

Minutes of the School Council meeting of 14 November 2024
Lycée français Marcel Pagnol in Abuja

Start of session: 3.15 pm

People present :

Teachers : Mmes Adebisi, Raffoul, Goloko, Mouawad, Ratajczak, Quillet, Hurteau-Flamand, Chassard and Wavi Rauf ; Messrs Youkpo, Yehouenou, Konate, Oke, Amoussou.

Parent representatives : Mmes Coulibaly Seydou, Forslund, Grémare, Opara, Pouya et Unaogu.

Primary headmaster : M. Montagne

Apologies : Mmes Adamu, Ayawei, Cherif, Fedal, Hamed, Lado, Isichei, Jamberlang, Olatawura, Phillips et Segbo; Messrs Olatoyese, Yéhouenou et Adjala.

Development of the agenda

1. Opening by the school headmaster

Welcome to all the members of the School Council for 2024-2025. Congratulations to the elected parents and the 4 volunteers.

Presentation of the FLS scolaire (French as a specific language for school) by Mrs Wavi Rauf: this is a programme to support neo-French-speaking pupils. They benefit from personalised and group support in the French language: vocabulary, acronyms, instructions, subjects, oral and written comprehension and production skills. The aim is to facilitate their integration into their class of assignment as soon as their level allows. For example, physical education and sport are taught in the class from the start of the year. And when the level is reached, after a period (7 weeks on average), the pupils join the class for all or part of the time. The scheme runs throughout the school year. The time spent in the programme is taken out of the classroom so that French-language skills can be worked on in groups of the same level, and to stimulate each pupil's progress. The presence of the scheme enables us to work together to build a multilingual and international school. This means that every pupil, from nursery school to high school, can work on the skills they need to live their lives around the world.

2. Appointment of session secretary (teacher) : Mrs Chassard

3. Introduction of those present:

Renewal of the educational team (arrivals of Mrs Quillet and Mr Montagne), installation of the 15 parent representatives: Mrs Adamu, Ayawei , Cherif, Coulibaly Seydou, Forslund, Gremare, Isichei, Jamberlang, Lado, Olatawura, Opara, Phillips, Pouya, Segbo et Unaogu.

4. Role and powers of the School Council

The agenda is sent to the members of the School Council at least 8 days before it is due to be held by the school headmaster (Chair of the Council), who may ask for it to be amended if necessary. Votes are distributed as follows: 1 vote per teacher, 1 vote per parent representative. The School Council is the decision-making body that decides on matters relating to the life of the school: pedagogical and educational plans are discussed. The aim is to work together to find solutions that suit all parties, while respecting the rules that govern school and council life.

5. Headcount on the day of the meeting / back-to-school report

15 classes accommodate 291 pupils. The allocation of classes was decided at the end of last year, after consultation with the teachers' council, which was held at the start of the new school year. The choice of 1 double class in primary is explained by the particular needs of the pupils and the very variable numbers at different levels (for example, 30 MS and 24 GS). One class has been closed since September 2024.

Breakdown

Cycle 1			Cycle 2			Cycle 3		
TPS	Mrs Adebisi	8	CPa	Mrs Ratajczak	23	CM1a	Mrs Chassard	21
PSa	Mrs Raffoul	14	CPb	Mrs Quillet	23	CM1b	Mr Adjala	17
PSb	Mrs Goloko	14	CE1a	Mr Yehouenou	20	CM2	Mrs Hamed M. Daouda	30

MS	Mr Olateyese	19	CE1b	Mr Konate	23			
MS/GS	M. Youkpo	11/7	CE2a	Mr Oke	22			
GS	Mrs Mouawad	17	CE2b	Mrs Hurteau-Flamand	22			

The start of the new school year on Tuesday 02 September 2024 was a success. Pupils gradually returned to school after the summer holidays. When teachers were absent, replacement staff were mobilised. No class was without a teacher. At present, the lycée's pool of substitute teachers ensures that pupils can continue learning.

6. Voting results

This year (2024-2025), voting took place both by post and in person on polling day, Friday 11 October. Once the votes had been counted, the 11 candidates on the 4 lists of parent representatives (RPE) were elected. 4 seats were not filled. Consequently, in accordance with the legislation in force, the school issued a call for candidates and the headmaster did not have to draw lots from among the parent volunteers on Friday 18 October 2024 at 9am. With 4 parents having volunteered, the school has 15 parent representatives for this school year. The turnout this year was 38.4%. This is the first year that this body has been set up. The entire educational community is delighted with this first result, which demonstrates the commitment of all parents to the democratic life of the primary school of the Lycée Français Marcel Pagnol in Abuja.

7. The Proposed school calendar 2025-2026

Today's School Council is submitting a timetable to its members for notice at the next School Council meeting on Thursday 31 January 2025.

The proposed calendar for the 2025-2026 school year is as follows:

Period 1: 33 school days (1 October, Nigerian Independence Day).

Holidays run from Friday after school to Monday morning, resuming at 8.00 am.

Holidays from Friday 17 October to Monday 3 November.

Period 2: 35 school days.

Holidays from Friday 19 December to Monday 5 January.

Period 3: 35 school days.

Holidays from Friday 20 February to Monday 9 March.

Period 4: 33 school days (Holy Friday Easter Monday bank holiday).

Holidays from Friday 24 April to Monday 11 May.

Period 5: 39 school days (Democracy Day on 12 June).

Holidays from Friday 3 July.

Annex : proposition de calendrier scolaire 2025-2026.

8. school project and national assessments

Currently, the school project is part of the Lycée Marcel Pagnol d'Abuja 2020-2025 school project. Next year, when the school project is renewed, it will be an opportunity to build a school project, specific to the primary school. Annex : projet d'établissement LFMPA.

All pupils from CP to CM2 have taken the French national assessments. These assessments enable teachers to see how well each pupil in their class is doing, so that they can provide better support for each pupil and learn more about their strengths and areas for improvement. These assessments will be the subject of teamwork next week, in order to help all pupils achieve greater success. The results need to be put into perspective, and the teacher's expertise can give you more precise information about the pupil's schooling. To deal with difficulties at school, teachers differentiate class work and divide pupils up by offering Aides Pédagogiques Complémentaires (APC). For pupils with severe learning difficulties, the EBEP scheme is presented below.

9. Work

The work carried out: The school council members praises the cooperation with the school's maintenance departments.

10. Dealing with difficulties at school

Mrs Goloko's comments: I'm the resource person for pupils, families and teachers who need help. My tasks: I work with the teachers several times a week (taking part, with the teacher, in drawing up and updating documents to help pupils in difficulty (PAP, PPRE)); I inform families and teachers about the specific needs of pupils so that they can do better; I suggest ideas for adaptations for the class.

I work with parents, in the interests of their children's schooling: I inform them and am available to any parent who wishes on Fridays from 12.15pm to 1pm. Don't hesitate to email me at aissata.goloko@aeefe.fr or make an appointment with Jean (secretariat).

11. Teaching and educational initiatives

For all classes in the school:

Primary school calendar project: the productions of the school calendar project, made by the pupils, for the year 2023-2024, are exhibited in the staff room. This highlights the work of the school and gives visibility to all staff. The project is being repeated this school year, with the partner Institut français in Abuja: production of a work by all the pupils in each class, production of a calendar and exhibition at the Institut, with an opening session and sale of the calendars, in aid of the school's class projects. During the vernissage, the pupils present their work. This cross-curricular project enables all the pupils to work on skills linked to artistic, educational and cultural learning, as well as oral expression. Mrs Adebisi, the project leader, is asking parents to attend the preview and support the project.

Short film project: Pupils watch a variety of short films on different subjects, adapted to their age group. Educational aims: explore diversity, express themselves and share their views on a subject, rank the films and explain their choices.

Cycle 1 :

There are 3 projects. Two projects from the ZAC (Central Africa Zone): triathlon - motor skills workshops starting in January based on three sports: running, jumping and throwing. April: sports meetings.

PS: 2 class projects. Multi-lingual and multi-disciplinary "Kamishibai" project: a travelling theatrical show of Japanese origin. Using a medium, the butaï, reading of albums and stories. The pupils work on chronology, with a view to promoting the mother tongues of each pupil in the class. The pupils then write a story, using adult dictation. This is in line with Axis 1 of the school project: "Improving mastery of the French language in a bilingual/multilingual context". Theme: "Fiche-moi la paix !", means "Leave me alone!" in French. Cross-curricular: exploring the world, artistic activities, learning and living together, discovering different languages. "Maths rally" project: challenge workshops and maths puzzles.

Cycle 2 :

For all primary school classes (CP to CM2): "Hero Day" English project presented by Mr Yehouenou. Pupils dress up as the person they want to become. The aim is to work on oral and written comprehension and production skills in English. The idea is to help students gain self-confidence, to think about and imagine the adult they want to become. The aim is to support them so that they do not limit their horizons and that they discover who they would like to be in the future. ZAC "spelling marathon" project.

CP: reading and maths on daily files. Class activities revolve around these fundamentals. A great deal of oral expression is used. Projects are based on what is in the classroom and on current events. Choir project. Thoughts for the near future: during swimming time, work in half-groups to get everyone involved (developing independence, helping each other, respecting differences, accepting failure). Discussions on the Narramus method (storytelling). January: participation in Reading Nights.

CPb: correspondence with a class in Metropolitan France. Relaxation and meditation activities.

CE1b: Kamishibai project

CE2: moral and civic education project "Becoming a citizen": visit to the National Assembly, pupils reflect on parity in the professions of social and political representation. Correspondence project with a CE2 class in Amiens (France). Girls-boys equality project - Objective: to avoid gender assignment. Project in partnership with an AEFE partner association. Areas of activity: artistic education / physical education and sport / moral and civic education. Digital component using a tool from the French National Library website. Final production: rewrite the tale of "Little Thumb", changing the ending.

Cycle 3:

The 3 classes will be taking part in the French lycées abroad week. Theme: the French-speaking world. Activities: interclass readings. Les petits champions de la lecture" project. 3 finals (class, school and zone). Objective: to promote reading/comprehension by: encouraging reading aloud and building self-confidence (reading aloud in front of an audience). Maths rally project: challenges and puzzles. Language May: activities to celebrate linguistic and cultural diversity. Aims: encourage linguistic openness, promote multilingualism, promote language learning. Activities to be defined for this project (art, reading, writing...).

12. Miscellaneous comments/questions

Director's speech: training was offered to parent representatives, which took place on Tuesday 05 November 2024, in the staff room, from 4pm to 5.30pm. The parent representatives present were able to discover the scope of their duties. It was pointed out that this was new for the Lycée Marcel Pagnol in Abuja: the school council and parent representation did not yet exist. This is a step towards democratising the school and opening it up to families. Today I'm taking the floor to say a few words and answer a few questions. At future meetings, the

parents themselves will formulate this part, in French and English, so that the Board can fulfil its true cooperative and collegial role.

Question about Internet connexion : "the difficulty of working without a network"

The lycée has changed access providers several times in order to find solutions for the continuity of the connection. The school currently works with two providers: MTN and Starlink. And the connection remains very unstable. It's a problem we're continuing to work on. For example, the satellite system may be undersized for our school.

Contribution from Mrs Quillet, CP b: I'd like this problem to be raised. We have too many problems connecting. It's really getting in the way of our work. I can't use the Internet and as a result I can't work with the pupils, or even cancel activities.

Points presented by the RPE: the delegates organised a meeting for all parents, in partnership with the lycée. On Monday 11 November, from 8am to 11am, all families of primary pupils were invited to come and meet the RPE parents in the staff room. Here are the points raised by the headmaster:

General concerns at school level

Pronote system:

- Use and consistency: Parents feel that Pronote updates are not consistent from class to class and suggest a consistent approach. A workshop or advice for new users would also be useful. Some parents reported technical problems with the application.

Response: For technical problems related to Pronote, parents are invited to contact Jean Agnan, secretary to the school management, for connection problems. Work will be carried out to standardise Pronote, particularly for homework. Access to training for parents is provided on the Index Education website: see the tutorials at the bottom of the page at <https://www.index-education.com/fr/pronote-primaire-parents.php>

- Clarity of language: Parents would appreciate it if homework instructions were written in both English and French to better support their children.

Response: Translation into English is not a requirement but a suggestion that teachers can take up.

Contribution from Mrs Ratajczak: parents can copy and paste homework and translate online.

Transparency of the curriculum:

- Overview and consistency: Parents have expressed a desire for more information about what pupils are learning and have asked for regular curriculum updates (monthly and weekly) in all classes. They also hope to understand whether the curriculum is in line with that of other French schools around the world and in the region.

Response: Both the teacher and the family can request an individual interview about the pupil's schooling. Individualised response is a value of our French-style education. At the time of the national assessments, interviews were offered to families to review progress. The curricula are available on the Eduscol website, and are applied to French schools throughout the world.

Canteen and meal times:

In conjunction with the management committee, the canteen hours and areas are under review. Parent representatives will of course be involved in the discussions. Any questions or suggestions will be recorded in the minutes and forwarded to the relevant departments.

- Canteen card management: Canteen card management can be a challenge for younger pupils (CP, CE1), so parents would prefer more monitoring (records) and real-time updates on purchases, as well as a focus on healthier menu options.

- Canteen infrastructure: Parents would appreciate a space that is better adapted to the intended use and focuses on cleanliness.

- Supervision of meals: Parents would appreciate more supervision during meals to ensure that all children have the opportunity to eat properly, as some children skip meals to play.

Contribution from Mrs Ratajczak: There was a time at the lycée when pupils had 30 minutes in the canteen. Outside, they play games and forget to eat.

Special needs support :

- **Resources and support:** Some parents have questions about the resources and support available for children with special needs and would like more information.

Response: An item on the agenda describes the scheme.

Staff and supervision :

Supervision of classes and breaks: Parents feel that additional staff could be useful to support pupils effectively during lessons, breaks, activities and meals.

Response: The school has two teaching assistants who are actively involved in supervising the pupils. This is not the case in all French schools abroad.

Communication :

- Internal and external strategy: Parents would appreciate a clear communication strategy between teachers, management and parents to ensure timely updates on important issues, such as non-participation in activities.

Response: This strategy is in place and parents are encouraged to read the rules to ensure that communication works both ways. Both the Primary Director and Administrative Services are available if required.

- E-mail communication: Parents would appreciate it if the administration would reply to or acknowledge receipt of e-mails sent by parents to the school e-mail address with questions or concerns.

Response: Any e-mail sent without an error message is deemed to have been received and processed by the recipient.

13. Internal regulations 2024-2025

Presentation of the internal rules: a working group of primary school teachers has drawn up a set of internal rules specific to the primary school, from TPS to CM2. Reading and vote.

Results of the vote: 0 votes against; 2 abstentions; 19 in favour. The internal rules were adopted.

14. Safety and life within the school, compulsory exercises and constant monitoring

Mrs Gremare is the RPE and also the security referent for the French lycée. She is a French Army soldier on leave, with 22 years' service to her credit. Presentation of the lycée's security team: 1 deputy, 10 MOPOLs (24 hours a day), 2 supervisors for the security company and around 15 guards (24 hours a day). Plainclothes guards keep watch outside. Working in partnership with the head of MOPOL at the nearest police station, links with the Abuja police chief, in contact with the embassy. The school has 31 cameras. Mrs Gremare's duties: advising the headteacher on security measures, training and organising fire and intruder drills, organising police and guard services, liaising with the French embassy, liaising with other embassies, and various security initiatives. If required, Mrs Gremare is available Monday to Friday from 8am to 1pm.

The lycée's security plan is organised in partnership between the French lycée, the French embassy in Abuja and the Nigerian national police.

Containment exercise (PPMS major risks - intrusion scenario) carried out on 14 October at 09:05 am.

Report: the siren worked correctly. Prior to the exercise, Mrs Grémare and Mr Montagne visited the primary classes to prepare for the exercise with the pupils. This year, there were no anxious reactions from the pupils, especially the younger ones. The classes followed protocol: no noise, doors locked and no-one visible from the outside.

End of session : 5.00 pm

Signature of Mrs Chassard, meeting secretary



Signature of Mr Montagne, school headmaster



