

School project 2021/2024

Presentation to the School Council November 25, 2021



History and background information

The school will celebrate its 60th anniversary in 2022.

Located in the Dutamas sector for the last 15 years, the main building is undergoing renovation to meet the standards of competing international schools and to comply with the current safety standards.

The Hevea building opened in July 2020. In 2021, it accommodates 300 pupils of the Small Section in CE2. The building was initially built for 350 pupils in kindergarten.

The main building accommodates about 300 pupils from CM1 to Terminale class in 2021.

Both sites are landlocked: dead-end streets, separated from the high-density area of Mont Kiara by the highway but the development of important real estate projects next to Hevea will be beneficial within 2 to 3 years.

LFKL is located within a very competitive environment particularly in the Mont Kiara sector (Montessori Kindergarten, Garden School, MKIS...) but remains attractive in term of school fees.

LFKL is located in a very English-speaking environment but it has set up a welcoming program for the non-French-speaking children (Passerelle, support in French as a Foreign Language starting from the senior section) and has developed its linguistic offer particularly with its British international section in primary school (opening in 2020 for the cycle 2 and in 2021 on the cycle 3 – planned for the secondary section in 2023).

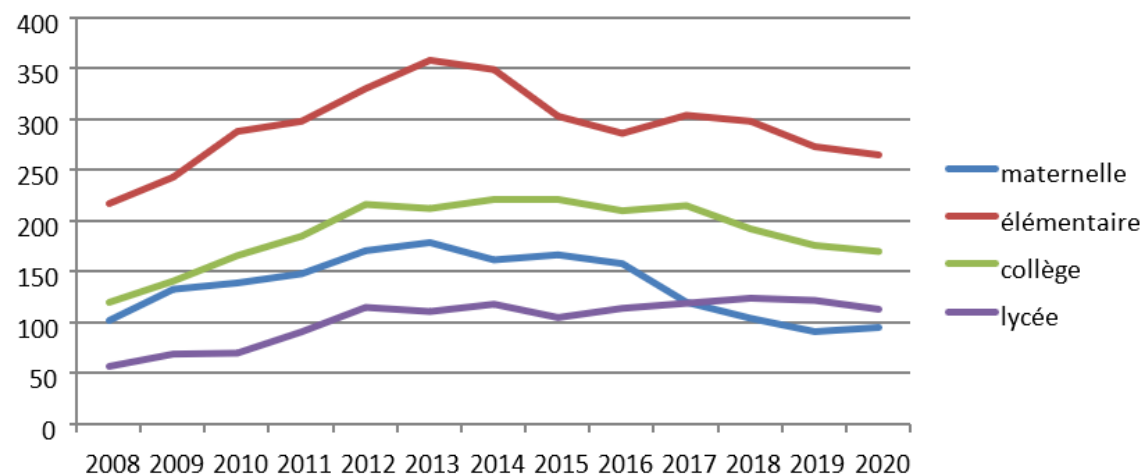
The main issue since 2014 is the continual reduction of students due to the departure of expatriate families. The French population in Malaysia has also been decreasing over the past few years (less than 3000 French citizens registered with the Consulate in 2021).

The reduction of in the number of students is even more noticeable in 2020 and in 2021 due to the COVID crisis: loss of 70 students in 2020 and expected loss of 50 students in 2021 (10% per year). Many French families have left Malaysia, often following the end of their contracts. The present impossibility for Malaysian students to be schooled in expatriate schools, except derogation from the Ministry of Education, is an important obstacle to the increase in the number of students.

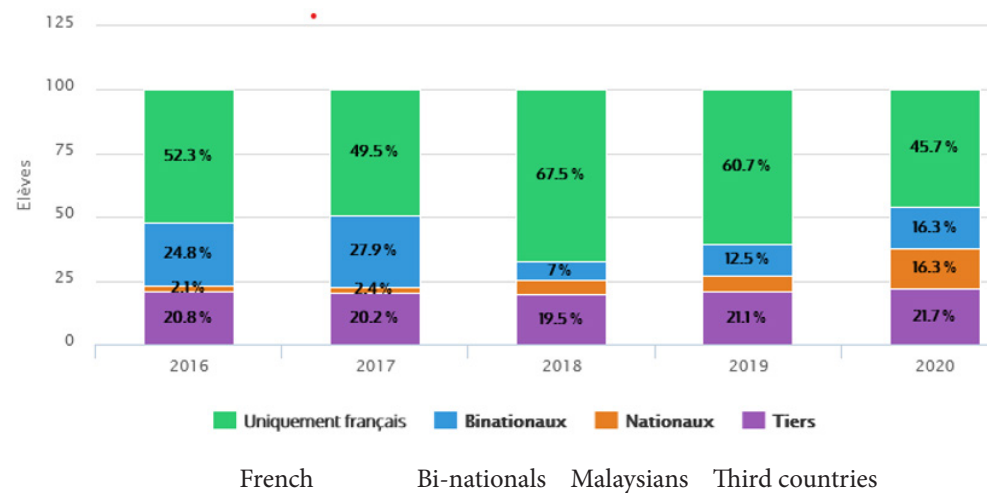
For several years, the school has been working together with the French Embassy in order to obtain such an authorization. The excellence of French education is recognized all over the world and the students of LFKL are admitted in prestigious universities and business schools in France and abroad.

The Henri Fauconnier high school in numbers

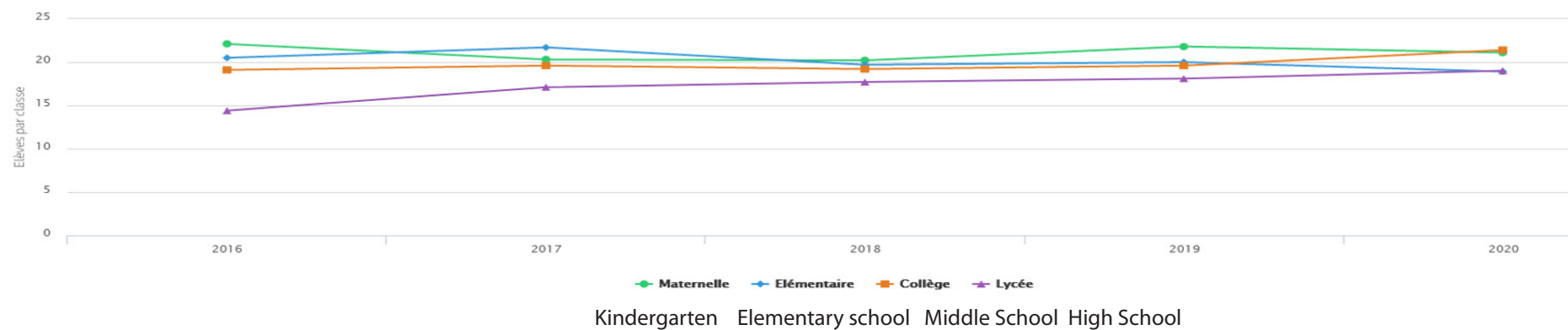
1- Progression of enrolments



PROGRESSION IN THE NUMBER OF STUDENTS BY CATEGORIES, FRENCH SCHOOL HENRI FAUCONNIER

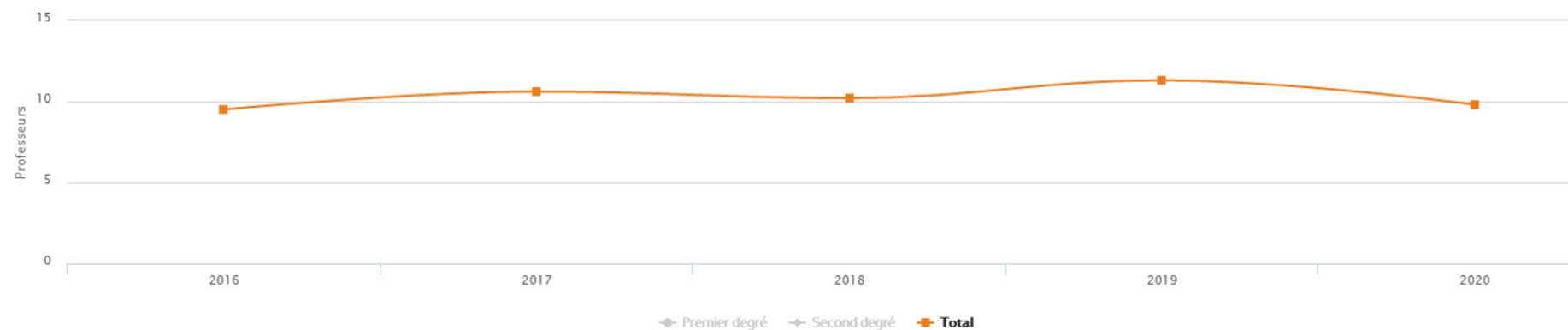


PROGRESSION IN THE AVERAGE NUMBER OF STUDENTS PER CLASS, FRENCH SCHOOL HENRI FAUCONNIER



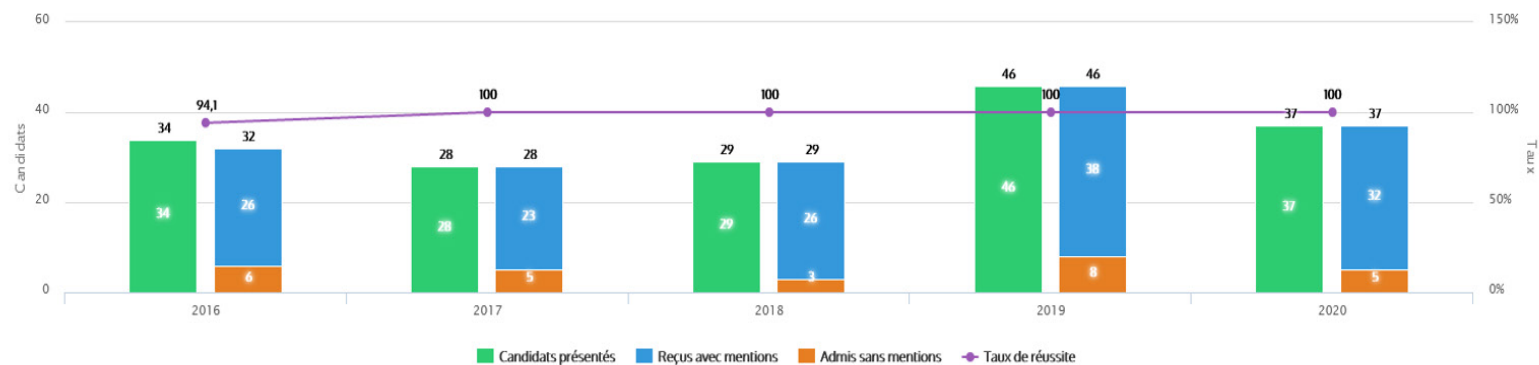
2- Rate of students/teachers supervision

PROGRESSION IN THE RATE STUDENT/TEACHER RATIO PER LEVEL, FRENCH HIGH SCHOOL HENRI FAUCONNIER



3- Results in the Baccalaureate exam

EVOLUTION DU TAUX DE RÉUSSITE AU BACCALAURÉAT SUR LES 5 DERNIÈRES ANNÉES,
LYCÉE FRANÇAIS HENRI FAUCONNIER



Candidates presented Pass with honours Pass Success rate

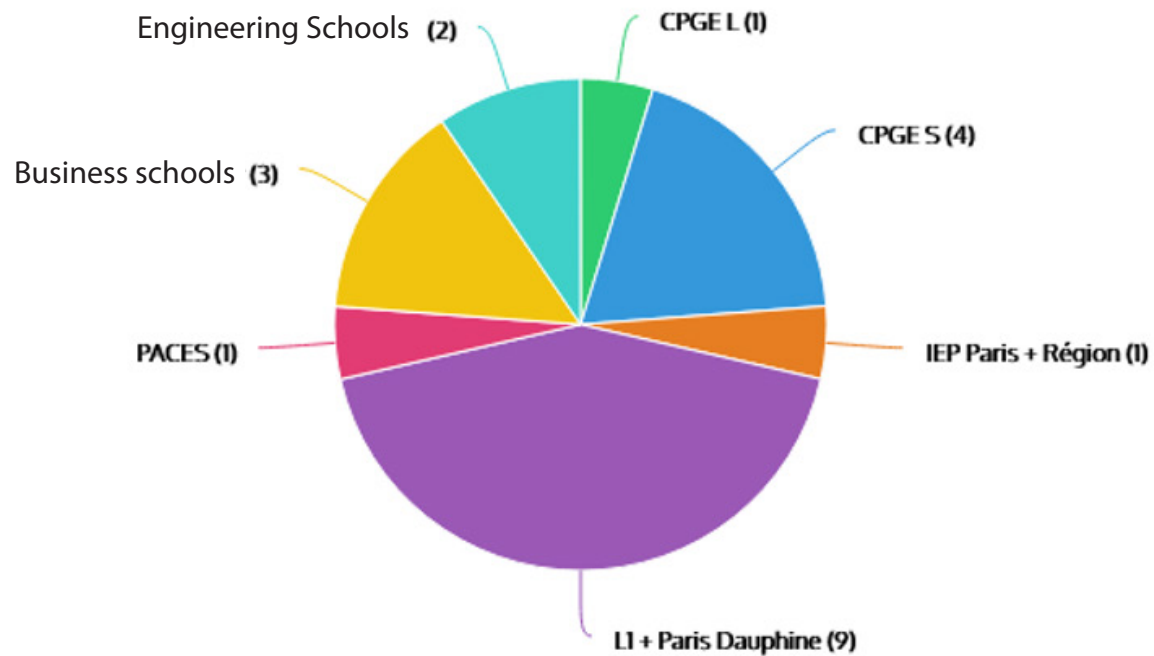
4- Further studies in 2020

STUDIES IN FRANCE AND ABROAD

Sub-total studies in France Sub-total studies abroad France Total studies

21	14	35
56,8 %	37,8 %	94,6 %

DISTRIBUTION OF ORIENTATIONS, FRENCH HIGH SCHOOL HENRI FAUCONNIER, 2020



Observations

A school population undergoing changes: steady decline of students with a decrease in the share of French students, increase in the share of non-French students and a possibility of enrollment of Malaysian students.

Necessity to consolidate the requirements and the excellence of French education while accompanying the progression of the school population towards a more diverse one in term of language and cultural profiles.

FOCUS	Operational objectives	ACTIONS (pedagogical projects, organization of teaching, material equipment, personnel, organization of spaces...)	INDICATORS (enabling us to review the achievements of operational objectives)
Focus 1 To provide the excellence of the French syllabus in a multilingual and multicultural environment	Ensuring for all students the acquisition of common core skills and culture in the frame of the certification Preparing the students for French national examinations	Follow up missions : IEN, CPAIEN, EMFE, EEMCP2, IPR Class visits by the inspectors from the French Ministry of Education Career development interview for the residing personnel Progressions of cycles / progressions by subjects Inter-cycle links in conjunction with the programs and the common core National assessments	Renewal of the certification Number of missions and conclusions Success %
	Create language courses to enable students to become multilingual	Encouraging the practice of the French and foreign languages Maintaining the number of hours of English teaching in the French section in primary Creating a linguistic identity card for each student Preparing the students to the French and foreign language certifications: DELF, IELTS, DELE, KET-PET, etc. and following up the progress of students Upgrading all language facilities able to reinforce the teaching of languages: international sections, European section, MLO, linguistic	% information collected % success in language exams Progression of the success rate Opening of the International Section in junior and senior high school by 2023

	<p>options (ex. Spanish, Malay, Chinese, ...)</p> <p>Exchanges with other classes of other school (English, Chinese, Malay or German).</p> <p>Exchange program with the E-twinning platform</p> <p>Exchanges with the British School in the frame of the development of the international section in primary and secondary</p> <p>Easing access to CNED to propose language alternatives to students: Bearing the registration costs and adding the students' CNED work hours in their timetable</p> <p>Ensure tutoring if necessary by the teachers</p> <p>Development of linguistic AES:</p> <ul style="list-style-type: none"> - Introduction of foreign languages including the host country language - AES mother tongue (Japanese, Korean, Italian...) 	<p>% of students registered in those programs</p> <p>% success rate in the exams (international DNB/Bac with international option)</p> <p>Number of partnerships</p> <p>Officialization of a partnership</p> <p>% registered</p> <p>Number of AESs proposed</p> <p>% registered students</p>
Introducing students to the cultural diversity of the host country and beyond	<p>Enrolment of Malaysian students</p> <p>A PEAC imbedded in the diversity of the host country</p> <p>Introducing the students to Asian culture through visits (even virtual) of museums or particular sites, inviting museum guides for conferences</p> <p>Working with the French-speaking guides of the Association francophone de Malaisie (AFM)</p> <p>Allowing the students (particularly junior-senior high) to get involved in actions/associations to create lasting bonds with the host country and the Asia zone (ex: humanitarian, sport, cultural activities,...)</p>	<p>% registered students</p> <p>Follow up of groups</p> <p>Number of visits/class or level</p> <p>% of classes or students involved</p> <p>Number of schools involved, number of students</p>

		<p>For the younger ones (kindergarten/primary): using the festivals of the various communities throughout the year (Deepavali, CNY, etc.) to introduce them to cultural diversity</p> <p>Reinforcing exchanges with some local classes from nearby schools</p> <p>Organizing a Malaysia Day</p>	<p>Number of projects completed</p> <p>Number of students involved</p>
	Developing a scientific and digital culture	<p>Developing of robotic coding at all levels (development of programing logic)</p> <p>Bee-bot programing in kindergarten</p> <p>Training the teachers on digital tools and then sharing practices</p> <p>Undertaking the PIX certifications</p> <p>Participating in PROZAP « Nuit du code »</p> <p>Developing AES programing/robotics</p> <p>Acquiring pedagogical materials related to programming and robotics</p> <p>Educating the students on the risks of digital tools of communication</p> <p>Scientific culture for all</p>	<p>MOOC courses in the frame of the PRF</p> <p>% of success in PIX certifications</p> <p>Objective: 100 %</p> <p>Number of students participating in the contest</p> <p>% of girls</p> <p>Number of AES proposed</p> <p>Number of students registered</p>

		<p>Developing scientific culture to develop critical thinking in the frame of the citizenship education</p> <p>Participating in scientific events (sciences week, science challenge, mathematics contest, visiting laboratories of elementary sciences, inter-class math rallies)</p> <p>Partnership with Malaysian universities and researchers working in Malaysia</p>	<p>Number of students who have chosen scientific specialties</p> <p>% of girls registered in the scientific sections</p> <p>Number of students pursuing higher education in scientific fields</p> <p>% of girls pursuing higher education in scientific fields</p> <p>Number of events followed by the classes during the year</p> <p>Number of partnerships</p>

Focus 2 : Provide school syllabus for all forms of success	An inclusive school for the EBEP (students with special needs)	Continuing the training of teachers EABEP secondary referent PAP, PPS PPRE Availability of means under the care of the AESHs	Follow up table Number of students/number of hours
	Construction of individualized school syllabuses	Developing linguistic syllabuses and linguistic sections Gateway program to welcome non-French speaking students FLE / FLSCO Providing options and specialties in secondary	Number of students registered in those sections Number of students registered
	Common culture of positive and caring assessment	Consultation by levels in primary, cycle councils, level meetings Assessments of skills from cycle 1 to cycle 4 Working on expected non-school achievements in subjects Pooling and harmonizing expected achievements and requirements (mastery of oral communication, mastery of French language...) Writing a project assessment for the Terminal cycle Adapting the communication with parents and students on the expectations for levels/cycles Chart of assessment in secondary: number of assignments, schedule, duration of corrections... Primary/secondary core tools for follow up of assessments	

	Trained and qualified personnel	<p>Registering the personnel in the AEFE training plan Reinforcing the role of the training unit in the collect of individual or collective training needs and in the matching of needs with supply Integration of trainings outside PRF (MOOC...)</p> <p>Developing training by peers</p> <p>Enabling the personnel to report on their training and optimize the knowledge and skills acquired</p> <p>Proposing to the interested personnel an individual interview to draw a professional development plan</p>	<p>Making a table and its follow up % of trainings proposes - % of trainees Number of training proposed Number of beneficiary personnel</p> <p>Pedagogical days dedicated to the continuing education and to leverage</p> <p>Number of interviews proposed Number of individual trainings proposed that are consistent with the needs expressed</p>
	Developing transversal project (cycles, levels...)	<p>Developing rallies, inter-level or inter cycle tournaments</p> <p>Developing the participation of students in the « Week of... »: Week of languages, week of sciences, week of Francophonie, week of French high schools in the world...</p>	<p>Number of projects per year, per level</p> <p>Number of classes and students proposing a project in the frame of those weeks</p>

focus 3: Make the French high school into a conducive environment for living and growing together	Valuing cooperation and mutual support	<p>Encouraging primary/kindergarten interaction on Hevea, primary/junior high – junior/senior high on LFKL site</p> <p>Developing collective spirit in class, collaboration among students on projects</p> <p>Setting up of tutoring for new students and for the non-French-speaking students who share the same language</p>	<p>Number of projects per year</p> <p>1 tutor for every new student</p>
	Two learning sites: adequate facilities to meet the needs	<p>Carrying out a survey with the pupils of Hevea as well as of the main building to know if the facilities meet their needs</p> <p>Maintaining a convivial venue for times outside the class (foyers, permanence, etc,)</p> <p>Spaces that respect the environment: recycling bins in common areas, replacing neon lightning wit LED lightning, automated lightning, composting bins, modernization of the air-conditioning systems</p> <p>Commitment of students in maintaining convivial spaces</p>	
	Consultative bodies with the partners of the teaching community (students, parents, teachers)	<p>Maintaining courteous and respectful communication during the various consultation forums</p> <p>Clarifying the role of the forums and respecting each one's prerogatives</p> <p>Setting up a deadline for the meeting reports</p> <p>Proposing from time to time online detailed surveys to the parents and the students on very specific topics in order to assess the activities, the services, the facilities... of LFKL (cafeteria, AES/EAD)</p> <p>Regular meetings with the parents associations and the personnel representative</p>	<p>Analyzing the results for improvement</p> <p>Setting up a timetable for meetings</p>

	A constructive environment outside classes (school life project, AES...) for the whole community	<p>Taking ownership of living places for the junior and senior high school Places of leisure and exchange open among others during the lunch break for reading, educational games.</p> <p>Opening the library for longer time windows</p> <p>Developing the AES (computer science, languages, arts, dance, sports)</p> <p>Accompanying the students in projects outside LFKL: aid to needy persons, partnership with charitable organizations...</p> <p>Developing the CVLC in order to propose a greater number and variation of activities or events</p> <p>Developing the AES in kindergarten</p> <p>Developing the AES requiring the practice of foreign languages/practice of French</p> <p>Developing activities during holidays/Proposing activities during the summer vacations "Summer camps"</p> <p>Actions of parent associations to develop living-together and bringing together the community: coffee party, school party</p> <p>"Appreciation Day" organized by the board of directors</p>	<p>Meeting of professionals, external interventions</p> <p>Number of registered members</p> <p>Number of registered members</p> <p>Number of registered members</p>
	Reinforcing the identity of the school. Participating actively in its life and development	<p>Teachers/students as LFKL ambassadors who communicate regularly on their class and activities</p> <p>Reinforcing and facilitating the participation of parents in the life of the school</p> <p>Participation of the teachers and the students in the "School Fair" to make the school known.</p> <p>Wearing LFKL tee-shirts, polo shirts during the internal events of the school</p>	

		Outfit for school trip such as dark bottom/bright top wear	
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Focus 4 : Preparing the students to the world of today and tomorrow	Being an actor of sustainable development and protection of the environment	<p>Setting up initiatives in order to reduce the LFKL energy and environmental print</p> <p>Progressing towards and obtaining a sustainable development label or equivalent certification, by involving all the parties in the school</p> <p>Developing projects or actions meant to create awareness among the school community about the aspects of ecology and sustainable development Encouraging and promoting all the educational activities towards the protection of nature, environment, biodiversity and living forms A walk for ecology organized by LFKL/An annual day to collect garbage around the LFKL or other sectors of KL</p> <p>Developing the role of eco-delegates and train them</p> <p>Exhorting the students/supporting them to get involved in local associations for the preservation of the environment (ex. Saynotoplastic or zerofoodwastage – actions carried out by the president of the Alliance Française)</p> <p>Alerting the students on the major issues based on what they see in Malaysia: Deforestation (haze), palm oil, rubber, biodiversity (visit of Taman Negara) Organizing conferences / debates with scientists or NGOs</p>	<p>Obtaining the EFE3D label 2021 : commitment 2022 : development 2023 : expertise</p> <p>Number of candidate students Number of students trained</p> <p>Number of actions proposed by the students and completed</p>
	Acquiring and sharing the values of the French education system	Organizing together with other schools of the city common projects to shares our knowledge while learning more from others	

		<p>Respect: Anti-harassment unit/project No to harassment/Actions related to boys/girls equality, fight against discriminations</p> <p>Solidarity: development of solidarity actions: Telethon, Sidaction...</p> <p>Freedom of speech: Development of media and information education</p>	
	Becoming a citizen of the world of tomorrow	<p>Writing a chart for the students and the school community</p> <p>Training of delegates, general meeting of delegates</p> <p>Meeting between the primary and secondary delegates</p> <p>Understanding the concepts of representation, elections, democracy</p> <p>Meeting with political personalities, members of parliament or senators representing French citizens abroad</p> <p>Working on public speaking and self-confidence</p> <p>Participating in the AEFE project of public speaking "Ambassadeurs en herbe" (Young Ambassadors)</p>	Number of candidate students for the delegate elections
	Developing the knowledge and practice of cultural and artistic activities	<p>Virtual visits of museums around the world</p> <p>Conferences – Meetings</p> <p>Exhibition of works done by the school students or in outside spaces (Alliance Française, art galleries...)</p> <p>"Painted walls" project</p> <p>Working in partnership with the Alliance Française: participating in the Reading Night, the Night of Ideas, the Music Festival</p>	<p>Project completion</p> <p>Number of participating students</p>

		<p>Presentation of French art by the students in local schools</p> <p>Participating in art contests organized in Malaysia</p>	<p>Number of contests</p> <p>Number of participants</p>
	Making good use of digital tools	<p>Training the students as well as the actors of the LFKL community on using tools</p> <p>Creating awareness among the students and the parents on cyber criminality</p> <p>Creating awareness among the students on their digital identity in the frame of EMI</p> <p>Intervention of professionals</p>	
	Preparing one's progression towards higher education	<p>Annual forum on professions and training courses</p> <p>Project: 1 day/1 profession for the classes of junior high school</p> <p>Reinforcing the actions of the Association of former students: videoconference</p> <p>Encouraging the former students to visit the school when returning to Malaysia</p> <p>Meetings with the students, interview (role of parents)</p> <p>Procedures for being posted outside France: meeting/conference with selected parents</p> <p><u>Path to the future</u> : creating a common model document for the students (PADLET for example)</p> <p>Training of class teachers : mission of the AEFE orientation department</p> <p>General presentation of the orientation pathways and choices of specialties</p>	<p>Number of adults participating in the forum</p> <p>Number of meetings</p>
	Education pathway to health	<p>Creation of a CESC</p>	<p>Number of volunteers</p> <p>Number of projects proposed and completed</p>

		<p>Developing first-aid training for students: training sessions in class 5 (GQS) and class 3 (PSC1)</p> <p>Educating the students on the steps to follow in case of various accidents (households, electrical appliances...)</p> <p>Awareness to noise (cafeteria, playground, corridors...)</p> <p>Awareness to screen and digital dependencies</p> <p>Working on school rhythm and sleep: conferences, workshops, exchanges</p> <p>Health education course: Creating a model of common document for students (PADLET for example)</p>	
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GLOSSARY

A

AES : extra curriculum activities

C

CPAIEN : assistant education advisor with the inspector of the Ministry of Education (based in Singapore)

CESC : Committee on health and civic education

E

EEEMCP2 : Expatriate teacher with the mission of education advisor to secondary education (at least by secondary education subject based in the schools of the Asia zone)

EMFE : Master trainer teacher E

EMI : Media and information education

G

GQS : Life-saving techniques

I

IEN : Inspector from the Ministry of Education (based in Singapore)

IPR : Regional pedagogical inspector (for secondary – based in France)

M

MLO : Oral language mastery

MOOC: Massive Open Online Courses

P

PRF : Regional training plan (Asia)

PROZAP : Pedagogical project of the Asia Pacific zone

PSC1 : Level 1 prevention and civic assistance

