt of an invoice issued at the beginning of each term.

It is essential to advise the school of any student who will be leaving the school. A school certificate will be issued once all fees are paid up to date.

B. The Committee of Management of EFM, also Advisory Body to the School council of CJC

Half the Committee of Management is elected each year at the Annual General Meeting held in March. All people wishing to take part must submit their application to the EFM office before the due date.

The members of the Committee are available to parents for discussion of all matters that are not educationally related. Members of the Committee can be contacted through the EFM Office (0425 718 218)

6. THE STAFF OF EFM 2006

The Director of the French programs of CJC

Since August 2006, a part-time Director, François-Xavier Gabet, has been recruited to:

- ⇒ Organise and co-ordinate an effective communication between the Australian and French sections.
- ⇒ Facilitate the integration of objectives of the 2 programs annually and for each level.
- ⇒ Organise the working structure of the French section.
- ⇒ Put in place the school project for 2007.

The staff of EFM

In 2006, 4 full-time teachers share the 6 year levels:

- Gilles Valambert, teacher and extra-curricular activities coordinator, in charge of CM1 and CM2.
- Jeannie Henensal, teacher in charge of the two classes of CP.
- Alexandre Brand, teacher in charge of GSM and CE1.
- Anne Gabet, in charge of the two classes of CE2.

For all enquiries relating to educational matters, or matters of integration, or liaison between the Australian and French sections, contact the appropriate teacher by first making an appointment. The director can be invited to the meeting by the teacher or by the parent. For anything relating to the liaison between the Australian and French sections, it is appropriate to make an appointment with the Director

In a situation where a child is unhappy or in need of personal support, it is appropriate to contact the Principal or Vice-Principal of CJC.

The Committee of Management

President:	Myriam Boisbouvier-Wylie.	Tel : 0412 262 799
Vice-President :	Sabine Cotte	Tel ; 0402 843 543
Treasurer :	Jean-Marc Genesi.	Tel : 0419 900 254
Assistant Treasurer:	Dominique Fisher.	Tel : 0410 533 499
General Secretary:	Sylvie Bodin	Tel : 0405 559 824
Staff Liaison :	Christophe Stibio	(end of mission- dec. 06)
Staff Liaison:	Marie-France Laval	Tel : 0412 440 497
Special Projects :	Alain Herz	Tel : 0403 593 970
Web site Update :	Pascale Toussat	Tel : 0439 210 488

Association « Les Amis de L'EFM »

Co-ordinators : Yvonne Daugabel **9596 82 31** & Karine John **9592 12 43**

Office administration

Secretary : Khaleda Issa Farzam

Caulfield Junior College
186 Balaclava Road
Caulfield North VIC 3161
Australia
Tel : (03) 9509 6872
Fax : (03) 9576 16 23

Hours (French section):

Monday to Friday: from 1.30 pm to 4.30 pm (except during school holidays)

Tel: +61 3 9509 68 72

After hours: Tel: +61 (0)425 718 218

All mail should be addressed to:

PO BOX 2262

Caulfield Junction VIC 3161

E-mail : efm@caulfieldjc.org.au

Website: www.efm.org.au