

2024/25



# ISZL MAGAZINE

CELEBRATING THE MOMENTS THAT SHAPE OUR SCHOOL



**IN THIS EDITION:**

## A GREENER TOMORROW

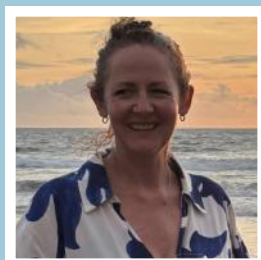
SHAPING A MORE SUSTAINABLE FUTURE

## LIFE AFTER 3:30

HOW STUDENTS KEEP CREATING AND CONNECTING BEYOND CLASS TIME

## BEHIND THE WHEEL

THE PEOPLE POWERING ISZL'S BUS NETWORK



*This magazine is dedicated to the memory  
of our dear colleague and friend, Kim Lelek,  
whose joy and kindness illuminated ISZL  
for the past 10 years.*



## ISZL'S ANNUAL REPORT 2023-24

was published at the beginning of 2025.  
Scan the QR code to download the publication.

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The opinions expressed are those of the contributors and not necessarily those of ISZL.

The ISZL Magazine and Annual Report is mailed without charge to friends of ISZL.

If you would prefer not to receive ISZL publications, please contact us:

### **ISZL**

Walterswil 1, 6340 Baar, Switzerland

+41 (0)41 768 29 00 - [community@iszl.ch](mailto:community@iszl.ch) - [www.iszl.ch](http://www.iszl.ch)

The ISZL Magazine is edited by: **CHELSEA JORGE**

Director of Admissions and Advancement: **ANDREA GERLICH**

Design and Art Direction: **CARLA LADAU**

Cover photo: **ALEX TAT**

Photography: **ELYSE HAUXWELL, IRENE HAAIMA, ALEX TAT, YURI SCHMIDT, DANIEL PARJOL**

Printer: **MULTICOLOR PRINT AG**

Many thanks to everyone who contributed to the publication of this year's ISZL Magazine.

Keep up-to-date with daily life at ISZL by following us on social media:



@iszlofficial



@iszl.ch



@iszl

# CONTENTS

---

**04**

OUR GUIDING PRINCIPLES

---

**07**

DIRECTOR'S MESSAGE

---

**08**

ISZL BY THE NUMBERS

---

**09**

ISZL'S PROGRAMMES

---

**10**

A YEAR IN PICTURES

---

**13**

EXPAT LIFE: GRÜEZI WORLD!

---

**16**

A COMMUNITY OF CARE

---

**19**

FIRST LANGUAGES

---

**20**

WHERE OUR FAMILIES LIVE

---

**22**

STUDENT NATIONALITIES

---

**24**

A TASTE OF HOME

---

**28**

TWO DIPLOMAS, ONE DIRECTION

---

**32**

SEEDS TO GARDEN

---

**37**

ENROLMENT

---

**38**

IB DIPLOMA RESULTS

---

**39**

AP AND BTEC RESULTS

---

**40**

UNIVERSITY ACCEPTANCES  
AND MATRICULATION

---

**42**

ALUMNI SPOTLIGHT

---

**44**

A JOURNEY WORTH TAKING

---

**48**

WRITER'S NOOK

---

**50**

SPORTS ROUNDUP

---

**52**

PERFORMING ARTS RECAP

---

**54**

LIFE AFTER 3:30

---

**58**

BOARD OF TRUSTEES

---

**61**

LEADERSHIP

---



# 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.*

# VISION

We help every student turn their learning  
**INTO ACTION, CREATING THE OPPORTUNITY**  
*to stretch themselves further*  
and achieve more than they believe possible.

# VALUES

## **WE RESPECT.**

*We show empathy and are inclusive and thoughtful  
in our interactions with others.  
Every person is valued and valuable.*

## **WE MOTIVATE.**

*We inspire each other and grow by building on  
everyone's individual and collective passions.*

## **WE ACHIEVE.**

*We create an exceptional learning environment  
focused on academic achievement  
and holistic development.*





## FIND EDDIE THE EAGLE

Eddie the Eagle is soaring through the pages of this magazine — can you spot him? Hidden in photos, illustrations, and tucked away in the corners of some pages, Eddie is keeping an eye on all things happening at ISZL. But how many times can you find him? Keep track as you flip through the magazine, and see if you can spot his appearances. Check the answer on the last page to see if you got it right!







Dear ISZL Community,

It is with immense pride that I welcome you to the 2024/25 edition of the ISZL Magazine. Within these pages, you will find a celebration of the extraordinary people, moments, and achievements that have shaped our vibrant community over the past year.

At ISZL, we hold steadfast in our commitment to respecting and valuing every individual, recognizing the unique contributions that each person brings to our shared journey. This magazine is a reflection of that ethos, capturing the diversity, empathy, and inclusivity that are central to who we are. From recipes that honour the rich heritage of our families to stories showcasing ISZL's sustainability initiatives, these pages reveal how we inspire one another to create meaningful change.

We are also proud to highlight our ongoing commitment to restorative practices, our support for new families navigating life in Switzerland, and our thriving arts programme, which continues to captivate us with spectacular productions like *SpongeBob*, *Finding Nemo*, and *Chicago*. And don't miss "Eddie's Corner," where our beloved school mascot shares his favourite moments from the past year.

Our community is deeply enriched by the contributions of every member, and I hope this magazine serves as a testament of the remarkable spirit of collaboration and care that defines ISZL. Whether you are revisiting cherished moments or discovering new stories, I encourage you to take a moment to celebrate the achievements, connections, and shared experiences that unite us.

*Thank you for being an integral part of this journey.*

**BARRY DEQUANNE**  
*Director*



# ISZL

## BY THE NUMBERS

FOUNDED IN  
**1961**



**3-18**  
AGE RANGE OF  
STUDENTS



**1200**  
STUDENTS  
ENROLLED



**2**  
CAMPUSES  
IN CANTON ZUG



**1**  
CHALET  
IN THE ALPS



**131**  
CLUBS  
AND ACTIVITIES



AVERAGE  
**450**  
LUNCHES SERVED PER  
DAY AT ZUG CAMPUS



**58**  
STUDENT  
NATIONALITIES



**24**  
ACTIVE  
BUS ROUTES



OVER  
**600,000** KM  
COVERED BY OUR  
TRANSPORTATION FLEET



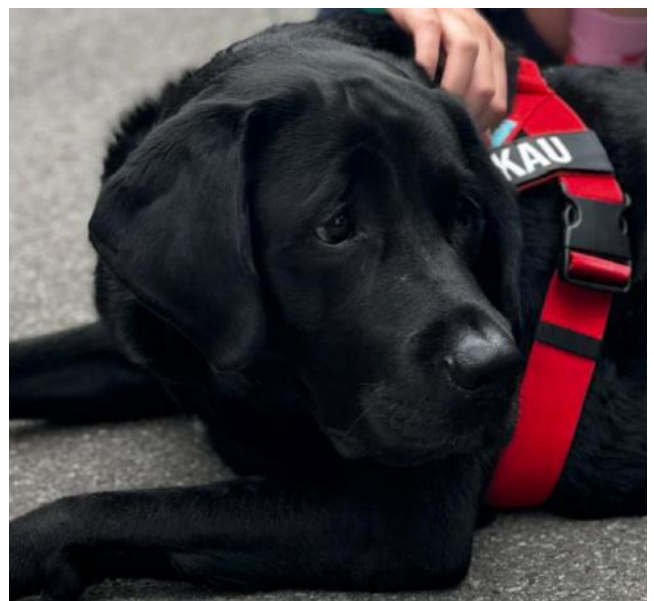
**47**  
FIRST LANGUAGES  
SPOKEN



**784**  
FAMILIES

**1**

CERTIFIED  
THERAPY DOG





# ISZL'S PROGRAMMES

ISZL is an accredited IB World School in Zug, Switzerland, educating students aged 3 to 18. We offer the International Baccalaureate® Primary Years, Middle Years, and Diploma Programmes, as well as Advanced Placement®, BTEC, and our ISZL High School Diploma. Our curriculum fosters deep and personalised learning, preparing students for a seamless educational journey and supporting their growth beyond academics through our Extended Learning Programme.

*Scan the QR codes below to learn more about our curriculum.*

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## EARLY YEARS PROGRAMME

ISZL's Early Years Programme encourages a love of learning and a strong sense of self through an inquiry-based curriculum. We emphasise play and discovery, both indoors and outdoors, to encourage curiosity and exploration. Our experienced staff personalise teaching to support each child's academic, social-emotional, language, and health needs, equipping them with the skills needed to succeed in Primary School.



## PRIMARY YEARS PROGRAMME

At ISZL, our Primary School (Grades 1–5) follows the International Baccalaureate® Primary Years Programme (PYP), where learning is grounded in meaningful, engaging experiences. We adapt our teaching to meet the unique needs of each student, offering an appropriate level of challenge to help them thrive in our international curriculum.



## MIDDLE YEARS PROGRAMME

Students in Grades 6–8 join the International Baccalaureate® Middle Years Programme (MYP), designed to prepare them for an ever-changing world. Our curriculum supports the unique needs of young adults, helping them build personal understanding, a strong sense of self, and responsibility within their community. Students are encouraged to connect their learning to real-world experiences, gaining both breadth and depth across eight subject areas.



## HIGH SCHOOL AT ISZL

Students in Grades 9–12 follow a flexible academic programme that supports diverse learning pathways. After completing the MYP in Grade 10, students can choose from the International Baccalaureate® Diploma Programme, Advanced Placement® courses, or the High School Diploma. The High School Diploma can also include a BTEC in Creative Media Production or specialised ISZL-designed courses.





# A YEAR IN PICTURES

Welcome to Eddie's Corner, where our beloved school mascot shares his favourite snapshots from the last year. From classroom adventures to school-wide celebrations, artistic performances, and moments of connection across our community, these photos capture the spirit of life at ISZL.



SAUSAGE  
SIZZLE



PARENTS'  
ASSOCIATION  
TRUNK OR TREAT



MONTPELLIER  
PERSONAL  
DEVELOPMENT WEEK



FIRST DAY  
OF SCHOOL



GRADE 3 FIELD TRIP  
TO MENZINGEN



HALLOWEEN

AUGUST

SEPTEMBER

OCTOBER





○ COMMUNITY FESTIVAL



YOUTH FORUM  
SWITZERLAND ○



PARENTS' ASSOCIATION  
FESTIVE SHOP ○



○ SINGING  
CHRISTMAS  
TREE



○ ISZL READS!



FLUMSERBERG  
SKI COMPETITION ○

NOVEMBER

DECEMBER

JANUARY



FASNACHT  
PARADE



FINDING NEMO  
THE MUSICAL



GRADE 7  
PERSONAL  
DEVELOPMENT  
PROGRAMME



GRADE 9  
PERSONAL  
DEVELOPMENT  
PROGRAMME



VEGETARIAN  
FESTIVAL



SPONGEBOB  
THE MUSICAL



ICE SKATING  
AT BOSSARD ARENA



KIDS OF AFRICA  
NEARLY NEW SALE

FEBRUARY

MARCH

APRIL



*In ISZL we have found an excellent school. From their first day, our children felt accepted, and friendships were quickly made. Coming from an International Baccalaureate school in the Netherlands, their academic adjustment was natural enough that they only needed to focus on getting to know their way around. As ISZL has more students than our previous school, it also has more facilities on the premises such as a modern theatre, lunchroom, numerous outdoor areas, the music and art rooms, the science labs, the library and gyms. We were not used to having school sports teams, and our two older sons were delighted when the opportunity came to show their skills and join ISZL's soccer team. Also, the variety of afterschool activities has been a great way to explore new areas of interest and to meet other students.*

### THE SMIT FAMILY

*What we appreciate the most about ISZL and its educational system is the way new students are placed directly into an English speaking learning environment, even without any prior knowledge.*

### THE BAYKOV FAMILY

*Our sports experience at ISZL has been excellent over the years! Through the ISZL programmes, our kids have given multiple opportunities to join in sports and be active. Outside of regular sports lessons, there are two ways students can participate. Either they can take part in after school clubs, which are more leisure activities such as climbing, running or yoga, or they can join the athletics teams from Middle School onwards, where they will play competitively against other international schools in Switzerland or abroad.*

### THE POHLEN FAMILY

# GRÜEZI, WORLD!

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Moving to a new country is an adventure filled with excitement, challenges, and opportunities. For many families in the ISZL community, life in Switzerland brings a unique blend of cultural charm and practical adjustments.

In this section, you will hear from ISZL families as they share heartfelt reflections on their experiences – what it's like to join our school, settle into a new culture, and build connections in a foreign land. Don't forget to read to the end, where you will find a collection of practical tips and tricks for life in Switzerland. Whether you're new or looking to deepen your connection to Switzerland, this page is here to inspire and guide you.

*"In the two and a half years I have been at the High School, I wrote my first of many songs, with the invaluable support of teacher Mr Michael Huber. Thanks to teachers Ms Maria Le Guen and Mr Ole Wasner, I have been able to perform on numerous occasions in a variety of arrangements, and now can professionally master my home recordings in the ISZL Media Studio. The High School Music Room was a dream when I first began using it two years ago, and it has only improved since then. I have also performed on stage at the High School, and through this, I have discovered I am often more at home on stage than anywhere else."*

**LÚCÁS ROHAN**  
(graduate)

*"Our eldest son had quite a low level of English at the beginning. His ISZL teachers helped him to overcome the language gap so quickly, that according to the evaluation tests taken last September, only after a year at ISZL, his results were in keeping with those of children with English mother tongue."*

**THE BAYKOV FAMILY**

## TIPS AND TRICKS FOR LIFE IN SWITZERLAND

1.



### EMBRACE SWISS EFFICIENCY

Switzerland is known for its punctuality and organisation. From public transportation to business hours, being on time is highly valued ("If you're on time, you're late"). Download apps like SBB Mobile for train schedules and plan ahead for errands, as many stores close early on Saturdays and remain closed all day on Sundays.

2.



### LEARN A FEW LOCAL PHRASES

Although many Swiss people speak excellent English, learning the language of your region can go a long way in making you feel at home. In the German-speaking region where ISZL is located, a simple "Grüezi" (hello) or "Danke" (thank you) is always appreciated and can help build connections with locals.

3.



### JOIN THE ISZL COMMUNITY

The ISZL community is a fantastic resource for new and existing families. The Parents' Association hosts events and activities to help families connect, while school programmes encourage student involvement in sports, arts, and other extracurriculars. Volunteering is also a great way to meet other parents and feel part of the ISZL family.





#### WHAT IN THE RECYCLING?!

Switzerland is famous for its breathtaking landscapes, and its commitment to sustainability plays a huge part in keeping the environment pristine. For newcomers, the Swiss recycling system can seem a bit daunting at first, but with a little guidance, it quickly becomes second nature.

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## HOW TO GET STARTED

### KNOW YOUR MUNICIPALITY'S RULES:

Each canton or town may have slightly different recycling guidelines. Visit your local municipality's website or stop by their office to get the details.

### STOCK UP ON SUPPLIES:

Invest in bins or bags to sort recyclables at home. You'll also need to purchase official garbage bags for non-recyclable waste.

### LOCATE RECYCLING POINTS:

Find your nearest recycling center or drop-off locations for glass, PET bottles, and other items.

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At the end of the day, the best piece of advice is to embrace every challenge as an opportunity to learn something new. Whether it's navigating the language barrier or figuring out recycling rules, these experiences will enrich you and your families lives and create lasting memories.

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# A COMMUNITY OF CARE

## HOW ISZL USES RESTORATIVE PRACTICES TO BUILD STRONGER RELATIONSHIPS

Written by Deputy Director, Maria Voutos

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At ISZL, we are committed to fostering a supportive and inclusive community. Restorative Practices (RP) play a key role in building relationships, resolving conflicts, and creating a culture of respect and accountability. It is a strength-based approach that focuses on building, maintaining, and repairing relationships when harm has occurred.

---

## WHAT ARE RESTORATIVE PRACTICES AND WHY DID ISZL ADOPT THIS APPROACH?

Restorative Practices are a structured, relationship-centered approach to community building and conflict resolution. Instead of focusing solely on punishment when issues arise, RP encourages open dialogue, accountability, and repair. ISZL's adoption of Restorative Practices (RP) grew naturally from existing approaches, building on our focus on the personal, social, and emotional aspects of being part of a vibrant learning community. ISZL has engaged for several years with Compassionate Systems out of MIT (Massachusetts Institute of Technology) which integrates systems thinking, social-emotional learning, and compassion-based practices to help individuals navigate complex challenges. Additionally, ISZL had already integrated circles—structured discussions used across all three divisions—to foster connection, understanding, and a sense of belonging.

### These practices share common principles:

- We foster greater compassion and commitment as a community when we create opportunities to learn about one another.
- A shared framework for understanding that everyone expresses emotions—and that doing so openly helps us process experiences and enhances our collective understanding.

Recognizing this alignment, we made it a strategic priority to unite these approaches under the umbrella of Restorative Practices.

## HOW ARE RESTORATIVE PRACTICES IMPLEMENTED AT ISZL?

This year, we launched a school-wide effort to embed restorative practices throughout our community:

**Staff Training:** All ISZL staff have received RP training, with ongoing professional development for teaching staff to integrate these practices into the classroom.

**Restorative Circles:** A core practice of RP, circles create safe spaces for students to discuss ideas, listen to one another, and process conflicts collaboratively. Circles can be used for curriculum-based discussions, community-building, and conflict resolution.

**Restorative Conversations:** When conflict arises, structured dialogue helps those involved to understand the harm caused, how it affected others, and what is needed to repair the relationship.

**Student and Community Engagement:** Future training opportunities will be extended to students, parents, and new staff members to ensure a shared understanding of RP.

## RESTORATIVE PRACTICES IN ACTION

A few students were involved in a disagreement around something that occurred during outdoor learning. They were engaged in facilitated dialogue in which they openly discussed how their actions had affected others. This provided an opportunity to understand the harm caused and the impact. The next steps were led by the needs of the person who received the harm versus an adult-sanctioned punishment.

A few simple questions guide this process;

**What happened?**

**Who was affected, and how?**

**What is needed to repair the harm?**

Asking someone what they were thinking at the time of the event is a powerful insight into the why of actions and creates space for understanding and perspective taking. This doesn't mean that consequences don't exist, rather that we can get to the core of it before deciding on logical consequences.

## WHAT ARE OUR NEXT STEPS?

**Our next steps include:**

- **Continued community learning engagements to strengthen RP implementation.**
- **Expanding RP to students and parents, ensuring a consistent approach across our school community.**
- **Parent learning sessions - we invite you to join us to learn more and engage in these practices with us.**

The World Economic Forum's Future of Jobs report indicates that by 2030, the demand for skills like analytical thinking, resilience, leadership, and social influence highlights the growing need for restorative practices, which foster critical problem-solving, emotional intelligence, and strong interpersonal relationships. We continue to work towards living our mission of making our world a better, kinder place and restorative practices are another step in that direction.

If you have any questions or would like more information, please contact Maria Voutos at [maria.voutos@iszl.ch](mailto:maria.voutos@iszl.ch).

### RESTORATIVE QUESTIONS 1

WHEN THINGS GO WRONG...

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way?
- What do you think you need to do to make things right?

### RESTORATIVE QUESTIONS 2

WHEN SOMEONE HAS BEEN HARMED

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



# FIRST LANGUAGES OF STUDENTS

ENGLISH

**47%**

GERMAN

**9%**

SPANISH

**6%**

DUTCH

**5%**

RUSSIAN

**5%**

FRENCH

**4%**

DANISH

**3%**

PORTUGUESE

**3%**

ITALIAN

**2%**

SWEDISH

**2%**

HEBREW

**2%**

HINDI

**1%**

GREEK

**1%**

SWISS GERMAN

**1%**

POLISH

**1%**

Fewer than 1% of each of the following (not an exhaustive list): Chinese, Afrikaans, Turkish, Ukrainian, Norwegian, Czech, Norwegian Bokmål, Finnish, Hungarian, Vietnamese, Telugu, Croatian, Arabic, Sinhala, Romanian, Marathi, Mandarin, Filipino, Estonian, Catalan, Bengali, Urdu, Serbo-Croatian, Serbian, Latvian, Korean, Japanese, Icelandic, Gujarati, Burmese, Bulgarian, Australian languages.



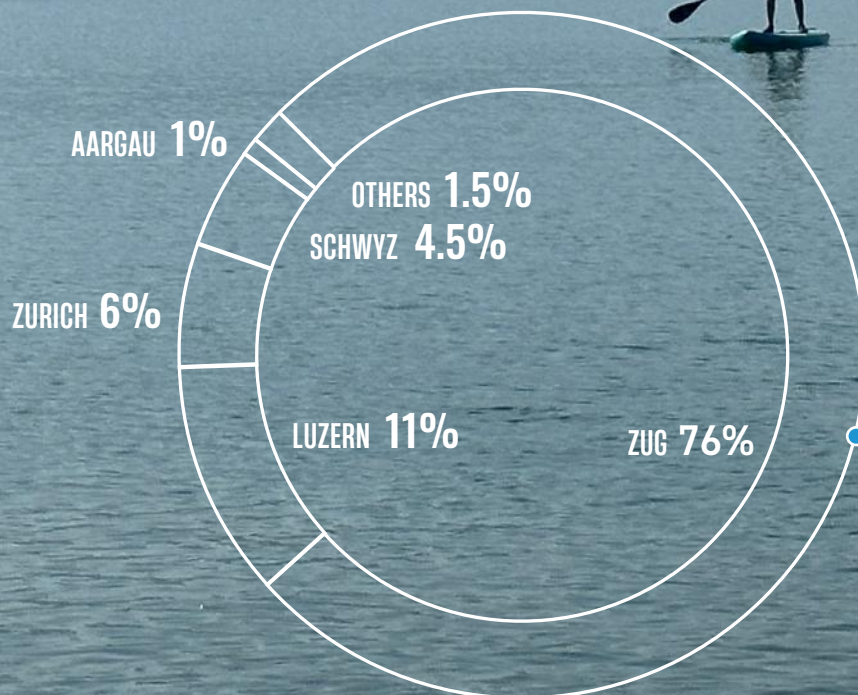
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# WHERE OUR FAMILIES LIVE

This page is one of our most popular regular features, as new families work out where they would like to move to.

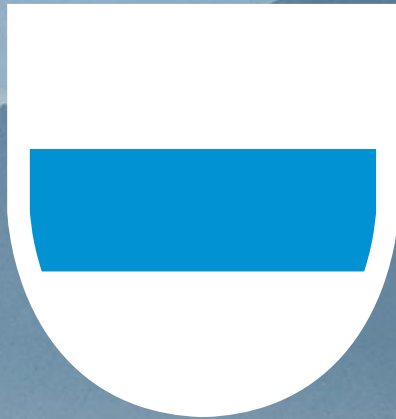
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## WHERE OUR FAMILIES LIVE BY CANTON





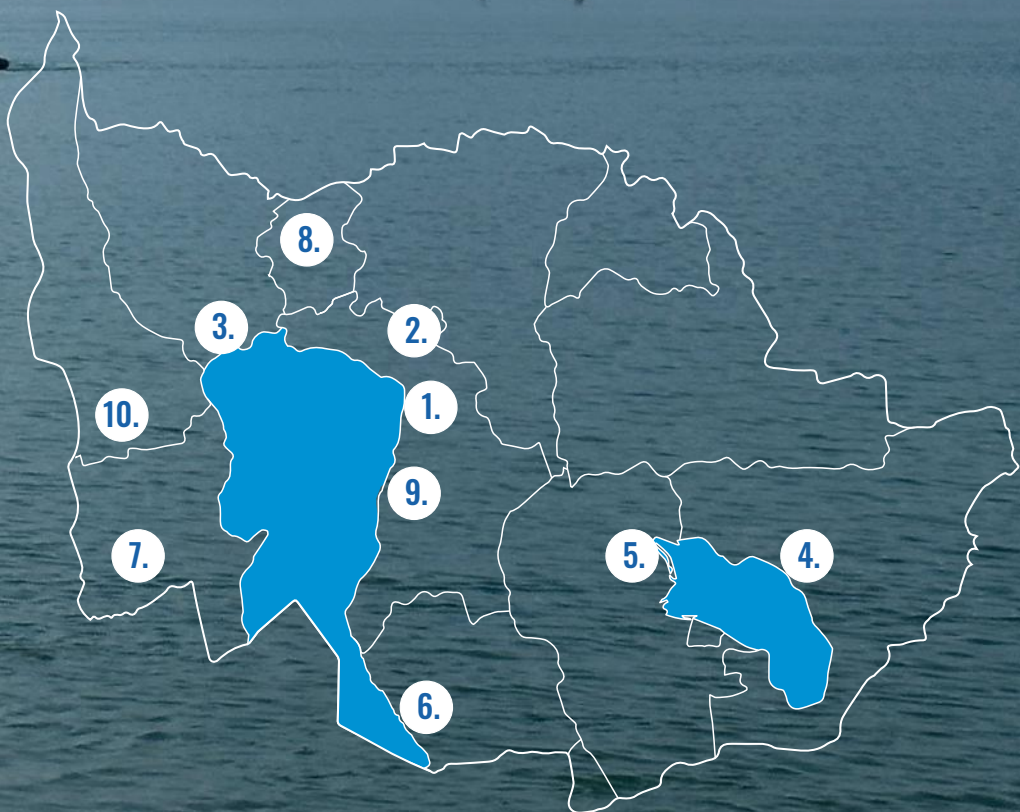
## TOP 10 POSTCODES IN ZUG



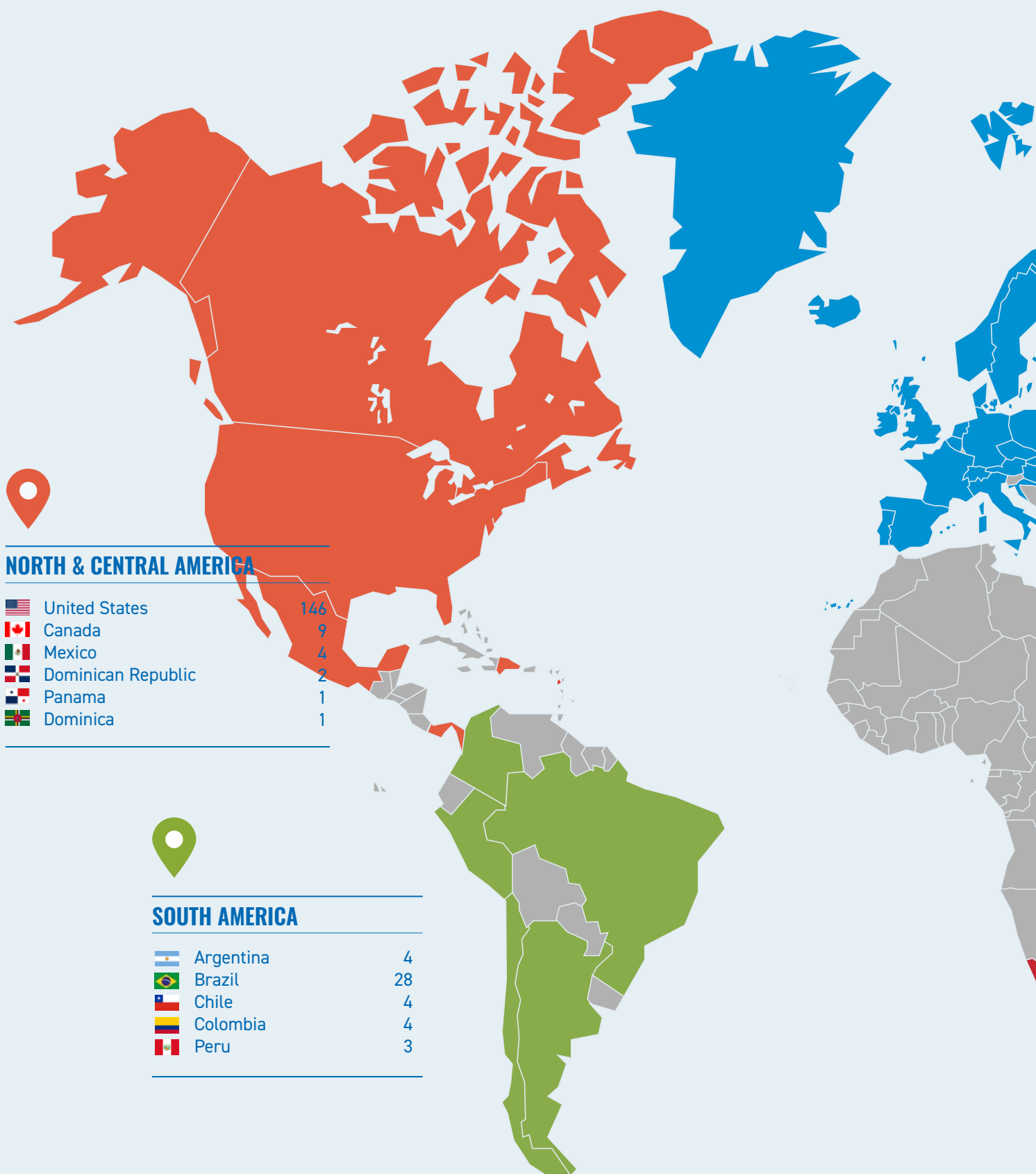
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1.	ZUG	6300
2.	BAAR	6340
3.	CHAM	6330
4.	OBERÄGERI	6315
5.	UNTERÄGERI	6314
6.	WALCHWIL	6318
7.	ROTKREUZ	6343
8.	STEINHAUSEN	6312
9.	OBERWIL BEI ZUG	6317
10.	HÜNENBERG	6331

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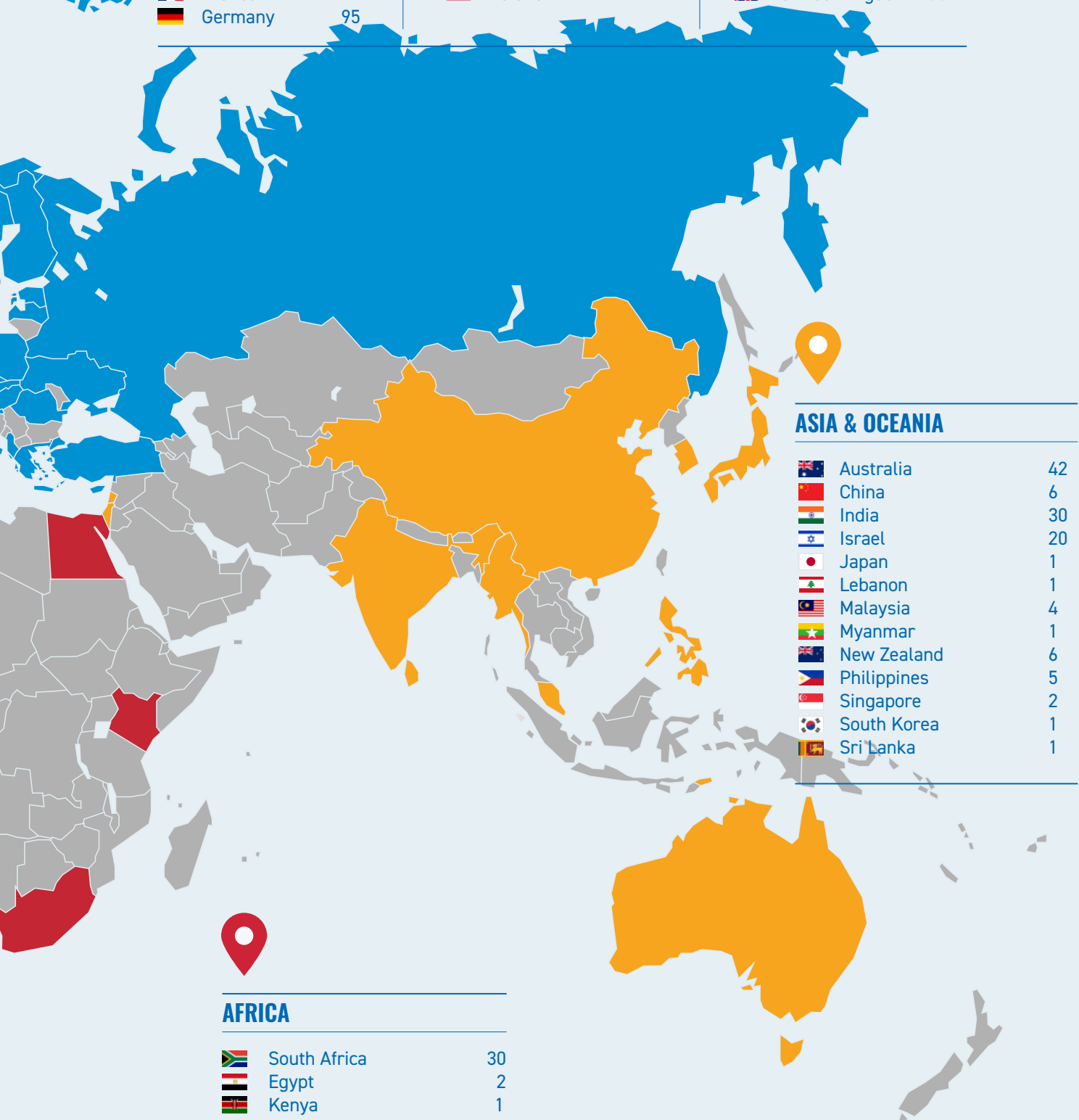
# STUDENT NATIONALITIES





## EUROPE

	Albania	1		Greece	12		Portugal	6
	Austria	9		Hungary	3		Romania	2
	Belgium	32		Iceland	1		Russia	30
	Croatia	5		Ireland	12		Slovakia	1
	Cyprus	5		Italy	49		Spain	37
	Czech Republic	5		Latvia	2		Sweden	42
	Denmark	43		Malta	1		Switzerland	78
	Estonia	2		Netherlands	58		Turkey	9
	Finland	7		Norway	14		Ukraine	8
	France	49		Poland	14		United Kingdom	208
	Germany	95						







# A TASTE OF HOME

In this special section, families from our community open their kitchens to share cherished recipes that connect them to their heritage. From festive dishes passed down through generations to comforting meals that remind them of home, these recipes tell a story of tradition, identity, and love.

---

## BIRCHERMÜESLI

Submitted by Wolfgang

Birchermüesli is not only something we do frequently at home for a long time now, but also valuable for school purposes as well at home for everyone. On top of that, it is easy to do, (together with children of all ages) and can be changed or adapted to everyone's taste, season of the year, and available ingredients.

### INGREDIENTS

- 1 cup oat flakes
- 1 cup milk
- 0.5 cup yoghurt nature (or Greek yoghurt)
- 1 pcs apple
- 2 tbsp raisins
- 0.5 cup fresh fruit and / or fresh berries (banana, peach, pear, orange, grapes, pineapple, fresh or dried figs. Anything goes...)
- 2 tbsp honey (or maple syrup, date syrup, molasses)
- A pinch of cinnamon
- 2 tbsp almonds and/or tree nuts

### PREPARATION

The day before or at least 6 hours ahead, soak the oats in milk and store in the refrigerator.

### INSTRUCTIONS

- Wash all fruit
- Grate the apples with a grater
- Cut all other fruit in small dices, approx. 1 cm
- Crush or cut nuts in pieces
- Add all ingredients except honey and stir well
- Sweeten with more or less honey
- Add cinnamon powder according to taste

## SMØRREBRØD

Submitted by Irena Chloe Angelov

Smørrebrød, a staple of Danish cuisine, is a traditional lunch option whose name means "butter bread," highlighting its simple base. However, the real appeal lies in the toppings. Across Denmark, you'll find them in street stalls, food markets, cafes, and restaurants, often featuring classic toppings like smoked salmon, herring, and egg, made with locally sourced ingredients.

### INSTRUCTIONS

Start with a slice of rye bread and spread it with butter, or use lard or mayonnaise if preferred. Layer on some crisp butter lettuce for crunch, followed by slices of avocado. Pile on a generous serving of small shrimp. Season with salt and pepper. Finish with a squeeze of fresh lemon juice. Garnish with fresh dill and a lemon slice for the perfect finishing touch!

*Tip: For extra creaminess, you can add a dollop of mayonnaise.*



## PASTÉIS DE NATA

Submitted by Chelsea

Pastéis de Nata, the unofficial dessert icon of Portugal, are creamy, custardy, and flaky bite-sized reminders of one of my favourite places in the world. Whether enjoyed with a "bica" (a Portuguese shot of espresso), or savoured on their own, pastéis de nata are the perfect caramelised indulgence when you're craving something sweet.

### INGREDIENTS

(yields approximately 12–18)

1 cup milk

½ cup sugar

30 grams (¼ cup) flour

1 tbsp butter

1 egg

Puff pastry sheets

(enough to line muffin tins, preferably butter-based)

### INSTRUCTIONS

Warm oven to 190c. In a large bowl, melt the butter. Add sugar and mix until smooth and creamy. In the same bowl, add the eggs one by one. Mix after each addition until the mixture is creamy. Add the milk and flour, mixing a little at a time. Set the mixture aside when everything is well combined. Take the puff pastry and use a cup to cut circles that are about the same size as your muffin tins. Use your hands to gently press and stretch the puff pastry into each muffin tin.

Once all the muffin tins are lined with puff pastry, spoon the mixture into each one. Bake in the middle of the oven for 15 minutes at 190c. If you like the top more brown, bake for an additional 5 minutes.

# TRADITIONAL SWISS CHEESE FONDUE

Submitted by Jessie

## INGREDIENTS

2 garlic cloves  
Pepper, to taste  
Nutmeg, to taste  
400 g grated Gruyère cheese  
300 g grated Appenzeller cheese  
100 g grated Emmental cheese  
3 tsp cornstarch  
4 dl dry white wine  
2 tbsp kirsch  
1 large loaf of bread (dark bread preferred),  
cut into bite sized pieces

## PREPARATION

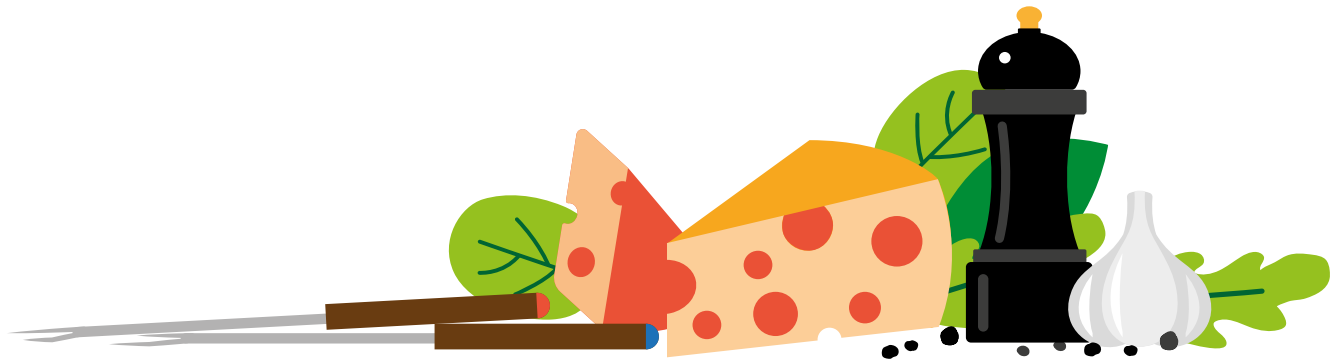
Cut one garlic clove in half and rub the inside of a fondue pot with the cut sides. Set the clove aside for later use.

## INSTRUCTIONS

Peel and press both garlic cloves into the pot (you can use the one from rubbing the pot). Add a dash of pepper and some nutmeg (to taste). In a small bowl, dissolve the cornstarch in the kirsch (or a small amount of wine) to avoid lumps. Place the pot over low heat. While the pot is heating up, gradually add the grated cheeses while stirring continuously. Once the cheese has melted, add the white wine and cornstarch mixture. Stir regularly until the mixture is smooth and creamy. Remove from heat and keep stirring to prevent separation. Serve immediately with the cubed bread (or accompaniment of your choice)

## TIP:

Fondue is commonly eaten with fruits or vegetables that are dipped into the melted cheese, though bread is typically Swiss.



# THE VIRGIN PIÑA COLADA

Submitted by Rebeka

## INGREDIENTS

2 cups pineapple juice (cold)  
½ cup frozen pineapple chunks (chunks make it thicker  
and more tropical)  
1 cup coconut cream (Coco López is the traditional brand)  
2 cups ice — adjust depending on the desired quantity  
or consistency  
Pineapple slices and cherries for garnish  
For extra sweetness and creaminess, add 1–2 tbsp  
sweetened condensed milk

## INSTRUCTIONS

1. Add the pineapple juice, pineapple chunks, coconut cream, and ice into a blender
2. Blend for approximately 30–60 seconds until the drink is creamy, frosty, and smooth
3. Pour into a glass and garnish with a pineapple slice and cherry

## TIP:

Follow your taste and adjust the ingredients as you like. Enjoy your refreshing Puerto Rican Virgin Piña Colada!





# TWO DIPLOMAS, ONE DIRECTION

Written by IB Coordinator Kelli Meeker and High School Programme Coordinator Bob Sugden

ISZL offers two high school pathways that allow students to shape their academic journey in a way that best supports their strengths, interests, and future goals. Whether students choose the International Baccalaureate® Diploma Programme (IBDP) or the ISZL High School Programme (HSP), both pathways provide a rigorous and well-rounded education that prepares them for university and beyond.

## THE INTERNATIONAL BACCALAUREATE® DIPLOMA PROGRAMME (IBDP)

The **IB Diploma Programme (IBDP)** builds on ISZL's Primary Years Programme (PYP) and Middle Years Programme (MYP), offering a broad, balanced, and internationally recognised curriculum. The programme is designed to develop students who are curious, critical thinkers, and globally minded.

### WHAT DOES THE IB DIPLOMA PROGRAMME LOOK LIKE?

**Students study six subject areas:** Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics, and the Arts.

**A defining feature of the IB is the Core**, which includes:

- **Theory of Knowledge (TOK):** Exploring the nature of knowledge and how we learn.
- **Extended Essay (EE):** A self-directed research project on a topic of personal interest.
- **Creativity, Activity, Service (CAS):** Engaging in experiences beyond the classroom, including the arts, sports, and community service.

**IB courses** are assessed through a combination of coursework and external examinations.

*Students who successfully complete the programme earn both the ISZL High School Diploma and the IB Diploma.*

## THE ISZL HIGH SCHOOL PROGRAMME (HSP)

The **ISZL High School Programme (HSP)** is a flexible and personalised approach, allowing students to customise their learning by choosing from five different course types:

**Advanced Placement (AP) Courses:** College-level courses that develop analytical thinking and evidence-based reasoning.

**Innovation Courses:** Hands-on, project-based learning in Humanities, English, and Music.

**BTEC Creative Media:** A skills-based qualification designed for students interested in the creative industries, offering real-world projects and industry-aligned assessments.

**ISZL Courses:** Standalone courses that can be taken in Grade 11 or 12 or serve as preparation for AP courses in Grade 12.

**IB Diploma Certificates:** Students can choose individual IB courses that align with their learning style and academic goals.

*Upon completion, students receive the ISZL High School Diploma, recognised by universities worldwide.*

## KEY SIMILARITIES AND DIFFERENCES BETWEEN THE IBDP AND HIGH SCHOOL PROGRAMME

### SIMILARITIES:

- Core literacies: Both programmes require English, Math, Science, and Humanities
- Completion = ISZL High School Diploma (American style)
- Range of courses: Requirement for Maths, English, Science, and Humanities
- Engaging with local or global community with service learning

### DIFFERENCES:

	IB DIPLOMA PROGRAMME (IBDP)	ISZL HIGH SCHOOL PROGRAMME (HSP)
GRADUATING CERTIFICATE	ISZL High School Diploma and IB Diploma	ISZL High School Diploma
COURSE LOAD	Six courses + Theory of Knowledge	Five or six courses per year
COURSE DECISIONS	Six subject area courses at the start of the programme	Five or six for Grade 11 Five or six for Grade 12
COURSE OPTIONS	23 IBDP courses	22 APs 3 Innovations courses 12 ISZL courses 1 BTEC course All IBDP certificates
TYPE OF COURSE	All IB Diploma	Advanced Placement (AP) BTEC Innovations ISZL courses IB Diploma certificates
LENGTH OF COURSE	Two year	One year and two year
AWARDING BODY	International Baccalaureate®	College Board (AP) Pearson Education (BTEC) ISZL IB (Diploma Certificates)
ASSESSMENT STYLE	Combination of coursework and external exams	AP (100% exams except Art) BTEC and ISZL Innovations (100% coursework) Mix of assessment styles in ISZL courses and IBDP certificates
LANGUAGES	A second language requirement (Language acquisition or a Bilingual Diploma)	No language requirement
CORE COMPONENTS	EE, TOK and CAS	Service Learning

One of the greatest strengths of the HSP is the flexibility it provides. Beyond the four graduation requirements (Mathematics, English, Science, and Humanities), students have the freedom to design a programme that aligns with their goals.

Some students mix and match courses to develop a broad skill set. For example, combining AP analytical thinking, Innovation entrepreneurship skills, and BTEC technical expertise.

### Others specialise, such as:

- **Taking six AP Science courses** or three AP Mathematics courses.
- **Choosing five AP Humanities courses** for a deep dive into social sciences.
- **Focusing on Visual Arts and BTEC Media Production** for a creative pathway.
- **Studying three different languages** to develop global fluency.



# WHAT DO ISZL STUDENTS SAY?

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## ABOUT THE IBDP PATHWAY

*"That you get to take 6 different subjects - it gives you a good all round education. The program is challenging because there is always so much going on and so many things to balance."*

*"I always wanted to learn guitar but never really had much of a reason too, so doing CAS pushed me to buy a guitar and start learning. It also gave me opportunities to focus on service."*

*"The IBDP is a great course because it gives you the opportunity to explore many different things (whether that be through course options, the EE, TOK or IA's). Advice I would give to incoming students would be to manage your time well and start on assignments/studying early so you can get ahead."*

*"I think the Extended Essay can help you stand out (compared to other courses where they don't write an essay) and it gives you good practice writing a big research paper. Additionally, there's lots of freedom when picking a subject/theme so you can explore areas that interest you."*

*"Theory of Knowledge has challenged me to think deeper and view questions from different perspectives. We often have class discussions that really bring us to question what we do/don't know."*

## ABOUT THE HSP PATHWAY

*"You have such freedom with the course choice and you have the opportunity to change your mind after 1 year if you have different ambitions."*

*"You have more time, even with six courses to pursue your interests."*

*"There are more creative courses with BTEC in creative media, music innovations, IB music and 2 AP art options."*

*"If you know you want to do film, the BTEC is really valuable and attractive. It's a versatile course – not just making movies. You learn marketing, communication, and working with professional adults. One month in, we were already talking to clients from external organisations!"*

*"The innovations courses allow us to bring our own ideas and creativity to the course, learning teamwork skills as well."*

*"I have been able to focus on the courses most interesting for me and don't have to do courses that are less useful. I chose to do more in-depth calculus in AP mathematics and two AP physics courses for engineering. There is less essay writing in the AP courses and project-based courses that suits my style of expressing my ideas."*

*"I really appreciate the way the AP courses are preparing me for university, training me to study independently. I feel more ready for university now."*

# DISPELLING COMMON MYTHS

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## MYTH #1: THE ALTERNATIVE TO THE IB DIPLOMA IS JUST AP COURSES

Not true! Only approximately 60% of HSP courses are AP courses — students also take Innovation, BTEC, ISZL, and IB Diploma Certificate courses, giving them a broad range of options.  
It is very unusual for students to study AP courses entirely.

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## MYTH #2: THE HSP IS EASIER THAN THE IB DIPLOMA

*Both pathways are rigorous and challenge students in uniquely different ways.*

AP courses are university college-level courses that are assessed with one exam at the end of the year. They are fast paced, and students need to be ready at the end of Grade 11 to take some of these courses.

BTEC students complete projects for real clients and are held to professional standards of media production to achieve the highest grade. Whilst there are no exams, students are assessed throughout the two year course and must pass every assessment - everything counts!

Innovations students can publish their work externally and solve real world problems, presenting their prototypes to corporate and non-governmental partners.

Whilst a student may have fewer hours in their schedule and study fewer subjects in the HSP compared to the IBDP (20 hours and 5 subjects compared to 23 hours and 7 subjects), if a HSP student chooses 6 subjects in a year, they actually have more hours in class with 24 hours per week.

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## HOW WE SUPPORT STUDENTS

*No matter which pathway students choose, ISZL provides dedicated support.*

This includes:

- Academic Advising: Helping students select the right courses for their goals.
- Teacher Mentorship: One-on-one guidance throughout their learning journey.
- University Counselling: Expert support for applications to universities worldwide.
- A Holistic Approach: A focus on student well-being and long-term success.



SUSTAINABILITY AT ISZL

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# SEEDS TO GARDEN: SUSTAINABILITY CONTINUES TO GROW AT ISZL

Written by Zoe Badcock, High School Sustainability Lead

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When I arrived at what was then Riverside School in 2007, there wasn't a lot of environmental activism or systems in place to reduce our impact. However, many students took the opportunity to study AP Environmental Science, and with the introduction of the Diploma Programme, we were quick to introduce IB Environmental Systems, as it was then called. Back then, as now, it was students driving environmental initiatives. I remember two students in the IB class of 2011, Cheryl B and Anne H - part of our second cohort of Diploma Programme (DP) students - organising paper recycling in our beautiful school villa by the lake. They organised boxes in each classroom and went around each week to collect paper for recycling. When we moved to our Hünenberg location, recycling went through several iterations. At one point, each Homeroom took turns collecting all the recycling each week. Now, while not perfect, recycling is part of our operational systems and is managed by our facilities team at the High School.

At the Zug Campus, as part of the Sustainability Strategy team, we recently surveyed the recycling facilities and are exploring ways to improve these services. In 2018, with the foundation of our signature event, Youth Forum Switzerland, a group of students, inspired by teachers Chris Koch and Fabio Paron, formed the Initiatives Teams. One of these groups, the Zero Waste Team, has been working closely with the Parents' Association to make International Day more sustainable by reducing waste. In 2020, students Emma O and Anneke S created a guide to zero-waste events at ISZL. They sourced compostable waste, which is sent to a special facility in Baden, and systematised the waste collection to reduce the amount of waste sent for incineration. Another YFS Initiatives team, the Zero Carbon team, supported the introduction of ISZL's first electric vehicles with the class of 2020. Going back to the class of 2011, one of our students, Robin M, traveled by train to the COP Climate Conference in Copenhagen with a delegation of Swiss youth.

Our students have long been engaged in environmental and social activism. In 2017, student Eleanor P helped organise the Women's March in Zurich, which was an outpouring of support for women at a time when global rhetoric felt increasingly threatening. Two students

from the Class of 2020, Lucas R and Franklin L, also took part in the Climate Marches in Zurich and even crossed paths with climate activist Greta Thunberg when they traveled to Davos for the World Economic Forum (WEF) event. This same class of 2020 also pushed forward the campaign for solar energy at ISZL. Although smaller groups had been working on this initiative for years - starting with the Environment Club in 2014, followed by another group in 2018 that presented the project to the School Director - it wasn't until 2024 that we finally achieved our goal of installing solar panels on the High School Triple Gym roof. This milestone was made possible by the persistence of our students, the collective efforts of many ISZL classes before them, and the economic circumstances that ultimately made solar funding viable.

The Primary and Early Years Programme at ISZL have been leaders in nature-based learning and systems thinking for years. Many of our teachers have been trained in the principles of Forest School and Reggio Emilia Approach®, an educational philosophy that emphasises child-led, experiential learning through exploration, collaboration, and creativity. We have a Gardening Committee, led by Primary School teacher Victoria Newman, and an active Bokashi composting system. Our students become experts in caring for their environment, planting the seeds for a more sustainable future at ISZL.

Back in 2017, I took the High School Environment Club to see systems thinking in action. The students learned from the Grade 4 class working with teacher Karen Lynn, exploring the system effects of food webs. Those Grade 4 students are now in our Grade 11!

At the High School, there have been several gardening related projects over the years. As early as 2012, students in the ProNatura group proposed a pond for the High School campus, worked on projects to remove invasive species, and, in 2018, planted a native species garden area. With the YFS Initiatives team, aquaponics took off, with student Matteo M winning funding from the International Baccalaureate® to turn their passion project into action. This initiative became a pilot project for our partners in Kokrobite, Ghana, and received international recognition.

As we move forward at ISZL, we are bringing all our efforts together through the development of a Sustainability Strategy and the formation of a Sustainability Committee, which includes representatives from all areas of the school, including parents, teachers, and students. We are working with KlimaCharta Zug, a consultancy subsidised by the canton, to help guide this strategy. Once again, our climate footprinting work builds on the foundation laid by Lulu G, a student who conducted research on this topic for their Extended Essay back in 2015.

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### OUR SUSTAINABILITY STRATEGY HAS FOUR MAIN THEMES:

- **Nature as Inspiration for Wellbeing**
  - **Regenerative Learning (Nature Positivity)**
  - **Operations with five strands**
    - Transport and transportation / mobility
    - Waste Management
    - Food and Catering
    - Buildings / Energy
    - Purchasing and Business
  - **Connections, Community, and Communication**
- 

We have a whole school EcoSchools group working on Sustainable Food as part of our effort to earn our

first, hopefully, Green Flag certification. But sustainability isn't just about what happens within our school, it's about lifting up everyone. Beyond ISZL, I serve as co-chair of The Educational Collaborative for International Schools (ECIS) Special Interest Group in Sustainability and Regenerative Practices and am a founding member of the Swiss Group of International Schools (SGIS) Sustainability Group. Last year, we took a delegation to the International Education and Sustainability Leadership Summit in Luxembourg. This year, five Grade 9 and 10 students will join me, Stefan Dittli (our Director of Operations), and Margriet Faber (our PYP Coordinator) as we travel - by train, of course - to the International School of Monaco for the next conference. These students are building on our existing expertise and collaborating with our Primary educators about increasing the biodiversity and opportunities for green spaces at the High School. ISZL went through the process of developing its current Mission and Vision in 2017, with our core principle being that we are a community of learners determined to make the world - or our corner of it - a better, kinder place. When you reflect on this, you can see the legacy of all the students and staff who have contributed to environmental projects over the years. If you are wondering why two of ISZL's four strategic objectives are focused on sustainability, the answer is clear: our students and staff have quietly, yet consistently, demanded it through their actions and engagement.



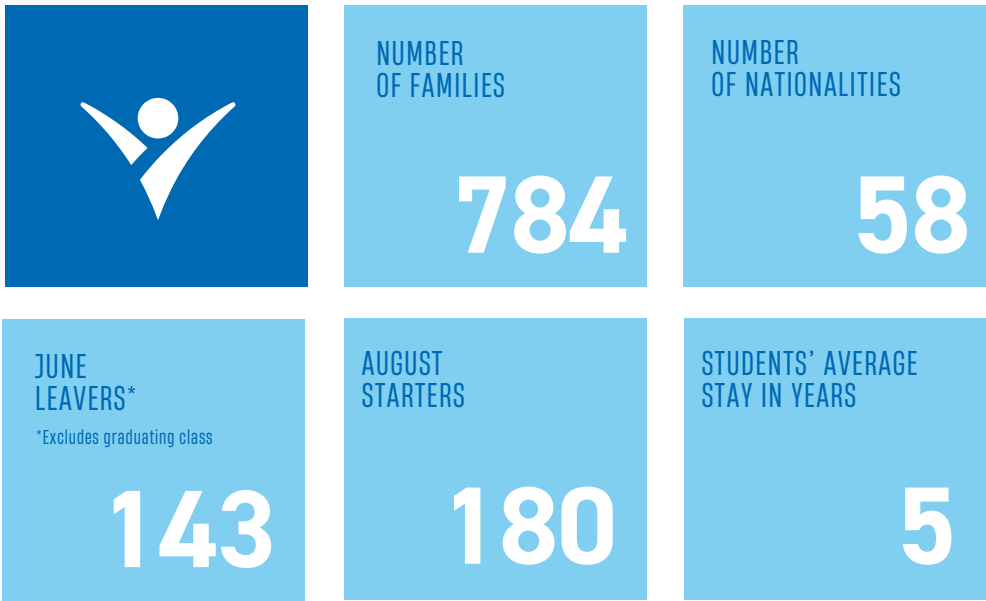




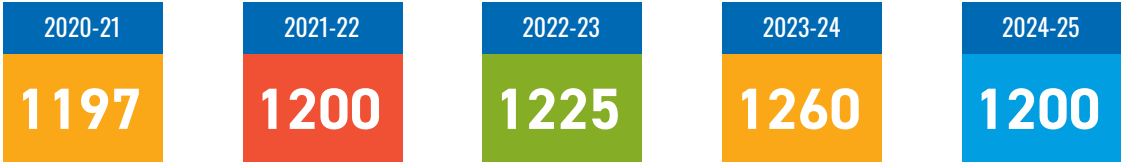




# ENROLMENT

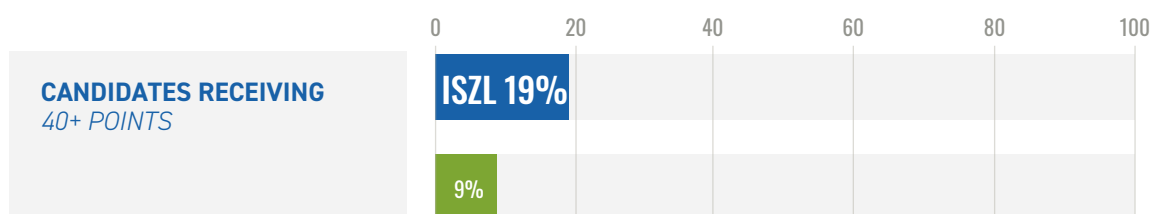
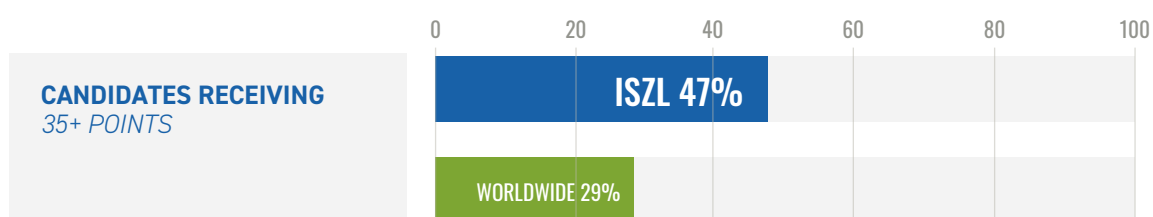
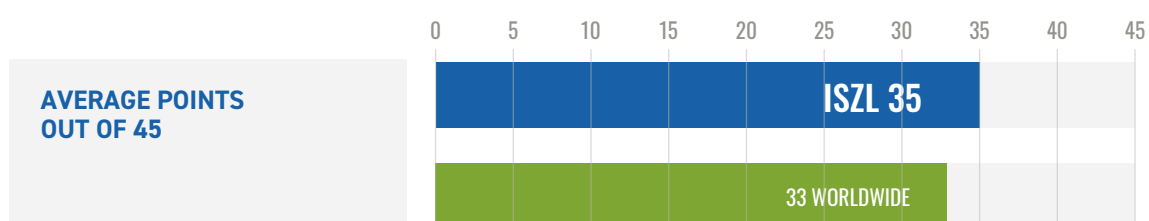
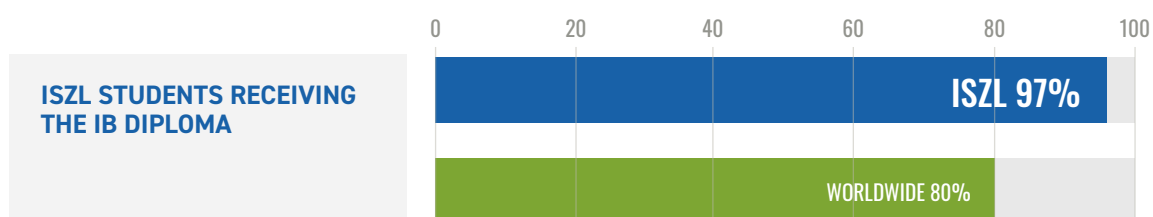


## ENROLMENT OVER THE LAST FIVE YEARS AT THE START OF THE SCHOOL YEAR



DIVISION	DIVISION TOTAL		GRADE		GRADE TOTAL
EARLY YEARS	123	}	Early Years 1 Early Years 2 Kindergarten	}	40 34 49
PRIMARY	329	}	Grade 1 Grade 2 Grade 3 Grade 4 Grade 5	}	49 59 67 74 80
MIDDLE	274	}	Grade 6 Grade 7 Grade 8	}	83 87 104
HIGH	474	}	Grade 9 Grade 10 Grade 11 Grade 12	}	122 118 119 115

# IB DIPLOMA RESULTS



HIGHEST POINTS OBTAINED BY AN ISZL STUDENT

44

BILINGUAL DIPLOMAS

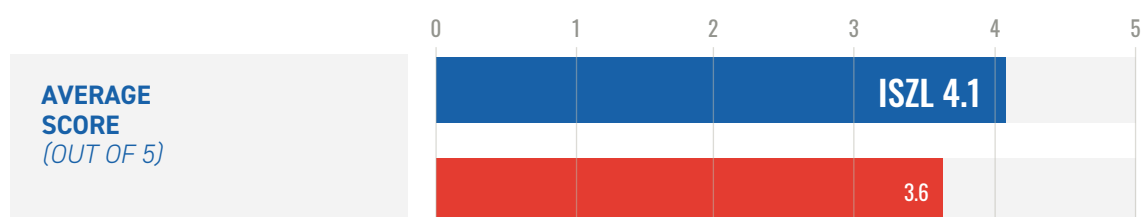
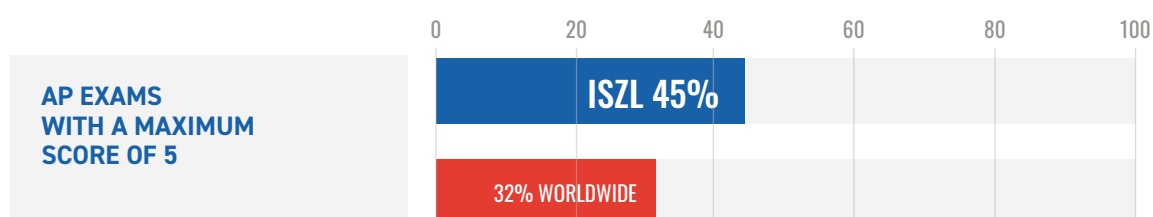
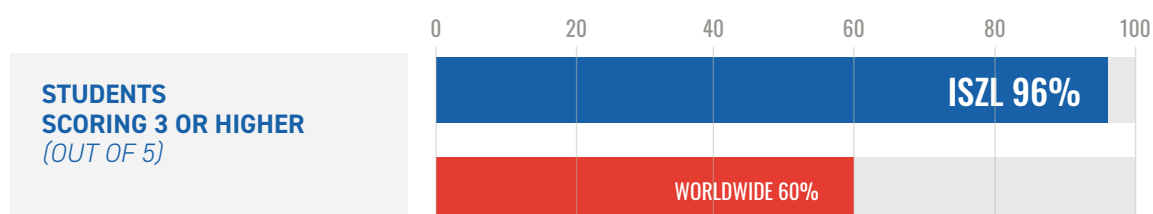
18%

NUMBER OF GRADE 12 IB STUDENTS

63



# AP AND BTEC RESULTS



AP SCHOLARS	AP SCHOLARS WITH HONOURS	AP SCHOLARS WITH DISTINCTION	AP INTERNATIONAL DIPLOMA RECIPIENTS
20	14	35	10

## BTEC DIPLOMA IN CREATIVE MEDIA PRODUCTION

PASS RATE	STARRED DISTRICTS
100%	85%

# 2021-2024 UNIVERSITY ACCEPTANCES AND MATRICULATION



## AUSTRALIA

University of Technology, Sydney  
University of Melbourne  
University of Queensland  
RMIT



## BELGIUM

Ghent University  
KU Leuven



## CANADA

Concordia University  
Emily Carr University of Art and Design  
McGill University\*  
McMaster University  
Trent University  
University of Alberta  
University of British Columbia\*  
University of Guelph  
University of Toronto\*  
University of Waterloo  
Queen's University  
Western University\*  
York University



## CHINA

Fudan University



## FRANCE

American University in Paris\*  
EDHEC Business School  
ESCP-Europe - Paris\*  
Paris College of Art  
Collège Universitaire de Sciences Po



## GERMANY

Bard College Berlin  
Bonn-Rhein-Sieg University of Applied Sciences  
Ludwig Maximilian University of Munich  
Mittweida University of Applied Sciences  
MSH Medical School Hamburg



## GREECE

University of Crete  
The American College of Greece



## HONG KONG

Hong Kong University of Science and Technology  
University of Hong Kong



## HUNGARY

Semmelweis University of Medical Sciences



## IRELAND

Trinity College Dublin  
University College Dublin



## ITALY

Accademia Italiana  
Istituto Marangoni  
Università Bocconi\*  
Humanitas University



## NETHERLANDS

Amsterdam University College  
Breda University of Applied Sciences  
Eindhoven University of Technology  
Erasmus University College\*  
Erasmus University Rotterdam\*  
Fontys University of Applied Sciences  
HAN University of Applied Sciences  
Hanze University of Applied Sciences  
Leiden University\*  
Leiden University College The Hague  
Maastricht University\*  
Rotterdam Business School  
Rotterdam University of Applied Sciences  
Technical University of Delft\*  
The Hague University of Applied Sciences  
Tilburg University\*  
University College Roosevelt\*  
University College Venlo  
University College Tilburg  
University of Amsterdam\*  
University of Groningen\*  
University of Twente\*  
Utrecht University\*  
Vrije Universiteit Amsterdam  
Windesheim University of Applied Sciences



## LATVIA

Rīga Stradins University (Medicine)



## SPAIN

Abat Oliba CEU University  
EAE Business School  
ESADE Business School\*  
European University of Madrid\*  
CEU Cardenal Herrera University  
IE University\*  
University of Navarra\*  
Universidad Alfonso X El Sabio



## SWEDEN

Luleå University of Technology  
Lund University  
Royal Institute of Technology (KTH)  
University of Gävle



## SWITZERLAND

École Hôtelière de Lausanne\*  
ETH Zurich\*  
EU Business School - Geneva  
Franklin University Switzerland\*  
Glion Institute  
Lucerne University of Applied Sciences  
University of Lausanne  
University of St. Gallen\*  
University of Zurich\*  
Webster University Geneva



## UNITED KINGDOM

Abertay University\*  
Arts University Bournemouth  
Aston University  
Birkbeck, University of London  
Birmingham City University  
Bristol University  
Brunel University London  
Buckinghamshire New University  
Cardiff Metropolitan University  
Cardiff University\*  
City University of London  
Coventry University  
Durham University\*  
Edinburgh Napier University  
Fairfield University  
Goldsmiths, University of London  
Hartpury University  
Heriot-Watt University  
Imperial College London\*  
Istituto Marangoni London  
Keele University  
King's College London\*  
Kingston University  
Lancaster University  
Leeds Arts University  
Leeds Beckett University  
Leeds Trinity University  
Liverpool Hope University  
London School of Economics and Political Science  
Loughborough University\*  
Manchester Metropolitan University  
Middlesex University  
Newcastle University  
Norwich University of the Arts  
Nottingham Trent University  
Queen Mary University of London  
Ravensbourne University London  
Regent's University\*  
Robert Gordon University  
Royal Holloway, University of London  
Royal Veterinary College, University of London  
Sheffield Hallam University  
Solent University  
Staffordshire University  
St. George's, University of London  
Swansea University



University of Aberdeen  
University of Bedfordshire  
University of Central Lancashire  
**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 East London  
**University of Edinburgh\***  
**University of Essex**  
**University of Exeter\***  
**University of Glasgow\***  
University of Leeds\*  
University of Leicester  
University of Lincoln  
University of Liverpool  
University of Manchester\*  
University of Nottingham\*  
University of Oxford  
University of Plymouth  
**University of Salford**  
**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 West London  
University of York\*



#### UNITED STATES OF AMERICA

**Arizona State University**  
**Babson College**  
**Barnard College**  
**Bentley University**  
Boston College  
**Boston University**  
Brown University  
California College of the Arts  
Carnegie Mellon University  
Case Western Reserve University  
College of William and Mary  
Cornell University  
Detroit Institute of Music Education  
Drexel University  
Emerson College  
Emory University  
Florida Institute of Technology  
**Fordham University**  
Georgia Institute of Technology  
George Washington University  
**Harvard University**  
Indiana University at Bloomington  
Ithaca College  
Los Angeles College of Music  
**New Jersey Institute of Technology**  
New York University\*  
**Northeastern University\***  
**Parsons School of Design**  
Pennsylvania State University  
Purdue University

Rhode Island School of Design  
Ringling College of Art and Design  
Rochester Institute of Technology  
Rollins College\*  
Sarah Lawrence College  
Savannah College of Art and Design  
**Stanford University**  
**Syracuse University**  
University of California, Davis  
**University of California, San Diego**  
**University of Colorado Boulder**  
University of Denver  
University of Massachusetts Amherst  
University of Miami  
University of Michigan Ann Arbor\*  
University of North Carolina at Chapel Hill  
University of Illinois Urbana-Champaign  
University of Pennsylvania  
University of Pittsburgh  
University of Puget Sound  
University of San Diego  
University of San Francisco  
University of Vermont  
University of Virginia  
University of Washington  
University of Wisconsin-Madison  
Virginia Tech  
**Wake Forest University**  
Worcester Polytechnic Institute

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**Bold indicates matriculation.**

**\* indicates more than 1 student attending**

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# NINA VAN VOLKINBURG 2012

ISZL alumni are making their mark around the globe, carrying forward the values and skills they developed here. In this spotlight, we celebrate their successes, explore their journeys, and reconnect with the stories that continue to inspire our community.

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I am immensely grateful for the opportunity to have attended ISZL and I regularly think about how the school has positively shaped almost every aspect of my life, and for that I would want to thank my parents for deciding to prioritise

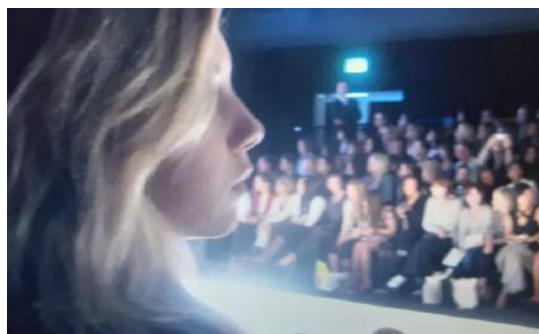
my education. I have been living in London for nearly 10 years and the majority of my closest friends remain ISZL alumni. We have gone through high school (and even middle school!) together — the ups and downs, the awkwardness, the “dramas.” We went our own way during the university years, and then later reconnected, navigating London as third culture twenty (now almost thirty!)-something year olds. Especially as expats — belonging equally everywhere and nowhere — it’s been incredibly special to still have the same group of high school friends where we continue to cheer and support each other throughout this mad, beautiful, crazy life. I met my now wonderful fiancé Michael through ISZL friends, so even just personally, the school really did pay off!

At my graduation in 2012, it was read out that my ambition was to become Editor-in-Chief of Vogue magazine. Hey, it could still happen, but the more I worked in fashion journalism, the more I realised it wasn’t for me as I wanted to go deeper into research. This ultimately led me down the academic pathway of receiving a PhD from the University of Exeter in Marketing where I explored the impact of digital disruption on value creation processes in the fashion industry. It’s funny how I am

now the Course Leader of the MA Fashion Marketing programme at London College of Fashion because I originally applied for my undergraduate degree in Film Studies! I was disappointed to go from my six fascinating IB subjects to “just” one — I couldn’t choose! After a panic during freshers week in Exeter I switched from film to marketing. It is hard to know your career path at 17?! In the 11 years since graduating at ISZL, I have worn many hats including blogger, commentator, entrepreneur, founder, academic, researcher, and board member, but all of these titles don’t really mean much as at the end of the day I’ve learned it’s about remaining proactive in finding and fulfilling YOUR purpose acting in the service of others.

Looking back, this was the key lesson repeatedly taught at ISZL, whether through CAS (Creativity, Activity and Service), or our specific academic classes that always emphasised co-creation and a positively collaborative lens. I think the real value of the IB and the experience of ISZL kicks in once you are navigating your own path as those lessons become the lens with which we see and interact with the world. I argue that lens allows us to be more empathic to others and driven to create solutions such as tackling the climate crisis.

Each teacher at ISZL taught me so much, but a few special mentions include Ms. Price, who helped me discover my voice; Mr. Peel, who opened my eyes to the power of storytelling; Ms. Gorman who showed us how to work as a team on and off the volleyball court; and Mrs. Keys who on the day of graduation pulled me aside to say that I need to always do something creative. Those words are a big part of why I make time to paint everyday!



## SOME LESSONS LOOKING BACK:

- **Be awkward.** Don't follow the crowd, wear what you want to wear.  
Originality and being your authentic self is everything and is important in the present and in the future!
- **Cringe makes for the best stories.**
- **Make the most of your teachers.** They are the best and will guide you to become your best.
- Spend as much time as you can with **your friends at Lake Zug.**
- **Invest in your friendships.** It's too easy to lose touch and that will be a regret.
- **Enjoy every moment of ISZL.** I don't know anyone who does not miss their time growing up in Switzerland.
- **Lean in.** Ask questions, share your perspective in class, raise your hand, disagree. Find your voice!
- As Mr. McCowan suggested in Grade 11: **Read *The Razor's Edge* by Somerset Maugham.**
- **Do your homework.** Not for the sake of the class but knowledge really is everything - whether for landing your dream job or being a master at the art of conversation.
- **Don't pursue any 30 under 30 lists!** There is enough pressure as a young person - enjoy the process of learning, working, playing, and achieving your goals.
- **Embrace failure.** It teaches us more lessons than we could ever plan.
- **Make sure you know when the last SBB train leaves** on a cold winter's night out.

Scan the QR code to read more  
Alumni Spotlights.









# A JOURNEY WORTH TAKING

Written by Mark Murray, Head of Transportation

Hop on board as our Transportation team shares why ISZL's school bus service is so much more than home-to-school transportation.

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Our school “blue” buses are a familiar sight in our community, ferrying students to and from school each day and supporting the school's wider student activities programme. While their primary purpose is home-to-school transportation, school buses can also offer numerous socialisation benefits to students. This often overlooked aspect of school bus travel can play a crucial role in a student's overall development.

One of the most significant advantages of taking the school bus is the opportunity to build friendships. As students from different backgrounds and age groups gather on the bus, they have the chance to interact with their peers. Over time, these interactions can lead to the formation of lasting friendships. Many lifelong friendships are initiated on the school bus, providing students with a sense of companionship throughout their school years. School buses are also melting pots of diversity. Students from various walks of life come

together, fostering an environment where inclusivity is encouraged. This exposure to diversity helps students develop tolerance, empathy, and a broader perspective of the world. They learn to appreciate and respect differences, which can be an essential life skill.

Travelling on a school bus helps students develop vital social skills. They learn how to communicate, share, and resolve conflicts with their peers. Additionally, students acquire etiquette, patience, and courtesy as they navigate the confined space of the bus. These social skills are transferable to various aspects of life, such as teamwork, communication in the workplace, and building relationships.

Furthermore, school bus travel also helps teach students independence and responsibility. They learn to manage their time, ensure they are ready for the bus on schedule, and take care of their belongings. These

skills are not only valuable for school but also for later stages of life, where independence and responsibility are essential for personal and professional success.

Another way school bus drivers can build positive relationships with students is by enforcing guidelines and expectations fairly and consistently. This helps to create a sense of order and respect on the bus, and it also sends a message to students that their safety and well-being are important.

The service also often serves as a hub for the local community. Bus Parents communicate, in some cases waiting at the bus stop to pick up their children can strike up conversations and build connections. This invariably strengthens the sense of community and provides parents with an opportunity to collaborate on various matters, from school events to neighbouring safety.

A particularly important point to mention is taking the school bus can reduce stress for both students and parents. Students can relax and socialise during the ride, reducing the anxiety that can come with other modes of transportation. For parents, knowing their children are safely transported to and from school can provide peace of mind, allowing them to focus on other aspects of

their lives. Moreover, school bus drivers play a crucial role in building positive relationships with students. As the first and last point of contact for many students during the school day, school bus drivers have the opportunity to create a welcoming and inclusive environment on the bus. This helps to create a positive atmosphere that sets the tone for the rest of the school day.

One way school bus drivers build positive relationships with students is by getting to know them on a personal level. They take the time to learn students' names and interests and can engage them in conversation. This helps to create a sense of trust and respect between the driver and the students. You will also see them go the "extra mile" and often walk their younger students to their classrooms on arrival to school. They also play a vital role in building positive relationships by encouraging good behaviour and recognising students for their efforts. This helps to create a positive and encouraging atmosphere that boosts students' self-esteem and confidence.

With ISZL's innovative school transportation service, parents can experience unparalleled peace of mind when their children ride to school. ProvaBus user-friendly app offers seamless onboarding com-

## KEY OPERATIONAL FACTS AND FIGURES



30

30 RENAULT  
MASTER MINI-BUSES  
AND 2 MERCEDES  
ELECTRIC E-VITO'S



23

ACTIVE DAILY ROUTES, PLUS  
EXTRA-CURRICULAR ACTIVITIES  
(Clubs, Middle School Sport,  
Primary School Swimming)



164

INDIVIDUAL BUS STOPS  
SERVED ACROSS 5 CANTONS



OVER

500

STUDENTS SERVED  
(aligned to the ProvaBus app)



602,323 km

covered in 2023/24  
(Second largest passenger  
operator in Canton Zug)



munications, allowing parents to receive real-time updates and essential information about their child's journey. The live tracking feature provides a sense of security, allowing parents to monitor their child's whereabouts during the trip. This level of transparency and convenience ensures that parents can trust the bus service for a safe and reliable transportation solution, allowing them to focus on their daily responsibilities with confidence. Building friendships, promoting inclusivity, developing social skills, fostering independence and responsibility, strengthening community bonds, and reducing stress are all advantages of school bus travel that extend beyond the classroom. So, next time you see one of our school buses, remember that it's not just a vehicle but can become a vital part of a student's social and educational experience.

Behind this unique and complex operation which keeps the cogs turning is a highly skilled core team of talented individuals who strongly believe great things are never done by one person; they're done by a team of people. While the team faces new hurdles, our success still hinges on a core set of fundamentals of group collaboration. We ascribe the department's success to "permanent scepticism" and the "relentless pursuit of excellence" seen within as collectively we strive

towards positive results which is something that is very ingrained in the department. This relentless pursuit of being a better you tomorrow than you have been today, and being brutally honest with yourself. Transparency within the organisational structure to overcome mistakes and shortcomings is a huge part of our character and the department's mindset.

Naturally, setting the right objectives is key to this process in terms of framing targets that keep motivation high throughout and choosing the right objectives to keep everyone motivated and energised. Notably, the implementation of "green" transportation serves as a school route and provides a daily link between both campuses. Each new school year new objectives are set which allow the team to "reinvent" themselves, manage the risk and grasp the opportunity.

In essence, It's fair to say that school bus drivers and the team play a crucial role in building positive relationships with students. By getting to know students on a personal level, enforcing guidelines and expectations fairly and consistently, and encouraging good behaviour, school bus drivers can create a welcoming and inclusive environment on the bus that sets the tone for the rest of the school day.



# WRITER'S NOOK

Step into the imaginative world of our ISZL students, where words come alive and creativity knows no bounds. This special collection showcases short stories and poems written by students across all grade levels, offering a glimpse into their unique perspectives, talents, and voices.

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## FREEDOM

*Lucia S, Grade 8*

I HEAR A SOFT SOUND  
COMES TO MY CHEATER EARS  
IS IT A SIREN'S SONG THAT I HEAR? NO, IT'S NOT.  
BUT IT IS FREE WATER IN THE RIVER  
AND THE SWEET BREATH OF THE WIND,  
AND NOW EVEN CRICKETS  
THEY CAN SING.

### Writer's Note:

*"It's a poem about freedom: how everything returns to the usual normality of life."*

## FAMILY IS HOME

*Vyana S, Grade 5*

MY HOME IS GREAT,  
I BET YOU CAN RELATE  
  
MY HOME IS FUN,  
WHERE WE ALL ARE ONE  
  
MY HOME IS MY FAMILY,  
WHERE WE LIVE HAPPILY

### Writer's Note:

*"The poem is about me and my family. The poem is relatable to families who move around places but stay together."*

## THE UNSEEN

*Maxim O-T, Grade 10*

YOUR DOOR CREAKS,  
YOU HEAR THE PLANKS LURCH,  
VOICES WHISPER AROUND YOU.  
YOU SEE A DARK FIGURE STALKING YOU,  
WHAT IS IT      AND,      WHY IS IT HERE?  
THE GLOOMY      FIGURE ARCHES      OVER YOUR BED.  
YOUR SPINE,      SHIVERS      AS IT LEANS FORWARD.  
IT WHISPERS IN YOUR EAR, THE STORIES  
OF THOSE WHO SUFFERED,  
THOSE WHO FAILED,  
AND THOSE WHO FEARED.  
  
FEAR NOT WHAT YOU CAN NOT SEE.  
FEAR THAT YOU CAN NOT SEE.



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## WILL I EVER GET USED TO...

*Juliette M, Grade 6*

Will I ever get used to...

For me, it's been 6 years in an international school. I lived in Paris for 2 years and then moved to Switzerland in 2021. It has been a great way for me to explore new places and new environments. It taught me to be adaptable and resilient and it gave me a great opportunity to get to know a lot of diverse people with different backgrounds. Change also brings difficult moments and with my travel around I also have to learn to say goodbye.

I have seen a lot of people come and go, I got to know a lot of good friends, and unfortunately I also sometimes see good friends leaving. This is the more tough aspect of learning but over the years I have tried to build up some ways to cope with saying goodbye that I would love to share,

In our digital world, Keeping contact is easy and such a great way to not lose the connection. I learned that even though you don't see each other physically, real friends stay in your heart forever.

Sending a small package or letter by post gives something tangible to remind me of important friendship, And I try to take a lot of pictures to keep memories alive.

My heart sank when I heard that 2 of my dear friends here at ISZL decided to move away.

But I know that they will experience a new school and make new amazing friends even though I will still be missing them so much! It's like restarting the school year 4 years ago when we joined ISZL.

I now have friends all over the world because of moving around to different places. Even though an international school might be tough, it's still great to get to know new people and learn about new cultures.

Will I ever get used to... Saying Goodbye

### **Writer's Note:**

*"It comes from my heart."*



# SPORTS HIGHLIGHTS

With expert coaching, state-of-the-art facilities, and a strong community of support, our competitive sports programme brings together students who are passionate about pushing their limits, representing their school, and showcasing our famous ISZL Eagle spirit.

Our student-athletes train hard, support each other, and embrace challenges with determination. Whether competing in local Swiss leagues or international tournaments, they embody the ISZL values of resilience, respect, and excellence.

## SPORT OFFERINGS

Basketball	Volleyball
Football	Softball
Rugby	Track & Field
Golf	Swimming
Tennis	Skiing
Swimming	Badminton
Cross Country	

## COMPETITIVE LEAGUES THAT ISZL PARTICIPATES IN

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







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# MAKING, PERFORMING, CREATING

The arts are a core part of learning at ISZL. Through music, theatre, visual arts, and design, students are encouraged to explore ideas, express themselves, and embrace the creative world around them.

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**SPONGEBOB  
THE MUSICAL**



**FINDING NEMO  
THE MUSICAL**



"The arts are about more than creativity. Our students find their voices. They learn to shape stories from silence, colour from blank pages, and connection from movement and sound. The arts are where ideas grow, stories take shape, and students learn to express who they are."

**KIRSTY KELLY**  
*Director of Arts*



SGIS SYMPHONY  
ORCHESTRA FESTIVAL



HIGH SCHOOL  
MUSIC CONCERT



STRINGS CONCERT



CHICAGO  
THE MUSICAL



TEACH ME FRIDAY



IB AND AP  
ART EXHIBITION

CLARINET AND  
SAXOPHONE CONCERT







# LIFE AFTER 3:30

Written by Daniel Parjol, Activities Coordinator

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In line with our mission and vision, our community believes deeply in whole-child development and learning outside the classroom.

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This means we place great emphasis on learning outside of school hours, providing students with opportunities to explore their passions and develop new skills. We allocate significant resources to our Extended Learning Programmes, which include the Activities Programme, the Sports Programme, the Multilingual Academy, and

the Music Academy. The coordinators of each Extended Learning Programme work closely together with a shared goal of ensuring every student finds something that excites and challenges them - whether it's outdoor activities like Forest Club or STEM-based clubs like Robotics and Flight Club.

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## THE ACTIVITIES PROGRAMME, OPEN TO ALL GRADE 1-12 STUDENTS, OFFERS A DIVERSE RANGE OF OPPORTUNITIES TO:

- Learn new skills or enhance existing skills and interests
  - Work with students from other classes and grades to build friendships
  - Learn about the importance of commitment and resilience
  - Develop creativity, independence, communication, and leadership skills through a variety of visual and performing arts, academic enrichment, and service learning activities
  - Develop an understanding and appreciation of living a balanced, healthy lifestyle
  - Step outside their comfort zone and develop or pursue a passion
-



Unlike many international schools in Europe, we are fortunate to have every ISZL teacher involved in the after-school Activities Programme, whether as an activity leader or sports coach. We are also proud of our varied and balanced offerings across the whole school, with most of our activities being free of charge, including transportation for off-site sessions. Our activities are thoughtfully organised into different categories, and we always aim for balance when designing the seasonal programme. For example, our Middle School students can choose from a wide variety of activities, such as:

**Visual and Performing Arts:** Anime, Nail Art, Stitch and Style, Open Art Studio, Drama, Choir or Instrumental ensembles (the Guitar, Strings and Wind ensembles run all year long)

**Recreational Sports:** Climbing, Badminton, Fencing, Bouldering, Yoga, Zumba, Trampolining, Thai-boxing, American Flag Football.

**Academic Enrichment and Student Leadership:** Geography, Maths Olympiad, Dungeons and Dragons, Ger-

man language, Creative thinking, Tech Crew, Backstage Support, Student-led activities in the Middle or Primary School.

**STEM:** Science, Coding, E-sports, Robotics, Flight club, Advanced Manufacturing.

In addition to these extensive offerings, Middle School students also have the opportunity to participate in Service Learning groups, which run during the school day and allow them to engage with meaningful projects that give back to the community. At the heart of the programme is our dedicated team of teachers and staff, who go above and beyond to support our students. Their passion, empathy, and connections with students are what make this programme so successful — evidenced by an impressive 80% participation rate amongst Middle School students in activities and athletics. The teachers' commitment to inclusion and student welfare, and to supporting every student's growth during the early period of their teenage years, is crucial to the success of our Activities Programme. Over the past few years, we have expanded our offerings to reflect emerging trends







in international education, including a greater emphasis on STEM offerings, fee-paying specialised activities, and opening more opportunities for student-led and student-initiated activities. Thanks to funding from our Fund for Excellence, we have been able to launch exciting new opportunities like VEX Robotics, Flight Club, and E-Sports — two of which were initiated by Middle School students themselves. Additionally, our Middle School students have led or supported teachers running Primary School activities like choir, cooking, coding, recreational soccer, gymnastics and uni hockey. Another highlight has been the formation of the Middle School Tech Crew, a club that

combines technical expertise with teamwork and leadership skills. Under the guidance of our theatre manager, Jeffery Levin, the group made impressive progress in a short period of time, successfully running the technical side of our Middle School Musical, *Spongebob*, in early February. To celebrate their hard work and enhance the professionalism of our Performing Arts programmes, we also brought in a professional photographer to capture the show.

When we asked Middle School students what they love most about the Activities Programme, here is what they shared:

**A wide variety of options:** Many appreciate the wide range of clubs and activities available, ensuring there is something for everyone.

**A fun and enjoyable way to spend time after school.**

**Flexibility and Accessibility:** Clubs are flexible, and there's good transportation, making it easy for everyone to participate.

**A great way to meet new people and build friendships.**

**Learning and Challenges:** Activities provide opportunities to learn new skills, be challenged, and discover new interests.

**Community and Team Building:** Especially in sports, there's a strong sense of community and teamwork.

**Convenience:** Activities fit well into schedules and provide a good option for students whose parents or guardians are busy.

We take great pride in creating a dynamic and inclusive Activities Programme that supports our students in learning, growing, and thriving, both inside and outside

the classroom. We invite all families to explore the many opportunities available and encourage your child to get involved.

# ISZL'S BOARD OF TRUSTEES

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At ISZL, our Board of Trustees plays an important role in upholding our Mission and Vision. Each member is committed to supporting the best interests of our students, staff, and the entire ISZL community. The Board not only appoints the school's Director but also ensures our financial well-being and guides our future growth. We are proud to introduce our Board members, whose professional expertise helps shape the future of our school.

*In December 2024, we bid farewell to Alessandra Eliot and Michael Egermann, whose contributions to the Board have been greatly valued.*

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## **DANIEL URECH - BOARD CHAIR**

*Member of the Facilities, Finance and Audit, Fundraising, and Governance Committees*

Dan Urech served on the Board of the Riverside School from its establishment in 1990. He was ISZL's first Board Chairman from 2008 to 2012 and re-joined the Board in October 2018. Dan is a Swiss citizen, who studied Languages and Law in Geneva, International Relations at Princeton University and graduated from Law school in Bern. After many years in insurance and banking, he started his own law practice in 1981 and is an active member of the Bar Associations of Zurich and Switzerland, while also serving on the boards of Swiss companies and foundations. He has a daughter and a son; the latter was a member of the first generation of students at the Riverside School.



## **ANDREA VAVASSORI**

*Member of the Finance and Audit and Governance Committees*

Andrea Vavassori is an Italian citizen with two children who attend ISZL. Andrea has a degree in Business Administration from Università Bocconi in Milan and the CEMS Master in International Management from ESADE in Barcelona. Andrea has over 25 years experience in business finance, based in France, Italy, Spain, and, since 2011, Zug. He is currently VP and CFO EMEA at Crown Packaging European Division. Andrea joined the Board in March 2016.

**ROGER BOSSHART***Member of the Facilities Committee (Chair)*

Roger Bosshart, a Swiss national, has called Zug home since 1973. He is the proud parent of three grown children. Roger holds a Graphic Art degree from Zürich University of the Arts and has been at the helm of DYNAMITE AG, an advertising and communications agency in Steinhäusen, since 1995. In his role as CEO, he specialises in developing innovative branding and communication strategies. Roger served as a member of the parish council in the community of Neuheim for a commendable 14-year tenure. Roger joined the Board in July 2018.

**JENNIFER BAYARD – BOARD VICE CHAIR***Member of the Facilities and Fundraising Committees*

Jennifer Bayard is a Swiss citizen and has been a resident of the Canton of Zug since 2003. Since her daughter joined ISZL, Jennifer has been an active member of the community. She has served on the Primary School Parent Advisory Council and regularly volunteers in different capacities to support school events. Jennifer has a Law degree from Fribourg University, Switzerland. She has worked for many years in the financial services sector, where she has held different roles, including in governance compliance and quality management. Jennifer joined the Board in December 2018.

**BARRY DEQUANNE – ISZL'S DIRECTOR***Member of the Facilities, Finance and Audit, Fundraising, and Governance Committees*

ISZL's Director sits on the board as a non-voting member. Turn to page 61 for more on our School Director.

**CHRISTOPHER MCKINLAY***Member of the Finance and Audit Committee (Chair)*

Chris McKinlay is a British citizen and has lived in the Canton of Luzern with his family for most of the last 20 years. He has a son and daughter who attend university in the UK and are both ISZL alumni. Chris has a Masters' degree in Economics from the University of Cambridge, is a Chartered Accountant and a member of the Institute of Chartered Accountants in England and Wales. He has more than 30 years of experience in finance, accounting and auditing, mainly in the healthcare sector, and is currently VP and CFO for Kenvue's EMEA and LATAM businesses and its Global Supply Chain operations. Chris joined the Board in March 2020.

**VIKTORIYA ANASHKINA***Member of the Fundraising Committee*

Viktoriia Anashkina is a Russian citizen and has lived in Zug with her daughter (ISZL alumni) since 2014. Viktoriia is a medical doctor by education, holds a Master Degree in Consulting and Coaching for Change from INSEAD (France), and a Marketing Diploma from the Chartered Institute of Marketing (U.K.). Viktoriia has several years of experience as a medical doctor, and more than 30 years of experience in the Pharma and Biotechnology Industry, mainly in Sales & Marketing and General management. Currently, she is VP, Sub-regional General Manager of EERT (Eastern Europe, Russia Türkiye) at Amgen. Viktoriia joined the Board in 2024.



**ANDREAS BOSNJAK***Member of the Governance Committee (Chair)*

Andreas Bosnjak is a German citizen and has lived in Zug with his family since 2017. He has two young daughters, one of which is already at ISZL. Andreas has a Master's degree in Business Administration from the Technical University of Ingolstadt (Germany), with a specialisation in Finance and Human Resources Management. He has recently completed a coaching certification from INSEAD. He has spent most of his professional career in the United States and Europe where he worked as a Strategy Consultant and Human Resources leader. Currently, he is the Global Head of Talent & Development at the Schindler Group. Andreas joined the Board in 2024.

**VAL HACKEL***Emeritus Board Member*

Val Hackel is a British citizen. Val and her late husband, Alec, founded the Riverside School in 1990 and initiated the merger with the International School of Zug, which created ISZL. They have provided leadership and financial support to the School from its inception. Val has two grandsons, both of whom have recently graduated from ISZL. Since the 2016-17 school year, Val has served as an Emeritus Board Member.

**MEMBERS****DANIEL URECH***(Chair)*

Jennifer Bayard  
Andreas Bosnjak

Roger Bosshart  
Barry Dequanne

Val Hackel  
Christopher McKinlay

Andrea Vavassori  
Viktoriia Anashkina

**OUR BOARD MEMBERS SIT ON THE FOLLOWING COMMITTEES:****FACILITIES**

Roger Bosshart (C)  
Daniel Urech  
Jennifer Bayard  
Barry Dequanne

**FINANCE AND AUDIT**

Christopher McKinlay (C)  
Daniel Urech  
Barry Dequanne  
Andrea Vavassori

**FUNDRAISING**

Jennifer Bayard (C)  
Daniel Urech  
Barry Dequanne  
Viktoriia Anashkina

**GOVERNANCE**

Daniel Urech  
Barry Dequanne  
Andreas Bosnjak (C)  
Andrea Vavassori

# LEADERSHIP INTRODUCTION

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The ISZL leadership team is composed of eight staff members, each bringing their own expertise to their respective divisions. The team is responsible for overseeing the smooth daily operations of the school, while also strategically planning for ISZL's future. Their work is guided by a commitment to prioritising the best interests of students in all decision-making. Additionally, the leadership team ensures the effective implementation of ISZL's Mission and Vision.

*We want to extend our heartfelt thank you to Angela Steinmann, ISZL's outgoing Primary School Principal, for her dedication and service to the school. At the same time, we are excited to warmly welcome Melissa (Mel) Bland as our new Primary School Principal. Mel joins ISZL from Te Uho o te Nikau Primary School in Auckland, New Zealand.*

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## LEADERSHIP PROFILES

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**BARRY DEQUANNE**  
*ISZL Director*

Barry Dequanne is the Director of the International School of Zug and Luzern. Before moving to Switzerland, he worked at schools in Brasilia, São Paulo, Buenos Aires, and Swaziland. Originally from Canada, Barry has worked in the field of international education for over thirty years. Barry's academic background is in mathematics and computer science. Shortly after graduation, he realised where his professional passion was to be found. Barry is married and the proud father of two young children. Their home languages are English and Portuguese.

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In addition to his work at ISZL, Barry also served or is serving in the following roles:

- *President, Board of Trustees for the Association for the Advancement of International Education (AAIE)*
- *Treasurer, Board of Trustees for the Swiss Group of International Schools (SGIS)*
- *Member of School and University Leaders Summits, Council of International Schools (CIS)*



**MARIA VOUTOS**  
*Deputy Director*

Maria arrived at ISZL in 2023 as our Deputy Director. She joined us from Atlanta International School, a K-12 International Baccalaureate institution. During her tenure at AIS, Maria founded the school's full immersion Early Years programme and later led the Primary community as Head of Primary School. Maria has taught and led in China, Thailand, Korea, Canada, and the US. Maria is a strategic thinker, community builder, trained Restorative Practitioner and Inter-cultural Development Inventory Administrator, and an effective communicator who is thrilled to be learning alongside the ISZL community. Maria has a background in Early Childhood and Elementary Education as well as a Master's Degree in International Education.

Maria is originally from Canada, where her father immigrated from Greece. As such Maria speaks English, French, and Greek. She enjoys travelling with her wife Tina, who works as an educator in the Primary School, and their dog Sacha.



**STEFAN DITTLI**  
*Director of Operations*

Stefan Dittli is a Swiss citizen who was born in Zurich. He has a Master's Degree from ETH Zurich, a Swiss Federal Diploma in Information Technology and an Executive MBA in Digital Transformation from the University of Applied Sciences of the Grisons. A former High School teacher, Stefan joined ISZL from Swiss Re, leading global projects, and regional and global teams of up to 150 employees. Stefan is married, and the proud father of two teenagers. He speaks German, English and some French.



**ANDREA GERLICH**  
*Director of Admissions and Advancement*

Andrea is an experienced admissions professional with over 15 years working in the international school sector. She joined ISZL in September 2021. Prior to joining ISZL, Andrea served as Head of Admissions and Marketing at The International School of Azerbaijan. She also worked as a consultant on international projects in Kyrgyzstan and Uzbekistan after moving abroad in 1997 from her home country of Germany. Outside of work, Andrea enjoys hiking and running in Switzerland's beautiful countryside, exploring new places with her husband Michael, going to the gym, and reading. She and Michael have two daughters, one just starting her professional career after graduating from university and the youngest one in her second year at university.



**CHRIS VINCENT**  
*Director of Technology*

Chris hails from the island state of Tasmania, Australia, and has an academic background in computer science, mathematics, robotics and education. He has a Master's degree in Educational Leadership. Chris's 30+ year teaching career has taken him from rural state schools in Tasmania to four different countries. The majority of his professional life has been dedicated to school-wide technology leadership and middle/high school leadership. Chris has three children, two of whom are ISZL graduates. On a personal note, Chris loves a pot of tea, relishes outdoor



activities particularly sailing and walking, finds solace in the pages of a good book, and cherishes time spent with his family and close friends.



**LINSEY LAWRENCE**

*High School Principal*

Linsey Lawrence worked as High School Principal and High School Vice Principal at UWCSEA (Dover) in Singapore for 7 years before arriving at ISZL in 2022. She has also worked as an international educator in Malaysia, Hong Kong and Thailand. Linsey loves teaching Global Politics and Sociology, History, and Personal and Social Education. She is passionate about holistic education and nurturing wellbeing. Linsey has two children at ISZL and her husband works as an educator in the Primary School.

In her free time Linsey enjoys reading, cooking (and eating), cycling, yoga, weights, but mostly movie/ Nintendo and ice cream nights with her daughters.



**STUART BYFIELD**

*Middle School Principal*

Stuart has been a member of the ISZL community since joining in 2010 as Grade 7 Team leader and teacher of mathematics. He served as Assistant Principal of the Middle School working closely with staff, students and parents for seven years before taking on the Middle School Principal Role in 2019. Previously, he was part of the senior leadership team at Ranby House School in the UK, with responsibility for curriculum development and leading a traditional preparatory school towards a more modern and student-focused approach to teaching and learning.

Stuart is married to Nikki, who runs an arts and craft business within the Swiss community, and they have three boys.



**MELISSA BLAND**

*Primary School Principal*

Mel joined ISZL in 2024 as the new Primary School Principal. Her previous role was Foundation Principal at Te Uho o te Nikau Primary School in Auckland, New Zealand. Mel led her former school from its establishment to an enrollment of over 1,000 students. Mel's experience spans from New Zealand to international schools globally [Philippines, Singapore, Malaysia and Taiwan], to the International Baccalaureate (IB) Primary Years Programme. She has also worked leading early childhood centres, as her belief is that a primary principal needs to know the whole journey for our youngest learners. The children are the best part of a school day for her and she thrives when she feels connected with those she works with and the community in which she is based. Mel is here with her partner Mike and their dog Nikau. The kids are all grown up - one in Melbourne and one in Brisbane. They are also grandparents to the "Tornado" - Halo, who is three years old. Mike is a Health & PE teacher with a passion for coaching. Mel was born and raised in New Zealand however she is also deeply rooted in her Fijian heritage from her mother's side of the family. In her free time, Mel loves to go for long dog walks, go shoe shopping and watch the game of rugby in any form.

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## 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, IB Diploma and Career-related Pathway 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, IB Diploma und Career-related Pathway 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.

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### ISZL ZUG CAMPUS - MAIN OFFICE:

Walterswil 1, 6340 Baar, Switzerland  
Tel. +41 41 768 2900  
Email. [Office.zug@lszl.ch](mailto:Office.zug@lszl.ch)

### ISZL RIVERSIDE CAMPUS:

Rothusstrasse 4b, 6331 Hünenberg, Switzerland  
Tel. +41 41 768 2950  
Email. [Office.riverside@lszl.ch](mailto:Office.riverside@lszl.ch)

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