

# Annual Report 2018 → 2019



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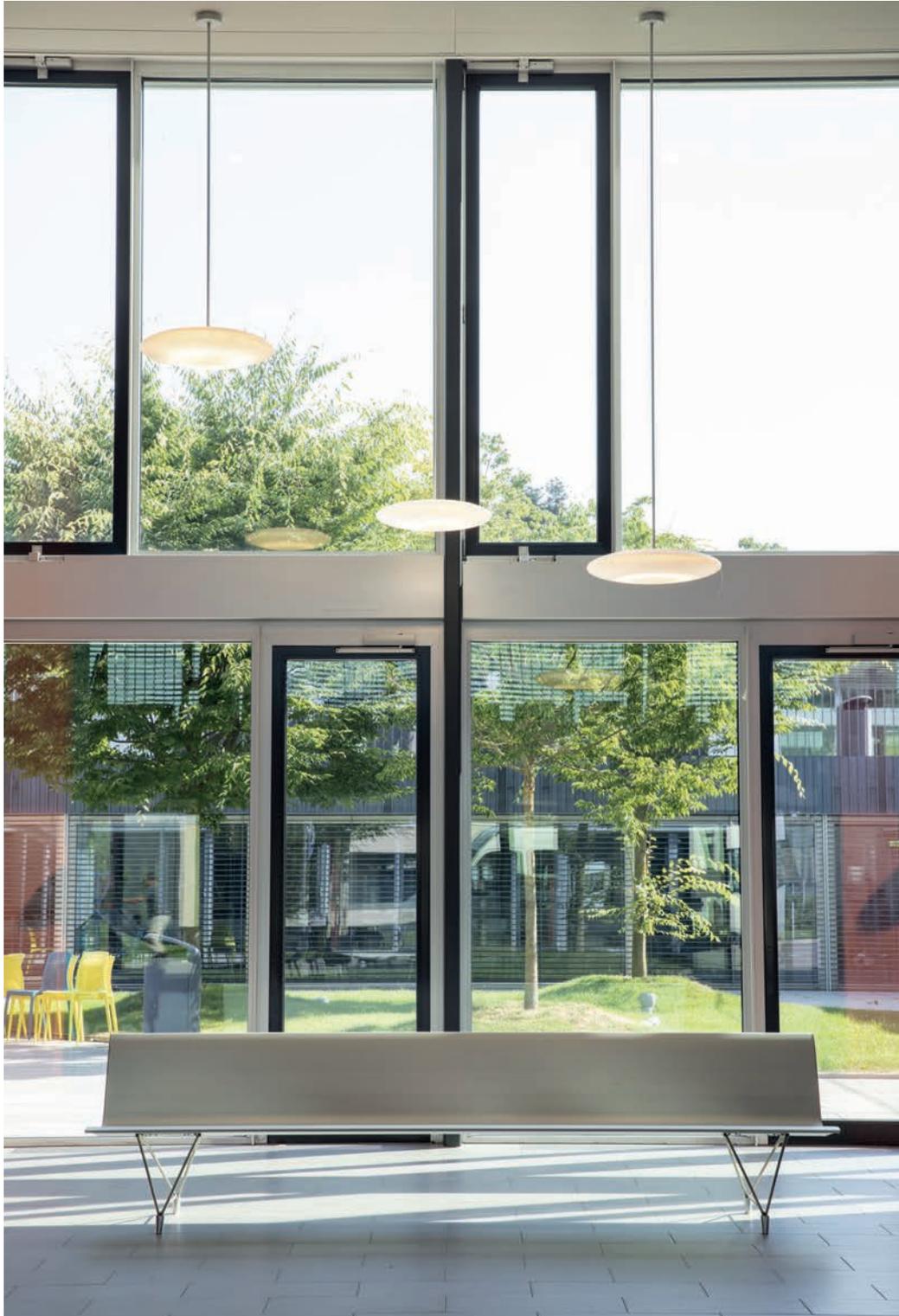


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The International School of Lausanne is a non-profit, independent, English-language, International Baccalaureate (IB) World School. Since 1962, we've grown to almost 1,000 students, aged 3 to 18 years, who come from more than 60 nations. We believe in strong values, the courage to think independently, and cooperation across cultural boundaries—ideas that form the heart of a progressive approach to learning.

# Introduction from the Chair of the Board

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The International School of Lausanne was founded in 1962 and has significantly grown since. In 2005, the School moved its seat to Le Mont-sur-Lausanne and the Board decided in 2011 to initiate an ambitious expansion project. This would allow an additional 300 students to benefit from ISL's well established excellence in education. The bigger school, with a new "South Campus" opened its doors in 2015, welcoming 820 students.

Today, the School is almost at maximum capacity (except in the Early Childhood) and fully operational thanks to the dedication of the staff and community. Growing a school is like growing a company or growing a family. Things do not necessarily become easier, but they do become more interesting, offer more opportunities, and bring more diversity. There will always be areas for improvement and the School is continuously focusing on assessing how to improve, how to progress with one main goal in mind – the well-being and preparation of our students.

Top schools are often assessed and compared based on academic performance in the PYP, MYP, and DP. ISL is indeed a member of this highly performant league and can be extremely proud of its students' academic results, year after year. The 2018-2019 graduates have outperformed expectations with a mean score of 36.3. However, the strength of ISL is its ability to combine these strong academic results with a range of other values and behaviours – that are at least as important as the scores: curiosity, friendship and belonging, being

creative and thinking out of the box, being tolerant, showing empathy, showing respect, appreciating diversity, being open-minded, helping each other, preparing for the future, being active and healthy, having fun, being yourself and being proud of who you are.

Students and everyone involved in the School should be proud and acknowledged. Students and teachers are the obvious heroes, but there are so many more people who contribute to their successes. What would ISL be without the leadership team, the PTA and parent volunteers, the IT department, the facilities team and cleaning teams, the finance, marketing and admin functions, the nurses, the restaurant staff, the parents, the librarians, the counsellors, the bus drivers, or the members of staff who help to keep the traffic running in the morning?

The management and development of a leading school requires a strong and forward-looking director, innovative leadership, outstanding faculty, and exceptional administrative staff and support functions. We are proud to be able to attract exactly those people to work at ISL and I would like to thank them on behalf of the community for their professionalism, commitment, enthusiasm, and human approach. ISL is on a very good track, but we cannot become complacent; we will continue together with the whole ISL community to maintain what is excellent and improve what needs attention.

**Dr Johan Masure**  
Chair of the Board

# Governance



Johan Masure



Trevor Brown



Aline Boisset  
Michaud



John Barrett



Jean Duvall



Silvan  
Hoevenaars



Nakisa Serry



Doron Tenne



Marco Martelli



Costas Vlahos



Javier Müller



Tomoko Yokoi

## Board Committees

### Executive

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Johan Masure  
Jean Duvall  
Trevor Brown  
Silvan Hoevenaars

### Nominating

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Johan Masure  
John Barrett  
Aline Boisset Michaud  
Jean Duvall  
Costas Vlahos

### Quality and standards

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Javier Müller  
Marco Martelli  
Doron Tenne  
Costas Vlahos  
Tomoko Yokoi

### Finance

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Silvan Hoevenaars  
John Barrett  
Aline Boisset Michaud  
Marco Martelli  
Nakisa Serry

### Governance

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Trevor Brown  
Javier Müller  
Nakisa Serry  
Doron Tenne

### Child protection

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Tomoko Yokoi



# A word from our Director

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*« As an international school, preparing students to play a role in communities that are socially and culturally diverse is central to what we aim to do. »*



The preparatory work in 2017 to 2018 established five key areas of focus for the school as we plan strategically for the future. In each area, there are key projects and various strategic groups took these projects forward in 2018 to 2019.

## Well-being & curriculum

The importance of being well was established as our strategic "first amongst equals". Preparatory work was completed with the Centre hospitalier universitaire vaudois (CHUV) to establish a research project looking at the effects of social emotional learning programmes on young people. Linked to this, there was continuing development of the ISL social emotional learning programmes in each year group. In addition, regular updates to parents were introduced in both the primary and secondary schools so that families could support what was introduced in the classroom. Our focus on research and evidence-based practice resulted in the ISL Learning Principles being developed. These principles state what research and experience show to

be the conditions for effective learning. The Learning Principles were then embedded into the self-reflection that is a core part of teacher appraisal, and used as the base of a "tool" to support classroom observation.

By examining curriculum documentation from around the world, a school-wide curriculum description format was developed that will support the future work of ensuring that the curriculum runs logically from Reception 3 to Year 13. A timetable for this work was also developed to ensure that our curriculum articulation links with the development of the PYP, MYP, and DP programmes.

## Future ready

A strategic group was established to look at the development of a culture of innovation. An initial plan was formulated by the school in conjunction with a parent advisory group. As an international school, preparing students for membership of communities that are socially and culturally diverse, and for

engagement with the political, ethical and environmental challenges of their times lies at the heart of what we aim to do. There was extensive work on the school-wide articulation of French curriculum, ensuring that the key objectives in terms of speaking, reading, listening and writing were established at each level.

This year also saw a significant change in the Primary School, with greater language immersion being introduced into the younger years and an increase in the number levels offered higher up. Also linked with preparing students to engage, a strategic group developed core principles of service that will be used to ensure that our programme is structured around developmentally appropriate learning outcomes.

## Community

Our community is fundamental to our continuing success. A significant effort went into developing a visual identity that better reflects our diverse, multicultural, multilingual community. The website was redesigned to provide clearer information and to match the new visual identity.

It is also important to note that 2018 to 2019 was a year of considerable growth for ISL. In January, it was decided to add additional classes in certain Years so that families on the waiting list could be provided with a place. It was also agreed by the Board that the flexibility to add an additional two students could be used where the School felt it necessary, allowing us to admit all siblings in a family, for example. These arrangements, coupled with the closure of the GEMS school in Etoy later in the year, meant that the number of students rose from 880 to 984.

## A dynamic year

Overall, 2018 to 2019 has been a dynamic and busy year for ISL, and the School coped extremely well with this change. Such an ability to adjust is a testament to the hard work and flexibility of members of staff, the invaluable input and support of the governing board and the Parent Teacher Association, and, of course, the good humour and dedication of the students. My thanks go to everybody who contributes to making ISL such a special place.

**Dr Frazer Cairns**  
Director





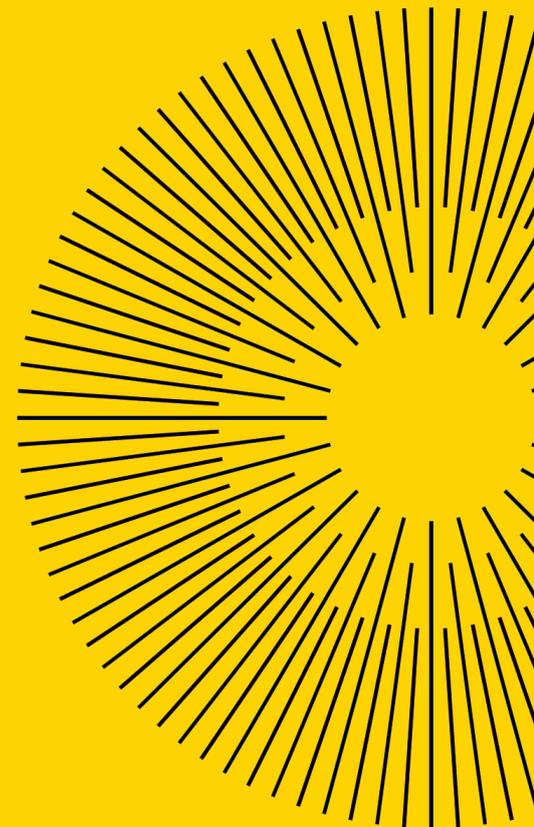
## Our mission and values

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*« The International School of Lausanne is committed to excellence in education. We strive to recognise the unique potential of each student, and to equip them to play an active and responsible role in a complex, multicultural world. »*



**honesty**  
**respect**  
**self-control**  
**equality**  
**care**





# A new look

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Branding is an important part of any organisation as it influences how the organisation views itself and is perceived by others. ISL has a long history and changing something to which members of our community have a strong attachment is not a decision to make lightly. However, a process of reflection that lasted many months ended with the recognition that our school needed to redesign its look.

## Why did we need a new identity?

As society and the world of education has changed over time, ISL has also changed. We have always been a school that values community, diversity and inclusion, but we are also a school that wants to innovate and to continue to develop. To meet the needs of the modern world, we need to offer an education that is second to none and we wanted a look that reflected this - contemporary and reflecting the school's dynamism and energy. As we make ever greater use of technology, we also wanted a look that could be used across different media and that would differentiate us from other international schools in the area.

## The process

There is a lot of science and psychology that goes into making design decisions. Our process started with research to understand our community - the families, students, alumni, staff, and teachers who make us who we are. Interviews and focus groups looked at the question of what makes this community unique? We also benchmarked against other schools in the area and worldwide to understand how they represent themselves.

## Putting ISL into words

This is the core of what our school is about. We worked intensively with members of our community to better articulate what makes ISL what it is. We improved our messaging by simplifying it and choosing language that is closer to our community.

## ISL's differential angle

Amongst all the qualities that make ISL unique, we found that the idea of 'care' was what stood out the most. Care for each other and care for other people around the world. The new logo needed to translate our community's sense of local and global connection.

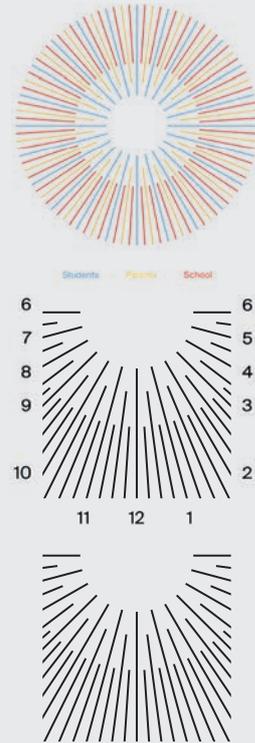
## The visual identity

We worked with a branding agency in Switzerland to visualise what it means to be a welcoming, learning community, inspiring restless curiosity in our students.

The logo is composed of the custom font and a symbol. The logomark is constructed by three layers of interwoven rays, depicting the interconnection between the school, the parents, and the students. The circle is cut as a square and becomes reminiscent of a sun quadrant. It represents the hours of the day we spend together at school as a community. The font of the logo was custom-made in order to reflect our school personality. We created a semi-serif that has an academic feel but is also truly contemporary.

**Hervé Peitrequin**  
Head of Marketing

« The new logo shows collaboration and connectedness of the school community, all here for the purpose of delivering superior quality education to its students. »



abcdefghijklmnop  
 opqrstuvwxyz  
 ABCDEFGHIJKLM  
 NOPQRSTUVWXYZ  
 1234567890.,?!



Primary colours



Secondary colours



Gray colours





Research and experience tell us that a good education recognises every student's unique talents, and equips them with the knowledge, skills and attitudes they need to thrive. Whatever path they choose.





# Memories of students

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**Achilleas  
Martinis**

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My time at ISL is over and my next leap in life will take me to the San Francisco Bay area – if any one of you passes through, please let me know!

When I look back at my 6 years at ISL, I am filled with immense gratitude to all who have supported, guided, and given me the opportunity to improve in every aspect, getting me ready for the next stage of my life.

A massive thank you to all my classroom and homeroom teachers, academic counselors and school principals, for the education, guidance, and skills you have given me - I will carry them with me for my entire life. Mr. Ivett, Mr. Darby, Mr. Friend, Mr. Power, Ms. Secker, Ms. Foster, Ms. Smiley, Mr. Guillet, Mme. Tripodi, Mr. Harrison, Ms. Schuler, Mrs. Ivett, Mr. Baumgarten, Mr. Parry, and Mr. Rovira. Each one of you has been very important to me in very different ways, which however had a few things in common: caring, wisdom, and a contagious love for learning. Mr. Ivett, thank you for being a mentor and for inspiring me with your hard working attitude, your closeness to all the students, and your humility. You are the stepping-stone for many great accomplishments by your students.

*«It has been a short two years, but the memories, bonds, and life skills that I've learned, will last forever.»*



**Isabella  
Malkani**

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In the heat of the IB, the stress and tears didn't seem worth it, but in hindsight, my life has completely changed - positively of course. I can't imagine who I'd be now if it weren't for the classes that made me realize my potential, the teachers that I loved (and consequently didn't ever want to disappoint), or the most amazing people that I've had the pleasure to meet. I know it's cliché, but the reason why my future is filled with endless opportunities is all thanks to the IB.

It has been a short two years, but the memories, bonds, and life skills that I've learned, will last forever. So, thank you family, teachers, and friends for shaping me to become who I am today.

*«I have moved all over the world to new schools many times in my life. However, after more than 8 years at ISL, I can confidently say it has been the best.»*



**Matteo  
Rubeo**

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I have moved all over the world to new schools many times in my life. However, after more than 8 years at ISL I can confidently say it has been the best. Its internationality and team spirit are second to none. I will forever remember and cherish my life here for years to come, with all the trips to different places across Switzerland and Europe with friends and teachers. The bridge swinging, rock climbing, skiing and surfing, all the swimming and football competitions.

I will also treasure my experiences with the International Award, including hiking up the Jura in miserable weather, the canoeing in Ardeche, where we had our canoe flip over (drenching all our gear).

During the IB years I had such a busy schedule and regular daily routine which will be difficult to forget. I would like to thank all my teachers throughout my school career for teaching me and helping me learn and also my parents for supporting me throughout. - I have learned and grown as a person these years and so it is with sadness but also with excitement that I leap into the unknown future and the adventures it may bring.

*«Being surrounded by such diversity has helped me grow, more than I could have ever imagined.»*



**Apoorv  
Singh**

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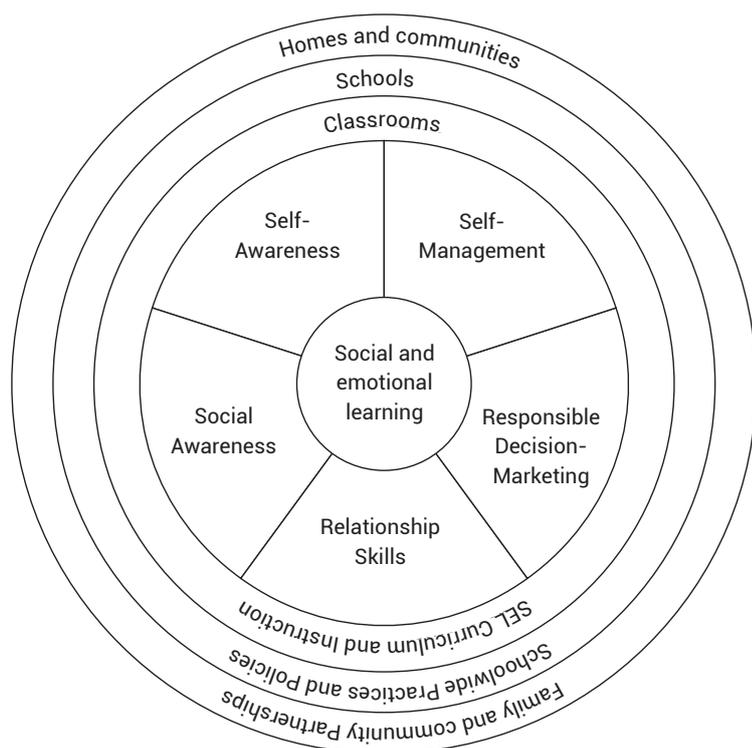
It is amazing how much can change in three years. The last three years have been filled with highs (not your newspaper Mr. Ribas), various lows, and Mr. Ivett's smile (what a man!). ISL's diversity, with people from all walks of life coming together, from Colombia to Wales to Israel to Greece, to make incredible things happen, has definitely been the selling ticket for me.

Being surrounded by such diversity has helped me grow, more than I could have ever imagined. I was inspired by those around me living double lives; Mr. Aldred with his undying passions for football and EVAM, and Ms. Baker somehow being a math genius and a professional acrobat. Even Mr. Aldersey, a part-time chemist and a full-time bee-keeper! Only ISL.

While FDI is investment or exports may not be clear, what is clear is that people like Mr. Foley and Ms. Secker are role models we should all look up to, and without whom the school would surely descend into chaos.

One thing I learned at ISL, is to always look for challenges. Be it Mr. Friend and Mr. Parry during our IA escapades, or Ms. Korol while analyzing the most obscure of literary texts, teachers at ISL always pushed me to do more...

# Well-being



*« It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. »*

The development of the well-being programme has accelerated over the last two years, due to a number of stimuli. Our on-going association with Mr Jen Wang, a researcher at DIST (Interdisciplinary Division for Adolescent Health) based at the CHUV, provided several potential SEL (Social and Emotional Learning) models, one of which was later adopted. Within the Secondary School, the appointment of Year Level Leaders (YLL) in Years 7 to 13, who assumed their roles in August 2017, allowed a more dedicated approach.

Within the Primary School, Responsive Classroom provided a student-centred approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, happy, and engaging classroom and school communities for both students and teachers. The SEL model adopted school-wide is known as CASEL (Collaborative for Academic, Social, and Emotional Learning), represented by the schematic

above: each of the five competencies seen near the centre of the model are divided into sub-competencies, which have been mapped out across Years Reception 3 to Year 13. These competencies are used to address important themes of well-being, including social skills, sexuality education, substances and digital citizenship. CASEL was chosen due to its underlying principles, the most notable of which is that any approach/ strategy used with students must be supported by credible research.

The main delivery of the SEL programme in the Secondary School occurs during the homeroom period, which lasts for 20 minutes every day, and within the well-being rotations which are delivered by the student counsellors to every homeroom group six times per year. The Secondary School is now looking at where SEL topics are covered within subject classes and how these can be developed further. The delivery in the Primary School is woven into everything the students do—academics, recess,



lunch, and even entering and leaving the school building and classroom. These social skills are reinforced during weekly well-being classes (Years 2 to 6) with the School Counsellor as well as integrated into each unit of inquiry. Additionally, the Counsellor leads classroom sessions related to school values such as honesty, courage, etc.

Professional development for the primary and secondary school teaching staff has occurred internally in the first instance, with a focus on the understanding of the CASEL model. Additionally, external experts have been at ISL for a full day on the topic of Mental Health in Secondary School, and further external training is planned on Comprehensive Sexuality Education in the autumn of 2019 and Responsive Classroom practices in Primary School. Parent presentations have taken place on an annual basis, and this year (2018-2019) the year level leaders have hosted SEL coffee mornings,

along with the parent representatives, and written regular SEL updates six times per year. The Student Counsellors are presently considering a further parent programme to delve into greater detail on some of the competencies and themes. Within the Primary School, parent presentations on Positive Discipline were offered over an eight-week period and a parent presentation around mindfulness is planned for January 2020. Parent presentations will be offered focusing on counselling and Responsive Classroom.

It should be highlighted that SEL is not seen by the School as a separate course or class, but something that will eventually pervade all areas of the student's experience while at ISL.

**David Harrison**  
Middle School Principal



# Diploma Programme outstanding results

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*« They also stem from the careful guidance and unflagging assistance they received from their teachers, and the constant support provided at home by parents and guardians. »*

According to the May 2019 statistical bulletin, in that exam session, there were 2,926 schools with 166,465 candidates, and the mean global performance in the IB Diploma was 29.65 points. Globally, 77.81% of those candidates passed the IB Diploma. This bulletin provides some context for our own results here at ISL. We had 91 full IB Diploma candidates, and 89 achieved their IB Diploma: which is 98% of our cohort. Their mean score was 36.3. (For comparison, in the May 2018 session, our mean score was 35.4.) Around the world, 213 students got 45 points – and two of those were from ISL. Four of our students got 44 points, and 28% of the year group achieved 40 points or more. Overall, 91% of our students scored above the world mean. These are outstanding outcomes for a non-selective school.

Interesting as all this is for fans of big data and percentages, of course, what is most important is the individuals who are at the heart of these results. ISL's results are simply a corollary of the way in which each of our students took their work seriously and committed to industrious revision following the January mocks. They also stem from the careful guidance and unflagging assistance



they received from their teachers, and the constant support provided at home by parents and guardians. The results are the communal outcome of a great number of individual successes. We wish the best of luck to each of our graduates as they embark on gap year adventures around the globe, or start the next phase of their education. It is clear – and from more than just the statistics – that there are bright futures ahead of them.

**Oliver Alexander**  
Diploma Programme Coordinator

Subjects	ISL Mean	World Mean	Candidates	Subjects	ISL Mean	World Mean	Candidates
English A lit HL	5.9	4.7	10	Biology HL	5.5	4.3	28
English A lit SL	6.3	5.0	3	Biology SL	5.7	4.2	26
English A lang-lit HL	6.1	5.0	44	Chemistry HL	5.9	4.5	12
English A lang-lit SL	5.8	5.1	32	Chemistry SL	5.4	4.0	14
French A lit HL	6.2	5.2	6	Physics HL	5.4	4.7	19
French A lit SL	5.7	5.1	7	Physics SL	5.7	4.0	7
French A lang-lit HL	5.4	5.1	5	Sports ex health sci SL	6.0	4.0	6
French A lang-lit SL	5.3	5.3	14	Computer science HL	4.7	4.2	6
French ab initio SL	5.4	4.9	8	Design technology HL	5.8	4.5	9
French B HL	6.6	5.2	5	Design technology SL	6.0	4.0	1
French B SL	6.2	5.0	37	Mathematics HL	5.5	4.7	17
English B HL	6.0	5.7	3	Mathematics SL	5.3	4.2	46
German B HL	6.0	5.7	1	Mathematical studies SL	5.7	4.2	30
Spanish B HL	6.6	5.3	9	Music HL	5.4	4.7	5
Spanish B SL	7.0	5.0	1	Theatre HL	7.0	4.2	2
German A lit SSST SL	6.0	4.6	2	Theatre SL	7.0	4.5	1
Mandarin ab initio SL	6.0	5.4	1	Visual arts HL	5.6	4.3	13
Swedish A lang-lit SL	6.0	5.4	2	Visual arts SL	5.3	3.8	4
Economics HL	5.6	5.1	46				
Economics SL	5.7	4.7	19				
Geography HL	6.1	5.2	9				
Geography SL	5.3	5.2	9				
Global politics HL	5.9	5.1	19	<b>Average</b>	<b>5.8</b>	<b>4.7</b>	
Global politics SL	5.6	4.8	5				
History (Americas) HL	5.8	4.1	8	<b>Theory of knowledge</b>	<b>3.8</b>	<b>3.2</b>	<b>92</b>
History SL	5.0	4.5	3	<b>Extended essay</b>	<b>3.8</b>	<b>3.2</b>	<b>92</b>

## IB Diploma Programme results 2019



93

IB Diploma candidates



98%

Candidates who achieved the IB Diploma



39%

Bilingual IB Diploma candidates



45/45

Highest IB Diploma score achieved

36.3

Mean score achieved by ISL candidates

2

ISL students got 45 points

28%

ISL candidates achieving 40 or more

91%

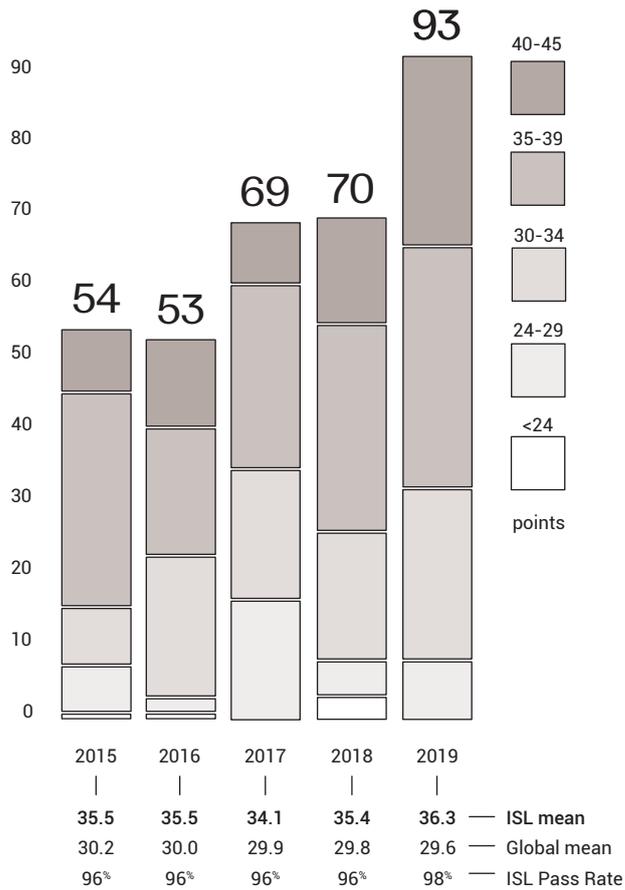
Students scored above the world mean

29.6

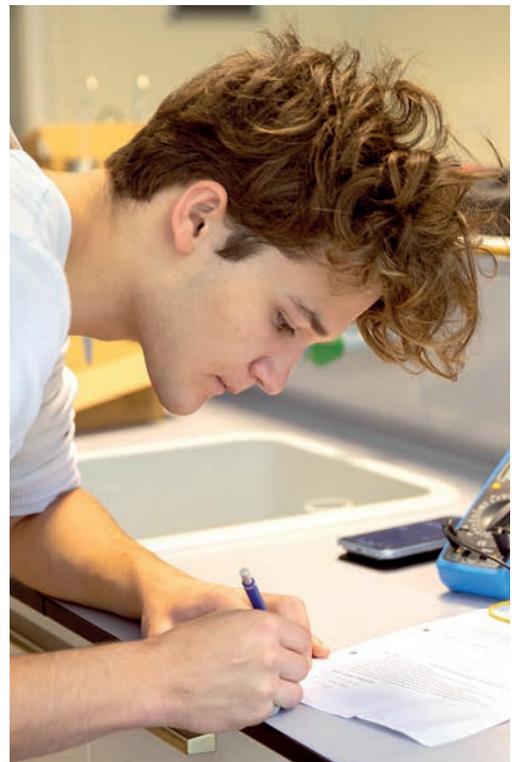
Mean score achieved by candidates worldwide



## IB Diploma Programme candidates and results 2015-2019



« Overall, 91% of our students scored above the world mean. These are outstanding outcomes for a non-selective school. »



### ISL High School Diploma candidates

Number of ISL HS Diploma candidates = 1 student

Mean performance across individual subjects = 5.8

# ISL University Acceptances 2016-2019

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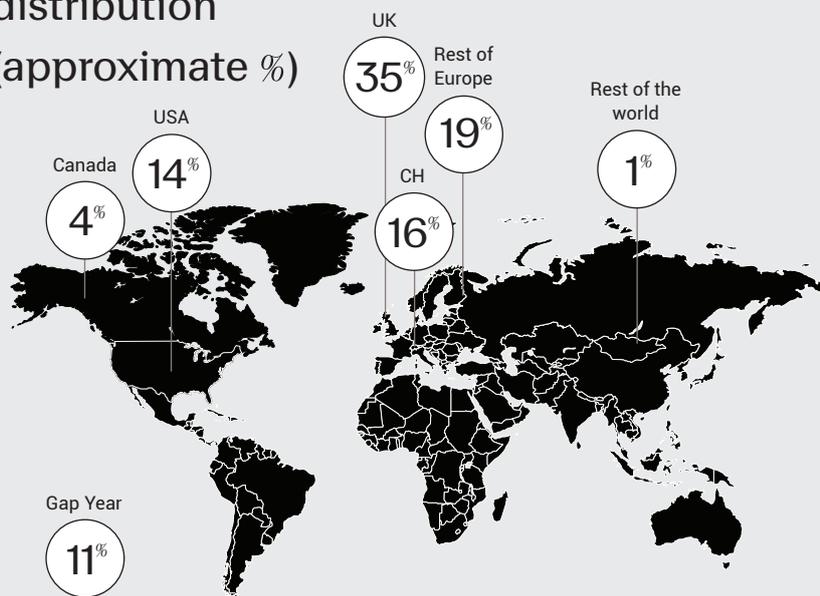
## Europe

- Aarhus University, Denmark
- Bocconi University, Italy
- Culinary Arts Academy, Switzerland
- Ecole cantonale d'art de Lausanne ECAL, Switzerland
- Ecole Hôtelière de Lausanne, Switzerland
- École Polytechnique Fédérale de Lausanne, Switzerland
- Erasmus University, Netherlands
- ESADE, Barcelona, Spain
- HEC, Université de Lausanne, Switzerland
- IE University, Madrid, Spain
- Leiden University, Netherlands
- Maastricht University, Netherlands
- Technical University of Munich, Germany
- Université de Lausanne, Switzerland
- University College Utrecht, Netherlands
- University of Amsterdam, Netherlands
- University of Groningen, Netherlands
- University of St. Gallen
- University of Twente, Netherlands
- Webster University

## Rest of the world

- American University of Beirut, Lebanon
- Australian National University, Australia
- Melbourne University, Australia
- New England University, Australia
- New York University, Abu Dhabi

## University destinations geographical distribution (approximate %)



## United Kingdom

- Central Saint Martins, University of the Arts London
- Durham University
- Goldsmiths, University of London
- Imperial College London
- Istituto Marangoni
- King's College London
- Lancaster University
- London School of Economics and Political Sciences
- Loughborough University
- Newcastle University
- Oxford Brookes University
- Queen Mary, University of London
- Royal Holloway, University of London
- SOAS, University of London
- University College London
- University of Bath
- University of Birmingham
- University of Brighton
- University of Bristol
- University of Cambridge
- University of East Anglia
- University of Edinburgh
- University of Exeter
- University of Glasgow
- University of Kent
- University of Leeds
- University of Manchester
- University of Nottingham
- University of Oxford
- University of St. Andrews
- University of Stirling
- University of Surrey
- University of Sussex
- University of Warwick
- University of Westminister
- University of York

## United States of America

- American University
- Amherst College
- Boston College
- Boston University
- Bowdoin College
- Brandeis University
- Brown University
- Chapman University
- Colby College of William and Mary
- Colorado College
- Cornell University
- Dartmouth College
- Elon University
- George Washington University
- Georgetown University
- Georgia Institute of Technology
- Grinnell College
- Johns Hopkins University
- Lehigh University
- Marist College
- New York University
- Northeastern University
- Northwestern University
- Pennsylvania State University
- Purdue University
- Reed College
- Skidmore College
- Smith College
- Stanford University
- Syracuse University
- University of California, Berkeley
- University of California, Los Angeles
- University of Chicago
- University of Colorado at Boulder
- University of Illinois, Urbana-Champaign
- University of Michigan
- University of Notre Dame
- University of Pennsylvania
- University of Vermont
- University of Virginia
- Virginia Tech University
- Wake Forest University
- Washington University in St. Louis
- Williams College
- Worcester Polytechnic Institute
- Yale University

## Canada

- McGill University
- Queen's University
- Ryerson University
- University of British Columbia
- University of Guelph
- University of Toronto
- Western University
- York University

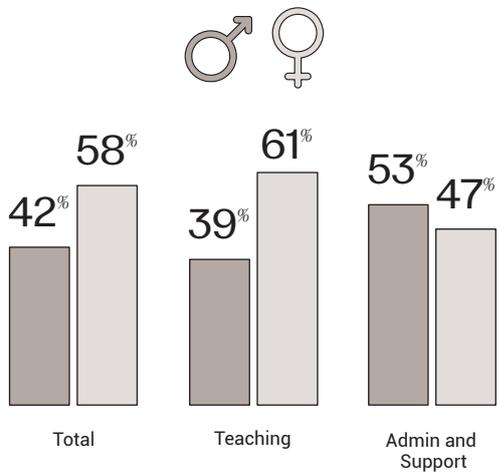


We encourage students to think for themselves, discover their passions and explore what makes them who they are. Our students leave us with a sense of unlimited opportunity and the self-knowledge, confidence and ambition to achieve their goals and make a positive contribution.

# Staff

**154**  
Permanent  
staff

## Gender Split



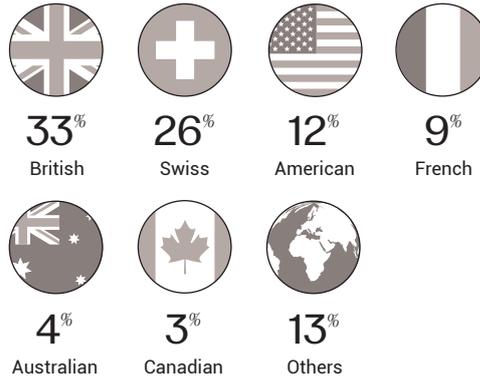
## Average age

**43.4**  
years old

## Average tenure (length of service)

Total	➔	<b>7.7</b> years
Teaching	➔	<b>8.1</b> years
Admin and Support	➔	<b>6.3</b> years

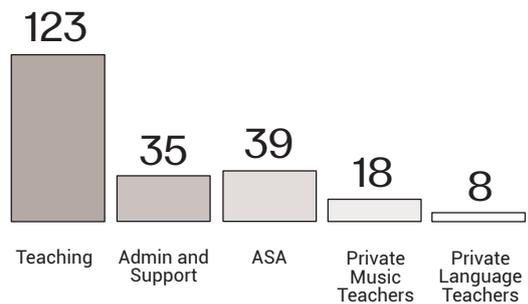
**25**  
Nationalities



## Permanent staff



## Staff mix (permanent and temporary)



# Students

**858**  
ISL  
Students

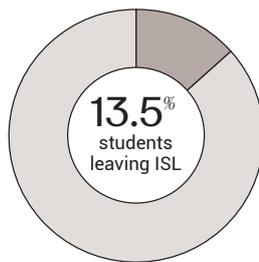
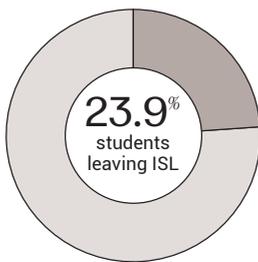
**45**  
Languages  
spoken

**57**  
Nationalities

## Transition

Including  
Graduates

Excluding  
Graduates

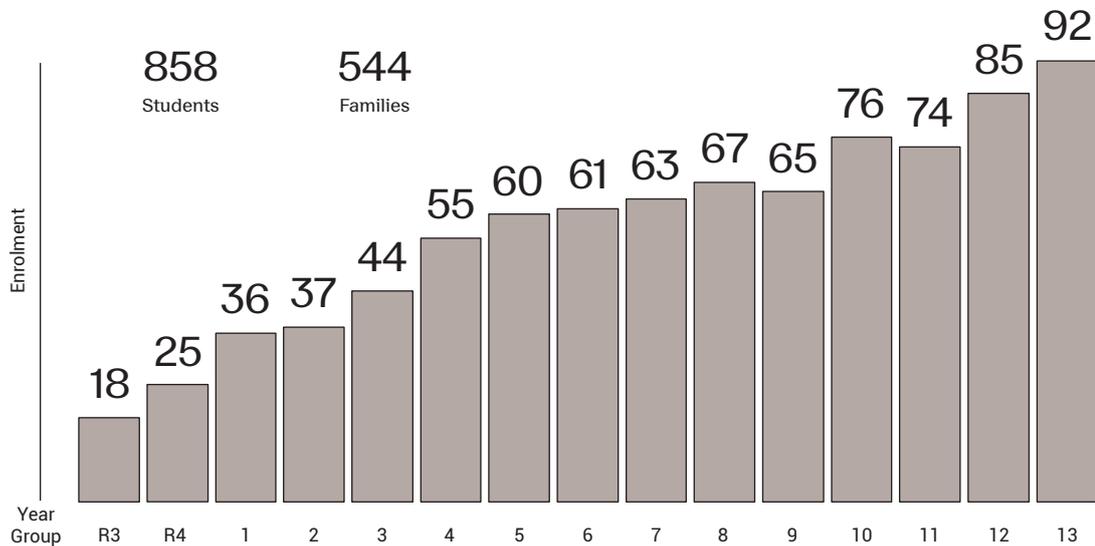


**190/882**  
students  
leaving ISL

**115/882**  
students  
leaving ISL



## Enrolment 2018-2019







# After-School Activities



120  
activities



781  
students  
participating



90  
non-sport  
activities



260  
tournaments  
played

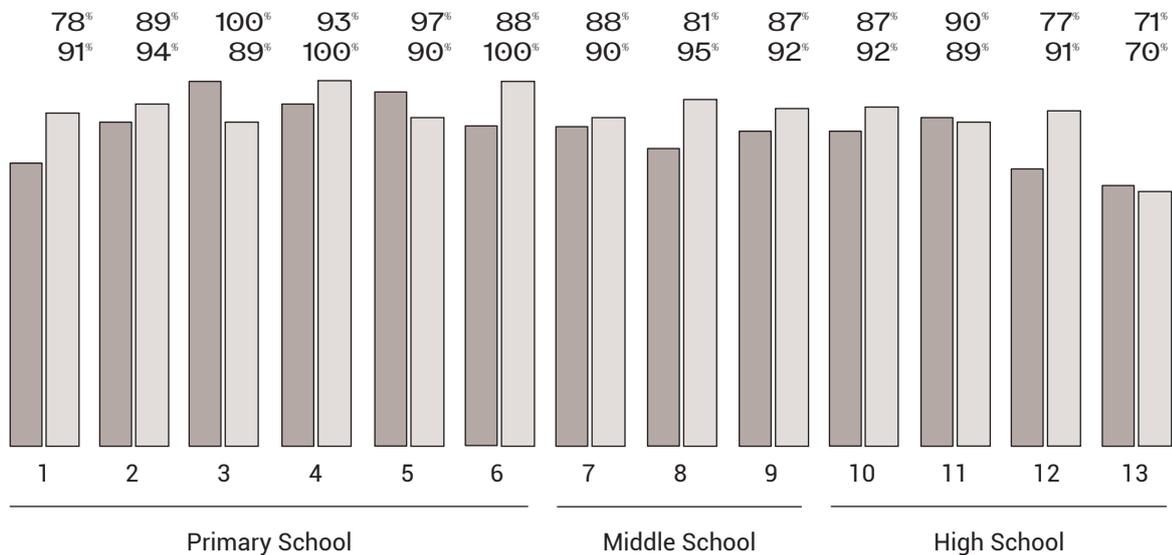


25  
drama  
productions



63  
robots  
built

## Students who participated in at least one ASA per year group



## Gender count per activities



	♂	♀
Football	180	75
Basketball	86	68
Tennis	94	51
Gymnastics	54	90
Dance	1	73
Badminton	19	54
Swimming	33	40
Volleyball	13	52
Track and Field	31	33
Ski	37	27
Drama Production	20	40
International Award	28	31
Film Making	26	21
Netball	0	45
Robotics	30	11
Winter Festival	9	32
Computer Coding	27	9
Watercolouring	10	26
Taekwondo	27	7
Students News and Med	9	24
Fitness	12	20
Drama Production	11	21
Art	10	21
Computer Science	11	19
Concert Band	17	11
Cross Country	17	11
Primary School Band	13	12
Art Porcelain Painting	5	20
Yoga	11	14
Debating	16	7
Model United Nations	10	12
Maths Enrichment	13	9
Comic Book Drawing	16	4
Pilates	0	20
Chess Club	4	14
Movement Games	17	2
Unihockey	16	2
Ball Games	13	5
Creative-Writing	7	11
Life Drawing	2	14
Dynamic Yoga	3	12
Ukulele	9	6
Paper Arts	7	7
NoteOrious Voices	0	13
Wonders of Clay	5	8
Woodwork	12	1
Auditorium Tech	9	3
Highly Strung	2	6
ABRSM	3	4
Design Enterprise	4	3
Clarinet	2	2
Sign Language	2	0
<b>Grand Total</b>	<b>1079</b>	<b>1058</b>

# The arts

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# 2018-2019

## Community events

We encourage students to contribute to our community and beyond, and see how they benefit by making a difference to the lives of others. This helps them to go out into the world as ambitious, purposeful young adults.

# Halloween November 2018

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The Primary School Halloween Party had more than 330 scary kids plus parents and 90 Middle School students volunteers.





# International Day March 2019

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International Day is an extraordinary explosion of so many of the things that make the school special: a sense of community, an appreciation and celebration of diversity, a sense of living with (and relishing living with) rather than just alongside other people. During this event organised by our Parents Teacher Organisation (PTA), one can try magnificent food, from South African Bobotie, to Ukrainian dumplings, or Indian dahl.





# Holi

## March 2019

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At ISL, we are proud of having such a diverse community and we celebrate it regularly throughout the year. Last year, we brought together the primary and secondary school students, and the parent community to celebrate Holi. Years 1 to 13 gathered in the sunshine to be treated to bollywood dancing, music, indian refreshments, and a throwing of colours to welcome the spring. The school was honoured to be visited by the Indian Ambassador who launched the festival. The celebration was a success, thanks to our Indian families who donated over 800 colour packets and prepared refreshments for the entire school.



*« It is days like today that bring down borders between people and allow people to understand and appreciate other cultures - something that is increasingly crucial in our divided world today. »*

A Year 11 student



# Sports Day June 2019

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Secondary School Sports Day is for all students in Years 7 to 12. Students are split into three teams Hercules (red), Hermes (yellow) and Zeus (blue). They compete in various team sports with a focus on participation, fun and fair play as well as competition. The event is held on the ISL campus starting with the half-mile run, followed by team games and culminating in a Tug of War competition at the field at the end of the day.





# Treasurer's report 2018-2019

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*«ISL delivered on all its plans to improve student learning, despite a lower than planned fee income.»*

I am pleased to report that ISL ended another year with stable enrolment and a healthy financial position. During the fiscal year 2018/19, student numbers averaged 880, which was 4 less than the previous year. ISL welcomed 197 new students (22%), compared to 164 (19%) in 2017/18. Capacity of the Early Childhood Centre was 69% of a full cohort; Primary School was 89% and Secondary School 97%.

Average tuition fees per student increased by 2.0%, due to a tuition increase of 1.9% across all year levels, plus the mix effect of a higher proportion of students in Secondary School. Total fee income for 2018/19 was 1% higher than prior year and 2% lower than the plan for the year.

Total full-time equivalent staff increased from 142 to 146 FTE, mainly to cover the enlarged enrolment in Secondary School. Personnel costs increased from 77% of fee income to 79%.

ISL had a negative result of CHF 0.9 million (versus prior year loss of 1.4 million). The changes in personnel costs mentioned above mainly contributed to this result. In comparison with the plan for the academic year, the results are lower mainly due to lower than budgeted enrolment.

Mortgage loans were CHF 39.8 million (versus CHF 41.9 million last year). ISL has committed to reduce this balance by repaying CHF 1.5 million annually for the next 28 years. The blended interest rate on these borrowings is 1.6% (1.7% prior year). Other borrowings reduced from CHF 6.6 million to CHF 5.2 million. These borrowings relate to long-term loans from core sponsors and the loan repayment is converted annually into donations to the school resulting in a nil cash flow effect.



At the end of the academic year, ISL received a higher number of applications than usual, largely due to the closure of another international school in the region. ISL was able to accommodate these students in line with the normal admissions policy and procedures. As a result, deferred tuition fee income for the next academic year was CHF 1.3 million higher than prior year.

In the next three years, the capital replacement cycle for the first expansion phase will significantly increase the funding needs for capital expenditures. This will be planned as part of the budget process in order to minimise the impact on tuition fee increases as much as possible.

The financial information provided above and in the financial statements for the fiscal year ended July 31, 2019 demonstrate the overall financial health of the School. ISL's financial statements and annual report are audited annually by Prateo SA.

**Silvan Hoevenaars**  
Treasurer





International School of Lausanne

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# Report of the statutory auditor financial statements 2018-2019

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Financial statements consisting of:

- Balance sheet as at 31 July 2019
- Profit and loss account for the year 2018/2019
- Cash flow statement for the year 2018/2019
- Notes to the financial statements as at 31 July 2019

# Report of the statutory auditor on the financial statements to the general meeting of the members of International School of Lausanne, le Mont-sur-lausanne

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As statutory auditor, we have audited the financial statements of International School of Lausanne which comprise the balance sheet, the profit and loss account, the cash flow statement and the notes for the year ended 31 July 2019.

## Members of the Board's responsibility

The Members of the Board are responsible for the preparation of the financial statements in accordance with the requirements of Swiss law and the association's articles of incorporation. This responsibility includes designing, implementing and maintaining an internal control system relevant to the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The Members of the Board are further responsible for selecting and applying appropriate accounting policies and making accounting estimates that are reasonable in the circumstances.

## Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Swiss law and Swiss Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers the internal control system relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control system. An audit also includes evaluating the appropriateness of the accounting policies used and reasonableness of accounting estimate made, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtain is sufficient and appropriate to provide a basis for our audit opinion.

## Opinion

In our opinion, the financial statements for the year ended 31 July 2019 comply with Swiss law and the association's articles of incorporation.

# Report of the statutory auditor on the financial statements to the general meeting of the members of International School of Lausanne, le Mont-sur-lausanne

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## Report on other legal requirements

We confirm that we meet the legal requirements on licensing according to the Auditor Oversight Act (AOA) and independence (art. 728 Code of Obligation (CO)) and that there are no circumstances incompatible with our independence.

In accordance with article 728a paragraph 1 item 3 CO and Swiss Auditing Standards 890, we confirm that an internal control system exists, which has been designed for the preparation of financial statements in accordance with the instructions of the Board.

We recommend that the financial statements submitted to you be approved.

Pully, 9 December 2019

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**Prateo SA**

**Jacques Richo**  
Swiss Certified Accountant  
Licensed Audit Expert

**Stéphane Lambelet**  
Swiss Certified Accountant  
Licensed Audit Expert  
(Auditor in charge)

## Balance sheet as at 31 July 2019

ASSETS	Notes	07/31/19	07/31/18 (for comparison)
		CHF	CHF
<b>CURRENT ASSETS</b>		<b>5'454'508.52</b>	<b>5'558'027.26</b>
<u>Cash and cash equivalents</u>		<b>3'872'338.87</b>	<b>3'773'606.68</b>
Cash in hand		6'493.24	4'750.60
Bank accounts		3'865'845.63	3'768'856.08
<u>Trade receivables</u>	1.1	417'300.48	506'541.73
Trade receivables due from third parties		929'300.48	1'028'541.73
./. Provision for bad debtors -		-512'000.00	-522'000.00
<u>Other current receivables</u>		742'336.83	1'016'655.19
Other current receivables due from third parties	1.1/2.2	742'336.83	1'016'655.19
<u>Inventories</u>	1.2	<b>33'080.89</b>	<b>61'594.94</b>
<u>Accrued income and prepaid expenses</u>		<b>389'451.45</b>	<b>199'628.72</b>
<b>CAPITAL ASSETS</b>		<b>47'018'573.51</b>	<b>49'989'861.80</b>
<u>Tangible fixed assets</u>		<b>47'018'573.51</b>	<b>49'989'861.80</b>
Furniture	1.3	668'060.63	814'474.30
Equipment	1.3	261'077.59	312'265.62
Computer hardware and software	1.3	872'741.02	1'217'445.62
Vehicles	1.3	1.00	1.00
First Buildings	1.3/2.2	3'782'965.42	4'452'515.75
New Buildings	1.3/2.2	41'433'727.85	43'193'159.51
<b>TOTAL ASSETS</b>		<b>52'473'082.03</b>	<b>55'547'889.06</b>

## Balance sheet as at 31 July 2019

LIABILITIES, CAPITAL AND RESERVES	Notes	07/31/19	07/31/18 (for comparison)
		CHF	CHF
<b>SHORT-TERM LIABILITIES</b>		<b>6'684'867.53</b>	<b>5'478'121.09</b>
<u>Trade payables</u>		1'146'898.17	1'177'238.72
Trade payables due to third parties	2.1	1'146'898.17	1'177'238.72
<u>Short-term interest-bearing liabilities</u>		1'500'000.00	1'500'000.00
Mortgage loans - short-term part	2.2	1'500'000.00	1'500'000.00
<u>Other short-term liabilities</u>		1'474'741.38	1'507'800.68
Liabilities due to third parties		88'074.70	121'134.00
Long-term borrowings - short-term part	2.2	1'386'666.68	1'386'666.68
<u>Accrued expenses and deferred income</u>		2'563'227.98	1'293'081.69
<b>LONG-TERM LIABILITIES</b>		<b>42'137'333.37</b>	<b>45'552'000.05</b>
<u>Long-term interest-bearing liabilities</u>		38'324'000.00	40'352'000.00
Mortgage loans	2.2/2.7	38'324'000.00	40'352'000.00
<u>Other long-term liabilities</u>		3'813'333.37	5'200'000.05
Long-term borrowings	2.2/2.7	3'813'333.37	5'200'000.05
<b>CAPITAL AND RESERVES</b>		<b>3'650'881.13</b>	<b>4'517'767.92</b>
<u>Profit brought forward</u>		3'650'881.13	4'517'767.92
Retained earnings		4'517'767.92	5'913'039.52
Loss for the year		-866'886.79	-1'395'271.60
<b>TOTAL LIABILITIES, CAPITAL AND RESERVES</b>		<b>52'473'082.03</b>	<b>55'547'889.06</b>

## Profit and loss account for the year 2018-2019

	Notes	2018/2019	2017/2018 (for comparison)
		CHF	CHF
<b>OPERATING REVENUES</b>			
<u>Fees income</u>		<b>25'578'483.05</b>	<b>25'331'655.08</b>
Tuition fees		26'803'350.00	26'395'247.50
Enrolment fees		692'500.00	639'000.00
Variation provision for bad debtors		10'000.00	-89'000.00
./. Loss on debtors		-42'180.40	0.00
./. Bursaries and fees reduction		-1'885'186.55	-1'613'592.42
<u>Revenues from other activities</u>		<b>3'584'410.95</b>	<b>3'612'233.71</b>
Tuition fees from private courses		442'040.42	498'674.06
Sports, excursions and trips		1'680'446.55	1'703'555.85
Cafeteria revenues		1'020'509.73	996'269.15
Services to students		441'414.25	413'734.65
<u>Other operating income</u>		<b>843.55</b>	<b>14'217.15</b>
Donation - operations		0.00	10'500.00
Other operating income		843.55	3'717.15
<b>OPERATING EXPENSES</b>			
<u>Personnel costs</u>		<b>-20'104'136.83</b>	<b>-19'469'421.72</b>
Salaries	2.9	-16'301'352.35	-15'725'152.85
Social insurances	2.9	-3'226'578.60	-3'128'201.05
Staff expenses		-550'453.98	-583'527.50
Subcontracting		-25'751.90	-32'540.32
<u>Other operating expenses</u>		<b>-3'209'799.15</b>	<b>-3'137'316.70</b>
Teaching supplies		-704'816.76	-727'217.31
Library expenses		-54'905.91	-60'205.30
Sports expenses		-162'915.28	-175'289.42
School buses running costs	2.3	-80'751.92	-81'710.12
Other teaching expenses		-125'037.90	-71'394.64
Cleaning expenses		-503'500.95	-505'119.40
Repairs and maintenance		-462'572.93	-444'947.99
Insurances		-60'722.00	-60'974.13
Utilities	2.9	-288'592.10	-293'848.62
Office supplies		-57'624.04	-54'292.38
Telephone, fax, postage		-85'683.18	-76'687.62
Memberships, gifts		-32'807.37	-32'724.43
Auditing, tax and legal advisors	2.6	-33'381.50	-41'424.14
Computer, software, licences		-249'934.80	-254'950.80
Advertising and public relations		-205'934.76	-171'705.52
Security		-14'188.10	-15'561.30
Other administrative expenses		-101'889.05	-96'887.43
Discount from creditors		15'459.40	27'623.85
<u>Expenses other activities</u>		<b>-4'099'058.09</b>	<b>-4'194'208.84</b>

## Profit and loss account for the year 2018-2019

	Notes	2018/2019	2017/2018 (for comparison)
		CHF	CHF
Sports, excursions and trips		-1'603'834.63	-1'752'595.77
Cafeteria costs		-900'619.97	-860'616.62
Services to students		-567'238.49	-513'599.45
Salaries and general expenses other activities	2.9	-1'027'365.00	-1'067'397.00
<u>Depreciation and valuation adjustments to fixed assets</u>		-3'339'522.99	-3'361'915.83
Depreciation of tangible fixed assets		-3'339'522.99	-3'361'915.83
<b>OPERATING RESULT BEFORE INTERESTS AND TAXES</b>		<b>-1'588'779.51</b>	<b>-1'204'757.15</b>
<u>Financial income</u>		<b>11'069.13</b>	<b>6'118.00</b>
Interest income		1'512.00	1'611.90
Foreign exchange gains		9'557.13	9'557.13
<u>Financial expenses</u>		<b>-673'430.04</b>	<b>-702'559.01</b>
Interest expenses and bank charges		-21'050.24	-24'230.78
Mortgage loans interest		-648'819.71	-670'098.50
Foreign exchange losses		-3'560.09	-8'229.73
<b>CURRENT RESULT BEFORE TAXES</b>		<b>-2'251'140.42</b>	<b>-1'901'198.16</b>
<u>Non-operating result</u>		<b>70'643.15</b>	<b>39'848.25</b>
Rental income		77'758.00	43'782.50
Fees and expenses of new project study		-7'114.85	-3'934.25
<u>Extraordinary, non recurring or prior-period result</u>		<b>1'542'210.28</b>	<b>682'405.46</b>
Extraordinary income	2.4	60'342.35	256'526.30
Donations and sponsoring	2.8	1'591'666.68	1'218'518.55
Extraordinary expenses	2.4	-18'503.77	-17'835.70
Extraordinary depreciation First Buildings		-91'294.98	-774'803.69
<b>RESULT BEFORE TAXES</b>		<b>-638'286.99</b>	<b>-1'178'944.45</b>
<u>Direct taxes</u>		<b>-228'599.80</b>	<b>-216'327.15</b>
<b>LOSS FOR THE YEAR</b>		<b>-866'886.79</b>	<b>-1'395'271.60</b>

## Cash flow statement for the year 2018-2019

	Notes	2018/2019	2017/2018 (for comparison)
		CHF	CHF
<b>Operating activities</b>			
Fees income		25'578'483.05	25'331'655.08
Revenues from other activities		3'584'410.95	3'612'233.71
Other operating income		843.55	14'217.15
Personnel costs		-20'104'136.83	-19'469'421.72
Other operating expenses		-3'209'799.15	-3'137'316.70
Expenses other activities		-4'010'225.09	-4'105'375.84
Financial income		11'069.13	6'118.00
Financial expenses		-673'430.04	-702'559.01
Non-operating result		70'643.15	39'848.25
Extraordinary income (without loan waiver)		265'342.35	461'526.30
Extraordinary expenses		-18'503.77	-17'835.70
Direct taxes		-228'599.80	-216'327.15
<b>Cash flow before working capital variation</b>		<b>1'266'097.50</b>	<b>1'816'762.37</b>
Current assets (except cash) variation		202'250.91	433'765.14
Short-term liabilities (except cash) variation		1'206'746.44	-426'553.61
<b>Cash flow from operating activities</b>		<b>2'675'094.85</b>	<b>1'823'973.90</b>
<b>Investing activities</b>			
Furniture		-29'729.75	-25'928.16
Equipment		-114'506.56	-75'431.40
Computer hardware and software		-363'307.30	-359'860.03
First Buildings		-40'819.05	-102'686.45
New Buildings		0.00	-45'460.00
<b>Cash flow used for investing activities</b>		<b>-548'362.66</b>	<b>-609'366.04</b>
<b>Financing activities</b>			
Mortgage loan variation		-2'028'000.00	2'382'000.00
<b>Cash flow from / used for (-) financing activities</b>		<b>-2'028'000.00</b>	<b>2'382'000.00</b>
Cash at the beginning of the period		3'773'606.68	176'998.82
Cash at the end of the period		3'872'338.87	3'773'606.68
<b>Cash variation</b>		<b>98'732.19</b>	<b>3'596'607.86</b>

## Notes to the financial statements as at 31 July 2018

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### 1. Accounting principles applied in the preparation of the financial statements

These financial statements have been prepared in accordance with the provisions of commercial accounting as set out in the Swiss Code of Obligations (Art. 957 to 963b CO, effective since 1 January 2013).

Significant balance sheet items are accounted for as follows:

#### 1.1 Receivables

Trade receivables and other current receivables are carried at their nominal value. Impairment charges are calculated for these assets on an individual basis; for the remainder, a general allowance has been made.

#### 1.2 Inventories

Inventories are valued at the lower of cost (acquisition cost) and net realisable value. Net realisable value is the estimated selling price less the estimated cost to completion and the estimated selling cost. Impairment charges are made for unsellable inventory or inventory with a low turnover.

In addition, a general impairment charge of CHF 6'015.29 (33.33%) has been recorded (for the year 2017/2018: CHF 25'315.26, 29.13%).

#### 1.3 Capital assets

Capital assets are carried at cost less depreciation (indirect method). The annual depreciation is calculated on a straight line basis.

Depreciation is calculated on the basis of the following useful lives and in accordance with the following methods:

Tangible fixed assets	Useful life	Method
Furniture	8 years	12.5% linear
Equipment	5 years	20% linear
Computer hardware and software	3 or 5 years	33.33% or 20% linear
Vehicles	3 years	33.33% linear
First Buildings	Maximum 50 years or according to the tax ruling	2% linear or various rates linear
New Buildings	25 years according to the tax ruling 25 years according to the tax ruling	4% linear

The depreciation of furniture, equipment, computer hardware and software and vehicles starts at the beginning of the month following the acquisition.

## Notes to the financial statement as at 31 July 2018

### 1.4 Foreign currencies

Monetary and non-monetary items in foreign currency are translated into Swiss francs at the following exchange rates:

Foreign currency	Balance Sheet as at 07/31/19	Balance Sheet as at 07/31/18
EUR	1.1302	1.1676
USD	1.0049	0.9980
GBP	1.2729	1.3315

The exchange rates used for balance sheet items are the rates prevailing on 31 July; the exchange rates used for transactions conducted during the course of the year are the corresponding monthly rates.

### 2. Details, analyses and explanations to the financial statements

The number of full-time equivalents exceed 50 on an annual average basis.

#### 2.1 Pension liabilities

On 31 July 2019, the liability to the pension scheme amounted to CHF 237'145.25 (CHF 265'279.50 as at 31 July 2018).

#### 2.2 Assets used to secure own liabilities and assets under reservation of ownership

	Balance Sheet as at 07/31/19	Balance Sheet as at 07/31/18
Bank deposits (other current receivables)	93'165.75	118'471.35
Buildings (book value)	45'216'693.27	47'645'675.26

Loans secured by pledged assets:

	Balance Sheet as at 07/31/19	Balance Sheet as at 07/31/18
Mortgage loans-short-term part	1'500'000.00	1'500'000.00
Mortgage loans	38'324'000.00	40'352'000.00
Lg-term borrowings-short-term part	1'386'666.68	1'386'666.68
Lg-term borrowings	3'813'333.37	5'200'000.05
Mortgage note (UBS), 1st rank	46'000'000.00	46'000'000.00
Mortgage note (Philip Morris), 2nd rank	7'500'000.00	7'500'000.00
Mortgage note (Tetra Pak), 2nd rank	5'500'000.00	5'500'000.00

## Notes to the financial statement as at 31 July 2018

### 2.3 Lease liabilities (not terminable or expiring within 12 months of balance sheet date)

	Maturity date	Balance Sheet as at 07/31/19	Balance Sheet as at 07/31/18
Bus Iveco	09/30/20	32'428.90	60'225.10
Mercedes Vito	04/04/23	37'708.00	N/A

### 2.4 Explanations of extraordinary, non-recurring or prior-period items in the profit and loss statement

Extraordinary income	2018/2019	2017/2018
Various income insurance	23'062.40	116'168.00
Sales of IT equipment	0.00	67'587.45
Sale of a bus	6'000.00	0.00
Discount Novae previous years	19'745.20	0.00
Adjustment cafeteria expenses from previous years	0.00	61'544.60
Dissolution of provision	7'247.39	0.00
Taxes from previous years	128.75	6'329.30
Various non-significant items	23'903.81	4'896.95
<b>Total</b>	<b>80'526.30</b>	<b>256'526.30</b>

Extraordinary expenses	2018/2019	2017/2018
Adjustment social insurances from previous years	15'958.05	0.00
Adjustment cafeteria expenses from previous years	0.00	13'394.75
Various non-significant items	2'545.72	4'440.95
<b>Total</b>	<b>18'503.77</b>	<b>17'835.70</b>

### 2.5 Significant events occurring after the balance sheet date

None.

### 2.6 Fees paid to the auditor

	2018/2019	2017/2018
Audit services	22'940.10	23'522.40
Other services (tax)	1'077.00	1'080.00
Other services (tax analysis)	7'323.60	0.00

## Notes to the financial statement as at 31 July 2018

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### 2.7 Maturity date of the long-term interest-bearing liabilities

	Balance Sheet as at 07/31/19	Balance Sheet as at 07/31/18
Maturity date 1 to 5 years	34'596'000.00	32'624'000.00
Maturity date more than 5 years	3'728'000.00	7'728'000.00
Total	38'324'000.00	40'352'000.00

### 2.8 Maturity date of the other long-term liabilities

	Balance Sheet as at 07/31/19	Balance Sheet as at 07/31/18
Loan from Philip Morris of CHF 7'500'000 interest free terminates in 2023: Maturity date 1 to 5 years	2'200'000.03	3'000'000.04
Loan from Tetra Pak of CHF 5'500'000 interest free terminates in 2023: Maturity date 1 to 5 years	1'613'333.34	2'200'000.01
Total	3'813'333.37	5'200'000.05

The annual waiver of the loans, amounting to CHF 1'386'666.68 for the year 2018/2019 and CHF 1'013'518.55 for the year 2017/2018, is converted into donations and offsets the extraordinary depreciation of the First Buildings (CHF 91'294.98 for the year 2018/2019 and CHF 774'803.69 for the year 2017/2018).

### 2.9 Other information

Given that the calculation of the item "Salaries and general expenses other activities" has been adapted for the year 2018/2019, the corresponding figures for the year 2017/2018 have been corrected accordingly in order to ensure the comparison between the two years.

## Accreditations



## Impressum

### Photography

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