



# School Development Plan 2025-2028

Version approved by the School Council 1st July 2025

## 1st AREA of DEVELOPMENT : SUCCESS FOR ALL PUPILS

*Organising the optimum learning conditions for the success of each pupil*

OPERATIONAL OBJECTIVES	ACTIONS	INDICATORS
<b>1/ Developing and strengthening practices to make schools ever more inclusive</b>	<ul style="list-style-type: none"> <li>• <b>Improving the onboarding process for non-French speaker</b> <ul style="list-style-type: none"> <li>○ develop the methods used to implement FLSco</li> <li>○ set up the DIL/bridging programme (secondary)</li> <li>○ supporting non-French-speaking families</li> </ul> </li> <li>• <b>Encouraging educational differentiation and the pleasure of learning</b> <ul style="list-style-type: none"> <li>○ the work of the teaching teams</li> <li>○ internal and external training for teachers (constellation training in primary schools, practice forum)</li> <li>○ taking account of students with special educational needs (day-to-day teaching and assessment)</li> </ul> </li> <li>• <b>Acquiring resources dedicated to the inclusion of pupils</b> <ul style="list-style-type: none"> <li>○ teaching resources</li> <li>○ human resources</li> </ul> </li> </ul>	<p>FLSco at primary level/Bridging Program at secondary level (number of pupils per level, number of slots)</p> <p>Student progress (e.g. DELF)</p> <p>Rate of dedicated work sessions</p> <p>Changes in internal teacher training practices</p> <p>Number of forums and participants</p> <p>Number of support plans (PAP, PPRE, PPS, PAI)</p> <p>Number of pupils with AESH</p> <p>Software endowment (numbers), rate of use of dedicated IT tools</p> <p>Number of resource persons (psychologist, inclusion advisor, speech therapist, Flsco teachers, etc.)</p>
<b>2/ From French language to several languages: developing a structured and ambitious policy for language pathways</b>	<ul style="list-style-type: none"> <li>• <b>Encouraging any action designed to improve mastery of the French language and openness to foreign languages</b> <ul style="list-style-type: none"> <li>○ teaching practices (workshops, co-intervention, external contributors, etc.)</li> <li>○ specific projects within the class</li> <li>○ public speaking (presentations, eloquence competitions, etc.)</li> <li>○ drama option</li> </ul> </li> <li>• <b>Structuring language pathways</b> <ul style="list-style-type: none"> <li>○ assess French language skills (national assessments from CP to Seconde)</li> <li>○ continuing to discover the languages and culture of the host country: Twi (GS to CM2)</li> <li>○ develop interdepartmental cooperation on language and draw up common progress plans for each cycle</li> <li>○ maintain entry to SIB subject to conditions (advice from the teaching team)</li> </ul> </li> </ul>	<p>Number of classes involved in projects</p> <p>Class participation in eloquence competitions</p> <p>Enrolment in the drama option</p> <p>Number of external interventions</p> <p>Number of projects carried out on these themes</p> <p>Multi-year monitoring of national assessment results (French language skills)</p> <p>Harmonisation monitoring, distribution of reports</p> <p>Rate of students in SIB</p> <p>Trend in the number of students enrolled in BFI courses</p> <p>Number of CLIL projects</p> <p>Trend in the number of pupils enrolled for</p>



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	<ul style="list-style-type: none"> <li>maintain the PARLE system and the BFI option</li> <li>using ev@lang in English</li> <li>develop (optional) DELE, Cambridge (including iGCSE) and DELF certifications</li> </ul>	language certifications (according to CEFR) and results obtained
<b>3/ Meeting and enjoying culture in all its forms</b>	<ul style="list-style-type: none"> <li><b>Developing initiatives designed to encourage artistic and cultural practices and interdisciplinary teaching practices</b> <ul style="list-style-type: none"> <li>achievements within the school (school, AEFE geographical area, world projects, shows, exhibitions)</li> <li>promoting local heritage and cultural diversity</li> <li>attendance at cultural venues and partnerships</li> <li>external contributors (artists, authors, etc.)</li> <li>promoting musical and artistic practices</li> </ul> </li> </ul>	<p>Growth in the number of cultural and artistic events</p> <p>Number of projects with external contributors</p> <p>Number of performances, exhibitions, concerts, etc.</p>
<b>4/ Developing a digital strategy</b>	<ul style="list-style-type: none"> <li><b>Training students and certifying their digital skills</b> <ul style="list-style-type: none"> <li>implement the PIX pathway from elementary school to high school</li> <li>make routine use of software and applications approved by the teaching staff and management</li> </ul> </li> <li><b>Enabling students to become informed citizens in the digital world</b> <ul style="list-style-type: none"> <li>upgrade the IT and digital assets</li> <li>raising awareness of digital risks and cyber security</li> <li>responsible use of the Internet, understanding algorithms, cyberbullying, digital footprints</li> <li>critical analysis of online content.</li> <li>create an EMI (media and information education) pathway for cycles 3 and 4</li> </ul> </li> <li><b>Staff training</b> <ul style="list-style-type: none"> <li>training in the use of interactive digital tools</li> <li>training via PIX, in-house training via resource personnel and sharing practices</li> <li>learn about AI tools and their educational potential</li> </ul> </li> </ul>	<p>Multi-year monitoring of student results</p> <p>Increasing students' skills in the use of certain software applications</p> <p>Number of software/subscriptions with the latest version</p> <p>Regular reviews as part of the educational process</p> <p>Funds allocated to IT equipment</p> <p>Number and scope of campaigns to raise awareness of digital risks and cyber security</p> <p>Student assessments/surveys on online safety</p> <p>Number of equipped rooms</p> <p>Percentage of teachers trained in IT and digital tools (including AI)</p>
<b>5/ Looking beyond academic performance:</b>	<ul style="list-style-type: none"> <li><b>Promoting positive interactions</b> <ul style="list-style-type: none"> <li>developing cooperative games during playtime, creating new areas in the playground (benches, table)</li> <li>making pupils responsible for the life of the class from an early age</li> <li>using debate and argumentation as tools to learn to listen to each other and accept differences</li> <li>encourage teamwork and the ability to collaborate</li> </ul> </li> </ul>	<p>Effective use of symbolic play areas in workshops.</p> <p>Student progress in autonomy</p> <p>Occurrence and frequency of philosophical debates</p> <p>The role of collaboration and teamwork in student assessment</p>



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<b>developing soft skills</b>	<ul style="list-style-type: none"> <li>○ teaching students to manage a healthy and positive competitive spirit</li> <li>● <b>Deploying explicit communication and teaching methods</b> <ul style="list-style-type: none"> <li>○ working on mastering kind verbal expression</li> <li>○ encourage the expression of emotions and extend the use of clear messages</li> <li>○ training staff in psychosocial skills</li> </ul> </li> <li>● <b>Developing and maintaining motivation for learning</b> <ul style="list-style-type: none"> <li>○ extend the use of fun activities in learning and offer more board games</li> <li>○ promoting and sharing the talents of everyone, adults and students alike</li> <li>○ encourager les activités “non académiques” au service des apprentissages (ex: cuisine, jardinage, premiers secours, prise de parole en public, etc.)</li> <li>○ développer les “clubs” au secondaire ex: culture financière; établir un budget, épargner, comprendre le crédit, les bases de l'entrepreneuriat</li> </ul> </li> </ul>	<p>Less conflict, greater acceptance of failure and frustration.</p> <p>Participation in this type of training Survey of students and school life on the use and effectiveness of this method</p> <p>Organisation of public performances (e.g. Talent Show, music, dance, stage performances) The place of speaking and eloquence in student assessment Creation and attendance of these workshops or clubs</p>
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### 2nd AREA of DEVELOPMENT :LIVING TOGETHER AND BELONGING TO A COMMUNITY

*Promoting the values of respect and solidarity and encouraging actions to promote the LFIA's identity among all those involved in the school.*

OPERATIONAL OBJECTIVES	ACTIONS	INDICATORS
<b>1/ Developing a school that promotes physical and mental health</b>	<ul style="list-style-type: none"> <li>● <b>Wellbeing and mental health</b> <ul style="list-style-type: none"> <li>○ helping children learn to express their emotions</li> <li>○ promote any action that promotes well-being at school (staff training, relaxation, stress management, etc.)</li> </ul> </li> <li>● <b>Healthy lifestyle</b> <ul style="list-style-type: none"> <li>○ promote sporting activities that go beyond the school curriculum (sports day, AS, meetings and tournaments)</li> <li>○ Incorporate consideration of pupils' chronobiological rhythms into timetables (rest periods, range of hours, etc.).</li> <li>○ promote actions designed to ensure a healthy lifestyle (sleep, screen time, nutritional education, etc.)</li> </ul> </li> </ul>	<p>School psychologist and infirmary check-up Results of stress/well-being surveys Participation in training courses on the theme of student well-being (PRF or guest speakers)</p> <p>Growth in the number of pupils enrolled in extracurricular sports and AS activities Monitoring students who appear to be sleep deprived Number of awareness-raising campaigns on healthy lifestyles</p>
<b>2/ From pupil to enlightened</b>	<ul style="list-style-type: none"> <li>● <b>Cultural diversity: from tolerance to mutual respect</b> <ul style="list-style-type: none"> <li>○ promote cultural diversity and encourage the inclusion of all students.</li> <li>○ draw up a charter for mutual respect</li> </ul> </li> </ul>	<p>Measuring diversity within the school (languages spoken, number of nationalities, countries of origin, etc.)</p>



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<p><b>citizen: promoting respect, responsibility and commitment.</b></p>	<ul style="list-style-type: none"> <li>• <b>Commitment, solidarity, responsibility and Education for Sustainable Development</b> <ul style="list-style-type: none"> <li>○ know the school code of conduct</li> <li>○ harmonise the rules of life in line with the school code of conduct</li> <li>○ strengthen the sense of responsibility</li> <li>○ more active participation of students in governing bodies</li> <li>○ developing community service</li> <li>○ promote ESD-related actions (selective sorting, limiting the use of disposable plastic, outings and trips, etc.)</li> </ul> </li> </ul>	<p>Participation in actions on the theme of cultural diversity</p> <p>Changes to the incident log</p> <p>Rate of student involvement in solidarity initiatives</p> <p>Positive comment in end of term report</p> <p>Number of actions related to the protection of the environment</p> <p>Change in weight of waste at the end of each period</p>
<p><b>3/ Preventing and tackling bullying at school: pHare programme</b></p>	<ul style="list-style-type: none"> <li>• <b>Preventing bullying</b> <ul style="list-style-type: none"> <li>○ fostering a caring school environment</li> <li>○ develop preventive measures against harassment</li> </ul> </li> <li>• <b>Managing bullying situations</b> <ul style="list-style-type: none"> <li>○ disseminate and implement the reporting procedure (information, posters, presentation of the resource centre, etc.)</li> <li>○ strengthen the procedures for sharing harassment situations.</li> </ul> </li> </ul>	<p>Monitoring of the harassment situations log</p> <p>Monitoring of anti-bullying initiatives (prevention, information, involvement of pupils, parents, etc.)</p> <p>Results of student surveys on harassment</p>
<p><b>4/ Developing a sense of belonging to a school community</b></p>	<ul style="list-style-type: none"> <li>• <b>Corporate identity and visual identity</b> <ul style="list-style-type: none"> <li>○ create a visual and symbolic identity (motto, graphic charter, uniform/wardrobe)</li> <li>○ set up and run an "LFIA alumni" group</li> </ul> </li> <li>• <b>Promoting actions and events to bring people together</b> <ul style="list-style-type: none"> <li>○ encourage all initiatives to support new arrivals (students, families, staff)</li> <li>○ promote events that bring the LFIA community together (International Day of Living Together, Francophonie Day, etc.)</li> </ul> </li> <li>• <b>Involving families and communicating with families</b> <ul style="list-style-type: none"> <li>○ strengthening the role of parent representatives</li> <li>○ encourage parents to get involved in projects</li> </ul> </li> </ul>	<p>Employment of a communication officer</p> <p>Share of budget allocated to communication</p> <p>Production of communication materials</p> <p>Composition and running of the working group</p> <p>Number of events involving the LFIA alumni group</p> <p>Meetings and appointments with newcomers</p> <p>Number of unifying events</p> <p>Number of participants and visitors (website, Instagram followers, LinkedIn, etc.)</p> <p>Number of visitors at the Open Days</p> <p>Number of meetings with student representatives and parents</p> <p>Level of involvement of parents</p>



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## 3rd AREA of DEVELOPMENT: ATTRACTIVITY TO PREPARE FOR THE FUTURE

*Promoting the reputation of the LFIA internally and externally*

OPERATIONAL OBJECTIVES	ACTIONS	INDICATORS
<b>1/ The quality and dynamism of the educational offer as a lever for attractiveness</b>	<ul style="list-style-type: none"> <li>• <b>Maintaining and developing existing projects</b> <ul style="list-style-type: none"> <li>○ maintain an ambitious programme of educational initiatives</li> <li>○ strengthening LFIA's commitment to sustainable development</li> <li>○ maintaining attractive events to raise the school's profile (Christmas market, JPO, etc.)</li> <li>○ maintain a permanent school trip programme</li> <li>○ improve communication about existing and future projects</li> </ul> </li> <li>• <b>A lively school open to the outside world</b> <ul style="list-style-type: none"> <li>○ organise inter-school tournaments and exchanges with other schools, various competitions, etc.</li> <li>○ bringing the French-speaking world to life at LFIA: evening French classes for parents in partnership with Alliance Française, Fête de la Francophonie, French evening, etc.</li> <li>○ develop parent involvement in class projects (games, cooking, reading, etc.) and develop the open classroom principle</li> <li>○ initiate holiday camps for our students and open to other children during school holidays except Christmas (FLE courses, sport, arts...)</li> </ul> </li> </ul>	<p>Project sustainability Percentage of pupils involved in different types of project Number of trips offered Attendance at these events Number of people targeted by the communication (internal and external to LFIA) Project dissemination</p> <p>Student participation and involvement Results Parent participation Attendance at events and media coverage Attendance at these camps</p>
<b>2/ Improving and enhancing the school facilities</b>	<ul style="list-style-type: none"> <li>• <b>Better facilities to live together</b> <ul style="list-style-type: none"> <li>○ create playgrounds with new spaces</li> <li>○ refurbishing the canteen area</li> <li>○ renovate sports facilities</li> <li>○ renovate and create living spaces and areas (foyer, play areas, reading corner, staff room, public reception, etc.)</li> </ul> </li> <li>• <b>Improving the learning facilities and learning equipment</b> <ul style="list-style-type: none"> <li>○ <b>Physical Education</b> <ul style="list-style-type: none"> <li>■ set up facilities dedicated to motor skills activities in Kindergarten</li> <li>■ create new sports facilities (multi-sports pitch, climbing wall, etc.)</li> <li>■ study the possibility of acquiring a coach (30 seats)</li> </ul> </li> <li>○ <b>Science and digital</b> <ul style="list-style-type: none"> <li>■ set up a FabLab</li> </ul> </li> </ul> </li> </ul>	<p>Spending on development work User satisfaction</p> <p>Number of hours devoted to each sport (basketball, handball, football, paddle, etc.) Sports facilities occupancy rate</p> <p>Creation of several technology clubs (robotics, stems, office automation, etc.)</p>



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	<ul style="list-style-type: none"> <li>■ optimising IT and digital assets</li> <li>○ <b>Arts:</b> renovating and equipping art and music rooms</li> <li>○ <b>Classroom</b> <ul style="list-style-type: none"> <li>■ optimise the space in the Primary School library</li> <li>■ renovate the duty room</li> </ul> </li> </ul>	<p>and attendance rates Budget allocated to IT equipment</p> <p>Room occupancy rate</p> <p>Creation of a Marmothèque area Student attendance and satisfaction</p>
<p><b>3/ Reinforcing LFIA's place in the landscape of international schools</b></p>	<ul style="list-style-type: none"> <li>● <b>Adding meaning to the “i” in LFIA</b> <ul style="list-style-type: none"> <li>○ Promote belonging to the AEFE network and take part in network initiatives (zone and world projects, budding ambassadors, ADN Mobilité, AGORA, etc.)</li> <li>○ support students in their career choices, from an early age to the final year of secondary school</li> <li>○ promote study opportunities in France (Campus France partnership, study in France fair, presentation of grandes écoles and business schools, including in English and on campuses outside France)</li> <li>○ continue to open up to major international universities (UK, USA, Canada in particular).</li> <li>○ develop partnerships with French and international institutions</li> </ul> </li> <li>● <b>Ensuring that the LFIA is clear and visible</b> <ul style="list-style-type: none"> <li>○ set up a bridging scheme (D.I.L. Dispositif d'Inclusion Linguistique) for allophone pupils</li> <li>○ produce a medium presenting all the language pathways from nursery to secondary school</li> <li>○ study the need to diversify language provision</li> <li>○ more efficient communication with parents</li> <li>○ offer a welcome booklet for the families of newly enrolled pupils</li> <li>○ optimising the welcome families receive</li> <li>○ develop a short/medium/long-term communication strategy for potential families</li> </ul> </li> </ul>	<p>Rate of student participation in these programmes and projects - AEFE geographical area and worldwide</p> <p>Multi-year monitoring of the results of guidance to French grandes écoles and universities</p> <p>Multi-year monitoring of the results of guidance to international universities</p> <p>Number and scope of actions with partners (one-off or long-term). Number of pupils enrolled in the scheme Distribution and reception of the brochure presenting the language courses at LFIA Number of languages studied at LFIA Layout of reception areas Increased attendance when the school opens to visitors</p>