



GUIDE FOR PARENTS: CYCLE & SECONDAIRE 2 (MIDDLE SCHOOL AND DIPLOMAS)

2026-2027

INSTITUT

FLORIMONT

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A. Overview

Introduction

Founded in 1905 by the Missionaries of Saint François de Sales, Florimont is a Catholic school that has had a lay administration since 1995. Administration continues to collaborate closely with the religious congregation, which owns the Institut and ensures its values remain central to the school ethos.

School organisation

The school's administration is made up of the following roles:

DIRECTOR GENERAL

- Sets priorities (3-year strategic plan), budgets and annual objectives (action plan).
- Reports to the Institut Florimont association committee which approves the strategic plan, budget and accounts.
- Supported by staff to manage finance, human resources, communications and development and the campus, and by general administration consisting of Deputy Director and Head of Secondary School and the Head of Maternelle and Primaire Schools (Kindergarten and Primary).

DEPUTY DIRECTOR AND HEAD OF SECONDARY SCHOOL

- Acts as Director General in his absence.
- Defines the teaching policy priorities and targets in the “strategic plan”.
- Oversees implementation of the educational programme.
- Manages the secondary school.
- Oversees implementation of content and methodologies.

HEAD OF MATERNELLE AND PRIMAIRE SCHOOLS (KINDERGARTEN AND PRIMARY)

- Manages the primary school.
- Monitors educational development of students.
- Organises educational and cultural issues.
- Liaises between administration, teachers, students and families with support of teaching staff.



SECTION HEADS

- Manage the Cycle (Middle School) and Secondaire 2 (Diplomas) sections, consisting of French Baccalauréat, Maturité and International/IB programmes.
- Monitor educational development of students and manage issues within their section.
- Responsible for educational and cultural issues.
- Liaise between administration, teachers, students and families, supported by class tutors.
- In Cycle, section heads coordinate the year heads (6^{ème}/11-12 yrs, 5^{ème}/12-13 yrs and 4^{ème}/13-14 yrs), coordinator of Art/Sport track.
- In the international section, the section head is the IB Coordinator.

DEPARTMENT HEADS

- Define teaching objectives for their department in line with administration objectives.
- Support and coordinate subject teachers.
- Implement departmental plans.

HEADS OF *VIE SCOLAIRE* (PASTORAL TEAM)

- Ensure teaching staff monitor student behaviour.
- Ensure school rules are being applied.
- Manage all non-educational aspects of school life (discipline, absence, school events).

CLASS TUTORS

- Responsible for monitoring all students in their class.
- Share information.
- Liaise between students and educational team, and between all teachers.
- Point of contact with students' parents.

CHAPLAINCY

- Celebrates Catholic Mass and administers the sacraments.
- Prepares students for the sacraments of the Eucharist and Confirmation.
- Coordinates Catholic religion classes for primary and Cycle (Middle School) students; also organises events.
- Supports students and teachers on their spiritual journey.
- Spends much of their time listening and building relationships.

School community

APEF: ASSOCIATION DES PARENTS D'ÉLÈVES DE FLORIMONT (www.apef.ch)

APEF (Florimont students parents' association) is an important point of contact within the Institut which helps create a nurturing atmosphere for learning and school life, by achieving three objectives:

- maintaining constant and constructive communication between parents, teaching staff and administration;
- supporting the Institut, using its expertise to organise extra-curricular projects;
- enhancing the Institut's offering by organising social activities, conferences and other events.

APEF's involvement and activity strengthens the bonds of the Florimont community and upholds the Institut's core values.

The APEF Committee, chaired by Association President Gaëlle Gagnet, manages Committee projects, assigning tasks to all members.

Class representatives, APEF ambassadors for all school years - Maternelle (Kindergarten) to Terminale (final year) - represent the parents in discussions with class tutors/administration, and are key to communication between the school's various stakeholders.

The Parent Volunteers Club is involved in projects such as the Geneva course de l'Escalade (annual fun run), Christmas Market, conferences, Junior Entrepreneur programme, the Forum des Métiers (Trade Fair), Sustainable week, final year graduation ball, etc.

For more information, go to www.apef.ch or email info@apef.ch

AAEF: ASSOCIATION DES ANCIENS ÉLÈVES DE FLORIMONT (www.floanciens.ch)

Florimont's former students' association maintains links between former students and keeps them connected with the Institut's traditions. Find out more at www.floanciens.ch

STUDENTS COUNCIL

9 to 15 members are elected to the Students Council for one year and represent all the secondary sections.

The Students Council meets with administration to make proposals on behalf of students and organises events to enhance school life (with administration approval).

FLORAISON

The Floraison programme is Institut Florimont's alumni network. Its aim is to bring together not just past pupils but also current members of the school community.

Set up in 2020, this programme is the result of deliberations on how to prolong and maintain the links between Florimont community members. Floraison keeps alumni connected and strengthens the bonds with the Florimont community. It pledges to maintain the special relationship between the Institut and all pupils, past and present, organising networking events where alumni meet and share professional or academic opportunities, offerings and services.

Floraison facilitates the flow of information, exchange, mutual support and professional networking, and is the latest component joining members of the Flo community.

Services include:

Directory of members with geolocation

Private messaging

Network updates

Job and traineeship placement

Mentoring scheme

Partner offers

Events

SUPPORTING THE COMMUNITY

Florimont also works closely with local organisations such as Fondation Partage, Aigues Vertes and other social healthcare facilities in the canton of Geneva to involve our students and provide ongoing support to people and institutions. The spirit of volunteering is the motivation behind a range of sporting and cultural events and community initiatives, including the Course de l'Escalade and work preserving and cleaning the lakeshores.

Institut Florimont supports:

- ad-hoc small-scale initiatives (boosts to business or pilot projects) which can be replicated;
- initiatives actively involving members of the Florimont community;
- initiatives by teaching staff and chaplaincy in educational projects and awareness campaigns.

Affiliations

Our school is affiliated with several organisations:

- AEFE : Association des Ecoles Françaises de l'Etranger;
- AGEP: Association Genevoise des Ecoles Privées;
- GESBF: Groupement des Ecoles Suisses qui préparent au Baccalauréat Français;
- FSEP: Fédération Suisse des Ecoles Privées;
- SEBIQ: Société des Ecoles du monde du BI du Québec et de la francophonie;
- SGIS: Swiss Group of International Schools.

Certification and accreditation

Our school is certified by ProCert SA:

- ISO 9001: 2015;
- ISO 21001: 2018;
- QSC 2.0: 2016 (Quality School Certification).

Our school is recognised for the following:

- IB school;
- Cambridge English Language Assessment Centre;
- MINT label.



Courses

Florimont	French system		Genevan system (Harmos)	
Cycle / Secondaire 1 (Middle School)	6 ^{ème} (11-12 years)	Collège	9 ^e	Cycle d'orientation (Middle School)
	5 ^{ème} (12-13 years)		10 ^e	
	4 ^{ème} (13-14 years)		11 ^e	
Collège / Secondaire 2 (Diplomas)	3 ^{ème} (14-15 years)	Lycée	1 ^{re}	Collège (Diplomas)
	2 ^{ème} (15-16 years)		2 ^e	
	1 ^{ère} (16-17 years)		3 ^e	
	Terminale (17-18 years)		4 ^e	

SECONDARY SECTION

The table above shows how the French, Swiss and Florimont systems correspond. Secondaire 2 runs from 3^{ème} to Terminale. For historical reasons, Florimont uses the French naming system in all sections (see above).

By the end of Cycle (Middle School), every Florimont student who has met the conditions required (10/20 overall average, 10/20 average in French-Maths-German-English and minimum of 9/20 in all other subjects) can enter Florimont's Swiss Maturité section without sitting an examination, or one of the *collèges* in Geneva. This is stipulated in the conditions required to enter 12^{ème} year of the Maturité and post-compulsory secondary education diploma.

Students can join in 3^{ème} of the French Baccalauréat or international section (see conditions on page 12).

If they satisfy certain conditions, students may transfer from the Maturité section to the French Bac up to the end of 3^{ème}, and to the international section up to the end of 2^{ème} (it is not possible to transfer to Maturité)



At Florimont, we use the French names to refer to different year levels (see above table).

1. Secondaire 1/Cycle (Middle School)

Our programmes are based on the French and Swiss senior programmes (PER), but have been adapted so students can choose between the French Baccalauréat, International Baccalaureate (IB) or Maturité in 3^{ème}.

Students receive 5 hours of English (depending on level) and 4 hours of either German or Spanish.

Students working towards Maturité must study German (can switch to Italian in 3^{ème} Maturité).

2. Secondaire 2/Collège (Diplomas)

Florimont prepares for:

- **French Baccalauréat:** 2 foreign languages (LVA and LVB) which are compulsory up to the examination. From 2^{ème} onwards, option to start a third modern language (LVC). Latin is the only other option. At the end of 2^{ème}, students choose 3 specialist subjects along with the core subjects during 1^{ère}. They drop one specialist subject in their final year.
- **Dual Diploma** with Academica to prepare for the American High School Diploma consecutively.

– **Swiss Maturité:** 4-year course. The final result is made up of grades throughout the year excluding the 5 main subjects (French-Maths-German/Italian and English + option subject), with the final examinations accounting for half the final marks. In 3^{ème}, students choose one of four options: bio-chemistry, physics and applied mathematics (PAM), economics and law, and Spanish. They start this option in 1^{ère}. The Institut's own Maturité rules determine the conditions for sitting and passing examinations.

– **International Baccalaureate (IB),** in French or bilingual French/English.

The International Baccalaureate diploma (IB) is a 2-year programme (first and Terminale (final)). It consists of a course in each of the following six groups: language A, language B, social science, natural sciences, maths and visual arts/music. Three groups are studied at higher level and three at ordinary level. Students also study the Theory of Knowledge, CAS (Creativity, Activity, Service) and write a journal.

NB: the international programme in 3^{ème} and 2^{ème} includes subjects from other sections to give a broad foundation, however the study methods, grading philosophy and scale are typical of the IB approach. 3i and 2i are bilingual. In 3i, students are introduced to the CAS programme (creativity, activity, service). In 2i, students continue their CAS studies and are introduced to Theory of Knowledge.



Results

FRENCH BACCALAURÉAT

Pass rate:	2024	2025	2026
Overall	100%	100%	100%
Top grades	90%	87%	80%

With a Baccalauréat pass rate of 100% for several years in a row, the Institut is also proud to report 80-100% in merit/distinction. We are delighted with the 46% *Très bien* (very good) and *Bien* (good) grades awarded in 2025.

INTERNATIONAL BACCALAUREATE

	2024	2025	2026
Pass rate	94%	98%	98%
Bilingual diplomas	91%	86%	87%

In the International Baccalaureate, the pass rate is 98%, with an overall average score of 35 points, compared with the worldwide average of 30.88. 20% of our students achieved 40 points or more, with one student earning the perfect score of 45. In addition, no fewer than 87% of our IB students received bilingual diplomas this year, including 23% who earned Advanced Bilingual Diplomas.

SWISS MATURITÉ

Since our first session in 2018, the vast majority of our Swiss Maturité students have obtained a pass rate of 95% and the rate of top grades (overall average of 5-6 out of 6) ranges between 25 and 50%.

	2024	2025	2026
Pass rate	100%	98%	99%
Top grades	33%	38%	27%
Bilingual diplomas	50%	30%	25%



B. Curriculum

At every stage of their schooling, the Institut is helping students acquire knowledge and methods in each subject. The overall knowledge that students gain is not intended to be a layering of different areas of expertise, but the expression of a broad understanding of the world, combined with transferable skills.

Florimont's philosophy and mission

Institut Florimont is a French-speaking Catholic school with a focus on languages, and a century-old tradition in helping students become the main actors in their lives, supporting and nurturing them as they build their identity and grow intellectually and spiritually.

- All teaching and non-teaching staff aim to bring out the individual strengths of every student.
- We prefer a flexible approach and use a variety of methods and educational tools.
- The educational team encourages students to do their very best at all times.
- While French has always been the teaching language, Florimont places great importance on languages in general (offering English, German and Chinese, bilingual tracks available).
- In the sciences, the Institut maintains relationships with universities so it can adapt its education and give priority to learning the scientific method.
- At Florimont we believe school is not just about academic subjects; education is a process made up of the art of learning, the art of living and the art of being oneself. We are also committed to nurturing the physical, social, cultural and spiritual aspects of a person. The heart of our mission is giving every student the attention they need, revealing the potential that will help them succeed throughout their lives.

Study programmes

- Education is separated into stages: Maternelle (Kindergarten), Primaire (Primary), Secondaire 1/Cycle (Middle School) and Secondaire 2/Collège (Diplomas) with three sections. Each stage has a study programme with specific objectives in terms of the knowledge and skills characterising each level, and methods adapted to suit the students' age.
- Each discipline has its own key objectives: acquisition of knowledge, construction of skills, use of methodologies, resources available to students and assessment criteria.
- Students have access to a variety of extra-curricular activities in Geneva (theatres, partnership with Mamco, Musée Ariana, Orchestre de la Suisse Romande, etc.).

Transferable skills

STUDENTS

- **Acquire knowledge** (curiosity, love for learning, explore ideas, acquire different methods of working).
- **Construct their thinking** (different sources of information, critical mind, ability to synthesise information).
- **Communicate** (different forms of expression, develop reasoning, use ICTE).
- **Develop their personality** (independence, career objectives, beliefs and openness).
- **Become informed citizens** (show integrity, morals, respect, attachment to one's origins, and openness to cultural diversity, solidarity and charity work, participate in school and community life, be aware of how they impact on the environment).

Reference documents

These are all available to download from the Florimont website and describe our educational guidelines:

<https://www.florimont.ch/en/downloads/>

Conditions for graduating to next school year and transferring section

The Institut has clear conditions for graduating to the next year or transferring from one section to another, and a process for choosing option subjects.

GRADUATING FROM CYCLE (MIDDLE SCHOOL) TO SECONDAIRE 2 (DIPLOMAS)

3^{ème} Maturité

- overall annual average of 10 or above;
- overall annual average of 10 or above for the subject group French/Maths/German or Chinese/English;
- overall annual average of minimum 9/20 in French, Maths, German (or Chinese) and English.

NB: Intermediate level is required in German.

3^{ème} Maturité, bilingual track

- same conditions as entry to 3^{ème} Maturité;
- overall average of 4.8 or above (equivalent to 12.7) in French and English at mid-term 2 and for the year overall.

3^{ème} IB

- overall annual average of 10 or above;
- overall annual average of 10 or above for subject group French/Maths/German or Chinese or Spanish/English.

3^{ème} French Bac

- overall annual average of 10 or above in each subject in the group French/Maths/German or Chinese or Spanish/English

MATURITÉ SECTION

See table on page 40.

FRENCH BACCALAURÉAT SECTION

Graduating from 3^{ème} to 2^{ème}

Overall annual average of 10 or above in each subject.

Graduating from 2^{ème} to 1^{ère}

The new Baccalauréat system applies to:

- theory-based subjects with a final examination and accounting for 60% of the mark (French, Philosophy, specialist subjects, final oral);

- continuous assessment over two years accounting for 40% of the final mark (30% for languages, science, history-geography, 10% overall for all subjects).

An overall annual average of 10 or above is required in each subject to graduate, plus:

- average of 13 or above in every specialist subject.
- if averages of one or more specialist subjects, except for Maths, range between 10 and 13, the last *Conseil de classe*¹ will base its decision on the student's work and behaviour through the year.

Graduating from 1^{ère} to Terminale

One of the three specialist subjects must be dropped. The choice of the subjects is discussed with teachers.

An annual average of 13 or above must be attained to continue Mathematics as a specialist subject. If the average is between 10 and 13, the student can choose the Further Mathematics option.

INTERNATIONAL SECTION

To graduate from 3^{ème} to 2^{ème}, students must have a snapshot total of over 48. If this falls between 44 and 48, the decision to move the student up or transfer section is considered at the last *Conseil de classe* (meeting of teachers/heads of section).

The same applies for graduating from 2^{ème} to 1^{ère} IB, where the minimum snapshot required is 48; if the result is between 44 and 48, a decision is made at the last *Conseil de classe*. In addition, the total for options must be 28 or above; the total of three best options (HL) must be 15 points minimum.

Maths in 1^{ère} IB is assessed according to the following criteria:

- at the end of 2^{ème} IB, Maths level: end-of-year snapshot less than 4; average level (SL) 4-5 (confirmed in late October);
- at the end of 2^{ème} IB, Intermediate level (HL): end of year snapshot of 5.

There are two levels of English in 3^{ème} IB/2^{ème} IB: IGCSE A (language and literature) or B (language). Students sit examinations at the end of 3^{ème} IB and 2^{ème} IB according to the schedule below:

¹ Meeting of teachers/heads of section

- End of 3i:
 - IGCSE A sit first English language exam
 - IGCSE B sit second English language exam
- End of 2i:
 - IGCSE A sit literature exam
 - IGCSE B option to sit first English exam to join English A in first year of IB.

TRANSFERRING SECTIONS

As the Swiss Maturité takes four years, it is not possible to transfer from 2^{ème} French Bac or International Baccalaureate to the Maturité section.

The decision to repeat a year in another section is made by administration based on recommendations by the relevant section heads.

CRITERIA FOR TRANSFERRING FROM MATURITE TO FRENCH BACCALAUREAT	
Academic grades	Acceptable overall average and satisfactory results in core subjects.
	French and Maths above average.
	Consistent achievement in sciences.
Abilities required	Independence: organisation and personal development
	High work capability
	Ability to follow teachers' methods and instructions
	Socially integrated and settled at school
	Collaboration – group work.
Motivation for transfer	Positive and consistent behaviour
	Ability to present and justify a school project, training programme and personal project: level of understanding of findings, assessment methods, fields of study.
	Motivation interview (with head of French Bac section) alone or with parents.
Approval of both section heads	Approval of both section heads
	Final decision made by Deputy Director
CRITERIA FOR TRANSFERRING FROM MATURITE TO INTERNATIONAL BACCALAUREATE	
Academic grades	Acceptable overall average and satisfactory results in core subjects.
	French and Maths above average.
	English level may need to be assessed.
Abilities required	Independence: organisation, personal development and intellectual curiosity
	Flexible
	Integrity and consideration for others
	Socially integrated, settled at school, engaged
	Collaboration – group work – open-minded
Motivation for transfer	Shows camaraderie and responsibility
	Ability to present and justify a school project, training programme and personal project: level of understanding of findings, assessment methods, fields of study
	Motivation interview (with head of IB section) alone or with parents.
Approval of both section heads	Approval of both section heads
	Final decision made by Deputy Director

C. Languages policy

Introduction

At Institut Florimont, languages are at the heart of our educational approach. They serve as tools for communication and learning, while fostering cultural awareness and personal development. Our school values multilingualism as an asset and supports each student in developing strong skills in French, English and the other languages they study, while also recognising the diversity of languages spoken at home. This approach enables each student to follow a language-learning pathway tailored to their profile, needs and educational goals.

Non-French-speaking students begin by taking French as a Language of Schooling courses (FLSco). They receive dedicated support designed to develop the language skills they need to progressively access learning across the different subjects.

Foreign language teaching is overseen directly by two Heads of Department: one responsible for English, Spanish and Italian, and the other for Chinese and German. A coordinator is also responsible for multilingualism within the cycle.

A1

Can understand and use familiar and everyday expressions and very basic statements to satisfy concrete needs. Can interact simply as long as the other person speaks slowly and clearly and is patient.

A1+

Can introduce themselves and others, and ask and answer questions about personal details, such as where they live, their family, things they have, etc.

A2

Can understand sentences and frequently used expressions about most immediate areas (e.g. simple personal information about themselves and family, shopping, immediate environment, employment). Can communicate on simple and routine tasks requiring a simple exchange. Can describe in simple terms their education, immediate environment and matters of immediate need.

A2+

Has a basic vocabulary allowing them to handle common situations with predictable content. Can interact with ease in structured situations with some help. Can initiate, continue and end a simple one-to-one conversation on topics that are familiar or of personal interest.

B1

Can understand the main points of clear standard input on work, school or leisure-related topics. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected texts on topics that are familiar or of personal interest. Can describe an event as well as plans or an idea in brief.

B1+

Has sufficient command of the language to describe unforeseen situations, explain the main point of a problem or an idea with precision and express opinion on abstract or cultural topics, such as music or film. Can make brief comments on other people's opinions in a discussion.

B2

Can understand the main ideas in a complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of spontaneity and fluency that makes regular conversation with a native speaker quite possible without strain for either party. Can express themselves clearly and with detail on a wide range of subjects, and explain a viewpoint on a topical issue.

B2+

Can contribute adequately to a discussion, using appropriate means of expression. Can express themselves clearly without seeming to limit what they say.

C1

Can understand a wide range of long, demanding texts, and recognise implicit meanings. Can express ideas spontaneously and fluently without much obvious searching for words. Can use language flexibly and effectively for social, professional and academic purposes. Can produce clearly and well-structured speech or text on complex subjects and show controlled use of organisational patterns, connectors and cohesive devices.

C2

Can understand with ease virtually everything heard or read. Can summarise facts and arguments from different spoken and written sources in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning from even the most complex subjects.

Methodological approach

Language teaching is based on an active approach that promotes communication, the development of both subject-specific and language skills, interaction between languages, and access to learning. Teaching practices incorporate differentiated instruction, language support and, where appropriate, CLIL and multilingual approaches.

Homework and assessment

Assessment focuses on the progressive development of students' language and academic skills, taking into account the specific objectives of their individual pathways and their progress throughout their schooling. Homework, including vocabulary and grammar exercises, presentations, research projects, reading and text analysis, form part of continuous assessment based on a range of criteria, such as accuracy of language, level of text comprehension and breadth of vocabulary.

Programme

For each level, the programme is part of the relevant study programme and can be downloaded from the Institut's website.

Foreign/exchange trips

Student exchanges, language immersion stays, international projects and partnerships enrich language learning throughout students' education. Exchanges generally take place with the United Kingdom, Spain, Germany and Canada, and are organised either by the Institut or in collaboration with ARPEL. In the latter case, students spend two months in Canada or Germany, from late August to late October.

Events such as a Latin American film festival and a Spanish poetry competition are also organised, along with trips that include cultural visits.

Language courses

- **First modern language: English** (from Maternelle (Kindergarten), then 5 periods/week up to Cycle (Middle School), to achieve level B1-B2 at the end of Cycle and B2+/C2 at the end of Secondaire).
- **Second modern language (LVB):** level B2 on leaving school, **German** from 9^{ème} in primary, then 4 periods/week up to Cycle (two levels, Beginner and Higher) and Secondaire 2, or **Italian** (in Maturité) or **Chinese** in French Bac and International sections, or **Spanish**, at Cycle from 6^{ème} in French Bac and International sections.
- **Third modern language (LVC, Spanish)** for French Baccalauréat for beginners, in 2^{ème} Baccalauréat or 3^{ème} Maturité (OS Spanish).

English levels

Students are grouped according to their language level: Beginner, Intermediate, Upper Intermediate and Proficient, up to the end of Seconde, except in the Maturité and International sections. These level-based groups make it possible to provide teaching tailored to students' language needs, supporting both their progress and academic success. Students' levels are regularly reassessed throughout their schooling.

BEGINNER

Group for new students with no English or reviewing the basics (A1 and A1+).

INTERMEDIATE

Details of proficiency: can use common expressions and find information in routine documents; understands the general meaning of a complex text; makes coherent presentation on familiar subjects.

UPPER INTERMEDIATE

Can communicate without help; almost Proficient, but lacking in terms of writing.

Details of proficiency: can understand complex texts and implicit meanings; expression is fluent, spontaneous, clear and well-structured.

There is no Upper Intermediate level in the International section.

PROFICIENT

Students are grouped according to their language level: Beginner, Intermediate, Upper Intermediate and Proficient, up to the end of Seconde, except in the Maturité and International sections. These level-based groups make it possible to provide teaching tailored to students' language needs, supporting both their progress and academic success. Students' levels are regularly reassessed throughout their schooling.

English mother tongue and/or an English-speaking environment. Skills profile: effortless understanding of everything read or heard; ability to present facts and arguments from a variety of written and spoken sources and summarise them coherently; spontaneous expression and the ability to convey nuances when discussing complex topics. Proficient students may be enrolled in either the bilingual or the French-speaking section, depending on their educational background, academic goals and the school's recommendations.

CHANGING ENGLISH GROUP LEVELS

Groups may be reassessed at different points during the year based on assessment results, teachers' observations and the student's needs. Any change is considered jointly by the teaching teams and the Head of Department. Changes may take place at the end of the first semester or at the beginning of the school year, according to the following criteria and process:

- May: relevant department heads check student's level;
- June: assessment of next year's students;
- September (before the Jeûne Genevois holiday weekend): final approval of groups (written assessment taking account of potential improvement from foreign trip);
- January: students with an average of at least 16/20 in English (and excellent annual average) may move up a level, following discussion with parents and final approval by a panel consisting of head of section, department head and relevant teacher (formally approved by department head).

German levels

In Cycle (Middle School), there are two levels with different objectives (according to European Framework of Reference for Languages):

In 6^{ème}, there are two groups:

- A1 (Beginner) for beginners or students with very basic level;
- A2 (Intermediate) for students who have studied the language in primary school.

The table below summarises the levels available in Cycle (Middle School):

6 ^{ème}		5 ^{ème}		4 ^{ème}
A1	→	A2	→	A2+/B1
A2	→	A2+/B1	→	B1

NB:

- Students can switch level, as per the procedure for English.

Bilingualism at Florimont

The Institut offers a bilingual track in Cycle (Middle School), Maturité and the international section.

AIMS OF THE BILINGUAL TRACK

- command of English, a global lingua franca;
- to facilitate university learning (availability of courses in English);
- international recognition of CLIL/EMILE education (Content and Language Integrated Learning) established by Council of Europe;
- develop cognitive skills through learning in English (in Cycle, history or geography, sciences, music).

ADMISSION CRITERIA (SUBJECT TO AVAILABILITY)

Admission to the different pathways is based on a comprehensive assessment of each student's language profile, including diagnostic assessments, observation days where necessary, and recommendations from the teaching teams, in order to offer the pathway best suited to the student's needs and educational goals.

– ADMISSION CRITERIA (SUBJECT TO AVAILABILITY)

1. Bilingual 6^{ème}:

- entry level A2+;
- Upper Intermediate or Proficient English for students coming from Florimont's primary section;
- entry test for new students to confirm required entry level;
- or at least 3 years of schooling in English;
- or bilingual schooling in a bilingual section of an AGEP school.

2. Bilingual 5^{ème}:

- entry level B1;
- Upper Intermediate or Proficient English for students coming from 6^{ème};
- or overall average of 15 or above, and English average of 15 or above at Intermediate level;
- entry test for new students to confirm required entry level;
- or at least 3 years of schooling in English;
- or bilingual schooling in a bilingual section of an AGEP school.

3. Bilingual 4^{ème}:

- entry level B1+;
- Upper Intermediate or Proficient English for students coming from 5^{ème};
- Intermediate English + PET (Preliminary English Test, Cambridge University);
- entry test for new students to confirm required entry level or pass in certified language exam level B2 for students coming from outside;
- or bilingual schooling in a bilingual section of an AGEP school.

4. Bilingual 3I (International section):

- entry level B2;
- Upper Intermediate or Proficient English for students coming from 4^{ème} in Florimont, or Intermediate English or higher if student passes end-of-year English exam;
- entry test for new students to confirm required entry level or pass in certified language exam level B2 for students coming from outside (PET with distinction or FCE level C).

5. Bilingual 2I (International section):

- entry level B2+;
- students coming from bilingual 3i A or B;
- FCE (Cambridge First Certificate in English) or B2 equivalent for students not coming from bilingual 3^{ème} or from outside.

6. English options in 1IB:

The bilingual diploma is open to students with the following conditions:

- In 2i, students can sit the IGCSE Language + IGCSE Literature. Students who obtain IGCSE A*-C can go into Language A English SL or HL. If they get a C, the Institut recommends going into SL. Students from outside sit a written test (including an essay question) and oral test to determine whether they have the required entry level of C1. Students who get the IGCSE diploma with D or E can join English B HL. Students who fail IGCSE (U grade) may only join English B level SL.

7. Bilingual Swiss Maturité:

- One official language is compulsory: German or Italian (reading literature in 1^{ère} and final year);
- Spanish as an option in 3^{ème} (OS);
- Bilingual Maturité as an option which must start in 3^{ème} (some science and humanities subjects in English) with the following conditions when entering 3^{ème}: average of 4.8/6 or 12.7/20 or above in French and English (or equivalent depending on maximum relevant grade in previous school) in the second term and at enrolment.

NB: To remain in the bilingual track in 2^{ème}, the student must achieve 4.5 in French and English at the end of the academic year.

8. Notes about bilingual classes:

Students may join the bilingual track at the start of the year if there is a place available and they meet the required entry level. Florimont students who achieve Upper Intermediate during the year may only join the bilingual class in the following academic year (except in the Maturité section where the course is taught over four years).

Florimont students may join the bilingual class during the academic year if places are available.

Languages in French Baccalauréat section

As a minimum, the required level is compliance with official French National Education programmes, although Florimont exceeds these requirements.

3^{ème} FRENCH BACCALAURÉAT

Section classique (Classic section):

The first language studied is English (begun in primary) and the second is German or Chinese (begun in 6^{ème}) or Spanish (begun at 4^{ème}).

Dual Diploma :

The Dual Diploma Programme gives students following the French Baccalaureate pathway the opportunity to earn, alongside their national diploma, a US high school diploma recognised by the State of Florida. Delivered entirely online, the programme combines flexibility, personalised support and academic rigour, preparing students to thrive in an international university environment.

The curriculum includes a range of compulsory courses that enable students to develop a strong command of English and a deeper understanding of American history, culture and institutions. Beyond subject-specific knowledge, emphasis is placed on developing essential skills such as critical thinking, written and oral communication, independent learning and the ability to conduct academic research.

The programme also stands out for the diversity of its elective courses. Students can enrich their studies by exploring a wide range of fields, from technology and engineering to the humanities and social sciences, as well as psychology, photography, personal development and communication. This variety enables them to build a pathway aligned with their interests and higher education plans.

Thanks to its flexible approach and individualised academic support, the Dual Diploma Programme provides significant added value and an international outlook. It enables students to strengthen their academic profile, significantly improve their English and enhance their applications to universities in France and abroad. A B1+ level in both spoken and written English is required as a prerequisite, with admission to the Dual Diploma Programme confirmed by an entrance test in mid-September.

The programme offers a flexible and adaptable structure: the same course content can be completed and validated over four years starting in 3e, or over three or even two years. In all cases, the final year of the programme must correspond to Terminale.

SECONDAIRE 2 (DIPLOMAS)

Same language programme

- 3 periods per week (LVA, LVB, LVC – Chinese or Spanish);
- Continuous assessment of 8 areas in all languages.

Languages in Swiss Maturité section

- Second official language of German or Italian is compulsory on entering 3^{ème} (studying literature in 1^{ère} and Terminale (final year);
- Spanish as an option in 3^{ème} (OS);
- Bilingual Maturité as an option (some science and humanities subjects in English) with the conditions above (see “Bilingualism at Florimont”). All languages at diploma level are assessed by written and oral exam. French, the official language of the Maturité, has the highest requirements.
- The study of literature is key to learning a language. Reading, comprehension and literary analysis is introduced to the programme in 3^{ème}, increasing as the course progresses.

Languages in International section

- Along with English, students can study German, or Spanish up to the end of 2^{ème}.
- Bilingual course from 3^{ème} (one natural science and one humanities subject in English) according to the following conditions:
 - For students coming from 4^{ème} at Florimont, Upper Intermediate or Proficient English.
 - For new students, English level B2 or PET with distinction or FCE.

NB: Preparation for IGCSE English Language and/or Literature examination over two years (3i and 2i).

BILINGUAL INTERNATIONAL BACCALAUREATE

In 1^{ère} and Terminale (IB Diploma Programme), present either **two A languages** (equivalent to Proficient level) or **Intermediate level in one A Language and one B Language**, with one branch in Language B chosen from sciences, humanities, maths or arts (Groups 3, 4, 5, or 6).

External examinations

External examinations determine the acquired level of language.

In English (Cambridge examinations):

- KET (Key English Test), level A2 (obtained with distinction, level B1);
- PET (Preliminary English Test), level B1 (obtained with distinction, level B2);
- FCE (First Certificate in English), level B2 (obtained with grade A, level C1);
- CAE (Certificate in Advanced English), level C1 (obtained with grade A, level C2).

In Spanish (Instituto Cervantes examinations):

- DELE (Diploma de Español como Lengua Extranjera), levels A2/B1 and B2.

In Italian:

- CILS (Certificazione di Italiano come Lingua Straniera), levels B1 and B2.

In German (Goethe Institut examinations):

- Fit In Deutsch, level A2;
- Goethe Zertifikat, level B1
- DSD (Deutsches Sprachdiplom), level B1.



3^{ème}

In Baccalauréat and Maturité, at Beginner English level, students can opt to sit the PET.

In Baccalauréat and Maturité, at Intermediate English level, students start 2-year preparation for the FCE. They can opt to sit the Intermediate exam at the end of 2^{ème}. They concentrate on the programme in their track, which includes FCE-type exercises.

In 3i, students prepare for the IGCSE Language and/or Literature over 2 years. This exam is part of the programme.

In Baccalauréat, at Proficient English level students start 2-year preparation for the CAE. They can opt to sit the Proficient exam at the end of 2^{ème}. They also follow the programme of their respective track (language, literature and methodology).

In Maturité, students can prepare for the FCE or CAE depending on preference and acquired level.

2^{ème}

In Baccalauréat, at Beginner English level, students can opt to sit or resit the PET.

In Baccalauréat, at Intermediate English level, students continue the FCE preparation they began in 3^{ème}. They can opt to sit the Intermediate exam at the end of 2^{ème}. They continue the programme in their track, which includes FCE-type exercises.

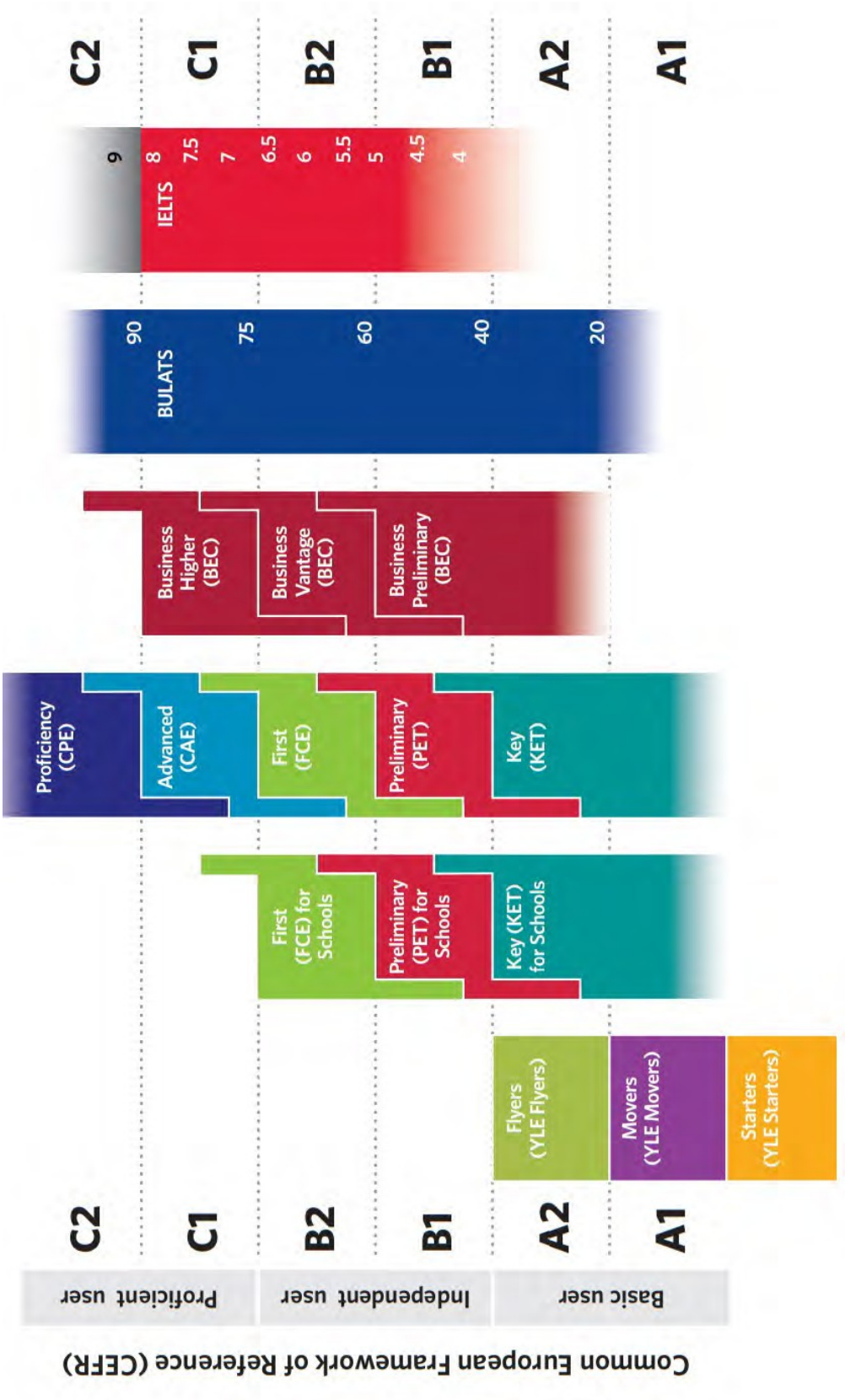
In Baccalauréat, students continue preparing for the CAE. Only candidates who wish to sit the exam do so. They follow the programme of their track (language, literature and methodology).

In Maturité, students can prepare for the FCE or CAE depending on preference and acquired level.



Cambridge English

A range of exams to meet different needs



D. The school year

School calendar

The school calendar includes the main events of the academic year, split into two terms with 4 grading periods. All dates are shown in **each parent's Pronote session**. The schedule of key meeting dates is included in this brochure and on the Institut website.

In addition to individual parent-teacher meetings arranged by appointment **which you are encouraged to attend**, there are three important information meetings in the Institut's calendar:

- in September, information meeting with Director General and relevant year and class tutor(s) to present objectives by school year;
- in November, after first school report is published, parents may request parent-teacher meetings;
- in March, Institut may offer parents a second meeting, depending on whether it is optional, advised or necessary.

Conseils de classe (teacher/section head meetings)

The Institut's academic year is split into two terms:

- Term 1: 26 August 2026 to 22 January 2027
- Term 2: 28 January 2027 to 30 June 2027

There are four *Conseils de classe* (meetings of teachers/heads of section) in every academic year, except 1^{ère} and Terminale (final year) which have three.

CONSEIL DE CLASSE No. 1 MID-TERM 1

- Cycle (Middle School): end of grading period is 6 November, *Conseil de classe* held in week commencing 18 November.
- Secondaire 2 (Diplomas): end of grading period is 30 October, *Conseil de classe* held in week commencing 9 November.

Objectives: to **assess** class dynamic (atmosphere, general group attitude, behaviour in lessons, learning situation); to **identify** any problem areas; **approve** early actions to address situations on individual and collective basis.

CONSEIL DE CLASSE No. 2 END OF TERM 1

- Cycle (Middle School): end of grading period is 22 January, *Conseil de classe* held in week commencing 1 February.
- Secondaire 2 (Diplomas): end of grading period is 15 January and *Conseil de classe* held in week commencing 18 January.

Objectives: to give **detailed update** on all students in class after one term; **put in place any strategies required**.

CONSEIL DE CLASSE No. 3 MID-TERM 2

- Cycle: end of grading period is 16 March, *Conseil de classe* held in week commencing 29 March.
- Secondaire 2: end of grading period is 19 March and *Conseil de classe* held in week commencing 22 March.

Objectives: **update on problem areas**; make decisions and produce **roadmap**, communication to parents; **publish** any year repeats and section transfers; year head **coordinates** any action.

CONSEIL DE CLASSE No. 4 END OF YEAR

- Cycle: end of grading period is 4-11 June, *Conseil de classe* held in week commencing 14 June.
- Secondaire 2: end of grading period is 4 June, *Conseil de classe* held in week commencing 21 June.

Objectives: **final decisions**; recap of past year; areas of improvement; awarding prizes. The *Conseil de classe* is followed by a **school year (promotion) meeting**.

Reports

At Florimont, we differentiate between the **official documents (reports 2 and 4)** and **working documents (reports 1 and 3)** to allow dialogue with families and more flexibility when producing the student's file. There are three reports in 1^{ère} and Terminale (final year) to accommodate the end-of-year exam timetable.

CYCLE (MIDDLE SCHOOL), MATURITÉ AND FRENCH BACCALAURÉAT SECTIONS

Report 1, mid-term 1:

- average grade by subject;
- class tutor comments on student's behaviour, organisation, work quality, learning and results + grade for effort.

Report 2, end term 1:

- average grade by subject + teacher comments;
- class tutor comments on 1st half of year, comparison with grades in report 1 + grade for effort;
- Christmas exam grade included when calculating subject averages.

Report 3, mid-term 2:

- average grade by subject + teacher comments and recommendations;
- class tutor comments on student's behaviour, organisation, work quality, learning and results + grade for effort.

Report 4, end of year (including term 2) for Cycle and Maturité:

- average grade by subject + teacher comments;
- class tutor comments on year overall and *Conseil de classe* decision approved by Director General;
- end-of-year exam grade.

Report 4, end of term 2 (with annual averages) for French Bac section:

- average grade by subject + teacher comments;
- class tutor comments on year overall and *Conseil de classe* decision approved by Director General;
- end-of-year exam grade (only in 3^{ème} and 2^{ème} French Bac).

INTERNATIONAL SECTION

Report 1, mid-term A:

- Snapshot (3I and 2I) or statement of grades (1^{ère} and Terminale) by subject;
- class tutor comments on student's behaviour, organisation, work quality, learning and results + grade for effort.

Report 2, end term A:

- Snapshot by subject + teacher comments;
- class tutor comments on 1st half of year, comparison with marks in report 1 + grade for effort;
- Christmas exam grade included in snapshots.

Report 3, mid-term B:

- Snapshot by subject + teacher comments and recommendations;
- class tutor comments on student's behaviour, organisation, work quality, learning and results + grade for effort.

Report 4, end of year:

- Snapshot by subject + teacher comments;
- class tutor comments on year overall and *Conseil de classe* decision approved by Director General;
- end-of-year exam grade.

Assessment

- The Assessment Policy document describes the Institut's assessment philosophy and objectives (and emphasis on **using all assessment methods**, particularly formative).

Careers guidance evenings

Overview of all courses available at Florimont (with options) and higher education/university options:

- Terminale (final year) Careers Guidance Evening → Thursday 29 October 2026;
- 4^{ème} year Careers Guidance Evening → Tuesday 13 October 2026;
- Careers Guidance Evening for 2^{ème} students → Tuesday 2 December 2026;
- Parcoursup Evening → Thursday 14 January 2027.

Meetings with relevant section and year heads.

- Meetings with the Careers Guidance team are encouraged to discuss higher education options.
- See the appendix for key dates regarding careers guidance and options available to students from 2^{ème} to Terminale (final year).

Pronote app

- We use Pronote to communicate with parents and for real-time monitoring of the student's education.
- Parents log in to the parent area to see their child's results (school reports, grades, summaries of grades), current and upcoming classwork/homework, absence and discipline record.
- Pronote also shows documents such as memos, examination timetables and correspondence about school trips.
- Pronote displays the email addresses of their child's educational team to request meetings with teachers/school contact. It is the **parents' responsibility to log into Pronote regularly and check for updates (at least once a week)**. If you need help with technical issues, please contact cbaraffe@florimont.ch

Library and learning centre (CDI)

The learning centre and library (CDI/*Centre de documentation et d'information*) is a resource used to complement work done in class where students can study independently (individually or in a group), conduct research or just read and relax. Open from Monday to Friday 8.30am to 5.00pm (8.30am to 2.00pm on Wednesdays). Students must comply with CDI rules.



Study support and coaching in secondary

Supervised study: the aim of supervised study is to support students to work independently and individually on their homework. Students are supervised and work in silence in one room per school year (the cost of supervised study is included in tuition fees). Coordinated by *Vie Scolaire* (pastoral team).

Study support: this is available to students wishing to work under the guidance of competent, qualified staff (one to 3-4 students) on written work and reading homework (there is an additional charge for study support). Organised by Mr. Clerc.

Coaching: this offers small groups of students who are struggling with mathematics and French the chance to address any gaps in their knowledge with the help of tutors (cost of coaching is included in tuition fees).

TIMETABLE:

- Study support:
 - Every day after classes for 1 hour 15 minutes except Wednesdays (1.15-3.15pm);
- Supervised study:
 - 6^{ème}, 5^{ème} and 4^{ème}: Monday, Tuesday, Thursday and Friday from 3.25-4.40pm;
 - 3^{ème}: Monday, Tuesday, Thursday and Friday after classes up to 4.25pm.

Special needs

The Institut is committed to inclusion and takes into account the specific needs of students with neurodevelopmental disorders. Some situations are known and documented, while others are not. If the Institut identifies or suspects that a student has particular needs, parents will be asked to seek an assessment from a specialist. If such an assessment is not carried out within a reasonable timeframe, the Institut reserves the right to take action in accordance with child protection procedures. If the assessment identifies significant support and accommodation needs, an annual fee of CHF 1,500 will be charged. **Our Special Educational Needs policy is included in the appendix; its provisions, which are detailed for each section, must be read and taken into account.**

Prevention policy

Every year, the Institut holds information sessions on its prevention policy appropriate to each school year. It aims to raise student awareness about important issues, such as diversity and inclusivity, relationships, violence, substance abuse (alcohol, tobacco, drugs), bullying and social media.

International merit

The Institut is a member of The Duke of Edinburgh's Award organisation. Working towards three levels of achievement (bronze, silver and gold), students can join and learn about working as a team, independence and testing their limits through activities that develop their social and physical skills. Course dates are sent out in late September.

Bullying prevention

As part of the Institut's preventive initiatives to promote health and well-being, positive relationships and an understanding of differences, regular workshops addressing bullying are held at the school. This issue has continued to grow, particularly with the rise of social media, and regular sessions led by specialists such as lawyers and police officers help students understand the consequences and impact of their actions. We apply the Pikas method across all secondary school classes.

The Florimont day

The table below shows how the school day is organised so class tutors can check on day-to-day conduct in their Cycle (Middle School) class. Secondaire 2 (Diplomas) students have weekly tutorial time. Students in 1^{ème} and Terminale (final) of IB have regular timetabled tutor sessions. Extra-curricular activities take place in period H6. Additional options are offered in H6 and during study period.

The Florimont day

Secondaire 1 /Cycle (Middle School)	
8.10am	Tutorial
8.20am	H1
9.10am	H2
10.00am Break	
10.15am	H3
11.00am	H4
11.50am Lunch	
1.00pm	H6 (extra-curricular activities)
1.45pm	H7
2.35pm	H8
3.25pm	Study

Secondaire 2/Collège (Diplomas)	
8.20am	H1
9.10am	H2
10.00am Break	
10.15am	H3
11.00am	H4
11.55am	H5
12.40pm Lunch (H6)	
1.45pm	H7
2.35pm	H8
3.25pm Break	
3.35pm	H9
4.20pm	H10
5.10pm	H11
6.00pm	H12

Ask the right person!

If you have a question or need information about the school bus, please contact

lrusso@florimont.ch

If you have a question about school lunches or need to let us know that your child is absent, please contact

viescolairesec@florimont.ch

Please do not reply to emails we send you from

Nepasrepondre@florimont.ch

E. General conditions

Florimont values

A humanist philosophy, combined with the school's Catholic roots, encourages students to develop values that will benefit them long after they have left Florimont.

- Respect, the capacity to understand and consider different cultures and opinions.
- Discipline, crucial for success in working life.
- Flexibility, or the capacity to evolve and adapt in all kinds of professional or personal settings.
- Entrepreneurial spirit, developing courage and creativity.

General regulations

The regulation document is based on two Florimont reference documents, 'Florimont: our core values' and 'Institut Florimont's Philosophy and Missions'. The purpose of this regulation is to foster a secure environment within Institut Florimont to encourage and support students as they learn and work. Everyone in the school community is committed to respecting the rules to ensure the Institut runs smoothly. All parties concerned are asked to consent and commit to the contents of this regulation of their own free will. Any student enrolled in the school must comply with the rules described in this document.

Digital tools

Digital tools and technology are evolving rapidly. They help us carry out complex tasks quickly and give instant access to large amounts of information that is useful for learning, but also to material that can be dangerous or illegal. The Institut has applied filters and other controls to protect students.

However, many commercially available smartphones can compromise these controls. The Institut has produced a legal framework, the 'Regulation on technology and digital use at Institut Florimont', which takes account of the current technological environment.

It is essential that parents and children read and understand the content of this new regulation. The Institut regularly holds information sessions on the dangers of certain behaviour on social media and other platforms.

We urge you to be aware of social media use, in particular the minimum required legal age.

PE (Physical Education)

Students must comply with Florimont's PE rules, especially regarding safety and absences. For safety reasons, appropriate sports footwear must be worn in the hall. Lockers are available for students to store their sports shoes.

If a student cannot take part in PE for an extended period, a doctor's certificate is required. A parents' note is not sufficient.

F. Useful information

School opening times

- Reception (main entrance): 7.45am to 6.30pm
- Accounts: 10.00am to 12.30pm and 2.00pm to 3.00pm except Wednesdays

Phone calls

Students may not receive phone calls. Reception does not pass on messages to students except in emergencies.

Phone calls may not be made to teachers during lesson or meal times.

Appointments with teachers

Depending on the issue, parents can make an appointment to meet the Director General, Deputy Director, Admissions Officer, section heads or teachers.

To make an appointment with:

- Administration, please contact info@florimont.ch;
- other staff members, please use individual email (see Pronote for email addresses).

Entering the campus

The Institut's main gates are open from 7.30 to 8.30am and from 3.30 to 4.45pm. Between 8.30am and 3.30pm, parents dropping primary and secondary students to school must exit the campus promptly as gates are locked during the day.

Outside these times, parents and other visitors are not allowed to enter school buildings unless accompanied by an approved school representative. Visitors must use the entrance via Avenue du Petit-Lancy 37 only to access the campus and sign in at reception where they will be given a visitor's badge. Parents who have appointments with teachers meet in designated areas. These measures ensure the smooth operation of the school and student safety.

Updating contact details

Families are asked to notify the Institut immediately of any change of address, phone number and email address.

All correspondence for the school office is to be sent to the general email address:

(secretariat.secondaire@florimont.ch).

Lunch and break times

The Institut organises supervision of students at lunch, break time, sports and other activities.

Students up to 3^{ème} in Cycle (Middle School) may not leave the school grounds (parental authorisation may be given for students in 3^{ème}). Only students with written authorisation from parents may leave the school at lunch time.

Students from 2^{ème} to Terminale (final year) can leave school premises, but must remain in the neighbourhood.

Lockers

All students have the use of a locker and are responsible for it. The Institut accepts no responsibility for theft from a locker which is not locked with a padlock. Any damage must be paid for.

School bus

Conditions for using the school bus can be obtained from the school office. TPG bus routes 2, 14, 19, 21, 22 and 23 stop at the Institut.



Private lessons

To request private lessons, parents must contact heads of section using the correct form and return them signed to Accounts.

Parents are advised to read the rules and financial conditions before submitting a request.

Once parents have completed the lesson request form, it must be sent to the head of section who consults the student's teacher to determine whether private lessons are required. The head of section is responsible for assigning the teacher to these lessons. Teachers may suggest a student has extra lessons, but it is never compulsory.

Teachers do not give private lessons to their own students unless specifically authorised by the head of section. Lessons are held at Institut Florimont between Monday and Friday unless specifically authorised by administration.

Rates: 85 CHF for 45 minutes with Institut Florimont teacher (same length as a school lesson). The rate for student teachers is 45 CHF.

If a lesson is given jointly to several students, the fee for each student is the total amount divided by the number of students. If a student does not attend a lesson at the agreed place and time without a valid reason, the full cost of the lesson will still apply.

INVOICING AND PAYMENT

- On completion of 6 lessons, the teacher submits a private lesson statement and assessment form to Accounts.
- The teacher is paid by Institut Florimont and is not permitted to receive direct payment for classes.

School holiday dates

NB: Dates shown here are the last day of lessons and first day back to school.

ACADEMIC YEAR 2025-2026

- First day of term - Maternelle (Kindergarten) and Cycle (Middle School): Wednesday 26.08.2026
- First day of term - Primaire (Primary) and Secondaire 2 (Diplomas): Thursday 27.08.2026
- Jeûne Genevois holiday weekend: Wednesday 09.09.2026* – Monday 14.09.2026**
- Autumn holidays: Friday 16.10.2026* – Thursday 29.10.2026**
- INSET day, SCHOOL CLOSED TO STUDENTS: Wednesday 28.10.2026**
- Christmas holidays: Friday 18.12.2026* – Wednesday 06.01.2027**
- February holidays: Friday 13.02.2027* – Monday 22.02.2027**
- Easter holidays: Thursday 25.03.2027* – Tuesday 13.04.2027**
- INSET day, SCHOOL CLOSED TO STUDENTS: Monday 12.04.2027**
- Ascension: Wednesday 05.05.2027* – Monday 10.05.2027**
- Pentecost holiday: Friday 14.05.2027* – Wednesday 19.05.2027**
- INSET day, SCHOOL CLOSED TO STUDENTS: Tuesday 18.05.2027**
- **Summer holidays: Wednesday 30.06.2027 (at end of school day)**

* *after lessons*

** *back to school*

Staff

DIRECTOR GENERAL

Mr. Sean POWER, direction@florimont.ch

ADMINISTRATION

Deputy Director and Head of Secondary School

Mr. Samuel THOUVENIN, sthoudenin@florimont.ch

Head of Maternelle and Primaire (Kindergarten and Primary)

Mme. Carine CAPEL, ccapel@florimont.ch

Head of Administration and Finance

Mr. Christian ROUILLER, crouiller@florimont.ch

Head of Human Resources

Mme. Cristina BOVIN, cbovin@florimont.ch

Head of Admissions

Mr. Brice CLERC, bclerc@florimont.ch

Head of Communications

Mr. Damián MORENO, dmoreno@florimont.ch

Campus/Maintenance

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Campus Security

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Bursar

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Admissions Office

Mr. Julien DUFOURD, jdufourd@florimont.ch

SECTION HEADS

Préfet du Cycle

Mr. Paul WAROQUIER, pwaroquier@florimont.ch

Head of 6^{ème}

Mme Carla VAN DEN BERGH, cvandenbergh@florimont.ch

Head of 5^{ème}

Mr Abel DUARTE, aduarte@florimont.ch

Head of 4^{ème}

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Bilingual Course Coordinator

Mme Caroline GORIN, cgorin@florimont.ch

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Mr Tibor PAZMANDY, tpazmandy@florimont.ch

Mr Olivier SIEGRIST, osiegrist@florimont.ch

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Head of International section and IB Coordinator

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Mme Adriana HARTLEY, ahartley@florimont.ch

French

Mme Emmanuelle MICHEL, emichel@florimont.ch

Maths

Mr Nicolas TIERNO, ntierno@florimont.ch

Humanities

Mr Olivier SIEGRIST, osiegrist@florimont.ch

Sciences

Mr Luke HANDLEY, lhandley@florimont.ch

Sport

Mr Paul Waroquier, pwaroquier@florimont.ch

CAREERS GUIDANCE

Mr Duncan LALLY, dlally@florimont.ch

VIE SCOLAIRE (PASTORAL TEAM) AND SUPERVISION

Secondary

Tel. 022 879 00 84, viescolairesec@florimont.ch

Contact: Mr Thierry BAUER, tbauer@florimont.ch

Ad interim : Mr Francisco ALVAREZ, falvarez@florimont.ch

Primary

Tel. 022 879 00 50, viescolaireprim@florimont.ch

Contact: Mme Julie VAUDAUX, jvaudaux@florimont.ch

STUDY SUPPORT

Cycle (Middle School) and Secondaire 2 (Diplomas)

Contact: Mr Brice CLERC, bclerc@florimont.ch

Extra-curricular activities

Mme Laetitia MASSIN, lmassin@florimont.ch

CHAPLAINCY

Chaplain, Primary and Secondary

Fr Thadeus LAKRA, tlakra@florimont.ch

Chaplaincy

Fr Jose THOMAS, jthomas@florimont.ch

Chaplaincy Coordinator

Mme Sylvie RAMUSAT, sramusat@florimont.ch

Primary Section

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Primary Section

Mme Virginie SIMOND, vsimond@florimont.ch

RECEPTION

reception@florimont.ch

SCHOOL BUS

Contact

Mme Lina RUSSO, lrusso@florimont.ch

BOOKSHOP

Contact

Mr Francesco ALVAREZ, falvarez@florimont.ch

LIBRARIES

Secondary

Mr Arthur RAMBACH, arambach@florimont.ch

Mme Claire FISCHER, cfischer@florimont.ch

Primary

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Mme Claire BORCARD, cborcard@florimont.ch

DOCTOR ON CALL

Dr Samuel AMSELEM, tel. 022 879 57 01

NURSE

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SCHOOL PSYCHOLOGIST

Mme Charlene COBARRO, ccobarro@florimont.ch

CATERING

Entreprise NOVAE

institut.florimont@novae-restauration.ch

FLORAISON

www.floraison.ch, alumni@florimont.ch

ASSOCIATION DES PARENTS D'ÉLÈVES

(Florimont parents' association)

www.apecf.ch

ASSOCIATION DES ANCIENS ÉLÈVES

(Florimont alumni association)

www.floanciens.ch info@floanciens.ch

G.Appendices

Class tutors

School year 2026-2027			
Year Head		Year Head	
Paul Waroquier		Anaëlle BARTHELON	
RDegré6		Carla VAN DEN BERGH	
6 A/S1	Aurelia SIAME	3B1	Mariam MERIAH
6B1	France DUBANCHE	3B2	Carlos DA SILVA
6B2	Paolo BARTALINI	2B1	David MEYER
6B3	Amandine SPAANS	2B2	Sylvain CHAMPEAU
6B4	Rosa STEWART	1B1	Nicolas CERVEAUX
6F1	Sierra BOUROT	1B2	Jean Damien SONDAG
6F2	Nathalie JEUNEHOMME	TB1	Cécile VON MANDACH
6F3	Michaela PONCET	TB2	Charlotte LAFAY
RDegrés		Section head	
Abel DUARTE		Tibor PAZMANDY	
5 A/S1	Frédéric BUTTY	3M1	Javier RODRIGUEZ
5 A/S2	Amélie PELISSIER	3M2	Christophe EYDAELENE
5B1	Louise PATOIS	3M3	Hélène TROUPI-BOURILLON
5B2	Anthony LE CAM	3M4	Laure TASSION et Olivier SIGRIST
5B3	Alessandro COLLORA	2M1	David HUBERMAN
5B3	Salomé HUC	2M2	Aurélien CAZE
5B5	Gilles HADI	2M3	Catherine VERHAEGEN
5F1	Meredice REGNAULT	1M1	Sarah BATES
5F2	Mohamed Ali BOUSSELM	1M2	Anaïs DECUGIS
5F3	Sebastien ROCHE	1M3	Solene MOUGET
RDegré4		1M4	Katarina KOST
Emin BEHAR		TM1	Sandra FALTIN
4 A/S1	Geoffrey ARMBRUST	TM2	Kevin ARRANDEL
4 A/S2	Sébastien WIECH	TM3	Anne Laure BURQUIER
4B1	Laetitia SCALISI	Section head	
4B2	Sarah LEGASAL	Noha BENANI	
4B3	Eduart COBZARU	3i1	Daphne DONIS
4B4	Nina BESTMANN	3i2	Thera VAN DOOREN
4B5	Alexander HANDLEY	2i1	Jacopo NARDULLI
4F1	Joris SERRE COMBE	2i2	Julien VASILIU
4F2	Stephane SARGE	1IB	Meriem JACOT et Meryl PROBST
4F3	Didier RICHARD	TIB	Marie O'DONNELL et Kiriaki VASILIA DOU
		1IB	Meriem JACOT et Meryl PROBST

Key careers guidance dates

Date	Second	First	Terminale (final year)
September	Presentation on work experience in 2 ^{ème} (what is good work experience, important dates)		
Sept-October	Information meeting 1: what you need to know about careers guidance (step 1/3)		
Sept-January	Individual meetings with families and students to help guide decisions re UK, US or Canada		Individual careers guidance meetings (first term)
By end of year			Finalising and sending UCAS applications
January		Spring term: 2 x individual meetings with serious applicants to US, UK - provision of all documentation necessary	Support for post-Bac applications (until March) and Swiss unis (until April)
	Information meeting 2: what you need to know about careers guidance (step 2/3)		
February			Common Application (US) - Mid-year report
March	Courses and professions fair		Boussole Programme, UNIGE
April-June		Individual careers guidance meetings (second term)	
	Information meeting 3: what you need to know about careers guidance (step 3/3)		
May		Personal statement workshop and first drafts	
June	Work shadowing placements		
Week before summer holidays	Workshops on work placement reports (learning and reviewing tools to write/present an interesting work placement report)		
Week before summer holidays	Careers guidance workshops. Building your personal statement; who I am, what I want, etc.		Final reports for US
During summer		Work on personal statements and writing tasks. Help re UCAS account.	

Not included in this table:

- Notice of meetings shared on Pronote and Teams (Student Fair, UNIGE Discovery Day, Open Days at UNIL, EPFL, etc.).
- Visits to Florimont from universities, open to everyone.
- “Business lunches” open to everyone, schedule depends on contributors and number of students registered.

NB:

- Students are welcome to email or call to make appointment with Careers Guidance team at any point. Email dlally@florimont.ch

Grade for effort


A+

This grade is only for students whose performance exceeds the criteria in grade A.


A

My behaviour is excellent, I am never late and I always have the books and equipment I need. I always hand my work in on time and I try to follow my teachers' recommendations on how to improve. I put in a lot of effort and I am positive and willing.


B

I usually do what is expected of me and I am rarely late. I usually have the right books and equipment and I hand most of my work in on time. I usually follow my teachers' recommendations. I make a consistent effort and I am positive.


C

My teachers often talk to me about my behaviour. I am sometimes late and often don't bring the right books or equipment to class. I sometimes hand in work late or not at all. I sometimes follow my teachers' recommendations. I don't always make an effort.


D

My teachers often talk to me about my behaviour. I am often late. I sometimes hand in work late or not at all and I don't usually bring the right equipment to class. I don't usually follow my teachers' recommendations. I don't really get involved in things at school and I make very little effort.


E

My behaviour is a problem. I am very often late. I never bring the books or equipment I need to class and I never hand work in on time. I don't want to improve. I make no effort and I don't care about my work.

Conditions for graduating to Swiss Maturité

	Condition 1	Condition 2	Condition 3	Condition 4	Condition 5
To graduate to 2 ^{ème} Maturité	Minimum overall average of 4/6	Maximum of 3 low averages	Total of differences between low averages is maximum 1pt	Ø	Ø
To graduate to 2 ^{ème} Maturité bilingual	All 3 conditions are achieved			Minimum of 4.5/6 average in English	Minimum of 4.5/6 average in French
To graduate to 1 ^{ère} Maturité	Minimum overall average of 4/6	Maximum of 3 low averages	Total of differences between low averages is maximum 1pt	Minimum average of 4/6 in specific option subject	Minimum of 16 between average of French, Maths, OS and Ger/Eng average
To graduate to 1 ^{ère} Maturité bilingual	All 5 conditions are achieved and student has a minimum average of 4.5/6 overall in the language of instruction (English)				
To graduate to Terminale (final year) Maturité	Minimum overall average of 4/6	Maximum of 3 low averages	Total of differences between low averages is maximum 1pt	Minimum average of 4/6 in specific option subject	Minimum of 16 between average of French, Maths, OS and Ger/Eng average
To graduate to Terminale (final year) Maturité bilingual	All 5 conditions are achieved and student has a minimum average of 4.5/6 overall in the language of instruction (English)				
Graduating	All conditions for each year are achieved, no low overall average				
Graduating with dispensation	All conditions for each year are achieved but at least one overall annual average is low				
Graduating with certificate	All conditions are achieved and overall average is 5 or above with no low averages				
General	- Annual averages are to the nearest 10; - any average below 4/6 is low; - repeating a year is not automatic and only one year can be repeated in the course.				
Calculation of annual averages	Term 1 = 40% (70% continuous assessment, 30% Christmas examinations)	Term 2 = 40% (100% continuous assessment)	End of year examinations = 20%	Ø	Ø

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I N S T I T U T
f L O R I M O N T