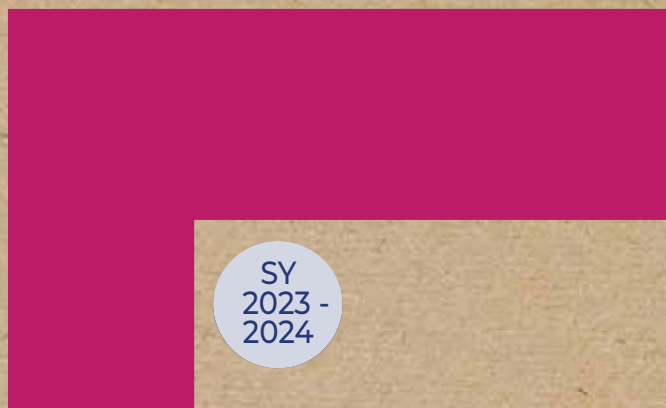




ISL THE YEAR IN REVIEW ANNUAL REPORT



SY
2023 -
2024

INTERNATIONAL SCHOOL OF LUXEMBOURG
36 Boulevard Pierre Dupong
L-1430 Luxembourg



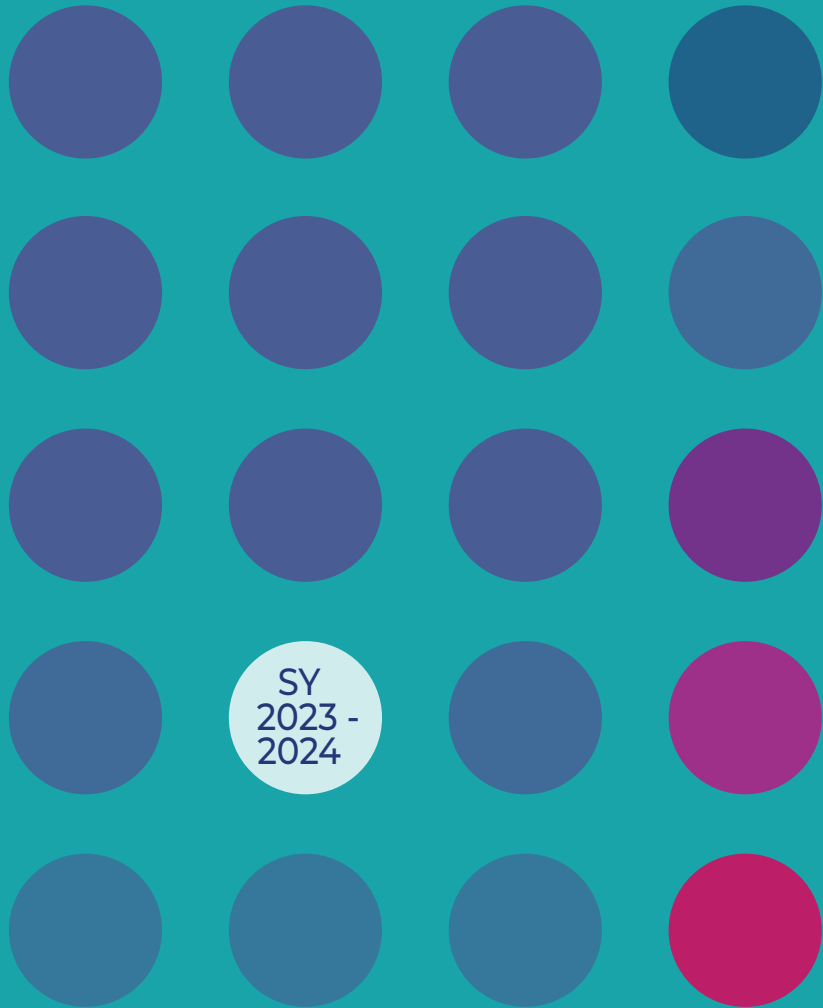
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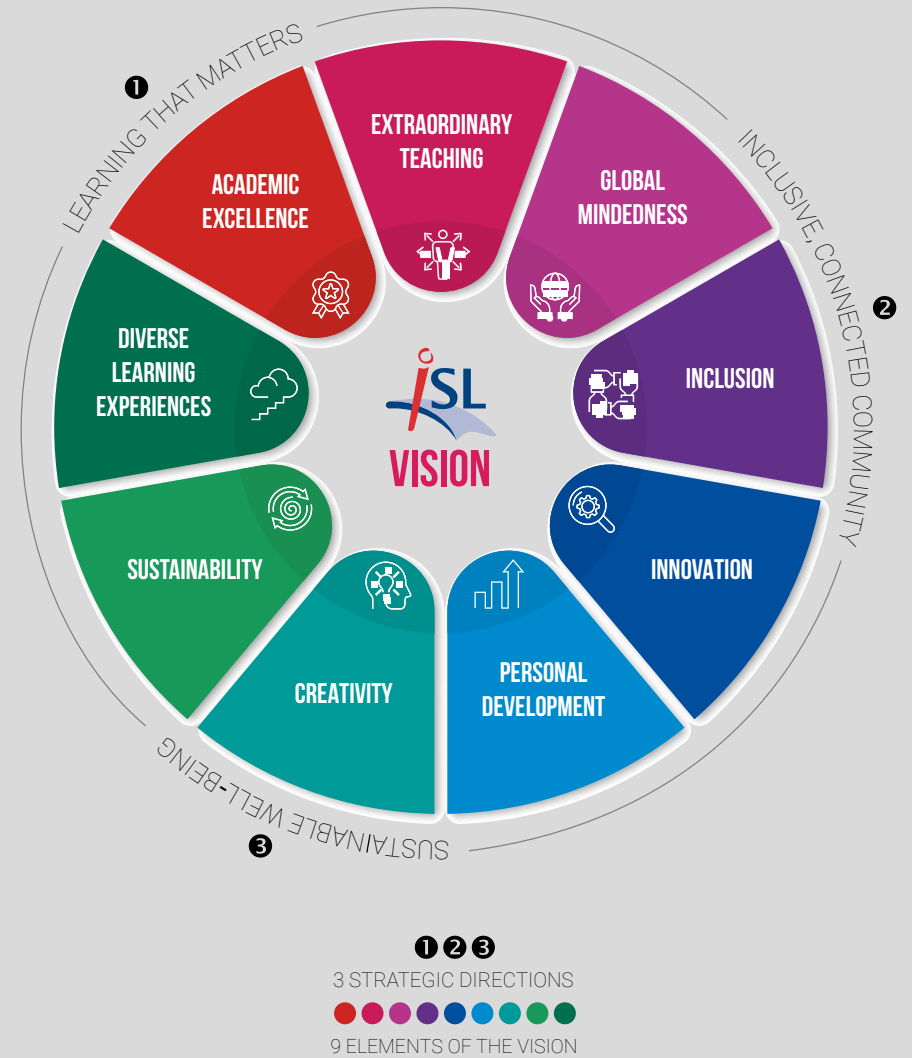




ISL THE YEAR IN REVIEW ANNUAL REPORT



SY
2023 -
2024



ISL VISION IMPLEMENTATION - SY2023-24

The 23-24 School year was a momentous year for ISL. Not only did we celebrate 60 years as a school, we also initiated the implementation of our vision for the future. Our aim is to offer an "Education for Life," empowering students with the skills and knowledge to become lifelong learners.

Learning That Matters emphasizes practical, real-world knowledge, critical thinking, and long-term retention. It aims to tailor education to individual needs and interests, promoting a learning experience that goes beyond academics.

Inclusive, Connected Community seeks to build a globally minded, diverse, and inclusive environment. It encourages equity, strong relationships, and a sense

of belonging where everyone feels valued.

Sustainable Well-being highlights the connection between personal growth, environmental responsibility, and creative expression. It promotes a balanced and purposeful lifestyle, mindful of both individual and community well-being, as well as the planet.



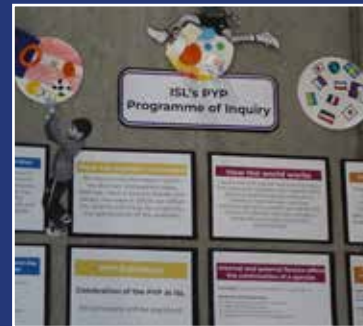
ACADEMIC EXCELLENCE

By connecting classroom knowledge with hands-on service, students not only deepen their learning but also become active agents of social, environmental, and cultural improvement, amplifying their impact on both local and global communities. Photo- LS in Luxembourg City

LEARNING THAT MATTERS

1.1: Become an authorised IB Continuum School

ISL, an IBO World School since 1995, offers the IB Diploma Programme and earned the PYP (Primary Years Programme) authorisation in 2023. ISL is currently working towards becoming an IB Middle Years Programme (MYP) school, promoting critical thinking, collaboration, and communication.



GRADE 5 PYP EXHIBITION

All learning at ISL is governed by 8 Key Learning Principles. We believe that:

- The goal of learning is to gain lasting understanding.
- Learning with understanding is enhanced by self-assessment, reflection and thinking about the way we think.
- Learning with understanding is facilitated when students construct meaning around the major concepts and principles of a discipline, make connections among the disciplines and apply trans-disciplinary skills.
- Learners benefit from continuous assessment that provides clear, thorough and individual feedback.
- Learners learn most effectively when they take an active role through inquiry, analysis, problem solving and discovery.
- Learners learn best when they are appropriately challenged, interested in the material, find it relevant and are confident that success is within their grasp.
- Learners learn in many different ways, have diverse abilities which are most effectively addressed when teachers differentiate instructional opportunities.
- We recognise that students differ as learners in terms of background, culture, language, gender, interests, readiness to learn, modes of learning, speed of learning, support systems for learning, self-awareness as a learner, confidence as a learner and independence as a learner.



DIVERSE LEARNING EXPERIENCES

Learning follows many different paths, allowing students to grow through diverse experiences, perspectives, and approaches, while honoring each individual's unique learning journey and shaping their understanding of the world. Artwork- by M.Abe, ISL Student - Grade 7

LEARNING THAT MATTERS

1.2: The implementation of an alternative programme to IB Diploma

Personalised Learning: More Choice, Better Support for Student Needs

The ISL Initiatives Programme, is an initiative tailored to meet the diverse needs and aspirations of today's learners. The programme is particularly well-suited for students who seek a progressive educational experience, and harbor specific interests and passions they wish to explore in depth.

Launched in the fall of 2024 the Initiatives Programme seeks to provide Grade 11 & Grade 12 students with more choice regarding their education.

It thus falls within the current world-wide educational trend of competency-based, personalised learning. It also falls within the realm of experiential learning.

The Initiatives Programme builds connections with our community to support student learning. More choice leads to increased student agency, i.e. empowers students to be active participants in determining the nature and quality of their own education, thus developing their self-efficacy.

Within Initiatives, students gain choice in how they can earn credits; established classes will not be the only way to earn credit. Students

can earn Initiatives credits through individual or group projects, online classes, internships and apprenticeships and bespoke ISL classes.

The Initiatives Programme is particularly well-suited for students with unique learning profiles and those with particular interests and passions they want to pursue. It is intended for students of all ability levels.





GLOBAL-MINDEDNESS

Through art, our youngest learners explore the richness of the world and its diverse cultures, gaining a deeper understanding and appreciation of different perspectives and traditions. Photo - Early Years Creative Arts Atelier

INCLUSIVE, CONNECTED, COMMUNITY

2.2: The establishment of programmes that help ISL integrate into Luxembourg

Through various outreach initiatives, students make tangible impacts, gaining insights into sustainability and community engagement. Empowered by ISL, they belong to a generation dedicated to positive change and a brighter future.

In addition to these opportunities, Upper School students participate in the Global Issues Network (GIN), to tackle global challenges through regional and international conferences. Concurrently, the Student Energy Vision Team leads initiatives to combat the Climate Crisis, originally focused on reducing energy consumption and now fully aligned with the UN's Sustainable Development Goals. ISL also offers the Model United Nations programme for grades 7 to 12, enhancing students' understanding of global governance through research and public speaking.

Think Big or Go Home

This year, ISL hosted The International Luxembourg Model United Nations 2023. It was an unparalleled opportunity for students to engage in diplomacy and international relations from all around the world.

Prime Minister Xavier Bettel opened the 2023 iLUMUN conference hosted at ISL. In his opening speech Bettel emphasized the importance of unity, human rights, and international cooperation, with a focus on the role of the United Nations.

Over 100 delegates from diverse schools and nations engaged in debates on pressing global issues. The iLUMUN Conference was a dynamic and educational event initiated by students from the Athénée de Luxembourg and ISL. It was designed to emulate the workings of the United Nations, offering invaluable insights into international affairs, politics, and diplomacy for participants.



“I will never fight a person, but I will fight for ideals... I am intolerant to intolerance.”

-Prime Minister Xavier Bettel



INNOVATION

The rapid evolution of technology has fundamentally reshaped the landscape of education. As we strive to adapt to the needs of a digital-first generation, the integration of technology into teaching has opened new possibilities for learning and engagement.

Artwork- P. Mackel, ISL Student - Class of 2024

LEARNING THAT MATTERS

1.4: Implementation of Digital Technology programmes

Learning that Matters emphasizes the acquisition of practical, relevant knowledge and skills that can be applied effectively in real-life situations. It prioritizes critical thinking, long-term retention, and lifelong learning, tailoring the learning experience to individual needs and interests.



SYMPOSIUM

This past year, ISL made significant strides in enhancing the role of digital technology in education, aiming to empower both educators and students alike.

1. Embracing the Digital Classroom: The rise of digital classrooms has transformed teaching by enabling virtual environments. Students can access materials, collaborate with peers, and receive feedback anytime, anywhere.
2. Enhancing Engagement through Multimedia: Educators now use multimedia to create more engaging and dynamic learning experiences. Interactive videos, podcasts, simulations, and augmented reality are now standard tools. Over the past year, a rise in student participation was noted in classes using these resources, offering students more personalized learning.
3. Data-Driven Instruction for Personalized Learning: This year our classrooms adopted adaptive learning software, improving student outcomes by offering targeted support for struggling learners and challenging advanced students.
4. Professional Development in Digital Pedagogy: To ensure effective integration of technology, we focused on continuous professional development for educators. Training was provided, covering online course design, app use, and student engagement in virtual settings.
5. Challenges and Future Opportunities: As technology has transformed education, challenges remain, particularly around equitable access to devices and internet. Balancing screen time with traditional methods is also a concern. Going forward, we aim to by promote digital equity, expand access programmes, and invest in emerging technologies.

Digital technology is now a necessity in education. Our focus remains on creating a learning environment that is engaging, inclusive, and adaptable. By embracing technology, we are not only enhancing education but shaping its future.



SUSTAINABILITY

ISL Nature-based learning nurtures young minds to explore, learn, and take action for a better world. With a strong emphasis on empathy and critical thinking, students engage with ethical and environmental issues, striving towards a planet that is respectful, peaceful, and equitable.
Photo - ISL Nature Based Learning Hike

INCLUSIVE, CONNECTED COMMUNITY

2.1: The establishment of programmes that strengthen the ISL community by engaging its members with each other in relevant and meaningful interactions and learning.

Projects in 2023-24 included the ISL Student Energy Vision Team, created to find a way to monitor and reduce ISL's energy consumption. A G7 Changemaker group secured a government grant to re-wild a section of the campus, and a group of G5 students were the catalyst for the Board's commitment to a multi-million euro investment in the installation of solar panels.



LS Gardening Club

Service and Action across ISL- In the Early Years, action is key to learning. Whether helping others, caring for plants, or sharing ideas, these activities foster essential skills and values, aligned with the IB learner profile, and contribute to a well-rounded learning experience.

In Lower Primary, students take meaningful action through the Units of Inquiry. Grade 2 students created art from recycled materials, and Grade 1 students contributed to the playground design, applying their learning in real-world contexts.

Since 2007, the Grade 5 Blue Hat programme has nurtured leadership through service. Students receive training on self-care, caring for others, and role modeling. They assist younger students, manage lost property, and complete other service tasks.

The Green Hat programme, for Grades 3-5, focuses on environmental service projects such as composting and playground clean-ups, reinforcing students' commitment to sustainability.

The Grade 5 PYP Exhibition is a key learning milestone, where students take ownership of their learning journey by investigating topics of personal interest.

Middle School brings the Changemakers Programme. It encourages students to become proactive agents of change, tackling issues like climate action, sustainability, and well-being through interdisciplinary projects. This cultivates a strong sense of responsibility and social impact.

In Grades 9-10, service learning deepens students' knowledge and personal growth as they engage in long-term, student-led projects, collaborating with local and global communities to implement informed action.

Grade 11-12 students partake in Service Learning experiences within the Service component of the IB CAS programme. Service is defined as a collaborative and reciprocal engagement with the community in response to an authentic need.



EXTRAORDINARY TEACHING

Collaborative, community learning fosters shared knowledge and collective growth, bringing together diverse perspectives and strengths to create a richer, more connected educational experience for all.

Artwork- M. Stanford, ISL Student - Grade 8

INCLUSIVE, CONNECTED COMMUNITY 2.2: The establishment of programmes that help ISL integrate into Luxembourg

ISL and the Orchestre de Chambre du Luxembourg (OCL) embarked on a transformative cultural collaboration, creating an inspiring environment for students to explore the world of classical music and the intricacies of orchestral performance. Also, strengthening this cooperation ISL has become the official OCL place of residence for the rehearsals of its performances at the Philharmonie during the 2023-2024 season.



ISL/OCL Collaboration

In 2023-24, ISL students actively engaged in several meaningful service collaborations, making a positive impact on both local and global communities.

One such collaboration is with the Centre de Soins pour la Faune Sauvage in Dudelange. Here, students undergo research and training before joining the volunteer team, learning about local biodiversity, environmental conservation, and wildlife rehabilitation.

The Heritage Project is another student-led initiative, focusing on the preservation of Luxembourg's second-oldest Jewish cemetery. Through this project, students clean and maintain graves, helping preserve the legacy of the past while promoting community engagement and standing against anti-Semitism.

In partnership with the European Leukodystrophy Association (ELA), ISL hosted the Step Up for ELA charity event, where students transformed steps into support for those affected by leukodystrophies, a group of rare genetic disorders impacting the central nervous system. The collaboration helped raise awareness and funds for research and provided support for individuals and families impacted by these conditions.

Additionally, ISL students from Grades 5-12 were invited to the historic signing of the Global Net Zero Government Initiative at the U.S. Embassy. Students presented their ideas and visions for a sustainable future, reinforcing ISL's role in fostering positive global change.

“AS WELL AS BEING
NET-ZERO,
I WANT US TO BE
NATURE POSITIVE.”

-G5, Oscar Sjögren



INCLUSIVE

We know without well-being, there can be no true growth. Personal health, balance, and emotional stability are essential foundations for learning, development, and long-term success.

Artwork- ISL Student - Grade 1

INCLUSIVE, CONNECTED COMMUNITY

3.1: The promotion of Personal Sustainability

Sustainable Well-being intends to help students and staff lead balanced, healthy lives. Research and application of effective methods for balancing work and personal life.

One example of this inclusive, connected community is the DEIJ (Diversity, Equity, Inclusion, and Justice) Committee. They work within our school community to champion and implement the school's broader commitment to balanced, healthy living and equity for all.

This year showed tireless dedication and growth of our DEIJ Committee. This vibrant community within our school has thrived over the past year, continually striving for a more inclusive environment. The committee now boasts an impressive 45 active members, representing students, parents, teachers, professional support staff, and Board representatives. This depth of stakeholder support sets us apart, underscoring the immense interest and commitment to this vital work.

Throughout the year, the entire DEIJ Committee comes together for four General Assemblies. These meetings serve as a platform for sharing the newly developed sub-committee reports, celebrating achievements, and identifying areas for action.

Celebrations and Belonging Sub-Committee: This group's mission is to raise awareness, promote acceptance and understanding, celebrate diversity, organize DEIJ events, foster clubs and engagement, and spearhead Diversity Day festivities.

Community Learning Sub-Committee: Dedicated to creating engaging learning experiences for our community, this sub-committee encourages growth in our understanding of DEIJ.

Culture and Practice Sub-Committee: Focused on policy implementation, institutional practices, and consequences, this sub-committee plays a crucial role in shaping our school's culture.



DEIJ Committee

Projects and successes this year:

- Workshops for staff including: Safezone Training, Designing Blended Learning for All, Building anti-racist educators, Social Justice in the Curriculum, and Accessibility
- Fundamentals, Understanding Bias and many more
- Recognising Neurodiversity Week, Home Languages Week, Lunar New Year and more
- Growing DEIJ Parent Book Club
- Trialing a system for safe Bias, Harassment and Discrimination Reporting
- Developing stronger connections with Luxembourg affinity groups



THINK LOCAL- SUSTAINABILITY

Local sustainability begins within your own community, where small, mindful actions and initiatives can collectively lead to lasting environmental and social change. Photo- ISL Bee Keeping Club

At ISL, Student Learning is at the heart of everything we do, guiding our holistic approach to education and well-being. Central to this vision is Sustainable Well-being, which advocates for a balanced, purposeful, and responsible lifestyle that promotes individual flourishing while being mindful of the broader community and the planet.

SUSTAINABLE WELL-BEING 3.2: The promotion of Local Sustainability

Sustainable Well-being advocates for a balanced, purposeful, and responsible lifestyle that promotes personal flourishing while being mindful of the broader community and the planet.



G5 Climate Action Students

In June, 2024, Grade 5 students Julia, Setoka, Sammy, Bianca, and Luca—part of the Climate Action Group from the G5 PYP Exhibition—took the lead on a proposal to install solar panels on the Lower School and Hillside Administration buildings.

Guided by students from the ISL Energy Vision Task Force from the Upper School, who provided key mentorship and energy calculations, the students presented their plan to the ISL Board of Governors, which welcomed it with open minds and enthusiasm. As a result, with the guidance of ISL Leadership, the project was presented to the Ministry of Education and received a substantial grant. When complete the installation will generate 314.512 kWh of clean energy annually.

With the students' determination and vision on display, support came from all directions. SOCOM, the company in charge of installing the solar panels, stepped in. They provided classes to the students, supporting them throughout their project's journey, from preparation and design to budgeting.

The efforts of the Grade 5 Climate Action Group serve as a perfect example of the power of student voice and student-led initiatives. With their vision set on a sustainable future, these young leaders are paving the way to a brighter tomorrow for all.



GO GLOBAL- SUSTAINABILITY

A top priority at ISL is equipping our students with the knowledge and responsibility to create a more just, resilient, and environmentally conscious future for the planet.
Artwork by K. Thorsteinsdottir, ISL Student - Grade 10

SUSTAINABLE WELL-BEING 3.3: The promotion of Global Sustainability

Sustainable Well-being embodies our dedication to the well-being of our planet. By instilling eco-conscious values in our educational community, that will ripple across generations and inspire a brighter, more sustainable world for all.

ISL was fortunate enough to play host to the International Education & Sustainability Summit (IESLS), in conjunction with Sustainability Education, getting us ready for Earth Day. The aims of the Summit were simple, inspire the leaders of tomorrow to act today, and our students were quick to answer the call.



Sustainability Summit

“An exhilarating three-day journey that not only honed my sustainability education skills but also empowered me beyond measure.”

The International Education & Sustainability Summit was the first of its kind in Luxembourg, marking a step in the right direction for Luxembourg and the World.

Embracing the summit theme of regenerative leadership, 140 delegates engaged in collaborative action and worked together towards sustainable impact. It brought together students, teachers and leaders from national and international systems of education, with policymakers, leaders in business and industry and climate experts. Together, they confronted the connected systems failures that have brought us to a climate emergency - the “polycrisis” - and embraced the challenge and imperative of education and leadership to shape a pathway to a better, more peaceful and more sustainable future.

ISL’s own Grade 9 student Jessica Hayduk’s compelling opening speech ignited the Summit with energy and purpose. It was inspiring to witness students from ISL and around the world uniting in response to escalating global temperatures.

INTERNATIONAL
EDUCATION
& SUSTAINABILITY
LEADERSHIP SUMMIT
18-20 April 2024
HOSTED BY
INTERNATIONAL
SCHOOL OF
LUXEMBOURG





FOSTERING OUR FUTURE

Building a supportive community remains a top priority at ISL. Valuing international diversity and respecting all backgrounds, every member—families, staff, alumni—contributes to this environment. Photo- Art in Nature on the Timber Playground

FOSTERING OUR FUTURE: One School. One Community.

The school regularly partners with its parent community, with many actively involved in daily activities. Even our alumni maintain a strong connection to their Alma mater and the community it fostered.

Parent Ambassador Programme: Over 30 parent volunteers from more than 15 nationalities serving as the first point of contact for new families. Helping them feel welcome and integrated into the community.

Parent Community Group (PCG): Comprised of over 120 parents and 5 leaders. It aims to create a vibrant community and make information accessible for families at ISL.

Learning Assistance Programme (LAP): Volunteers are paired with students for weekly on-on-one mentoring. It involves both parent mentors and high school mentors, utilizing their expertise to positively impact students' lives.

ISL Mentorship Programme: Alumni mentors participate in career panels throughout the year. They provide current students with insights into university and career experiences while serving as a resource for advice and information.

Alumni Network: ISL maintains active communication with former students via an online portal and digital newsletter. Reunions and special events, such as the 60th-anniversary celebration in Luxembourg, help to keep alumni connected and informed.



ISL Annual Community Welcome Back Festival



CELEBRATING OUR PAST, PRESENT & FUTURE

Celebrating 60 Years of ISL



How much do you know about ISL Quiz



60TH Celebration



Senior Kindergarten Walk



London Alumni Reunion



Batten Family Visit



New York Alumni Reunion



Luxembourg Alumni Weekend - Speaker Mrs. Nicki Crush, former ISL Director



Luxembourg Alumni Weekend



60th Reception in the Lower School



Yuka Ito-Mackeown, Class of '25



Anniversary Commemorative Book Launch



G12 Master of Ceremony Liam Smith, Class of '24

Celebrating 60 Years of Outstanding Education

The ISL 60th Anniversary year began with the Senior-Kindergarten walk, captured in a memorable photo of all staff and students to mark the occasion. We were also honored to host a gathering with Barbara and Bonnie Batten, daughters of the school's founder, Marcia Batten. A special 60th anniversary reception brought together over 200 guests, including government and embassy officials, current and former staff, parents, and alumni, who enjoyed inspiring speeches and student performances that showcased ISL's greatest asset: its people. Another highlight was the release of the 60th anniversary book, written by alumna Camille Verdier, Class of 2012. Celebrations continued throughout the year with anniversary quizzes, a cocktail soirée, and alumni reunions in London and New York, culminating in a two-day alumni reunion, BBQ, sports day, and dinner in Luxembourg in June. The year-long celebrations brought the ISL community together, honoring its rich history and the lasting impact of its people, as we move forward into our future and many more years to come.

MISSION STATEMENT

We ensure that everyone in our community becomes inspired, resilient and passionate about achieving what matters, anywhere in the world.



VISION STATEMENT

ISL is a leader in international education, known for academic excellence, personal development, extraordinary teaching, and diverse learning experiences. Our school shall bring to life the best of Luxembourg and international education,

**CREATIVITY, INNOVATION, INCLUSION,
GLOBAL-MINDEDNESS & SUSTAINABILITY**

ISL VALUES

WE BELIEVE...

- ...in the power of listening to each other.
- ...learning should happen in and out of the classroom.
- ...change is almost always a force for good.
- ...we achieve more if we work as a team.
- ...in looking after each other like family.

"Studying at ISL helped me nurture my curiosity. At ISL, you're taught to question why things are the way they are and you're encouraged to go find the answers."

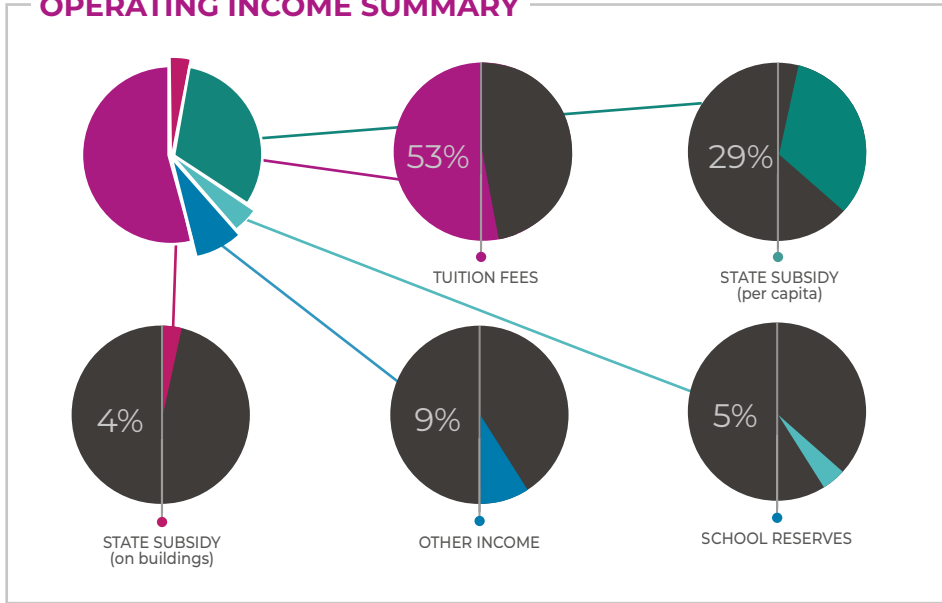
-Alison Logier, Class of 2013

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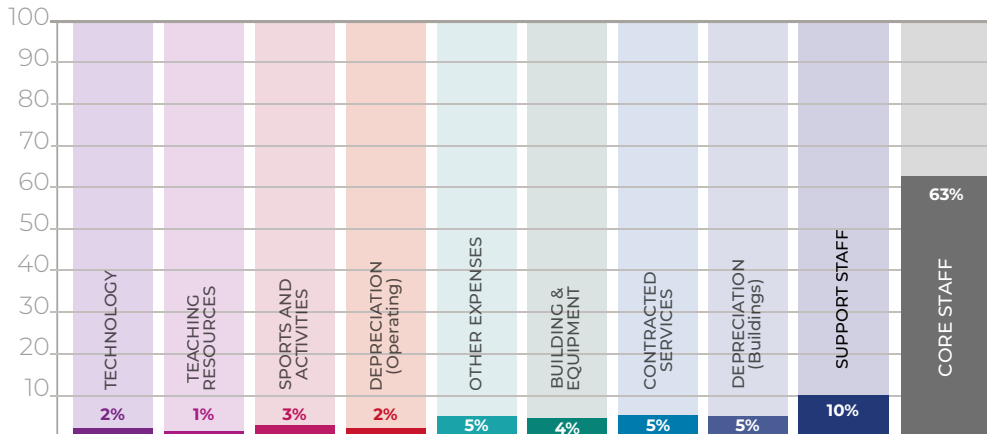
As ISL moves towards the future, our focus will continue to embrace digital technology and Progressive Education. Learning that educates the whole child and develops the mind beyond 'standard' classroom education. All emphasis is placed on promoting student agency - allowing the student to think about new subjects or activities that would benefit the school or indeed the world more generally.

FINANCIALS

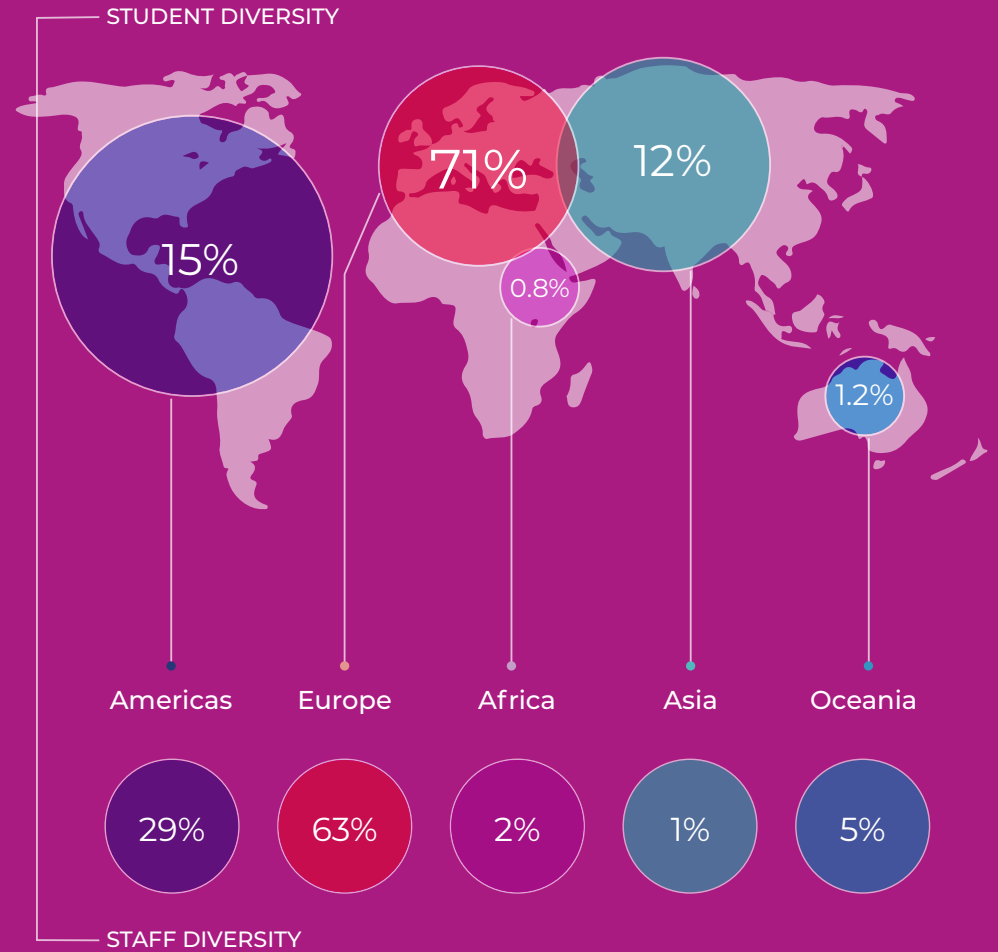
OPERATING INCOME SUMMARY



OPERATIONAL EXPENSES SUMMARY



NATIONALITIES



UNIVERSITY DESTINATIONS

2022-2024

60%
EUROPE

7.8%
GAP YEAR

9.6%
N.AMERICA

22.6%
UNITED KINGDOM

AUSTRALIA

Curtin University
Monash

BELGIUM

KdG University
of Applied Sciences and Arts
KU Leuven
Université de Namur
Université Libre de Bruxelles
Vrije Universiteit Brussel

CANADA

Bishops University
Concordia Uni.
Dalhousie Uni.
Humber College
ISART Institute
McGill University
Uni. of Toronto
Uni. of Montreal

CZECHIA

Charles University, Prague

DENMARK

Danish Sports Academy
European Film College
Technical Uni. of Denmark

FINLAND

Aalto University

FRANCE

American University of Paris
CentraleSupélec
EDHEC
ESCP
ESSEC
Emlyon
ESMOD
Sorbonne

GERMANY

Carl Benz School of Engineering

HUNGARY

Semmelweis University

IRELAND

Trinity College Dublin
Uni. College Cork
Uni. College Dublin

ITALY

Bocconi University
Humanitas University
LUISS Guido Carli University
Nuova Accademia di Belle Arti

LUXEMBOURG

42 Luxembourg
Lunex University
University of Luxembourg
Luxembourg Flight
Training Academy

THE NETHERLANDS

Delft U. of Technology
Erasmus Uni. Rotterdam
Erasmus University College
European School of
Physiotherapy
Hague Uni. of Applied Sciences
Leiden University
Leiden Uni. College the Hague
Maastricht University
Rotterdam School of Management
Tilburg University
TU Eindhoven
Uni. of Amsterdam
Uni. of Groningen
Uni. College Venlo
Utrecht University
Wageningen Uni.

NORWAY

BI Norwegian Business School

PORTUGAL

University of Lisbon

SWEDEN

Malmö University

SWITZERLAND

Zurich University of the Arts

SPAIN

CIS Madrid
Comillas Pontifical University
Complutense Uni. of Madrid
EADA Business School
IE University
ISDE Barcelona
TAI Escuela Universitaria de Artes
Universidad Europea, Madrid
Universidad Francisco, Vitoria

UNITED KINGDOM

Bristol University
Cardiff University

City University of London
Durham University
Falmouth University
Hartpury University
King's College London
Loughborough College
Newcastle University
Norwich University of the Arts
Trinity Laban
UCL

University of Bath
University of Cambridge
University of Essex
University of Exeter
University of Edinburgh
University of Kent
University of Leeds
University of Newcastle
University of Oxford
Uni. of Southampton
University of Sussex
University of Surrey
University of St Andrews
University of the Arts London
University of Warwick
University of West London
University of York

UNITED STATES

Boston University
Georgia State Uni.
Harvard University
James Madison Uni.
Lesley University
Marymount Manhattan College
MIT
Point Park University
Purdue University
Stanford University
The New School
University of Texas at Austin
United States Air Force Academy
University of Vermont
University of Washington
Washington Uni. in St Louis