

# ISZL Magazine and Annual Report 2021-22 | No.11

 INTERNATIONAL SCHOOL  
OF ZUG AND LUZERN  
respect | motivate | achieve



Cover photo: Freeflow in Kindergarten

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# CONTENTS

ISZL AT A GLANCE	4
ISZL MISSION AND VISION	5
DIRECTOR'S MESSAGE	6
VORWORT DES DIREKTORS	8
THE YEAR IN PICTURES	10
PERFECT PITCH: 30 YEARS OF DEVELOPING MUSIC	14
LIFELONG SWISS MEMORIES	18
OUR PROGRAMMES	21
APPROACHES TO LEARNING, APPROACHES TO LIFE	22
SERVICE LEARNING AT ISZL	26
STUDENT DEMOGRAPHICS	30
WHERE OUR FAMILIES LIVE	32
ENROLMENT	34
FIRST LANGUAGES OF STUDENTS	36
FACULTY AND STAFF	37
ACADEMIC RESULTS	38
UNIVERSITY ACCEPTANCES AND MATRICULATION	40
SPORTS RESULTS	42
PLANNING THE ROUTE AHEAD	44
FOCUS ON WELLBEING	48
TEN YEARS OF THE FUND FOR EXCELLENCE	53
LEADERSHIP AND GOVERNANCE	56
AUDITED CONSOLIDATED FINANCIAL STATEMENTS	58

ISZL  
AT A  
GLANCE

Founded in:  
**1961**



Age range:  
**3-18**

Students  
achieving  
IB Diploma:  
**98%**



Average  
IB score:  
**38**

Average  
AP score:  
**3.9**

Number of AP  
courses offered:  
**23**

IB  
Programmes:  
**3**

Student  
nationalities:  
**66**

Students  
enrolled:  
**1200**

2 CAMPUSES



IN CANTON ZUG

Memberships:  
**9**

Authorisations:  
**3**

Daily bus rides:  
**500+**

Clubs and  
activities:  
**87**

First language  
classes:  
**50**

Accreditations:  
**2**

Mountain-  
based Outdoor  
Education  
Centre

International  
Baccalaureate (IB)  
World School  
  
College Board  
  
Pearson

Educational Collaborative for International Schools (ECIS)  
Council of International Schools (CIS)  
Swiss Group of International Schools (SGIS)  
Sports Council of International Schools (SCIS)  
European Sports Conference (ESC)  
Association for Music in International Schools (AMIS)  
Exam Board of the Royal Schools of Music (ABRSM)  
International Schools Theatre Association (ISTA)  
Duke of Edinburgh's International Awards

Accredited by  
  
Council of International  
Schools (CIS)  
New England Association  
of Schools and Colleges  
(NEASC)

# OUR MISSION

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

# OUR VISION

We help every student turn their learning into action, creating the opportunity to stretch themselves further and achieve more than they believe possible.

## DIRECTOR'S MESSAGE

It gives me enormous pleasure to introduce you to this issue of the ISZL Magazine, marking our school's 60th anniversary.

This significant milestone allows us to look back with affection and satisfaction on our achievements – you can read about the founding of the exceptional ISZL Choir on page 14 from David Smith, and hear about the school's history from alumni member Laura Wellington on page 18. But it also encourages us to look to the future and continue building a school that meets the needs of our families for years to come.

Our school vision commits us to helping our students stretch themselves further and achieve more than they believe possible. Of course, I also embrace this mindset for both myself and our collective work to ensure ISZL is the best school it can be. ISZL has responded over the years to the needs of our international community. Our responsibility now is to anticipate what our community's needs are likely to be over the next 60 years, and then exceed those expectations.

Shortly before the pandemic, the educationalist Professor Yong Zhao visited our school, and in a lecture to staff and parents, argued that given how quickly life and circumstances change, schools should be places where students find and pursue their passions. His view is that attempting to predict the future and push students into imagined upcoming industries is not the most constructive approach concerning our students' happiness and career paths. Instead, an all-consuming interest will likely lead to a fulfilling life, personally and professionally.

These thoughts link to Dr Paul Richards' article on page 48. He argues that it is everyone's job – from educators to parents – to support the mental health of our students. He also points out that the best lesson we can give our children is by modelling resilience and gratitude ourselves.





One of our key roles as a school is to help a child find their passions while also fostering their wellbeing. I believe that through this endeavour, we have the tools for success, not only for that child but for the school as a whole.

I am grateful to our ISZL Board, who are introduced on page 57, for their leadership and effective governance. Under the leadership of Daniel Urech, they have worked tirelessly to build a path for the future this year, considering how best to improve our facilities while maintaining the best possible educational experience for all our students, from the youngest in Early Years to those on the cusp of higher education.

Part of nurturing the values of the next generation comes from ISZL's service learning programme. Our Middle School Principal, Stuart Byfield and teacher Elizabeth Jewitt set out this programme on page 26. Our aim is to ensure our students have a keen appreciation of the world around them, with the critical thinking skills, flexibility and compassion to allow them to become successful, happy adults.

This focus on the importance of service has been particularly important as our community came together to support those affected by the conflict in Ukraine. It was a time where we were grateful for our deep links with the Canton Zug community, as we worked closely with the cantonal authorities, ensuring that we provided support most attuned to the needs of people arriving from Ukraine. ISZL also raised CHF 13,000 in fundraising for the Swiss Red Cross to support the work it is doing in neighbouring countries such as Poland and Romania, as well as working within Ukraine itself.

My best wishes to you and all friends of ISZL as we look ahead to the next 60 years. May we continually strive to make the world - or our corner of it - a better, kinder place.

**Barry Dequanne**

## VORWORT DES DIREKTORS

Ich freue mich, Ihnen anlässlich unseres 60-jährigen Bestehens diese Jubiläumsausgabe des «ISZL Magazine» präsentieren zu dürfen.

Dieser Jahrestag ist ein bedeutender Meilenstein, der es uns erlaubt, mit viel Zufriedenheit und Freude auf das Erreichte zurückzublicken. Im Beitrag von David Smith auf Seite 14 lesen Sie zum Beispiel über die Gründung des einzigartigen ISZL Chors, auf Seite 18 schildert Absolventin Laura Wellington ihre Erfahrungen aus der Anfangszeit der Schule. Doch wir schauen nicht nur in die Vergangenheit, sondern richten unseren Blick auch in die Zukunft – um weiterhin eine Schule zu gestalten, die den Bedürfnissen unserer Familien auch in den kommenden Jahren gerecht wird.

Dabei haben wir stets das Ziel vor Augen, dass unsere Schülerinnen und Schüler mehr erreichen, als sie selbst für möglich halten. Diesen Anspruch habe ich natürlich auch an mich selbst und an unsere gemeinsame Arbeit, mit der wir die ISZL noch besser machen wollen. Seit ihrer Gründung hat sich die ISZL stets auf die Bedürfnisse ihrer internationalen Community ausgerichtet. Heute gilt es, die Erwartungen der Community für die nächsten 60 Jahre zu verstehen – und sie zu übertreffen.

Kurz vor der Pandemie besuchte der Pädagoge Prof. Yong Zhao unsere Schule und erörterte in einem Vortrag vor Lehrkräften und Eltern seine Ansicht, dass Schulen gerade in unserer schnelllebigen Zeit Orte sein sollten, an denen Kinder ihre Leidenschaften entdecken und ausleben können. Der Versuch, die Zukunft vorherzusehen und die Schülerinnen und Schüler in imaginäre Berufsbranchen der Zukunft zu drängen, ist seiner Meinung nach nicht förderlich für ihre persönliche und berufliche Zufriedenheit. Stattdessen soll ein früh entfachtetes und umfassendes Interesse viel eher zu einem erfüllten Leben führen.

Dieser Gedanke passt zum Artikel von Dr. Paul Richards auf Seite 48. Sein Hauptargument: Es ist die Aufgabe aller – von den Lehrkräften bis hin zu den Eltern –, das geistige Wohlergehen unserer Schülerinnen und Schüler zu fördern. Die aus seiner Sicht beste Lektion, die wir unseren Kindern erteilen können, besteht darin, selbst Durchhaltevermögen und Dankbarkeit vorzuleben.







Kinder beim Entdecken ihrer Leidenschaften zu unterstützen und gleichzeitig ihr Selbstbewusstsein und ihr Wohlergehen zu stärken, begreifen wir als eine unserer wichtigsten Aufgaben als Schule. Mit diesem Ansatz dürften wir unser Erfolgsrezept für die Zukunft gefunden haben – nicht nur für jedes einzelne Kind, sondern auch für unsere Schule insgesamt.

Ich möchte an dieser Stelle den Mitgliedern des ISZL Vorstands, die sich auf Seite 57 vorstellen, für ihre Führung und ihre tatkräftige Unterstützung danken. Unter der Leitung von Daniel Urech haben sie in diesem Jahr unermüdlich an einer Zukunftsstrategie für den Campus in Walterswil gearbeitet und überlegt, wie wir die bestehenden Räumlichkeiten umbauen und erweitern können, ohne die Lernerfahrung der Schülerinnen und Schüler – von unseren Jüngsten bis hin zu den älteren Jahrgängen – zu beeinträchtigen.

Ein Teil unserer Bemühungen, wichtige Werte an die nächste Generation weiterzugeben, ist unser Service-Learning-Programm. Der Rektor der Sekundarstufe, Stuart Byfield und Elizabeth Jewitt, Lehrerin, erläutern das Programm auf Seite 26. Es ist uns ein Anliegen, dass unsere Schülerinnen und Schüler ihre Umwelt und ihr Umfeld respektieren und über die Fähigkeit zu kritischem Denken, Flexibilität und Mitgefühl verfügen, um erfolgreiche und glückliche Erwachsene zu werden.

Wie wichtig dieser Service-Learning-Gedanke für uns als Gemeinschaft ist, wurde deutlich, als wir alle zusammen die Betroffenen des Ukraine-Krieges zu unterstützen begannen. Wieder einmal waren wir sehr dankbar für unsere guten Verbindungen zum Kanton Zug, durch die wir eng mit den zuständigen Behörden zusammenarbeiten und sicherstellen konnten, dass unsere Hilfe auf die Bedürfnisse der Flüchtenden ausgerichtet ist. Zudem haben wir Spenden für das Schweizerische Rote Kreuz gesammelt, um dessen wichtige Arbeit in angrenzenden Ländern wie Polen und Rumänien, aber auch in der Ukraine selbst zu unterstützen.

Mit Blick auf die nächsten 60 Jahre der ISZL möchte ich Ihnen und allen Freunden der Schule das Allerbeste wünschen. Mögen wir gemeinsam weiter danach streben, die Welt – oder zumindest unseren Teil davon – zu einem besseren, friedlicheren Ort zu machen.

**Barry Dequanne**

# The Year in Pictures



First day of term, Zug Campus



Kindergarten traffic training with Zug Police



The PA Welcome Back Fair



Parents finally meet and socialise



Halloween classroom door decoration

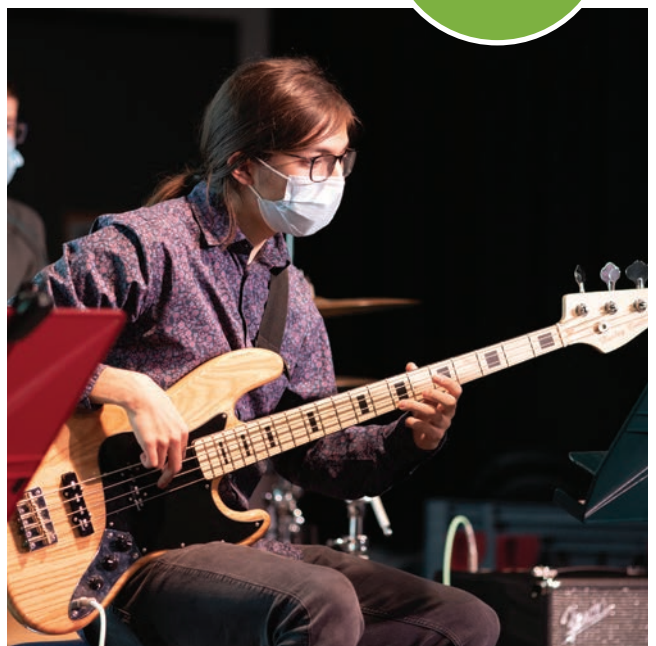


Thanksgiving pumpkins



Donating a 60th anniversary bench to the Gemeinde of Baar and Hünenberg

Friday Night Live at the High School





Samichlaus visits Primary School



The Baar Lichterweg or Path of Lights

The High School production of *Clue!*



ISZL hosts the Repair Café, Baar



Primary School celebrates Fasnacht

ISZL's Food Drive for the Schweizer Tafel



On the slopes



The Grade 8 Challenge exhibition



The return of Snack Attack after school



Going away for Personal Development Week



# Perfect pitch: 30 years of developing music



*As ISZL celebrates its 60th anniversary, music teacher and leader of the Zug Campus ISZL Choir, David Smith, looks back on his 30-year career at the school.*



The weather forecast promised snow overnight, so I decided to leave earlier than expected to take the train into London from my brother's house in Surrey. It was a wise decision, as that train would be the only one to arrive in London that day from south of the capital, the day of the European Collaborative for International Schools' (ECIS) recruitment fair. However, it arrived very, very late – so late that I missed the initial registration, the interview sign-ups and morning's interviews. Luckily the 'wrong type of snow' (as British Rail called it) proved to be a wonderful talking point with Martin Latter, the Principal at the International School of Zug, in the interview he had set up for me later that day. Comparing the Swiss handling of 10cm of snow to the UK was a fascinating and eye-opening discussion. Comparing Swiss and British snow was going to be the most important discussion of my life, I now know.

As my first job outside the UK, I was thrilled to be offered the position combining Music, EAL (English as an Additional Language) and Learning Support at the school, but one that I knew was going to be a challenge. Fortunately, this was exactly what I was looking for when deciding to explore international education. And it did not disappoint, although arriving at a first floor, metal clad building above a post office was not the image of a Swiss chalet on top of a mountain I was expecting. Despite the initial surprise, the



building proved to be perfect for a school, and so my career in Switzerland began.

With 105 pupils from Pre-Kindergarten to Grade 7, the class sizes were far smaller than the 30 children in a class in Barry, Wales, that I had left. What a joy it was to be able to teach classes where not only every student was fully engaged and wanted to learn more, but there seemed never to be an issue of discipline. The staff and students were simply wonderful.

Martin had made it clear to me that there was no music curriculum at the International School of Zug. He wanted me to develop a music programme that would be integral to the school's curriculum but more importantly, one that would bring the love and passion for music to every student in the school. In that first year, I wrote a curriculum for each grade and formed a school choir. I began a tradition of two school musicals each December, and founded what is now called the ISZL Music School. Several years later, I began the instrumental programme for Grades 4-8. Initially offering flute and violin, this eventually grew to offering 11 instruments with 18 music teachers visiting the school each week.

The part of my job I am most proud of and thankful for is the way the school choir developed over the years and the support I have had to achieve my goals from teachers, parents, and leadership. When I first arrived, I discovered very quickly that getting the students simply to sing was a challenge in itself. I had come from Wales where every student sang and wanted to be in the school choir. I can



confirm that the old adage that Wales is the land of song is absolutely correct. However, as the choir grew in numbers, the quality and desire to improve also developed, and so began many memorable performances.

In the mid 1990s we sang in the Stravinsky Theatre in Montreux for the opening ceremony of the ECIS conference and were also invited to record on a track for a Zurich-based reggae band. In 2007, a Zurich choir invited us to join them alongside the Zurich Symphony Orchestra in John Rutter's 'Mass of the Children'. As a huge fan of Rutter's music, I knew it would be an amazing experience for the children, not only to sing his inspirational music but also to perform with a professional symphony orchestra.

We performed at the Catholic Church in Enge and at the magnificent setting of St. Jakob's Church in Cham. From this concert, Christof Eschenbach, the artistic director and conductor of the orchestra, invited the choir to sing at their Weihnachtskonzert at the Tonhalle, Zurich, for two years in succession. I knew these experiences would prove to be extraordinary, life-changing moments for the students. Personally, to conduct such a wonderful orchestra with my amazing choir in one of the most prestigious concert halls in the world, is something I will never forget, and of which I am incredibly proud. For the choir to be recognised and lauded by professional musicians still makes me shiver with pride.





Scan the QR code to see the ISZL choir sing to the Swiss Group of International Schools' conference



Leading from these concerts, an invitation to sing with the Zurich Youth Symphony Orchestra at the Tonhalle arrived. We then embarked on our first international tour to Vienna, when we sang at the Stefansdom, St Peterskirche and at the Royal Chapel at Schönbrunn Palace. The tour proved to be a phenomenal success and led to several more tours.

After that snowy day in London in 1991 changed the course and direction of my career and life, I can honestly state that working for ISOZ and ISZL for the past 30 years was the best decision I could have made. Facilitating Martin Latter's vision of 'Music for All Children' is something of which I am extremely proud.

# Lifelong Swiss memories

*Former student Laura Wellington looks back on her time at the Zug Anglo-American School (now ISZL) in the 1960s.*



My sister, Monica, and I were born in London, and we lived in the Black Forest in Germany before moving to Zug, where we lived from early 1963 until Spring 1965.

Monica was one year older than me, and attended the local Swiss kindergarten for several months before starting at 'the Bevans' School'. I heard all about the school from Monica: how she went with the other children by bus to the Ochsen Hotel in town every day to have lunch, and came home by taxi every night. I saw all of the drawings she made, and how she took riding lessons after school with her new best friend, Carol Harvie. Soon, my mother persuaded the Bevans to take me on early, after my even shorter stint in kindergarten.

Gwyn and Anita Bevan ran the school and they became family friends along with their two oldest children, Rhiannon and Paul. My sister and I were very fond of Mrs Bevan. She and her husband came from Wales originally and she spoke with a soft lilt. There was generally a softness and a gentleness to her and I remember her warm laughter. I liked to hold her hand during recess because her hands always felt cool, even on the hottest days. She often kept a handkerchief tucked up her sleeve and she instructed us to always cover our mouths and noses when we coughed or sneezed. Later, I thought that the British actress Petula Clark (combined with Julie Andrews) had qualities that reminded me of Mrs Bevan.

The school consisted of a small set of rooms. Mr Bevan taught the older children in the first classroom off the hallway. Mrs Bevan had a double room (a room divided by a partition wall) in order to teach the youngest and slightly

older children separately, but together. My sister was on one side of the divide with her group of four and I was on the other side with a larger group of children, so my sister and I did not interact very much. At one end of this classroom was a room that could be closed off for German lessons and where we could eat our home-packed lunches (student lunches in the restaurant of the Ochsen Hotel had only been a temporary arrangement).

Mrs Bevan sat at a desk that faced into the room. It was perfectly placed so that she could keep a watchful eye over all of us despite the room being split in two. On her desk was a large pencil sharpener with a handle that you had to turn to sharpen your pencils. When she was a child in Wales, she told me that naughty children had to stand alone in a corner with all of the pencil shavings - but this classroom was not like that one. I was intrigued by the pencil sharpener and the fan-like shavings that came out of it into a little drawer.

I sat with the other young children at tables that were pushed together. We all had to keep diaries: orange-covered blank notebooks made by 'Philip & Tacey, Ltd., London S.W.6.'. I loved these notebooks that had originated in London, like me. They were stored in a cabinet on the side of the room along with all sorts of other school supplies. Every morning, the books were passed out to us anew and we had to fill in a single page, which we divided between words and a picture. We each had an array of coloured pencils with which to draw, and we were told not to use brightly coloured wax crayons (my favourites) as they smeared.

At first, because I was only five years old, I was guided by Mrs Bevan in my diary writing. I would stand beside her

while she sat at her desk and I would tell her what I wanted her to write in my diary. She would write down my words onto the page with a magenta/violet pencil, leaving a space below each line where I could copy out the words when I went back to my table - and also draw a picture at the top or bottom of the page, to accompany the words. She would then correct the finished work: If I made a mistake with a word or in forming a letter, I would have to write out the correction several times at the bottom of the page until I got it right. If the work was good, she would put a big tick with her magenta/violet pencil beside the work, or, best of all, affix a golden star onto the page with an added word or two: 'Very Good' or 'Lovely!'. Soon, my writing improved and I could fill out my diary all by myself.

I got on very well with the boy who sat next to me, and we often chatted away and giggled while we worked on our diaries. Sometimes he pulled pranks on me, which I found hilarious. If we laughed too hard, Mrs Bevan sometimes had to tell us to quieten down.

In my report card Mrs Bevan wrote that I was a 'loquacious child' which I thought was a beautiful word. She taught us so many interesting words. 'Marsupial' was another favourite.

I remember sometimes sitting down in front of the blank page of my diary feeling daunted but somehow I always managed to think of something to write, whether it was an experience from the day before, or something that I had noticed that morning. I sometimes mentioned the other children from the school (like Carol Harvie or Ben and Pierre Garneau) or my friends from outside of the school.

The drawings could also be challenging for me because I was in competition with my older sister who was very good at drawing and was often praised for it. Sometimes I set off on a very intricate, time-consuming masterpiece, but then would lose patience with it halfway through. Sometimes I went minimalist and just drew a bare light bulb hanging from the ceiling (1960s Francis Bacon style) over a simple scene of myself lying, death-like, on a black sofa being tended to by my mother because I had fallen and hurt my leg, or a dog may or may not have bitten me. I drew pictures of myself wandering through fields or helping myself to cherries from a neighbour's cherry tree. The recurring theme in my diaries was that I just wanted to stay outside and play and have fun and never go to bed at night! One day, in January 1965, my diary entry was more solemn: 'On Sunday, Sir Winston Churchill died in England. He was a very, very great man. He was 90 years old'.

In the afternoons, we sat in a circle around Mrs Bevan and we heard stories of different places in the world - like Singapore, where Mr and Mrs Bevan had lived before they came to live in Switzerland. I was pleased when she told us that chocolate was good for us


and could give us energy - particularly if we were stuck up a cold mountainside in the snow. She read to us from the book *Chitty Chitty Bang Bang* in the adjoining room. I liked listening to her read aloud from books and turning the pages. We had an embroidery/sewing project - girls and boys alike - where we each made a pouch of folded cloth that we embroidered with cross stitches and straight stitches using brightly coloured, silken threads.

At Christmas time we all participated in a play which we staged at a neighbouring Swiss school. Mrs Bevan was very keen on acting and wanted to introduce us to it at an early age. We also had an annual Christmas party where we all received a small present. I was pleased to get chocolates in the shape of a set of pencils, each wrapped in a different coloured foil.

I remember one day standing in the school's hallway waiting for ages to use the bathroom which was already occupied. Finally, an older boy from Mr Bevan's class shot out of the door and, in passing, asked me to marry him. That evening I told my mother about my near accident and proposal of marriage. "So what did you say?" my mother inquired. "Mummy," I said, "I couldn't marry him, because if I did I would never be able to get in the bathroom!"

My sister was very upset when we learned from my father that we were leaving Switzerland in 1965 to move to New York. I took the opportunity to make a bargain with my father. "I'll move," I said, "if I can have a swing set". "A swing set you shall have!" my father replied enthusiastically. With hindsight, trading my near-idyllic Swiss childhood for a swing set was not the best bargain.

We revisited Switzerland several times in my childhood and afterwards. In 1972, we moved from New York to Boston and I went to Heathfield boarding school in England. I later started at Bryn Mawr College, then I moved to Paris, where I had previously spent many summers, studying at the Sorbonne and at the American University of Paris. I lived in Paris, New York, and London. I worked for Condé Nast, at German Vogue magazine in New York, and then House & Garden magazine in London. I then took up photography. I have now lived in London for many years.



Laura  
with her  
mother, Diana,  
and sister  
Monica



## OUR PROGRAMMES

ISZL educates children aged 3-18, on two campuses in Zug, Switzerland. Our Primary and Middle Schools are based in Baar and our High School in Hünenberg. We are an International Baccalaureate (IB) World School offering three IB Programmes.

The **Primary Years Programme** encourages children to enquire into the world around them. Their curriculum is split into Units of Inquiry which look at the world across traditional disciplines.

The **Middle Years Programme** runs from Grade 6 to Grade 10. It is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups: Arts, Design, Individuals and Societies, Language Acquisition, Language and Literature, Mathematics, Physical and Health Education, and Sciences.

In **Grades 11-12**, students have a range of options: the IB Diploma Programme, Advanced Placement®, BTEC and ISZL courses leading to an ISZL High School Diploma.

- The *IB Diploma* is a balanced programme of education that prepares students for success at university and life beyond. It is a global programme, designed to address the intellectual, social, emotional and physical wellbeing of students.
- *Advanced Placement®* enables students to pursue college-level studies while still in High School. The courses culminate in a rigorous exam, which provides students with the opportunity to earn college credit and/or advanced placement.
- An *ISZL High School Diploma* allows students to choose a variety of courses to suit their passions and interests, while meeting the graduation requirements. Students can choose from Advanced Placement courses, IB Diploma courses, a BTEC in Creative Media Production or ISZL's own courses.


**Languages:** Students learn German from the Early Years, with play-based German language activities for the youngest children, moving to four times weekly lessons from Grades 1-5. Throughout the Middle Years Programme, German continues along with another language, usually French or Spanish. Students also have the opportunity to study languages in Grades 11-12. ISZL is soon to launch its Multilingual Academy, which will open up additional language learning to students, staff and parents.

# Approaches to Learning, Approaches to Life

*Assistant Principal for Grades 2-5,  
Christine DeLuca, explains how the  
foundation of ISZL's Primary curriculum  
teaches students a lifelong curiosity  
about the world around them.*

In the autumn of 2021, the upper primary at ISZL hosted a local teacher for a week. Her goal was to learn more about international education and experience a different approach to teaching and learning. While she spent most of her time in Grade 5, she was also able to observe Grades 2-4 and to participate in the students' full programme.

Before she left, I sat down with her to ask for her perspective and impressions of our school. She felt that our school is vibrantly international, but what impressed her the most were our students. She remarked on how open they were when welcoming her, while explaining their work, asking her questions and being very curious about who she was. Whilst she had visited many other schools, she felt this was something that made our school a very special and energising place.

A high-angle, top-down photograph of a diverse group of children, likely students, smiling and posing for a photo. They are arranged in a circle, looking towards the camera. The children have various hair colors and styles, and are wearing different clothing, including a pink jacket, a white shirt with 'WORLD' visible, a blue surgical cap, and a camouflage jacket. The background is a plain, light-colored surface.

What is it about our international curriculum and diverse population that supports students to be more open-minded, confident and curious? The International Baccalaureate (IB) Learner Profile provides us with guiding principles and a shared vocabulary across the school and in our dialogue. Through consistent use of the Learner Profile, values such as being open-minded, caring and principled are transmitted to students in an authentic context.

Engagement with the Learner Profile allows students and staff to internalise these qualities, so that they consciously drive our interactions and decisions.

The IB Approaches to Learning (ATLs) are also an integral part of teaching and learning within the Primary School. The ATLs (formerly known as transdisciplinary skills) are the skills that allow students to learn how to learn. Students develop these skills as they access different areas of the curriculum. The five approaches to learning are:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

These are woven into all subject areas and within all school contexts, from the lunchroom to the swimming pool and in the classrooms. The five ATLs follow students across all three IB programmes and are emphasised in developmentally-appropriate ways throughout a student's IB education.

The IB's major objectives are 'to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect' and 'to encourage students to become active, compassionate and lifelong learners' (IB 2008). To align our school with these goals, it is essential to implement student-centred learning approaches that support holistic development. Rather than being introduced and taught in isolation, the ATLs are taught within a meaningful context where they activate learning and allow students to make connections across disciplines. They are easily transferable within everyday life and are the skills we all use to engage in learning, to communicate with others, to think creatively, to research new ideas and to manage our time, to name just a few.

#### Skills for life

I often ask parents in workshops to analyse the skills they need to navigate a typical day. While I've never heard mention of the need to perform long division, many will say they have to negotiate with others, manage finances, give a presentation, learn a new language or research a topic. While discrete skills are still important and taught within a student's school day, the ATLs are the lifelong skills that all of us tend to rely on within our day-to-day interactions at home, with others and in the workplace. They are the tools that allow our students to build a firm foundation upon which they can construct new knowledge and learn to manage life as global citizens.

*'to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect' and 'to encourage students to become active, compassionate and lifelong learners'*

(IB 2008)

## IB Learner Profile

As IB Learners we strive to be:

**Inquirers**  
**Knowledgeable**  
**Thinkers**  
**Communicators**  
**Principled**  
**Open-minded**  
**Caring**  
**Risk-takers**  
**Balanced**  
**Reflective**



The development of ATLs and their related subskills is closely linked to the Learner Profile attributes. For example, while developing respect for others, our students are becoming 'caring' as well as 'communicators' as they learn to listen effectively and respectfully to others. Evidence of students activating the ATLs can be seen in their research reports, their strong presentation skills, their ability to resolve conflicts, collaborative group work and especially in the Grade 5 Exhibition.



Our school visitor's observations are a form of assessment, informing us that we are doing something right. The world needs more curious, caring and open-minded people. Academic knowledge without life skills has limited use in today's rapidly changing landscape. Through the experience and guidance of their teachers, the work we do with students aims to fulfil the school's Vision to 'help every student turn their learning into action, creating the opportunity to stretch themselves further and achieve more than they believe possible.'

# Service learning at ISZL

*ISZL's Middle School Principal, Stuart Byfield, and Grade 8 teacher Elizabeth Jewitt describe this vital component of ISZL's curriculum.*

'Educating the mind without educating the heart is like no education at all'. These words, attributed to Aristotle, have remained central to our Middle School service learning mission for many years. Service learning at ISZL encourages students to focus on how they would like to make a difference to their school and community, and facilitates their learning as they organise their projects.

Involvement in service action promotes a compassionate mindset, social responsibility, and global awareness, and also provides a powerful educational tool through which passionate

Creating a winter home for wildlife



educators can nurture the skills of analytical thinking, complex problem solving, creativity, leadership and social influence. These skills are widely regarded as crucial in driving personal success in the third decade of the 21st century. With this in mind, our service learning programme assumes a key position in education at ISZL.

Service learning has long been a part of the ISZL Middle School programme from the division's first beginnings. Service as Action is a foundational element of the Middle Years Programme (MYP), a validation of the service component that was already a well-established part of Middle School life.

This year saw our Middle School teachers spending time together at the beginning of the year to develop a shared understanding of the importance and purpose behind our Service programme and to look at ways in which we could encourage greater student engagement and agency within this aspect of school life. The vision led us to work with our early teens to identify new opportunities and follow where students' passions and interests lie. The result is a sense that many more of our students are actively taking responsibility to drive action, and are energised by their voice in the process and their power to bring about meaningful change. On a Wednesday afternoon through open classroom doors it is a pleasure to witness the energy and enthusiasm of the students and teachers as they collaborate to realise their visions.



### **What does that look like within our community?**

Work with the refugee and asylum-seeking community of the Zug region has become even more relevant this year, and has challenged our students' emotional resilience as they have tried to come to terms with the difficulties in Eastern Europe. Our very active student council, Student Voice, harnessed the baking skills of the community and raised CHF 1,300 towards ISZL's Ukraine Swiss Red Cross appeal. Complementing this, our Global Citizens group quickly organised a collection of essential items to send directly to Ukraine, and also to the Swiss charity Caritas, for refugees newly arrived in Switzerland. In Middle School, we have daily conversations with students who are looking for ways to offer their support to Ukraine.

Working on solutions in the Design Café

Our long-standing work with our three ISZL 'Homes and Schools Overseas' charities continues to take a central role in our programme, with many students eager to support our partnership with the Nawa Asha Griha school in Nepal, the charity Kids of Africa, which works in Uganda, and The Cedar Foundation in Bulgaria.

The students working to support Kids of Africa recently launched their 'Change for Children' project throughout Primary School. They spent many hours of their personal time unravelling the complex issues facing Uganda, and creating videos to send to the younger students, before sharing the story and the motives behind the collection with Primary School students. It obviously worked, with one Grade 5 teacher telling us, "my class has really been inspired by this charity - they are really pumped about this!"

Another project is the Design Café. A group of motivated Grade 8 students has created innovative solutions to practical problems around the school. These included repairing broken headphones, and using the school laser-cutter to create boxes for the nurses to use for baby teeth that come out at school.

We have the new Middle School 'Zine spreading the word about service learning within the school.

Environmental action groups are thriving, focusing on awareness campaigns and sustainability within school. The new and eager clothes up-cycling group is busy highlighting ethical fashion trends. The multi-talented Community Connections group is busy forming new links with various organisations within the Zug region, recently having spent the afternoon entertaining the residents of a local home for the elderly.

The new Music in Action group encourages students to create and lead projects. Successes include writing songs to raise awareness of specific issues with the aim of performing to their community, working with sound and recording equipment to facilitate performances, and creating original songs to showcase instruments to Early Years students.

Picking up litter  
for World  
Cleanup Day



There are the individual stories too, with students driving change and action based on what matters to them. One great example is of Grade 6 student Chloé T who, impacted by the October flooding in Ville de Breil sur Roya in France, organised a sale to raise funds. We recently received a letter from the mayor, thanking both Chloé and the school for the thoughtfulness and the action. The money has been given to the Youth Council of the village to support reconstruction, with a focus on what matters to teenagers in the area.

Collecting Christmas gift boxes for the Red Cross

**In the words of our students:**

*“Being able to help children learn was one of the most fulfilling experiences I have ever had!”*

*“In the process of starting a new service learning group, I have learned new skills. The experience has been interesting with lots of problem solving and laughs.”*

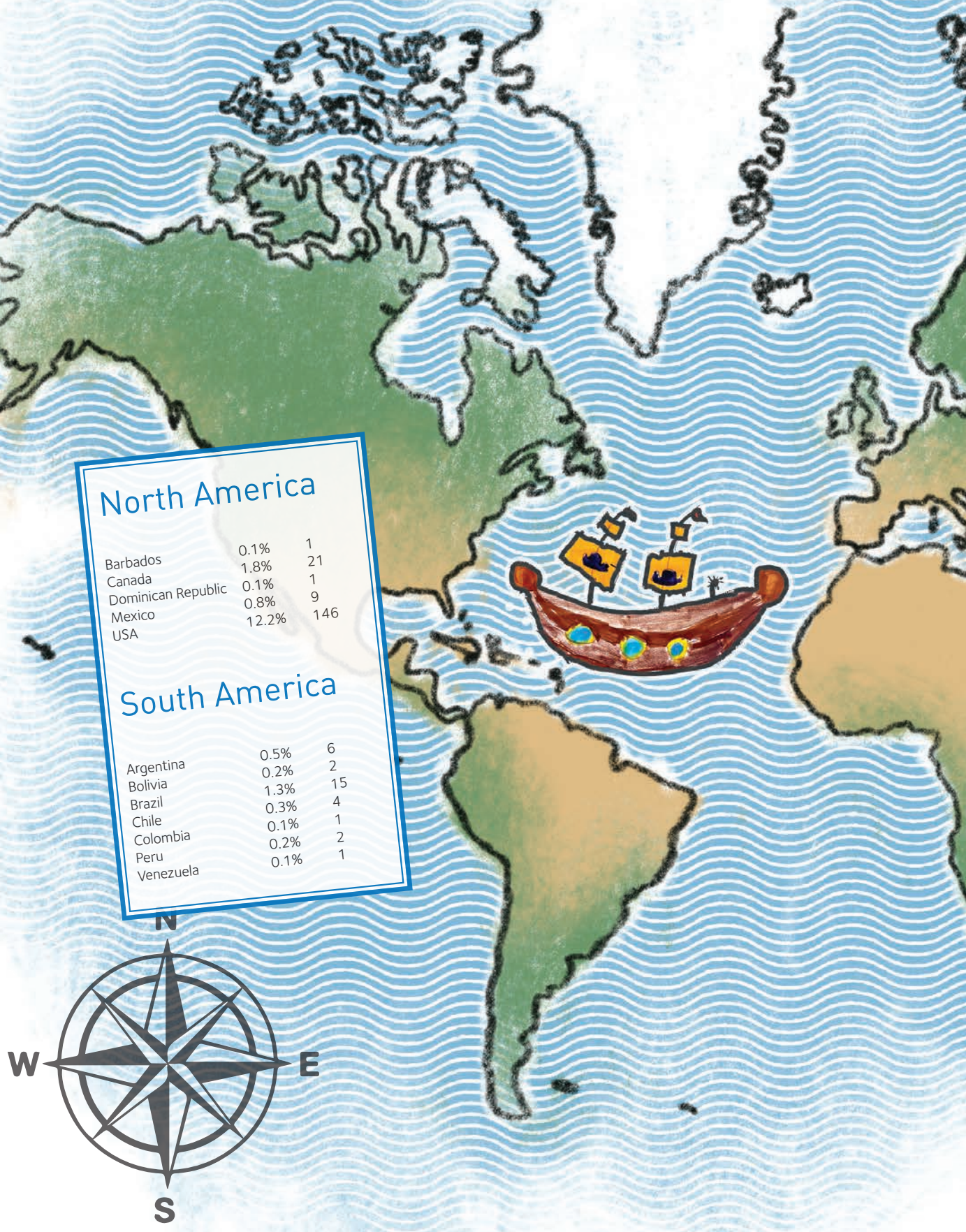
*“From delivering holiday gifts to children in need to raising money for reforestation, service learning has always provided an enriching and fulfilling learning experience for me. The act of working hard to help others always leaves me in a brighter mood. I can’t remember a time during service learning this year when I didn’t want to jump at a project simply for the pure pleasure of working on it.”*

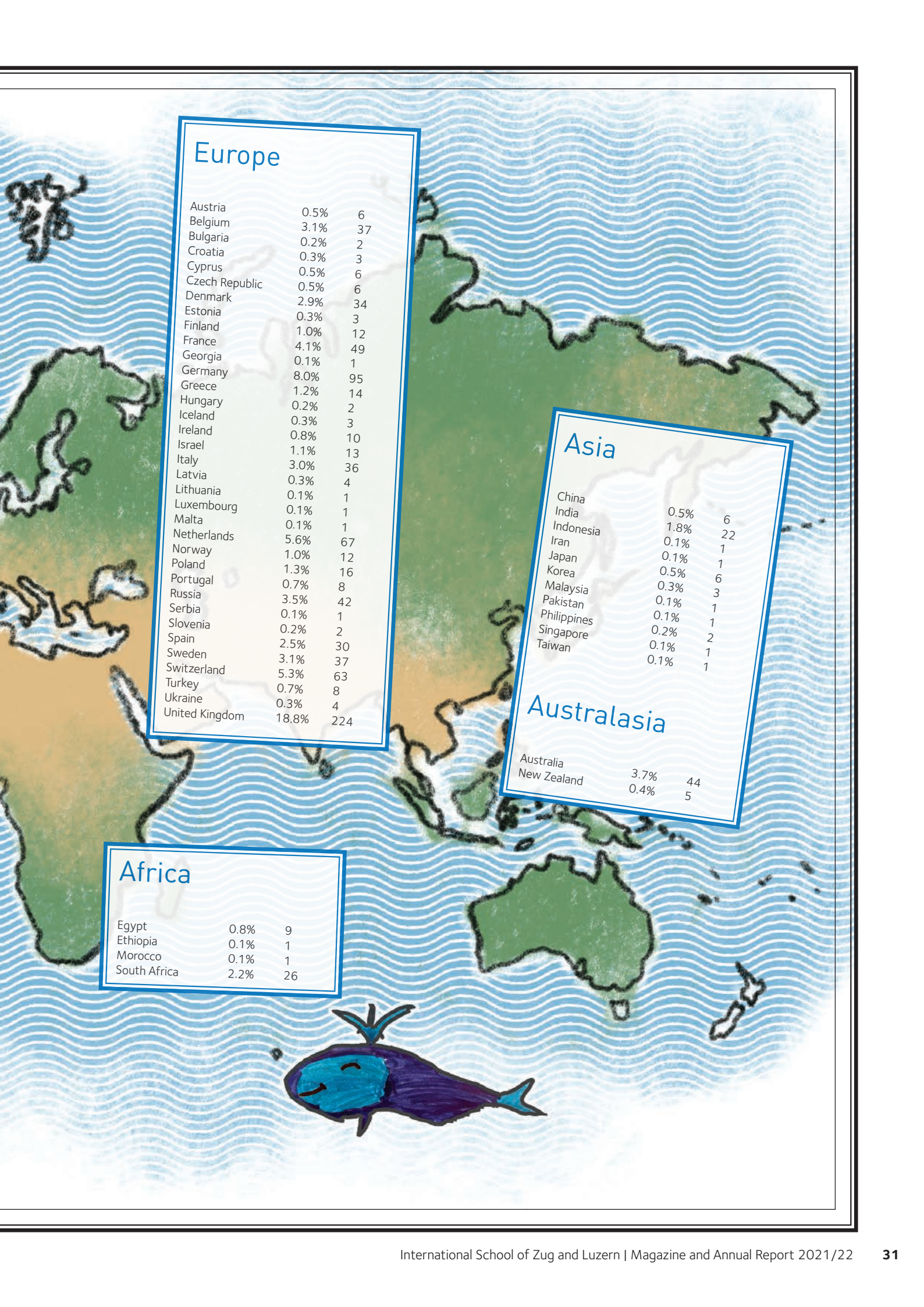
Service learning is at the heart of what ISZL does: making the world - or our corner of it - a better, kinder place.



Ukraine bake sale fundraiser

# STUDENT DEMOGRAPHICS





## Europe

Austria	0.5%	6
Belgium	3.1%	37
Bulgaria	0.2%	2
Croatia	0.3%	3
Cyprus	0.5%	6
Czech Republic	0.5%	6
Denmark	2.9%	34
Estonia	0.3%	3
Finland	1.0%	12
France	4.1%	49
Georgia	0.1%	1
Germany	8.0%	95
Greece	1.2%	14
Hungary	0.2%	2
Iceland	0.3%	3
Ireland	0.8%	10
Israel	1.1%	13
Italy	3.0%	36
Latvia	0.3%	4
Lithuania	0.1%	1
Luxembourg	0.1%	1
Malta	0.1%	1
Netherlands	5.6%	67
Norway	1.0%	12
Poland	1.3%	16
Portugal	0.7%	8
Russia	3.5%	42
Serbia	0.1%	1
Slovenia	0.2%	2
Spain	2.5%	30
Sweden	3.1%	37
Switzerland	5.3%	63
Turkey	0.7%	8
Ukraine	0.3%	4
United Kingdom	18.8%	224

## Asia

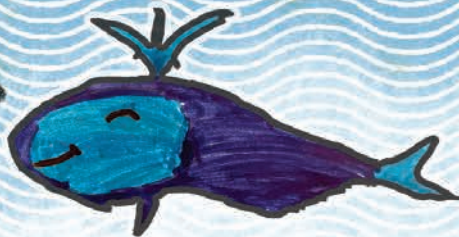
China		
India	0.5%	6
Indonesia	1.8%	22
Iran	0.1%	1
Japan	0.1%	1
Korea	0.5%	6
Malaysia	0.3%	3
Pakistan	0.1%	1
Philippines	0.1%	1
Singapore	0.2%	2
Taiwan	0.1%	1
	0.1%	1

## Australasia

Australia	3.7%	44
New Zealand	0.4%	5

## Africa

Egypt	0.8%	9
Ethiopia	0.1%	1
Morocco	0.1%	1
South Africa	2.2%	26



## TOP 10 POSTCODES FOR FAMILIES LIVING IN CANTON ZUG

01: 6300 Zug

02: 6340 Baar

03: 6315 Oberägeri

04: 6318 Walchwil

05: 6330 Cham

06: 6314 Unterägeri

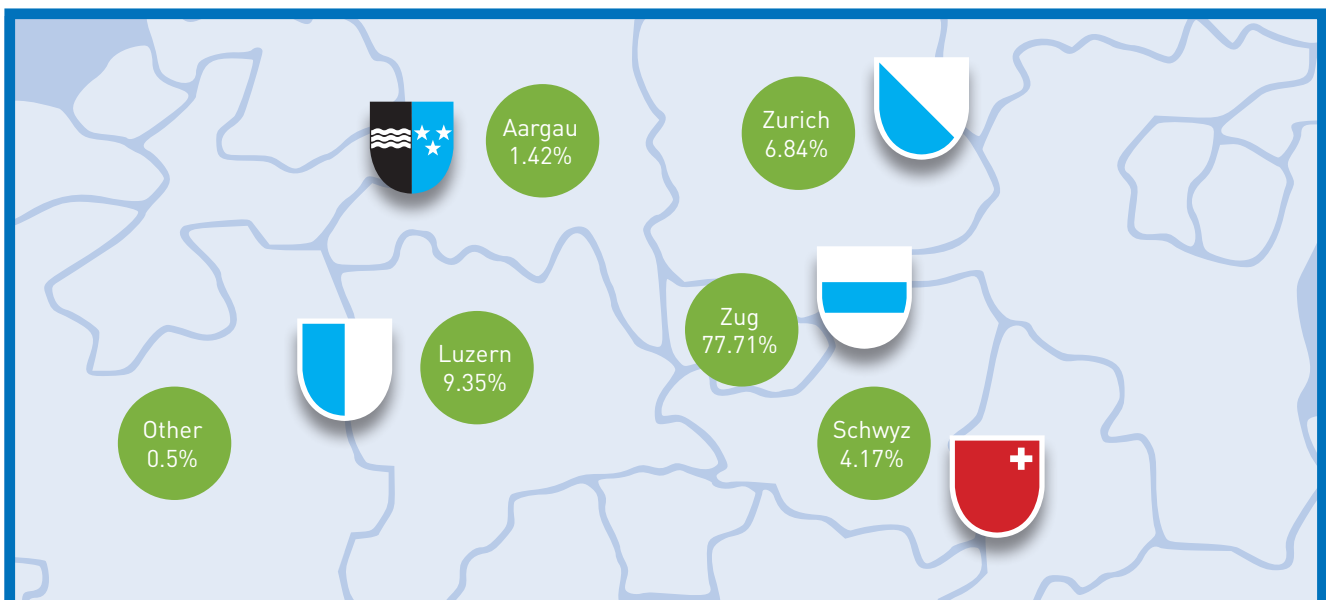
07: 6343 Risch-Rotkreuz

08: 6312 Steinhausen

09: 6313 Menzingen, Finsteraarsee

10: 6317 Oberwil bei Zug

## WHERE OUR FAMILIES LIVE



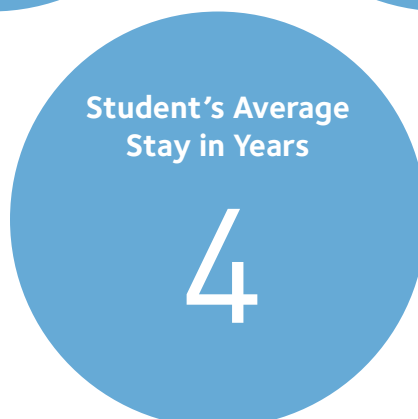
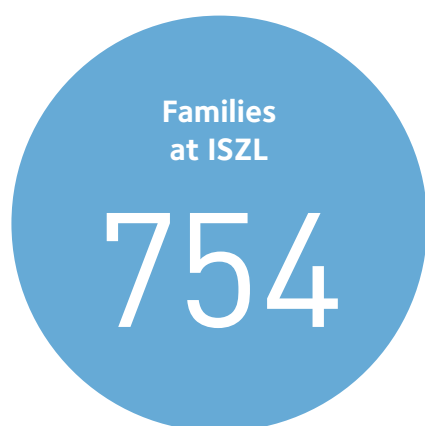




# ENROLMENT AS OF THE START OF THE 2020-21 SCHOOL YEAR



\*excludes graduating class



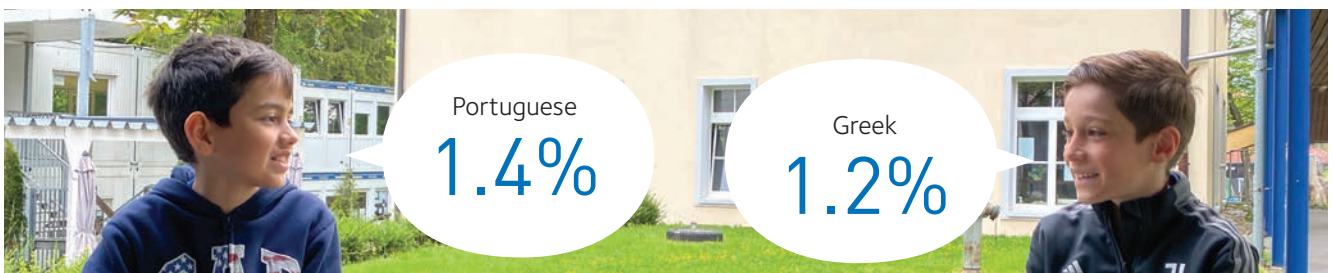
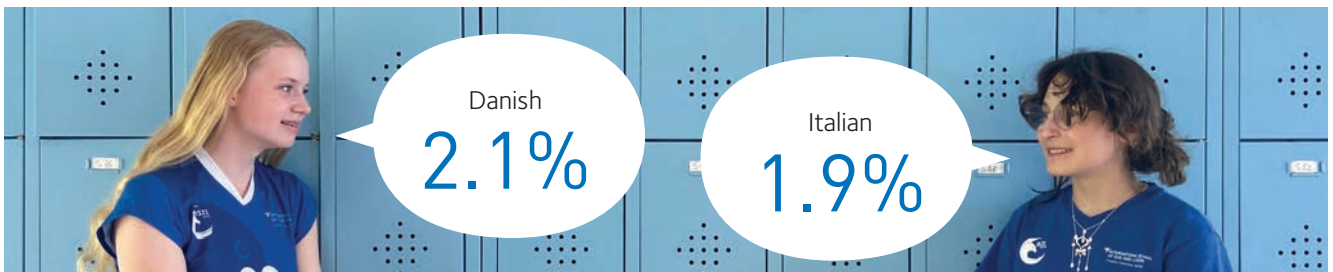
Division	Division Total	Grade	Grade Total
Early Years	97	Early Years 1	25
		Early Years 2	32
		Kindergarten	40
Primary	340	Grade 1	54
		Grade 2	60
		Grade 3	62
		Grade 4	72
		Grade 5	92
Middle	325	Grade 6	103
		Grade 7	121
		Grade 8	101
High	438	Grade 9	116
		Grade 10	113
		Grade 11	102
		Grade 12	107



## ENROLMENT OVER THE LAST FIVE YEARS AT THE START OF THE SCHOOL YEAR



# FIRST LANGUAGES OF STUDENTS



\*Less than 1% of each of the following: Afrikaans, Albanian, Bulgarian, Catalan, Chinese, Croatian, Czech, Estonian, Filipino, Finnish, Flemish, Gujarati, Hindi, Hungarian, Icelandic, Japanese, Kannada, Korean, Latvian, Lithuanian, Mandarin, Marathi, Persian, Serbian, Slovak, Swiss German, Telugu, Turkish, Ukrainian, Urdu, Xhosa.

## FACULTY AND STAFF

### TEACHING STAFF

FULL TIME

188

PART TIME

19

MALE

67

FEMALE

140

### NON-TEACHING STAFF

FULL TIME

47

PART TIME

53

MALE

44

FEMALE

56

## YEARS AT ISZL

0-4

74

5-9

61

0-4

83

5-9

24

10-14

50

15+

22

10-14

19

15+

4

## BY NATIONALITY

Australia  
Germany  
France  
Greece  
Great Britain  
Iraq  
Ireland  
Israel  
Italy  
Canada  
Croatia

Luxembourg  
Netherlands  
Austria  
Poland  
Romania  
Sweden  
Switzerland  
Spain  
South Africa  
USA

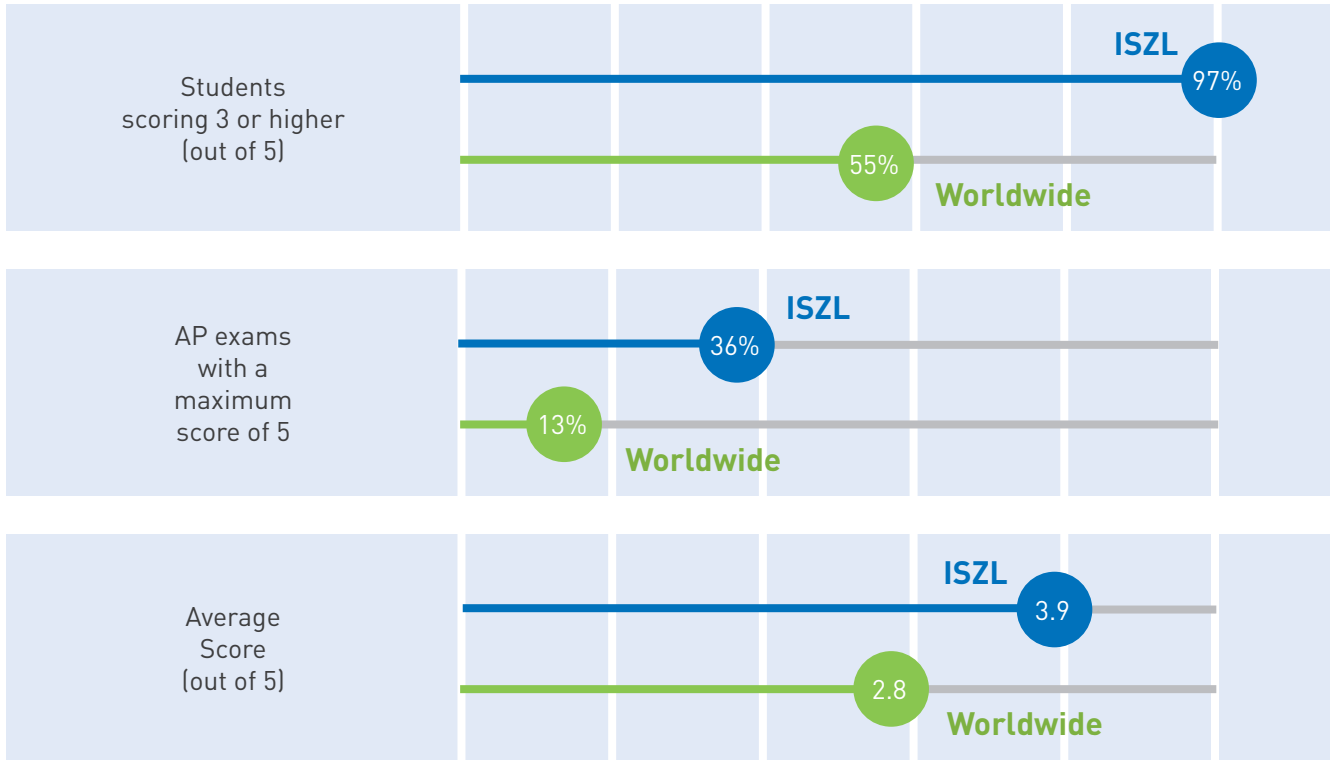
Australia  
Bulgaria  
China  
Denmark  
Germany  
Dominican Republic  
Finland  
France  
Greece  
Great Britain  
India  
Ireland  
Italy

Canada  
Netherlands  
Macedonia  
Austria  
Portugal  
Kosovo  
Switzerland  
Serbia  
Spain  
Sri Lanka  
South Africa  
Czech Republic  
USA

# ACADEMIC RESULTS

Once again, ISZL posted an excellent set of academic results, with two of our students receiving the maximum score of 45 in their IB exams. Results in all areas and across our examining bodies were well above the global average. IB and AP assessment happens each May and is the culmination of the students' academic progress throughout their time at ISZL.

## Advanced Placement Results 2021



**21**

Number of AP Scholars

**6**

AP Scholars with Honours

**26**

AP Scholars with Distinction

**5**

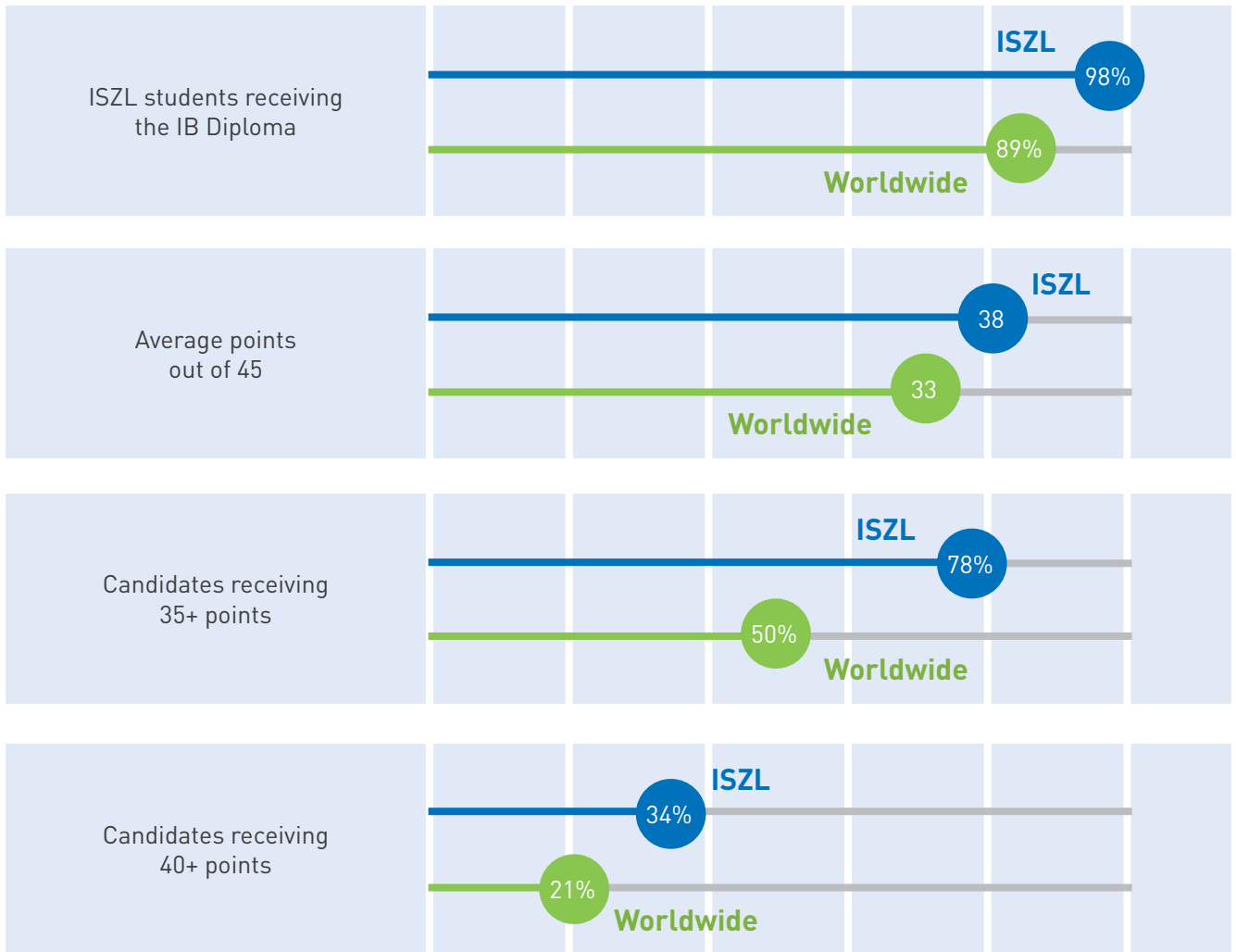
AP International Diploma Recipients

## BTEC Diploma in Creative Media Production

**100%**

Pass rate, all with Merit or Distinction

## IB Diploma Results 2021



**45**

Highest points obtained by an ISZL student

**29%**

Bilingual Diplomas

## IB Career-related Programme 2021

**100%**

Passing the Career-related Programme

# 2019-21 UNIVERSITY ACCEPTANCES AND MATRICULATION



**Australia**   
**Australian College of Applied Psychology**  
**University of Technology, Sydney**

**Canada**   
 Bishop's University  
 Brock University  
 Carleton University  
 Concordia University  
 Dalhousie University  
**McGill University\***  
 McMaster University  
 Ryerson University  
**Trent University**  
**University of Alberta**  
**University of British Columbia\***  
**University of Guelph**  
 University of Ottawa  
**University of Toronto**  
**University of Victoria**  
**University of Waterloo**  
**Western University**  
**Wilfrid Laurier University**  
**York University**

**Denmark**   
 Copenhagen Business School  
**University of Southern Denmark**

**France**   
 EDHEC Business School  
**ESCP, Paris\***  
 Le Cordon Bleu Paris  
 Paris College of Art  
**The American University of Paris**

**Germany**   
 Bard College Berlin  
**Ludwig Maximilian University of Munich**  
**Mittweida University of Applied Sciences**

**Hong Kong**   
**Hong Kong University of Science and Technology**

**Hungary**   
**Semmelweis University of Medical Sciences**

**Italy**   
**Accademia Italiana Istituto Marangoni**  
**Universita Bocconi\***


**Netherlands**   
**Amsterdam University College**  
**Eindhoven University of Technology**  
**Erasmus University Rotterdam\***  
**Fontys University of Applied Sciences**  
**Hanze University of Applied Sciences**  
**Leiden University\***  
**Maastricht University\***  
 NHL Stenden University of Applied Sciences  
 Radboud Universiteit Nijmegen  
**Rijksuniversiteit Groningen**  
**Technical University of Delft\***  
**Technical University of Eindhoven**  
**The Hague University of Applied Sciences**  
**Tilburg University\***  
**University of Applied Sciences Utrecht\***  
**University of Amsterdam\***  
**University of Groningen\***  
**University of Twente\***  
**Utrecht University\***  
**Vrije Universiteit Amsterdam\***

**Spain**   
**Abat Oliba CEU University**  
**ESADE Business School\***  
**European University of Madrid**  
**IE University\***

**Universidad Europea de Madrid**  
 University of Navarra

**Sweden**   
**Chalmers University of Technology**  
**Lulea University of Technology**  
**Lund University**

**Switzerland**   
**Ecole Hoteliere de Lausanne**  
**ETH Zurich\***  
**EU Business School - Geneva**  
**Franklin University Switzerland\***  
 Glion Institute  
**International University in Geneva**  
**Lucerne University of Applied Sciences**  
**University of Lausanne**  
**Universitiy of St. Gallen\***  
**University of Zurich**

**United Kingdom**   
**Abertay University**  
**Arts University Bournemouth**  
 Aston University  
**Bath Spa University**  
 Birmingham City University  
**Bournemouth University**  
 Bristol University  
 Brunel University London  
 Buckinghamshire New University  
**Cardiff University\***  
**City University of London\***  
**Coventry University**  
**Durham University\***  
 Edinburgh Napier University  
**Exeter College**  
**Glasgow Caledonian University**  
**Goldsmiths, University of London\***  
**Hartpury University**  
**Imperial College London\***  
 Keele University  
**King's College London\***  
 Kingston University





**Lancaster University**  
 Leeds Arts University  
**Leeds Beckett University**  
**Leeds College of Art & Design**  
 London School of Economics and Political Science  
**Loughborough University\***  
 Middlesex University  
**Newcastle University**  
**Northumbria University, Newcastle**  
**Nottingham Trent University**  
**Oxford Brookes University\***  
**Queen Mary University of London\***  
**Queen's University\***  
**Regent's University London\***  
 Richmond, The American International University in London  
**Robert Gordon University**  
**Rotterdam University of Applied Sciences**  
**Royal Holloway, University of London\***  
**Royal Veterinary College, University of London**  
**SOAS, University of London**  
 Swansea University  
**University College London\***  
**University for the Creative Arts\***  
 University of the Arts London  
**University of Bath\***  
**University of Birmingham\***  
 University of Brighton  
**University of Bristol\***  
**University of Cambridge**  
**University of Dundee**  
**University of East Anglia**  
**University of Edinburgh\***  
**University of Essex**  
**University of Exeter\***  
**University of Glasgow\***  
**University of Kent\***  
**University of Leeds\***  
 University of Liverpool  
**University of Manchester**  
**University of Nottingham\***  
**University of Plymouth**  
**University of Reading\***

**University of Sheffield\***  
**University of Southampton\***  
**University of St. Andrews\***  
**University of Stirling\***  
**University of Strathclyde\***  
**University of Surrey\***  
**University of Sussex\***  
**University of Warwick\***  
**University of Westminster, London**  
 University of York

**United States** 

American University  
**Arizona State University**  
**Babson College**  
 Boston College  
**Boston University**  
 Carnegie Mellon University  
 College of William and Mary  
 Colorado College  
 Colorado State University  
 DePaul University  
**Detroit Institute of Music Education**  
**Drexel University**  
**Eckerd College**  
 Emerson College  
 Emmanuel College  
 Emory University  
**Florida Institute of Technology\***  
**Fordham University**  
 Georgia Institute of Technology  
 George Washington University  
 Indiana University at Bloomington  
 Lynn University  
**Marist College**  
**Merrimack College**  
**New York University\***  
**North Carolina State University**  
**Northeastern University\***  
**Oregon State University**  
 Pace University  
 Pennsylvania State University  
 Purdue University  
 Quinnipiac University  
**Rensselaer Polytechnic Institute**

**Ringling College of Art and Design**  
 Rochester Institute of Technology  
 Rollins College\*  
 Rose-Hulman Institute of Technology  
 Sarah Lawrence College  
 Savannah College of Art and Design  
 Seattle University  
 Southern Methodist University  
**Stanford University**  
**Suffolk University**  
**Syracuse University\***  
**Temple University\***  
**Texas Christian University**  
 University of North Carolina at Chapel Hill  
 University of California, Davis  
 University of California, Irvine  
 University of California, San Diego  
 University of California, Santa Cruz  
**University of Pennsylvania**  
 University of San Francisco  
**University of Southern California**  
 University of Washington  
**Villanova University**  
**Wake Forest University**  
**Worcester Polytechnic Institute**  
**Yale University**

Schools **in bold** indicate matriculation for the Class of 2021  
 \* Means more than 1 attending

# SPORTS RESULTS



<b>Soccer</b>	PS Boys	SGIS	Boys Runners-up
	MS Boys A	Invitational	3rd Place
	MS Boys B	ISSL	Champions
		SGIS	Runners-up
	MS Girls A	ISSL	Runners-up
		Invitational	Runners-up
	MS Girls B	ISSL	Runners-up
	Varsity Girls	ISSL	3rd Place
		ESC	Champions
	JV Boys	ISSL	3rd Place
		Invitational	3rd Place
	Varsity Boys	ISSL	3rd Place
	SGIS	3rd Place	
	ESC	Champions / MVP Oscar Hibbett	
Varsity Girls	SGIS	Runners-up	
	ESC	Champions / MVP Amanda Reimer	
<b>Cross Country</b>	PS	SGIS	3rd Place
	MS Girls	SGIS	Champions
<b>Unihockey</b>	PS	ISSL	Runners-up
<b>Basketball</b>	PS Boys	ISSL	Champions
		SGIS	Champions
	PS Girls	SGIS	Champions
	MS Boys A	ISSL	Champions
	MS Girls A	Invitational	Runners-up
	MS Girls B	ISSL	3rd Place
	JV Boys	ESC	Runners-up
	JV Girls	ESC	Runners-up
	Varsity Boys	ESC	3rd Place
	Varsity Girls	Invitational	Runners-up
		ESC	3rd Place
<b>Swimming</b>	MS	Invitational	Champions
		SCIS	Champions
	HS	Invitational	3rd Place
		ISSL	3rd Place
		SCIS	Runners-up
<b>Skiing</b>	PS+MS+HS	Völkl Cup	Champions
	MS+HS	HHC	Champions
<b>Badminton</b>	PS	SGIS	2nd Places
	MS	SGIS	Boys Champions
	HS	SGIS	Boys Runners-up
		ESC	Boys Champions / Girls Runners-up
<b>Softball</b>	HS	Invitational	Runners-up
<b>Volleyball</b>	MS Boys	ISSL	Runners-up
	MS Girls A	SGIS	Champions
		SCIS	Runners-up
	Varsity Boys	SGIS	Runners-up
		ESC	3rd Place
<b>Track &amp; Field</b>	PS	ISSL	Champions
		SGIS	Champions
	MS	ISSL	Runners-up
		SGIS	Boys Champions / Girls Runners-up
		SCIS	Girls Runners-up
	HS	ISSL	Runners-up
		SGIS	3rd Place
	ESC	Runners-up	
<b>Tennis</b>	MS Girls	ISSL	Champions
		SGIS	Champions
	MS Boys	ISSL	Champions
		SGIS	Runners-up
	HS	ISSL	Runners-up
	ESC	Runners-up	

**KEY**

EISSR	European International Schools Ski Race
ESC	European Sports Conference
JV	Junior Varsity
HHC	Heinrich Harrer Championships
HS	High School
ISST	International School Sports Tournament
MS	Middle School
PS	Primary School
SCIS	Sports Council of International Schools
SGIS	Swiss Group of International Schools
V	Varsity

# Planning the route ahead

*Re-accreditation with the Council of International Schools and the International Baccalaureate is a rigorous process – but an invigorating one too, as ISZL takes stock of its strengths and plans for the future. Our Deputy Director Colleen Broderick reflects on what we have learned.*



*Q: As we approached reaccreditation, I think it would be easy to assume that for ISZL this process was a formality – but there’s actually enormous depth to it. The word used by the accrediting bodies themselves is a self-study – and that’s exactly what the school has done...*

Colleen Broderick: Yes – it’s helpful to understand that accreditation is an ongoing process and the last year was an important phase in that cycle. We are always reporting back to the IB (International Baccalaureate), the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) to discuss our progress in relation to our strategic goals. However, at this point in the five-year cycle we take a step back and have a deeper reflection on where we are in relation to specific standards and then identify areas where we want to focus next. The external team helps confirm our thinking based on the evidence we collect. It’s an important partnership for us.

*Q: Could you give an idea of the kind of depth – and the sort of thing – these three accrediting bodies are looking for?*

*‘It is probably one of the pieces that inspires me most when we find those moments where it’s our job to get out of the way when kids are doing such great work.’*

The Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) work in collaboration together. Between them, they look at all aspects of the school – everything from our guiding statements, to the school curriculum, to student wellbeing, to the financial health of the organisation.

Parents may remember that they engaged with the process as well. One of the things the accreditors were examining was the partnership between parents and schools. It’s a very broad view of things.

The IB, on the other hand, looks more specifically at the teaching and learning in our programmes. This work really empowers us to evaluate the quality of our school. Sometimes, when you self-assess, you’re more harsh than someone else might be, so a big piece of the self-reflection was gathering evidence. We used surveys from parents and students and other artefacts including policies and curriculum maps. As part of this process, we self-evaluate, deciding whether standards have been met or exceeded. Then the accreditors give their view on our stance. The good news is there weren’t really any surprises – they were very much in alignment. It was actually a very positive experience for everyone at the school.



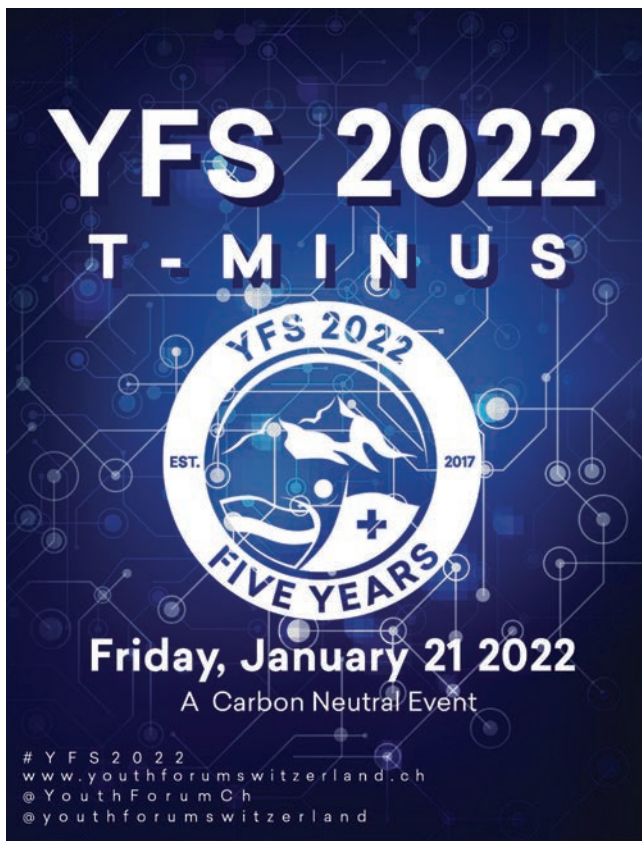
There's so much to celebrate – this is a moment to step back and just reflect on where we are now. It's the moment to consider – are we at a place that we're satisfied with? What is that next thing we want to create, both for the ISZL learning experience and the families that we partner with? I always find it an amazingly powerful experience, because not only do the external teams help us zoom in on areas where we want to improve, but it helps us to identify the places we should celebrate and potentially build on. For example, they found that we really hold the wellbeing of our whole community at the centre of what we're doing. But they don't just say "Hey, this is great, keep going" but instead really offer up the question, "What's in place here that you want to build on? Is there something here you have done for families and teachers that you could now do for kids?" It's a lens of appreciative inquiry – where do you grow? It's about considering where the power already exists.

*Q: The report talked about students shaping their own curriculum, for example Service Learning and Youth Forum Switzerland, and also the inclusion work surrounding We Are All ISZL. Would you view that as a particular success?*

Yes, this is an area we feel really confident in – we felt there was really something to show off here! We work on a way of elevating our students – of providing them with an opportunity to shape their learning and to have impact quite early on. It begins with the Grade 5 exhibition. It is a really key part of the IB curriculum – to equip kids with the skills and the opportunity to truly make their world a better place. Alongside that, you have students beginning to build a capacity to scan for where they can contribute through, our service learning as well as the High School innovation classes.

*'I think there is something unique about ISZL in terms of our ability to respond and bend to create space for kids to do really amazing things.'*





I think Youth Forum Switzerland has become almost a catalyst in some respects. It started with a student at the Davos Open Forum recognising that her voice was missing in that space – although they were discussing the future, there were no young people there. From that point, there was the willingness of teachers to provide that channel, allowing students to explore how they can gain that voice. From there, the students were asking, “Why can’t this be part of our curriculum?” and then building that into the Global Changemakers Project. It is probably one of the pieces that inspires me most when we find those moments where it’s our job to get out of the way when kids are doing such great work. I think there is something unique about ISZL in terms of our ability to respond and bend to create space for kids to do really amazing things.

*Q: One of the things that came out of the CIS report was connecting with your local culture and your local community. That’s been a real priority for the school this year. How do you think we’re doing on that?*

Our first job was to do an audit of all those partnerships and touchpoints within our school community, so we mapped out all those connections. As we did this work, we realised there were more connections than we realised. Not all our local connections are as visible as they could be, so one area we can improve on is telling our own story better. For example, in one of our science innovations courses, our kids are studying biomimicry and they’ve connected with Swiss experts to work out how they can improve their project. We’re embedded into the community in ways that are really authentic.

*Q: What does your ‘To Do’ list look like as you start to plan the ongoing phase of a reaccreditation again – since as you say it’s a continuous process?*

I certainly have a set of priorities that I’d like to support the school in growing. One of those is advancing international-mindedness and our role as global citizens. It’s important to celebrate the cultural richness that we have at ISZL.

The other piece is around inquiry – it’s in our mission statement, it’s at the core of the IB. How do we ensure that we’re continually building the skills for students to learn how to learn and take on greater ownership of their learning? We’re also excited to re-engage with our community. I believe that in partnership with our parents and with our teachers and our students, we can produce something that’s especially impactful for our learners, our community and our world.



# Focus on Wellbeing

*How has our children's mental health been affected by modern life, including the pandemic? ISZL's interim High School Principal, Dr Paul Richards, has a lifelong interest in mental health. Here, he sets out his manifesto for young people's wellbeing.*



We are blessed to work with kind, curious, compliant, and hard-working students at ISZL. Our families believe in our mission, and support our world-class faculty and staff. The pandemic has only brought the school community closer. But it has also amplified a long-standing global concern about the mental wellbeing of our young people.

In a recent Stanford University survey, middle and high school students reported that school absences were frequently due to mental or physical health problems associated with stress, that their average sleep on weeknights was well below the recommended nine hours, and that grades and exams were their top source of stress and anxiety. We have also seen these trends at ISZL.



While our students have been able to get their daily dose of wellbeing by being back in school, learning and socialising with their friends, they are also getting their daily dose of stress, as their free time has all but evaporated.

When we refer to mental health, we mean our emotional, psychological, and social wellbeing. It affects how we think, feel, and act, and how we handle stress, relate to others, and make choices (source: MentalHealth.gov). Why is mental health important in the school context? The cases are compelling.

1. Mental health is part of overall health, and just as we cannot forsake our physical wellbeing, we cannot ignore our mental wellbeing without significant negative consequences (physical sickness being one of them).

2. A student's happiness should be important to all of us. Happy students, who experience joy while learning, lead to greater achievement and growth, and retention of what they have learned in school.

3. A student who is in a good place mentally will perform at a higher level (in all aspects of school) than somebody who is not. It is intuitive. Without psychological safety or stability, learning simply cannot happen.

Thankfully, there are reasons for optimism as we navigate this pandemic. Young people are generally more resilient than adults, and we see many of our students thriving in school. We see them engaged in learning and being active again in clubs, activities, community service, and sports.

This generation, over all others before it, is comfortable talking about their state of mental health (even if they are concerned about it). The topic is thankfully no longer taboo. Speaking openly about one's struggles is a crucial first step toward addressing them. The majority of young people access mental health services at school over other places, and our counsellors, teachers, nurses, staff, and administrators have opened their doors for this service.



The school itself has a critical role to play in promoting mental health. It is imperative to offer high-quality learning experiences (as opposed to rote learning experiences that do not promote thinking), to foster a culture of care and kindness (where we know all of our students deeply), and perhaps most importantly, lessen the focus on grades and high-stakes exams. We have much more work to do in this respect.



First and foremost, listen to what your children are saying about their wellbeing and their struggle to manage their workload or social stressors. This simple act can sometimes be all they need at that moment.

Monitor belonging, which is intertwined with wellbeing, ensuring your children feel they have a squad within the broader ISZL or Swiss community.

Avoid catastrophising mistakes or poor grades at school. We need to teach our children perspective.

Look for signs that something more serious may be going on, such as a disengagement from school or from friends, or a flat demeanour.



What can we as parents and adults do to support the mental fitness of our children? Fortunately, there are many behaviours and strategies that research and anecdotal evidence have shown to be effective:



Promote your children's voice and agency, helping them feel that they can exert some control over their own mental wellbeing, and that they see their choices leading to success.

Intervene to arrange professional help, such as therapy, if you feel it is warranted. Counselling can come from school, and therapy can come from local professionals, or even from online and telephone services (if waiting times for in-person services are prohibitive).

Finally, and this is something that turns the attention back on us, co-regulate with your children, which means navigate these difficult times together. Children learn powerful lessons about how to cope with stress through our management of our own stress. Show children how to practice gratitude, how to be compassionate, how to be vulnerable, and how to be resilient.

Love your children unconditionally, and let them know that whatever happens in school or in life, you will always love them.



# Ten years of the Fund for Excellence

For ten years, the Fund for Excellence has been enriching the ISZL experience. The FFE creates educational memories and sparks a passion for learning, from listening to an author or poet talk about how they work, to the science-based theatre of Science Bob.

In the past ten years, over CHF 1.3 million has been raised and distributed by ISZL's amazing Fund for Excellence!

Scan the QR code to learn more about Flight Club!

This year, the FFE has brought ISZL a soundproof audio production studio for the Zug Campus, which will be used by the music, drama and design departments.

It has also seen international recognition for its work with the Aquaponics programme, recently recognised with the Environment Award at the International Schools Awards, and as runner-up for the Earth Prize, a worldwide sustainability competition.

Scan the QR code for a student-led project from Luke, who wanted to share his passion for making model aeroplanes with younger students. With support from the Fund for Excellence, he founded Flight Club to teach other students how to build and fly remote-controlled planes.



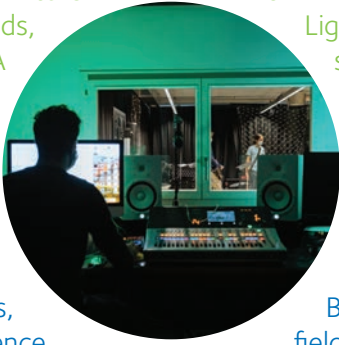


**Over the past ten years the FFE has given ISZL: 2011-2012** Binoculars, Camping equipment, Early childhood play equipment, GPS systems, Garden Club Greenhouse, iPads, Laser-brand sailboats, River kayaks, Mountain bikes, Music equipment, Piano for Chalet Bergheim, Outdoor play equipment, Samba drums, Rugby scrum machine, Snowshoes for Chalet Bergheim, Sports uniforms for home and away games, School-wide workshops and seminars



**2012-2013** · Astronomical telescope, Chalet Bergheim, Cameras, Binoculars, kiln, Dance classes, Display boards, Field trips to local museums, Baarburg Building, Furniture for Riverside Campus

rate monitors, iPads, Lights for Zug Campus system, Luzern Campus musical instruments, storage bags, Spotlights for school performances, Wireless microphones for school performances, Zug Campus Theatre



**2013** - Snow shoes and headsets and chairs, Years and Primary tables, Musical keyboards & alphorn, Dance workshops, and ProScopes, Science monitors, Spectrophotometer and photographic Backdrop for theatre stage with projector, Specialist IT equipment

**2014** Guest speakers, performers and workshops, Early playground equipment, Study area furniture and ping pong instruments: tenor saxophones, electronic Climbing wall and sailing experiences, Binoculars, microscopes & heart rate equipment, for ISZL benches and historical sites Wengen, Rails



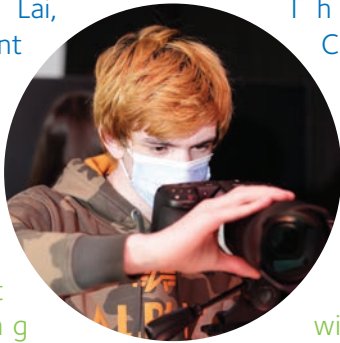
Technology Programme, Athletics tables, banners, School-wide trips to cultural and in Switzerland, Kayak and ski trailer in to hang artwork in Pavilions **2014** -

photographer Bill Frakes, Student workshop, Visiting author David Schwartz, Dance workshops, Campus-wide trip to Ballenberg Open Air Museum, Snowshoe trip in the mountains, Service learning project garden, Film festival speakers, Playground enhancements, Stand-up paddle boards, Stage equipment

tech labs, Portable green to Lenzburg Castle, Snow park adventure activity at local cultural centre, Theatre PE, Visiting author David Gordon, Adjustable musical workshop, Dance workshops, Display area tables and chairs, Student learning Thanha Lai, Theatre Council, learning materials, Mind mapping board accessories, Life History speaker workshop, Visiting artist and display boards, games for Chalet for ski team



Stephen Spray



**2016** - Labidi at training and Nathan Taugwalder, Saxophone and items, All-weather picnic tables with umbrellas, High School monitor, Freestanding slackline for Climbing Club, Live theatre

**2017** Guest speaker Gender Inequality Film with professional coaches



**2015** Visiting Council leadership Dance workshops, Kayaks, Air conditioning units, and plants, Media displays for screen **2015 - 2016** Excursion in Engelberg, Candle making upgrades, Portable PA system for stand-up desks, Interactive cases for student work, Study garden project, Visiting author upgrades, MegaBoom loudspeaker Multifunctional stand-up desks, Foreign workshop, Visiting artist and display boards, games for Chalet for ski team Yasmine Festival, Ski Nacho Garcia other musical cafeteria TV workshops with



heart

Switzerland 2018, Virtual Reality Set, Primary School redesign, Outdoor Sonnenblick 2018 video camera, Switzerland School theatre Middle School infopoints, artist and School design lab, artist Livia Mueller, Gym upgrades, Visiting projects 2020 - 2021



Burglar Bill, Visiting poet Harry Baker, Visiting sculptor Ptolemy Elrington, Interactive workshops with Michael Bradke from Mobiles Musik Museum, Weatherproof scoreboard for outdoor matches, Environments Service Learning Group gardening, Camping tents, backpacks & cooking supplies for Duke of Edinburgh's Award programme, Table tennis tables, Music stands for Chalet Bergheim 2017

Production Studio, Musician David band of Swiss musicians Caligo, system, Professional live theatre rate sensors, Visiting artist Sian community piece 'The Tree of Life', Youth stage, Visiting author



- 2019 · High speed / STEM workshops, 2019, Visiting Artist Karen Ann Niedermeyer, High lighting, Professional live theatre with Simply Pocket Theatre, Mindful Spaces, Maths workshops, Environment garden, Digital Visiting author & illustrator Paul Gergathy, Visiting Hip-hop author Karl Nova, Art exhibition lighting 2019 - 2020 Middle Live performances from Science Bob, Maths workshop, Visiting Visiting author Alan Gratz, Youth Forum Switzerland 2020, Rigi speaker Yong Zhao, Environments Group upcycling and gardening projects 2020 - 2021 Standup paddle (SUP) boards and inline skates, Creative Classroom outdoor garden, Recording and live streaming equipment, Virtual arts festival with ISTA, Virtual live theatre with Story Pocket Theatre, Recycled plastics machine for 3D printing, Supplies for developing bioplastic materials

- 2018 Media Preston & his Aquaponics visit, Polar Lysaght and Forum Arts Studio Jordan slow motion Youth Forum

**In 2021-22, your FFE donations gave the school:**

- Zug Campus sound studio and recording hub
- Waldsofa outdoor learning alcove
- Virtual storytelling workshop with Dream On Productions
- Student-led remote-control model plane club
- Portable powered speakers
- Skateboard building and design for service learning
- Zug Campus Lunchroom enhancements
- Enhanced student support learning space
- Compassionate Systems teacher training and guest speakers
- High School mobile student-run shop
- Eagle Impact Challenge competition to support High School student innovation

**CHF 74,061**  
Raised in the  
2020-21  
school year



# LEADERSHIP

The ISZL Leadership Team consists of eight staff members, each bringing their own expertise to their division of the school.

The Leadership Team ensures the smooth day-to-day running of the school and the implementation of ISZL's Mission and Vision. The team plans for ISZL's future, keeping the best interests of students at the heart of all it does.

We would like to take this opportunity to thank our Interim High School Principal, Dr Paul Richards, who leaves us at the end of the 2021-22 school year. Next year, we are delighted to welcome our new High School Principal, Linsey Lawrence, who joins us from the United World College of South East Asia in Singapore.



**Barry Dequanne**  
Director



**Colleen Broderick**  
Deputy Director



**Stuart Byfield**  
Middle School Principal



**Stefan Dittli**  
Director of Operations



**Tanja Miserez-Alpers**  
Director of Advancement



**Paul Richards**  
High School Principal (Interim)



**Angela Steinmann**  
Primary School Principal



**Chris Vincent**  
Director of Technology



# GOVERNANCE

ISZL is overseen by a Board of Trustees, who are appointed as volunteers. The Board aims to reflect a broad range of expertise and experience. It supports and nurtures ISZL's Mission and Vision, and is guided by the best interests of students, staff and the wider community.

The ISZL Board appoints and oversees the work of the School Director. The Director is a non-voting board member. The Board plans for the school's future development and financial stability.

The membership of the ISZL Board is as follows, with committee membership listed below:



Daniel Urech (Chair)



Alessandra Eliot (Vice Chair)



Jennifer Bayard



Roger Bosshart



Barry Dequanne



Michael Egermann



Val Hackel



Christopher McKinlay



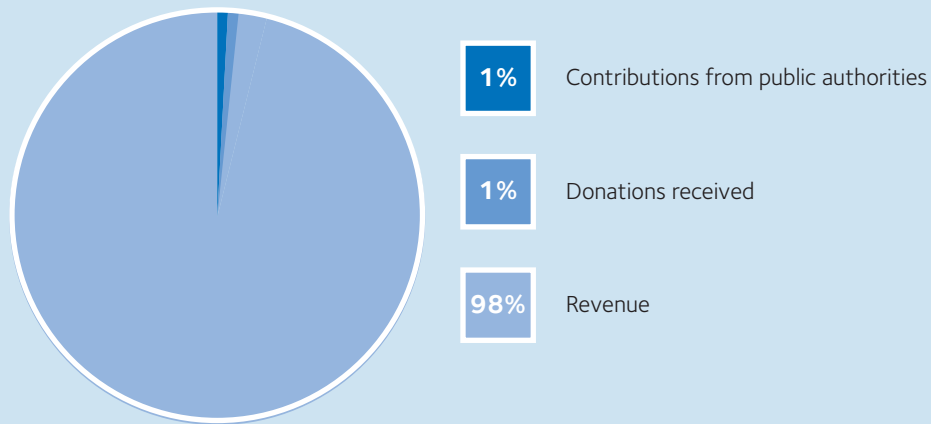
Andrea Vavassori

ISZL's Board membership of school committees is as follows:

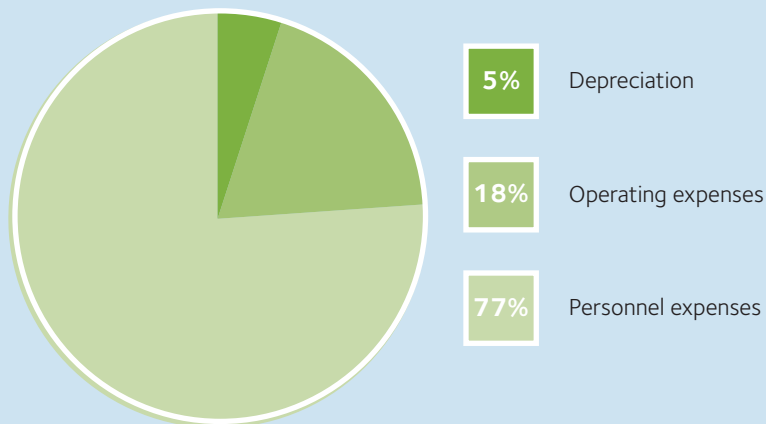
- Facilities** • Chair: Roger Bosshart, Jennifer Bayard, Barry Dequanne, Daniel Urech
- Finance** • Chair: Andrea Vavassori, Barry Dequanne, Christopher McKinlay, Daniel Urech
- Fundraising** • Chair: Jennifer Bayard, Barry Dequanne, Christopher McKinlay
- Governance** • Chair: Alessandra Eliot, Barry Dequanne, Michael Egermann
- Professional Growth** • Chair: Michael Egermann, Alessandra Eliot
- Emeritus:** Val Hackel

# AUDITED CONSOLIDATED FINANCIAL STATEMENTS\*

Operating income CHF 42,678,679



Operating expenses CHF 40,612,250



# AUDITED CONSOLIDATED FINANCIAL STATEMENTS\*

## Consolidated Balance Sheet of the ISZL Group as of 31/07/21

<b>Assets</b>	(CHF)
Current assets	12,241,662
Non-current assets	37,486,396
<b>Total assets</b>	<b>49,728,058</b>
<b>Liabilities and capital</b>	
Current Liabilities	3,286,518
Non-current Liabilities	13,170,000
Total organisational capital	33,271,540
<b>Total liabilities and capital</b>	<b>49,728,058</b>

## Consolidated Statement of Operations of the ISZL Group - 2020/21

Revenue	41,622,630
Donations received	562,721
Contributions from public authorities	493,328
<b>Operating Income</b>	<b>42,678,679</b>
Personnel Expenses	-31,324,476
Operating Expenses	-7,338,836
Depreciation	-1,948,938
<b>Operating Expenses</b>	<b>-40,612,250</b>
<b>Operating result</b>	<b>2,066,429</b>
Financial income and expenses	-398,002
Extraordinary income and expenses	40,980
Taxes	-20,514
<b>Annual result allocated to organisational capital</b>	<b>1,688,893</b>

\*The Audited Consolidated Financial Statement of the ISZL Group included the ISZL Foundation and ISZL Real Estate Holding Limited. The financial statements were audited by the statutory auditors, BDO Limited Switzerland, and approved by the ISZL Board of Trustees in November 2021. The information presented above reflects the financial position as of 31 July 2021.

## A WORLD-CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years and IB Diploma Programmes. In addition, students in Grades 11 and 12 have the option of taking Advanced Placement (AP) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Consortium of International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

## A NON-PROFIT FOUNDATION

ISZL is registered as a non-profit foundation (Stiftung) in Switzerland.

## EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug and Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 – 18 Jährige anbietet.

ISZL ist als International Baccalaureate (IB) World School durch die IB Organisation autorisiert die Primary Years, Middle Years und Diploma Programmes anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement (AP) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). Die Schule zeigt damit, dass ihre akademischen Programme von höchster Qualität sind.

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

## EINE GEMEINÜTZIGE STIFTUNG

ISZL ist nach schweizerischem Recht als gemeinnützige Stiftung organisiert.

