

**International School
of Zug and Luzern**

Celebrating 50 Years



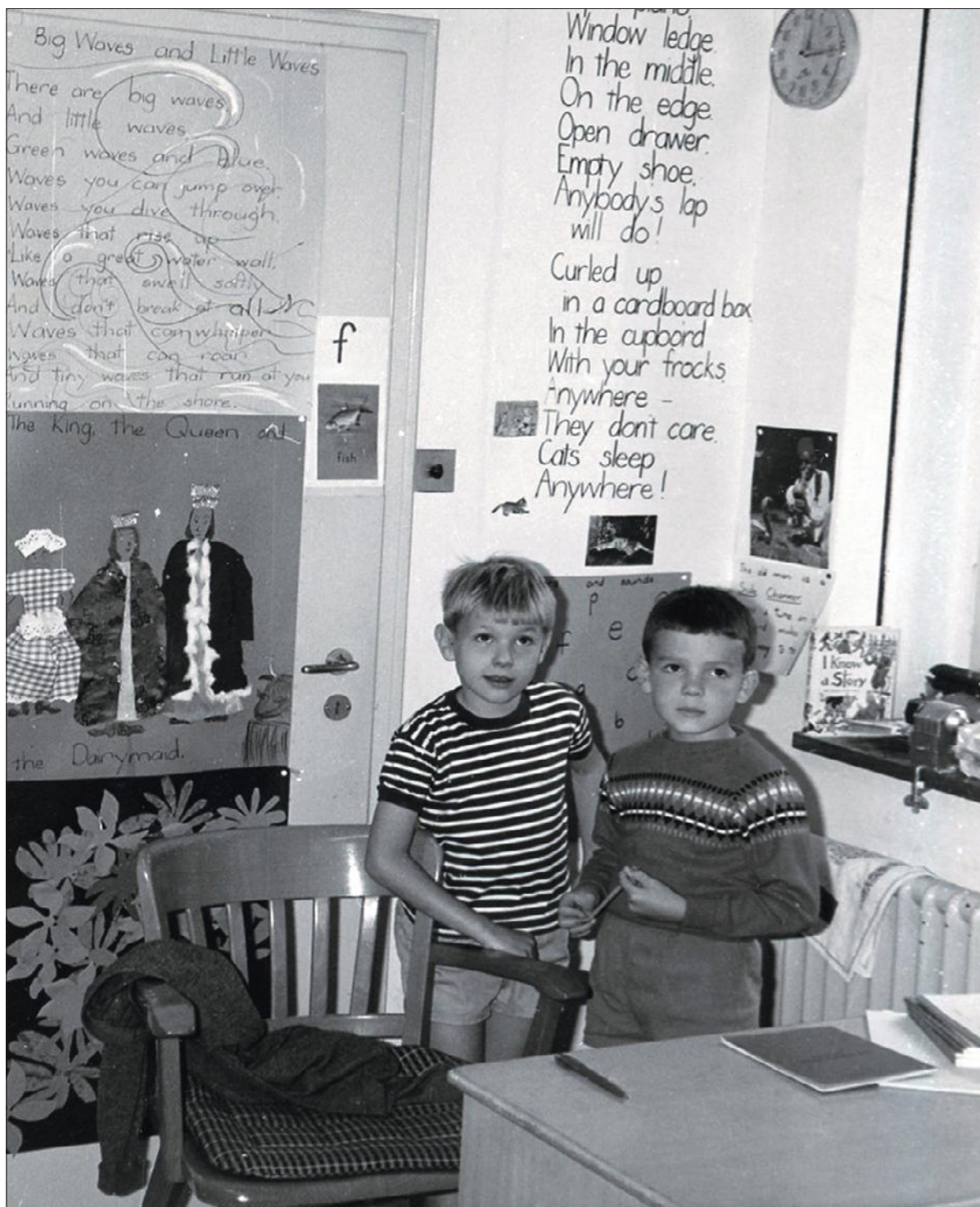


Photo courtesy of Marc and Jean Labe

Two boys in a classroom in
the Felberhaus, 1968.

**International School
of Zug and Luzern**

Celebrating 50 Years

Sara Mota

Elliott & Thompson



Grade 4 Field Week, 2000.

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Written and designed by Sara Mota

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*ISZL hosts a Ski
Invitational in Melchsee-
Frutt, January 2012.*



Foreword

Dear Members of the ISZL Community – Past and Present,

I am honoured to write a foreword to a book that bears testament to generations of teachers, parents and students, and their shared experiences, passions and achievements. ISZL has acquired a reputation for excellence – as one of the leading international schools in the world. It has done so in a relatively short space of time as a newly merged school, but has used the foundations laid by former Heads, teachers, Board members, parents and students to propel it into the limelight, and to the leading edge of education today. It was Sir Isaac Newton who said, ‘If I have seen further it is by standing on the shoulders of giants’, and this is clearly the case with ISZL – as the content of this book reflects.

As I look at pictures of classrooms from 50 years ago I see that they look very similar to those we use today. Replace a chalkboard with a whiteboard, then a smartboard. Children sit behind desks, but today perhaps in groups instead of rows. Teachers seek to encourage, nurture, inspire and support. Parents hope that their children are healthy, happy and challenged to achieve their best. Our students’ goals reconcile competing desires for material gain with ethical ambitions to ‘do the right thing’. Little has changed.

Turning the pages of this book made me pause to think not only about the achievements of the





Dominic Currer.

past and present, but also what the future might hold, and how it might relate to all that has already been achieved. Where do we go from here? How do we prepare our students for jobs that don't yet exist? What does the school of the future look like? And will the role of the teacher become redundant? This is an exciting time in education, full of challenge and promise – but also something of an interregnum: a time when the old is dying and the new is waiting to be born. It is a timely opportunity for us to reflect upon the achievements of the past and embrace the challenges of the future...

I hope very much that we can build upon the success of the people represented in this book – making ISZL a place that truly inspires our students to respect, motivate and achieve. If we do, then it will be a community achievement and responsibility, just as it was in the past: one that we share with each other. Together we can help our children, and the generations to come, achieve their dreams as healthy, fulfilled contributors to an increasingly global community.

Dominic Currer
Director, ISZL
March 2012



*Students meet in front
of the Baarburg Middle
School building in 2010.*

*Recess in the quad,
in front of the Albis
building, 2003.*



Introduction

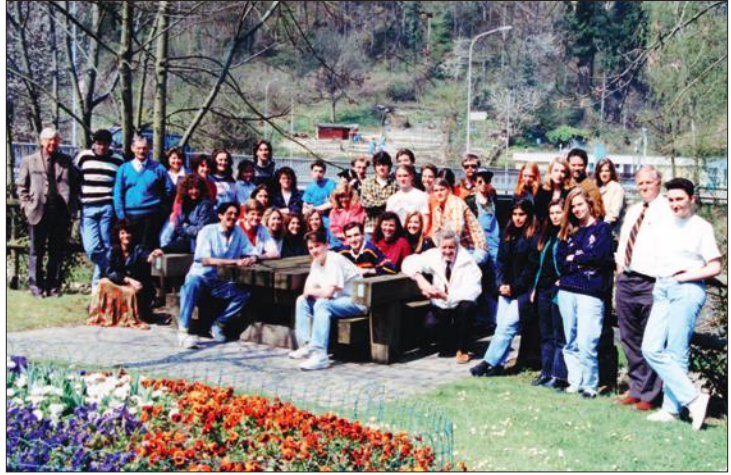


Photo courtesy of Martin Latter

The International School of Zug and Luzern (ISZL) proudly celebrates its 50th anniversary during the 2011–2012 academic school year. With this momentous occasion comes an opportunity to reflect on the exciting developments, tremendous changes and dynamic growth that has occurred over the past five decades. Now located on three campuses across two cantons, the School has grown from a small primary-level tutor group of less than 10 pupils to an impressive international school with more than 1,300 Primary, Middle and High School students.

The merger of the International School of Zug, the Riverside School and the International School of Luzern took place in August 2008. Dominic Currer, the School's current Director, worked with Martin Latter, then Director of the International Schools of Zug and Luzern, to bring the schools together. The result is the International School of Zug and Luzern, a unified structure that effectively prepares students for post-secondary study. The School has a single continuous education programme and shared academic vision; yet at the same time each of the campuses has distinct events and activities that reflect the age group being served. The curriculum that is delivered from Pre-School to Grade 12 provides an uninterrupted sequential and holistic approach to learning. This results in a powerful education programme that ties the three divisions together into a unified academic organisation that provides curriculum continuity and forms one complete educational experience.

Riverside faculty and students by the River Sihl, 1991.



It is from this synergy that the students, faculty and staff benefit on many levels. By knowing what a Grade 8 student studied in Middle School, a High School teacher is better prepared to serve the needs of that student. Likewise, a Grade 6 student could look at a Grade 12 football player and think to himself, 'Someday I want to play on the school team, too.' In fact, the International School of Zug and Luzern is indeed greater than the sum of its parts, and continues to forge ahead through the post-merger era with a keen focus on student achievement and a well-rounded educational programme.



Angela Hollington and Luzern students in front of the Kapellbrücke, August 2006.

With this in mind, however, it is still appropriate to consider the International School of Zug, the Riverside School, and the International School of Luzern as particular facets within the organisation as a whole. Each of the three schools has its own unique history and serves the needs of both varied age groups and different geographic areas. The 2008 merger established a new epoch for the School: the ISZL of today was built on the foundations and philosophies of the three individual schools, each of which has exceptional attributes that merit closer inspection. It is through this examination that the excellence of the entire International School of Zug and Luzern comes to light.



*Grades 4-7 at Gotthard-
strasse 20, 1968.*

*Children in Mr Bevan's
class, 1968.*



Chapter 1

The International School of Zug



Photo courtesy of Robert Gottschalk

What does an American car company have in common with an international school in Switzerland? At first glance, the answer would appear to be 'very little'. However, in the 1950s, when Willys-Overland Motors relocated its Jeep-manufacturing plant to Zug, it brought with it many American employees to run its operation. They, in turn, brought their families, and the need for a school taught in English became apparent. This early connection between an American company and the responsibility of providing education for expatriates eventually resulted in the founding of the International School of Zug and Luzern.

The International School of Zug, established in 1961, began as a small tutoring group for American children, located in downtown Zug. Over the course of 50 years, the School has been renamed, expanded and relocated many times. However, it never wavered in its enthusiastic commitment to offer the highest educational standards to the expatriate children in the local community. Throughout its history, the School's dedicated owners, directors and teachers shared a common vision to develop a strong scholastic programme by creating a fun environment in which to learn, along with exciting sports programmes, extra-curricular activities and cultural excursions. While it started out to serve a small group of American children, the School ultimately ended up providing education for students from around the world.



Photo courtesy of ETH Bibliothek Zürich, Bildarchiv

Willys-Overland Motors' Jeep Station Wagon produced for Swissair, 1954.

Starting a New School

By the early 1960s, Willys-Overland Motors had established its manufacturing plant in Zug, producing military (and later civilian) Jeeps. In addition to hiring Swiss employees, it brought many American professionals to the area. These American executives wanted an opportunity for their children to continue their English education as they had experienced it in the United States, without having to attend boarding school. Therefore, in 1961, Willys-Overland hired an American educator to tutor a small group of students. There were fewer than 10 pupils, ranging in age from Kindergarten to Grade 7, each of whom was able to successfully continue their education in Switzerland.

As the vehicles produced by Willys-Overland became more popular and civilian demand for Jeeps increased, the industry grew – and American families continued to relocate to Switzerland. By 1962, Willys-Overland realised that the day-to-day operations of the small tutor group – now called the Zug American School – would benefit from a more structured educational approach. Thus, John Harvie, who was running Willys-Overland in Zug at the time, advertised in the *Times Educational Supplement* for a married couple to come to Switzerland to run the programme.

Gwyn and Anita Bevan, who had spent the previous nine years running a school for expats in Singapore, answered the advertisement. The couple arrived at the Zug American School in August 1962 and were cheerfully greeted by 14 American children. Mr and Mrs Bevan developed a structured curriculum with impressive educational standards. Mrs Bevan instructed English, drama and art; Mr Bevan taught mathematics and science, and took on the additional responsibilities of running the School. His expectations were high and he demanded the best from his students. As a result, the calibre of the School

was quickly raised; the precedence for high standards in education was effectively in place.

Gotthardstrasse 31, Zug

The American School was located on the first floor of a charming building called the Felberhaus, which held the Felber family's concrete-pipe business. Now a protected cultural heritage site, it was built several hundred years ago in late Gothic style, adorned with a unique stepped roofline. The building did not have modern intercom systems, so each day a student was given the honour of tolling the lunch bell: 'It was so much fun to ring the bell!' recalls former student Robert Gottschalk. One peculiar aspect of running a school in conjunction with Willys-Overland was that the American flag hung in Gwyn Bevan's office in the Felberhaus. Despite the fact that Mr Bevan himself was Welsh, and the School was located in Switzerland, the pupils started each morning reciting the 'Pledge of Allegiance'!

Mr and Ms Bevan worked closely with Willys-Overland in providing the essential services to the students. Each day at lunch time, Mr Bevan drove the group of students to a local restaurant



Photo courtesy of Gwyn Bevan

Gwyn and Anita Bevan, with all the students in the School in 1962.



Felberhaus.

(in a Jeep Station Wagon, of course!), where Willys-Overland had a standing arrangement with the staff and paid \$1 per child for a meal. Even though the group was still quite small and could easily fit into the Jeep, Mr Bevan recalls that, 'One day I was unloading our students at the restaurant and the policeman on traffic duty near the restaurant came over and said that I had too many children in the vehicle for its size.' He was actually issued with a ticket for the infraction!

. . .

The early years of running an English-speaking school in the heart of Switzerland, working with the community and then later getting entry visas and work permits for the teachers, were extremely challenging. With the goal of strengthening the School's relationship with the community, Bruno Müller, a Swiss employee of Willys-Overland, introduced Gwyn Bevan to the local rector. Mr Bevan recollects the formality of the moment:

Beforehand, Bruno told me that his own behaviour would have to be more traditional (old-fashioned) at the meeting than it would be in his home town of Zürich. This, I was surprised to see, involved a clicking of the heels and bowing, and a very respectful mien.

Children visit a bridge exhibition during a field trip in the early 1960s.



It was a bit of a novelty to have an English day school in central Switzerland, but as more international businesses arrived – and with Mr Bevan's objective of building community relationships – the city of Zug became accustomed to its new neighbours. Additional corporations relocated to Zug, resulting in more children enrolling at the Zug American School. It no longer served just the children of Willys-Overland employees; other global companies such as Eastman Kodak and Johnson & Johnson further increased the numbers of the student body. The little school

was slowly growing. However, in early 1964, Willys-Overland Motors decided to move its Swiss operation to Rome, and close its Zug plant indefinitely.

Ultimately, this meant that the American School would no longer exist. John Harvie approached Gwyn and Anita Bevan to ask them to consider taking over the running of the School and all its facets. Mr and Mrs Bevan seriously considered the opportunity: it was a major decision, especially as they had already been thinking of leaving Switzerland. But when they met with some of the parents who would remain in Zug after Willys-Overland left, they found a highly supportive group. Mr Bevan fondly recalls the encouragement of one parent in particular, Jack Ralston, an employee of Eastman Kodak, who said, 'If Mr Bevan is willing, we'll stick with him.' It was through this support, and a personal sense of adventure, that Mr and Mrs Bevan decided to undertake the challenge of running the American School on their own.

In 1964, Mr Bevan changed the School's name to the Zug Anglo-American School to reflect the more international make-up of the student body. Gwyn and Anita Bevan garnered a strong



Anita Bevan reads to her students in the Felberhaus. Photograph from an April 1963 article in Die Woche.

SUBJECTS	REPORTS			
	1	2	3	4
READING				
SPELLING				
HANDWRITING				
ENGLISH COMPOSITION				
GEOGRAPHY				
HISTORY				
ARITHMETIC				
SCIENCE				
ART				
MUSIC				
PHYSICAL EDUCATION				
GERMAN				

C - OUTSTANDING	AV - AVERAGE
A.A. - ABOVE AVERAGE	B.A. - BELOW AVERAGE
W. - WEAK	

ATTENDANCE RECORD				
PERIOD	1	2	3	4
DAYS ABSENT				

1. LISTENS ATTENTIVELY TO DIRECTIONS				
2. SEES WHAT IS TO BE DONE AND DOES IT PROMPTLY WITHOUT CONSTANT SUPERVISION				
3. TAKES PRIDE IN THE APPEARANCE AND QUALITY OF HIS WORK				
4. PARTICIPATES IN CLASS DISCUSSIONS				
5. USES MATERIALS CAREFULLY				
6. USES THE COMMON COURTESIES				
7. ACCEPTS TEACHER AS COUNSELLOR AND GUIDE				
8. SHARES MATERIALS AND ACTIVITIES EQUALLY WITH OTHERS				
9. COOPERATES WITH TEACHER IN SOCIAL BEHAVIOUR				
10. PRACTICES THE SAFE WAY OF MOVING ABOUT SCHOOL, PLAYING GAMES ETC.				
11. RESPECTS PROPERTY OF OTHERS				
12. TAKES PRIDE IN PERSONAL NEATNESS AND CLEANLINESS				
* - UNUSUALLY PRAISEWORTHY				
NO MARK - SATISFACTORY OBSERVANCE				
U - INCONSISTENT - SHOWS NEED FOR IMPROVEMENT				
I - IMPROVEMENT SHOWN, BUT NOT YET SATISFACTORY				

TEACHER'S COMMENTS

Bioggeri G. G. G.

Photo courtesy of Robert Gottschalk

Report card from the 1965-1966 academic year.



Children pose in their Halloween costumes on the stairs of Gotthardstrasse 20, 1968.

reputation for the School, and transformed it into a full-fledged Primary School. Mr Bevan worked closely with local groups to gain access to facilities such as a gym, swimming pool, athletics field and a playground. For a while, Mr Bevan himself picked up several children from the nearby areas of Luzern and Meggen and brought them to the School to help increase the student enrolment. In 1966, with growing class sizes and age groups that ranged from Kindergarten to Grade 7, Gwyn Bevan hired several additional teachers. The School was no longer just a tutor group for American students; it was expanding into a more culturally varied group of pupils.

Gotthardstrasse 20, Zug

In 1968, as enrolment continued to grow, Mr Bevan requested permission to modify and enlarge the rooms in the Felberhaus in order to meet the needs of the increasing number of students. Although permission was not granted, the Felber family heard that a nearby building, formerly a doctor's practice, had become available to rent. Arrangements were made and, in the late 1960s, the Zug Anglo-American School moved into the building on Gotthardstrasse 20 (since demolished). The location offered more classrooms and the added benefit of a small grassy area where the children could play.

Academics

The Anglo-American School of Zug offered students a standardised curriculum for age groups ranging from Kindergarten to Grade 7. In addition to the regular Primary School programme, all children were required to take German language classes, as Mr Bevan believed it imperative that children be able to communicate with their local community. Additionally, as a supplementary language option, French classes were offered once a week. Alongside core class requirements, children also had many other learning opportunities.



Parents wait after school in cars parked along Gotthardstrasse. Photograph from an April 1963 article in Die Woche.



Photo courtesy of Robert Gottschalk

Pupils in a Felberhaus classroom, 1966.

To begin with, most of the grades were combined due to the small number of students in each group, but students still benefited from age-appropriate lessons, and interaction with their grade level. By 1968, the only two joint classes remaining were Grade 4/5 and Grade 6/7. Yet even though the classes were combined, student Robert Gottschalk remembers the additional respect that was given to those who were the eldest: 'Every Wednesday the 7th-graders were allowed to go to lunch unsupervised!'

. . .

In an effort to teach 'outside the box' a humorous, but most unusual incident occurred in May 1969. During a film class, while studying how law-breaking impacts on society, a 'crime' in which the students were involved took place outside a local bank. Evidently, a significant misunderstanding ensued. Gwyn Bevan reflects on the experience:

For diversion within our group, we set up a scenario for a bank robbery, which involved driving two of our older boys, wearing their fathers' hats, to a local bank, where they entered the empty foyer but came back out



Photo courtesy of Gwyn Bevan

22 May 1969 article that states, 'Zug bank robbery was "public mischief".'

12. Juni 1971 Luzerner Neueste Nachrichten Nr. 133



Links: Eine Villa als Schulhaus? Die Amerikanische Schule in Zug nimmt gleich zwei derartige Villen in Beschlag. — Rechts: Den US-Kindern gefällt es in Zug, nicht nur der kleinen Klassen wegen. Photos A. Setz

Privatschulen im Kanton Zug:

Die amerikanische Schule in Zug — keine Insel

Mr. Bevan, der Leiter der Amerikanischen Schule, die sich in zwei villenähnlichen Gebäulichkeiten an der Gotthard- und an der Alpenstrasse in Zug eingerichtet hat, betont es mehr als einmal: «Wir sind keine Insel, auf der man, umspült von Europa, von der Schweiz, von Zug, den »American Way of Life« doziert. Wir sind eine amerikanische Schule, gewiss, aber unsere Kinder gehen nach Amerika zurück und wissen etwas über die Schweiz; wir haben zwar einen amerikanischen Lehrplan, doch die Schweiz, ihre Leute, die Landschaft, die Natur, alles was die Schweiz und Zug erlebenswert macht, findet in diesem Lehrplan immerhin noch Platz.»

Die Amerikanische Schule von Zug wurde im Jahre 1961 gegründet, feiert also dieses Jahr ihr zehnjähriges Bestehen. Damit sie bestehen kann, helfen sowohl Firmen und Eltern in finanzieller Hinsicht.

Auch eine Schweizerin unterrichtet

Auf sieben Stufen verteilt, vom Kindergartenknirps bis zum 13jährigen Schüler, gibt es an der Zuger Amerikanischen Schule zwischen 35 und 42 Schüler. Rund drei Dutzend Schüler an einer Schule — da lässt sich familiäre Atmosphäre und reger Kontakt mit den Eltern noch leicht realisieren. Zwei Lehrer und zwei Lehrerinnen (gegenwärtig unterrichten an der Amerikanerkinder, durch den auf Amerikaner führen die Buben und Mädchen, meistens Amerikanerkinder, durch den UF Amerikaner Schulen ausgerichteten Lehrplan. Sie sind Engländer, Kanadier. Auch eine Schweizerin ist mit von der Partie. Sie unterrichtet die Kinder, die zum Teil neben ihrer Muttersprache ganz lustig «Schwizertütsch» sprechen, in Deutsch. Fast eine Mini-Schule ist die Amerikanische Schule in Zug. Es gibt Klassen, in denen beispielsweise vier Mädchen und ein Bub sitzen. Sie dürften sich kaum darüber beschweren, beim täglichen «Abfragen»

zuwenig berücksichtigt zu werden! «We keep them small», meint Mr. Bevan, «wir wollen kleine Klassen, deshalb haben wir jede Schulstufe in zwei Lehrgruppen unterteilt.»

5-Tage-Woche und Lunch-time

Der freie Samstag für die Schüler, der bei uns von Zeit zu Zeit Diskussionswellen hochwirft, ist für die Amerikaner in Zug selbstverständlich. Die Kinder, die aus der näheren und weiteren Umgebung an die Gotthard- und Alpenstrasse zur Schule kommen, bringen ihre Sandwiches mit, erhalten in der Schule die obligate Milch und bleiben über Mittag in der Schule.

normalen Lehrplan folgen können. Für jene, die hier bleiben, besteht die Möglichkeit, im Institut Montana, Zugerberg, in der entsprechenden Abteilung weiter zu lernen. Im weiteren gibt es in Kilchberg am Zürichsee eine «High-school», wo sich jene, die der Zuger Amerikanischen Schule entwachsen sind, weiterbilden können. Seltener sind die Fälle, da Amerikanerkinder dem schweizerischen Lehrplan folgen können. Ein Beispiel sei immerhin erwähnt: Ein US-Girl besuchte an der Amerikanischen Schule Kindergarten und erste Klasse, wurde dann in die erste Klasse einer Zuger Schule aufgenommen und konnte schliesslich dem Unterricht bis hinauf ans Gymnasium folgen.

Zuger Buben lernen Baseball

Dass man an der Amerikanischen Schule einen ganz besonderen Sport pflegt, hat sich zuerst bei den Schweizer Kollegen amerikanischer Väter herumgesprochen. Gegenwärtig haben schon einige Zuger Buben die Möglichkeit, beim Baseball mitzumachen. Mr. Bevan freut sich über diesen Kontakt Schweiz-Amerika via Baseball. Es muss ja nicht immer Pingpong sein...

Nach dem Essen haben sie Gelegenheit, sich auf den Spielplätzen zu tummeln. Ein Lehrer hält jeweils «Lunch-time-Aufsicht». Da Luzern z.B. keine Amerikanische Schule besitzt (es gibt wenig dort niedergelassene Amerikaner), kommen jedes Jahr auch aus Luzern Amerikanerkinder in ihre Schule nach Zug.

Die Eltern von Kindern, die die Amerikanische Schule besuchen, wohnen in der Regel mindestens zwei Jahre in der Schweiz. Es gibt aber auch Kinder, die in Zug alle Stufen — sieben Jahre — durchlaufen.

Und nachher?

Viele der Kinder kehren nach ein paar Jahren in die Staaten zurück, wo sie ihrem

Freude an der Natur im Zugerland

Die Kinder der Amerikanischen Schule trifft man oft und gerne draussen, wo sie auf originellen Exkursionen die Umgebung erforschen oder (also geschehen vor längerer Zeit) «unsicher machen». Man erinnere sich der berühmten Film-Story vom Banküberfall in Zug, («... die Kinder haben sogar die Story selber geschrieben...»), die «live» zwar niemanden zu Schaden gebracht, aber einige Gemüter erhitzt hat...

Besonders begeistern können sich die Kinder der Amerikanischen Schule für Naturkunde. Da gibt es einige erfreuliche Fakten, die den Buben und Mädchen aus Uebersee alle Ehre machen. Nach dem Prinzip «möglichst viel selber organisieren» haben sie einen Club gegründet, den Ranger Rick's Nature Club. Sie organisieren (dies natürlich ausserhalb der Schulzeit) Wanderungen, schreiben köstliche Aufsätze über Gesehenes, und auf dem Anschlagbrett ermuntern die Mitglieder des Clubs: «Wenn ihr etwas in freier Natur gesehen, erlebt hat, bitte, teilt das Erlebnis mit uns. Wir möchten etwas für die Natur tun!» Nebst Schwimmen (in der Loreto-Anlage) und Turnen (im Neustadt-Schulhaus oder in den Turnanlagen am See draussen) pflegen die Schüler (und die Lehrer) der Amerikanischen Schule natürlich den Nationalsport: Baseball.

Photo courtesy of Owen Brown

Neue Strassenbeleuchtung in Unterägeri

June 1971 Luzerner Neueste Nachrichten article entitled 'The American School in Zug - No Island' explains that the School occupies 'two villas', has no classes on Saturdays and introduced baseball to local boys in Zug.

immediately, then got back in the car and returned to our building. The hats did it: some bank official(s) decided the heist was in earnest and called the police. I, who had been filming this in 8 mm while Anita did the driving, waited until the police arrived, one with a machine gun of some sort with a storeroom label dangling from it. They accepted my explanation, but I got a bill in the mail a few days later for 100 francs – attributed to lack of forethought or something like that.

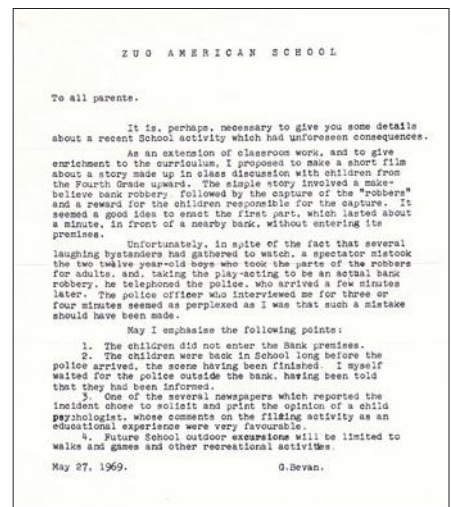


Mr Bevan speaks to his class in Gotthardstrasse. Photograph from an October 1975 Luzerner Neueste Nachrichten article on the School.

This event became a notorious incident with the students, as well as among the local population in the city of Zug. It appeared in several local newspapers, and one in particular, *Blick*, actually praised the School for its educational efforts. In order to dispel any misunderstandings, Mr Bevan wrote a detailed letter to the parents explaining the event.

Alpenstrasse 1, Zug

By the early 1970s, as the Anglo-American School of Zug continued to garner attention and accolades, it had grown to 35 students and needed even more classroom space. Several grades were relocated to the ground floor of a building on Alpenstrasse, directly facing Lake Zug. This additional building, owned by the Weiss



Mr Bevan's letter to parents, May 1969.



A 1918 postcard showing Alpenstrasse. Alpenstrasse 1 was at the end of the street facing the lake. Alpenstrasse 9, on the corner, was also used by the School for a short period of time.



Pupils perform the 'heel-toe, heel-toe' folk dance in 1968.

family, provided the School with more office and classroom space. Furthermore, the building was located near a local Swiss school called 'the Neustadtschule', which agreed to share its facilities. Susan Glausen, a librarian at ISZL's Riverside Campus, recalls that the location's close proximity to the lake provided a nice place for lunch, 'Every day we marched the children across the street, down to the lake and ate lunch together – in all weathers!'

Sports and Outdoor Activities

From the beginning, the School deemed participating in physical activities and spending time outside to be essential. The Felberhaus did not have a schoolyard, so teachers took the children to the park, or to the lake, to play during recess. However, when the School moved closer to the Neustadtschule, their playground and gymnasium were made available for students' use. Physical education sessions, alongside gymnastics and English folk dance (called 'heel-toe, heel-toe') classes were held in the gym. When the School expanded, after-school sports programmes included baseball, football, and swimming and diving lessons at the Loreto Schule, another local Swiss school, and then later at the public pool in Cham. There were also enjoyable impromptu games during recess such as playing catch and Frisbee.



Children ice skate in the flooded playground of the Neustadtschule in the 1960s. The Felberhaus is on the far right.

In winter, the Neustadtschule's playground became a makeshift ice-skating rink. The Zug Fire Department flooded the playground, which was enjoyed by the students, until a new ice-skating rink was built by the city of Zug in 1967. Ice-skating remained a favourite activity of the School during its weekly visits to the new local rink.

Enriching children's educational experience with excursions and outdoor activities was an integral part of the School's philosophy. There were exciting annual ski trips to resort areas such as

Anzère, Engelberg and Saas-Fee, and excursions such as kayaking, canoeing and caving on the Ardèche River in France. The teachers often took the children on boat trips across the lake, and on hikes to mountain destinations such as Rigi, Grosser Mythen and the Zugerberg. One cherished highlight of the mountain treks was that children were permitted to cook their own meals over a campfire. Additionally, students went on field trips to museums, zoos and parks, and journeys abroad took place to London, France and Scotland. From its earliest days, the School has always had a strong focus on taking advantage of Zug's central location in Switzerland to venture forth on excursions for cultural enrichment.



Zug Anglo-American School logo, mid 1970s.

In 1979, Gwyn Bevan initiated the annual tradition of Games Day held at the Herti Allmend Stadion, a multi-use sports stadium in Zug. The Games Day, which still continues today at the same location, includes events such as the long jump, high jump, sprints, egg-and-spoon contests, and three-legged races. Even before the stadium was completed, the School invited the parents to attend annual sports competitions in the park. These events always offered a fun-filled day outside the classroom.

Musical Performances and Productions

Within the first few years, the School held regular concerts. There was the annual Christmas recital,



Anita Bevan, left, and Gwyn Bevan, right, listen to the results at Games Day at Herti Stadium, 1984.



Photo courtesy of Marc and Jean Lèbe

Children perform for their parents, 1968.

dance concerts, and German and French choirs. Additionally, various musical shows were put on by different grades and performed frequently throughout the year. One recurring performance was the recorder concert put on by the younger children. Student Marc Lèbe recalls his fear of performing during the recorder recital: 'I just remember moving my fingers, but not playing, in case it squeaked!'

The School also staged elaborate theatre productions. Some of the early plays were *H.M.S. Pinafore*, *The Mikado*, *Tom Sawyer* and *Bugsy Malone*. The drama performances were first held in the upstairs restaurant in the Rössli Hotel (now the Restaurant zum Kaiser Franz im Rössli); later productions took place on the multi-level stage at the Loreto School. The complicated musical productions entailed making intricate handmade costumes, theatre props, sets and background scenery. In addition to theatrical shows throughout the year, the annual Christmas concert received great praise by the parents, and

H.M.S. Pinafore, in the early 1970s.



Photo courtesy of Marc and Jean Lèbe



*The production of
The Mikado,
December 1975.*

is described somewhat modestly by Mr Bevan as generally being 'ambitious' in its scope.

With the dedication of Mr and Mrs Bevan, the Zug Anglo-American School continued to prosper. By 1970 it had a full-time German teacher and a speech therapist who worked with the students once a week. However, the expanding student population was starting to feel cramped in the small building on Alpenstrasse overlooking Lake Zug, thus Mr Bevan began to look for a new location, one in which all grade levels would be united in a single location.

Alte Steinhäuserstrasse 15, Cham

In 1977, the entire school – comprised of seven teachers and 65 students – moved to a larger, more modern facility in the nearby town of Cham. The school facilities were constructed within a building leased from the Swiss Post Office PTT (Postal, Telegraph and Telephone). The interior space was unfinished, so it required tremendous work to transform it into a purpose-planned school. With the collaboration of the Post Office, alongside architects and development officials, the arduous task of outfitting the structure began to take shape. Mr Bevan poignantly recalls the regular planning meetings that took place with the Post Office, and how each member had a specific function in designing the renovations. He recalls in particular a conversation



The PTT building, Cham.

Teacher Ann Bauman reads a book while children wait for a boat trip, 1983.



about the gym floor: 'To his credit, the man who was going to do the floor-laying told me he should lay special material in the gym as it was to be used by children and would accommodate comfortably the children's bounces.'

The School occupied the first and second floors above the PTT parcel-sorting office, the new location providing much-needed space for the growing student population. The administrative area and the Headmaster's office were at the top of the stairs. Adjoining this was a long corridor, with classes on either side. At the centre of the building was a large, open space separating the Lower School from the Upper School, which served as the assembly hall and gymnasium. Outside there was a small playground with a sand box, climbing frame and swings.

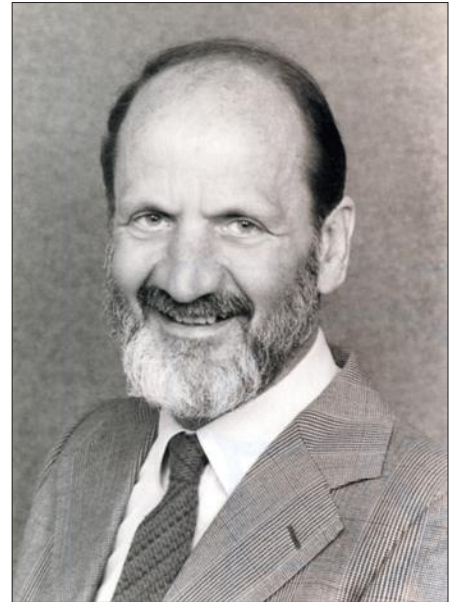


Teacher Gill Schofield's class enjoy spaghetti lunch, November 1984.

The teachers were excited to have a purpose-fitted building, as it offered greater classroom resources, facilitated assemblies of the whole School, and allowed for cross-grade collaboration. It was still a relatively small school, however, and the teachers on occasion met at the local café for staff meetings. ISZL Pre-School teacher Gill Schofield recalls, 'It was a friendly atmosphere. We had very relaxed meetings, sitting around drinking coffee.' The teaching staff was a tight-knit team and often got together outside of school hours to discuss teaching strategies and academic

concepts. The collective passion shared by the teachers for education was evident through their hard work and enthusiastic collaborations, but also through their close rapport. As teacher Barbara Oswald says, 'We were one big happy family. It was a pleasant place to work and there were never major problems or disputes – we were all friends.'

Gwyn and Anita Bevan set a high example of dedication to the School and its students. Mrs Bevan's encouraging personality enabled the students to produce outstanding schoolwork; she also had a great talent for acting, and guided the children to perform well on stage. Mr Bevan was skilled in mathematics and science. 'They were a fantastic team, working together,' reminisces Gill Schofield.



Gwyn Bevan in 1983.

In 1982, the School had nine teachers, including Mr and Mrs Bevan, and added the first Pre-Kindergarten class, opening with seven children. By 1983 the School's enrolment had reached 70 students, and required hiring additional staff. Mr Bevan decided to hire a Headmaster to run the School on a day-to-day basis. He had spent more than 20 years of his life devoted to the school, but realised it was time for a change.

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All faculty and students outside of the PTT building, 1984.



Martin Latter in 1984.

In 1983, Mr Bevan contacted Martin Latter, a Grade 6 and 7 teacher at the Inter-Community School of Zürich, and asked if he would consider a leadership position at the Zug Anglo-American School. The two gentlemen had met several years earlier, and knew each other well (they both met regularly with August Zemo, the Headmaster at the American International School of Zürich, to discuss the children and their transfer to and preparation for further study beyond Primary School). Mr Latter was indeed interested, and came on board as a teaching Headmaster, while Mr Bevan continued to manage the financial side of running the School. In September 1984, Mr Bevan held a welcome ceremony in the gym to introduce the parents, teachers and students to the new Headmaster.

New Ownership

After running the School for 25 years, Gwyn Bevan felt it was time to leave, and therefore decided to transfer ownership to someone who would help it continue to grow. The School's dedicated



Gwyn Bevan introduces Martin Latter to staff and parents, 1984.

Photo courtesy of Barbara Oswald

Headmaster was an ideal choice. By Easter 1987 an agreement was reached, and Martin Latter purchased the International School of Zug and took over full management of the organisation. There was a rumour that used to circulate around the School, claiming that if Mr Bevan was in a good mood, his sleeves were rolled up. As a retirement gift, the staff commissioned an artist to produce a wooden jigsaw puzzle with a picture of Mr Bevan donning rolled-up sleeves. Teacher Barbara Oswald warmly remembers Gwyn Bevan as someone who 'always had the children's interests at heart'. But the Bevans were ready for their next adventure. Staff and students were sad to see the founding Headmaster leave, but at the same time they were happy to welcome their current leader into his additional role as the new owner of the School.

Within the first few years, Martin Latter changed the name to the International School of Zug. There were students from all over the world by the mid 1980s, and the name Anglo-American School of Zug no longer suited the now more diverse student population. Another change took place in the classroom: the desk arrangements were formed into clusters to provide more open space, which also created collaborative groups enabling the children to work together. This style of seating organisation is still used in many classrooms today. Additionally, small reading corners were added to every classroom, to allow direct and quick access to materials. Owning and running a school was a challenging prospect for Mr Latter, but his devotion to the students was his main motivation: 'I wanted to enhance the nurturing environment, and ensure that the children felt comfortable and stable.'

Under Mr Latter, the annual Field Week was initiated in the 1980s. This took the form of trips to a Swiss destination at the beginning of every school year, which helped the children bond and



Pupils in the reading corner of a classroom, mid 1980s.



Teacher David Smith and his music students, 1991.

Photo courtesy of David Smith

Grade 3 students on a Field Week trip to Leysin, 1994.



In 1994 designer Beat Korner developed a new logo for the School that emphasised the fun atmosphere and diversity of the students.

introduced them to new areas within Switzerland. Steve Giraudo clearly recollects his first Field Week in 1991 with 3rd-graders, 'I took the kids to an Alpine town called Leysin, which was overcast and foggy when we arrived. When the sun cleared the kids were in awe of the incredible view.' The Field Week trips usually lasted about five days, and were the forerunners of today's Personal Development Week (PDW).

Continued Growth

Due to the low tax-rate in Zug, many new international corporations moved there in the late 1980s and early 1990s. This, in turn, resulted in an even greater student population at the International School of Zug. By the early 1990s, there were

more than 100 children enrolled and the numbers were increasing rapidly. Classroom space yet again became a concern, and acquiring an additional building was necessary.

Landis-Gyr-Strasse 1, Zug

In early 1995, Han Bullens, a parent who worked at Landis+Gyr, arranged for additional space to be used by the School. In summer 1995, the Lower School (Pre-School, Kindergarten and Grade 1) moved into temporary accommodations at the Landis+Gyr Campus in Zug, while the Upper School (Grades 2–7) remained in Cham. At the time, there were approximately 180 to 200 students enrolled in the Lower School. Due to the substantial distance between the two locations, David Winter, who also taught music, was brought in as the first Head of the Lower School Campus.

The small group of colleagues at the Lower School worked well together. As David Winter recalls, 'We had a great team and a good atmosphere; it was small and homely, but quite fun.' The teachers enjoyed collaborating closely within the Lower School, and energetically ensured their students received proper attention and instruction. However, the new location at Landis+Gyr quickly filled to capacity. The dividing of the Lower and Upper Schools proved to be a short-term solution to the space issue. By 1997, there were also serious size limitations with the



Martin Latter and David Winter in 1997.



Lower School children at the Landis+Gyr location, 1996.



Photo courtesy of Flying Camera

Aerial view of Walterswil, Baar, April 1997.

Upper School. The Post Office building did not allow for any opportunities for expansion, and the Landis+Gyr location was, after all, a temporary measure. Thus, the International School of Zug School was in search of a permanent home.

Walterswil, Baar

In early 1997, the Internatsschule, a Catholic boarding school located in Walterswil, Baar, closed its doors due to low enrolment. Priests and nuns had run the school, which had been owned by the Don Bosco Foundation for the previous 25 years. The site was an ideal location, with numerous buildings, wide-open spaces and a pristine pastoral location. Mr Latter began discussing the possibility of relocating the International School of Zug to the site.



Painting the Walterswil classrooms, 1997.

Acquiring permission to move to the site proved to be a challenging endeavour. The Catholic Diocese of Zürich owned the property, and the proposal from a foreign school to move to the sacred location was met with apprehension. Mr Latter visited the

Internatsschule to speak with the Director, Othmar Bühler, who suggested that a request be made directly to Peter Henrici, the Auxiliary Bishop of Chur, who oversaw Zürich. The letter to the Bishop carefully explained that although the School was not a religious based institution, it did indeed follow the Catholic creed, which was to 'encompass all'. The letter delineated how the School embraced all nationalities, creeds and religions, and stated that if the Catholic Diocese would allow it, the International School of Zug could make the grounds of Walterswil come alive again. This approach caught the attention of the Diocese.

The Don Bosco Foundation, an organisation within the Catholic Diocese of Zürich and owners of the Walterswil estate since 1972, considered the School's proposal. The organisation's chairman, Kurt Enderli, and several other Board members subsequently visited the International School of Zug. Mr Enderli was enchanted by the children, and impressed by the School's approach towards education. At the end of the meeting, Mr Enderli warmly stated, 'If we could have a school like this in Walterswil, I for one, would be a very happy man.' The process moved quickly from then on, and the School was given final approval by 1 June 1997.

Over the summer, the rooms were freshly painted and new lighting was installed. The idyllic location became home to approximately 210 students in the first year. The School first moved into the Albis building, which housed the administration and the Upper School, and the Rigi building, which accommodated the Pre-School children. In 1998, classes were added in the Old School House. Several of the buildings on campus were named after mountains in the area: Albis (Zürich), Rigi (Zug), and later the Pilatus (Luzern) and Baarburg (Baar) buildings were added. Barbara Oswald reflects on the move to Walterswil: 'It was lovely to have real school buildings for the first time, and to have so much space for the children.'



Desks and chairs from the PTT building are loaded into a moving van to be transported to Walterswil, June 1997.



Photo courtesy of the Don Bosco Foundation

1873 document Notizen über Walterschwyl von Stadlin outlining the Walterswil history.

An etching entitled Vuë du Bain de Walterswyl au canton de Zug depicting the baths, 1740.

The Don Bosco Foundation retained ownership of the site, but was immensely supportive of the School and its needs. With the ever-expanding influx of international companies moving to the area, the School continued to grow. By the late 1990s, there was already a need for more space. In 2000, the Wettinger House was completely renovated, and transformed into classrooms and administrative offices. At the same time, the exterior of the Albis and Rigi buildings were also updated. The cost of the renovation was borne entirely by the Don Bosco Foundation. It proved a challenge to renovate a 300-year-old building under the protection of the Schweizer Heimatschutz (Swiss Heritage Society), but fortunately, after 18 months of work, all the required amenities were included in the final renovation.



Photo courtesy of the Don Bosco Foundation

Middle School

In the late 1990s, several parents of Grade 7 children asked the School to consider adding a Grade 8 the following year. Seeing that there was a clear need, a Grade 8 class was added, and the International School of Zug officially had a Middle School. In 2000, Daniel Hamilton was appointed the first Principal of the Middle School; a role he still holds today. Mr Hamilton is delighted with the collaboration that occurs between the teachers and the students at the Middle School. He says, 'Success occurs when people work together to accomplish goals. The Middle School is an environment that fosters motivation for achievement from both the teachers and from the students themselves.' Students enrolled in the Middle School were initially taught in a cross-divisional team approach, but once the School became structured within just Grades 6, 7 and 8, it was further separated from the Primary School. Even though it was located on the same campus, the Middle School had its own programmes for physical education, music arts, visual arts and drama, in addition to its own classrooms in a separate building.

Facets of a Diamond

When speaking of the school that he spent 24 years looking after, Martin Latter describes what he calls 'Facets of a Diamond'. In order to sparkle and shine, a diamond must have many different angles that make it special. When he looks back on his time at the School, he describes one of those facets closest to his heart – the birthday stone – and how an idea came to him to celebrate each child's birthday in a special way. The children often brought him cakes and cookies on their birthdays, but he thought that he should, in fact, *give them* something. Thus began the tradition of giving children a semi-precious stone, which was immediately popular and continues today. Children ran up to Mr Latter and happily reminded him that their birthdays were coming up; he then made it a point to find the children



Middle School Principal Daniel Hamilton demonstrates a science experiment, 2002.

History of Walterswil

Walterswil is rich with seven hundred years of history. First mentioned in 1217, then listed by Heinrich von Walterswil as the location of his blacksmith shop in 1282. Sigmund Schwarzmurer discovered its natural springs in 1519. In 1610 Abbot von Wettingen bought the estate, and in 1698, Abbot Basil Reuty commissioned the Wettinger House and chapel to be built by Master John Moosbrugger. Walterswil then became the Wettingen Monastery.

In 1900, Carl Anton Steiner, a priest in Zürich, purchased the estate. The Wettinger House was then converted into a children's orphanage, called Kinderheim Walterswil, and was supported by the Venerable Sisters of the Holy Cross Convent. In 1903 the new church, which is still used today, was inaugurated.

In 1972 the Don Bosco Foundation purchased the estate and changed the name to the Internatsschule Walterswil. In 1997 the boarding school closed, and the International School of Zug moved to the premises.



Jean Simson with her Grade 5 class, 1997.

on their birthday, and make them feel special for those few moments when they were invited to carefully choose their birthday stone from a basket of colourful gems.

Heads of School

Having a dedicated and professional staff at the International School of Zug has always been a priority, and over the past 15 years there have been several remarkable leaders. In the spacious new Walterswil location, the School had quickly grown. Starting in 1997, David Winter (who was Head of the Lower School when the School was still divided in two locations) and teacher Jean Simson both served as Mr Latter's deputy assistant administrators. They worked together, while also maintaining their previous roles: Ms Simson as a teacher and later as librarian, and Mr Winter with the music programme. The two supported the day-to-day operation of the School by meeting prospective families, organising bus schedules, reviewing processes and procedures, and helping to resolve issues. Mr Winter notes, 'I enjoyed my time working alongside Martin tremendously. We didn't feel one worked *under* him, because he was such an easy person to

2007 production of Windust.





Photo courtesy of Martin Latter

work with.' However, when Ms Simson wanted to focus more on her role in the library, and Mr Winter decided to work part-time, the need for a full-time position to serve as the Head of School was realised.

In 2000, Kevin Page was hired to be the first Head of School, and Mr Latter took the position of Director. Mr Page was instrumental in preparing the school for the initial review of the International Baccalaureate (IB) Primary Years Programme (PYP). In June 2001, the International School of Zug was authorised to offer the IB PYP. Mr Page attentively looked after the children on the campus, and was regularly seen greeting them in the mornings. After three years with the School, Mr Page left to join the International School of Berne.

Students release balloons, 2002.



Kevin Page at an assembly, 2002.



Angela Horton presents the Most Improved Student Award, 2004.

In 2003, Angela Horton was brought in as the new Head of School. She is fondly remembered for her professional and knowledgeable approach to overseeing the day-to-day matters of both the Primary and Middle School. Ms Horton administered the PYP, and ensured the School followed the International Baccalaureate educational standards. In Ms Horton's two years with the School, she did a 'superb job assisting with the Primary Years Programme', Martin Latter recalls.

In August 2005, Elaine Tomlinson was appointed Head of School. She brought with her great enthusiasm and high-energy for educating children. Her caring attitude and her love of education was apparent in everything she did. After four years as Head of School, Ms Tomlinson decided she was ready for a change. Martin Latter declares: 'Elaine is absolute gold dust, one of the best educators I have ever worked with!' At her leaving party, she received a handmade mosaic depicting the Wettinger House and the Zug Campus.



Elaine Tomlinson during her first year as Head of Campus, 2005.

Martin Latter knew that he would eventually step down as the long-standing Director, but he wanted to choose his successor. He had received several offers to buy the School, but he did not feel they were in-line with his goals and aspirations for the School's future. It would take a special person to convince him that the School would be in good hands. By 2008 Dominic Currer, then Director of the Riverside School, and Martin Latter had become well acquainted. As with August Zemo years before, Martin Latter regularly met with the heads of the international schools in the area in order to facilitate the transfer of his Middle School students to secondary school. Through improved interactions, a renewed bond was formed between the International School of Zug and the Riverside School. Mr Currer then approached Mr Latter about merging the International School of Zug, and the International School of Luzern, with the Riverside School. Mr Latter

ultimately decided that it was the best direction for the students, and that the merger would provide the opportunity for the School to prosper and flourish in the future.

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On 31 July 2008 a ceremony was held to honour the retirement of Martin Latter, as well as the merger between the schools. This momentous occasion included a chamber orchestra concert held in the Walterswil church, organised by Kurt Enderli, President of the Don Bosco Foundation. With much gratitude, Mr Latter was thanked for his dedication to the School, his contribution to the grounds of Walterswil and his commitment to educating children. He cheerfully reminisced: 'I had 24 years of sheer pleasure. Such fun!' David Smith, Director of the Music Department, fondly refers to Martin Latter as 'an active leader, often in the classrooms with the kids, and continuously involved with all aspects of the School.' Mr Latter's commitment to the growth and future of the children enrolled at the School, building on the groundwork begun by Gwyn Bevan, set the stage for the School to become a highly exceptional education experience for expatriate families in central Switzerland.



In 2005, a new logo was designed, which depicts both a tick mark that represents a positive grade and a child with outstretched arms.



Photo courtesy of Martin Latter

Children play in the snow, March 2006.



Kurt Enderli.

Without the presence of the School, the city of Zug would look completely different today. The numerous international businesses that moved to Zug over the past 50 years were drawn to the area, in part, because of the excellent educational opportunities for the families of their employees. The cantonal authorities regularly brought prospective companies to tour the School in order to underscore the well-resourced educational facilities available to their employees.

From a tutor group for children of Willys-Overland Motors, to an international school with a worldwide reputation for excellence, the history of the International School of Zug covers many generations, resulting in numerous fond memories from former students and staff. Steadily growing over the years, it was seemingly in continuous need of larger premises. Though often a struggle to find, suitable facilities were eventually located. This is to the credit of the early leaders of the School, who wholeheartedly invested their time and dedication, resulting in what it is today a school that offers unmatched educational opportunities in the Swiss heartland.



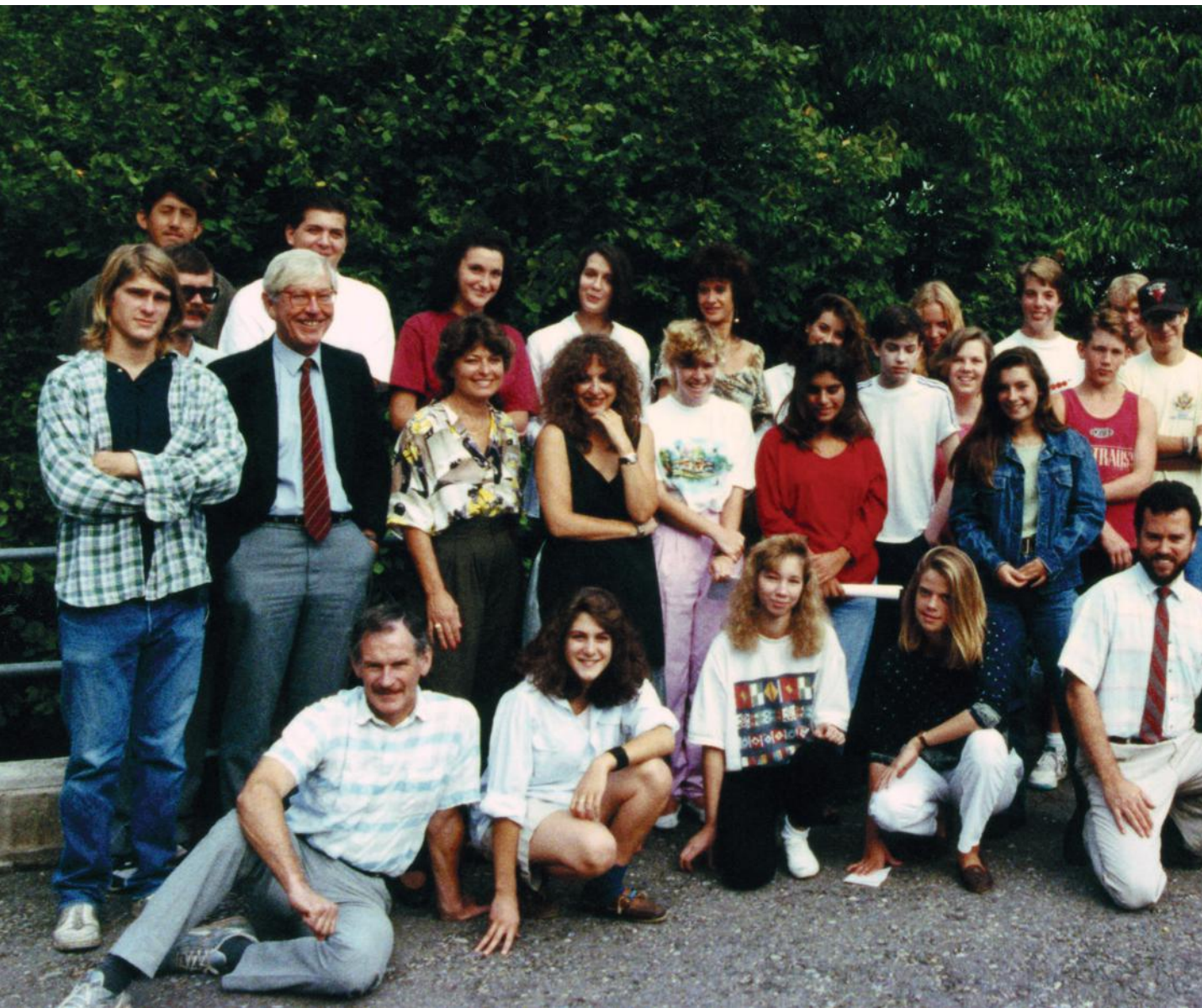
Martin Latter with students, 2003.



Photo courtesy of Flying Camera

Walterswil, December 1997.

*All faculty and students of
the Riverside School, 1990.*



Chapter 2

The Riverside School



Founded in 1990, the Riverside School began as a distinctive not-for-profit secondary school located in the town of Gattikon, Zürich. Like the International School of Zug, the High School started out small and gradually expanded over the years. With its main emphasis on respect, it quickly garnered a reputation for its highly dedicated teachers, student-centred approach, and commitment to educational distinction. Riverside was established by a select group of educators with a passion for teaching, and a common vision based on understanding and tolerance. It was through their dedication, the leadership of the directors, and the enthusiastic involvement of the students, that Riverside succeeded.

The Riverside School's unique history plays an integral role in the chronicle of the International School of Zug and Luzern, due mainly to its early affiliation with Martin Latter, and most importantly because of the merger that took place in 2008. Over the course of its 18 years as an independent High School, Riverside expanded, relocated, re-evaluated and adjusted its focus, all the while consistently maintaining its 'students first' philosophy. The remarkable determination and passion evident throughout the history of Riverside set the stage for it to be the High School of choice in the area. The International School of Zug and Luzern would not be what it is today without the exceptional High School once perched along the River Sihl.



August Zemo in the early 1990s.

Starting a New School

In early 1990, a group of experienced teachers, along with August Zemo, had an opportunity to develop a new school from the ground up. Mr Zemo, former Headmaster at the American International School of Zürich, was asked to write a preliminary proposal describing the concept of a new High School. Over a luncheon with two Swiss educational foundations, Mr Zemo presented the proposed philosophy of the school along with a projected budget. The foundations' members asked him for a moment to discuss the proposal in private. Mr Zemo remembers his anxiety about the financial plan in particular: 'The morning of the luncheon I told my wife that it would be a very brief meeting, because when they looked at the budget, even though I had pared it down as much as I possibly could, there would be no way they would support it.' When Mr Zemo returned, he was informed there was a concern with the budget, to which he replied that he was not surprised. However, to his amazement, the educational foundations determined that it was actually insufficient for the undertaking, and therefore they unanimously decided to double the initial budget in order to get the programme up and running. The foundations were quite pleased with the proposed philosophy, and were dedicated to creating the best school possible.

With support from the Swiss educational foundations, the group was able to quickly move forward with the plan to open a school with a unique philosophical approach to learning. With the commitment of parents, students and faculty, the goals were to implement a school that fostered responsibility, cultivated student growth, and enriched the local community through mutual interaction. The school would be founded on the principle of respect, and with that rule all issues and concerns would be candidly addressed.

Daniel Urech, current Chairman of the Board of Trustees of the International School of Zug and Luzern, was on the Board of Trustees of the Riverside School from the beginning. Mr Urech considered August Zemo the best choice for Director of the Riverside School, stating that he 'was a marvellous adviser to students on an intellectual and sophisticated level'. Mr Zemo was wholeheartedly dedicated, and believed that the opportunity to start a new school with a student-centred approach was a worthy endeavour. August Zemo, his wife, Beverly Zemo, and founding teacher Fowler Stillman commenced the initial preparations. Mr Stillman vividly remembers the efforts that went into planning the School: 'It was a labour of love and devotion, with the children's interests the first and foremost aspect of the decision-making.'

Underpinning Riverside were the master teachers, experts in their fields who could also instruct sports and other activities. The founding teachers, Ian Deleay, Sophie Gavard, Peter Hegetschweiler,

Some of the founding teachers, from left to right: Fowler Stillman, Donald Kinniburgh, Ian Deleay, Steve Loesche and August Zemo, 1990.



Chris Hummel, Donald Kinniburgh, Steve Loesche and Fowler Stillman, were all on board and eager to contribute. Their commitment was not only on a professional level, but a personal undertaking as well. French Teacher Sophie Gavard recalls, 'The teachers agreed to take a cut in their salaries because otherwise the School would not have been viable at the beginning. So there was definitely a pioneer spirit in the whole process.' News began to spread of the innovative High School, and many outside teachers were eager to participate. However, there simply was not enough room for all those interested to become involved. Riverside needed to start small, in order to build a strong foundation.

Most of the first Riverside students knew and respected the founding teachers from their time together at the American International School of Zürich. The students were eager to assist in the establishment of their new school. A 1991 Riverside graduate, Alexa Kaskowitz, says of her involvement with the initial stages of the School

*Donald Kinniburgh
and his computer
science class, 1990.*



that 'it was a chance to help create a wonderful educational environment'. Parents were also enthusiastic, and invested their time by hosting open houses. Commitment was abundant, and plans were coming together. However, a site for the new School had not yet been selected.

Gattikonstrasse 130, Gattikon

Finding a location for the School proved to be a challenging undertaking. The requirements included easy access within the region, plenty of classrooms, a place for all-school assemblies, and a kitchen. With those modest needs, it was determined that an office building would fulfil the requirements. The first floor of a building above a garage in Gattikon became available and had ample room for the students. The name Riverside was directly influenced by the building's location along the River Sihl. To assist in defining the identity of the new programme, graphic designer Robert Gottschalk designed a new logo. As a former student of several of the founding teachers while at the American International School of Zürich, Mr Gottschalk was pleased to contribute to the project. The logo, inspired by the striking blue heron that frequented the River Sihl, depicted a stylised bird with curved stripes that represented the movement of the water.

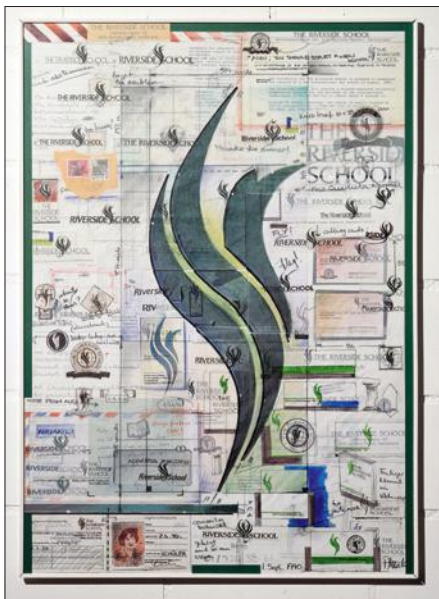
By May 1990, the preliminary plans for the interior space and layout alterations were in place, and swiftly thereafter work began. Transitioning an industrial office space into a High School in less than three months took a considerable amount of energy. Yet the building itself was bright, had plenty of room, and was a blank slate ready to be transformed into an educational facility. Several walls were moved and proper plumbing was fitted; new school materials such as books, science equipment, art supplies, computers, chairs, desks and lockers were all ordered and installed.



Several Riverside students, including Alexa Kaskowitz (née Pfeffer), second from left, along the River Sihl, 1991.

The Riverside School, facing the River Sihl, 1990.





Robert Gottschalk's drafts of the Riverside heron logo, hanging in the school in 1990.



Faculty and students at the first assembly, August 1990.

'Every student and every teacher had made up his mind to go to Riverside. We were all very determined to make a school together,' recalls teacher Sophie Gavard. The teachers and students worked side-by-side painting the walls, building furniture, opening boxes and filling the shelves with educational materials. The preparations continued throughout the summer, during which time three science laboratories, a computer room, library, separate art and music studios, student commons and a kitchen were created. A large room was outfitted with moveable walls in order to be used for assemblies or classes when necessary. The facilities were finally prepared and ready for the School's opening: the result was a clean, modern, well-lit space with state-of-the-art amenities.

Opening Day

On 20 August 1990, the Riverside School opened its doors to its first class of students. Twenty-five students, along with the founding teachers and school secretary Jelena Vasak, met over barbecued hamburgers to engage in energetic and frank discussions about the first year ahead at the School. Policies were put forward and agreed upon regarding courses, homework and free time. Decisions were based on mutual respect; both students and teachers were part of the decision-making process. Sophie Gavard comments how it was well understood early on that the Riverside School would be 'a place where only one rule existed: "respect yourself, others and the environment you live in"'. The school was off to a fantastic start!

Academics

The founding teachers dedicated many long hours to developing a demanding curriculum that would provide the students with a stimulating and engaging educational experience. From the beginning, Riverside participated in the College Board's Advanced Placement (AP) programme,

which is an American educational standard that guides students to work collaboratively and deliver clear and convincing arguments. A benefit of following the AP was the well-structured learning assessments that were available to the faculty staff, who could adjust coursework to better teach the subject matter. Riverside students succeeded in the AP programme, and were well prepared for university entrance exams, such as the Scholastic Assessment Test (SAT), in addition to the AP exams. Graduating Riverside students attended universities in the United States and England, as well as in other European countries. In the 1980s, August Zemo had successfully negotiated with universities in several European countries to facilitate admission to students who followed the AP programme. As long as they met all other admission requirements, graduating Riverside students were able to apply to universities in Switzerland, France and Germany.



Riverside students outside the School, 1991.

High-quality course offerings were the primary focus of the Riverside School. The first Riverside students were able to study art, biology, chemistry, computer science, English, German, French, history, mathematics and physics. Initially, teachers taught several different subjects – and



Steve Loesche and his humanities class, 1991.



Fowler Stillman's science students work with microscopes, 1991.

this innovative teaching methodology resulted in unique course offerings such as integrated courses and intensive studies.

Integrated Courses

Integrated courses combined two or more fields, for example history and English, and allowed the students to study several subjects with a fresh perspective. In order to graduate, students were required to take two integrated courses. Teachers took a collaborative, team-teaching approach to develop the curriculum. Course topics covered subjects that ranged from civil rights to building democracies. The teachers enthusiastically instructed these unique classes and, in turn, the students were completely engaged. Due to the complicated and thought-provoking content and approach to learning, integrated courses provided the foundations to prepare students for university studies.

Intensive Studies

Another distinctive educational opportunity at the Riverside School was the annual week-long intensive studies excursion. David Stillman, a Riverside graduate in 1999, recollects that in the 'cool intensive study courses, we would do something totally different for a week'. The students signed up for a week of immersive studies in subject areas that personally interested them.



Art teacher Chris Hummel and her class, 1991.

The topics varied from a photography course in Milan to researching the flora and fauna of Switzerland, to film studies and even auto-mechanics. Intensive studies were exceptional opportunities for the students to be exposed to entirely new fields of study.

Sports

From the beginning, students were encouraged to engage in physical activities. All the teachers coached an after-school sport or led extra-curricular activities. Initially, basketball, squash, tennis, volleyball, yoga and weightlifting were offered. For the first few years, the competitive teams were affiliated with the Swiss league Adliswil Tornado Club.

The Riverside School emphasised the importance of taking advantage of Switzerland's natural resources, especially through sports such as skiing. Initially, all teachers and students headed to the slopes together one afternoon per week. However, when this was no longer feasible due to the size of the School and the amount of time spent travelling to the slopes, it was discontinued. Fortunately, the annual February Ski Week that started in 1991 remains to this day, as teachers and Grades 3–10 students bond together on the slopes in Wengen. Most of the early ski trips were to Klosters and Juf (the highest permanently inhabited village in Europe).

Extra-Curricular Activities

Extra-curricular activities were stimulating diversions from the classroom. In the first few years, teachers offered dance, drama and Model United Nations (MUN). The dance programme involved creating choreographed routines and performing in front of the School, as well as in the local community. In drama, students performed plays, designed costumes and learned about set design. The MUN activity focused on global diplomacy, and gave students the opportunity to participate



Students wait on the platform for their photography intensive studies excursion to Milan, 1991.



A Riverside volleyball tournament, 1991.



Faculty and students on the slopes during the first ski season, 1991.

in mock debates and pass resolutions in the context of global issues. Students in MUN annually participated in The Hague International Model United Nations in the Netherlands.

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From its inception, the teaching staff at Riverside have been whole-heartedly committed to the advancement of the School. Teachers were involved in everything from cleaning the kitchen and driving students to sporting events, to after-school and weekend activities. There was genuine camaraderie between the teachers and students that formed the common vision: understanding through respect. Sophie Gavard relates the innovative and passionate approach the teachers employed to impart knowledge to the students: 'We were teaching our subjects, and often at a very high level (the students were allowed to partially choose their courses), but it was also part of our job to accompany the students on their way to becoming responsible individuals; to find their own pathway by themselves.' The teachers took the role of guiding and counselling the students, while maintaining a consideration for the students' individuality.

Teachers often met outside school hours to discuss the curriculum, share teaching strategies, and communicate their plans for upcoming lessons and modules. The School environment was conducive to close partnerships and team-teaching, and at the core of it was the energy of togetherness. Fowler Stillman recalls, 'As a teacher, it was a breath of fresh air to teach in a school like that; it just excites you! You look left and right, and everybody was excited – even the kids!' The Riverside School permeated an aura of warmth and kindness, which was strengthened by the passionate teaching staff. The faculty had an open-door policy, and students often sat down with their teachers outside of class to



Sophie Gavard teaches dance, 1990.

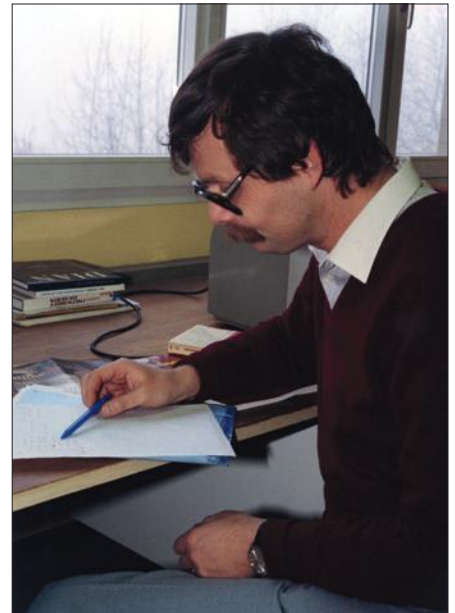


*Ian Deleay works
with a student, 1991.*

engage in lively debate and shared lunches. Riverside gained a reputation in the community as a place that fostered mutual understanding and open interaction. Its students communicated freely within a tolerant and non-judgmental atmosphere, and in turn gained self-respect and respect for others. Student Alex Kaskowitz remarks that the School promoted a sense of independence and 'despite the fact that there was only one rule (respect), people were well behaved'.

The Riverside School had a founding principle that every important decision was discussed between the faculty and students. Assemblies were held, and all opinions were taken into consideration. Students thrived with the open-dialogue policy, and were sincerely dedicated to their school. Jelena Vasak fondly reminisces about the Riverside students, 'I was impressed by their maturity, and their commitment to participating in decisions that affected them and their school.' Students gained decision-making skills, the ability to collaborate and mutual respect for their colleagues and teachers.

The campus was open, and students had permission to leave the grounds between classes; they often enjoyed having a quick cup of coffee



*Peter Hegetschweiler
grading papers, 1991.*



Jelena Vasak takes a telephone call, 1995.

down the road, or watching the wildlife along the River Sihl. A seating area was set up near the river and many discussions transpired there. One treasured endeavour was looking for the elusive blue heron, the School's adopted mascot, wading through the water.

Social interactions outside of school hours were quite frequent. Friday afternoon barbecues became a regular tradition; Mr Stillman grilled hamburgers or served Käsekuchen (local cheese-cakes) to students and parents. The faculty often invited student groups to their homes for discussions over dinner. The parents, in turn, hosted dinners for the teachers with food from their home countries, which later developed into an International Day celebration. It was during those gatherings that many students, teachers and families formed life-long connections.

Support

The Riverside School was fortunate to have a three-year financial support guarantee. The Swiss educational foundations supplied the start-up costs, the salaries and all the school materials. In 1993, after covering the overheads for three years, one of the educational foundations decided to continue supporting the Riverside School autonomously. The foundation's dedication to the School was evident; it was the largest project that they had ever funded. As several of the members of the Board of Trustees had children who attended the Riverside School, they were also personally committed to its success.

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Year two: Riverside's first day of school assembly, August 1991.

By the second year, enrolment at Riverside had doubled and the majority of the student body was new. And in subsequent years, Riverside continued to expand and additional teachers were hired to supplement the original core group. By 1995, several issues arose in connection with

the location at Gattikon. Colin Walker, current Director of Student Life, recalls, 'We had outgrown the original building, and we wanted to be in a more central location.' It was also increasingly difficult to obtain work permits from the Zürich cantonal authorities for the international teaching staff. The time had come to look for a new site.

When Riverside began, a partnership formed with the International School of Zug: Martin Latter and August Zemo regularly discussed how best to serve each student's educational needs as they moved from Middle School at Zug to the High School at Riverside. The partnership grew stronger over the years, as the International School of Zug had become a feeder school for Riverside. Aware that the Riverside School was thinking of relocating, Martin Latter suggested that August Zemo consider moving the School to Zug, where cantonal authorities easily facilitated acquiring work permits for international educators. Additionally, the two schools would benefit from being in closer proximity. Mr Latter approached executive Han Bullens, who located a suitable facility for the High School on the campus of Landis+Gyr.

Feldstrasse 6, Zug

In 1995, the Riverside School took possession of a two-storey building on Feldstrasse 6, in Zug. However, renovations were necessary before relocation could occur. The offices were enlarged to suit classroom use, and several interior walls were removed to create a space for all-school assemblies. Additional bathrooms and a kitchen were also installed. Outside, an adjoining basketball court, called the Hardplatz, was constructed. Thus, the demand for a High School closer to the city of Zug was fulfilled, and the relationship between the International School of Zug and the Riverside School continued to flourish.



Fowler Stillman and Colin Walker, 1995.



Martin Latter and August Zemo at the International School of Zug's International Day in 1997.



The Riverside Beacon's September 1995 article on the School's new location.

New Director of the Riverside School

In 1997, August Zemo was offered a position outside of the School and decided he was ready for a new challenge. Looking back on the planning stages of the Riverside School, Mr Zemo states, 'One of my earliest recollections, when the School was in the process of being founded, was thinking it was so small that it was going to be easy.' However, with hindsight, he admits it was anything but a simple task. Yet it was his commitment to Riverside that resulted in its success and expansion into a new facility. His legacy to the School was one in which its director was always involved with the students. Mr Zemo expands, 'I always felt the Head ought not be an isolated entity sitting in his office, but should teach and get involved with the students. Therefore, I had to deal with the same kids and issues as did the teachers.' And, with that philosophy, a healthy camaraderie was established throughout the School.

By the time August Zemo decided to step down as Director, Riverside had gained a reputation as a school with a strong sense of community. The rule of respect and the strength gained through open dialogue between faculty and staff was a highlight of its educational philosophy. The Board of Trustees was in search of a new leader who would advance Riverside, while endorsing the original values and mission.



August Zemo's last graduating class, June 1997.

In August 1997, David Brooks was named Director of Riverside School. He sincerely valued the founding philosophies and respected its traditions. Mr Brooks remembers being immediately drawn to the strong sense of community and the School's 'student-centred and collaborative teachers'. When Mr Brooks arrived at the School for his second interview, he was met by the entire student body (56 students), in addition to the parents and teachers: 'It showed me that they took the philosophy that everyone was involved very seriously.' The dedication of the staff, and the involvement of the students, played a pivotal role in his directorship.

It was a transitional time and David Brooks, a steadfast and dedicated leader, was a fitting choice after August Zemo. With the aim of maintaining the community atmosphere and the philosophy of respect, first and foremost, Mr Brooks examined the day-to-day workings at Riverside. He was instructed by the Board of Trustees to re-evaluate the financial aspects of the School's operations, in order to better serve the growing student body. The initial strategies of his directorship involved implementing a more conventional educational system. With the support of the teaching staff, several changes took place over the years. One amendment was that a home-room structure was developed in order to maintain the sense of community, and retain close contact with the students. Another change directly related to the growing number of students and teachers: everyone was encouraged to share opinions on topics relating to the School. However, final decisions were made by the administration.

Under David Brooks' leadership, several other changes were made. The Intensive Studies Week was revised to Personal Development Week, to more accurately reflect the nature of the trips: Mr Brooks recalls that his intention was to 'clarify



Photo courtesy of Robert Gotschall

David Brooks at his desk in 1997.



Riverside's new facilities in Zug, 1995.



The School in 1997.

the concept of the week, because the students were participating in interesting activities, and were not focused on *studies*'. The World Wide Web became a new tool for communication, and Internet access was installed. The School provided each student with an email address (which was unusual for international schools at the time). In addition, to further academic achievement, Riverside sought to associate itself with a more widely recognised programme. Mr Brooks endorsed bringing in the International Baccalaureate 'Middle Years Programme (MYP), because he believed 'the MYP's areas of interaction, and the connection between the disciplines' would benefit the students. This newly established IB scheme, geared towards Grade 9 and Grade 10 students, offered a consistent worldwide educational model. Mr Brooks acquired MYP training, and the School undertook the process of implementing the programme. In June 2001, the Riverside School was formally authorised to offer the IB Middle Years Programme.

Students on a PDW trip to Dubrovnik, Croatia, 2001.

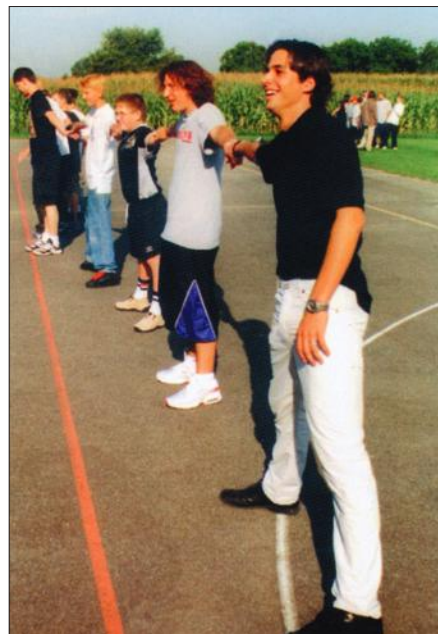


Additional expatriate families arrived in the area and, in turn, more students were enrolled at Riverside. Between 1997 and 2005, approximately 10 to 15 new students joined Riverside each year. Sizeable growth was imminent, and therefore so was change. The building on the Landis+Gyr Campus was suitable when the School was smaller, but it was evident that the School would soon be quite constricted there. David Brooks recalls that Riverside was in search of 'a nice location that would give us room to grow', and one that had plenty of space for the students, both inside and out.

Artherstrasse 55, Zug

The Riverside School benefited from its location on Feldstrasse for eight years, but by 2003 it was clearly time to find a new home. After considering many local sites, the Board of Trustees came to an arrangement with the St Karlshof Menzingen Kloster, who owned the Salesianum Villa in Zug. At the time, the Villa housed the Menzinger Sisters, who operated a housekeeping school for girls. However, the necessity of household instruction had become obsolete, and the Menzingen Kloster enthusiastically agreed to rent the property to the Riverside School. David Brooks recalls the preliminary discussions between the Riverside staff and the Menzinger Sisters: 'The nuns were delightful. They were very welcoming to us.'

In 2003, the Riverside School moved to Artherstrasse 55, on the border between Zug and Oberwil. The site had many improvements over the Feldstrasse Campus: more classrooms, greater outdoor space and an incredible lakeside location. The fact that the Villa had previously been a housekeeping school was an added advantage, because many of the rooms were already outfitted as classrooms. However, it still required a great deal of work due to its age and prior incarnations. David Brooks recalls that both 'Don



Team-building exercises at student orientation, August 2001.



The lakeside chapel courtyard with table tennis, 2003.



Photo courtesy of Robert Gutschalk

Students enjoying the Salesianum Villa's side garden, in 2003.

Kinniburgh and Chris Hummel were essential in planning the space', and they coordinated with Jelena Vasak to communicate the School's interior requirements to the architects. The Villa previously housed nuns, and therefore the rooms were quite small and needed to be enlarged to accommodate offices and classrooms. Walls were removed and additional toilet facilities were constructed; the plumbing also required updating. The large washing room, which originally served to instruct household laundering techniques, was transformed into an art studio.

The estate itself has a remarkable and varied history. It dates to 1610, when the Weissenbach family first built a chapel on the land. In 1744, Kaspar Luthiger purchased the property from the Weissenbach family, who had by then constructed several additional buildings, including a large barn. In 1747, Mr Luthiger built a large French-style home for his family (now the Salesianum Villa). Captain Peter Zwyssig obtained the property in 1840 and subsequently offered the Villa to the monks of the Wettingen Monastery, one of whom was his brother Father Albrik Zwyssig. Ownership transferred again, and between 1848 and 1898, the Wickart family from Zug used the Villa as a private residence.



Neue Zuger Zeitung article featuring Daniel Urech pointing to the new Riverside plaque, 2003.

The Haushaltungsschule Salesianum (House-keeping School Salesianum) was opened in 1898 by the St Karlshof Menzingen Kloster, and operated for more than 100 years. The house-keeping school, and the Villa, was named Salesianum after Madame de Salesia Strickler, the Mother Superior of the Menzingen Kloster. After the Haushaltungsschule Salesianum was closed, the Villa became available to Riverside. 'It was quite impressive. Being right on the lake was very special,' reminisces Jelena Vasak, who was instrumental in overseeing the move to the new campus.



Photo courtesy of Robert Gotschalk

Although there were only approximately 100 students enrolled at the Riverside School, the celebrations in September 2003 to open the new lakeside premises included more than 350 people; one of whom happened to be Dominic Currer, then running the Middle School at Zürich International School, and later appointed Director of Riverside. The local community was pleased with the renewed use of the estate; and the Riverside students, staff and parents eagerly anticipated the opportunities that the new lakeside location would bring.

The Salesianum Villa quickly became a cherished location in which students, parents and staff took great pride. There were plenty of outdoor spaces and gardens for students to gather in during breaks. Added to this, the magnificent lakeside estate, complete with a boathouse, allowed for easy access to watersports such as kayaking, canoeing and sailing.

The Villa contained a stainless steel, state-of-the-art commercial kitchen, which had been used

View of the Salesianum Villa from the lake, 2003.

From August 2003 in the Salesianum

THE RIVERSIDE SCHOOL ZUG

International Middle and High Day School for ages 12-19

« OPEN HOUSE » January 30th, 2003

08:45 to 16:00 To visit classes and take a tour of the school

19:00 to 21:00 For an information session detailing THE RIVERSIDE SCHOOL'S academic and extra-curricular program and the move to the Salesianum Refreshments provided

- Small classes • Authorized Middle Years Program of the IB (ages 12-16) • 16 AP exams
- Worldwide University entry including Switzerland • Lively extra-curricular activities
- Noted for strengths in the visual arts and dance • Excellent public transport connections
- Only 25 minutes from Zurich, 20 minutes from Luzern

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Tel. 041 724 56 90 • Fax: 041 724 56 92 • www.riverside.ch

BECAUSE THERE IS A BETTER WAY

A newspaper advertisement inviting visitors to see Riverside's new home.



Riverside students take a break from studies to play table tennis, 2004.

to teach cooking to the girls of the housekeeping school. Soon after Riverside moved into the Villa, local gourmet chef, Chris Mitchell, inquired about making a trade with the School. He offered to prepare school lunches in return for being allowed to use the kitchen facilities for his catering business in the evenings. It was a beneficial agreement: 'the students loved the food, and Riverside became known as the school with the gourmet chef', David Brooks fondly recalls.

In 2005, when David Brooks decided to hone his sailing skills and return to Canada, the enrolment at Riverside had increased to approximately 110. Despite the growing numbers of students over the years, Mr Brooks was known to recognise every single one of them by name, which classes they were in, and their interests and extra-curricular activities. He fondly reminisces of his eight years at the Riverside School: 'I enjoyed every day, and it was such a great place! We ran a happy school with dedicated staff and great kids!'

The entire Riverside School in 2004.



The Board of Trustees was in search of a new Director for Riverside who could enthusiastically lead the School forward. The hiring committee was instantly impressed when they met Dominic Currer. As David Brooks proclaims, 'We immediately liked him; he was very open, had a great personality, and was a perfect fit for us.' Mr Currer was appointed Director of the Riverside School, and states he was keenly committed to 'the Board of Trustees' strong vision to make Riverside the High School of choice in the region'.


Dominic Currer's first day at Riverside was 22 August 2005. A massive flood had taken place in central Switzerland in the preceding days and, due to washed-out roads, half of the students and staff were unable to arrive on the first day of term. Susan Glausen remembers Mr Currer's inaugural day clearly: 'To his credit, he handled it really well...it was trial by fire...or rather trial by water!' After successfully handling a chaotic start, the 2005–2006 academic year finally commenced. Mr Currer was delighted to be part of an educational community with immensely dedicated teachers, who cared greatly about the kids. However, he understood that the School was only accommodating the needs of a select number of students, and could better serve the community by offering a programme that catered to all students. Alongside the accomplished teaching staff, and with support from the Board of Trustees, there was a need to advance the Riverside School's academic reputation. That meant mainstreaming the School, whilst at the same time trying very hard to present a focus on individual attention, which enabled the School to meet the needs of more students. Together with improved academic achievements, there was a renewed emphasis on high behavioural standards; both qualities were necessary to ensure a good reputation for the School within the local community. This entailed clearly establishing that Riverside students must conduct themselves appropriately, both in and around the School.

Invitation

The Board of Trustees, Faculty and Students
cordially invite you to meet the new Riverside Director
Dominic Currer BA., M.Sc., PGCE.
The school will be open during the day for you to visit informally,
or to join us in the evening for a Welcome Party.

Thursday, January 13, 2005
Artherstrasse 55, 6300 Zug

09:00 - 16:00 – Open Day with the new director
19:00 – Evening Welcome Party (official introduction at 19:30)

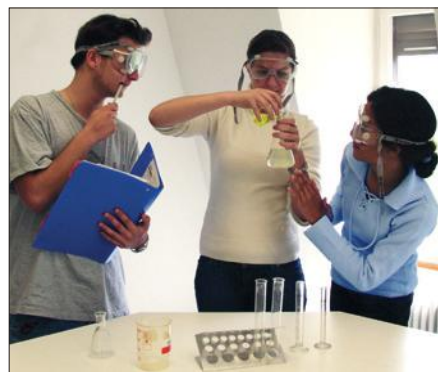


Dominic Currer, a dynamic teacher and inspiring administrator,
comes to Riverside from the Zurich International School
where he was Assistant Principal of the Middle School.
Previously at ZIS, he was Curriculum Co-ordinator for grades 7-12,
and taught Middle and High School History and Social Studies.

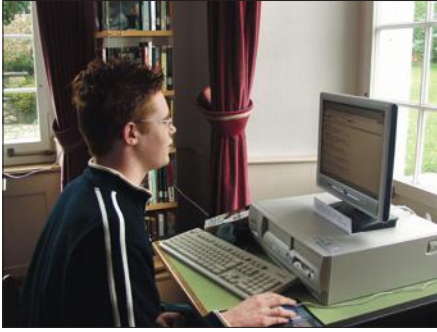
Prior to his move to Switzerland in 1998, Dominic was Chair of Politics and
teacher of History in England, at the King Solomon High School in London.
Married with two children, Dominic is a keen sportsman.
As well as teaching humanities at Riverside, he hopes to coach soccer.

R.S.V.P.
If you plan to attend the Evening Welcome Party,
please respond by January 7, 2005 to Cathy Davies:
Tel. 041 726 0450, Fax 041 726 0452, cathy.davies@riverside.ch

Invitation to meet Dominic Currer, the new Director of the Riverside School, 2005.



Science students prepare an experiment, 2004.



A student does Internet research in the library, 2004.

The Board of Trustees determined that a key aspect of improving academic standards was to implement the International Baccalaureate Diploma Programme (DP) for Grades 11 and 12. The Riverside School had offered Advanced Placement (AP) since 1990; however, many international families were unfamiliar with the American programme. Since the School already offered the Middle Years Programme for Grades 9 and 10, and the majority of the students coming from the International School of Zug were following the Primary Years Programme, adding the DP provided continuity. With the MYP and the DP, parents were assured of high-quality academics, and should they relocate, the IB programme would maximise the chances of the children easily reintegrating in their next school. The Riverside School was already philosophically congruent with the IB standard; however, in 2006, to further demonstrate commitment to the programme, several IB-trained teachers were hired. After the International Baccalaureate Organization's extensive review, Riverside was authorised to offer the Diploma Programme in December 2007. Dominic Currer was pleased with the approval, and states, 'I genuinely believe it is a fantastic programme, and provides a great education for the kids.'



Dance Club students pose, 2004.

In order to publicise the Riverside School's stronger academic focus within the local community, the School held regular open-house events to demonstrate the changes taking place, the opportunities that the IB Programme offered, and the renewed behavioural expectations. It was a strong message that was marketed assertively, but a comprehensive change was necessary to alter the perceptions of Riverside and transform it into a school of excellence for all students. By establishing solid and strong connections within the broader community, working with Human Resources departments at major corporations, and building relationships with relocation agents in the area, the Riverside School repositioned itself in a highly visible way. Dominic Currer recalls, 'I wanted the School to reacquire a reputation for outstanding academic achievement, and high behavioural expectations, whilst retaining a focus on individuals, community and the underlying principle of respect.'

In line with forging strong connections with the community, Dominic Currer met regularly with Martin Latter to discuss Primary students moving to the High School; in addition, the two enjoyed sharing their personal educational philosophies. Mr Currer recalls, 'I listened very attentively to what he had to say. I valued his opinion, and I respected him as an educator. I wanted to usher in a new era of cooperation and collaboration between the International School of Zug and the Riverside School.' The two men shared similar aspirations for the students of their schools, which resulted in a strong alliance. The schools held joint breakfast meetings in order to establish relationships with families of the students attending the Primary and Middle Schools, and to demonstrate Riverside's high standards and expectations. It was realised that critical to future success of the Riverside School was a positive parent and administrative perception from the Primary School. These improved



Dominic Currer and his first graduating class, 2006.



Students talk in between classes, 2008.

Sue Glausen assists a student in the library, 2008.



opinions resulted in more students from the International School of Zug being sent to the Riverside School.

As a result of the School's improved reputation and stronger relations with the greater community, enrolment increased, and a steady stream of applications arrived; it became clear that the School would benefit from a designated admissions officer. In 2007, the first Admissions Office was inaugurated in order to best meet the needs of the families applying to Riverside. Laura Schoepfer, who had developed the Riverside careers education programme, was appointed to run the Admissions Office. Dominic Currer recalls that Ms Schoepfer 'proved to be highly competent, effective and engaging' in the newly established position. The addition of the Admissions Office offered a clear, centralised application process for all prospective Riverside families.

The Riverside School flourished in the Salesianum Villa, but additional resources were eventually required. In 2005, after careful planning by Director David Brooks, the Hardplatz, a semi-soft outdoor court, was installed for sports activities such as basketball, football and tennis. And in

2008, the Aula was added, a place for assemblies of the entire School; the Aula could also be subdivided to provide additional classrooms when required. With expanding enrolment, the Salesianum Villa was nearing capacity; a new location for the High School would soon be sought.

It became clear that in order to make Riverside financially viable in the long term, strong relationships with the community, local businesses, relocation agents and the families of the International School of Zug were necessary. Laura Schoepfer recalls Mr Curren's determination to share Riverside's transformations: 'He was young, dynamic and ambitious. Through his passion for education, he was instrumental in changing the community's perceptions, and in a way became the face of the School.' By re-examining the curriculum, student behaviour, teacher assessments, and the minimum number of teaching days, the Riverside staff developed an academically sound programme that met the needs of all students. The addition of the International Baccalaureate Diploma Programme, and a renewed alliance with the International School of Zug, resulted in tremendous growth and financial stability. Between 2005 and 2008, the Riverside School gained a reputation for



Mark Newman with the Riverside basketball team, 2006.



Students practise piano in 2008.



Teachers Anna Chambers (left) and Philip Pflugbeil (back) and students display bat houses they built for the World Wildlife Foundation, 2008. Ms Chambers led the first whole school community and service programme at Riverside, in the 2007–2008 academic year.

excellence, and was well-positioned for the upcoming merger with the International Schools of Zug and Luzern.

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The key foundation of the Riverside School was the importance of a holistic educational approach that allowed balancing in-class instruction with outdoor activities, music, sports, arts and social events. Riverside students gained independence and self-respect, and became skilled in effective communication and creative expression. The School not only prepared students for university, but also prepared them for life beyond secondary school.

The history of the Riverside School is an integral part of the International School of Zug and Luzern's 50-year chronicle, because it plays a vital role in making the School the success that it is today. The School had three dedicated directors, Mr Zemo, Mr Brooks and Mr Curren; each one had their own unique approach, yet they all shared a vision of serving students' needs through innovative educational methods. Through greater enrolment and relocating to new buildings, the School adjusted, re-evaluated and evolved in order to consistently refine its mission: to provide the highest quality student-centred education, founded on the principle of respect.



The Riverside faculty football team, 2007.



Riverside students enjoy a break in the Salesianum garden, 2008.

*The Villa Krämerstein in
Kastanienbaum, 2006.*



Chapter 3

The International School of Luzern



Photo courtesy of Martin Latter

In 2006, the International School of Luzern was founded as a small Primary School for international families living in the surrounding area. Established as a sister-school to the International School of Zug, Luzern swiftly gained attention due to its small student-to-faculty ratio, nurturing environment and connection with the International School of Zug, in addition to its beautiful location along the shores of Lake Luzern. The International School of Luzern plays a significant role in the history of ISZL. Only in existence for two years prior to the merger of the three schools, the International School of Luzern has existed longer as a merged division than it did as a singular entity. Yet from the start it was a place where children thrived.

The International School of Zug had been bussing in students from Luzern for many years when the city of Luzern approached the School with a proposition. In early 2000, Luzern city officials were undertaking an effort to court more global companies to the area, and understood that having a school for expatriates would draw in more prospects. Luzern officials were familiar with the International School of Zug, and deemed its educational structure, high academic standards and international curriculum perfect for the city. In Summer 2005, Otto Ineichen, the parliamentary representative for Luzern, contacted Martin Latter with a proposal for a new Primary School in the canton. Initially, Mr Latter was hesitant, but the prospect of opening a new school appealed to his entrepreneurial nature. Discussions about



First day of school, 21 August 2006, from left to right: Sarah Lamb, Fabia Joller, Angela Hollington, Maurice Wigman, Jessica Held and Karen Richardson with all the students.

feasibility and potential locations took place over the next few months, and final agreements on support and the site for the School were made in spring 2006.

St Niklausenstrasse 59, Kastanienbaum

After studying many possible sites, the Villa Krämerstein in Kastanienbaum was chosen as the optimum place to establish a new Primary School in the canton of Luzern. Located in the municipality of Horw, 10 minutes from Luzern, it was easily accessible from the local region. The Swiss Journalism School (das MAZ) had previously occupied the Villa for 21 years, so the location offered a well-equipped educational facility. The site had open spaces, sufficient classrooms and an ideal location to suit the needs of expatriate children.

The Villa Krämerstein and its surrounding property are several hundred years old. The Meyer

family of Baldegg transformed the agricultural farming estate of Krämerstein into a summer residence in the early 18th century. Subsequently, in 1786, the silk entrepreneur Balthasar Falcini built Villa Krämerstein, in addition to several other buildings on the property, such as the boathouse and chalet. In 1906, Carlos Keller, a Brazilian diplomat, expanded the Villa by raising the roof and constructing an additional floor. Then in 1980, Carlos' son Phillipp Keller, an aficionado of transportation, bequeathed the entire estate to the Swiss Museum of Transport and Communication in Luzern. The municipality of Horw purchased the estate from the museum in 1990, with the objective of using it to serve educational, art, cultural and social purposes in the local community.

Starting a New School

The determination and passion of Martin Latter, alongside several other dedicated educators, led to the establishment of the International School of Luzern. Teachers Karen Richardson and Maurice Wigman transferred to the new school from the International School of Zug in order to prepare for its grand opening, and Jessica Held, Fabia Joller and Sarah Lamb were also hired to join the team. They ordered materials, set up the library, planned the schedule, and organised classroom space. Angela Hollington, who had 20 years of experience in education, was appointed Head of Luzern Campus. When Martin Latter had initially approached Ms Hollington about running a new school, her answer was a resounding, 'Why not? Starting a school would be an exciting and fun opportunity!'

Preparing for the new school took considerable planning and organisation. The initial phase required the remodelling of the Villa to ensure there were sufficient facilities and to plan suitable use of the limited amount of available space. The founding teachers and the architects calculated and determined the spatial requirements based



View of the Villa facing the lake, spring 2006.

Photo courtesy of Martin Latter



Photo courtesy of Martin Lahrer

View of Lake Luzern and the boat house from the Villa, 2006.

on the projected number of students in the first year. In the end, several walls in the Villa were removed to provide classrooms, open space and offices.

Starting with a vacant building required purchasing all new furniture. High-quality desks, chairs, worktables and shoe racks were ordered. Fortunately, due to the fact that the Swiss School of Journalism had previously occupied Villa Krämerstein, it was already equipped with Ethernet connections. New MacBook computers were installed and connected to the Zug Campus, so students immediately had access to the School's library and online resources. The School ordered new educational supplies including reading books, mathematics materials and basic Primary School startup sets. After the building and learning materials were in place, the planning of the daily schedule commenced.

It was a challenging process to set up a school culture with new routines and programmes. Input and opinions from parents, colleagues and even the children were sincerely welcomed. Karen Richardson, current Assistant Principal of the Luzern Campus, clearly remembers the planning of the School: 'It was like a blank canvas. It was exciting, but without a template to start with, it was certainly tough.' However, the community of teachers and administrators pulled together, and the International School of Luzern was well-prepared to open its doors to the first students.

Ms Hollington reflects that 'setting up a new educational programme in conjunction with the support of a large established school was an ideal situation', because the basic infrastructure was already in place. Whilst having access to the International School of Zug's resources was a vital component to getting the School started, determining the unique programme at the International School of Luzern was still a large part

of the preparations. One of the key elements was to use the low student-to-teacher ratio to their benefit, which allowed for close guidance and supervision. Another advantage appreciated early on was the environment. The location itself supplemented the curriculum; teachers knew that hiking in the nearby woods and swimming in the lake would be attractive to parents considering sending their children to the International School of Luzern.

Opening Day

On 21 August 2006, the official opening celebration of the new campus took place, with more than 80 people in attendance. The tree-lined avenue was decorated with huge bouquets of sunflowers tied to each tree (an idea inspired by a local farmer). Then came the welcome ceremony at the entrance to the Villa, with Luzern government officials, teachers, parents, staff and students in attendance. The three oldest children at the School were invited to join Mr Latter in the ribbon-cutting ceremony and, afterwards, each child at the School received a piece of the ribbon to commemorate the occasion.

Several government officials spoke on the significance of having a high-calibre international



In 2006, each teacher and student from the founding year of the International School of Luzern painted a tile, which now greets visitors to the School.



Photo courtesy of Martin Latter

Spring flowers and sculptures on the balcony facing the lake, 2006.



Photo courtesy of Martin Latter

Otto Ineichen shakes hands with Martin Latter after his welcome speech, 2006.

school in the canton, including Jürg Lustenberger from the Luzern Education Department and Markus Hool, President of Horw Gemeinde. The man who was the driving force behind it, Otto Ineichen, addressed the crowd to welcome the School as a new key to promoting the city of Luzern as an ideal location for global businesses. After the speeches were concluded, the students put on a short performance for the audience, and then came the cutting of the cake, which Chef Chris Gottler had baked in the shape of the school logo.

After the opening ceremony, the school day started with an assembly in the attic, with all the children sitting in a circle. Once the students had made their introductions, they were told about the history of the Villa. There were just 18 pupils, each assigned to one of four class groups: Pre-School, Pre-Kindergarten, combined Grades 1/2 or Grades 3/4/5. Each child who attended the opening-day celebration was then handed a sunflower to take home.

Children eagerly await Chef Chris Gottler's logo cake.



Photo courtesy of Martin Latter



Martin Latter and the three oldest children from the School perform the ribbon-cutting, August 2006.

The first project the students were given was based on the site itself. The intention was to familiarise them with the area, and introduce them to the history of the estate through research and observations. It was a mixed-age-group project, which allowed the students to get to know each other. 'We wanted to build up their relationships. A small school is like a big family,' recalls Ms Richardson. One group went to Luzern to take pictures of the city and do research on its history at the library. A second group studied the plans of the School, and designed their own maps of the classrooms, buildings and grounds. The third group made observational drawings of the Villa. On the completion of the project, the students had gained a thorough understanding of the history of their new location.

The first year of the International School of Luzern proved to be a successful endeavour. Founding teacher Jessica Held recalls, 'The teachers were all dedicated. We put a lot of blood, sweat and tears into making the small School work. Everybody knew each other well and we always helped out.' Students had a remarkable year, full of learning, sports activities and exciting excursions. Despite its size, the Primary School offered well-appointed facilities, excellent teacher-to-student ratios, and an abundance



Angela Hollington at her desk in 2006.

The whole school in the first assembly in the Villa's attic, 2006.



of resources from the Zug Campus. German, music and physical education teachers, as well as a Primary Years Programme Coordinator, regularly came from the Zug Campus to work with the children in Luzern. The appeal of a quality teaching staff in an intimate learning environment, coupled with a charming site, primed the School for growth.



Tree-lined avenue with sunflowers on the first day, 21 August 2006.

The International School of Luzern offered a fantastic education. Families who had previously sent their children to the International School of Zug now had an outstanding option closer to home. The energy and passion of the teaching staff produced an exciting atmosphere, in which they provided the children with material that was fun, relevant and understandable, yet within the boundaries of an academic purpose. The collaboration and mutual support between the teachers resulted in a friendly and flexible atmosphere: 'We were immediately at ease with each other. We were quite busy because there were few teachers, but we sacrificed easily for each other in order to assist the children,' remembers Karen Richardson. Within this encouraging atmosphere, the teaching staff cultivated an enriched learning environment in which the students excelled.

By the second year, a considerable number of new children had enrolled at Luzern, and room-dividers needed to be installed in the attic space of the Villa in order to create additional classes. Founding teacher Maurice Wigman says, 'The fact that we were growing was a good thing – it meant that there was a need for a campus in Luzern!' It became apparent that soon more space would be required, and that it would necessitate exploring opportunities to expand into other buildings on the estate.

Sports

From the beginning, the International School of Luzern offered sports such as football and cross-country running in addition to the mandatory physical education curriculum. The annual Games Day, which still continues today, is held on a Saturday on the School's grounds. It provides an afternoon full of activities and games for children and their parents. A barbecue on the terrace overlooking the lake is one of the highlights of this fun-filled day. Mr Wigman says that Games Day 'is a great way for families to get to know each other in an informal way, and just have fun together. Being together as a whole school community is important.'



A student draws the Villa during the first project, August 2006.



One of the student's observational drawings of the Villa, 2006.



Children play badminton in the field below the Coach House, 2006.

At the annual Athletics Day at Herti Stadium, students from Grades 3, 4 and 5 from the International School of Luzern joined the students from the International School of Zug to compete in track and field events. Extra-curricular activities such as hip-hop dance lessons, drama, football, basketball, fitness and yoga clubs were offered from the start. The School cooperated with several gymnasiums in the area, in addition to a local swimming centre, to offer a further array of physical activities. Yet the location of the School itself, just steps away from both a lake and a forest, allowed for many exceptional outdoor activities such as swimming and walking in the woods. Ms Hollington noted that the School was very aware that it could ‘use the environment to develop a curriculum that would result in the best opportunity for the children’.

Extra-Curricular Activities

A full music programme was offered, alongside optional individual instrument lessons. Each grade level incorporated in-class art lessons and craft projects in order to expose children to visual self-expression. And teachers often led excursions into the local forests to explore and learn about the natural environment. However, on occasion, the outdoor educational opportunities literally walked right on to the campus. When farmers brought their sheep to graze in the pasture on the School’s grounds, the children were amazed and immediately drawn to them. Teachers took the opportunity to teach the children a little about the animals, and also conveyed the importance of letting them eat in peace!



Angela Hollington’s after-school Cowboy Club, 2007.

Special occasions occurred throughout the year at the International School of Luzern, all of which continue to this day. In autumn there is the International Dress Up Day, where students are encouraged to wear costumes representing their home country. There is also ‘Trunk or Treat’, a Halloween event in which children trick or treat



at the boots of parents' cars; and the Festival of Lights is staged in winter, which embraces traditions from all religious denominations. Other events include choral and orchestral concerts held in the summer. As a reward at the end of term, a sleepover is held; the evening begins with a barbecue attended by parents, then the staff and students spend the night in the Villa.

Maurice Wigman and his students feed ducks at the lake, 2006.

Students at the International School of Luzern are fortunate to study and play in the Krämerstein estate's beautiful grounds. Founder Martin Latter refers to the site as a place 'where kids could walk through the seasons'. And it is still true today: children walk from the top of the road, along the tree-lined avenue, down towards the School. In autumn, bright orange leaves tumble from the trees; in winter there is a blanket of white with the first snow; in spring, the whole area bursts into bloom; and in summer the rich foliage creates a magnificent canopy.



Children learn about the sheep on the estate during an IB PYP Unit of Inquiry, June 2008.



Children enjoy reading time, 2008.

Of course, what takes place inside the classroom is the real reason that the students are thriving at the Luzern Campus. It is these educational opportunities that lay the foundation for the children's future endeavours. The International School of Luzern began as a sister-school to the International School of Zug; the two schools collaborated closely, developing an effective and strong foundation for the International School of Luzern in its first two years. Children prospered in the nurturing and supportive environment, and gained valuable skills to help them reach their potential.

Primary School children after swimming lessons, September 2007.





*Students run down
the tree-lined avenue
in October 2006.*

*Patrick Roby and the
Riverside football team
meet before a game, 2010.*



Chapter 4

The Merger



In 2008, the merger of the International School of Zug, the Riverside School and the International School of Luzern occurred. The multifaceted process leading up to this union involved collaboration between Martin Latter, owner of the International Schools of Zug and Luzern; Dominic Curren, Director of the Riverside School; the Riverside Board of Trustees; and a Swiss educational foundation financially backing the merger. The culmination is the International School of Zug and Luzern, a not-for-profit unified organisation offering education from Pre-School to Grade 12. It has a comprehensive and cohesive curriculum, an integrated school structure and a strong sense of unity through the mission of 'Respect, Motivate, Achieve'.

Pre-Merger

Prior to the merger, the Riverside School community saw an improved academic programme, increased enrolment and a stronger reputation. By communicating with prospective parents, global companies and relocation agents, the Riverside School Board of Trustees was in a strong position to offer an amalgamation of the schools. The alliance between the International Schools of Zug and Luzern and the Riverside School was strengthened, and the natural transition from a feeder school relationship into a unified programme became feasible. The meetings between Dominic Curren and Martin Latter commenced with a friendly rapport: 'We hit it off from the start; we were on the same page educationally. The longer and

better the professional relationship developed, the more kids came slowly over to Riverside.’ It was evident that the children who transferred from the Primary School to the High School would greatly benefit from a cohesive curriculum structure within one school.

It was critical to the success of the merger that all the participants fully supported the proposition. With the endorsement of the Swiss educational foundation and the approval of the Riverside Board of Trustees, Dominic Currer approached Martin Latter with a proposal to purchase the International Schools of Zug and Luzern. An agreement was reached, and in spring 2008 the merger was announced to the students, parents and staff of the three schools.

As part of the Riverside Board of Trustees’ requirements prior to the merger, a sound business plan and a prospective structure of the school needed to be securely in place. Mr Currer researched the organisational format and policies of other institutions and school systems, and studied financial plans and strategies. In conjunction with his own passion for education, and his personal vision of excellence in education, he formulated a strategy and prospective system and presented it to the Riverside Board of Trustees.

The Board of Trustees

As a not-for-profit school, the Riverside Board played a vital role in reviewing and overseeing all aspects of the Riverside School, including the merger. Comprised of individuals passionately committed to the education of the global leaders of tomorrow, the Board was dedicated to advancing Riverside towards its greatest potential through sound policies, management and development. With the consideration of the students first and foremost, the Board

determined that a Pre-School through Grade 12 unification would benefit the students by providing a consistent and all-inclusive sequential academic programme.

Building upon the previous decades of management continuity from the Riverside Board, the Board members stayed on through the merger and in 2008 effectively became members of the Board of Trustees of the International School of Zug and Luzern. At an instrumental time of growth, and with the new processes brought about by the merger, the ISZL Board of Trustees sustained their focus on community engagement, government relations, and a strong governance and leadership that underpinned the collective viewpoint that excellence in education was the main priority of the School. The joint educational model was unanimously agreed upon, and the schools prepared for the merger.

The Merger

Aligning distinct organisations was an enormous undertaking, and required staff and administrative commitment from each school. It began with a systematic review of the different structures of the schools, and then staff working closely to develop a singular cohesive organisational system. Logistical, practical and structural aspects were reviewed. When considering its post-merger identity, the School sought answers to questions such as: 'What is the purpose of the School? Who is the ISZL community? Who are the students, and how best can we serve them? What is the future of the School?' By engaging all stakeholder groups to determine the solutions to these queries, a clear picture of the International School of Zug and Luzern emerged. The newly formed Board of Trustees took a comprehensive approach to combining the three schools and effectively providing an administrative structure that strengthened the entire school.

On 31 July 2008, the International Schools of Zug and Luzern merged with the Riverside School. Martin Latter was confident he was placing the School he had run for 24 years in the right hands. He saw something of himself in Dominic Currer and, when he introduced the new Director of the School to his students, he announced, 'This is Dominic Currer, he is just like me only 20 years younger, but he's the one with the grey hair!' The two men shared a vision for the School: they wanted it to gain international recognition for outstanding education, and perhaps even become the best international school in the world.

Curriculum

After the merger, it was critical to effectively communicate and clarify with the stakeholders the modifications that had taken place. The School sought to alleviate anxiety about its changes by reassuring the community that it would continue to offer outstanding education and top-quality resources. Moreover, the School now benefited from a cohesive educational system. The single most important aspect of the merger was curriculum continuity and consistency of vision, which would provide children with as close to a seamless education as possible, thereby enhancing their chances of success.

Not-for-Profit

Today, the not-for-profit status provides funding for educational resources, an outstanding teaching staff, professional development, and state-of-the-art facilities on three campuses. Dominic Currer states that whilst the Riverside School was already not-for-profit, 'The International School of Zug always reinvested appropriately and significantly in the children's education.' However, with the combined schools, the additional financial resources available are greater than ever before. Furthermore, as a not-for-profit organisation, the School participates in

fundraising events and receives individual and corporate contributions, which provide revenue for additional facilities as the School further develops.

Unity of Purpose

The comprehensive administrative structure that was achieved supports a thriving school that is located on three campuses. Unity between the different sites is paramount to achieving community spirit and a positive atmosphere. The School's leadership, alongside representatives of its students, parents, staff and Board members, met several times in order to formulate a mission statement that would reflect the direction of the School, whilst remaining true to its history. The group deliberated and considered key terms that encompassed the new School's ethos and conveyed the core of its philosophy. The International School of Zug and Luzern's mission statement is:

Respect, Motivate, Achieve

The International School of Zug and Luzern provides a high-quality Pre-School to Grade 12 international education to day students resident in the cantons of central Switzerland.

ISZL promotes a climate of respect, where outstanding teachers encourage students to develop self-confidence, positive relationships and an enthusiastic approach to learning.

ISZL is committed to excellence in education through a balanced academic programme. Students at ISZL share responsibility for their own learning in a caring and stimulating environment designed to promote achievement.

After brainstorming and deliberating, the most important words from the discussions were used

to formulate the new tagline: 'Respect, Motivate, Achieve'. The mission statement successfully encompasses the School because it incorporates the important elements of the past with its ambitions for children in the future.

The next phase was to formulate a strategic plan. The intention was to develop a strategy that interprets the school mission in terms of education and learning, students, staff, marketing and development, and finance. As with the planning of the mission statement, a group of stakeholders including the Board of Trustees, parents, teachers and administrators participated in the process. Alongside professional strategic planner Adele Hodgson, the stakeholders had the goal of finding the necessary steps to meet the aims of the School. The interaction within the group allowed for open and honest dialogue, where everyone could share their hopes, fears and ambitions for what the school might be. The result is a clear and concise strategic plan:

The International School of Zug and Luzern will continue to be a leader in providing outstanding learning experiences through state-of-the-art instruction, guidance, resources and facilities, which will stimulate a learning community that prepares our students for a world of change and empowers them to change the world for the better.

All members of the School are committed to the ISZL mission to help its students be respectful, knowledgeable, empathetic, cognisant members of the local and international communities.

The new strategic plan successfully embraces all aspects of the School, while providing room for change in the future. By thoroughly

considering each facet, from education and ISZL stakeholders, to development and financial strategy, the strategic plan provides a well-defined and holistic map for the future.

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The 2008 amalgamation of the International Schools of Zug and Luzern and the Riverside School required the commitment and support of many diverse stakeholders. It was only through the collaboration between the individual schools, in combination with the support of the Riverside Board of Trustees and the Swiss educational foundation, that the unification of the schools was possible. In the end, the merger of the International Schools of Zug and Luzern with the Riverside School was seamless. 'It was as if we had always been together,' comments Pre-School teacher Gill Schofield. 'Considering how large the school is, there are few problems, everything works naturally.'

The smooth transition into a merged school took the partnership of staff and families from each of the schools, and a shared goal for the future. Daniel Urech, Chairman of the Board of Trustees, recounts of Dominic Curren, 'We couldn't have had a better director to merge the schools.' The vision that he had for the Riverside School, 'to make it the school of choice', was incorporated into his mission for the unified school. Expertly founded on the principles of 'Respect, Motivate, Achieve', the International School of Zug and Luzern is indeed the preferred school in the cantons of Zug and Luzern.



Daniel Urech and Dominic Curren, 2010.

*Children participate in
the NAG Charity run,
September 2010.*



Chapter 5

ISZL Today



Respect, Motivate, Achieve: The ethos of the International School of Zug and Luzern conveys the commitment to educational excellence and emphasis on holistic student achievement and development offered at the School. Today, ISZL serves the needs of more than 1,300 students from 54 nationalities, and employs more than 300 dedicated educators and support staff. But these figures do not communicate the whole story. By taking into account its 50-year chronicle as a Primary School in Zug and Luzern, and the history of the High School, the School has brought together the best of the past. It has also produced a cohesive educational philosophy that is committed to guiding students from Pre-School to Grade 12 and beyond.

In 2008, the merger formed one school located on three campuses: the Zug Campus, the Riverside Campus and the Luzern Campus. Today these divisions share a common mission and philosophy, while also catering to their specific student population. Each campus meets the needs of different student groups, and therefore each has age-appropriate policies, practices and procedures. There is a careful balance of providing autonomous development within a tightly structured framework to ensure consistency of purpose and identity.

The three divisions work in harmony to provide curriculum continuity, holistic nurturing and student-centred instruction. The fact that the campuses are geographically separate is an advantage from which ISZL students benefit. Each division



High School students study together in the Salesianum lunch room, 2008.

has retained its own unique character and community feel, while benefiting from the resources of the not-for-profit school by hiring top-quality staff and having unsurpassed facilities. In a way, the International School of Zug and Luzern is both a large school and a small school. The large school is strikingly apparent through combined events such as International Day and sports matches, as well as all-school in-service days for faculty. However, the small school is evident in the small tutor groups, community connections at each campus, and the close attention of the teachers. Most importantly, the effortless transfer from one grade to the next is facilitated by a uniform curriculum, and the same solid educational philosophy that permeates the School.

As a newly merged entity, the School had a tremendous undertaking in front of it. Dominic Currer's desire to 'harmonise a sense of purpose and unity throughout the School' was evident in his leadership philosophy. Every week, he allocated time to spend at each campus in order to demonstrate his personal commitment as well as provide continuity through guidance and management. It was a challenge to have more than one office, but the importance of connecting with staff and students was a priority, and is a precedent that he continues today. Additionally, to assist in developing a strong sense of unity within the divisions, he held joint staff retreats in order to discuss concerns and ensure continuity of the School philosophy. These meetings resulted in what he regards as a 'shared focus on the kids and on partnerships'.



Dominic Currer with Zug Campus students, 2010.

The strength of the School is a direct reflection of the quality of its teachers and staff. As a not-for-profit school, the salary and benefits provide incentives that attract the world's best educators. In the four years since the merger, an additional 120 new teaching and support staff have been employed. By hiring an outstanding faculty



Teacher Ulla Ludwig and her class go for a walk in the hills surrounding the Luzern Campus, 2008.

and building a leadership team that is creative and dynamic, the International School of Zug and Luzern is steadfastly rising to its aspiration to be the best international school in Switzerland.

In addition to increasing staff levels across all campuses to more effectively meet students' needs, the School expanded and developed several positions. The newly established positions, Director of Curriculum, Business Director, Director of Student Life and Director of Development, further advanced the goals formulated in the strategic plan. The purpose of the new directors was to collectively develop cross-divisional standardisation and continuity in each particular area.

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Nancy Holodak, Director of Curriculum, performs a vital role in developing a continuity of curriculum and sequential academic programming across all campuses. Ms Holodak works closely with the Heads of Campuses, Assistant Principals and the Curriculum Coordinators to ensure instructional strategies and fundamental learning



Urs Kappeler, 2012.

experiences provide the students with the skills and knowledge to achieve their full potential. By utilising the Learner Outcomes (what students gain from academic studies) and Strands (the areas of focus within each academic subject area) in addition to the comprehensive structure of the International Baccalaureate Programme, cross-divisional academic progressivity is achieved.

Business Director Urs Kappeler and his team are responsible for the school finances. This includes accounts payable and receivable, liquidity management, budget proposals, maintaining a variety of contracts, legal issues, and correspondence with the local and national administration. Mr Kappeler also leads the Human Resources team, which serves the employees across all campuses by applying for and renewing permits, finding housing, preparing and paying salaries, issuing work contracts, dealing with absences, and corresponding with all social security and statistic institutions. Additionally, Mr Kappeler represents the School at events held by the local authorities or business partners.



*Colin Walker and
Nancy Holodak
in 2011.*

Colin Walker, Director of Student Life, provides cross-divisional continuity and progressivity throughout grade levels in a number of areas, including behaviour policies; Personal, Social and Health Education (PSHE) curriculum development; whole-school policies; and age-appropriate activities and clubs. With an emphasis on collaborative learning, students are engaged to be active members of both the School and the community. Mr Walker promotes civic responsibility, global understanding, local involvement, and leadership skills, and ensures that students benefit from the many outdoor and extra-curricular opportunities available to them. Additionally, the Director of Student Life manages the Chalet Bergheim Outdoor Education Centre, and promotes its use throughout the School, from skiing trips to music retreats and adventure expeditions.

The Director of Development focuses on ISZL communications, marketing and fundraising. In 2008, Michaela Seeger was the first person appointed to this role. She established the Fund for Excellence, in order to acquire supplementary educational resources for the School. Later, under Jeff Snyder, the current Director of Development, the capital fundraising campaigns were developed. The capital funds, totalling more than 10 million francs by the 2011–2012 academic year, have ‘exceeded all expectations,’ affirms Mr Currer. The Development Office is one of the main keys to the future growth and expansion of the School, and will continue to forge relationships with the ISZL civic community and global businesses in the area.

With the significant expansion of the School that the merger brought about, the Board of Trustees understood that it needed to increase and become inclusive of new stakeholder groups. In order to ensure continuity through the years, and maintain a close connection with the community, the appointed ISZL Board members, who serve three-year terms, are comprised of local and international individuals living in the area. The majority of the Board members are not directly connected to the ISZL community – in order to guarantee that its main functions are both strategic oversight and planning for the School’s future. Additionally, several subcommittees were formed in order to directly focus on specific aspects of the School’s operations: the Board Finance Committee, for issues relating to monetary governance; and the Board Facilities Committee, to oversee building and spatial management, construction and expansion. The Board members meet a minimum of four times per year, unless they are on a subcommittee, which meets as often as is required. The collective professional experience of the Board members provide expertise in the areas of education, finance and investment, government, international business, law and psychology.



Jeff Snyder with the 2012 Gala Committee members.

The newly formed 2008 ISZL Board of Trustees was comprised of an active and dedicated group of individuals: Chairman of the Board Daniel Urech, and Board members Dominic Currer, Val Hackel, Peter Hess, Rolf Hoffmann, Diana Posen and Karl Reichmuth. In accordance with the aim to further support the School by engaging more external specialists, an additional two members were elected in 2009: Stefan Hasenböhler and Philipp Roeh. And in 2011, when Rolf Hoffmann stepped down, Carsten Thiel and Michael Johnson were elected to the Board. Since its foundation in 2008, the strong relationship between the ISZL Board of Trustees and the School has ensured continuous progress towards a shared vision and resilience in the face of immense change.

2012 Board of Trustees members from left to right: Front row: Val Hackel, Daniel Urech, Diana Posen, Carsten Thiel. Back row: Karl Reichmuth, Michael Johnson, Peter Hess, Dominic Currer and Stefan Hasenböhler (not present: Philipp Roeh).

The developments, changes, adjustments and growth since the merger have proven to effectively serve the ISZL community. Although located across three campuses, the International School of Zug and Luzern is 'one carefully planned school. We share one mission and philosophy and the clear and consistent links between the divisions provide for continuity of learning,' explains Dominic Currer. The benefits gained over just



the last four years have already outweighed the growing pains that a newly merged school would bear. By hiring well-qualified staff, developing new positions, streamlining the curriculum, organising the educational structure and formulating a sense of unity, ISZL has moved towards a successful future.

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Community Spirit

This is a very exciting time to be a part of the International School of Zug and Luzern community. The relationships between the students, parents, faculty and administrators are firmly grounded in the mission statement of the School. The School's leaders strive to model the behaviours that uphold that philosophy, so that students are clearly guided by the concepts of respect, motivate and achieve. Teachers use a collaborative approach, which fosters a strong, supportive and encouraging environment. With the tremendous involvement of the teaching staff in extra-curricular activities, there is a great bond between the students and teachers. This results in an incredibly positive atmosphere, which evokes a strong sense of pride. The very core of the School is built on confidence, appreciating others, learning and succeeding.

The teaching staff is dedicated to effectively collaborating within the ISZL community to provide exceptional education at each stage of a child's journey through the School. Today, the teaching and administrative staff, who come from all over the world, aim to provide a caring and supportive environment, with an emphasis on student success. The teachers not only connect closely with their students, they also enjoy the interactions with the ISZL parents. It is via these strong relationships between all members of the ISZL community that so many more opportunities are made available. Taking an interest in the greater



A student hugs the ISZL Eagle in autumn 2011.



Teacher Susan Horner with her Grade 1 students, 2010.



Families meet outside the Wettinger House on the first day of school, August 2011.

good of all the components of the School has led to a community of eager volunteers and involvement beyond the classroom. This warm, friendly atmosphere is a welcoming and accommodating place to learn. At each of the campuses, children discover and gain the skills that will stay with them into adulthood. On these three campuses, there is one school.

Zug Campus Today

When the International Schools of Zug and Luzern merged with Riverside, the Walterswil location in the rolling hills outside Baar was designated the Zug Campus. The campus has evolved and expanded with the ever-growing number of students. Now housed in every building on the estate (with the exception of the church, which is still in use), the School has proudly brought the former religious pilgrimage destination back to life. Accommodating both a Primary School and a Middle School, the largest percentage of students attend the Zug Campus. Every morning, 925 students arrive on 23 buses for a day packed with learning and activities.

In the four years since the merger, the Zug Campus has greatly benefited from the additional resources available to a not-for-profit school.



Two girls at the Zug Campus prepare for a race, September 2008.



Among the first aspects that were reviewed were the class sizes and staffing requirements for the campus. It was determined that an increase in staff members was required in order to meet the needs of the students, by providing smaller teacher-to-student ratios.

Primary School children on the Zug Campus sports field, 2011.

Primary School

At the Zug Campus Primary School, children from Pre-School to Grade 5 are led along their educational journeys in a nurturing and supportive environment. Guided by the International Baccalaureate Primary Years Programme curriculum, teachers are preparing students to be the inquisitive self-motivated leaders of tomorrow. With access to many unique opportunities, such as choir, theatre, science clubs, art and outdoor activities, pupils are prospering at the Zug Campus. Despite there being more than 600 students enrolled in the Primary School, an intimate



Laura Schoepfer welcomes a family on the first day of school, 2011.



Students take a break in the Middle School Art Gallery, autumn 2011.

atmosphere in each grade level and section is fostered; whether early years or Primary School age, a strong sense of closeness and community is ensured.

Middle School

Today, the ISZL Middle School provides a holistic and interdisciplinary curriculum to 320 students from Grade 6 to Grade 8. All Middle School students are enrolled in the IB Middle Years Programme, and skilfully acquire the strategies that prepare them for High School. Middle School teachers enthusiastically employ the conceptual teaching models provided by the MYP curriculum to effectively prepare the children to develop their own interests and independent opinions. Today, the School has the resources to hire teachers who are experts in their field, providing specialised instruction in diverse subjects. Philip Bruce, teacher and MYP Coordinator, says, 'As an English teacher, I provide a core social currency: standard English. I have a passion to nurture the students' interests, motivations and desires by moving them towards being independent thinkers.'

Additionally, each grade level has a designated team, which fosters a community connection within the Middle School. Children have opportunities to experience a wide range of sports, including team competitions against other schools, a huge variety of extra-curricular activities, and exciting adventures during Personal Development Week.

The proximity of the Middle School to the Primary School affords interactions between the grades, including exhibitions and events in which all students participate. Daniel Hamilton, Principal of the Middle School, proudly states that the 'biggest benefit is the responsibility and sense of accomplishment the students gain from being the oldest on campus'. The Middle School programme

provides students with a well-rounded education that prepares them for life-long learning.

New Head of Campus

When Elaine Tomlinson decided to leave as the Head of Zug Campus, the School sought a candidate who would continue to provide outstanding leadership and a strong focus on students' well-being. In August 2009, Meryl Siggs was appointed the new Head of Zug Campus. She brought an impressive 20 years' experience in education, and was a perfect fit for the School because of her passion for education and children. Ms Siggs was excited to be a part of ISZL and recalls, 'I knew the School was in transition, and I wanted to provide assistance through my role of serving the needs of the community.' She is especially effective at building relationships with the families: 'I'm available to parents in the morning. One of my daily highlights is greeting children, seeing their happy, smiling faces as they arrive, and connecting with the families.' In her three years with the School, Ms Siggs has focused on further developing an innovative learning culture by collaborating with team leaders to design a strong curriculum, sound procedures and clear organisational structures. She says of the Zug Campus, 'It is a vibrant, dynamic community, with dedicated professionals and motivated children.'

Facilities

In 2008, the plans for the Baarburg – a designated Middle School building – and a new theatre were proposed to the Don Bosco Foundation. It responded by enthusiastically supporting the construction of the new three-storey school building and underground theatre. The architectural firm Germann and Achermann AG designed the buildings to specifications drawn up by the School and the Don Bosco Facilities Committee. The goal was to promote a sense of community and be student-friendly with open spaces and



A Middle School student prepares a science experiment, 2011.



Meryl Siggs in 2010.



Initial phases of construction on the new Middle School, July 2009.

The completed Baarburg building in September 2010.

corridors. Based on 18–20 students per class, it was determined that the ideal classroom size was approximately 50 square metres. The architects worked with those figures to produce a bright, spacious, open-planned school building with abundant classrooms and office space.

In addition to the Baarburg building, a contemporary theatre and a large multi-level foyer were built. The modern theatre is used by the entire school for performances, community events and social occasions. It boasts a stage of 120 square metres, state-of-the-art lighting and high-density beamers projected on to a five-metre screen, seating for 500 guests, and a backstage area with changing rooms. Although the building and theatre were completed and in use starting August 2010, an official ribbon-cutting ceremony and performance to



commemorate the opening of the Baarburg and the theatre took place on 7 December 2010.

The open space surrounding the Zug Campus allows for the possibility of future expansion. With the support of the Don Bosco Foundation, there are plans to restructure the campus parking facilities and formulate a solution to the transport issues of parents dropping off their children. And, within the next five years – subject to funding as well as cantonal and local support – there is anticipation for the construction of a new gymnasium. The first phase includes the installation of a second floodlit sports field; then, soon after, the Triple Gymnasium will be built beneath the location of the current sports field.

These developments focus on the improvement of the infrastructure, rather than growth capacity. The emphasis is on providing state-of-the-art facilities to ISZL's current students, which is seen as a priority. However, long-term plans, such as an early-childhood centre and a new teaching block with canteen, will provide room for potential enrolment increases in the years to come.

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With more than 230 committed personnel working at the Zug Campus, the emphasis is on creating a cheerful, vibrant and stimulating educational environment that provides students with personal enrichment and scholastic achievement. In the last four years, with the additional teaching staff, resources and well-equipped educational facilities, the philosophy of 'students first' has become clearly evident. The Zug Campus, in order to ensure the success and well-being of its students, will continue to challenge students with high academic standards, coupled with exciting extra-curricular activities.



Meryl Siggs, Daniel Hamilton and several Primary and Middle School students at the ribbon-cutting ceremony for the Baarburg building, December 2010.



Middle School students on the balcony outside the Baarburg building, 2010.



*Riverside teacher
Francois Lordet
lectures to his class,
2008.*

Riverside Campus Today

After the merger in July 2008, the Riverside Campus was formed. With the intention of respecting the past, while also embracing the future of the School post-merger, the 'Riverside' name was retained to pay homage to its origins. In 2007, when the announcement of the merger was made, the student population at the High School was 185. In the following year the population increased to 210, in part due to the number of children continuing their education within ISZL. The Riverside Campus became the crucial secondary school of the ISZL educational structure.

When the Riverside Campus needed its first Campus Head after the merger, Anthony Jones, then Riverside's Director of Studies, was appointed to oversee the High School in autumn 2008. Mr Jones, alongside several teachers, had been instrumental in rewriting handbooks and developing standard processes and procedures for the Riverside School in 2007. A highly academic and erudite leader, Mr Jones was enthusiastic about developing a post-merger High School. He was well suited to be Head of Campus, because he was 'deeply committed, student-friendly and highly collaborative', recalls Dominic Currer.



*Music teacher
Maria LeGuen and
her students, 2008.*



Students research in the library, September 2008.

Mr Jones arrived at the School with 20 years' experience in education and a strong dedication to the well-being of students. He was eager to take on the challenge of heading up a newly merged High School, and assisting in its restructuring. As the Head of Campus, his role provided the framework to develop a well-defined distinction between the ISZL Primary and Middle Schools and the High School. Consequently, the decision was made to adjust the Grade 7 and Grade 8 classes, which were located on both the Zug and the Riverside Campuses. In 2008, the Riverside Campus dissolved Grade 7, and then Grade 8 the following year, effectively serving only High School students within the ISZL community.

In his role as Head of Campus, Mr Jones endorsed Riverside's founding student-centred philosophy, and ensured that the students' needs came first and foremost. However, many difficult decisions about the development of the School took place. Mr Jones recalls, 'We were essentially going from Stage A to Stage E, while continuously addressing the changing needs of the School. We had to make pragmatic and practical compromises, while at the same time reassure the faculty that it was just part of the evolution taking place.' Mr Jones strongly believed that this



Anthony Jones in 2008.



Photo courtesy of Sebastian Matthies

The whole Riverside Campus at the Salesianum Villa, June 2010.

required properly supporting the faculty in order to maintain the student–teacher relationship that was so special at Riverside. In line with his personal commitment, Mr Jones expected the faculty of the Riverside Campus to be great teachers, superb advisers and outstanding contributors to the community.

Anthony Jones aimed to maintain the tolerant and community atmosphere of Riverside, while promoting high academic achievement. One of his primary focuses was overseeing the first cohort of the International Baccalaureate Diploma Programme, which had been authorised in December 2007. He ensured that each department had sufficiently trained teachers and was effectively prepared for the commencement of the programme. The first Riverside Campus Diploma Programme cohort began in autumn 2008 and graduated in May 2010.

By 2009, 210 students were enrolled at the Riverside Campus, filling the Salesianum Villa to

capacity. Therefore, the addition of the Pavilion, which was comprised five prefabricated buildings, provided space for six additional classrooms and one office. Unfortunately, this only provisionally resolved the lack of space due to the growing student body at the High School. Despite the homely charm of the old Villa, it did not provide scope for growth and the facilities were extremely limited. The classrooms, although they had been remodelled in the best way possible, simply were not designed to hold so many people. The school population swelled, and all feasible additions and alterations were exhausted. Mr Jones recalls, 'As much as we loved the Salesianum Villa, because it was wonderfully special and idyllic, we were bursting at the seams. We were constantly modifying classes, sharing departments and offices, and adding buildings.' Additionally, the heating costs and the wear-and-tear on the old Villa were becoming unmanageable. When the Zug fire marshals reviewed the site, and insisted on immense modifications in order to meet fire codes, it was evident the time had come to relocate. The Villa beside the lake no longer best served the needs of the students; a process for finding a new location was crucial.

In 2010, Anthony Jones decided to leave Riverside and move to the United States. Mr Jones warmly



Anthony Jones and Dominic Currer with the 2010 graduating class. Some of these students were the first to graduate with an IB Diploma.



Riverside Campus students at the SGIS Track and Field Tournament, May 2011.

recounts, 'At Riverside I gained a strong sense of how the students are mirrors and products of their school. Every break I went out and conversed with students in order to feel the culture of the place. I saw kids interacting and laughing, and that was the result of a healthy school.' College Counsellor Elisabeth Marksteiner remembers Mr Jones' connection with the students, and his ability to recognise each one by name. She vividly recalls, 'The students would light up when he walked in the room.'

New Head of Campus

In 2010, David Monk was appointed the new Head of Riverside Campus. According to Dominic Curren, Mr Monk is 'student-centred and dynamic. He arrived with an outstanding reputation, which has been proven true.' Mr Monk has quickly become an integral part of the ISZL community. His collaborative approach to leadership draws from the strength, knowledge and wisdom of the faculty: 'I believe that a happy group of staff leads to a school that equals more than the sum of its parts.'

Mr Monk has made several alterations since his arrival at the Riverside Campus. First, he reduced lessons from 70 to 60 minutes, resulting in an additional class block. Consequently, incoming Grade 9 students who previously studied two languages in Middle School could continue on with this course of study. Additionally, other Grade 9 and 10 students profited by having service learning in the curriculum, which supports one aim of the School through increased integration with the local community. A further benefit to the timetable adjustment is additional teaching time for higher-level diploma subjects and AP courses for Grade 11 and 12 students. Mr Monk is proud of the High School students at the Riverside Campus; in the morning he is seen welcoming children, and says 'I love the start of the day, and greeting kids when they arrive.'



David Monk, 2010.



Final construction stage of the Riverside Campus building, 2010.

New Facilities Planning

The ISZL Board Facilities Committee was focused on locating a permanent solution for the expanding population at the Riverside Campus. Over the course of a year and a half, the Committee regularly met in order to research, plan and visit potential sites for the High School. At first, the School hoped to remain in the Villa, and investigated developing the surrounding land. When that option was not feasible, the Board considered locations central to Zug, including a local hospital. All were doubtful because of cost and future growth options. At this stage, the Board decided to look for a plot of land. It was a difficult prospect as land in and around Zug was very expensive. Nonetheless, at the recommendation of future Board member Michael Johnson, the Committee agreed upon a 17,000-square-metre plot in Hünenberg.

The Hünenberg site presented sufficient space for the school building and gymnasium. Unfortunately, just as the first stages of the project had commenced, an economic downturn occurred, and the initial plans required modification. The Triple Gym would be postponed, but the plans for the High School building progressed. Dominic Currer remembers the planning well: 'With great excitement at the prospect of realising a new school building, and not a little nervousness about raising five million Swiss Francs during the midst of a potential economic global



Construction of the Riverside Campus building, October 2009.

recession, we took the plunge and moved forward.’ It was a wonderful opportunity to offer purpose-built facilities to the High School students.

With a centralised location serving the needs of families located in Zug, Rotkreuz, Baar, Cham and Luzern, Hünenberg is an ideal site for ISZL’s High School. The Board Facilities Committee, chaired by Diana Posen, collaborated closely with Alfred Müller in order to outfit the building to their precise specifications and needs. The ISZL administrative team worked alongside the Committee to determine the required dimensions of science and computer laboratories, office space, classrooms and the library, based on the projected number of students.

The construction of the building progressed smoothly. Several times a month, the Committee and the administration team visited the site to oversee the progression of the facility. By spring 2010, the majority of the building was completed, and only the interior spaces needed to be finished. The Facilities Committee met on over 40 occasions during the outfitting of the building. Diana Posen recalls, ‘It was a lot of fun to design the interior spaces, and choose the tile and carpet, but we had to keep a close budget.’ Armin Schicker, the Site Manager, was in charge of the enormous task of moving the High School to a new location. Within a six-month period, new furniture, lab equipment, smartboards and computers, books and supplies were ordered and assembled. Mr Schicker oversaw the transportation of more than 250 palettes of materials brought from the Salesianum, and then stored in the parking garage beneath the school until the construction was finished. David Monk asserts, ‘Armin Schicker did a fantastic job coordinating the move.’ By the start of the 2010–2011 academic school year, the school was prepared for the first class of students at the new Riverside Campus.



The invitation to the Riverside Campus opening.

On 27 August 2010 the ribbon-cutting ceremony took place. Newly appointed Head of Campus David Monk was granted the honour of cutting the ribbon and officially declared the new Riverside Campus open. Donald S Beyer Jr, US Ambassador to Switzerland and Liechtenstein, gave the key address for the opening ceremony. The process from initiating the search for a site to the opening of the campus was more than three years in the making. Diana Posen says, 'I was so excited to see the students walk through the door. We had built the block building, but the spirit comes from the High School students.'

Rothusstrasse 4b, Hünenberg

Approximately 270 students enrolled at the new Riverside Campus in its first year in Hünenberg. The students were presented with a state-of-the-art, purpose-built school, with more than 25 classrooms, several science and computer laboratories, a library, and a dining room with catering services. The auditorium provides seating for up to 250–300 guests, and school assemblies take place there. The auditorium is fitted with sliding dividing walls that offer additional classroom and meeting spaces. This is also where fun events are held, such as 'Riverside's



David Monk cuts the ribbon, 27 August 2010.



The Language Pavilion next to the sports field in April 2012.

Students take a break outside the new building, 2010.

Got Talent', an all-school talent show, and music concerts. Located in the peaceful countryside near Rotkreuz, the students enjoy the extensive grounds, including a sports field equipped with floodlights, table-tennis facilities and a basketball court.

The Hünenberg site is ideally located for ISZL families, with access to public transport and central locations; plus it is situated adjacent to open land and therefore affords the possibility for future expansion. In autumn 2011, the English and Modern Languages Department was moved to a newly added Language Pavilion in response to increased student enrolment. The separate, portable buildings, located next to the sports field, provide an additional five classrooms and two department offices.





*Riverside Campus,
April 2012.*

Triple Gymnasium

In line with the mission to provide the best facilities to the ISZL community, the Board of Trustees approved the construction of a new Triple Gymnasium at the Riverside Campus. The new sports facility (estimated completion April 2013) will house six changing rooms, a fitness room, dance studio, and a small lounge with cooking facilities. There will be an office for the Athletics Director and athletics staff along with bench seating to watch games and events from the balcony. As a parent, the planning of the new facility has been personally meaningful to Board Facilities Chair Diana Posen; she states that the Triple Gym will be 'great for the School spirit. Having a balance between sports and academics is essential, and parents want to see their children succeed in both. The team spirit will carry over to the Riverside academics'.

Sports play a vital role in building school pride, and the new Triple Gymnasium at the Riverside Campus will indeed help to further achieve this objective. Anticipation mounts as students and faculty watch the construction taking place. Documented by a stop-motion camera positioned



*Dominic Currer and
Diana Posen at the Triple
Gymnasium ground-breaking,
28 November 2011.*



Alfred Müller's plans for the Triple Gymnasium and sports field, from 2010.

on the roof of the building, the resulting film will show the entire construction process, from ground-breaking to completion. The 2012–2013 academic year will be an exciting one, when all home games will truly be 'home' and will, in turn, build an even greater source of school pride for all ISZL students and faculty.

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The sense of community is as strong as ever at the Riverside Campus. Today it has over 320 students and 46 teachers. With small tutor groups, weekly assemblies that celebrate student achievement, and special barbecues and sports events: the exciting opportunities taking place at the High School bring together staff and students like never before. Built on a foundation of respect going back 22 years, the students from the Riverside Campus prosper with the knowledge that the faculty genuinely care about their success. Head of Campus, David Monk, remarks that Riverside students flourish in this encouraging atmosphere, and are 'openly willing to recognise each other's achievements and support each other daily.'

David Monk and Dominic Currer with the 2012 graduating class.





Luzern Campus staff from left to right: Claudio Hernandez, Caroline McMillan, Warren Park, Natashya Hays, Jacinta Janssens, Regula Baretta, Marianne Müller, Karen Richardson, Gary Langenhuizen, Jonathan Irving, Maurice Wigman, Michael Junkins, Kara Forte and Jessica Held with all the students, 2009.

Luzern Campus Today

The Luzern Campus is thriving in its home in Villa Krämerstein in Kastanienbaum on the shores of Lake Luzern. Since 2006, Primary School students have prospered with the close supervision, impressive student-to-teacher ratio and the outstanding natural surroundings. In the four years since the merger, the campus continues to flourish, and further benefit from the union with the International School of Zug and the Riverside School.

After the merger took place, the families of students attending Luzern Campus were asked about their hopes and fears for their children at the School. The parents' biggest concern was the lack of a play space at the Luzern Campus. Therefore, the School lobbied the government of Horw to gain permission to build a playground on the estate. Unfortunately, due to community disapproval, the plans were not accepted. However, in 2008, the community-approved solution was to install a playground in the area that once contained a tennis court, which now provides room for year-round play.

Initially, the School was only located in Villa Krämerstein, but daily lunches took place on the



Dominic Currer visits the Luzern Campus and explains the different ISZL components, 2010.



Children run to their teacher Ulla Ludwig near Luzern Campus, in 2008.

ground floor of the Coach House. As the student population expanded, so did the need for more space. The School, with its unwavering emphasis on continually improving the facilities on all three campuses, approached the Horw Gemeinde to discuss the rental of additional buildings on the estate. To this end, the Chalet, a two-storey building that formerly housed the groundskeeper to the Krämerstein estate, was made available to the School in 2008. After slight renovations, including enlarging several rooms, the Pre-School and Pre-Kindergarten classes moved in.

New Head of Campus

When Angela Hollington left in December 2008, Assistant Principal Karen Richardson promptly stepped in as Interim Head of Campus. Ms Richardson oversaw the campus until a new Head could be found. In August 2009, Gary Langenhuizen was appointed the new Head of Luzern Campus. Dominic Currer says that Mr Langenhuizen ‘was a perfect fit’, further adding, ‘his warm personal touch is critically important to the Luzern Campus, with its closeness of community’. Mr Langenhuizen is thoroughly dedicated to the children, and believes that a close collaboration with the ISZL community gives them strong social and emotional support; presently he is focusing on ‘expanding the intimate atmosphere of the campus by forming close relationships with parents’.



Gary Langenhuizen at the Luzern campus, 2009.

With additional student growth, particularly due to the merger, the campus was in need of even more classroom space, and one possible building was the Coach House. The charming building at the entrance to the estate – that formerly housed horses and coaches in the 18th century, was used by students at lunchtime, but potentially offered additional classrooms above the dining hall. Unfortunately, the Coach House was regularly rented out to the community to cater events at the estate, which caused logistical problems

with the daily operation of classes. However, the School would benefit greatly by acquiring the entire building, and therefore has procured the full-time rental of the Coach House. In autumn 2009, Grades 3/4 and Grade 5, English as an Additional Language and Learning Support, the PYP Coordinator and the Assistant Principal all moved into the upstairs rooms of the building.

In the years since the merger, the Luzern Campus has greatly benefited from the School's not-for-profit position. The School has added several additional staff, particularly a Learning Support Coordinator, English as an Additional Language Instructor, a German teacher, a part-time Primary Years Programme Coordinator, and a full-time Physical Education Instructor (commencing in 2012). In 2010, this was the first year that the Luzern Campus had a single classroom per grade, with approximately 9 to 11 children in each class. As enrolment grows the expansion will continue. In the 2012–2013 academic year, the campus will offer its first Grade 6 class. This will allow students with siblings at the school to remain at the Luzern Campus, and will support a foundation for future growth.

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Teacher Kirsty Pyner working with her Grade 4 class, April 2012.



The Coach House in winter.



Grade 5 students read in class, April 2012.

With a total of 21 staff working at the Luzern Campus and a student population of 70, the close interaction between the students and teachers form a tremendous bond. 'We foster a challenging academic programme in a picturesque setting. Warm relationships build on the familial framework, and teach children about themselves and their cultures in a great learning environment,' explains Gary Langenhuizen. Inside the classroom, teachers guide and nurture the children towards sound knowledge and skills acquisition. Outside the classroom, plenty of fun activities take place, such as the St Martin's Day Parade held in autumn, the Festival of Lights in winter, and the sleepover at the end of term. The Luzern Campus truly is an exciting place to be throughout the school year!

Notwithstanding its stunning lakeside location, what takes place inside the classroom is the key reason the children succeed. Teachers guide and encourage students through the well-structured academic programme. And it is these educational opportunities that lay the foundation for their future successes. In December 2011, the International Baccalaureate Programme authorised the campus to offer the Primary Years Programme. By following the PYP, students are well prepared for the Middle Years Programme, the Diploma Programme and the Advanced Placement programme and beyond.



Teacher Jessica Held works with a student, April 2012.

With an ideal proximity to the city of Luzern, and due to its top-quality teachers and administrators, the Luzern Campus is certain to grow exponentially in the next few years. This expansion will ultimately necessitate a new location. Although it will remain at the Krämerstein estate for the time being, the expectation of the School relocating is on the horizon. The School is looking for a new location that would bring it closer to the Zug side of the canton, and therefore improve links between the Luzern Campus and other



Chalet Bergheim, the Outdoor Education Centre, 2012.

divisions of the School. Wherever the new home eventually is located, the Luzern Campus will continue to effectively provide a warm and nurturing learning environment in which children will thrive and succeed.

Chalet Bergheim

In 2008, just prior to the merger, Dominic Curren and Martin Latter discussed the potential benefits of the School owning property in a ski resort town; with the tradition of annual ski trips dating back 50 years, it was evident that the School would benefit from having an outdoor education centre. In summer 2008, ISZL took possession of Chalet Bergheim, which became the Outdoor Education Centre, the School's fourth campus. Located in the world-famous mountain village of Wengen, near the Lauterbrunnen gorge in Berner Oberland, Chalet Bergheim boasts a large dining hall, a multi-purpose classroom, lounge, computer lab, smartboard, and dorm-style ensuite bedrooms. The chalet offers unmatched year-round outdoor opportunities.

In February, during the annual Ski Week, Chalet Bergheim is filled with students on ski and



Students on a bike tour, while on a trip to Wengen, 2009.



ISZL flags outside Chalet Bergheim, February 2012.

snow-boarding adventures. The 213 kilometres of prepared ski slopes offer a tremendous opportunity to take advantage of the winter splendour that Switzerland has to offer. Grades 3–10 have a thrilling week on the slopes, bonding with their classmates and teachers.

Chalet Bergheim is also used during other seasons for various outdoor educational opportunities. The surrounding mountains and valleys offer hiking trails, waterfalls, glaciers and rivers. It is a place where team-building exercises, nature and science investigations, mathematical lessons, photography and art studies, and collaborative group work can all take place. Taking class trips to Chalet Bergheim builds on the School's long-standing emphasis on outdoor learning and exploration.

Academics

The primary focus of the International School of Zug and Luzern is building a strong academic foundation for its pupils. With highly motivated and eager students, the curriculum provides a rigorous scholastic environment that challenges students while promoting their achievement. Over the course of the last few years, Director of Curriculum Nancy Holodak has formalised the post-merger curriculum by collaborating with teachers to establish a shared understanding of the cohesive cross-spectrum educational organisation. Ms Holodak began the process through 'curriculum articulation, connection and continuity' in an effort to underscore the interconnected programmes from Pre-School to Grade 12. By formulating a PSHE curriculum framework, the School focused on clarifying content, concepts and skills for each grade level. By effectively understanding and communicating the International Baccalaureate's PYP, MYP and DP programmes, a seamless and cohesive curriculum has been established across all grade levels and divisions. Today, the School benefits from this comprehen-



Grade 9 students rest after skiing, March 2012.



sive and continuous educational curriculum that guides students from Pre-School to Grade 12.

Grade 5 students work in class, 2011.

The International School of Zug and Luzern recognises the significance of membership in educational organisations; it is a member of the Swiss Group of International Schools (SGIS), the European Council of International Schools (ECIS) and the Council of International Schools (CIS). These memberships are an integral component of ensuring that recognised educational standards are met and exceeded. The School also operates under the approval of the educational authorities of the canton of Zug.

As an authorised International Baccalaureate World School, the International School of Zug and Luzern closely adheres to the Primary Years Programme for ages 3 to 12, for ages 11 to 16 is the Middle Years Programme, and the Diploma

Programme for ages 16 to 19. With a focus on international education, independent thinking and research, and intercultural understanding, the IB offers a worldwide educational curriculum. Philip Bruce expresses his enthusiasm for the IB curriculum: 'I love the passion within the programme's mission; it has excellent pedagogy at its core and promotes conceptual understanding and interaction through a wider world lens.'

The Primary Years Programme became a standard of the School in the late 1990s. Since then, teachers have seen students improve under the philosophy of independent investigation. 'They are not spoon fed,' explains Zug Campus Primary teacher Steve Giraudo, 'with the Primary Years Programme they are able to make inquiries and do their own research.'

The International Baccalaureate Diploma Programme was granted to the International School of Zug and Luzern in academic year 2007–2008, building upon the Middle Years Programme, which had been in place since June 2001. The DP offers rigorous study for Grade 11 and 12 students, follows a strict set of core graduation requirements, and culminates in the students taking IB examinations at the end of their studies. Students at the Riverside Campus are given the choice of taking either IB or Advanced Placement classes, or a combination of both.



Meryl Siggs sits down with several Primary School students, 2011.

The Advanced Placement classes have been set up at the Riverside Campus since its first year in 1990. The AP programme, sponsored by the American College Board, is a standardised set of classes that are recognised as equivalent to undergraduate college courses. Martin Peel, the IB and AP Coordinator at the Riverside Campus, elaborates on the programme: 'The AP offers students a varied and flexible curriculum that is accepted worldwide as a university entrance qualification. Students can choose courses in



High School students in the computer lab, 2012.

maths, English, the humanities, arts, languages, technology and science. The programme requires AP students to be enquiring, flexible, self-motivated and hard-working.' By offering both IB and AP, students have many stimulating and demanding classes from which to choose.

Technology

Technology plays a vital role for everyone at the International School of Zug and Luzern. Advancements in computer software and hardware are moving forward at an incredible rate. 'Technology is always changing! It's nice to be able to take the latest technological innovations and implement them in the School,' says Director of Management Information Services, Brant Davidson. In 1990, five Apple computers (Macintosh Classic II) were installed on the Zug Campus for supervised use by Middle School students. Also in 1990, the installation of a new computer lab at the Riverside School resulted in 10 networked state-of-the-art COMPAQ 386 workstations and a postscript laser printer. Early on, it was clear that there was a need for a thorough understanding of computer technology, therefore it was integrated into the curriculum. The Director of Educational Technology, Chris



Students work on new Macintosh computers, 1991.

Vincent, ensures technology operates within the curriculum to advance student learning.

Today the entire school is connected with a high-speed wireless network, and boasts trolleys with MacBook laptops that can be checked out for group work. Nearly every classroom is equipped with a smartboard to offer an even greater interactive learning environment. With Macintosh computer laboratories running on Apple's Snow Leopard and Microsoft Windows 7, students have a range of educational software at their fingertips, regardless of the hardware platform.

At the Chalet Bergheim Outdoor Education Centre, students have access to incredibly innovative adventure-based technology. With Global Positioning System (GPS) devices, electronic map-making software, and iPad technology using Optiscan (for Quick Response Codes), trail-finding and map work is entering the 21st century.

Students can participate in video-making activities, where they learn the art of recording, editing and sound-engineering. Through the Middle Years Programme, students are taught software packages that allow them to effectively communicate in today's computer savvy world. At the Riverside Campus, both Advanced Placement and Diploma Programme students can study computer science.

Student Support

In order to provide the best possible care for students at the International School of Zug and Luzern, experienced school counsellors are available. Counsellors see students individually or in small groups and help foster an environment of tolerance, stress management and communication. Counsellors are available on each of the campuses, and play a vital role in supporting student success. Learning Support is available to students who have been identified with learning needs. On all

three campuses, the Learning Support department provides additional help with study skills and schoolwork. The Learning Support staff work with teachers to differentiate materials to meet the needs of the students. Michael Junkins, Learning Support teacher at the Luzern Campus, earnestly believes that: 'Every child can learn, but everyone learns in different ways. By teaching to differentiate, you meet the child where they are and not where you want them to be. This is what is best for the child.' In-class assistance is provided to further aid students.

At the Riverside Campus, college counselling is provided to prepare students for their tertiary education. By assisting with applications, external testing, and explaining diverse entrance requirements around the world, the counselling service offers graduating High School students an opportunity to plan for the next phase in their scholarly lives. In the 2011–2012 academic year, the graduating seniors collectively earned approximately 1.6 million Swiss francs worth of merit and athletic scholarships. College Counsellor Elisabeth Marksteiner exclaims, 'I love watching the students' faces and sharing their joy when they get their admittance letters!'

Sports

Today, the International School of Zug and Luzern offers an almost endless amount of sports and physical activities. With the philosophy that healthy students are more successful learners, the school promotes physical pursuits to maintain fitness. Students learn the value of sportsmanship, cooperating with their teammates and an abiding respect for the rules of the game. Each of the three campuses offers sports clubs and activities, and allows students to develop physical skills, cooperation and endurance. Hans Engl, Director of Athletics, oversees all three divisions, schedules and organises tournaments, and ensures good sportsmanship; Colin Walker, Director of Student



Elisabeth Marksteiner writing letters of recommendation for students, 2011.



Hans Engl at a ski awards ceremony, 2011.



A High School basketball game, January 2012.

Life, says that Mr Engl is committed to inspiring good behaviour in training and during competitions, and that ISZL students 'regularly return from tournaments with sportsmanship awards, and that is just as important as the high-level technical skills that the coaches instil in them'.

Students in the Primary Years and Middle Years Programme take part in the compulsory physical education curriculum. As a member of the Swiss Group of International Schools and the Sports Council of International Schools, student athletes participate in games and tournaments in and around Switzerland, and surrounding countries. Additionally, each of the campuses offers unique sports opportunities.

At the Zug Campus, students can participate in seasonal competitive sports on the ISZL Eagles teams, including basketball, cross-country, football, skiing, softball, swimming, tennis, track and field, hockey and volleyball. In addition, students who do not participate in competitive sports are encouraged to participate in a recreational club activity such as badminton, mountain-biking or rugby.



Students start a race at the SGIS Track and Field Tournament, 2011.

At the Riverside Campus, all students must participate in at least one sports activity per year as a graduation requirement. Students can choose to play on the ISZL Eagles teams in golf, basketball, rugby, tennis, track and field, football, skiing, swimming and volleyball. Furthermore, students at the Riverside Campus can take advantage of recreational sports clubs such as badminton, kayaking, sailing, skiing and snowboarding.

At the Luzern Campus, students have physical education as well as indoor football, cross-country running and swimming lessons. There are also joint Luzern and Zug Campus sports events held on the Zug Campus, in addition to the all-school annual Athletics Day at the Herti Stadium, where ISZL students have been competing since 1979.

Extra-Curricular Activities

The International School of Zug and Luzern believes in helping to develop well-rounded, inquisitive individuals by engaging children both inside and outside the classroom. Through extra-curricular activities and clubs, students are introduced to new experiences and adventures. Students can try out various fun activities such as scrapbooking, rugby and drawing.

For younger children, there are fun after-school programmes such as chess, sewing, film, cooking and book clubs. There is also a student council exposing students to governance and democracy. In the Middle School, activities extend from cooking club to newspaper club, to global issues and awareness. High School students have opportunities to participate in various programmes such as the International Film Club, the Environmental Club, and Model United Nations, which participates in the annual session of The Hague International Model United Nations (THIMUN) in the Netherlands every January. For the 2012 THIMUN, the ISZL MUN team represented Ecuador. Special guest, Ecuadorian representative Rafael



ISZL Football match against Leysin American School, October 2011.



MUN Teacher Leon Kandelaars and the ISZL MUN Team in The Hague, February 2012.

Paredes, came to the school to help prepare the students for their roles as diplomats in the event.

Another popular after-school activity at the School is taking part in the Mother Tongue Language Programme. Students can further develop their native languages by practising them on a regular basis. Some of the Mother Tongue Clubs in recent years have been Danish, Dutch, Finnish, French, German, Italian, Mandarin, Spanish and Swedish.

International Award

During the 2005–2006 academic year, Middle School mathematics teacher Elizabeth Jewitt introduced the International Award to the Grade 8 class, and 18 students participated. The Duke of Edinburgh's Award for Young People, as it is known worldwide, is an awards scheme first developed in 1956 by Dr Kurt Hahn, Headmaster of Gordonstoun School. The Award acquired its name from the Duke of Edinburgh, who was the Chairman of Gordonstoun School at the time.



Daniel Hamilton, 2010.

The Award offers three degrees of challenge: bronze, silver and gold. Within each level, there are four sections: Community Service, Skill, Physical Recreation and Expeditions. It requires at least six months of participation, but students have until they are 25 to complete it. The International Award is founded on a balanced programme that promotes responsibility, self-reliance, endurance and effort. The requirements include meeting both physical challenges and fulfilling a service element. The physical challenges include several expeditions that the students must complete. Examples of the expeditions include mountain-hiking, a 40 km biking tour and rafting.

Middle School Principal Daniel Hamilton believes that the reason the International Award is so successful at ISZL is because 'the children take



Elizabeth Jewitt (centre) with ISZL students at Kala Patthar on Mount Everest, in Nepal, April 2012.

initiative, and are highly responsible. If the students were not trustworthy, the opportunities for them to do excursions and hikes that fulfil the Award would not be possible. It is often dangerous, and students must exhibit trust.' More and more students have participated in the International Award: in November 2011, more than 50 Grade 8 students had already applied for participation in the scheme.

In 2008, the silver and gold award programmes were added for students at the Riverside Campus. Colin Walker explains: 'Now both Middle School and High School students gain teamwork, leadership, survival abilities and adventure skills through a range of outdoor expeditions.' In 2011, a group of Grade 10, 11 and 12 students travelled to Tanzania to hike Mount Kilimanjaro, where students fulfilled their requirements for the Award.

As completion of the Award requires self-determination and commitment, universities recognise it as an indication of personal growth and perseverance. Achieving the International Award is a difficult but challenging undertaking. Participants design their own award programme, and strive to meet their own goals, producing an opportunity for real personal success.

In recognition that not all Grade 8 students are old enough (minimum age is 14½) or prepared for participation in the award scheme, the Personal

Development Programme was initiated in 2006. It is based on the premise of the International Award, but with added focus on service learning, outdoor education and leadership training. The Personal Development Programme at the Middle School emphasises leadership skills, team-building, physical challenges, developing confidence and empathy for others, and extending boundaries to have an entirely new experience.

Starting in the 2011–2012 academic year, the Personal Development Programme at the Middle School became part of the regular PSHE curriculum. Students and teachers are now taking an active role in finding community programmes and service-based activities. Through the Personal Development Programme, all Middle School students now have an opportunity to take part in activities such as ice hockey, cross-country skiing, snow-shoeing and kayaking, all with an emphasis on nurtured service learning through leadership activities.

Personal Development Week

The International School of Zug and Luzern places a strong emphasis on experiential learning built into the curriculum. Due to its ideal location in central Switzerland, students can take advantage of travelling within the country and to neighbouring areas. Each year, Personal Development Week (PDW) offers young learners an exceptional opportunity to appreciate a new culture, develop independence and bond with their peers.

PDWs are part of the curriculum; through school-work and research within the classroom, students prepare for their trip. When the students return, further classroom discussions and analysis take place to enhance and reflect on the experience. For example, Middle School students recently returned from a PDW trip to Venice, which resulted in art students making a life-size gondola, Rialto Bridge and carnival masks for an exhibition.



Grade 4 on a PDW trip to Haut-Lac, 2011.

From Grade 3 to 12, students participate in a week-long trip that develops social skills, introduces new cultural experiences and offers exciting adventures. In Primary School, students in Grades 3, 4 and 5 take a class trip to a location within Switzerland, such as Haut-Lac or Verbier. In Middle School, students and teachers journey to a nearby European country, with recent trips including visits to Italy, France and southern Germany.

At the Riverside Campus, the Personal Development Week has become more clarified and formalised in recent years. Founded with the intention to foster and build relationships, Grades 9 and 10 now have a clearer focus from a PSHE perspective. The students take PDW trips with their grade levels, and participate in challenge-based activities with an emphasis on team-building. Recent excursions include sailing and windsurfing at Lake Garda in Italy, and hiking and trekking in Crete.

Grade 11 and 12 students are given the opportunity to choose a PDW trip that is either focused on environmental service or social service. The concept of service-related trips ties in with the Community, Action and Service aspects of the International Baccalaureate Organization, as well as the International Award for Young People. Service-orientated excursions include trips to Nepal, Albania, Kenya and Romania, and environmental trips include Iceland, Greece and Poschiavo in Switzerland.

Community Service

Across all three divisions of the School, community service is a fundamental part of the curriculum. ISZL students are guided through service-learning projects that help them understand the problems of others and how their assistance can make a difference. From Primary to High School, students accomplish fundraising



Photo courtesy of Fabian Moja

Grade 10 students hike the Imbros Ravine Gorge on a PDW to Crete, 2011.



CAS students prepare pizza that benefits an orphanage in Oberaegeri, March 2012.



Several Grade 11 and 12 students at the Cedar Foundation in Romania, 2011.

activities that support both local and global causes. The International School of Zug and Luzern's three main sponsored charities (among many others worldwide) are NAG: Home of New Hopes – a home for street children in Kathmandu, Nepal; Kids Kidney Centre – a Swiss charity that supports children on dialysis; and the Cedar Foundation – an organisation that gives disadvantaged people in Bulgaria a better quality of life. Fundraising events such as bake sales and charity runs teach children the joy of giving back and allow for active participation in important causes. This helps strengthen communities and fosters social responsibility. Students gain the skills to develop a planned course of action that addresses an authentic social or community need. Each year the Primary Schools, the Middle School and the High School elect an organisation or foundation to support for the upcoming year. Many of the suggestions come from student initiatives; Colin Walker explains, 'We like to enable students to support organisations that are important to them. We take their recommendations every year, therefore the charities we support might remain the same or they can change.'



An all-school gift drive for children in need, December 2010.

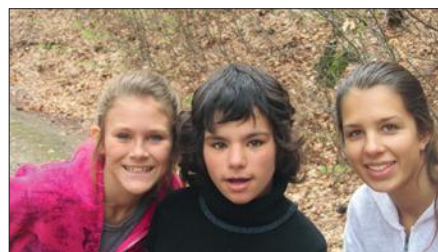
The Primary Schools each support their own elected organisation. At the Zug Campus, children raise funds for an animal rescue centre in Switzerland: the Tierheim in Allenwinden. The students at the Luzern Campus support the Kokrobite Chiltern Centre in Ghana, an organisation that assists impoverished children and their families. Thus, the young children at ISZL develop an appreciation and understanding of the importance of giving.

The Middle School sponsored charity is the Kids of Africa: Swiss African Children's Village, which is a foundation based in Uganda that provides a home for children in need. Starting in 2011, all Middle School students began participating in a class service project. In conjunction with the formalising of the Personal Development Programme, students are working with refugees living in Switzerland, designing and selling Christmas cards, having bake sales and performing in dance contests to raise funds for their charity organisations. In April 2012 several Grade 8 students went to the Cedar Foundation in Bulgaria for the construction of a playground that ISZL has sponsored.

At the Riverside Campus, Community and Service is a formal programme. In addition to various individual and group-supported organisations, the whole High School supports the Ratta School, which is a public secondary school located in Kenya. Participation in community service is a graduation requirement for all students, whether they are taking AP or IB classes. Students in Grades 9 and 10 can choose from a range of service activities such as ecological restoration projects, Amnesty International, meeting with elderly people, and working with individuals with disabilities. MYP Grades 9 and 10, and AP Grades 11 and 12 participate in Community and Service (CS), while Grades 11 and 12 IB DP students participate in Community, Action and Service (CAS)



A High School student sits with NAG children in 2012.



Two Grade 8 girls with a child from the Cedar Foundation in Romania, April 2012.



Grades 11 and 12 and Ratta School students in front of a mural they painted during a PDW trip to Mesano, Kenya, 2011.

as part of their graduation requirement. Head of Campus David Monk remarks that including a service element in the curriculum offers a ‘wonderful opportunity to increase integration within the local community’.

The Arts

The International School of Zug and Luzern takes pride in offering students access to the main disciplines within the arts. Students in all three campuses explore their creativity through visual art, dance, music and drama. With its emphasis on self-expression and exploration, incorporating the arts in the curriculum is a vital component to fostering a balanced and perceptive child. The experience of presenting their work, communicating through movement, performing in front of an audience and collaborating with their peers enhances children’s innate creativity and empowers a sense of self.

Visual Arts

Starting in Pre-School, the visual arts play an integral role at ISZL. Students are taught to express thoughts and ideas early on in creative artwork and crafts. Using colours, textures and patterns, students learn to successfully and confidently communicate concepts visually. Through group



A Luzern student explains a mask exhibit to Head of Campus Gary Langenhuizen, April 2012.

exhibitions and presentations, students gain communication skills and the ability to share personal interpretations of their work. Integrated into coursework from Pre-School to Grade 8, students have regular access to in-class creative endeavours in addition to after-school art clubs.

Middle School students are afforded opportunities to visit local galleries and museums. These excursions help to reinforce concepts learned in the classroom, and introduce new ways of visual communication. Student perception and knowledge is reinforced by learning the fundamentals of composition, perspective, line, proportion and colour. Middle School 'field weeks' to Paris, and to Cortona in Tuscany, offer students a completely new perspective on the visual arts, in addition to an exciting introduction to the study of art history.

At the Riverside Campus, pupils are encouraged to incorporate technology as a creative tool to further develop their work. Photography and art exploration utilising computer software is an innovative approach to visual communication. In accordance with the International Baccalaureate Middle Years and Diploma Programmes, as well as the Advanced Placement programme, students



High School photography students review a proof sheet, 2011.



Zug Campus students paint a group mural, spring 2012.



High School students learn a dance routine, 2012.

have the opportunity to study visual art, studio art, or take advanced classes in drama and music. After-school extra-curricular activities have included ceramic sculpture classes, as well as knitting and crocheting.

Dance

Dance Club is a fun and popular after-school activity offered on all three campuses. Students have enjoyed exploring many dance styles including ballet, jazz, tap and hip-hop, while also learning more about the music that accompanies them. On occasion, the dance routines are performed in front of the School, or even in the local community.

Music

Music is taught on both the Luzern and Zug Campuses from Pre-School to Grade 8. Recorder lessons begin in Grade 2, with an emphasis on musical notation. In Grades 4–8, students are able to choose an instrument on which they would like to focus (such as flute, viola, violin or trumpet). Students can participate in instrumental groups with string ensembles and wind instruments. At the Zug Campus, Christmas and summer concerts are held annually. At the High School, the rock-band and jazz-band clubs are popular. Over the three campuses, there are currently 15 music curriculum or instrumental teachers working at the school.



Luzern Campus students perform a recorder concert, 2008.

Choir is another popular activity enjoyed by numerous students. Across all three campuses, Grades 2–12 have the opportunity to participate. Although all students still have access to a choir club, the Zug Campus Choir has recently become so popular that students must audition in order to join. Currently there are 84 students singing in the Zug Campus Choir. Recently, the conductor of the Zürich Symphony Orchestra, Christoph Escher, invited the students to sing with his orchestra. It was an honour for the

students to perform at Zürich's Tonhalle with the prestigious orchestra, and they were enthusiastically applauded.

Drama

Not only do students participate in concerts and recitals, but also drama productions. At the Zug Campus, Grade 8 students perform in the annual musical theatre production held in the Baarburg Theatre in the spring term. The students' maturity and professionalism results in highly polished productions. The entire class is committed to bringing about outstanding performances, whether they are performing onstage or working backstage. Younger students at both the Luzern and Zug Campuses have the opportunity to join one of several performing arts clubs, and stage their own shows throughout the year.

In addition to the Drama Club activities, students at the Luzern Campus hold a performance of poetry, song and dance that occurs in December, during the Festival of Lights – a celebration of

Zug Campus' performance of Bugsy Malone, 2009.



many different cultures. And an all-school production of drama and music takes place at the end of the final term at the Luzern Campus.

In Hünenberg, drama students from the Riverside Campus present an annual play in collaboration with the music department. Many students participate in the production as an extra-curricular activity and are involved with designing and creating the set, managing costumes and props, and, of course, performing the music and acting. The High School is a member of the International Schools Theatre Association (ISTA), which helps to foster internationalism through creative learning and collaborative performing. High School students have the option to attend a theme-based annual ISTA theatre festival held in a different European country each year.

The arts programme at ISZL has established itself as an essential component of the daily curriculum, providing a rich resource that allows students to investigate the fundamentals of communication. Whether through painting, drawing, dancing, singing, playing music or performing in a play, students are taking advantage of the abundance of opportunities available at the School. By participating in the arts, students develop essential critical and aesthetic decision-making skills and learn to analyse and reflect upon their own work.

Events

The International School of Zug and Luzern with the Parents' Association host fun-filled community-building events throughout the year. From the welcome barbecue to home games, to dances and talent shows, to 'Trunk or Treat' at Halloween, to winter holiday festivities, students and parents cheerfully find themselves back on campus even when classes are not in session. With galas, golf tournaments and athletics



Children carry flags from their home countries at International Day, 2008.

games days, there are many exciting opportunities occurring across each of the campuses, all of which build community spirit between the students, parents and staff.

International Day

In celebration of the many cultures represented at the School, International Day was started in 1984 as the Summer Bazaar. The idea was to give each child an opportunity to dress up in traditional costumes from their heritage, and share a little about their home countries. The popular event was quickly embraced, as children were eager to share the customs and traditions of their families.

Today, International Day is run by the Parents' Association, and includes country-specific booths that offer traditional foods and drinks. Held annually at the end of term, parents and students prepare for the event all year. Performances are held that highlight different cultures, and there are fun games and races with prizes. In recent years, an art auction has also taken place, with proceeds going to fund the School's art programme.

50th Anniversary Thanksgiving Dinner

With the whole school in attendance on Saturday, 5 November 2011, the International School of Zug and Luzern held a 50th anniversary celebration dinner. It was a traditional American Thanksgiving dinner, complete with turkey and mashed potatoes; festivities included art activities, athletic events (such as American football), the British tradition of burning of Guy Fawkes and a bonfire. Additionally, families brought traditional foods from their home countries in order to make the meal a truly splendid international feast. The fun-filled day concluded with an impressive display of fireworks; it was indeed a happy 50th anniversary for the International School of Zug and Luzern!



Dominic Currer and the ISZL Eagle at the 50th Anniversary Thanksgiving Celebration, November 2011.

The SGIS Conference at Zug Campus, March 2012.



Hosting the SGIS Conference

As a member of the Swiss Group of International Schools, the International School of Zug and Luzern has participated in hosting the annual conference on three occasions over the last 10 years, and again hosted this prestigious event on 9 and 10 March 2012. With its emphasis on collaborating and sharing among Swiss schools, the School appreciates the opportunity to host the event, which offers educators professional development by thoroughly examining an educational theme. The 2012 conference, entitled *Transforming Assessment through Collaboration and Creativity*, offered stimulating lectures, discussions and breakout sessions on the importance of assessment in education.

. . .

Over the course of the last four years, the International School of Zug and Luzern has continued its mission to provide excellence in education. The School, as it is today, stands out as one of the most successful international schools in Switzerland. The unparalleled progress that it has achieved over the past 50 years

is in harmony with its original intention: to serve the expatriate community with the highest educational standards. But the School has become so much more than its history. With an emphasis on guiding students through focused learning, community and peer group interactions, team-building, physical activities and adventure, the School provides an unrivalled learning environment across all divisions.

The strategic approach to the organisational structure of the newly merged school, coupled with abundant resources and excellent staff, meets the expanding needs of the International School of Zug and Luzern community. The School is harmonised through a shared vision and a collective educational philosophy. The mission of 'Respect, Motivate, Achieve' is evident on all three campuses of the School. The staff supports and guides the students to provide opportunities for them to fully internalise the meaning behind what they are learning. Grade 8 teacher Elizabeth Jewitt reveals, 'I think that all teachers buy into the ethos of the School, and they bring it explicitly into the programme, so that it makes sense to the students. It is a matter of formalising a very natural thing.' The ethos of the School is indeed a recognised aspect of daily life among students and staff alike.



Zug Campus Librarian Elizabeth Meeks talks to children on-stage about their characters for Book Fortnight, 2009.

Teachers Bradley Eaton and Elizabeth Jewitt (holding banner), join International Award students at the summit of Mount Kilimanjaro in Tanzania, June 2011.



From trips to Kilimanjaro to rafting along the Rhône River, ISZL students take advantage of the amazing opportunities offered to them. Internationally diverse, hardworking and motivated, the students at ISZL display a welcome attitude towards learning. And it is their curiosity, ability to question and debate, and their eagerness to learn that enable their success. The dedication of the ISZL educators is clearly evident in the advancement and progress of the students.

At the core of the School are committed teachers who impact and influence the decision-makers of the future. Their collective enthusiasm of collaborative and innovative teaching strategies and their dynamic student-centred approach drives the School forward along its path of excellence. Dominic Currer explains that one of the most enjoyable aspects of working at the International School of Zug and Luzern is 'the committed professionals and community members who are as passionate about seeing the school succeed as I am'. And the School is succeeding: the International School of Zug and Luzern is *the* international school of choice in the region.



Children perform at International Day, 2010.



The Middle School performance of Aladdin, 2010.

*An ISZL student leads
the way in the 2011
SGIS Track and Field
Tournament, 2011.*



Conclusion



An overview of the last 50 years of the International School of Zug and Luzern's history reveals that it has continuously been committed to providing an exceptional academic curriculum coupled with an exciting range of activities and outdoor adventures. Despite its many incarnations, from a small tutor group to a school across several campuses offering education from Pre-School to Grade 12, it has consistently offered the highest scholastic opportunities for expatriates in central Switzerland. Over the past five decades of progress and expansion, the passion and dedication of many individuals have culminated in a highly successful, not-for-profit educational organisation meeting the needs of more than 1,300 pupils.

The Zug Campus, with its rolling hills and farmland, the Luzern Campus with its tree-lined avenue and lake view, and the Riverside Campus with its state-of-the-art facilities and wide-open spaces, are all vital components of ISZL. It is their combined history that makes the School the extraordinary place of learning that it is today.

The successful merger of the International Schools of Zug and Luzern and the Riverside School in 2008 resulted in an innovative vision, which takes into account the School's past, focuses on its present and prepares for its future. It is because of a shared vision and philosophy among its divisions that the School succeeds. Approaches and methods vary throughout the School, but each of the three campuses benefits from the others' aspirations,

Children display their drawings in class, December 2011.



with significant new-found opportunities made available since the merger took place.

It is the core foundation at the heart of the International School of Zug and Luzern that illuminates all its facets: its philosophy guides, shapes and fulfils the original intention of educating children in an international setting. By teaching respect for cultural differences, empowering children to be motivated independent thinkers, and guiding them to achieve their very best, the School's philosophy is realised every day across all three campuses.

Grade 6 girls get their hands painted at Cultural Awareness Day, January 2012.



The International School of Zug and Luzern has grown into an expansive community. From former students, parents and staff who look back on their time at the School with genuinely fond memories, to current members of the community who are deeply committed to the development of the School, the extended International School of Zug and Luzern families are united by one common vision. With a clear purpose comes direction, and that momentum is evident in the progress of the School. The International School of Zug and Luzern is confidently commencing its next 50 years grounded in the ethos of 'Respect, Motivate, Achieve'.



*Primary School children
discuss an art display, 2010.*

*David Smith conducts the
Zug Campus choir at
Tonhalle in Zürich, 2008.*



Acknowledgements



The International School of Zug and Luzern community is comprised of past and present students, parents, teachers, administrators and staff members; additionally, it includes government officials, local and international corporations, the Don Bosco Foundation and the Swiss educational foundation. To all those who have collectively formed and shaped the School over time, thank you. ISZL is the exceptional school it is today because of your dedication and passion for excellence in education. It is to all of you that this book is dedicated.

Due to the amount of research that went into tracking 50 years of history, there are many people who must be thanked for their time in assisting to fill in the missing pieces. A very kind thank you to David Brooks, Philip Bruce, Ian Carr, Brant Davidson, Vitor Fernandes-Neto, Sophie Gavard, Steve Giraudo, Susan Glausen, Daniel Hamilton, Jessica Held, Claudio Hernandez, Corinne Hertel, Angela Hollington, Michael Junkins, Elizabeth Jewitt, Anthony Jones, Urs Kappeler, Gary Langenhuizen, Elisabeth Marksteiner, David Monk, Martin Peel, Cristina Pena, Diana Posen, Karen Richardson, Armin Schicker, Laura Schoepfer, Meryl Siggs, David Smith, Colin Walker, Maurice Wigman, David Winter and Jelena Vasak. It was the stories you remembered that brought to life the history of the International School of Zug and Luzern.

For the alums and families who shared their favourite memories: appreciation goes to John Seay, Alexa Kaskowitz, Mary Lou Stockton, Jean Lèbe (for



Photo courtesy of Robert Gottschalk

Students Marc Lèbe and Robert Gottschalk at the School in 1969.

so many photographs), Sebastian Mattheier, Donald Pfeffer and Sarah Schofield.

A special thank you is given to Dominic Curren, who shared a comprehensive account of the Riverside School prior to the merger, and illuminated the many facets that went into the union of the schools. Heartfelt appreciation to Founding Head Gwyn Bevan, who took the time to write memoirs of the first 25 years, and to his daughter Vicky Bevan, for coordinating all the communications; so many questions were finally answered. A debt of gratitude goes to Martin Latter, who opened his home and shared his collection of mementos from over the years. Great appreciation to Riverside Founding Director August Zemo and Fowler Stillman for a fantastic overview of the beginning of the Riverside School. Thank you to Gill Schofield and Barbara Oswald for all the great photographs and the thorough list of past teachers. Sincere gratitude goes to Daniel Urech for sharing 22 years behind the scenes on the Board of Trustees. Appreciation to Adele Hodgson for insight into the initial planning of a project of this magnitude. And a distinctive thank you to

Teacher Jean Lèbe and her pupils at the park, 1974.



Photo courtesy of Marc and Jean Lèbe



Gill Schofield with her class in the early 1980s.

Photo courtesy of Gill Schofield

alums Robert Gottschalk and Marc Lèbe, for taking the time to scour their archives for some great photographs. Much gratitude goes to Jeff Snyder for assisting in all aspects of facilitating the jubilee year and this 50th anniversary book by ensuring it came to fruition (and not to mention kindly sharing an already cosy office space).

Deepest appreciation to Alec and Val Hackel, who were fundamental in founding the Riverside School, for their support through the merger with the International Schools of Zug and Luzern and their ongoing commitment. It is their life-long passion for education that has been instrumental in sustaining the forward course of the school. Mr and Mrs Hackel always believed that 'if you want to give back to the community, the best way is through education, because you are building for the future'. Without their dedication, the International School of Zug and Luzern would not be the school it is today.

Thank you to the Board of Trustees

Over the years, and the many incarnations of the International School of Zug and Luzern, there have been countless dedicated Board members who have given their time and energy into making the school a significant component of the



Barbara Oswald in the library, mid 1990s.

Photo courtesy of Barbara Oswald

greater community. Collectively, the Board of Trustees provides a direct sounding board when needed, and impartially use their expertise and knowledge in order to best serve the needs of the School. Often behind the scenes, and rarely taking credit for their significant contributions, these members volunteer their time in order to create the best possible educational environment.

From the informal Advisory Council, founded under Martin Latter in the 1980s, and the Riverside Board, to the ISZL Board of Trustees that reviews the workings of three campuses today, these members have been instrumental in guiding the School to the level of distinction it now holds. And with future expansions on the horizon, the Facilities Board Committee members have much to consider and evaluate in the years to come.

The International School of Zug and Luzern owes a debt of gratitude to Daniel Urech, Chairman of the Board of Trustees, who has been involved in both the International School of Zug, as a member of the Advisory Council, and has been on the Riverside Board since its founding in 1990. Mr Urech, an attorney in Zürich, was instrumental in assisting with the merger of the International School of Zug and Luzern and Riverside in 2008.

Daniel Urech will be leaving the Board at the end of the 2011–2012 academic year. He has decided that it is time to pass the torch to someone new and is pleased with his successor, Peter Hess. Mr Hess has served on the International School of Zug and Luzern Board of Trustees since 2008, and was voted to the position of Chairman of the Board of Trustees by the Board members early in 2012. Mr Hess is an attorney, and has extensive political experience in Zug. He was a member of the Swiss National Council from 1983 to 2003, and in 2000 he was elected its President. He is warmly welcomed as the Chairman of the Board at the International School of Zug and Luzern.



Peter Hess leaves his handprint during the opening of the Riverside Campus, 2010.



The 2010 graduating class.





