



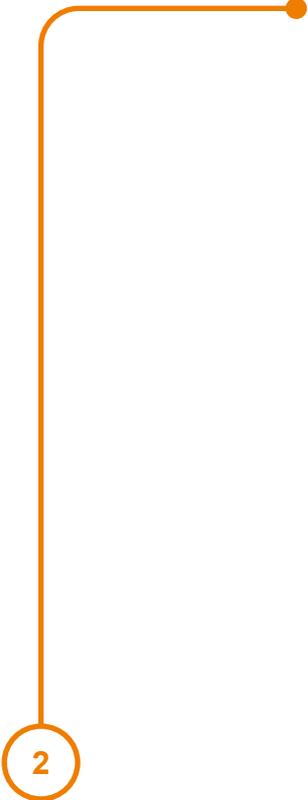
Connections

The ICS School Magazine • Issue 37 | 2024-2025



**inter-community
school zurich**

EST. 1960



The Inter-Community School is committed to providing a supportive and enabling learning environment in which all members of the community are challenged to achieve their individual potential, encouraged to pursue their passions, and expected to fulfil their responsibilities.

Welcome to Connections

The ICS School Magazine • Issue 37 | 2024-2025

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Snapshots

Looking back over the last few months at ICS

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ICS Inter-Community School Zurich
August 9

A strategy without a plan is just a wish. We celebrate the commitment of our colleagues, to learn and listen from, and with, each other. We are so proud to be part of this community.
#ProudlyICSZ
#OurKindOfEducationICSZ

ICS Strategic Workshop



Our Kind of Education

ICS Inter-Community School Zurich
August 21

In May, our Grade 9 and 10 students embarked on their International Award Adventurous Journey at the beautiful Klöntalersee in Glarus!

This marks the culmination of a year of dedication, where they've developed new skills, contributed to their community through service, and committed to regular physical activity. Despite the heavy rainfall on Day 1, the skies cleared, and we were treated to breathtaking views during our hike on Day 2.

Congratulations to all the students who completed the challenge and a big thanks to all of the teachers who made it all possible! 🙌
#ICSZsneakpeeks #ICSZsecondary



ICS Inter-Community School Zurich
August 26

What a milestone! The first-ever student-led ICS CAS Fair was a celebration of passion, dedication, and community spirit. 🙌

Our student leaders proudly showcased the projects they care so deeply about, sharing their inspiring journeys with everyone.

The event had two goals: to empower new CAS students to find clubs that match their unique skills and passions, and to ignite inspiration in younger ICS students to follow their dreams and make a difference. 🙌
#ProudlyICSZ #ICSZdiplomaprogramme

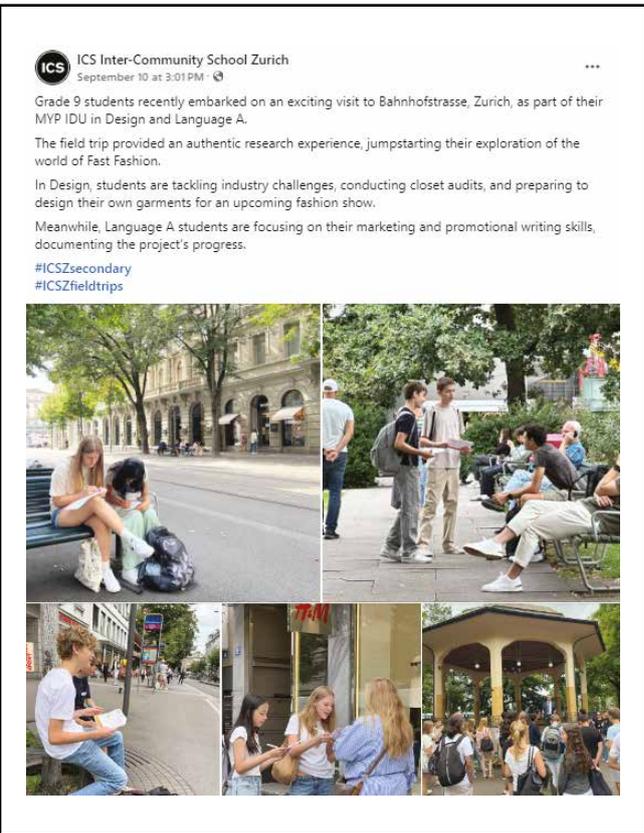
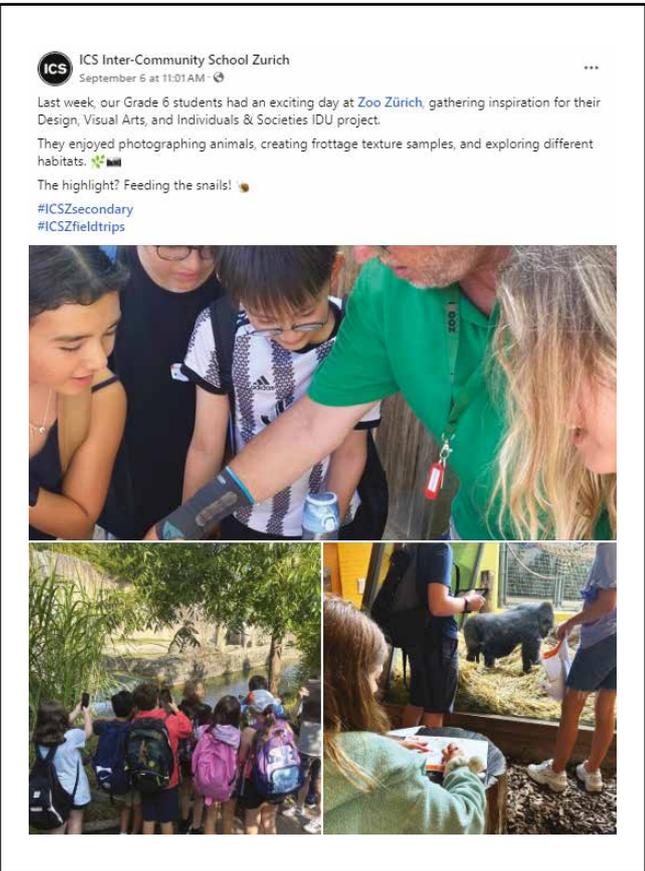


ICS Inter-Community School Zurich
August 28

During Summer, our Fellows had the incredible opportunity to join the The Villars Institute Symposium.

They engaged in systems thinking, collaborated with experts across diverse fields, and found inspiration to tackle the biodiversity crisis and global climate emergency. They left with deep insights and a powerful impetus for action. 🌍
#ProudlyICSZ





Follow us on social media!

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 ICS Inter-Community School Zurich

 ICS Inter-Community School Zurich

The Return

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By **Lucy M. Gowdie**, Head of School



It was with much delight that I watched our students arrive back at school in August. It is clear they were happy to return to the familiar place of their learning, and their wonderful friendships.

It was also clearly a relief for many parents to return them to their school.

Over the summer break we achieved many milestones as we began the walk through the journey that is our Campus Development Project, and we did so ahead of time.

It is an exciting time as our plans for this project align with the clearly articulated strategic direction of our school.

At the conclusion of last academic year, and more recently for new families, you would have received the articulation of Our Kind of Education. This document outlines our foci of our community for the next five years and does so in a manner that commits not only our uniqueness, but the commitment we have to the success of every child.

Upon their return, our teaching fraternity worked diligently on the evolution of each pillar as it relates to the classroom experience and did so by exploring the impact their curriculum development and design will have on their learners. The International Baccalaureate allows for a depth of creativity within the inquiry model, that we are excited by the possibilities and the programmes we are designing.

There is a clear and deliberate commitment by the school to focus on that which we believe is important for the success of our students and our strategic direction outlines this in a manner that enables our families to understand the future we are preparing them for.

I very much look forward to meeting you over the course of the coming weeks, and to sharing with you more insight into how we will bring to life the lofty ambitions we have set for ourselves as a school.





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By **Lucy M. Gowdie**, Head of School



Story telling is as old as time itself, the spoken word, that which we pass down through the generations, being one of the most powerful symbols of community.

There is a famous scene in Peter Weir's *Dead Poets Society*, where Mr Keating leans into the wall, surrounded by his students, and whispers, 'Carpe Diem, seize the day boys, make your lives extraordinary.' As he does this, the camera pans out to the story of the school, the hallowed hallway in which they stand now, symbolic of the legacy left by those who walked before them.

There was such a moment on the grounds of our school on Saturday 21 September as former students, staff, and parents gathered to walk the path of their past, and share in the stories that have shaped who they are today.

Our story matters to us, the people have contributed to each chapter, matter to us, and it is important for us to continue to hear them, to learn from them, and to use them as we grow into our future.

What made the day so remarkable is the stories told spanned some 35 years and demonstrated a strong commitment to the culture of our school and the community that it is.

There were stories of those who had travelled from as far afield as Japan to join us on our campus and regale us with insight into how their journey at ICS inspired their journey into adulthood.

It was wonderful to see our students, now parents themselves, sharing memories with their children, showing them their school, and telling their story. The Danielssons of the class of 2004 were one such family, sharing in the moment to strengthen their connection to the past and ultimately to our school.

A remarkable journey is that of Alice, a 2002 ICS

graduate, who embodies the diverse paths our alumni take. Of French and Filipino descent, she pursued her passion for art, building a career that blends art and business. Alice has worked in auction houses, co-founded an EdTech company, and now excels as both a practicing artist and art collection manager in Zurich. During the reunion, she shared a heartfelt moment reconnecting with a teacher she hadn't seen in 22 years, both reflecting on the lasting impact ICS has had on her journey.

Building connections to our past, to shape our future is an important part of our strategic direction, as we commit to building a community united by a common purpose – learning.

We very much look forward to continuing to profile the stories of our Alumni, staff, students, and parents in our upcoming publications.

Our stories matter. How we tell them and who we tell them to is so very important to us in giving voice to the uniqueness of our school and our community.

We look forward to many more moments to share in the coming months, and to a continued celebration of our unique identity.



Joy, Growth, and Community

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by Nathaniel Atherton, Primary Principal





Play is the work of children, and what a beautiful, important work it is!

At the beginning of this school year, we had the immense joy of launching our brand-new Primary playground. Since then, it has become a vibrant hub of activity, laughter, and exploration for our children. From our youngest learners in Nursery to our Grade 5 students, the playground has been a space filled with pure joy. Your children have been swinging high, chasing each other through the play structures, and bouncing on the trampoline with endless energy.

Throughout these weeks, I have taken great pleasure in visiting this lively space and observing the ‘work’ of our students. On one of my first visits, I was touched by the sight of a small group of Grade 5 girls pushing Kindergarten 2 children on the swings. This was more than just an act of kindness; it was a beautiful demonstration of the sense of community that has blossomed in our playground.

What has been particularly heartwarming to witness is the way our Middle School students have embraced the playground. In a world where “cool” often dictates behaviour, seeing them shed the pressures of growing up — even if just for a few moments — and rediscover

the pure delight of play has been incredibly special. It’s a powerful reminder that play is not just for the little ones; it’s a vital part of learning, growth, and happiness at every age.

Scientific research shows that play is one of the most effective ways for young people to learn and grow. Playful experiences actively shape the brain, fostering essential 21st-century skills like problem-solving, creativity, and social interaction. These experiences are not just about fun; they are fundamental in helping children build cognitive flexibility and emotional resilience. Studies have shown that play supports everything from language development to emotional well-being, laying a strong foundation for lifelong learning and adaptability (LegoFoundation: A World of Learning Through Play).

As parents, you know how important play is for your children. It’s more than just recreation — it’s how they learn, explore their world, and build relationships. Our new playground is not just a space for play; it’s a space for growth, creativity, and connection.

Here’s to many more weeks, months, and years of learning through play for every child who steps onto that playground, no matter their age!

Empowering Our Learners to Change Their World

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by **James Penstone**, Secondary Principal

As we settle into the new academic year, we are excited to see our community united under a shared vision, rooted in our new strategic direction. This vision, which I emphasised during the Welcome Back Secondary Assembly, focuses on empowering our learners to change their world. Central to this vision is a deep commitment to service - both within our school community and beyond. Our mission statement underscores the importance of taking responsibility, and we believe that true empowerment arises when this responsibility is connected to the pursuit of our passions.

During the assembly, several of our students shared their inspiring service learning experiences, each of which embodies the very essence of our school's vision.



Villars Institute Symposium - Alexandru, Livia and Max

In late June, Alexandru (Grade 9), Max (Grade 11) and Livia (Grade 11) represented our school at the prestigious Villars Institute Symposium. Collaborating with global experts in sustainability and climate change, and engaging with students from across the world, they explored the critical role of intergenerational collaboration in addressing environmental challenges. Their rich experience highlighted the importance of our school's contribution to these global efforts, and their passion for environmental solutions was truly inspiring.



Strategic Design Team: Sophia, Kaya, Ilayda and Maria Leading the Way

Our Strategic Design Team, comprised of Sophia, Kaya, Ilana, and Maria all now in Grade 12, played a pivotal role in shaping our new strategic plan last year. These Grade 12 students co-led workshops with parents, staff, and students, and conducted interviews with leaders across various sectors in Zurich and Switzerland. Their efforts contributed to the finalisation of our strategic vision, providing them with invaluable leadership experience and contemporary insights into the qualities future employers may seek.

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CAS Initiative: Andrzej and Timmy's Football Academy

Grade 12 students Andrzej and Timmy turned their passion for football into an opportunity to serve an Afghan refugee community within Zurich. Through their CAS initiative, they organised football academy coaching sessions for children, demonstrating persistence and creativity in gathering support from our community. Their project not only provided meaningful service but also deepened their understanding of the diverse experiences of others.



These student reflections are powerful examples of how service learning can positively impact both the learner and the world that they serve. The significance of such commitment was further highlighted at our first-ever student-led CAS exhibition, where students from across the Secondary School shared their service-oriented initiatives with younger students.

As we progress through the year, we look forward to more of our students embracing their responsibility to change their world. We are confident that through authentic service learning, they will continue to deepen their understanding of ethical intelligence and their capacity to make a difference.

Extra-Curricular Activities - Where the Magic Happens

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By **Christine Pfrimmer**, Extra-Curricular Activities Coordinator



While academics are the primary focus at ICS, our school's extra-curricular activities ignite a different kind of magic. From energetic Sports Masters training on the field to the rhythmic beats of Rock Clubs practising in the music room, ECAs are where students can discover and dive deep into their passions.

Through extra-curricular activities, our students not only explore new interests and form strong bonds with classmates, but also support academic performance by developing skills in time management, organisation, and responsibility.

Developing Leadership Skills

ECAs provide a valuable opportunity for students to gain first-hand leadership experience. Participation in Model United Nations (MUN), for example, can help students become more self-confident at public speaking and respecting the rules of conferences.

We recently had a delegation take part in the Copernicus MUN Conference in Warsaw, Poland. This was the first international MUN conference ICS students attended since COVID put the brakes on our participation outside of Switzerland. We have more conferences planned for this year, one specifically geared towards newcomers to the club, who will be mentored by more experienced MUN students.

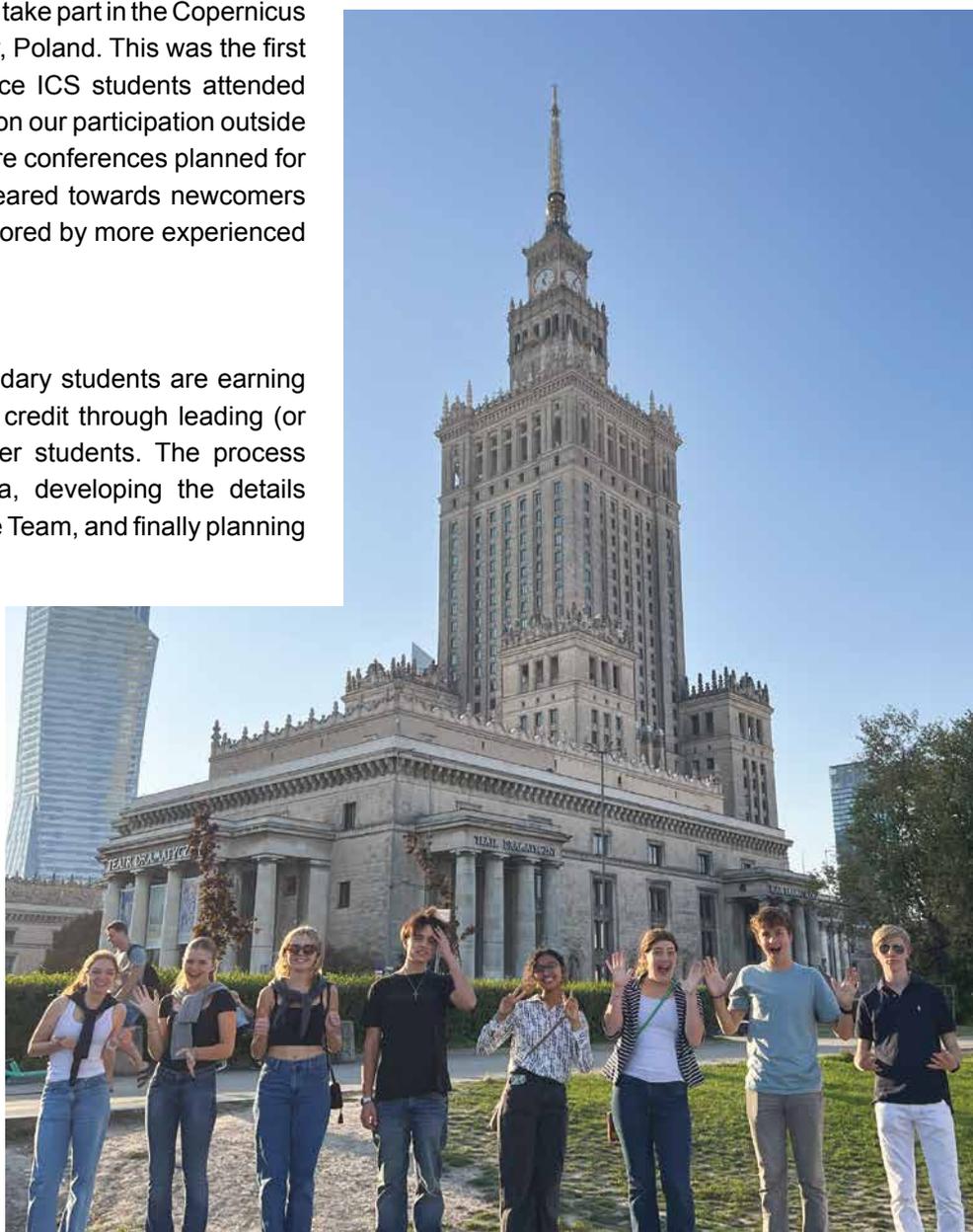
Student-led ECAs

A growing number of Secondary students are earning CAS and Service as Action credit through leading (or assisting) a club for younger students. The process begins by pitching the idea, developing the details together with the Student Life Team, and finally planning and executing the project.

Since last year, students have led the *A is for Art* (Grade 1-2), *Sports Masters* (Grade 2-3), and Indoor Soccer (Grade 2-3), all under staff supervision. Several other Primary clubs have enjoyed a helping hand. New for this year, we have the *Filmmaking Club* (Grade 6-8), and look forward to a *Dance Club and Language Assistance* in the Winter Term. We are excited to see what the Spring Term may look like!

Leadership Workshop

In order to prepare students as well as possible for their leadership roles, we were delighted to be able to offer an opportunity to participate in a leadership workshop led by Aaron Moniz from Inspire Citizens. Mr Moniz, who has extensive experience working with international school students, focussed on developing leadership skills, project management, and advocacy. This was a great chance for students to build skills and make a bigger impact through their service work.



Celebrating Student Agency and Volunteers of ICS

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By **Jags Myanger**, Event Assessment Coordinator

At ICS, we are fortunate to have the dedication of our student volunteers, who play an essential role in the success of our events. These students go above and beyond their classroom responsibilities, contributing their time and energy throughout the year to bring these events to life. Their involvement, particularly during the key moments like New Student Orientation, helps foster a welcoming and inclusive atmosphere for new students. With the guidance of our counsellors, these volunteers help create a strong sense of community right from the start.

When we call for volunteers through the Grade Level Leaders, we consistently receive an enthusiastic response. Students recognise the value of these experiences, as they not only contribute to the school

but also develop important communication and leadership skills. Volunteering opportunities arise in various forms, such as sport competitions, fundraising activities, and performing events. These occasions showcase the strength of our community and how we come together to ensure the success of our school's activities.

By participating, students gain invaluable experience - they learn to lead, work as a part of a team, and collaborate with others, such as the Operations team. These experiences build resilience, provide opportunities for personal growth, and help prepare students for real-world challenges. We are incredibly grateful for their continued support and look forward to seeing them thrive in the future events.



“My parents always taught me the importance of helping others whenever possible. I’ve been volunteering since Grade 8, and it’s such a fun way to meet new people. I usually assist at sports events, whether it’s keeping score, handing out trophies, or simply supporting the athletes.”

Faustine, Grade 10



Learning Happens
Everywhere

Grade 11 Visual Arts - Venice Biennale 2024

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By **Shane Lions**, Head of Visual Arts

In September, our Grade 11 DP Art students spent four days scouring the entirety of Venice for the 2024 Art Biennale.

There were immersive environments and works representing artists from all over the globe. They all worked under a common theme of **'Stranieri Ovunque: Foreigners Everywhere'**, a phrase derived from the name of a Turin collective that fought racism and xenophobia in Italy in the early 2000s. The entire show functioned as a critical conversation surrounding global identity and the liminal space we currently occupy, considering the impacts of information technology, migration, conflict and outsider communities.

Our Visual Arts students spent a full day at the national pavilions in the Giardini, another full day at the international exhibition at the Arsenale, then two half days adventuring around the exhibition sites across the city. They used their sketchbooks and cameras to document and record a wide range of innovative art making practices to inspire artistic processes for their own Diploma Exhibitions in March 2026.

The trip was an overwhelming success, and students have immediately incorporated the richness of their first hand experiences into their work. Absolute highlights for our group were Pierre Huyghe at the Punta Della Dogana, Jeffrey Gibson at the American Pavilion, Archie Moore at the Australian Pavilion, and Manal AIDowayan at the Saudi Arabia Pavilion.



Vera F, writes:

“The 2024 Venice Biennale trip was an incredibly insightful and unforgettable experience. Sketching our way through impressive and immersive artworks not only helped develop our ideas for our own 2026 Art Exhibition but also brought us together as a class, allowing us to connect through our creative and expressive visions. From witnessing astonishing international artwork to sharing memorable meals and reflecting on the day’s experiences, the trip was truly one-of-a-kind. My time in Venice with the 2026 Visual Arts class will forever be a cherished memory being a true trip of a lifetime.”



The Forest Gang

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by **Holly Sullivan**, Department Head – Performance Studies & The Arts Coordinator





At ICS, the arts are thriving through a unique collaboration between Grade 8 student Inza and Primary Performing Arts teacher, Mr Fowler.

Inza, an aspiring playwright, has written an original musical titled *The Forest Gang*, which will be performed next month by Primary students. This project has not only showcased Inza's creativity but has also provided a fantastic opportunity for cross-phase collaboration between Primary and Secondary students.

Inza was first inspired to write the musical after sharing a short story with Mr Fowler during her time in Primary School. Mr Fowler encouraged her to turn it into a full musical, creating a platform for future young performers. Inza's goal was to give Primary students more opportunities to explore their talents, and she's thrilled to see them embracing the challenge. **"Seeing the younger students enjoy the process and really come alive in their roles is such a rewarding experience,"** she says.

Mr Fowler has also found the collaboration inspiring. He praises Inza's leadership and organisation, as well as the Primary students' enthusiasm. **"It's been wonderful watching the Primary students connect with the characters and embrace their roles,"** Mr Fowler says. **"Their excitement, especially as they get ready to wear their animal costumes, has been contagious."**

The Primary students have responded enthusiastically to the challenges and joys of performing in *The Forest Gang*. Mr Fowler believes that the complexity and emotional depth of Inza's script have kept them engaged. **"It's an emotional musical – it's funny, serious, happy, and sometimes sad,"** he notes. **"The characters are interesting, and the children are really connecting with them!"**

The Forest Gang promises to be a heartwarming performance. Both Inza and Mr Fowler hope the audience will enjoy the blend of music, humour, and touching moments. Most of all, they want everyone to witness the incredible teamwork and creativity that has gone into bringing this original story to life.

Our Secondary School Personal Development Programme (PDP)

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by **Lindy Hirt**, Secondary Deputy Principal

Creating and implementing an outstanding Personal Development Programme for our students is a complex, challenging and ever-evolving task. It requires expertise, awareness, research, experience, observation, communication, collaboration and most importantly, input from the students themselves. From the perspective of a Grade Level Leader, the moment you think you've figured it out the nuanced needs of your cohort, a new 'trend' emerges that requires a thoughtful, sensitive and often innovative response.

However, while the needs of our students may ebb and flow, our common goal aligns us all and serves as a North Star in programme planning and action.

During a workshop with Grade Level Leaders, Ellen Mahoney, a global student/teacher relationships expert, facilitated an exercise to align the pastoral team on a vision for the PDP. Together the team created the following mission:

The Personal Development Programme at ICS supports young people in identifying their own self-worth in order to inspire others and make a difference in the world around them.

As a subset of the greater mission of our school, this one seemingly simple statement requires incredible intention in purposeful planning and action. As we move forward with our Strategic Plan, revisit our purpose, and refine our goals, the wording may change, but the commitment to empowering our students to change their world will not waver.

Recently, we led the Grade 6 students in a session to hear their thoughts on what personal development skills they find to be the most important. Using the Communication and Affective skills of the IB Approaches to Learning, students shared great insight on why empathy was at the top of most of their lists. They also want to learn more about advocating for themselves, resilience, and leadership. They articulated with ease why learning the skills of

teamwork is important and how they want to improve their listening. Our students are eager to develop their character and emotional intelligence, which we should all be very excited about.

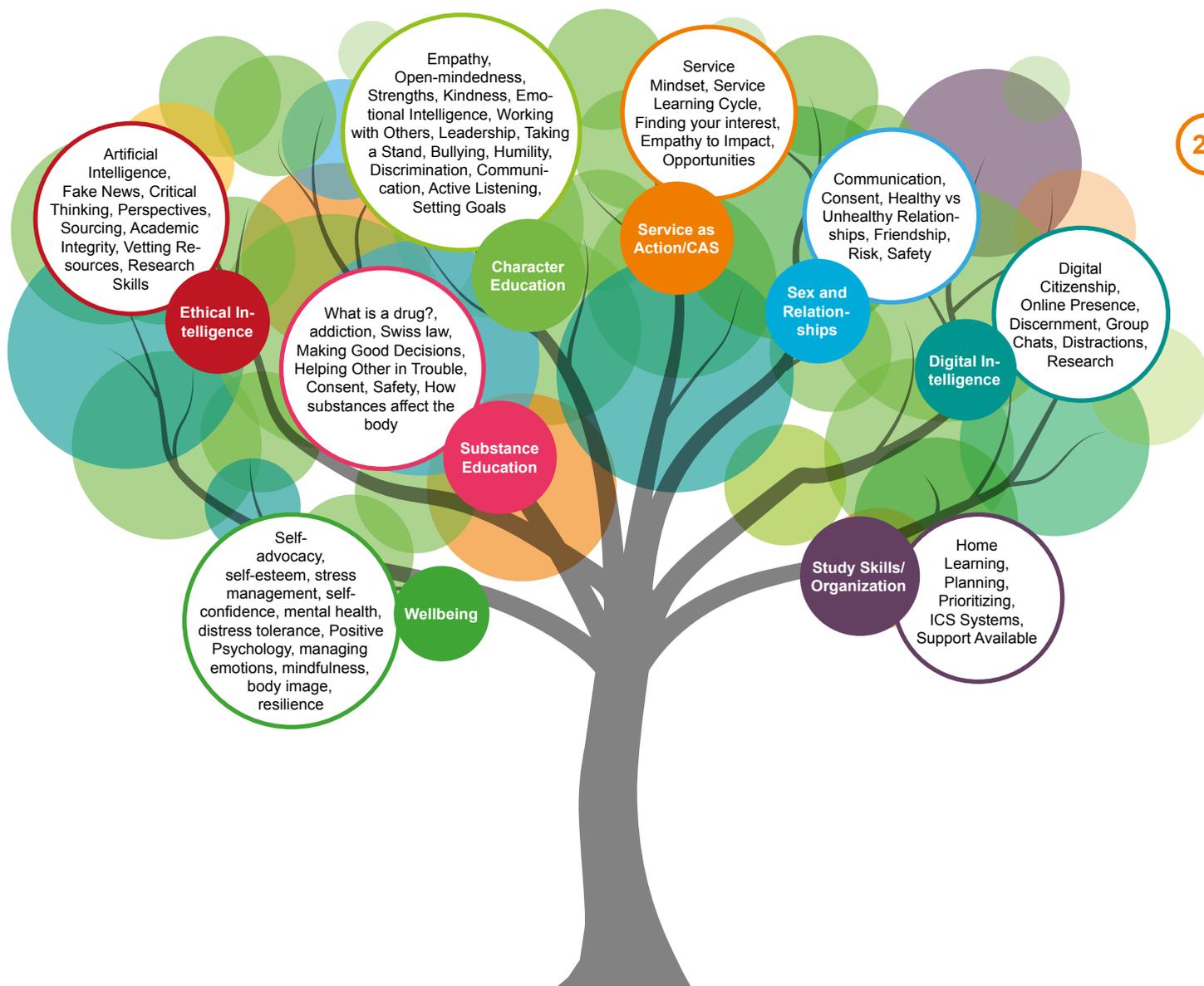
As another part of our PDP, students will soon have an opportunity to discuss their academic, wellbeing and service goals with their tutors (as a one to one coaching conversation). This will enable each student to set intentions around their goals and identify any obstacles they can anticipate in achieving them. Building efficacy and agency in our young people is essential to their both academic learning and their personal character development.

Another highlight has been further developing mentoring opportunities between older and younger students,

which has been very successful. Being listened to by older peers helps students to feel supported. For our older students, helping younger students builds confidence, leadership skills and a service-mindset.

We have also been working closely with Primary to create flow in Social and Emotional Learning. This includes sharing research, terminology, programs and ideas to build consistency for our students. As we move forward, we will be further exploring more ways to connect in order to build a scope and sequence across the school.

As a pastoral team, we are very proud of our PDP. We are also excited to continue our research, listen and adapt as we receive input from all stakeholders in our community.



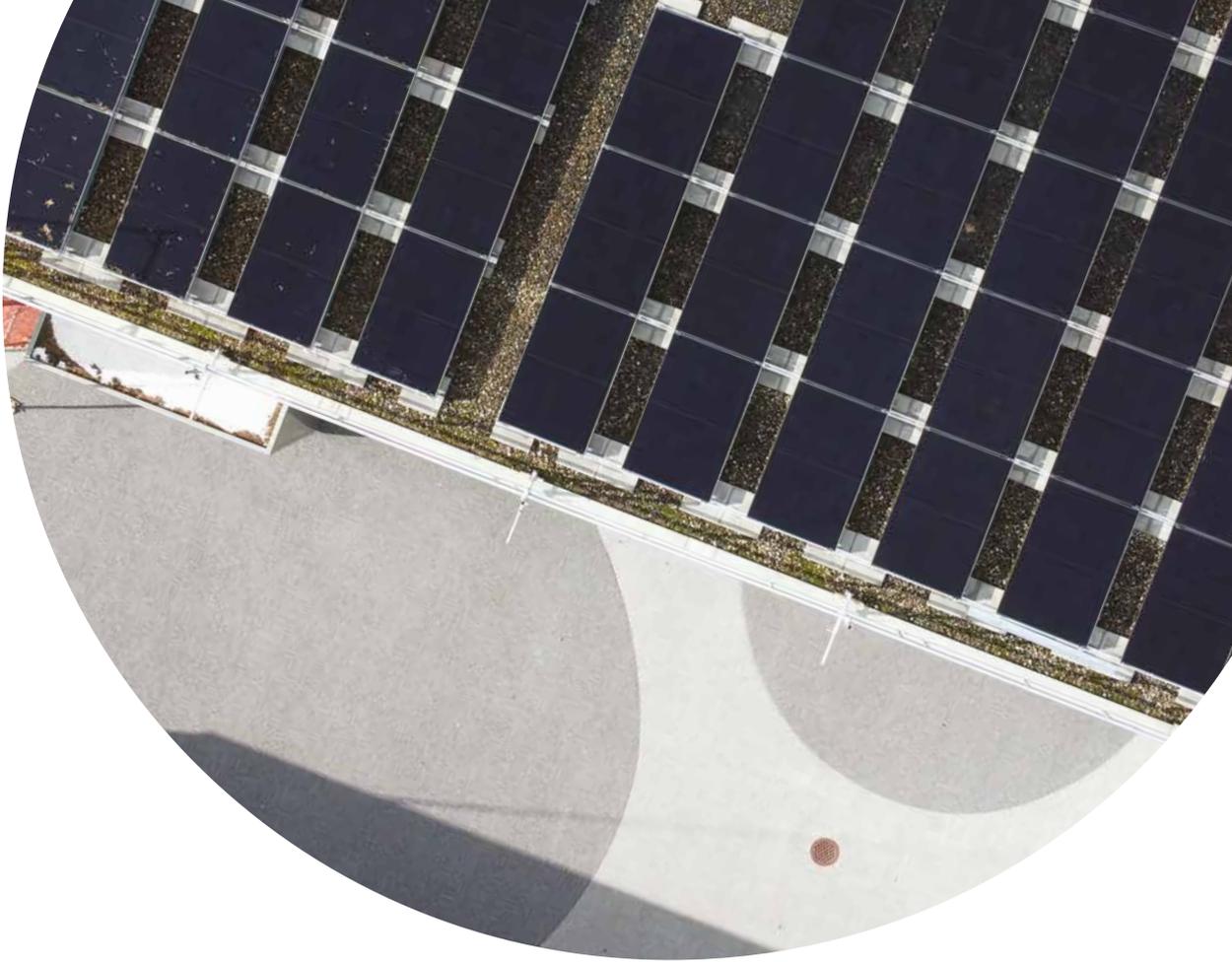
Lighting the Way: A Student Initiative to Power ICS with Solar Energy

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by **Alex MacNaughton**, ICS Graduate 2023

In early September 2022, fresh into my final year at ICS, I decided to get involved with a student-led organisation centred around a topic I am passionate about. The Environmental Action Team was created to give students like me the opportunity to voice their opinion and seek to make a positive difference in reducing the school's carbon footprint. With both efficiency and practicality in mind, we decided as a team to split into various groups focusing on material waste, food and energy. Matteo Reggio and I teamed up to see how we could bring a new approach towards both energy sourcing and consumption at ICS. Admittedly the task seemed daunting at first, but we were really excited by the prospect that we could kick start something that could leave a long lasting impact on our school.

Our process began with several brainstorming sessions where we initially focused purely on ways in which energy consumption at ICS could be reduced. This included ideas like advocating for more sustainability-conscious behaviour (e.g. lights off, taps off, don't have windows open and heating on). We then began to think bigger, considering ways in which we could make improvements at source, as opposed to relying on others to act later. This pointed us towards learning about an innovative new heating control system that was recently installed at ICS. During the COVID-19 pandemic, CO2 metres were used in classrooms. Mr Andy Osborne explained to us how he and his team found a way to link the CO2 metres to the heating. This meant the radiators could detect whether there were any people in the classrooms by reading the CO2 levels; if the room was empty, the heating would be turned off, saving energy. After hearing about the successful implementation of this project, Matteo and I knew we could use the help and expertise of Mr Osborne and his team to look to something new.



Inspired by the increase of solar panel use we had noticed around Switzerland, Matteo and I brought this idea to the table. The enthusiasm was high, but we knew we had to have everything logistically sorted for this to be a feasible project. We were having to consider aspects like cost, space needed, the location, the energy efficiency, the right company to contact, and a realistic time frame. After a few further meetings with Mr Osborne, we had made a great start, as he provided us with information about location and space, whilst we looked into who to contact as well as working out the efficiency of the panels.

Unfortunately by this time Matteo and I had our final year IB exams to study for and sit, meaning we weren't in school and our attention was of course devoted elsewhere. We knew however that we had laid a great foundation for future students to take up, and we were excited to think that we could get even more members of the community involved in this forward-thinking project. Since Matteo and I left ICS in May 2023, the team have now confirmed that the installation of the panels will take place in October this year. They will be placed on the third floor of the Primary Building, occupying a gross area of 189 sqm (9m x 21m). There will be 13 strips of panels inclined with a south orientation, totaling 63 panels and 1 inverter. Given that each panel is projected to produce approximately 412 kWh, the whole area should produce approximately 26,000 kWh. The project has been entirely sponsored by the Parents Association (PA), which held a fundraising event (the Brazilian Party-Lake Side) to gather the necessary funds.

I graduated ICS in May of 2023, and wasn't entirely sure where the project we started would lead as we headed our separate ways. I am thrilled to know that there has been a concrete outcome, and that our work in getting things up and running was picked up by others to finish. To some, the difference may seem minimal, but I'd like this to be an inspiration to any students who care about something but don't perhaps have the courage to voice their ideas, or simply don't know how to go about it. ICS gives opportunities to all, so if there is something you care about and you want to incite change, do it! You never know where things might lead.

Parents' Association

by **Christel Ahlawat**, PA Communications



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A great start of the new school year for our community!

It's always exciting to come back to school after the summer break. The children discover their new teachers and classrooms, catch up with the friends they dearly missed during the holidays and even meet new ones. For us, parents, it's a bit of the same with an extra dose of stress as we always worry a bit about how the kids will settle; especially if the family is new to the school and the country.

As Parents' Association, our goal is to build community and an important part of it is to ensure that the new families joining ICS feel they belong from day one! Our PA Transition Team is key in this aspect as they make contact with the new comers even before they join the school and organise a series of events during the first few days of the school year to speed up and ease the integration process.

So as every year, a Welcome Coffee was organised mid-August for new parents to meet existing ones and the Parents' Association so that they could get answers to their burning questions, meet each other and feel a bit home away from home. And often, these very first contacts are long lasting ones!

In the spirit of welcoming new and existing families, a Welcome Back Picnic was organised on the first Saturday of September. We were extremely lucky with the weather and this event was very successful as more than 300 parents and children joined us! It was a good way to catch up or meet for the first time in an informal way through different activities tailored for the whole family! The school organised Open Doors in the Primary building where children were proud to show their classroom and school to their families. A family Fun Run with a 70s theme was set up by the Student Action Group. The money raised during this event went for charity. Finally, the Parents' Association sponsored a delicious picnic and organised a Book Fair as well as the Community Info & Services Expo, a great opportunity to meet 30 local expat-friendly service providers - from caterers to extra-curricular activities providers, yoga instructors, party planners and more - another occasion to get settled in the community and ready for the school year in a smooth way!



The ICS Parents' Association also runs 30 active clubs offered by parents, for parents. Whether your interests are in sports, culture, food, or volunteering - you name it - there is a club for you. And if there isn't, you can start one! These clubs are a fantastic way to get to know new people, discover the country or new interests, they also enable us to connect and build a strong community!

Potential, Passion, Responsibility

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potential • passion • responsibility

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