

Anglophone Section

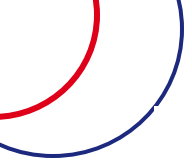


Annual General Meeting

15th of October 2024



The Anglophone Section – Cité Scolaire Internationale, Lyon - Video





Agenda

- | | | |
|--|--------------------------------|----------------|
| 1. President's Report | - <i>Lara Bonucci</i> | <i>40 mins</i> |
| 2. Head of Section's Report | - <i>Simon Herd</i> | <i>15 mins</i> |
| 3. Treasurer's Report | - <i>Sebastien de Longeaux</i> | <i>20 mins</i> |
| 4. Questions & Approval of Financial Reports | | <i>20 mins</i> |
| 5. Honorary Member & Member Benefactor | | <i>10 mins</i> |
| 6. Board Candidate Presentations and Vote | | <i>25 mins</i> |



President's report

1. Overview of the Anglophone Section
2. 2023-2024 The Year in Review
 - 2024 Parent's Survey Results
3. 2024-2028 Strategic Plan
4. Our Community
5. Special Thanks 2023-2024
6. Questions



The Anglophone Section



Legal entity Association des Parents d'Elèves de la Section Anglophone.

Fully private non-profit association 1901 intérêt général.

Founding Section (past 30yrs+) est. by a National law.

Operates through conventions (CSI, the Region and Ville de Lyon).

Governed by the APESA Statutes.



Largest of 9 language sections

569 students 1/4 of all students

Pays fees

Diverse Parent background (last year 32 different nationalities)

Private Association within a French Public School

How does it work?



- Allocates number of students
- All courses outside of the Section
- Timetable

Anglophone Section



- Collects fees from its members:
- Pays salaries for 22 staff (87-90% of total budget)
- Sets Strategic Direction of the Section
- Funds administration, purchase of IT equipment, school trips, staff training, specific projects etc.
- Operates within a budget managed by the Board €1.6+M.

97% of all teaching in the Section is by native level English speaking teachers.

APESA Board Members 2023-2024



Lara Bonucci
President



Kirsi Heikkilä-Zenone
Vice President



Sebastien de Longeaux
Treasurer



Catherine Wright-Davies
Secretary



Audrey Davidenkoff
Vice Treasurer



Antoine Rideau
Vice Secretary



Jenni Holder



Helen Layerle



Hugo Locussol



Farzad Mehr



Trish Nagy Travieso



H  l  ne Raison

Board Governance

Committee name	Composition	Missions
Executive Committee	Board President, Vice President, Secretary (& Vice), Treasurer (& Vice)	<ul style="list-style-type: none"> • Manage decisions that are of an urgent or sensitive nature, and to provide preliminary discussion before presenting issues to the full Board • Liaise with external expertise Finance & Legal, CSI Administration, International Sections and Associations, other International Schools
Board Governance Committee	Board members	<ul style="list-style-type: none"> • Coordinate the identification, cultivation, recruitment and orientation of new Board members • Support re-nominating sitting Board members • Facilitate Board self-assessment • Identify education and training needs for the Board • Support the effective functioning of the Board and the effective contribution of Board members • Support the development and updating of Board policies and procedures
Finance Committee	Board President, Treasurer, (Vice Treasurer), HOS, Responsible Admin & Finance and outside experts	<ul style="list-style-type: none"> • Develop and monitor long-range financial plan and yearly operational budget • Regularly report to the Board on the Section's financial status • Propose and monitor investment plan/s • Ensure that institutional policies and procedures related to finance are up-to-date and properly implemented • Ensure Fundraising activities are properly compliant
Human Resources Committee	Board President, Board members, HOS, Responsible Admin & Finance	<ul style="list-style-type: none"> • Ensure that the Section continues to employ native level, English speaking teachers and bilingual administrative staff in line with the Section's Strategic Plan. The Committee ensures that institutional policies and processes related to human resources are up-to-date and properly implemented.
Strategic Development Committee	Board members, HOS, nominated staff across all levels, outside support	<ul style="list-style-type: none"> • Develop the strategic plan and monitor its implementation <ul style="list-style-type: none"> • Education - assess school overall performance against strategic plan, accreditation processes • Communication/marketing - (internal, parents universities) • IT & pedagogical equipment – ensure access to functioning equipment and pedagogical resources • Provide strategic guidance to the Board on resource development, recommend fundraising policies and procedures to the Board, coordinate the Section's fund-raising activities • Monitor progress and HOS objectives vs Strategic Plan
Volunteer Committee	Board members, parents	<ul style="list-style-type: none"> • Facilitate volunteering, fundraising and events in the Section

External Expertise

APESA General Legal Advice

BREMENS | AVOCATS

45, quai Charles de Gaulle | 69006 Lyon
3 Avenue de l'Opéra | 75001 Paris
+33 472 40 69 00 | <https://bremens-avocats.com>



Taxation Legal Advice



Alcyaconseil Associations
112 rue Garibaldi
CS 60272
69457 LYON CEDEX 06
Tel : 04 72 84 40 00

Accountant



CALLIOPE CONSEIL

✉ contact@calliope-conseil.fr 📍 3 allée Marguerite de Gandil 69740 GENAS ☎ 04 72 51 55 81

SARL au capital de 20 000 € - RCS Lyon 483 000 642 00023
Société d'expertise comptable inscrite à l'ordre des Experts-Comptables de Lyon

2023 – 2024 In memory of...



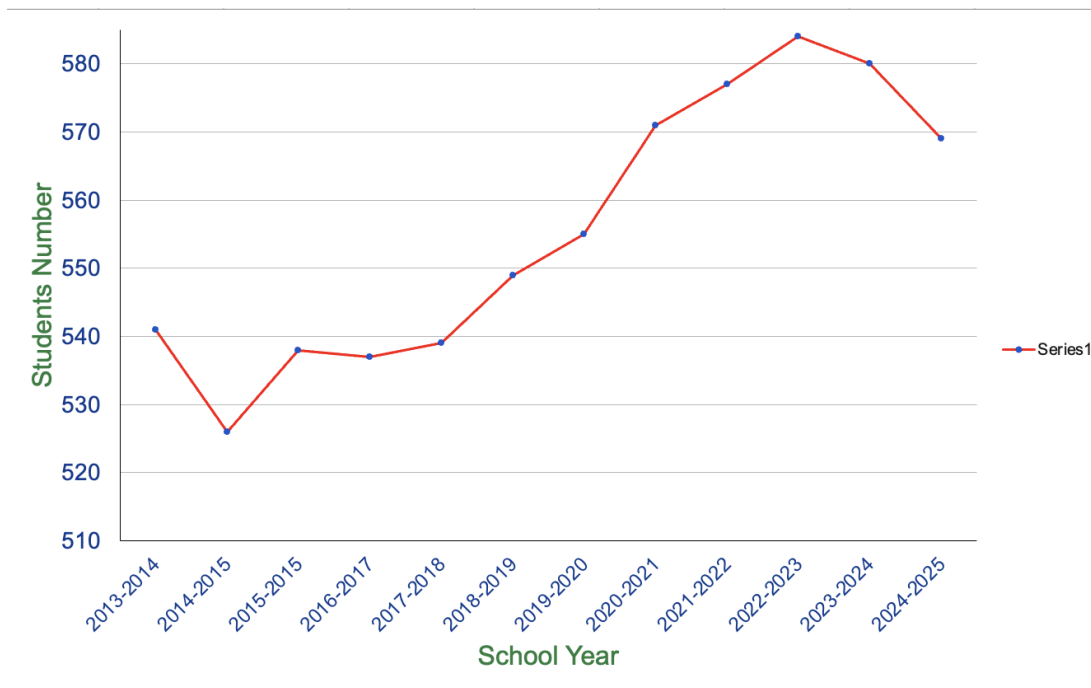
Elsa Labrosse
Responsible Admin, HR & Finance



Katrina Fullerton
Primary Teacher



Anglophone Section - Student Numbers 2013- 2014 to 2024-2025



- 569 students enrolled - September 2024 - reducing numbers are of concern
- Final number of students impacted by eventual departures during the school year

2023-2024 – More precision in determining School Fees

- Analysis of costs by school (primary/collège/lycée), inflation & benchmarking
- Lycée fees increasing at a disproportionate rate – adjustment needed to more accurately reflect costs.
- Kept fee increases to a minimum even with a three yearly staff salary negotiation. Primary and College fees increased by 2.5%; Première and Terminale fees increased by 1%. Adjusted seconde fee to align more closely with overall Lycée costs.



Fee structure - (sibling discount phased out next year)

- Revenue predictability! Enables the setting of fees to be substantial more accurate.
- The CSI is a competitive entry school and therefore has no sibling acceptance preference.
- All students treated equally financially as well as academically.
- In-line with other International schools in France.
- The French Government has the role of providing financial assistance to families with children (tax breaks, social security and travel benefits etc.)
- 0% discount by 2025-2026 – (€40K+ impact)

How are we working to reduce upward pressure on fees?

Investment of APESA funds with UNOFI

The future interest on this investment should ease pressure on fees.



Association 1901 d'intérêt general

opportunities for fundraising with significant tax breaks for donors.

Opportunities to fund future projects & potentially including hardship scholarships.

Salaries

Fees increase every year with an automatic year of experience pay rise for Teaching Staff.
Negotiated three-year salary review providing more clarity on salary expenditure.



How do we Ensure a Quality Education?



Native Level Teaching Staff

University Guidance

Small class sizes (but not too small):

- Enables an entire curriculum to be taught at a native level.
- Students can more easily transition back to English speaking schools or pass exams and access English speaking Universities.

Access to IT and pedagogical resources



We support a Learning Development Program in Primary

Currently have a Teaching Assistant role in Primary



Ensuring Quality Education

How do we support access to the Anglophone Culture ?

- School trips
- Events – University Fair
- Primary and Secondary Libraries
- Interaction with other English-speaking schools throughout the world – ILYMUN.
- Anglophone Activities.



Graduation Ceremony!



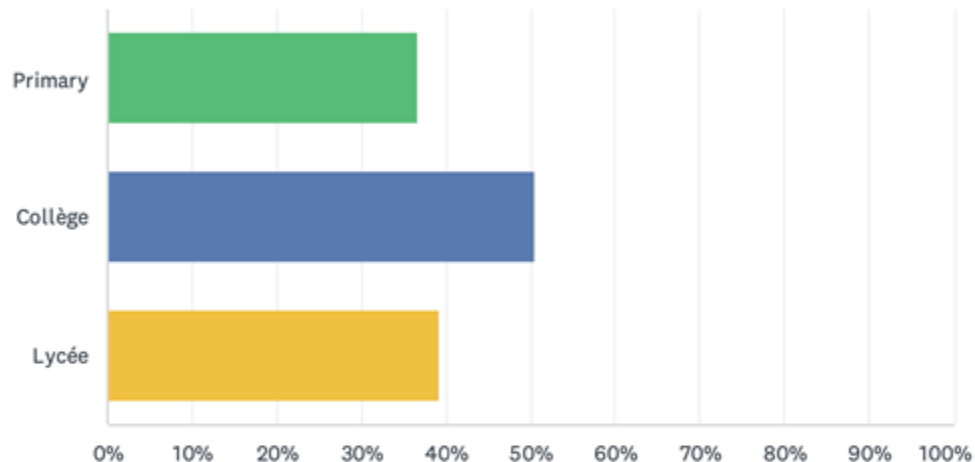
Towards the Future – Parents Survey 2024

- 194 Responses
- 760 Emails sent
- ✓ • 25% return rate



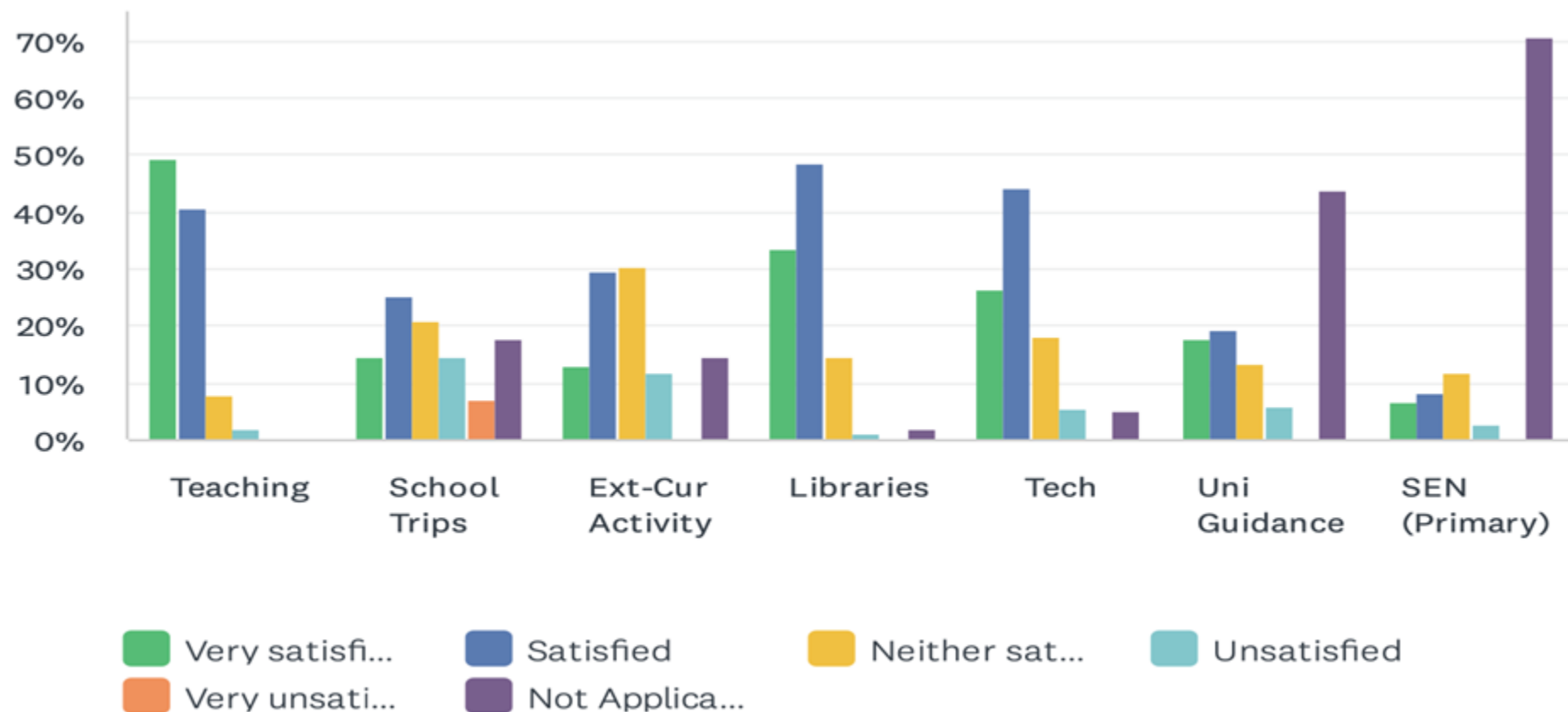
Q1 Where do your children attend courses in the Anglophone Section at CSI?

Answered: 194 Skipped: 0



ANSWER CHOICES	RESPONSES	
Primary	36.60%	71
Collège	50.52%	98
Lycée	39.18%	76
Total Respondents: 194		

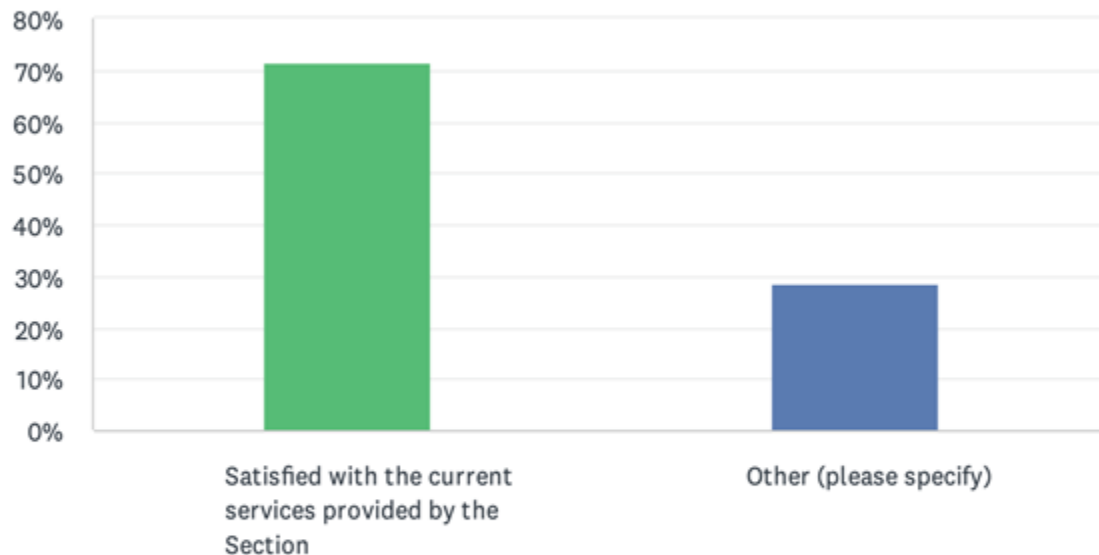
Q2 THE ANGLOPHONE SECTION While we operate within CSI, a French public school, we are interested in feedback which exclusively addresses the services we provide within the Anglophone Section. Are you satisfied with the current mix of services provided by the Anglophone Section?



	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR UNSATISFIED	UNSATISFIED	VERY UNSATISFIED	NOT APPLICABLE	TOTAL
Teaching	49.48% 96	40.72% 79	7.73% 15	2.06% 4	0.00% 0	0.00% 0	194
School Trips	14.51% 28	25.39% 49	20.73% 40	14.51% 28	7.25% 14	17.62% 34	193
Extra-Curr Activities	13.02% 25	29.69% 57	30.21% 58	11.98% 23	0.52% 1	14.58% 28	192
Libraries	33.51% 64	48.69% 93	14.66% 28	1.05% 2	0.00% 0	2.09% 4	191
Technology	26.42% 51	44.04% 85	18.13% 35	5.70% 11	0.52% 1	5.18% 10	193
Uni Guidance	17.71% 34	19.27% 37	13.54% 26	5.73% 11	0.00% 0	43.75% 84	192
SEN (Primary)	6.52% 12	8.15% 15	11.96% 22	2.72% 5	0.00% 0	70.65% 130	184

Q3 Are there any other services we should consider offering?

Answered: 172 Skipped: 22



ANSWER CHOICES	RESPONSES	
Satisfied with the current services provided by the Section	71.51%	123
Other (please specify)	28.49%	49
TOTAL		172

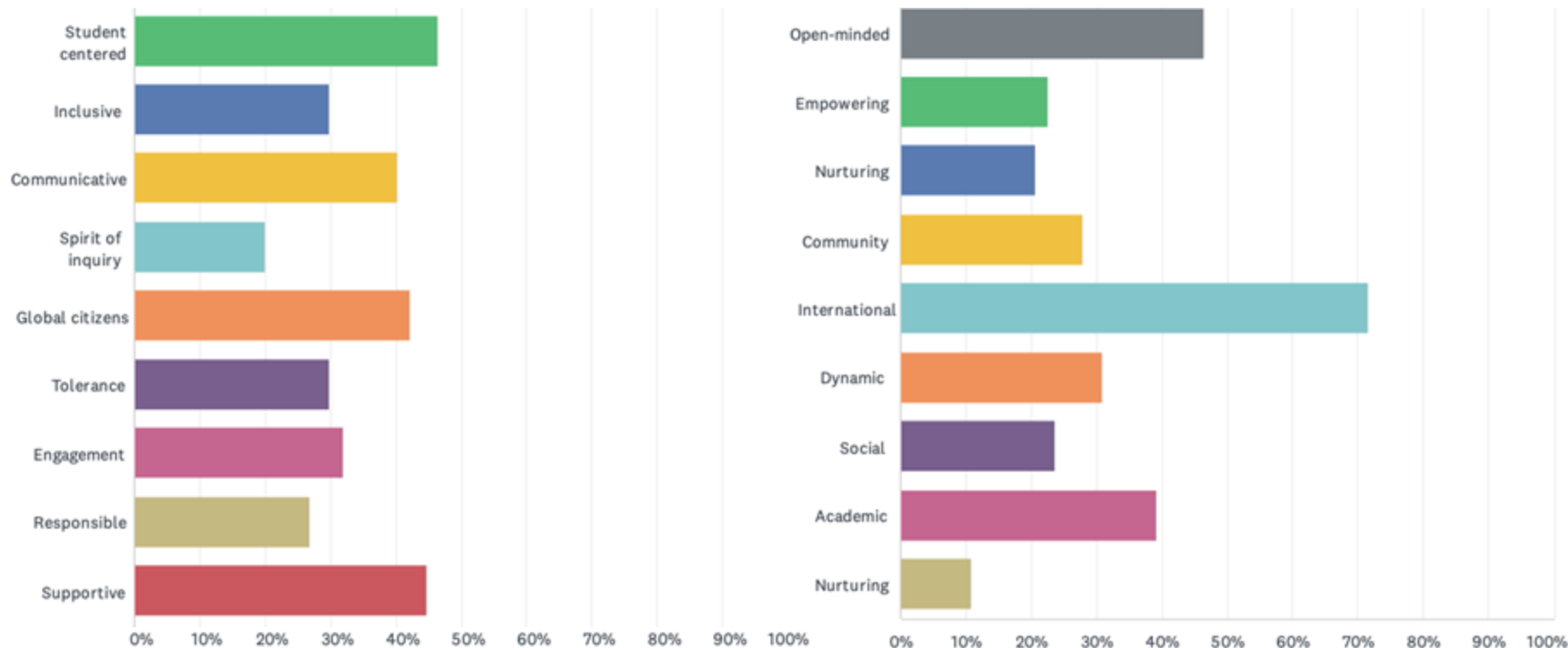
Q4 If there were additional funds, which of the following would you like to see funds used towards? (Please select your top 3 choices)

Answered: 194 Skipped: 0

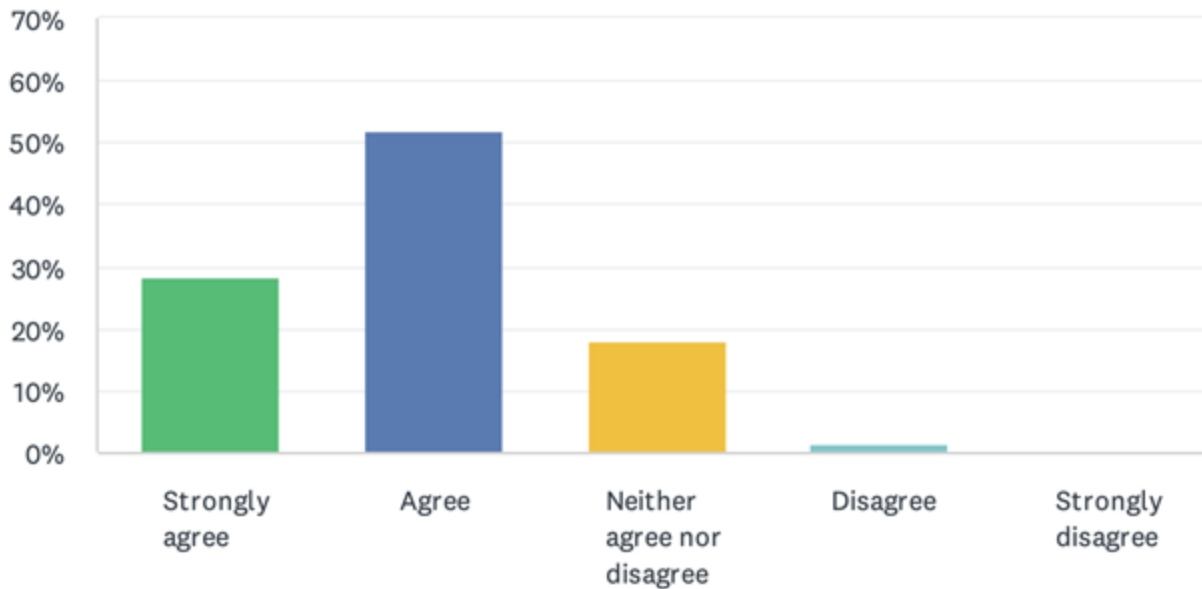


ANSWER CHOICES	RESPONSES	
Teaching	36.08%	70
School Trips	62.37%	121
Activities e.g. drama/sport/clubs	52.58%	102
Libraries	11.86%	23
Technology	19.07%	37
University Guidance	13.40%	26
SEN support Staff	15.46%	30
Scholarships study/school trips	11.34%	22
Additional facilities/ equipment	15.46%	30
Have no preference	2.06%	4
Other (please specify)	6.19%	12
Total Respondents: 194		

Q5 Which of these terms do you feel best corresponds to YOUR experience in the Section? (Tick all that apply and feel free to add others)

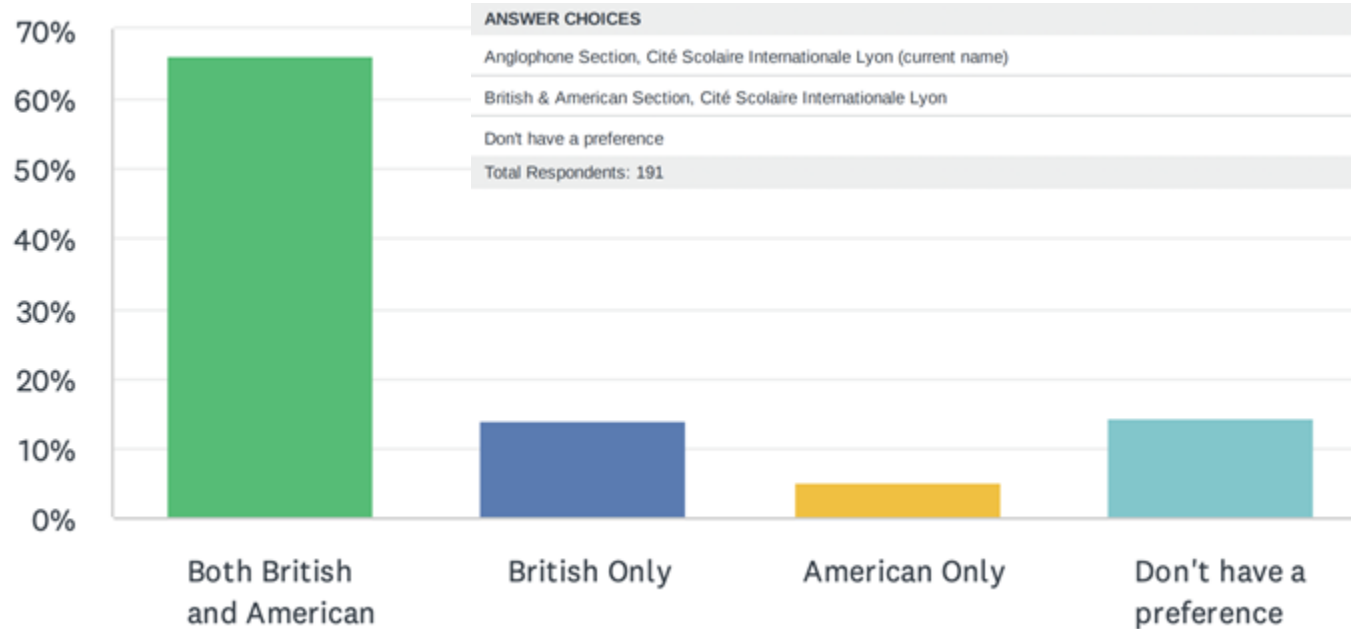


Q6 Do you feel the Section equips and supports students in their Anglophone Section courses, to achieve their fullest potential?

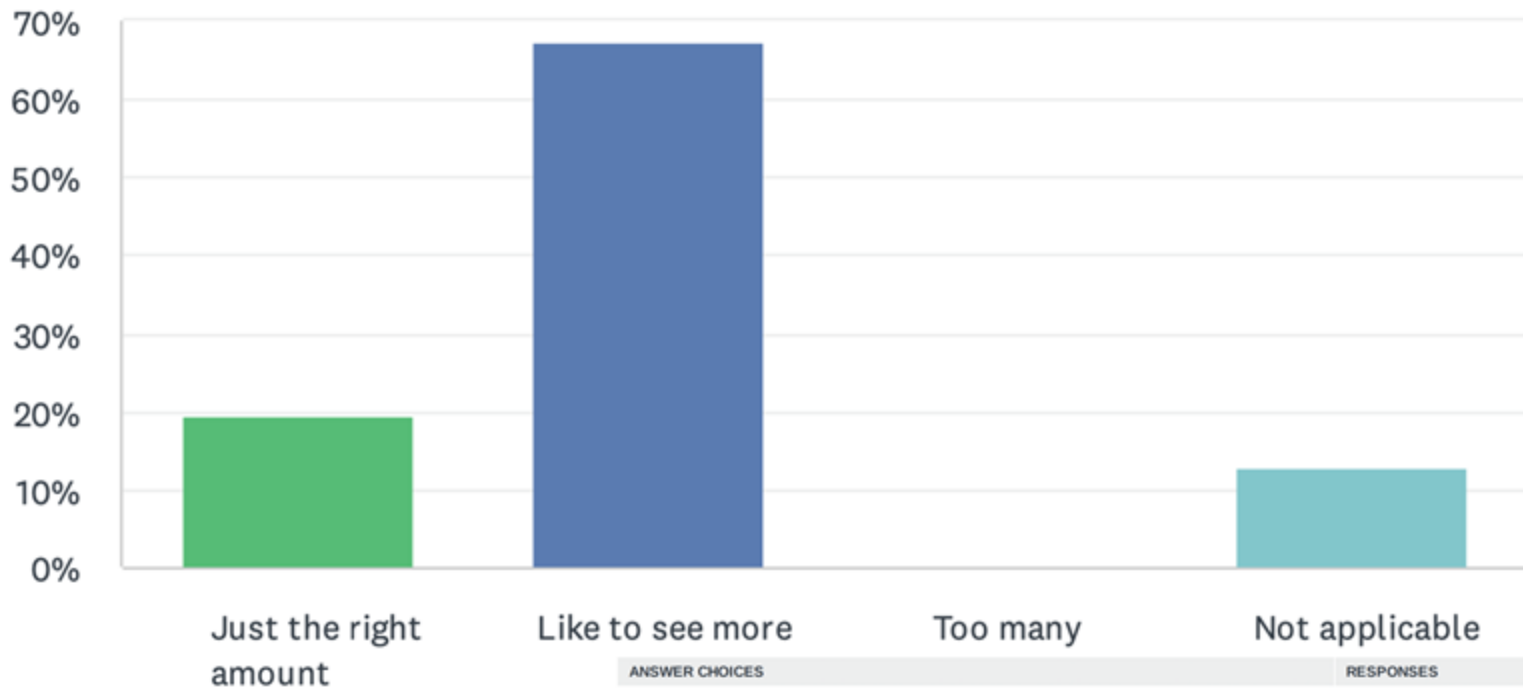


ANSWER CHOICES	RESPONSES	
Strongly agree	28.35%	55
Agree	52.06%	101
Neither agree nor disagree	18.04%	35
Disagree	1.55%	3
Strongly disagree	0.00%	0
TOTAL		194

Q7 The Anglophone Section comprises both the British and American Sections at the CSI, and is the only Section in France which incorporates both Sections; this requires the necessary funding and resources to be allocated to both. In Lycée, students in the Section are currently offered the choice between a British or an American curriculum for their English language Baccalauréat Français International subjects. The financial impact on school fees to fund both curriculums may need to be considered in the future in order to maintain and continually develop this pedagogical proposition. Which curricula do you feel the Section should continue to offer?

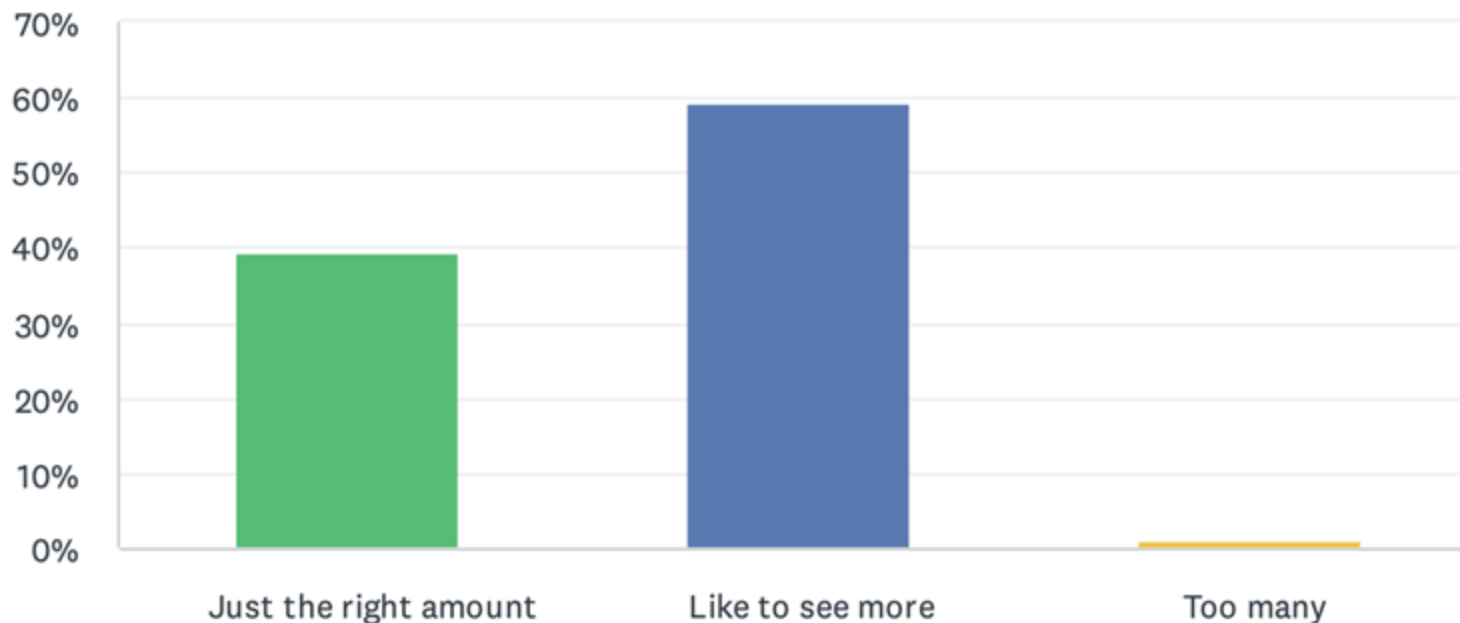


Q8 SCHOOL TRIPS The Section teaches not only the English language but aims to maintain the Anglophone Culture with activities and events. While understanding there are certain French Government limitations placed on the Section in relation to the number and location of school trips and activities, do you think the Section offers the right amount and type of trips?



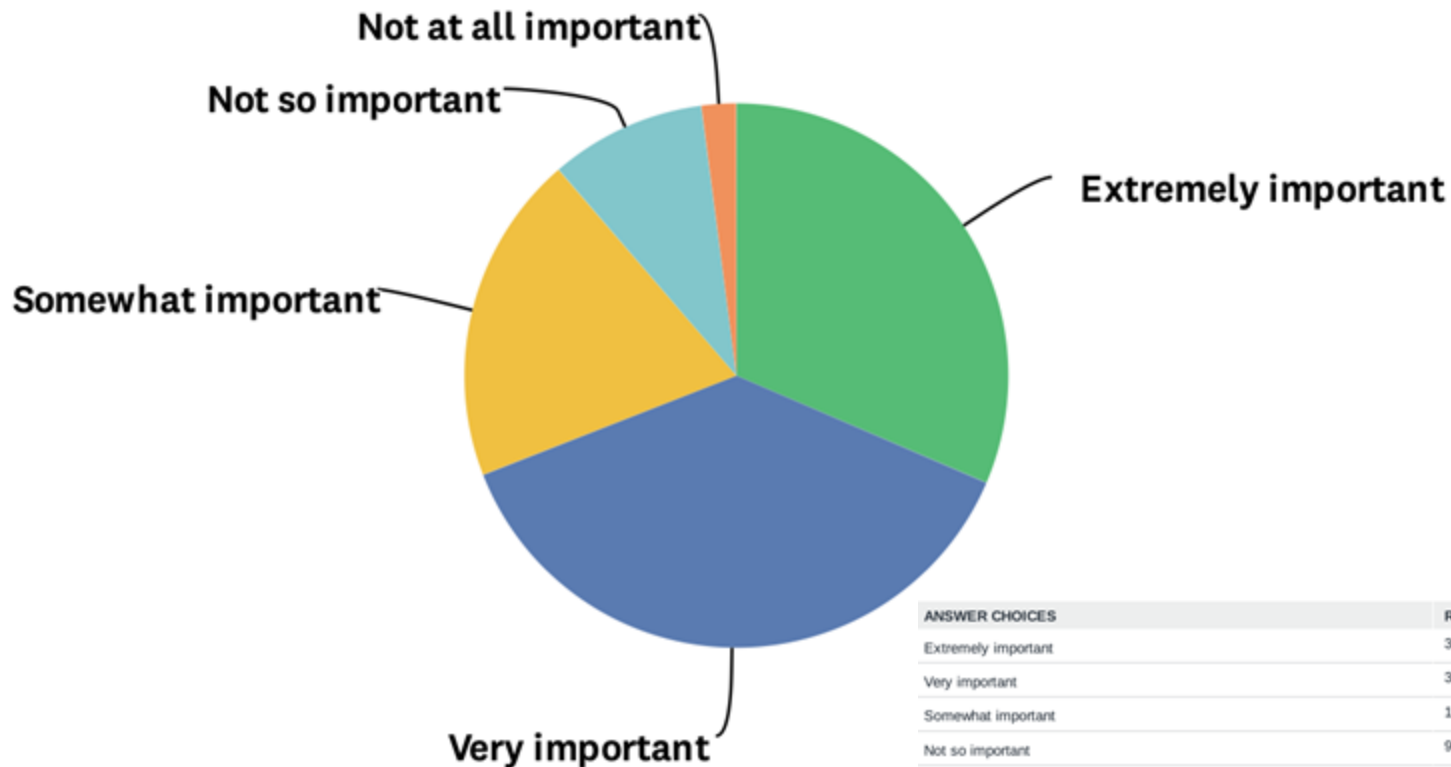
ANSWER CHOICES	RESPONSES	
Just the right amount	19.69%	38
Like to see more	67.36%	130
Too many	0.00%	0
Not applicable	12.95%	25
Total Respondents: 193		

Q9 EXTRA-CURRICULAR ACTIVITIES Do you think the Section offers the right amount and type of activities; would you like to see other activities offered? With the understanding that not every activity is feasible, feel free to write in suggestions.



ANSWER CHOICES	RESPONSES	
Just the right amount	39.57%	74
Like to see more	59.36%	111
Too many	1.07%	2
Total Respondents: 187		

Q10 TECHNOLOGY The Section ensures students have access to iPads, computers, and educational software, all of which enable modern learning techniques that enhance the existing curriculum. Do you believe it's important that the Section remains up-to-date with pedagogical learning tools and software?



ANSWER CHOICES	RESPONSES	
Extremely important	31.44%	61
Very important	37.63%	73
Somewhat important	19.59%	38
Not so important	9.28%	18
Not at all important	2.06%	4
TOTAL		194

How do we maintain access to resources & equipment?

Budget for the renewal and purchase of ipads, macbook computers and projectors in the classrooms, keeping our equipment accessible and up to date.



Ongoing Investment in online platforms for University Counselling (Unifrog), and catalogues for Drama and other learning resources.

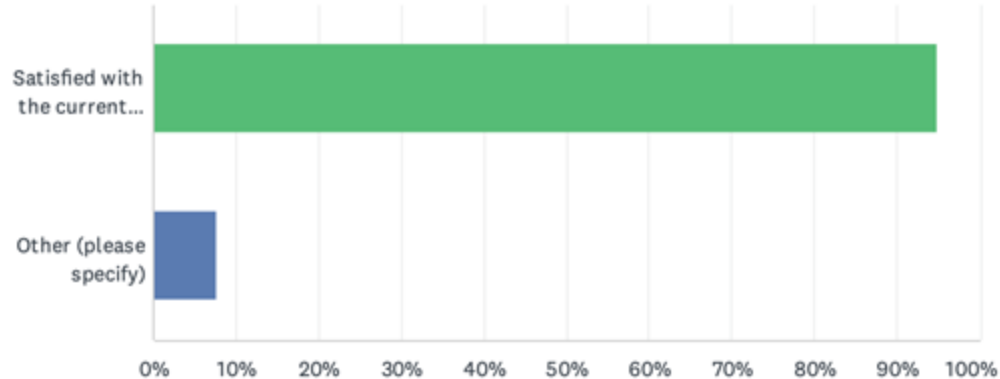
Streamline internal process where possible.



AI resources...

Q11 COMMUNICATION Apart from emails, the website, parents' Facebook page, and parents' WhatsApp groups per year level, are there any other means of communication which may be of interest to you eg. Development of an App, other social media platforms?

Answered: 194 Skipped: 0



ANSWER CHOICES

RESPONSES

Satisfied with the current methods of communication

94.85%

184

Other (please specify)

7.73%

15

Total Respondents: 194

How do we keep in touch?

Easier to be... informed

Website - www.csianglo.org

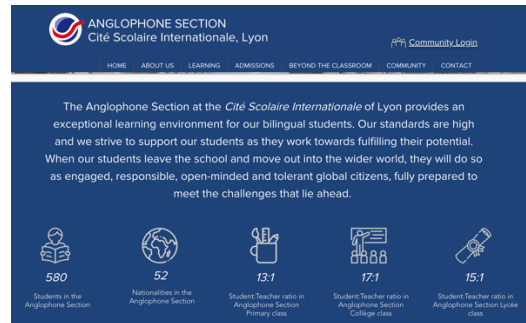
Email correspondence

Newsbite

WhatsApp groups by year group

Facebook – CSI Anglophone Section Parents

AGM



CSI Anglophone Section Parents
Private group · 471 members

Engaged

Facebook and WhatsApp groups

LinkedIn www.linkedin.com/school/csi-anglo-lyon

Surveys

Involved in the Section

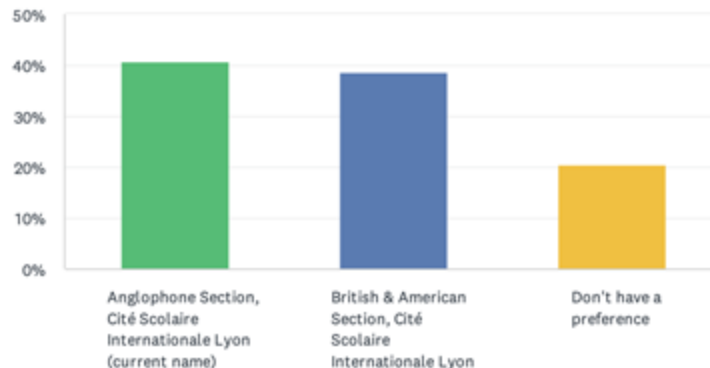
Event doodle polls

	Mar 23 SAT	Mar 24 SUN	Mar 26 TUE	Mar 29 FRI	Apr 2 TUE	Apr 7 SUN
Tom		✓	✓			✓
Paula		✓	✓	✓	✓	
John	✓	✓	✓	✓	✓	✓
Emma		✓				



Q12 Our community commonly refers to itself as "The Anglophone Section", an official term in our statutes intended as an umbrella for our other legal name, "The British and American Section". (Note: Pedagogically speaking, a difference in curriculum reflecting these two nationalities does not take effect until students are enrolled in their last two years of lycée in preparation for their BFI.) "Anglophone" is defined as someone who speaks English especially in a country where English is not the only language spoken; within the international setting of the CSI, this is particularly relevant. However, preliminary internal findings indicate that university recruiters react more favourably to "British and American" in the Section's title, implying a higher level of understanding of the language - thereby adding value for current and potential students. How would you prefer the Section be identified in the world of International Education?

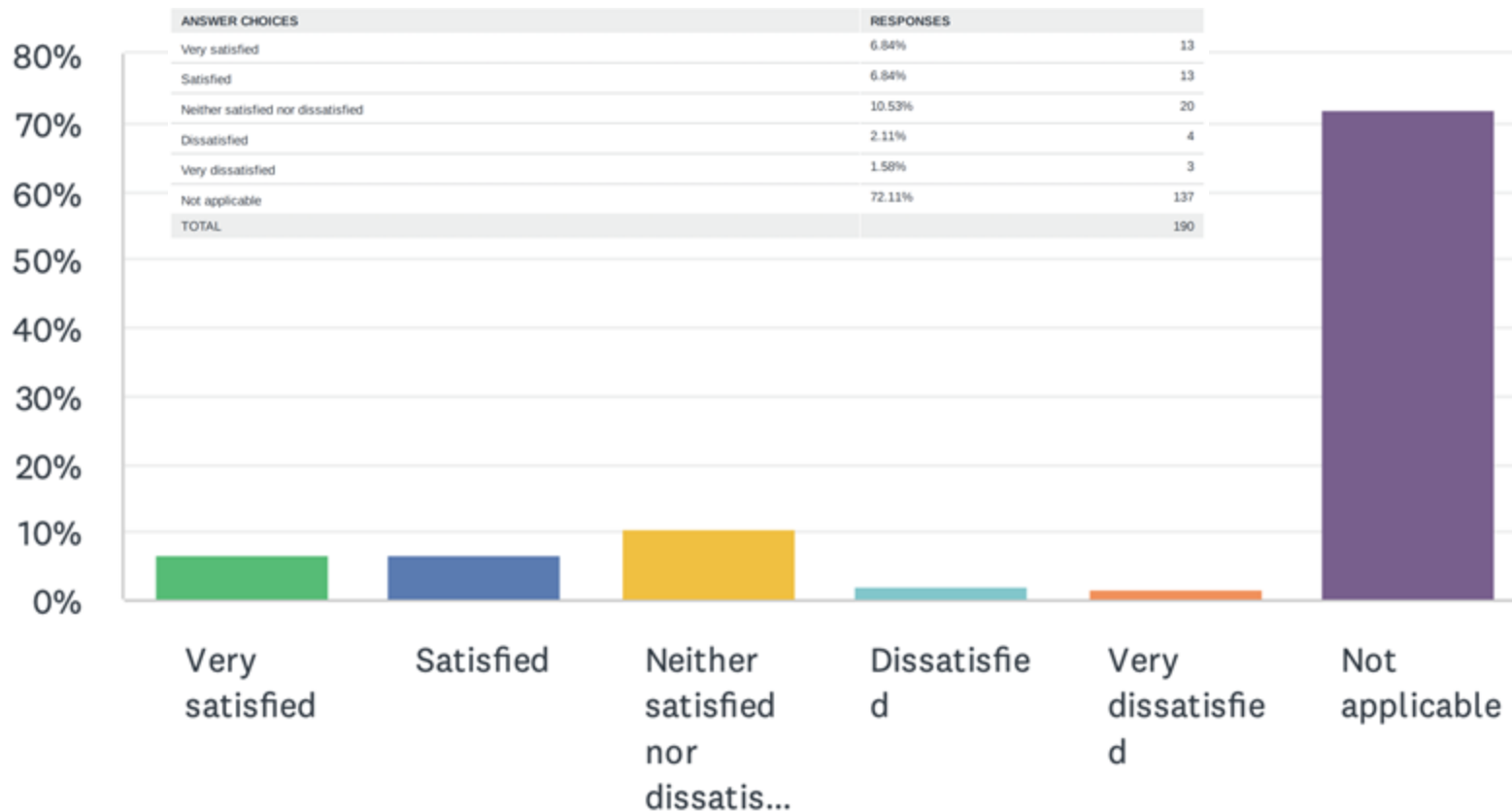
Answered: 191 Skipped: 3



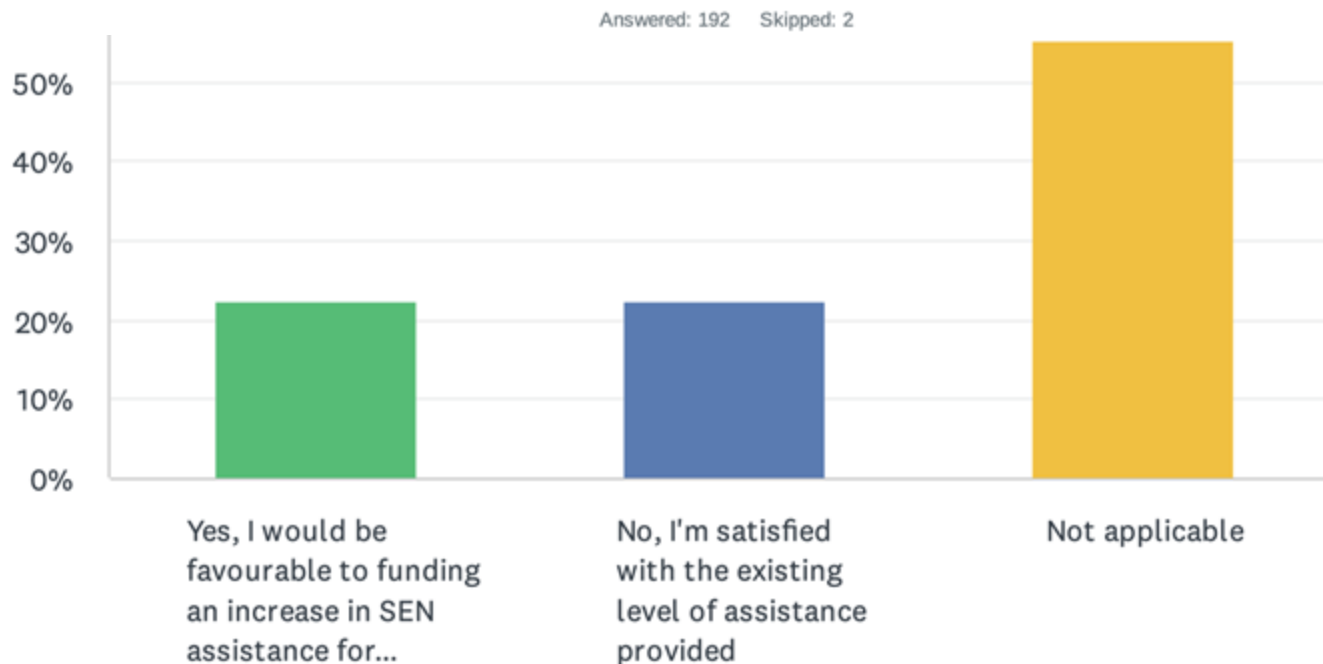
ANSWER CHOICES	RESPONSES	
Anglophone Section, Cité Scolaire Internationale Lyon (current name)	40.84%	78
British & American Section, Cité Scolaire Internationale Lyon	38.74%	74
Don't have a preference	20.42%	39
Total Respondents: 191		

Q13 PRIMARY - SPECIAL EDUCATION NEEDS ASSISTANCE (Separate to the support provided by the French Government for students who require special needs assistance in Primary) Are you satisfied with the level of Special Needs Assistance provided by the Anglophone Section?

Answered: 190 Skipped: 4



Q14 COLLÈGE & LYCÉE - SPECIAL EDUCATION NEEDS ASSISTANCE (In addition to the support provided by the French Government for students who require special needs assistance in Secondary) Would you be prepared to pay more fees to provide Special Education Needs (SEN) assistance for Anglophone students in Secondary?



ANSWER CHOICES		RESPONSES	
Yes, I would be favourable to funding an increase in SEN assistance for Anglophone Section students in Secondary		22.40%	43
No, I'm satisfied with the existing level of assistance provided		22.40%	43
Not applicable		55.21%	106
TOTAL			192



Special Education Needs in the Section

Primary

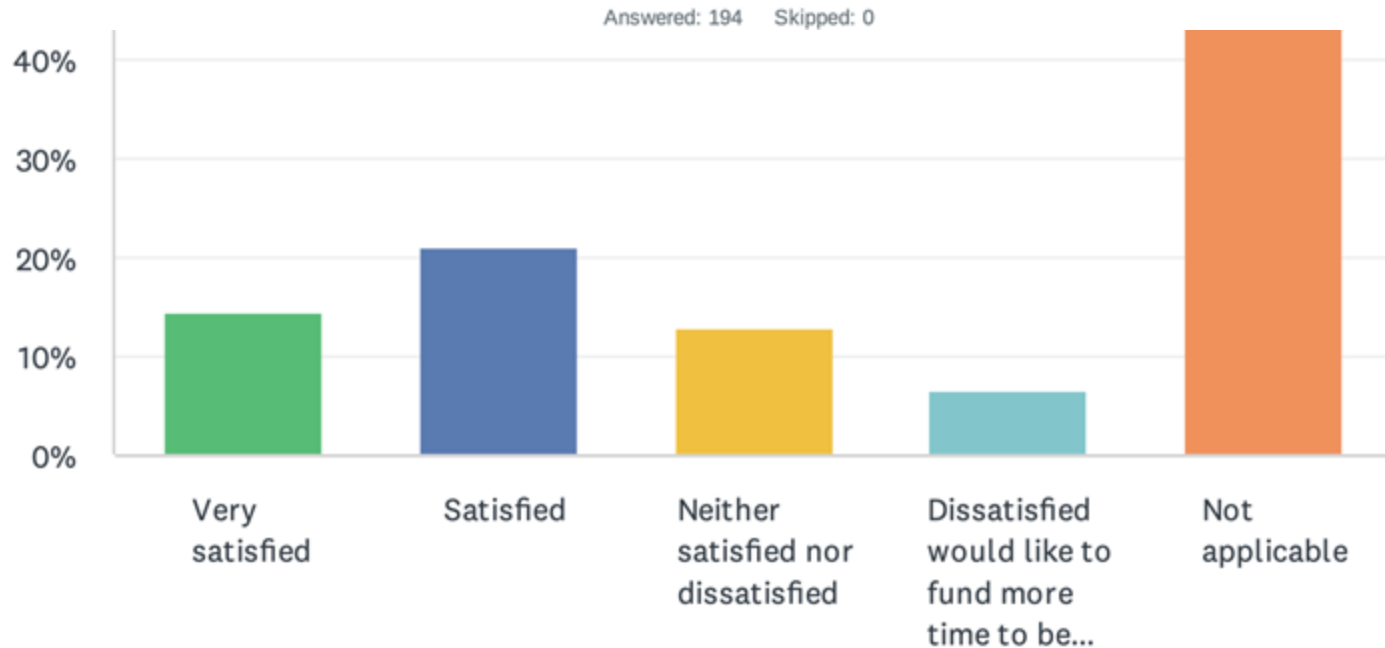
- Additional hours for SEN assistance by a Primary Teacher every week
- A full time Teaching Assistant was employed in the Section
- Currently there are some very small Section class sizes due to an unanticipated drop in student allocation to the Section in Primary, if the trend continues, this may affect teaching levels/class sizes in the future

Secondary

- CSI must provide SEN assistance to families as determined by the National Education Department. The Section complies with CSI directives.
- The School Nurse's role is to work with families to ensure special needs plans are conveyed to teachers.
- The Section has identified a gap in the coordination of SEN for students and teachers and addressed this through a SEN coordinator role in Secondary, using existing available Secondary Staff hours, in the 2024-25 school year.
- Other types of assistance to parents, eg. guest speakers, forums etc. is also under consideration.

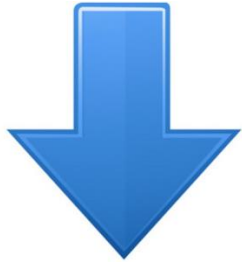


Q15 UNIVERSITY GUIDANCE Are you satisfied with the amount of time currently allocated to University Guidance in the Section or would you be prepared to pay more fees to increase the amount of University Guidance in the Section?



ANSWER CHOICES	RESPONSES	
Very satisfied	14.43%	28
Satisfied	21.13%	41
Neither satisfied nor dissatisfied	12.89%	25
Dissatisfied would like to fund more time to be allocated	6.70%	13
Not applicable	44.85%	87
TOTAL		194

**How do we use the information
going forward?**



Strategic Development Plan



Strategic Development Plan 2024-2028

Aspiration • *Where do we want to be in 2028*

Develop the Anglophone Section into
a globally recognised educational leader

Strategic Priorities • *Our 3 must-win battles*

Raising the profile...

of our Section

of our students

Developing
an innovative
curriculum

Fostering an
inclusive learning
environment

Strategic initiatives • *Specific initiatives designed to achieve our strategic priorities*

1. Proactively foster relationships with national and international tertiary institutions (inc. the university fair)

1. Develop a new, coherent visual identity and brand

3. Offer more school trips & extra-curricular activities (inc. community services and ILYMUN)

3. Make CdM a real differentiator for our students

5. Adapt our curriculum to the era of A.I., social media and big data

6. Design a clear and logical curricular progression which will take students from primary to lycée

7. Introduce SEN coordination program for college and lycée

7. Invest in facilities to improve learning environment

Enabler • *Prerequisite supportive action for accomplishing initiatives*

9. Launch a fund-raising program

Foundations • *Foundations allowing us to achieve everything else*

10. Grow and nurture the high quality of our teachers and staff; the exceptional cultural and social diversity of our community; the collaboration with the CSI administration; and the motivation of the students and their parents

Our Community

How can I get involved?

The Anglophone Section has a dynamic and engaged parent community who are always keen to share ideas and information and have fun!

- Volunteer Committee! volunteering&csianglo.org
- College and Primary Libraries
- The Board
- PEEP or FCPE
- Intersec
- Sponsor ILYMUN
- Social event (coffee morning, pentanque, cheese and wine night, picnic etc.)
- Halloween Party, Sports Day, “Carnaval” and School Fair in Primary
- Christmas market, the Book Fair or Careers Forum



Special Thanks 2023-24

- Head of Section – *Simon Herd and our wonderful team of APESA Teaching and Administration Staff, special thanks to Ruth McKain, Tom Badou and Mylène Babbi*
- The CSI Direction and Administration staff, with special thanks to *Mme Geib and her team*
- CSI maintenance and cleaning staff, and surveillants
- Our Volunteer & Social Committee and all our wonderful APESA parent volunteers, special thanks – *Keiko Synnott, Lara Kastner and Catherine Vincent*
- Anglophone library teams
- The Fédérations de parents d'élèves - *PEEP and FCPE*
- The Intersec Team
- APESA Accountant - *Mme Julie Gay*
- APESA Lawyers - *Bremens - Mme Valentine Hollier-Roux*
- Board Members and especially departing Board Members:
Jenni Holder, Audrey Davidenkoff and Sebastien de Longeaux
- The Anglophone Community for making this such a wonderful environment for our children!



Questions?





Head of Section Report

APESA AGM 2024



CSI Anglo Roadmap: Retrospective



BFI Reform
Post-COVID Normality
Long-Term Planning

Addressing BFI Educational Reform

Total = 148 credits

Anglophone = 40.5 %

Baccalauréat Français International

Subject Coefficient

Connaissance du Monde (20)

13,5%

Language /Littérature (ACL) (20)

13,5%

Histoire Géographie(DNL1) (20)

13,5%

EMC (2)

1,4%

EPS (6)

4,1%

Enseignement scientifique (6)

4,1%

Spécialités (x2) (32)

21,

Français (10)

6,8%

Grand Oral (10)

6,8%

Spécialité (1ère)(8)

5,4%

Philosophie 8)

5,4%

LVB (6)

4,1%



BFI Reform

Getting Students up to Speed



Student Readiness

Understanding New Expectancies

Teacher Readiness



Upskilling



Curriculum Requirements



- *Teacher Training*
- *New Timetabling*
- *Content Adaptation*
- *Content Creation*
- *Student Guidance*
- *Parent Guidance*

Working with Educational Partners

OXFORD
INTERNATIONAL
AQA EXAMINATIONS



College
Board

asiba



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

MINISTÈRE
DE L'ÉDUCATION
NATIONALE ET
DE LA JEUNESSE



ASSOCIATION DES SECTIONS INTERNATIONALES AMERICAINES
ASSOCIATION OF AMERICAN INTERNATIONAL SECTIONS



apdesi
Association des Personnels de Direction
d'Établissements à Sections Internationales



Focus: The Work of ASIBA

Association des Sections Internationales Britanniques et Anglophones

Head of Sections Forum 2024 in Lyon

asiba

New British Option International Partner

OXFORD
INTERNATIONAL
AQA EXAMINATIONS



MINISTÈRE
DE L'ÉDUCATION
NATIONALE ET
DE LA JEUNESSE

asiba

Convention: Interlocuteur Privilegie
Member of the Board

International Recognition of BFI

asiba

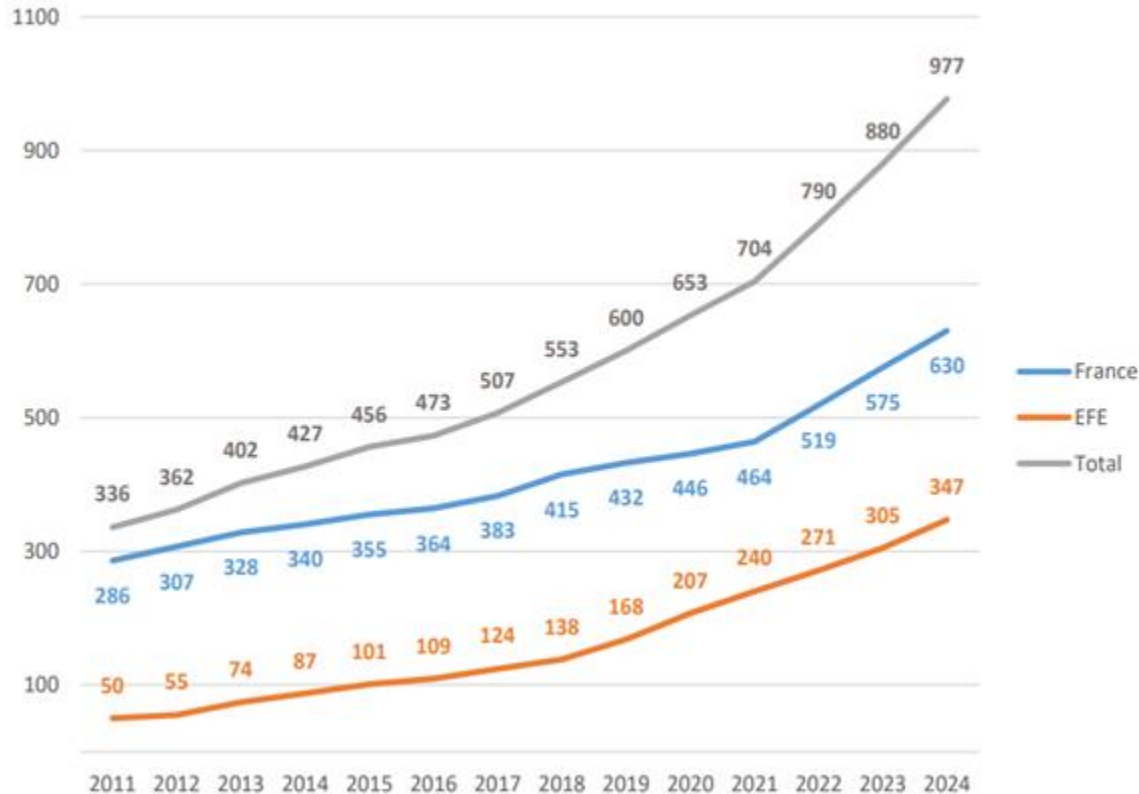


UCAS



How the Anglophone Section fits into the Bigger Picture

Evolution du nombre de sections depuis 2011



977 sections
internationales et
classes menant au
baccalauréat français
international à la rentrée
scolaire 2024

**630 sections en
France**

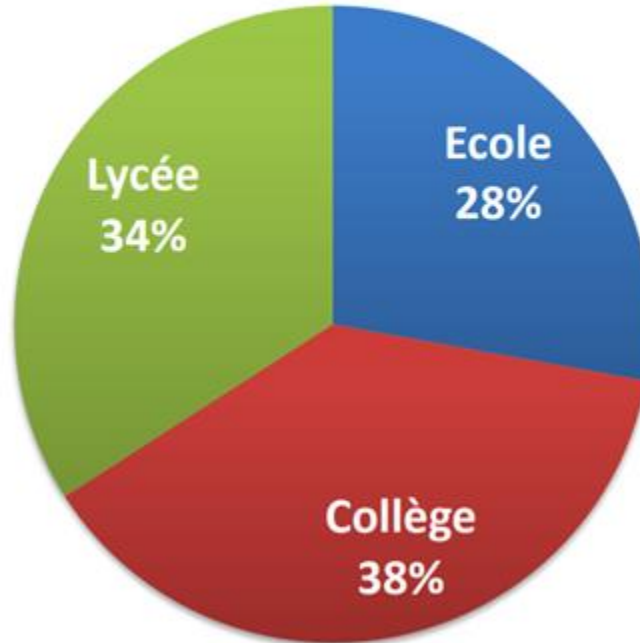
**347 sections dans
l'EFE**

How the Anglophone Section fits into the Bigger Picture

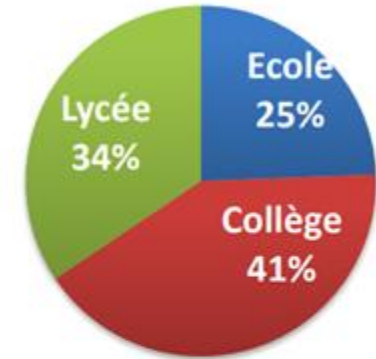


How the Anglophone Section fits into the Bigger Picture

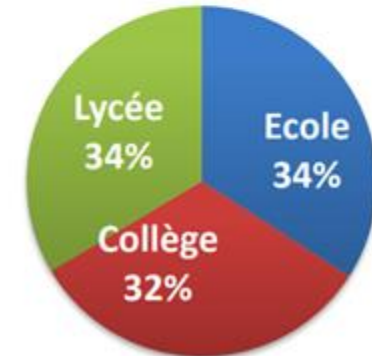
Répartition par niveau France + EFE
2024



Répartition par niveau France 2024

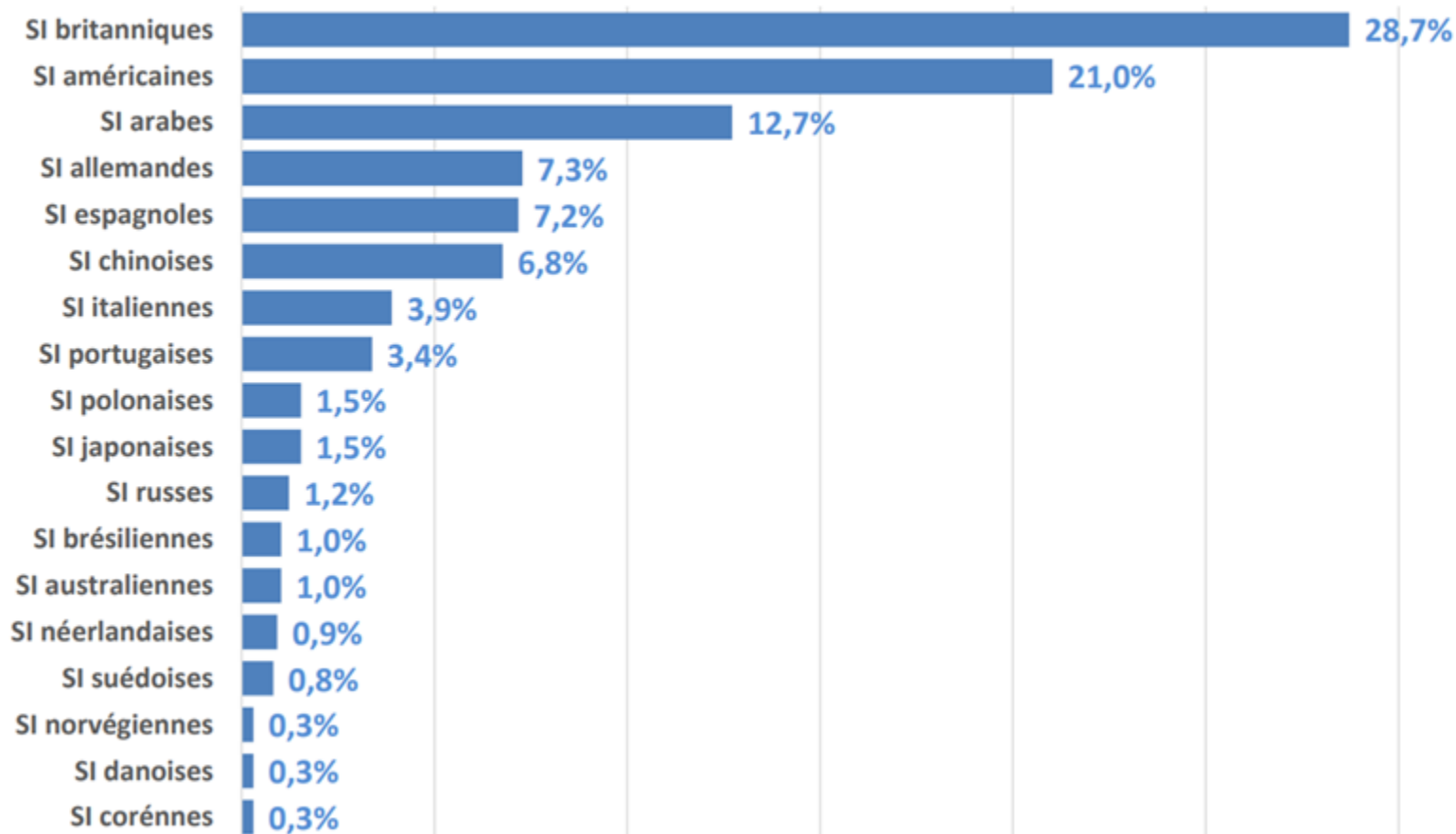


Répartition par niveau EFE 2024



How the Anglophone Section fits into the Bigger Picture

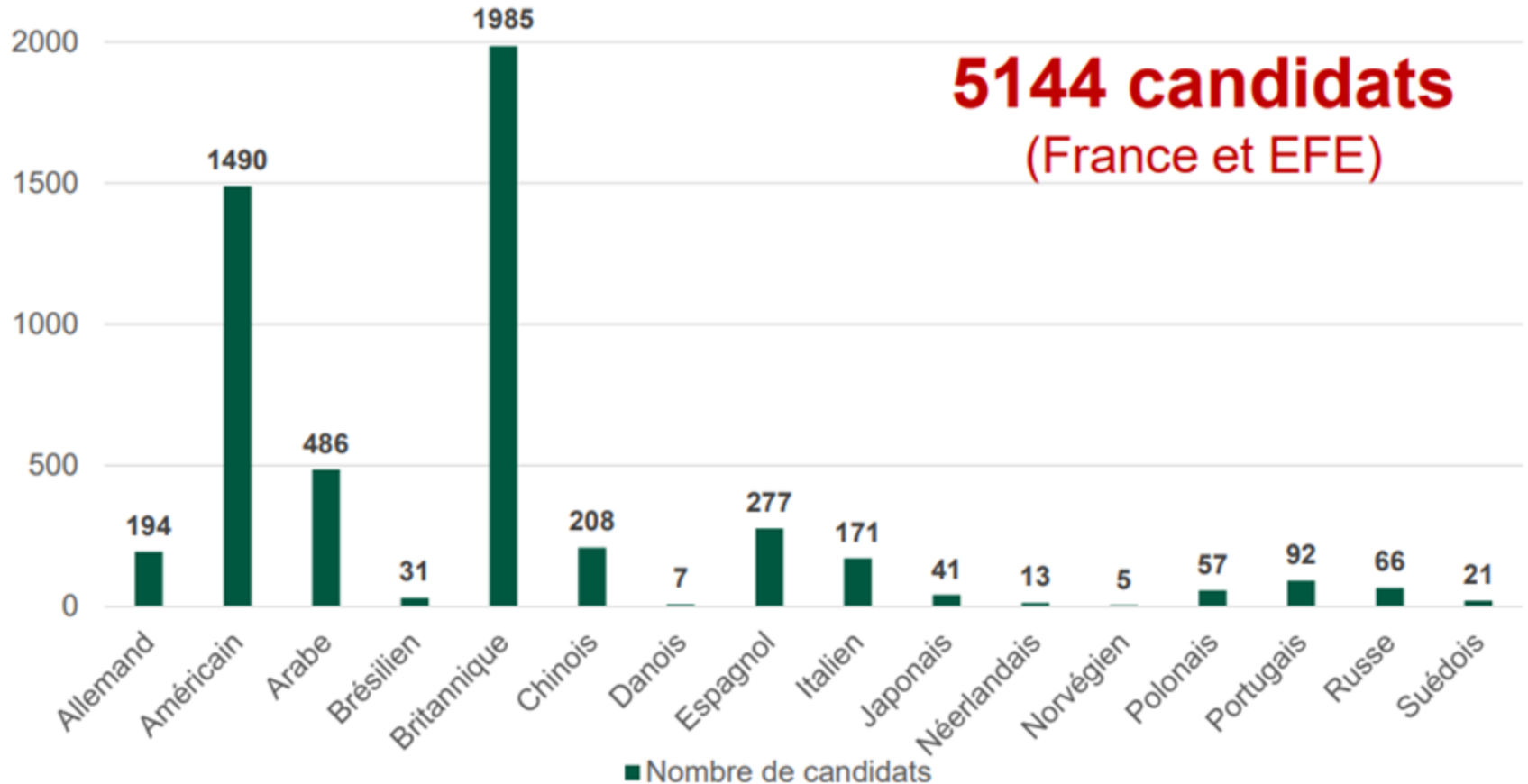
Répartition par type de section France + EFE RS 2024



MINISTÈRE
DE L'ÉDUCATION
NATIONALE

Liberté
Égalité
Fraternité

First Cohort of BFI Students



Results

2024 BFI / BAC Results	BFI 2024 Cohort	Anglophone Section	CSI Overall	France BAC G
Nombre de candidats ayant obtenu le BFI	99.5%	100%	98.8%	96%
Nombre de candidats ayant obtenu une mention	93.5%	91,3%	85.9%	68.6%
Très Bien	39.8%	37.5%	30.1%	13.7%
Bien	34.6%	37.5%	36.3%	24.5%
Assez Bien	19%	16.2%	19.5%	30.5%
Sans Mention	6%	8.8%	12.9%	27.5%

Feedback on First BFI Session



Le BFI : un parcours de réussite et d'épanouissement pour les élèves

- Une **ouverture au monde**
- La construction de **compétences interculturelles**
 - Renforcées avec « Connaissance du monde »
- Des **compétences transversales**
 - Ouverture d'esprit
 - Curiosité intellectuelle
 - Maturité solide
 - Force de travail
 - Capacité à s'organiser



Feedback on First BFI Session

Le BFI : une marque connue par les établissements d'enseignement supérieur pour son excellence

- horaires renforcés
- enseignements spécifiques
- niveau d'exigence élevé en langues vivantes

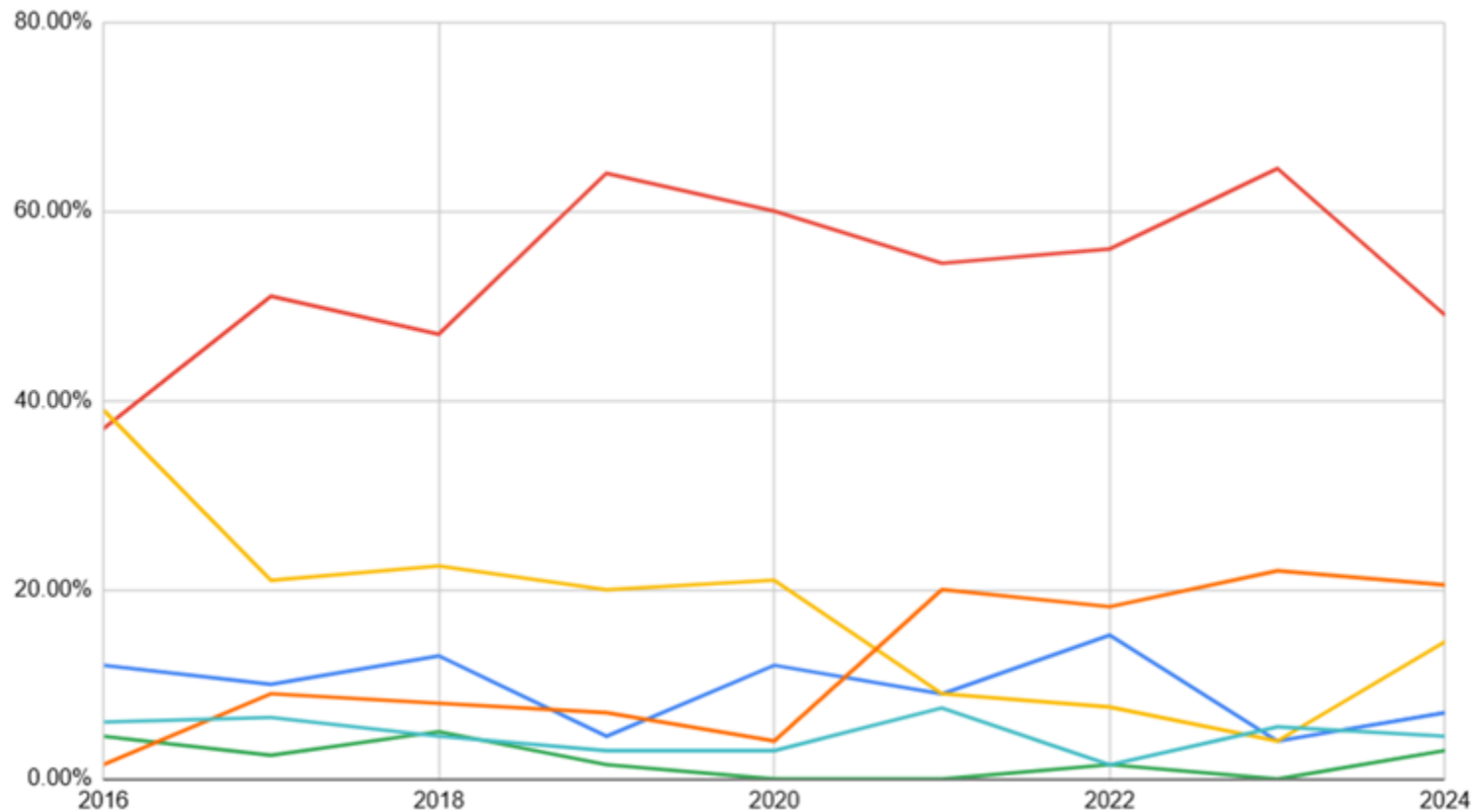
Dans Parcoursup

- élèves clairement identifiés comme de bons élèves
- vœux satisfaisants dans la très grande majorité des cas

A noter : ils sont majoritairement scientifiques (spécialités mathématiques, physique-chimie, SVT...) et cumulent donc les talents.

University Destinations

Anglophone Section Graduates Destinations



- Canada
- France
- UK
- USA
- Netherlands
- Other

Canada	7.00%
France	49.00%
UK	14.50%
USA	3.00%
Netherlands	20.50%
Ireland	1.50%
Italy	1.50%
Japan	
New Zealand	
Spain	
Switzerland	
Germany	
Belgium	
Norway	1.50%

Destinations

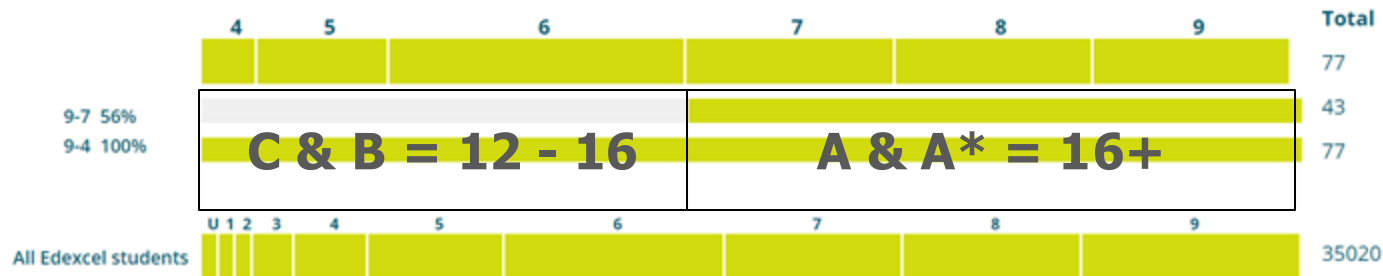
3iS Lyon
Bocconi University
Brown university
Concordia University
Delft University of Technology
ECAM La Salle
École centrale de lyon
École du Louvre
Eindhoven university of technology
EPITA Paris
Erasmus University of Rotterdam
ESCP Business School
Esra Ista Paris
ESSCA
Essec Singapore
Faculté de Médecine Lyon

Gap year
INSA Lyon
Institut Catholique de Lille ESPOL
King's College London
Leeds Arts University
Leiden University
Lycée Berthollet
Lycée Claude Fauriel
Lycée du Parc
Lycée Jean Perrin
Lyon 1 (faculté de médecine et
maïeutique Lyon Sud)
Maynooth University
McGill
PASS Université Claude Bernard
Lyon 1
Prepa MPSI - Les Lazaristes
Saint Étienne
Sciences Po Paris
Sciences Po Paris x Hong Kong
University
SKAP kreativ folkehøyskole
UCLY / City University of London

Université Catholique de Lille
Université Claude Bernard Lyon 1
Université cote d'Azur
Université de Strasbourg
Université Grenoble alpes
Université Jean Moulin Lyon 3
Université Paris Dauphine
Universiteit Van Amsterdam
University Bristol
University College London
University College Maastricht
University college utrecht
University of Amsterdam
University of Chicago
University of Essex
University of Glasgow
University of Leicester
University of Nottingham
University of Toronto

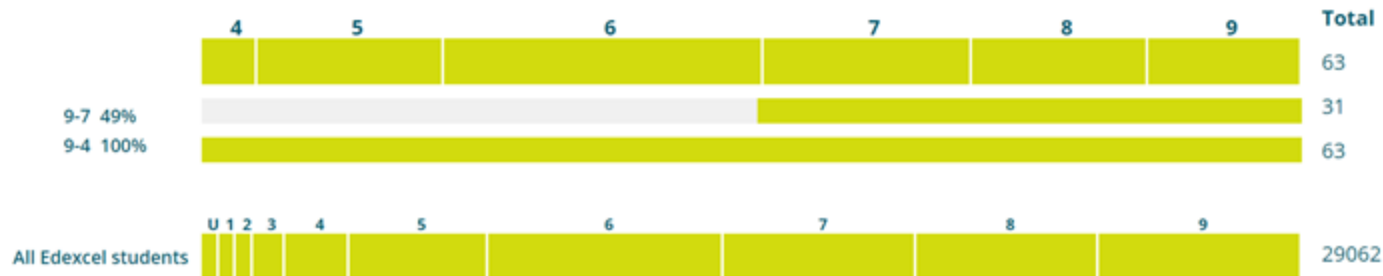
iGCSE Results

2 PLACE DE MONTREAL (92272 - NCN) > 4EA1 GCSE : ENGLISH LANGUAGE A > June 2024



> View paper analysis

2 PLACE DE MONTREAL (92272 - NCN) > 4ET1 GCSE : ENGLISH LITERATURE > June 2024



> View paper analysis

DNB OI Results

Note	France	CSI
Taux d'obtention	89,10%	99,5%
Mention Très Bien	26,0%	72,0%
Mention Bien	23,1%	19,1%
Mention Assez Bien	20,0%	5,8%
Sans mention	30,0%	2,7%



Getting back to Post-Covid Normality

Anglophone Section Community Events



School Trips

Drama Trip



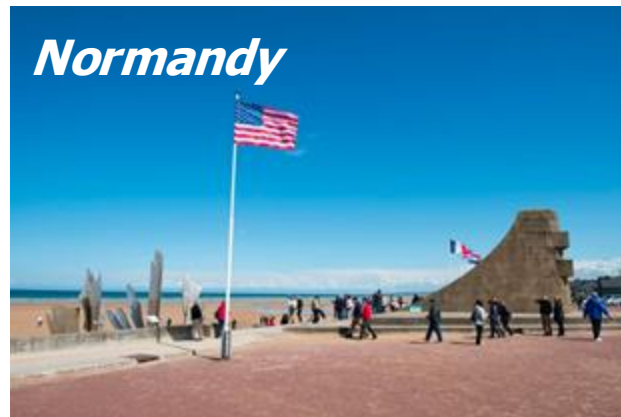
1ere London Trip



Grotte Chauvet



Normandy



Extra-Curriculars



University Guidance

INTERNATIONAL UNIVERSITY FAIR



**Wednesday
6 November**



11:30-16:30



**Cité Scolaire
Internationale**
2 Pl. de Montréal, 69007 Lyon

Graduation Ceremony

- End of June 2024





Long-Term Planning: Strategic Development Plan



SDP Process

- **Anglophone Section Structure Review**
- **International Sections Benchmarking**
- **Consolidated SWOT analysis**
- **Staff feedback & brainstorming**
- **Anglophone Section Community Survey**



Developing a Community of Learners

Articulating & Implementing Anglophone Section Development Plan





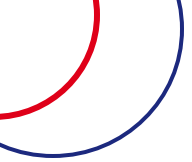
SDP has already begun

- *Increasing IT equipment capacity*
- *Workshop on AI*
- *SEN Coordination role*
- *Library equipment*
- *Vast amount of work on CDM*
- *University Guidance Service / Fair*



Thank You





Anglophone Section APESA Annual General Meeting

15th of October 2024

Treasurer's Report

2023-2024 Annual Accounts

2024-2025 Budget



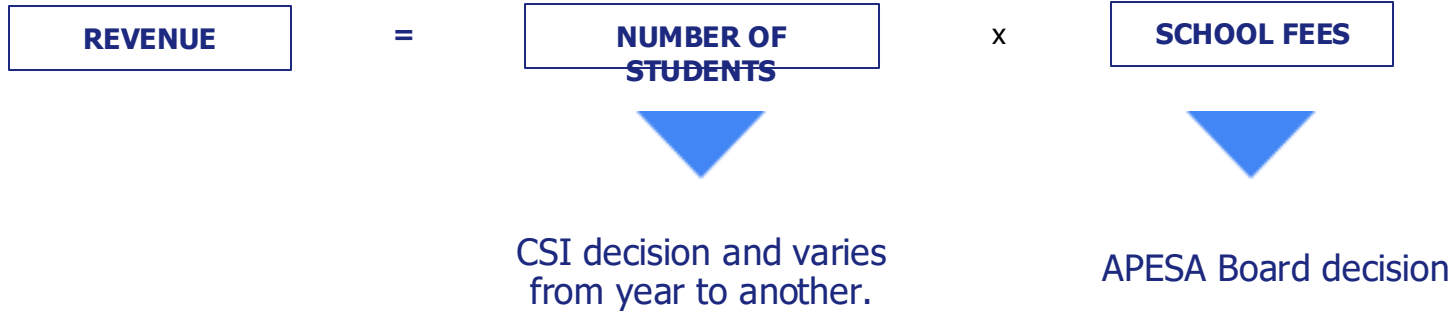


APESA Treasurer's Report Agenda

1. APESA Revenue and Expenses
2. 2023-24 Accounts
3. Budget Calendar 2024-25
4. 2024-25 Budget
5. Questions
6. Vote – 2023-2024 Accounts and 2024-2025 Budget

APESA Revenue

Almost 100% of APESA revenue is through school fees paid by parents



2023-2024 Key financial highlights

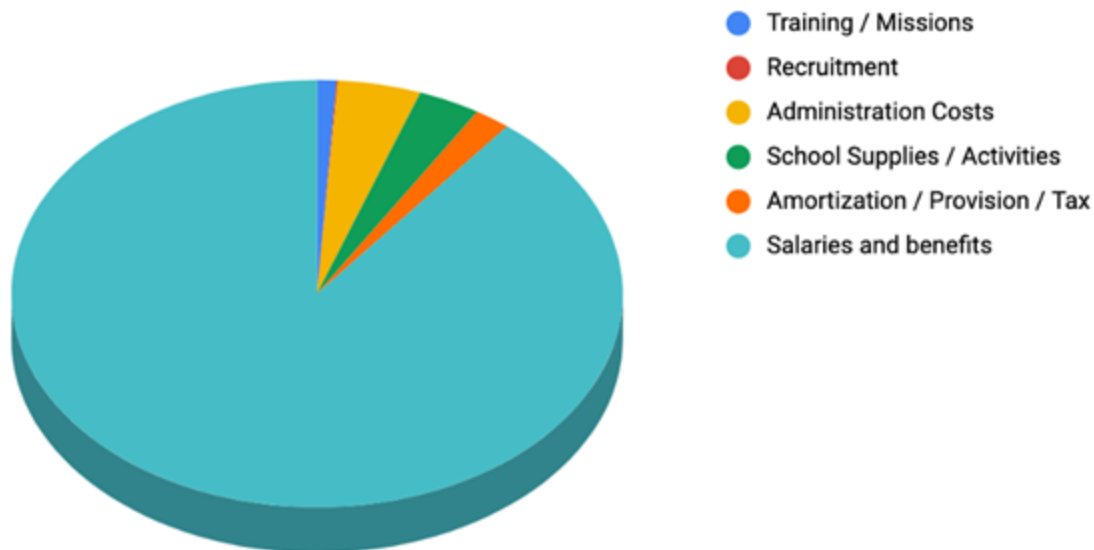
- ❑ Charlotte Lebrun is our new Head of Admin & Finance (replacing Elsa Labrosse)
- ❑ Caliope Conseil – Mme Julie Gay remained our Chartered Accountant
- ❑ Statutory financial statements for the year ending August 31, 2024, approved by the Board and now submitted for the AGM vote



APESA Expenses

Around 90% of the APESA expenses are salaries and benefits

Expenses Repartition APESA 2023-2024



Building APESA Budget 2024-2025

February 2024

- **First interim result for 2023-24 & compare with budget**

April 2024

- **Estimate for 24-25 enrolment numbers: vote on tuition fees by the Board**
- **First draft of the 2024-25 budget**

June 2024

- **Estimate of landing 2023-24**
- **Enrolment numbers not final, recruitments in progress**

October 2024

- **Final enrolment numbers, Budget proposal 2024-25 finalised and submitted for AGM's vote**

Budget 2024-2025 - Key highlights

- ❑ Tuition revenue based on 569 students (vs 580 in 23/24 -> primary)
- ❑ No major increase in expenses
- ❑ Operating cost covered by tuition fees
- ❑ Investment in IT (new laptops) consistent with strategic plan & financed by reserves

Conclusion

Financial Health & Stability of the Association

- ❑ Main objective: financial stability.
- ❑ APESA's financial stability and solvency relies on year over year sound budget, and its reserves.
- ❑ Any significant expenses (except salaries & benefits) are pre-approved by the Board.
- ❑ Current healthy financials enable the possibility to invest in our strategic plan with confidence.





QUESTIONS ?



Approval of Financial Reports

- 1. Vote to approve the "COMPTES ANNUELS AU 31 AOUT 2024"**
- 2. Vote to approve the 2024 – 2025 APESA BUDGET**

Vote by show of hands



Honorary Member – Member Benefactor

5.2 Honorary member and member benefactor

Any person who is no longer a member and who has rendered significant service to the ASSOCIATION can become an honorary member. The status of honorary member is bestowed by the General Assembly on the basis of a proposal by the Board. Honorary members are exempt from the requirement to make subscription payments. Honorary members may be members of committees created by the Board and, in that capacity, may be invited to participate in Board meetings, without having the right to vote.

Any person who has made an exceptional contribution, in money or in kind, to APESA in order to enable it to fulfil its regulatory duties, can become a member benefactor. The status of member benefactor is bestowed by the General Assembly on the basis of a proposal by the Board. Member benefactors are exempt from the requirement to make subscription payments.

A member benefactor need not ever have been an active member. A member benefactor can also be an honorary member.



Lara Bonucci – APESA Board Member 2015 - 2024

APESA Board Candidates 2024

CANDIDATES FOR RE-ELECTION



Antone RIDEAU



Catherine WRIGHT-DAVIES

CANDIDATES FOR ELECTION



Chris HARRIS



Sarah HOFMANN



Valentine MARFAING



Aidan SYNNOTT



Esther WICK



Ballot Paper 2024

Ballot paper *Bulletin de vote*

APESA Annual General Meeting
Assemblée générale ordinaire de l'APESA

Tuesday 15th October 2024
Mardi 15 Octobre 2024

Re-election	(X)
Antoine RIDEAU	
Catherine WRIGHT-DAVIES	
Election	(X)
Chris HARRIS	
Sarah HOFMANN	
Valentine MARFAING	
AIDAN SYNNOTT	
Esther WICK	

Please put a cross next to a MAXIMUM of 6 names





Antoine RIDEAU

I am a dual French and British citizen, father of two boys, Lucas (6e) and Thomas. We arrived in Lyon four years ago, but I have lived in several different countries, both as a child and as an adult, and I am therefore completely at home in a multicultural environment. I am a foreign language teacher with over ten years' experience working in the UK, the US and France. I currently teach English for a private secondary school in central Lyon, where I am also the director of a French-American Dual Diploma program. Additionally, I have a Master's Degree in Comparative Literature and Linguistics (Second Language Acquisition) from the City University of New York. My volunteering experience includes assisting a human rights organization in Argentina as well as working as a volunteer teacher on several occasions.

If re-elected, I would be very interested in continuing to use my experience of different education systems and teaching pedagogies to support the anglophone section teaching staff and to potentially help recruit new teachers. I am very enthusiastic at the idea of giving back to the CSI community, which has been so welcoming to my son.



Catherine WRIGHT-DAVIES

Mother of children aged 18 and 16, both having attended and attending CSI. Catherine has spent 16 years advising boards on legal, regulatory and best practice good governance. As well as technical expertise, Catherine has developed good communication and diplomacy skills.

Catherine would like the opportunity to continue 'giving' something to the school and assist in the smooth handover to new board members. She hopes to do this not only using the professional technical and communications skills she has developed but also by devoting time, enthusiasm, and desire to help the board work together with the school in the most efficient and effective manner it can and demonstrate good governance in the decisions it makes and the actions it takes.



Chris HARRIS

I'm Chris, father of Leona Harris who has just begun at the CSI in CP4. I'm British and I have had dual French nationality since 2020. I'm a journalist and split my time between the UK and Lyon. I spent a decade as a journalist and editor at Euronews, so I have experience working in multilingual organisations. I hope I can bring some communications expertise to the board, but I am willing to help out with anything.





Sarah HOFMANN

My name is Sarah Hofmann Mermet-Bouvier. My partner, myself and our two daughters (23 months & 5 years) moved to Lyon several years ago from Bordeaux, though I've been back and forth between the East Coast of the US and France since childhood.

My own « third culture » upbringing led me to ten years of working as a language teacher (ELS and FLS), travel and educational programs director and translator. It pushed me into non profit work in

Haiti, a couple of years of teaching at an international school in Senegal, and working in some elite as much as challenging educational spaces in New York City. I can honestly say that I am at home in the school community.

CSI is in many senses a perfect fit for our mixed-origins family: for our child, but also for me as a parent. I would be remiss if I did not try as I might to support the thriving, vibrant community that it is.



Valentine MARFAING

As an engineer for the nuclear industry, I have a proven record of being a team player with high interpersonal skills, of being proactive and self motivated for the organisation I work for; I have the ability to be organised, to firmly grip a topic and be able to communicate around it, but also being discreet. I'm also comfortable working in a multi-cultural environment, having worked in California, England and more recently in Scotland for the last Four years.

I have the intention to dedicate some time to the school management and being an APESA board member will allow me to dive deeper into the fascinating intersection of human resources, communication, understanding of fundraising, finance and law, and also event management and management skills. I'm eager to apply the knowledge and skills I gained, as well as my enthusiasm to contribute to the APESA board involved in managing the Anglophone's section. I look forward to the new challenges ahead and continuing the journey well established.



Aidan SYNOTT

Aidan has lived in Lyon and had children at the CSI since 2018. Brought up internationally as a child himself, he has first-hand experience of the education systems of countries including Belgium, Ireland, and Japan. After earning a doctorate in Tokyo, he joined the scientific research industry. Over the last sixteen years, Aidan has held managerial and executive roles running businesses in the US and Europe, including the French sites of his current company. Duties included oversight of multimillion euro budgets and final responsibility for all human resources decisions including, hiring, development, talent management and training, and dealing with performance issues of hundreds of employees. He sits on several boards professionally and has taken part in public panels and business functions around France as an ambassador for investment in Lyon.

Thanks to his international background, Aidan speaks French and Japanese fluently. A keen interest in education led him early in his career to work as a teacher for several years in Japan and Dublin, and more recently to serve on the board of his daughter's creche in Lyon. Hopefully the next step would be to serve on the APESA Board and give back to the CSI which has provided years of good education for his family.

With hobbies including running, cooking, wine and hiking, Aidan's favourite way to relax is to go for a long run or cook a good meal to host family and friends.





Esther WICK

I am the mother of 3 children, all of whom have gone or are going through the Anglo section. Two of them have moved on to university in the Netherlands, the last one is in CE1. I have served on the board some years ago and am very encouraged by the evolution of the APESA since then.

One of my other more than full time jobs is being the general counsel of BIC, based in Paris, but covering the operations globally. We had come to Lyon from New York 10 years ago for a General Counsel role at Sanofi Pasteur MSD and then a long tenure as General Counsel of bioMérieux.

I would be keen to resume contributing to the best of my ability/availability, if I can be of help.

APESA Board Candidates 2024

CANDIDATES FOR RE-ELECTION



Antone RIDEAU



Catherine WRIGHT-DAVIES

CANDIDATES FOR ELECTION



Chris HARRIS



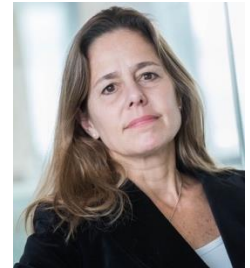
Sarah HOFMANN



Valentine MARFAING



Aidan SYNNOTT



Esther WICK



**Thank you for attending the
2024 AGM and supporting
the Anglophone Section**