

DIRECTOR GENERAL

Mr Bernd J. Westermeyer bernd.westermeyer@regentschool.ch

ACADEMIC DIRECTOR

Mrs Lisa Raffy lisa.raffy@regentschool.ch

DIRECTORS OF ADMISSIONS

Miss Sofiya Cox Mr Olivier Gudin admissions@regentschool.ch

IB COORDINATOR

Miss Jennifer Cogbill jennifer.cogbill@regentschool.ch

CAREERS & UNIVERSITY GUIDANCE COUNSELLOR

Mr Matthew Tomich matthew.tomich@regentschool.ch

2020-2023 UNIVERSITY OFFERS

UNITED KINGDOM

Durham University
Goldsmiths, University of London

Imperial College King's College London

London School of Economics

University of Bath
University of Bristol
University of Edinburgh
University of Glasgow
University of Leicester
University of London
University of Manchester
University of St Andrews

University of the Arts London

City

University of Warwick University of Oxford

(St John's College, Pembroke College,

Worcester College)

University of Cambridge (Downing College)

UNITED STATES

American University Boston University

George Washington University

New York University

New York University Abu Dhabi Northeastern University

Pepperdine University Santa Clara University

UC Davis

UC Irvine
UC Riverside

UC Santa Cruz

University of San Diego University of Virginia

CANADA

University of Alberta

University of British Columbia

University of Calgary

University of Toronto

SWITZERLAND

EHL

Glion Institute

Università della Svizzera Italiana

University of Geneva
University of St. Gallen
Webster University Geneva

GERMANY

Constructor University

NETHERLANDS

University of Amsterdam University of Leiden University of Utrecht

ITALY

Bocconi University Istituto Marangoni

JAPAN

Sophia University

INTERNATIONAL BACCALAUREATE RESULTS

Average IB Points 2021, 2022 & 2023: **33** Students with 35 or more points: **31%**

Percentage of 6s and 7s: 31%

Percentage of students awarded a Bilingual Diploma: 62%

Average Core IB points: 1.23



















Founded in 2015, LE RĒGENT INTERNATIONAL SCHOOL is the youngest independent boarding school in Switzerland. An ambitious hybrid school for boarders from more than 50 countries and day students from Valais, LE RĒGENT offers a truly holistic education in the most famous canton in Switzerland. Dynamic and fast-growing, it is a CIS Member and IB World School with an unmatched universe of co-curricular activities and services. Expecting students and staff alike to be all they can be, the school paves the way to the most promising universities in the world while respecting each student's specific interests and concentrating on their strengths.

LE RĒGENT is committed to character education and demanding educational principles. Academic quality curricula that are interwoven with extensive sporting, arts, and public-speaking programmes lead to the International Baccalaureate or the Régent Graduation Diploma for exceptional athletes and musicians. Class sizes are small, language options strong and most graduates speak at least two languages fluently. LE RĒGENT INTERNATIONAL SCHOOL is an official examination centre for the IB Diploma Programme, DELF, SATs, IELTS and Edexcel IGCSEs.

Located in the mountains at an altitude of 1,500 metres, LE RĒGENT's outdoor education programme comprising regular expeditions, climbing, river rafting, mountain camping, ski-touring and cross-country skiing, takes full advantage of the 300/365 sunny canton of Valais to provide students with the personal skills and understanding of nature that they have to preserve in the future.

Always thinking about the day after tomorrow, LE RĒGENT takes pride in the school community's courage to understand and use the whole school as a creative laboratory. New inventions and promising ideas are tested and used to constantly improve the quality of education. Against this background, it will not come as a surprise that LE RĒGENT is an Apple Distinguished School and most teachers are accomplished and creative technology users inside and outside the classroom.

LE RĒGENT's campus is the ideal boarding environment for students to become all they can be amongst inspiring fellow students and educators in a family-like atmosphere. Who our students are today is of great importance to us. To learn, however, who our students want to become and how they want to shape the world of tomorrow is even more important to all staff.

CURRICULA AND ACADEMIC REPORTING

LE RĒGENT's Junior Section follows the IPC (International Primary Curriculum) and IEYC (International Early Years Curriculum) with significant input from the UK National Curriculum, the school's own tailor-made programmes and a significant French component.

Students in the Secondary Section (Grades 6 to 10) follow a broad and balanced curriculum of academic and creative subjects, including language options for mother-tongue and second-language speakers. They can choose to prepare for international GCSE examinations, which are available in most subjects.

Students in IB1 & IB2 follow the IB Diploma Programme (IBDP) or the school's own high school diploma, Le Régent Graduation Diploma.

In addition, students have the opportunity to sit LAMDA, DELF, DELE, IELTS, and SATs examinations.

The school operates a trimester system with grades reported in November, March and June, except in IB2 when grades are issued and the transcript updated in November and mid-February. The transcript provides an overview of each student's academic profile taken from each of the three end-of-term reports. Grades are based on the IB 1-7 grading criteria. As in all serious European systems, internal grades are formative grades to indicate progress throughout the course and are therefore not to be considered summative records of achievement at the time of grading. LE RĒGENT does not rank students, since the latter take a wide variety of courses with different combinations of Higher (HL) and Standard (SL) levels.

All students sign an academic honesty contract at the start of their IBDP studies. Further to this, and in accordance with NACAC's Statement of Practice and Good Principles, LE RĒGENT reports serious disciplinary infractions to colleges and universities, with particular attention paid to academic malpractice, to issues that have caused harm to individuals or the wider community, as well as to enrolment status.













