

SCHOOL PROFILE 2011 - 2012

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Addresses :	Secondary School	Rte du Tirage 14, CH-1806 St-Légier	+41 21 943 0660
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Managing Directors :	Grainne Dubler	<i>Primary School</i>	
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	Neil Harwood	<i>Sites and Activities</i>	
Heads of Section :	Denise Coates	<i>Head of the Secondary School</i>	
	Grainne Dubler	<i>Head of the Primary School</i>	
	Sarah Sykes	<i>Head of the Infant School</i>	
	Christine Knight	<i>Head of Administration</i>	
Coordinators :	David Newsam	<i>IB Diploma Programme Coordinator</i>	
	David Bauzà-Capart	<i>IB Middle Years Programme Coordinator</i>	
	Andrew Parkin	<i>Pastoral Leader, Secondary School</i>	
	Marie Gallien	<i>Primary School Coordinator</i>	

The Teaching Staff :

The 105 members of the teaching staff come primarily from Switzerland, France, the UK and the USA, although several other countries are also represented: Austria, Australia, Belgium, Canada, Germany, Ireland, and the Netherlands. In addition, most teachers speak at least two languages.

The Students :

650 boys and girls between the ages of 3 and 18 years attend Haut-Lac from KG through to IB DP2. They represent over 40 nationalities from around the world. The largest national groups come from Switzerland (over 25% including dual nationals), the United Kingdom, France, Germany and North America.

The School :

Haut-Lac International Bilingual School, an independent day school, opened its doors in 1993 with thirteen students and continues to grow and develop

In the Spring of 2002, Haut-Lac received its authorisation from the International Baccalaureate Organisation (IBO) to run the IB *Middle Years Programme* (MYP) and in May 2004 began to teach the IB *Diploma Programme* (DP). The first IB DP examinations were held in May 2006.

Small class sizes enable the teaching staff to follow closely the progress of individual children. The students are actively encouraged to adopt a positive, responsible and caring attitude within the classroom as well as towards the wider school community and beyond. A good relationship between the school and the parents, a rich choice of extra-curricular activities and the many opportunities to become involved and act cooperatively with others provide a stimulating and caring environment in which they are able to develop their potential to the full.

Special Curriculum Features :

The bilingual programme (French/English) in the Primary School offers the option of a predominantly French-speaking or predominantly English-speaking curriculum. Nevertheless, children spend a substantial part of their school day in each language environment, so that by the time they move up to secondary level, they are comfortable in both of the working languages of the school and can continue to benefit from a bilingual curriculum based on the guidelines of the IB MYP and Diploma Programme.

In addition, running parallel throughout the primary school, there is also a programme of studies conducted mostly through English which caters for children of families on short-term contracts to Switzerland. At the IB level it is possible to choose subject options in such a way as to follow a predominantly Anglophone or Francophone programme depending on the individual student's needs.

The programmes of study, based on interdisciplinary linked learning in the primary school and theme-centred at the MYP level, demand teacher and subject co-ordination and integration, including emphasis on the appreciation of self and others, which we consider as part of the necessary framework for a successful and happy school.

Extra-curricular Sports and Clubs

(These vary slightly from section to section and year to year depending on staff qualifications and on the demand by the students.)

Skiing, Badminton, Basketball, Horse-Riding, Jogging, Sailing, Soccer, Swimming, Table-Tennis, Tennis, Volleyball, Arts, Band, Chess, Debating, Drama, Electronic Music, Caring for the Environment, Global Issues, Photography, Pottery, Spanish, Guitar, Cricket, German, Kayaking, Tae-Kwon-Do.

The International Baccalaureate (IB) Programme

The IB Middle Years Programme (MYP) provides an in-depth study of the conventional subject areas within a challenging framework which emphasizes the teaching of life skills for students aged 11 to 16. It is a five-year programme that allows schools the liberty to be creative in the development of their curriculum, but closely disciplines them through a rigorous assessment system.

Fundamentally, the IB MYP aims to show how school subjects are inter-related and teaches students that consideration of issues and problems in their widest scope will enhance their critical thinking. Their ability to find acceptable solutions to a range of problems and adapt them to a variety of situations is developed through five cross-curricular perspectives, termed 'areas of interaction'. This holistic approach to education combined with the fostering of inter-cultural awareness and communication promotes in students the values of understanding, tolerance and respect. In consequence, adolescents are helped to grow into responsible members of a world community.

The IB Diploma Programme continues the philosophy of encouraging students to follow a broad-based educational programme. They study six subjects selected from the following subject groups: Language A, Language B, Individuals and Societies, Experimental Sciences, Mathematics and the Arts. At Haut-Lac students are able to benefit from the possibility of taking the IB Diploma in French, in English or bilingually (i.e. some subjects in each of the school's two languages).

In order to meet all the requirements, students must also complete three compulsory elements that are central to the IB Diploma Programme philosophy: writing an extended essay (EE), participating in a theory of knowledge (TOK) course and demonstrating creativity, action and service (CAS). In this way the aim of offering students a holistic education that provides them with the skills and knowledge to cope with the challenges of further education and life beyond is fulfilled.

The IB Diploma is widely recognized by the world's leading universities.

The IB Curriculum offered at Haut-Lac

The subjects offered at DP level may vary slightly from year to year with regard to the languages of instruction and the levels (Standard and/or Higher) offered, but in any case include English, French, German, Economics, Geography, History, Biology, Chemistry, Physics, Mathematics, Maths Studies, Visual Arts and Film.

Students who are not able to participate in the full IB Diploma Programme (because of insufficient skills in a second language, for example) can nevertheless complete individual subject Certificates. They are still required to do CAS and Theory of Knowledge.

Further information on the International Baccalaureate Programmes can be found on www.ibo.org.

OUR STUDENT SUCCESSES

Haut-Lac's location and its highly diverse, international student body give students a wealth of opportunities to examine their own and other cultures in a global context.

These experiences remain in the memories of our students as they move on to other schools, establishments of further education and into adult life.

Although the school is still very young in terms of graduates, the first students to have completed their IB studies at Haut-Lac have between them achieved commendable results with regard to university acceptance and entry.

IB Diploma Code: 1851
College Board Code: 796 281

Marking System

The high degree of transience in international schools means that students will often have previously attended two or three vastly different schools each with a different marking system. Moreover, the levels in language ability may vary widely. Thus, students at Haut-Lac **are not ranked as a matter of course** and no grades are weighted. In keeping with the International Baccalaureate Programmes being followed in the school, the IB (1 - 7 scale) marking system has been adopted throughout.

GRADE	DESCRIPTOR
Grade 1 (Very Poor)	Minimal achievement in terms of the objectives.
Grade 2 (Poor)	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
Grade 3 (Mediocre)	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4 (Satisfactory)	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5 (Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6 (Very Good)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7 (Excellent)	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Class of 2011 Average IB Diploma Scores by Subject

English A1	HL	2011 (2010)	5.0 (5.9)	German A1	SL	2011 (2010)	5.5 (6.0)	Physics	HL	2011 (2010)	4.8 (3.5)
English A1	SL		5.4 (4.2)	German B	HL		5.0 (6.0)	Physics	SL		5.0 (4.5)
English A2	HL		5.3 (6.0)	German B	SL		5.0 (6.5)	*Economics	HL		4.0 (3.8)
English A2	SL		6.0	Geography	HL		4.8 (4.8)	*Economics	SL		4.5 (7.0)
English B	HL		5.8 (6.5)	Geography	SL		6.0 (5.3)	Mathematics	HL		5.0 (4.8)
English B	SL		7.0 (5.0)	History	HL		5.4 (5.4)	Mathematics	SL		5.4 (4.4)
French A1	HL		5.5 (6.0)	History	SL		5.5 (6.0)	*Mathematics	SL		4.3 (5.1)
French A1	SL		5.3 (6.3)	*Biology	HL		4.8 (5.0)	Math Studies	SL		3.5 (6.1)
French A2	HL		5.3 (7.0)	*Biology	SL		3.4 (4.8)	Visual Art	HL		5.0 (4.3)
French A2	SL		6.0 (6.5)	Biology	HL		5.6 (4.7)	Visual Art	SL		5.0
French B	HL		6.5 (6.6)	Biology	SL		4.0 (4.8)	Film	HL		5.3 (6.0)
French B	SL		5.6 (5.9)	Chemistry	HL		4.7 (5.3)				
French Ab I.	SL		4.5 (3.0)	Chemistry	SL		5.0 (4.3)				

*subject taught in French

28 of the 30 students in the DP2 class registered as candidates to take the full IB Diploma examinations in May 2011. 28 Diplomas were awarded, 16 of them as bilingual English/French qualifications.

The average score was 31.5 points, the highest score awarded was 39 (out of a possible total of 45, including bonus points for the Extended Essay and Theory of Knowledge).

Two students registered to take individual subject examinations for the award of IB Certificates.

It is anticipated that 30 students will sit for their IB DP examinations in May 2012.

CLASS OF 2006 – CLASS OF 2010 (100 students)

Great Britain and Northern Ireland

University of London (Imperial College, SOAS, University College)

Universities of Aberystwyth, Anglia Ruskin at Cambridge, Bath, Bournemouth, Chichester, Derby, East Anglia, Edinburgh, Exeter, Glasgow, Greenwich, Hertfordshire, Huddersfield, Hull, Kent at Canterbury, Kingston-upon-Thames, Lancaster, Manchester, Northumbria, Oxford Brookes, Southampton, Stirling, Surrey, Teesside

Heriot Watt University Edinburgh
John Moores University Liverpool
Manchester Metropolitan University
Queen's University, Belfast
University Creative Arts, Canterbury
The Arts University College Bournemouth
St. Martin's College of Art, London
Norland College, Bath
University of Abertay Dundee
King's College London

Rest of Europe

Institut Supérieur Européen de Gestion, Lille
Erasmus University, Rotterdam
International University of Monaco
Europes Economische Hogeschool, Bruxelles
University of Munich
Language Studies in Spain and Italy
University of Leuven, Belgium
University of Helsinki, Finland

Switzerland

Universities of Berne, Lausanne, St. Gallen
Università de la Svizzera italiana, Lugano

EPFL Lausanne
HEC, St. Gallen and Geneva
Ecole Hôtelière de Lausanne
Ecole de multimédia et d'art de Fribourg
Ecole cantonale d'art de Lausanne (ECAL)
Centre Doret, Vevey
Theatre Studies in Geneva
Geneva Design School
Les Roches Hotel School in Sierre
IPGL - L'Ecole supérieure en éducation de l'enfance, Lausanne
Haute Ecole de la Santé La Source, Lausanne
Glion Hotel School
European University, Montreux

United States, Canada and elsewhere

Schulich School of Business, York University,
Toronto

Concordia College, Texas
University of North Carolina
Nipissing University, Ontario
El School of Professional Make-Up, Los Angeles
University of California at Santa Barbara
Tufts University
Tyndale University Canada
University of Toronto
Université de Sherbrooke
Wake Forest University, North Carolina
University of Minnesota (Duluth)

Universidad Nacional de Asuncion



Class of 2010

Further information about Haut-Lac and its programmes can be found on www.haut-lac.ch and additional items of current interest are regularly updated on www.haut-lac.net.



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