

Session starts at 5.15pm

Attendance: see sign-in sheet

**Opening of the meeting:** presentation by Mrs. HOULETTE

**secretaries:** Mr. Oscar ANTOINE (parent) and Adeline DELAPIERRE (teacher)

- **Approval of the Council meeting of 17.06.24**

Voted unanimously

- **Operation of the School Council.**

- Role of the School Council: See appendix to the School Council rules.

Unanimous vote on the document

- Election results

Number of registered members: 334

Only 1 list presented

Number of voters: 123

Number of seats: 9

→ Votes cast: 119

→ Invalid and blank votes : 4

→ APE seats: 9 full members (Ms. KALIANASOUNDARAME, Mr. JOST, Ms. JAYACHANDRAN, Mr. ANTOINE, Ms. CORGNE, Ms. MITRA, Ms. MOHAMED, Ms. RAMATCHANDIRAN, Mr. GOVINDARAJAN).

- **School life.**

- Number of students and composition:

<u>PS</u>	<u>MS/GS</u>	<u>GS</u>	<u>CP</u>	<u>CP/CE1</u>	<u>CE1/CE2</u>	<u>CE2</u>	<u>CM1</u>	<u>CM2</u>
20	25	23	23	22	23	25	22	24

→ **207 students present in total on 14/11/2024**

- Primary school internal rules

Change at the last CE meeting (shoes tied, not flip-flop type shoes; supervised homework on Saturday mornings for pupils in 1ère and Terminales).

Unanimous vote.

- APC / APQ.

The APC: we organise Complementary Pedagogical Activities for all classes. The aim is to reinforce learning in French. Teachers organise this differently depending on the level and type of difficulty (2 sessions x 30 minutes or 1 session x1h per week).

3 maternelle teachers do the APC with the CP and CE1.

- Languages / FLE/FLsco class.

Elementary English SI: CP to CM2: 4 hours of English per week (except for 2 hours)

Classical elementary English: 2 hours per week.

Maternelle English in MS and GS: 1 hour per week in half groups.

Tamil: PS: 2 hours in class with the teacher.  
MS and GS: 2 hours in half groups.  
CP to CM2: 1h (in half-groups, except CE1/CE2)

A question was raised about the meaning of the name "Lycée international". The Proviseur began by explaining the various points. Then the Inspector of schools, who was present at the lycée, pointed out that she was there to certify the lycée, and that the following points were checked: The various premises, the teaching of French, the language programme and teacher training. Ms. Houlette explained that interviews would be held during the week of 18 November with a view to recruiting an assistant librarian.

- FLE/FLsco: Sophie Latrobe looks after allophone children whose aim is to integrate into their class as quickly as possible.

Ms. LATROBE welcomes students who have just arrived after a placement test. Her organisation differs according to the group. Students are enrolled in their age group.

- Class projects and outings :

**Joint projects carried out:**

- Sports and health week: (parade under the colours of a country, outside speakers, adapted sport, quiz on the Olympic Games proposed by the STMG, seaside race, etc.)
- Harassment Day (7 November)

### **Past and future projects by class:**

	PROJETS REALISES	PROJETS A VENIR
PS	<ul style="list-style-type: none"> <li>- SSS: Australia through several stories (in his mum's pocket), study of the Aborigines,</li> <li>- back to school</li> </ul>	<ul style="list-style-type: none"> <li>- Christmas project: a morning of Christmas crafts and carols, with a performance for parents,</li> <li>- Traditional storytelling project: roule galette / Goldilocks and the 3 bears / The 3 little pigs</li> <li>- cookery project (with MS/GS): cookery workshop every fortnight (Tuesdays) during periods 3 and 4 (la galette des rois / jam / crêpes / vegetable soups / madeleines / cookies / lemon cake...). Cross-curricular: linked to stories, art, singing, math. Looking to visit a restaurant or bakery adapted to a school audience.</li> <li>- My little planet/ma petite planète (within the classroom)</li> </ul>
MS	<ul style="list-style-type: none"> <li>- materolympiades: pupils from PS to GS took part in a sports morning as part of the SSS</li> <li>- choir: parents came to the classroom in the last week to see their children sing all the nursery rhymes they had learnt in P1. To be repeated every term.</li> </ul>	<ul style="list-style-type: none"> <li>- Christmas morning: visit from Father Christmas, tea party, then choir singing in front of parents and staff (participation of colleagues to be confirmed, otherwise I'll be doing it on my own)</li> <li>- cookery project: with PS; over 2 periods, 7 cookery workshops during which we will make and taste recipes + visit to a restaurant kitchen + exhibition of all the work done on this theme</li> <li>- opening the library to parents before each holiday to borrow books</li> <li>- Board games with parents in P5, once a week.</li> </ul>
GS		<ul style="list-style-type: none"> <li>1. Discovering different cultures and promoting a multilingual context:</li> <li>- Discovery of different countries/continents (Africa, India, China, United States),</li> </ul>

		<ul style="list-style-type: none"> <li>- Reading stories in the pupils' mother tongue (if possible by members of the children's family),</li> <li>- Learning a few words in different languages (+ sign language),</li> <li>- Study of traditional French stories</li> </ul> <p>2. Respect for and appropriation of the environment:</p> <ul style="list-style-type: none"> <li>- "Classe verte" (with outings to Bharathi Park, botanical garden, and Auroville), spread over several periods (with the CP/CE1 class),</li> <li>- "My little planet",</li> <li>- "Plastic", study and discovery of the impact of plastic on our lives (in collaboration with an IFP researcher)</li> <li>- "The seasons" (discovery, games, calendar, etc.)</li> </ul> <p>3. Children's ability to express themselves:</p> <ul style="list-style-type: none"> <li>- Emotions (with particular reference to the book La couleur des émotions/the colour of emotions),</li> <li>- Philosophy workshops</li> </ul>
CP		<p>"Les petits chefs du monde" Aims: to create recipes with the help of parents. Aims: learn how to follow a recipe, discover French cooking vocabulary and explore dishes from different cultures. A collection of recipes could be created with other French schools abroad.</p> <p>"Week of Taste"; Workshops with the Seconde class: The CP pupils will take part in four workshops run by the Seconde pupils: observing tastes, making fruit kebabs, identifying fruit by smell, and a first discovery of nutrients.</p> <p>"The numbers race" school project</p> <p>"The Little Readers Les Petits Lecteurs/": The CP pupils will read children's books to the nursery pupils (MS and GS). Aims: to give meaning to reading and motivate future readers, reinforce decoding skills, fluency and presentation of books.</p> <p>"The 100 days" with CP/CE1</p>

CP/CE 1	<p>- As part of Sports and Health Week, we took a look at Nepal. The pupils made Nepalese flags and set off to discover Mount Everest and the legend of the yeti through various stories.</p> <p>- "A riddle a day" project: This has just been started in period 2. Three times a week, the pupils go home with a riddle which they try to solve with the help of their parents. The next day, we start by answering the riddle, followed by a mini-lesson. The pupils are then asked to tell their parents what they have learned.</p>	<p>- <del>Green class' project with the GS class: we have planned outings spread over several periods, the aim being to discover and learn about our natural environment (trees, plants, insects) through a variety of activities. The 1st outing is scheduled for early December, to Bharathi Park.</del></p> <p>- Christmas workshops with the CP, CE1-CE2 and CE2 classes, on Thursday 19 December. The workshops will be followed by a joint sing-along, to which parents will be invited.</p> <p>- CAN project: numbers race, a math project.</p> <p>- MPP project: raising awareness of environmental protection.</p> <p>- Parents will read a story in their mother tongue.</p> <p>-Swimming pool</p>
CE1/C E2	<p>- every day counts: the 100th day of school (project with Aurélie and Maeva)</p> <p>-Cambodia (plastic arts...)</p>	<p>- the numbers race</p> <p>- Christmas workshop with cycle 2</p> <p>- Skits and performance of reading texts: presentation at the end of the year.</p>
CE2	<p>Geography :</p> <p>- The large classroom model of the city of Pondicherry</p> <p>- Individual model of the city of Pondicherry, A3 format, in the form of a game.</p>	<p>- Maths: - Number Challenge 1 - A calculator at sea</p> <p>- Christmas project: Thursday 19 December afternoon dedicated to various Christmas-related manual workshops (cards, gift wrapping, baubles, Santa's parachute, stained-glass windows, etc.).</p> <p>- Joint song presented at the end of the workshops at 4pm.</p>
CM1	<p>Discovering Vietnam in connection with the SSS.</p>	<p>- Christmas carols in English classes for the 3 cycles.</p> <p>- Outings with the CM: (still to be specified) discovery of the local environment in connection with history and geography</p> <p>- numbers race</p> <p>- the little champions of reading</p>
CM2	<p>As part of the SSS (apart from any joint activities)</p> <p>- research work on Mongolia</p> <p>- the importance of sport, diet and sleep</p> <p>Participation in the 11 November ceremony at the war memorial.</p> <p>Exchange with a residence-ephad in France</p> <p>Singing together with the cm1</p>	<p>Pending an exchange with the Lycée Français de Mongolie.</p> <p>Project with IFP</p> <p>Plants in and around Pondicherry, herbarium, scientific drawing...</p> <p>Numbers race</p> <p>Swimming pool</p>

Tamil (Kavida): co-intervention in PS, groups in MS and GS. Songs and stories about grandmothers in CP-CE. Moral stories in CM.

Oral comprehension and production. (Introducing oneself and one's family).

Christmas song and Pongal project (song and dance?)

The director thanks her team for their motivation.

- **After-school and extra-curricular activities.**

- **Associations** :

→ APE: parents' association which works closely with the school.

→ Sharana: this association has been in existence for a very long time and takes care of pupils outside school time for manual, expressive or computer activities. The Consulate's social services department, which we would like to thank, has obtained financial assistance so that our French pupils who need it can be looked after by Sharana outside school hours.

A project during the school holidays was set up during the last October holidays. The feedback has been extremely positive. Workshops will soon be open to pupils on Saturday mornings from 9.30am to 12.00pm.

- **Homework help**: introduced in November, 3 times a week until the end of the school year. We have 4 groups of between 5 and 8 children.

- **Lunchtime activities** :

- Choir with Hélène, music teacher at the collège (once a week, every Thursday).
- Quiet time for C2 with Pouncode from January/February.
- Basketball for cycle 3s with the collège

- **Safety and equipment.**

- Fire safety exercise carried out in period 1. Certain points were identified. The pupils all got out in less than 2 minutes 30 seconds (middle and high school included), which is very reassuring.

- Safety drills to be carried out.

- **Catering and hygiene.**

- The canteen continues to operate with 2 supervisors and 2 services. Menus are planned by a menu committee for each period.

- **Other questions.**

1. Is the LFP subject to the public health code? This question raises the issue of compulsory vaccination in France. If there is no compulsory vaccination, could parents be informed of the compulsory vaccination in France? Ms. Houlette explained that an answer had already been given at previous School Councils.

2. Is there a lost property box at school and a designated person to look after it? → Not at the moment, this is an issue that was discussed at the Council of Delegates, it will be set up shortly.

3. Would it be possible to install a shelter at the entrance to the nursery (Canal street) so that the children can shelter from the rain while waiting for the inner gate to open, as is already done at the entrance to the primary school? → This has a cost, we will have estimated once the renovation work making the nursery school safe has been carried out.

4. Many parents have noticed a lack of organisation when pupils leave the primary school. Perhaps the pupils could line up in separate rows by class behind the gate, which would be open enough to allow parents to collect their children more calmly. At present, the half-closed gate makes the situation chaotic? → There are effectively 6 classes going out at the same time. Single file will not solve the problem. The gate is already fully open. The only solution would be to exit class by class, but this would take too long. However, it seems possible to envisage adjustments to allow a wider opening, to be considered by the CHS (Commission for Hygiene and Safety)
5. The toilet doors at the primary school do not have locks, and rolls of toilet paper are missing. This problem already been reported by some parents to the teaching staff. → The issue has already been brought up several times, we are in the process of finding effective organisational solutions. We are willing to work together to find a lasting and effective solution.
6. The school calendar is currently published at the end of August or beginning of September, which makes it difficult for parents to plan ahead, especially for the first few months of the year. It would be desirable to make it available at least 6 months in advance, as is the case in most European countries? → The school calendar is voted on by the Governing Board (Conseil d'établissement) in March at the latest, and is available almost immediately on the school website.
7. Environment Month is a valuable initiative to keep, but some activities should be reviewed to make them age-appropriate and effective. For example, cooking activities are not appropriate for nursery school children, as they may involve dangerous elements such as fire or knives. Similarly, picking up rubbish can present risks of injury or contamination, as at this age children may bring their dirty hands up to their face or eyes? → Cooking activities are part of kindergarten learning (and are optional if they are to be done at home, like the MPP project for example). These activities are supervised and pose no risk to the children. As for picking up rubbish, nursery pupils do not pick it up, their parents do, and when parents agree, we give their child gloves. In the 3 years we've been doing this, only 1 pupil in Year 10 has cut himself slightly because he didn't follow the instructions.
8. The notice period for meetings and events involving parents (parent-teacher meetings, sports week, beach litter picks, etc.) is often too short, making them difficult to organise, especially for working parents. Advance notice when the school calendar is published or, failing that, at least two weeks would be ideal? → We will take note and do our best.
9. Why not organise the beach litter pick in January or February, when the weather is milder for the children, especially those in CP and nursery? Currently, this event takes place during the hottest period in Pondicherry, which makes it very trying for the children.? → This event doesn't take place during the hottest period because it's in March (the hottest period being from April to June) and takes place between 8am and 9.30am so it's not the hottest time of the day. We work in collaboration with "Ma petite planète", whose event takes place during the first 3 weeks of March. We've already decided to collect the rubbish at the start of these 3 weeks, at the beginning of March.
10. The playground on the primary school side is made of concrete, which increases the risk of injury in the event of a fall. Why was this choice of surface made? Would it be possible to return to the original state with a natural floor or to lay a shock-absorbing surface for greater safety? → The work would be too extensive. The natural floor would bring too much dust into the establishment. We suggested giving preference to wearing closed shoes, which could effectively limit certain incidents.

11. The exit from the primary school on rue Victor Simonel is dangerous because ambulances travel there at very high speed. At the School Council meeting, it was suggested that speed bumps should be installed and that a police officer should be present. Another option would be to close this exit and have primary school pupils exit via Rue Surcouf, while secondary school pupils would exit on the side of the street running alongside the small canal? → It has already been replied that because of the presence of the hospital, we cannot ask for speed bumps in front of the primary exit. The Canal street exit is an emergency exit and therefore impossible to use for class entrances and exits. At the Governing Board meeting, the parents' representatives suggested that barricades be erected if speed bumps could not be installed. In addition, the headmaster raised the possibility of painting the ground in red in front of the primary school exit, along with signs indicating that schoolchildren were passing. This will be reviewed by the CHS (Commission for Hygiene and Safety)

Secretaries' signatures.