

The ICS School Magazine • Issue 41 | 2026

CONNECTIONS



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Education



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.

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Welcome to CONNECTIONS

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Trellises and Tree Roots

On many levels, this has been a year of transformation. In a very short time, the metal rods and planks that have buttressed the Secondary Building will soon come down, revealing a structure that has been transfigured. The memory of clanking tools, heavy machinery, and swings of the crane will soon fade. In their place, the joyful sound of children talking, playing, learning will once again fill the halls. And, we will soon see the fruits of our patience; two new floors replete with state-of-the-art music equipment, performing halls, and arts spaces. It seems fitting that the final stages of building should be completed as we near the summer. Just as spring seedlings found rain in the verdant fields around us in time for summer sun before harvest, so, too, will our project find fulfillment in time for our return.

But it is not just our physical environment that has changed; this year has seen strengthened partnerships between the students, parents, faculty, and board of trustees. In a year that could have been overshadowed by unforeseen conditions, we have banded together in spectacular fashion. Not one of our perennial projects and initiatives have remained unfulfilled. To the contrary, we have expanded work in our Strategic Direction, increased our Student Life offerings, rekindled dormant Round Square work, deepened professional practice, and pushed forward with new building plans according to schedule. None of this could have been possible if it weren't for the deep roots of togetherness and collective will for betterment that lie at the heart of what it means to be a member of this community.

For a dreamer like me, when I look at the scaffolding affixed to the walls of our budding building, my mind

goes to images of trellises supporting the weight of young plants. Of course, I am aware that scaffolding serves no such purpose. And yet, the building has grown – almost like a living thing – beneath its checkered shadows each day. It has literally reached new heights and now towers over the landscape. And, its roots go deep. In fact, for anyone familiar with the nature of our build, the “roots” of the building have been completely reinforced since work began. So, while new possibilities spring to life overhead, our foundation remains solidly in place. So, too, does the foundation of our community as we look forward to the next 65 years of life and learning together. Each person has played an integral part, and each person, like the many bits of metal and wood encircling our building, has held fast through all sorts of weather. It is with complete confidence, then, that we can say we look forward to the bright, inextinguishable future of our little school on the hill. ●

In partnership,

Gabriel Di Mauro

Senior School Principal

Interim ex-officio Head of School

Reflecting on a Year of Collective Growth and Impact

From the Leadership Team

Gabriel Di Mauro - Interim ex-officio Head of School and Senior School Principal

Lindy Hirt - Middle School Principal

Lynda Miller - Primary School Principal

Cristian Garcia - Chief Financial Officer, Interim Head of Administration

With the school year wrapping up, the Engagement Team caught up with the Leadership Team to take a moment to reflect on our journey, the progress we've made, and how this year's growth is shaping our future. Below, they share their perspectives.

Reflecting

In which specific instance did you see our collective passion and school spirit align to create something truly extraordinary?

► *Leadership Team: There were several instances in the past school year where we saw this flourishing. It started with the commitment of the leadership team to lead the school ad interim and to grow not only as a team but also individually and professionally within our dedicated roles.*

How do you hope our commitment to passion, potential, and responsibility will define the memory of this academic year?

► *Leadership Team: The journey we all embarked on will not stop and we are eager to further develop ourselves as a team to best support our community and incoming Head of School.*

Impact & Initiatives

Reflecting on our strategic progress, which specific initiative are you most proud of for its ability to foster student potential while upholding our collective responsibility to excellence?

► *Leadership Team: For me, this was the*

Professional Learning Community (PLC) cycle the faculty completed this year. Our PLCs are directly aligned with the Pillars of our Strategic Direction, and this is the second year of the project. Members of staff from all three schools chose one PLC group to be a part of, whether it was Self-Directed Student Learning, Approaches to Learning, Ethical Intelligence, Sustainability, etc. They met together regularly to explore research in best practice, identify an improvement goal, develop, and execute a plan that would directly impact student learning. The results were phenomenal. We held two sessions in April where faculty shared their learning with one another. These sessions were both refreshing and inspirational. The positive impact on student learning was clear.

At the heart of our Strategic Resources pillar lies the creation of a service organisation that empowers our learning ecosystem. Through a series of targeted initiatives, we sought to harness and strengthen the collective resources of our organisation. This commitment will continue beyond this year, as we further develop and refine our service organisation to sustainably support the evolving needs of our organisation and community.



Community

Beyond our public milestones, what pivotal moment of internal collaboration best exemplifies the shared passion for the school's mission?

- ▶ *Leadership Team: Looking back, we were most impressed with the way in which our Middle Leaders stepped up. Our IB Coordinators, especially, took on a lot during the year and really made great strides towards improved processes, pedagogical leadership, and professional growth. Due to the collaboration between the Middle Leaders and Senior Leaders, we were able to not only survive, but thrive in key areas. Together, we implemented a Professional Growth Framework, wrote Staff Guides to Teaching & Learning, designed Curriculum Review Cycles, refined our Approaches to Assessment, launched the Belonging & Pathways committees, and strengthened our cross-departmental collaboration.*

One pivotal moment that truly exemplified the shared passion for the school's mission was during the new teacher recruitment season allowing for the attraction and recruitment of teachers that we need for Our Kind of Education. This is only possible when multiple teams across academics, and Administration came together to align around our shared goals. What stood out was not simply the successful execution, but the spirit of collaboration. Individuals consistently stepped beyond their formal roles, supported one another across departments, and approached challenges with a strong sense of shared responsibility for the school's long-term vision.

That experience reinforced that our mission is not

owned by any single department or leadership team — it is deeply embedded across the organisation. The willingness of people to collaborate, adapt, and contribute wherever needed demonstrates a collective commitment to building a learning community that continuously strives to improve and evolve.

Moving Forward

As we transition the responsibility to the incoming Head of School, what fundamental insight would you share to ensure the continued flourishing of our mission?

- ▶ *Leadership Team: We would share that this is a community of individuals who are exceptionally dedicated to improving the experiences and learning of our students. Staff in all divisions are deep thinkers, eager learners, expert practitioners. They are always ready for a challenge and embrace opportunities to improve their work. Parents – and the Parents' Association specifically – are active, engaged, always ready to share their time, resources, and expertise. The Board of Trustees is a collection of superlative individuals who selflessly and endlessly give of their time and energy to ensure that ICS is the best possible place to be for students, families, and staff. Finally, we would share that ICS has deep roots. Roots that hold us firm in our mission and values, even as winds of change blow to and fro over the landscape of schooling. Roots that nourish our sense of identity, belonging, and personal growth so that we can reach ever skyward in full confidence that we can and will achieve great things. ●*



The Importance of Adaptability in Our Ever Changing World

Rachel Doell - Future Pathways Advisor

The ICS Future Pathways Department believes it is essential to support our students and their families in making future plans which include many different options. We do this by keeping them informed of all the different opportunities in the world, encouraging them to be open to different ideas and, above all, supporting them in being adaptable in our ever changing, unpredictable world.

As a Future Pathways Advisor at ICS since 2015, I have been tracking our school's university applications for the last 11 years; what countries our students applied to, what universities they chose to go to, what they chose to study and how many decided on a Gap Year, are just a few of the key data points I monitor. When I enter the data for our Class of 2026, that will be 10 years' worth of information. Over these 10 years, there have been major Global events such as COVID-19, political changes and ongoing wars. I have recently become interested to see if there has been any correlation between these events and the trends in university applications.

COVID-19

In Spring of 2020, the numbers of university applications to Switzerland were consistent with previous years and the number of students taking Gap Years was also consistent with previous years. Then lockdown happened and, once it was clear that this was a situation not going away quickly, the majority of our Gap Year students applied last-minute

to Switzerland making our application percentage to Switzerland higher than ever before and our Gap Year percentage the lowest ever. This trend was thought to be a "blip" due to COVID-19 but ever since then, whilst our Gap Year numbers have gone back to the range seen prior to COVID-19, our Swiss university applications have continued on a yearly increase. People often ask me "why"? I can never answer that question with authority as I can only guess as to why - is it because the "hangover" from COVID has left people being more anxious to move abroad for higher education? Is it because the Swiss universities have become more internationally recognised and therefore seen as a good educational institution to attend? Would this increase in applications have happened anyway even if COVID-19 hadn't occurred? Is it because of the cost of living crisis and the affordable tuition fees of Swiss universities are therefore attracting more students and their families? Is it all of those reasons or none? And will this trend continue?



BREXIT

Once Brexit was established, everyone without a British passport was considered international and therefore expected to pay the highest tuition fees. No more “home fees” for European/EEA passport holders. Also, the ability to bring family members to the UK with you as an international student is no longer a possibility. As expected, our school has seen a rapid drop in the number of UK applications to university, most families citing that it is because it is no longer affordable and so they look towards more affordable countries such as Switzerland, the Netherlands, Denmark and Germany. This decline in UK applications hasn't just been seen at our school, fellow university counsellors at other international schools in Switzerland are also seeing the same thing. What is going to happen as a result of this decline in numbers? Will this decline continue or will the trend change? Again, questions I am unable to answer - only able to ponder on.

COST-OF-LIVING-CRISIS

Climate change, the pandemic and Russia/Ukraine conflict have all contributed to a worldwide cost of living crisis. In 2023, global prices rose by 7.4% on average. It therefore is of no surprise that, as a result, families are looking towards more affordable higher education pathways. Many families are saying that they aren't prepared to pay for an undergraduate degree in America - only a master's. Other families are looking towards countries they wouldn't have been considered in the past such as Switzerland or the Netherlands.

All of the above 3 events have had an impact on the trends in university applications around the world. More often than not, it is a combination of all 3 events causing a change in the university application trends. Whilst we don't know if these trends are here to stay or whether they will revert back to what we traditionally saw pre-2020, what we do know is that we are now seeing the negative consequences of these trends and therefore it is likely that these consequences will disrupt the trend and cause yet another one.

Take for instance the increase in international students applying to Switzerland. ETH is ranked 11th in the world (Times Higher Education rankings) and,

whilst other Swiss universities refuse to partake in Global rankings, the Swiss universities are getting a lot of global recognition. The numbers of students in the first year classes are overflowing and in many popular subjects, only 25% will be allowed to move on to the second year. The increase in international student intake in Switzerland has caused EPFL (Swiss Federal Technology Institute of Lausanne) to put a cap on the number of international students they take to 3000, ETH changed their entrance exam to be held once every 2 years instead of once a year and are making the Master's degrees more restrictive.

In the Netherlands, a paper outlining a package of measures reducing access to English-taught programmes at Dutch universities was outlined by their membership association in February 2024 as an apparent way of reversing the current student housing crisis. Canada announced in 2024 that they may be restricting international applicants.

These restrictions may seem “unfair” but what else can the universities do when students are struggling to find a seat in the lecture hall or the students arriving into the specific country can't find any accommodation?

In this ever-changing, unpredictable world it is so very important to encourage our young people to be adaptable. A student in Grade 10 may plan to apply to a university in Switzerland when they reach Grade 12 and they may have the academic profile that would suggest that they would be successful in 2026. But we don't know what the criteria will be in 2028 - it may be harder to gain a place, or easier, or, indeed, the same. There is no longer any possibility in making a strong prediction even when looking at 10 years' of data. ●



The Magic of Middle School at ICS

Lindy Hirt - Middle School Principal

This academic year marked an exciting milestone: the official launch of the ICS Middle School. More than just a structural change, this initiative represents a thoughtful investment in a unique and transformative stage of education—one that is often misunderstood, yet full of possibility.

When people hear that I work in a Middle School, their reactions tend to fall somewhere between admiration and sympathy. It's true—these years can be complex. But they are also filled with energy, curiosity, remarkable growth, and a lot of fun. I have always believed in the potential of this age group, and the decision to formally establish a Middle School reflects that same belief at an institutional level.

As we pause to reflect on our first official year, I am amazed at the dedication that the Grade Level

Leaders, tutors and teachers have invested in our wonderful students. Our work has been guided by a clear purpose: to help students grow into thoughtful, capable, and compassionate individuals. This year, that purpose has taken shape through four interconnected themes, each contributing to the “magic” of Middle School.

Belonging and Engaging with Our Community

At the heart of Middle School is a strong sense of belonging. At ICS, this begins with every student being known, seen, and supported as an individual. Whether in tutor groups, grade-level teams, or across the wider school community, students are encouraged to build meaningful connections. A key goal is ensuring that every student has at least one trusted adult they can turn to.





We also create opportunities for students to connect with one another in diverse and dynamic ways. Through Student Interest Groups in Grades 6 and 7, students explore topics they feel passionate about, investigate real-world issues, and design projects that create meaningful impact. This cycle of inquiry, action, and reflection fosters both independence and collaboration.

Beyond the classroom, extracurricular activities also play a vital role. They offer students the freedom to explore their interests, discover new passions, and begin shaping their identities in authentic ways. We offered over 50 clubs across Secondary School this year and the school was bustling after school with action across the campus.

Developing Knowledge and Skills for Lifelong Learning

Middle School is a critical period for building the academic and organisational skills that underpin future success. This year, we placed a strong emphasis on developing executive functioning skills—helping students learn how to manage their time, stay organised, and take ownership of their learning. This is not an easy feat as these skills require support, consistency and practice.

Our literacy programme has been another central focus, extending beyond Language and Literature classes into a collaborative effort across subjects and with the library. One highlight has been the introduction of literacy circles, where students engage in thoughtful, student-led discussions that deepen comprehension and critical thinking.

Our approach is grounded in best practices, including Universal Design for Learning (UDL), teaching Approaches to Learning (ATL) skills, and experiential learning. Assessment is used not just as a measure of achievement, but as a tool for growth, helping students understand how they learn and how they can improve. Students continue to learn that the learning process is so much more than a number. It is about reflecting, taking on feedback and setting goals.

Building Character and Social-Emotional Intelligence

Education in the Middle School goes far beyond academics. We are deeply committed to nurturing the whole child, which means developing social and emotional intelligence alongside intellectual growth. This time period can be very chaotic with body and brain changes. We know that time invested in identity building, relationship skills and self-management is essential for students to thrive.

Through frameworks such as the Learner Profile, Personal Development Programmes (PDP), and ATL skills, students are encouraged to reflect on who they are and how they relate to others. Opportunities for meaningful discourse—both with peers and adults—help students develop empathy, communication skills, and a sense of responsibility.

Social-emotional learning is embedded in everyday experiences, from classroom interactions to collaborative projects. These moments help students navigate challenges, build resilience, and grow in confidence.

A Collaborative and Experiential Approach

What truly brings Middle School to life is the collaborative spirit that runs through it. Grade Level Leaders, teaching teams, and support staff work closely together to ensure a cohesive and supportive experience for every student.

Learning extends beyond the classroom through field trips, workshops, visiting speakers, and hands-on experiences—particularly in areas like science and extracurricular activities. These opportunities make

learning tangible, relevant, and engaging.

Student Interest Groups, team-based projects, and shared experiences all contribute to a vibrant learning environment where students feel empowered to explore, question, and grow.

Looking Ahead

The first year of Middle School has been both a foundation and a beginning. It has affirmed what many of us already knew: that this stage of education is not something to be endured, but something to be celebrated.

The “magic” of Middle School lies in its ability to transform—turning uncertainty into confidence, curiosity into knowledge, and individuals into engaged members of a community. As we look to the future, we remain committed to nurturing this magic and continuing to create a space where every student can thrive. ●



A Celebration of Student Agency

Conor O'Brien - Personal Project Coordinator



At the end of April, our Grade 10 students received the achievement reports for the Personal Project. It comes as no surprise that our students have excelled across all areas of this process but what still surprises me are the hidden pieces of learning which I regularly discover, as I peruse the final reflections provided by all students. The Personal Project is a unique opportunity for students to deeply connect with a goal of their choice, and once students ignite that internal motivation, they show us what they are genuinely capable of through grit and determination to see a long-term vision through to the end.

The exhibition, which took place in March, was a testament to this; our students spoke fluently about topics beyond my expertise. They captivated our audience with newfound knowledge and perspectives

on what truly sparks the curiosity of our students. Alongside this feeling of pride, the students displayed a newfound confidence. Confidence in one's own choices and one's own abilities to deliver a project will be something they will embody for a very long time, as each new goal achieved brings a new sense of discovery.

Yet again, the students have gained another experience in their educational journey, and the most valuable part of this process, in my opinion, is how they build upon this experience and flourish seamlessly into the Diploma Programme candidates they all aspire to be next year. The ball is once again in their court. ●

Bringing Authentic Selves to the Table: Our SGIS Pride Experience

Gilles Collong - SGIS Pride Educator



On Friday 24 April, ICS students had the opportunity to attend the 8th Pride Conference organised by the Swiss Group of International Schools (SGIS) Pride Educators. This year, the Pride Conference was held at the International School of Basel.

This year's guest speaker was singer/songwriter Dylan Holloway who started the day with a powerful and authentic piece about connection. Not only did we get a private concert from Dylan at the start of the day, but he also offered a fresh perspective on resilience.

The rest of the day was spent by students taking part in various activities, including a workshop exploring ways to improve inclusivity in schools and where they were able to identify various patterns of problems across their different schools. It was a deeply personal and rewarding experience for all of us.

Throughout the day, students from various international schools in Switzerland connected with each other. It was very moving to see them be able to bring their authentic selves to a space where they truly belonged. As a queer educator myself, I was particularly moved by the realisation that had I had the opportunity for such visible queer representation when I was younger, my journey would have been

different. I feel incredibly grateful that, alongside my fellow SGIS Pride Educators, we are now able to provide this space for our students to be unequivocally themselves.

The day wasn't just about connection; it was also about looking forward. We had a fantastic panel of queer professionals from banking, finance, science, and HR backgrounds who shared their real-world experiences. Hearing how they navigated their careers and identities gave our students a concrete vision of their future possibilities beyond the classroom.

On the teachers' side, we also took part in some great professional development on inclusivity. It wasn't just theory; we had open discussions and workshops that gave us practical ideas to bring back to our daily work and support our students at school.

Overall, it was a powerful reminder of our mission to support every student in reaching their potential and fulfilling their passion. The students showed up with curiosity, and we all left with renewed energy. The whole day felt like a natural extension of the important work on 'Belonging' that we are currently doing right now at ICS. ●

Nourishing the Future: Sustainable Food Practices and Waste Reduction at ICS

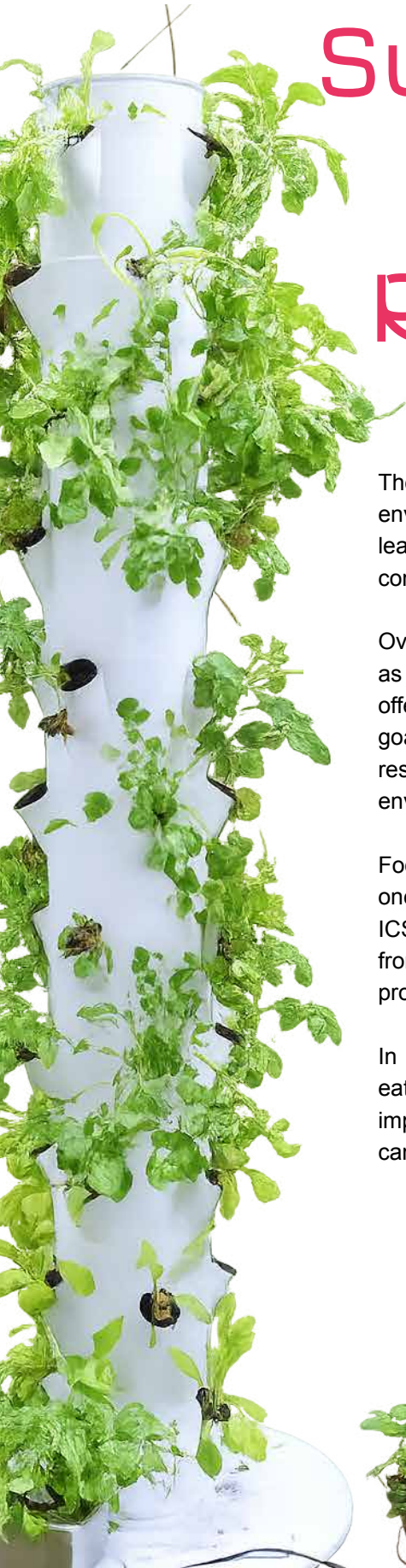
Aaron Willits - Owner, Passion Food GmbH

The ICS school canteen plays a vital role in shaping students' health, habits, and environmental awareness. Beyond simply providing meals, it serves as a daily learning environment where nutrition, sustainability, and responsible consumption come together.

Over the years, we have shifted to more environmentally friendly practices, such as sourcing local and seasonal ingredients, reducing red meat consumption, and offering more plant-based options. These approaches align with global sustainability goals, as food systems significantly impact climate change, land use, and water resources. By adopting a more sustainable approach, we can not only reduce their environmental footprint but also educate students about responsible food choices.

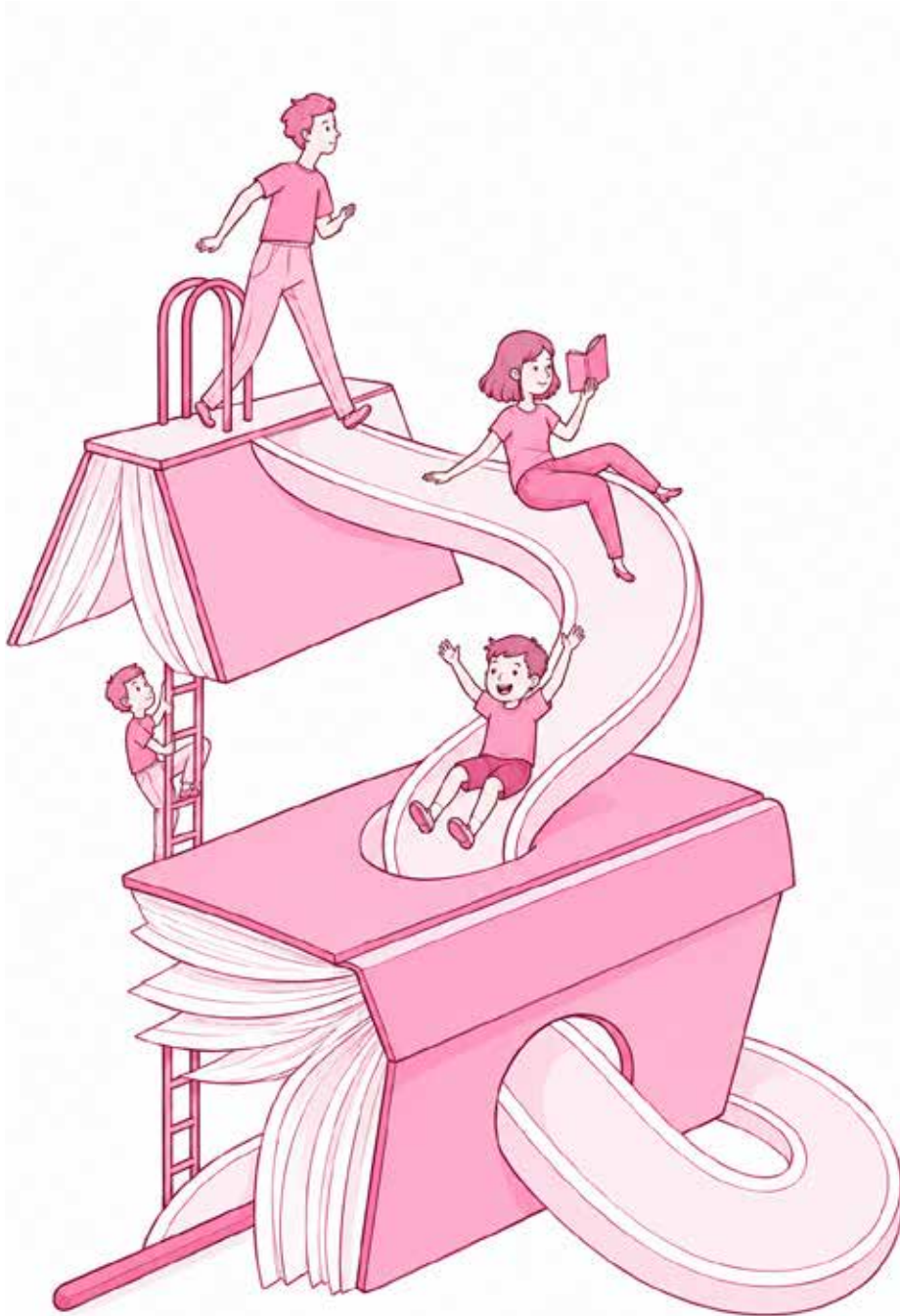
Food waste management is just as important. Studies reveal that globally between one-third and even up to half of food served in school canteens may be wasted. At ICS, we managed to be far below the average, currently between 13-18%. Initiatives from student-led "waste audits" have proven effective in reducing leftovers and promoting mindful consumption.

In a nutshell (no pun intended), the school canteen is far more than a place to eat—it is a platform for promoting health, sustainability, and responsibility. By improving nutrition, adopting eco-friendly practices, and minimising food waste, we can positively influence both students and the wider ICS community. ■



Beyond the Pages: An Introduction to Battle of the Books

Anne Labussière - Secondary Librarian

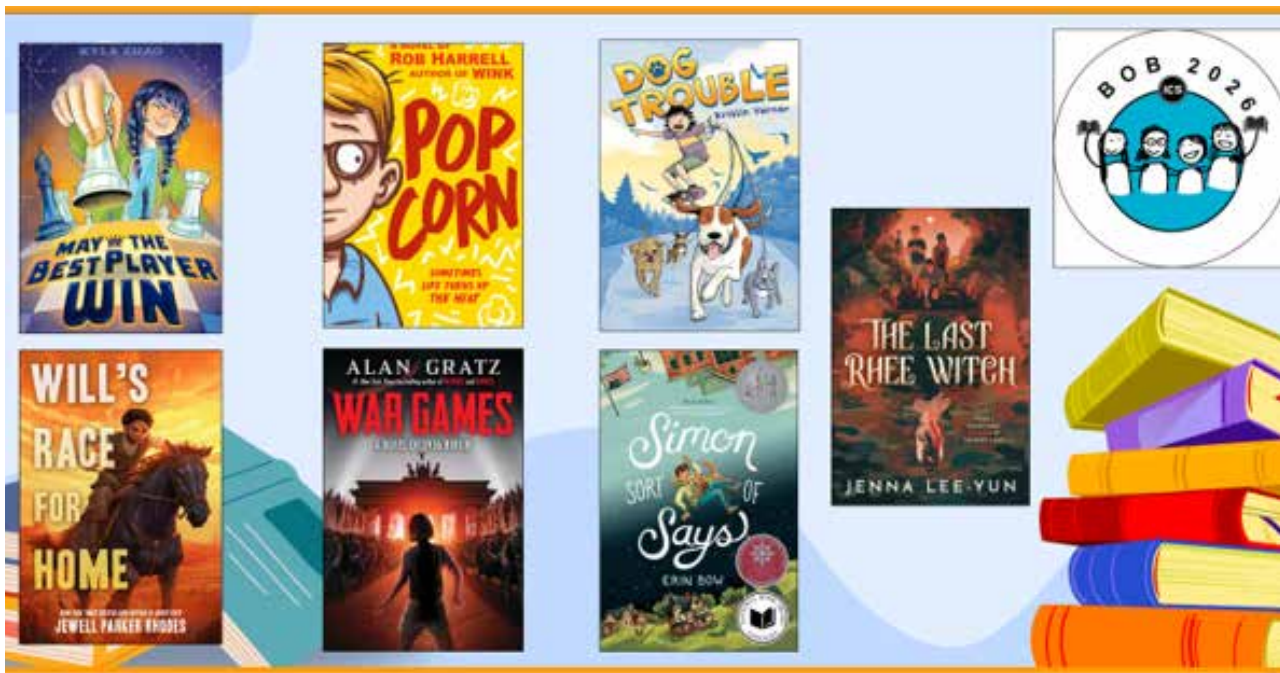


What is the Battle of the Books?

Each school year, from November to March, the Battle of the Books (BOB) brings excitement and energy to our Middle School. This engaging reading competition, offered as part of the ICS Extra-Curricular Activities programme, involves students in Grades 6 to 8. Teams of two to four students commit to reading a carefully curated selection of seven books. Team members often divide the reading according to their interests, strengths, and reading preferences, creating a collaborative and supportive experience.

BOB participants meet weekly at lunchtime for a variety of fun and interactive activities designed to prepare them for the elimination rounds and the Finals. They also enjoy the privilege of sharing lunch in our Secondary library, strengthening team spirit and friendships along the way.

Traditionally, BOB has fostered cross-cultural connections among international schools across Switzerland. This year, however, the competition was organised entirely in-house for logistical reasons — and it proved to be a tremendous success. BOB has also been expanding to our Primary school since last year!



"I loved meeting up with my reading group and doing lunchtime Kahoots and Blokets!" (Fosca Belloto, Grade 6)

"I like the challenge of reading so many books. I enjoyed the lunchtime activities. Through BOB, I learned new English vocabulary and improved my grammar." (Maxim Ardibili, Grade 6)

Reading for Pleasure

BOB is a wonderful initiative that nurtures a love of reading among middle school students and encourages them to become lifelong readers and learners. Reading for Pleasure is closely linked to academic success, personal growth, and overall well-being.

Through BOB, students discover a wide variety of genres, including fantasy, realistic fiction, graphic novels, mystery, science fiction, and non-fiction. In today's digital world, programmes such as Battle of the Books play an important role in promoting the value and joy of reading. Participants demonstrate impressive reading comprehension, teamwork, and memory skills as they recall details from all seven books throughout the competition.

"What I loved about BOB (other than winning it!) was that all of Secondary school found that they had a common passion for reading and that we used that passion to look at each other not just as peers, teachers and students but friends and teammates as we competed through what was by far the best experience of middle school. I believe I speak on behalf of all of us when I say, Ms Anne, Ms Tara, thank you so much for giving us an experience none of us will forget anytime soon." (Liana Mohtasham & Olivia Cetinic, Grade 6 and BOB champions)

Living the ICS Values

BOB strongly reflects the core values of ICS, particularly caring and belonging. The programme fosters a warm and inclusive community atmosphere while encouraging camaraderie, collaboration, and healthy competition among students. It also provides a meaningful platform for passionate readers to shine and be celebrated.

The library staff works hard to ensure that every student feels comfortable, valued, and included within their team. Respect, encouragement, and enthusiasm are at the heart of the programme's success. The exceptional commitment of the Grade 6 Level Leader, Mr Bradley, affectionately known as our BOB Master of Ceremonies, together with the support of the teaching staff, greatly contributes to the group's motivation and cohesion throughout the season.

Since 2024, teachers have also joined the fun with their own team, “The Dog Ears,” challenging students’ reading stamina and knowledge during the much-anticipated Students vs Teachers quiz.

“Participating in the Battle of the Books was a joyful reminder that belonging can be built when we meet one another in different spaces. One student, surprised to see me there, asked, “Mrs Hashmi, you read?” — a humbling and insightful moment that reminded me how students can sometimes see us only through one lens. Although the teacher team did not come close to winning, it allowed us to model team spirit, celebrate student success, and connect through shared laughter beyond our usual roles.”
(Yasmine Hashmi - Maths teacher and Head of the Belonging Committee)

This year also marked the introduction of the BOB Task Force, led by Yifei and Jolie, Grade 8 students, who were last year’s champions. Their leadership and support in organising activities and assisting during the Finals brought additional energy and student ownership to the programme.

Multilingualism and Inclusion

BOB celebrates multilingualism and encourages active participation from students of diverse linguistic backgrounds. Many of our participants do not speak English as their first language, yet they enthusiastically engage with the reading programme and competition. BOB creates an inclusive environment where all students can develop confidence, improve language skills, and share a common passion for books and storytelling.

“From a Language and Literature teacher’s perspective, it is delightful to see so many students voraciously reading for the BOB competition. Ms Anne keeps the competition highly engaging with activities such as making t-shirts with team logos and a very motivating teacher vs student Kahoot. Ms Anne brings joy into reading.” (Viviane Van Aesh - Language & Literature, EAL teacher)

Go BOB-ers and see you next year! ■





An Alumni Perspective: Returning to ICS

Anouk Sijbring - Engagement Intern

Alumni are a vital part of an educational institution, as they remain lifelong members of its community. At ICS, this appreciation and connection to alumni is clear. Returning to ICS over eight years later, this time as a staff member, has shown me just how strong that connection can be.

I attended ICS from Grade 6 to Grade 8, with my final year coinciding with the first year of COVID-19. At a time when so much already felt uncertain, leaving the school and the country I had grown to love felt especially difficult. This is what makes returning now such a beautiful experience.

One question I am often asked is, "What is it like being back, this time as staff?" My answer is always along the lines of: comforting. Even though many years have passed, the values and sense of community at ICS remain familiar. While most of my former teachers have left ICS and I now work alongside entirely new colleagues, there is still a strong sense of belonging that made the transition feel natural.

As I near the end of my bachelor's degree, conversations about future careers and next steps

have become increasingly important. Being able to complete a three-month internship at ICS will have not only provided valuable professional experience, but also given me a new perspective on how a school community operates behind the scenes. Experiencing ICS first as a student, then as an alumna, and now as a staff member has highlighted how perspective evolves over time.

Returning to ICS has reminded me that the impact of a school extends far beyond the moment you leave. The relationships, values and experiences built within a school community can continue to shape opportunities years later. ●





Building Community, Together

Stefania Vancheri - PA Communications

At Inter-Community School Zurich, community is not just something we talk about, it's something we actively build together every day.

In an IB school, learning goes far beyond the classroom. It thrives on strong relationships between students, educators, and families. This is where the Parents' Association (PA) plays such an important role. At ICS, the PA is not simply about organising events, it is about creating connections, supporting families, and strengthening a genuine partnership with the school.

What makes this partnership meaningful is how it is lived across the whole school. Our PA Vice Presidents in Primary, Middle and Senior School are at the heart of this connection. They meet regularly with their respective Principals, creating space for open dialogue, shared perspectives, and ongoing alignment. Together with the PA Board's monthly meetings with the Leadership Team, this ensures that communication remains open and that the parent voice is part of the conversation.

This connection is further strengthened by our Class and Grade Parents, who are an essential part of the PA. They help build relationships within each class and grade, support communication at a local level, and ensure that every family feels included and able to contribute. They are the ones who bring people together, spark conversations, and help build those first connections that can turn into lasting friendships.

And then there are the moments we share. From the colour and energy of the International Festival to the warmth of the Welcome Back Picnic and other community gatherings, these are the times when our

diversity becomes something we celebrate together, when strangers become friends, and a school becomes a community.

Because at ICS, you don't join the Parents' Association, you already belong. ●





OUR
Kind of
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