

French School of Amman

The LFA, a school on the move

The LFA's highlights of 2015 include a new building for the high school in 2013, a renovated elementary school in 2014, a new logo and website in 2015, and the consolidation of staff and tools and a communication policy developed to support an attractive educational offering.

All the conditions are in place to expect continued steady growth in enrollment, which remains a priority today.

School presentation

Preamble

The AEFE has equipped the LFA with a new secondary school building that it has fully funded. This investment corresponds to an objective to increase enrollment numbers. In accordance with this objective, the school development plan is based on a 2012-2013 inventory centered on three observations:

- The unsuitability of the elementary school premises to the growth of the school due to the size of the classrooms and outdated facilities in need of modernization.
- The need to adapt the language project in line with families' expectations, namely quality education in both English and Arabic whilst adhering to the French program.
- Greater visibility for the LFA, whose projects are unknown and lack openness in the host country.

These three findings determine the three focuses of the project in compliance with the Strategic Orientation Plan (POS) of the Agency for French Education Abroad (AEFE).

- Focus I: maintaining excellence
- Focus II: multilingualism
- Focus III: communication and openness to the host country.

Enrollment

The officially appointed institution had 513 students on March 11, 2015. The distribution by nationality has maintained the same proportions for the past few years, i.e., 45% French, 22% local, 30% other. This changed in 2014-2015 with an increase to 28% local students, 32% other and 40% French.

The growth in enrollment has been steady for the past 2 years. However, despite the lack of a large pool of French expatriates, the growing proportion of local and other nationalities (60% compared to 52% in 2013-14) has stabilized enrollment figures.

Staff

Professional supervision due to recruitment and continuing education.

The AEFÉ pays

- 2 expatriates, an elementary school principal position and a headmaster position for the start of the 2012 school year
- 12 residents, including one position that became administration-focused - the Administration and Finance Manager - appointed in the 2013-14 school year, and the creation of an English position for the 2014-15 school year.

There are 40 local recruits, 25 of whom are teachers and 15 non-teachers.

Administrative reinforcement, a demanding recruitment policy, and a strong commitment from the AEFÉ consolidate the LFA and contribute to its development.

Buildings

Brand new buildings and modern equipment completed with 4 moves in 2.5 years.

Middle and high schools: A building fully funded by the AEFÉ that began construction work in 2011 allowed the middle and high schools to move in May 2013; the middle and high schools offer optimal reception and teaching conditions with its 24 classrooms, 7 of which are specialized, a cafeteria, a gym, a library and a High School Student Association.

The elementary school site:

Renovation funded partly by the management organization and by a subsidy from the AEFÉ



For the 2014-15 school year, the school's changes and modernization continued with the complete renovation of the elementary school section that now stands on just one site, facilitating consistent management and reducing costs due to the non-renewal of the lease of the annex maintained during the works.

All calendar, time, budget and safety constraints were respected.

- August 30, 2014, reception of the 1st work phase
- November 30, 2014, reception of the 2nd phase, bringing all students together on one site.
- March 7, 2015, reception of furniture and interactive video equipment for all classes

The elementary school section with its 19 classrooms, the documentation center and library, the multipurpose room, the motor skills room, and the yard converted

into a dining area together form a high-quality, attractive environment in a competitively positioned institution, thus supporting the enrollment policy.



The School Development Plan

The plan's 3 points of focus:

1. Excellence
2. Multilingualism
3. An openness to the host country and communication

Actions developed

1. Excellence

Teaching:

- A significant amount of time and staff dedicated to personalized support and assistance (elementary, middle school and high school) for mastering the language - a focus on oral work
- Support for students with specific needs (personalized projects)
- 10th grade cinema festival
- School council (5th and 6th grade joint actions)
- Continuing education
- Pilot Educational Action: participation in the budding ambassador project: selection of one high school student for the Paris Digital Committee finals (secondary interactive whiteboard – elementary interactive video) and a Digital Workplace (Isidoc Webclasseur – Pronote – High School Student Council FB page) – a paper-free Baccalaureate
- AEFÉ Major Excellency Scholarships: 2 candidates in 2015 – 1 student selected in 2014

School life

- Structuring and organization (Continuing education: expatriate intervention with an educational advisory mission)
- Team-building skills
- Involvement of the High School Student Council and participation in the inter-High School Student Council in the Paris area
- Extracurricular activities (ECA)

Careers Guidance: Career Guidance Pilot Action and Webclasseur

Media library: training of one teacher in 2013-14 thanks to a DGESCO-AEFE course.

Organization

- Interior regulation
- Media library project
- Isidoc installation

Entertainment

- Literary café
- Cinema club
- *La Gazelle*, the high school newspaper
- Interface with the IFJ CultureTech

Former pupils have created an association and a FB page – AGORA – contact with ALUMNI, the association for former students in France.

2. Multilingualism

- The changing elementary multilingual project (in teaching and content), managed by the elementary school principal supported by the IEN, the Arabic EEMCP on a quarterly basis and the resident English language coordinator.
- Extracurricular activities in Arabic and English planned for 2015-2016
- Planned request for a SELO section from 6th grade (middle school) for the start of the 2016-17 school year
- First celebration of the world Arabic language day on December 18, 2014
- Multilingual rally for 6 classes in the 3rd section of elementary school

3. Communication and openness to the host country.

Communication

- Creation of a new logo and a new website by a professional organization
- Creation of promotional tools
- Open day on April 6, 2015
- Development of communication methods with parents
- Website
- Emails via Pronote
- Representatives to different boards
- SMS
- Weekly agenda sent by email and posted on the website
- Publication of a yearbook
- Survey 2014-15 underway: objectives
 1. Check that the parents are aware of the actions implemented in the LFA
 2. Evaluation of the perception and effectiveness of actions

Openness

Participation in inter-school activities

- Horse racing
- Cycling races
- Rugby
- French cultural competition
- School invitations to our activities

Security

Investments in the scheme's reinforcement (AEFE subsidy – support and expertise from the Embassy)

- Reinforcement of guards (surveillance and control of front gates)
- Vehicle control (barriers and badges)
- Increasing the height of enclosures
- Replacement of the elementary school front door
- Cameras at the elementary school entrance
- Installation of a prefabricated building for the Jordanian mobile police team

Strengths

- Attractiveness
- Equipment and training offer
- Results
- Multilingualism
- Management

Areas for attention

- Language teaching
- Enrollment figures
- Attractiveness of the ECAs

Prospects

- Consolidate the multilingual project
- Develop extracurricular activities, participation in local competitions and the organization of inter-school projects including sports with the possible creation of a resident PE position.
- Continue the school's communication policy.
- Organize an elementary school library inauguration in September 2015.

Conclusion

- The construction and renovation projects are complete
- Modern, brand new equipment from pre-school to 12th grade (completely digital)
- The management of the teaching, relations and projects areas (languages in particular is supported)
- A proactive communication policy
- A slight increase in enrollment figures
- A healthy financial situation

All these elements allow us to expect continued steady growth in enrollment, a priority objective of the LFA.