Inter-Community School Zurich

ANNUAL REPORT

2025 -2026



OUR MISSION

At ICS we are 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.

OUR VALUES

WELCOMING. HUMBLE. RESILIENT. COMMITTED.

There is a uniqueness within ICS that attests to our welcoming environment. Ours is an empowered community of humble and resilient people, collectively committed to learning.

OUR VISION

Empowering learners to change their world.



MESSAGE FROM

OUR LEADERSHIP TEAM



The 2025/26 academic year was marked by transition and continued progress, with investment in teaching and learning and campus development remaining central to our priorities. Significant advances were made in our approaches to teaching and learning, alongside a deepened commitment to professional growth, and a strong embodiment of the four pillars of our Strategic Direction in the work of our Professional Learning Communities (PLCs). We also launched School Improvement Groups in key areas of Belonging and Pathways to graduation; with the initial research phase completed we now turn towards opportunities for implementation.

Major building works were completed amidst the hustle and bustle of daily operations, in record time, and at the highest quality. We organized ourselves around new spaces during the build and navigated unique challenges, such as migration of Science labs, with great success. Our graduating class IB results were exceptionally strong and a reflection of our collective efforts across all divisions.

The School's financial performance reflected this continued progress, with operating revenue increasing by 3%, supported by higher student enrolment. Alongside a year of leadership transition and continued investment in our people, particularly in teaching staff and professional development, the School achieved an improved operating result before depreciation compared with the previous year. This positive development underscores our commitment to educational quality, responsible financial stewardship and long-term sustainability.

As a Leadership Team, we extend our sincere gratitude to the Board of Trustees for their trust, guidance and unwavering support throughout the year. Their commitment and partnership have been instrumental in positioning ICS for continued progress and future success.

Gabriel Di Mauro *(Senior School Principal)* &
Cristian Garcia *(CFO)*

MESSAGE FROM

OUR BOARD OF TRUSTEES



Following the departure of our Head of School, the Board set up a Transition Committee to support the leadership team, consisting of our three Principals and CFO, during this period.

Despite the challenges of the year, the School came together as a community and continued to move forward. It was clear that every department played its part in making the year as stable and balanced as possible for our students. Our teachers, administrative staff and support teams all contributed to keeping the school running well and ensuring that our students continued to have a positive and consistent experience.

The Board also continued to support the School's development through its investment in the building extension, the planning of the Hub, and a range of renovation and landscaping projects, reflecting its commitment to the long-term future of ICS and its educational vision.

The year also included the search for a new Head of School. This was an important process for the Board and included input from parents and others in our community. We are very happy with the outcome and believe we have made a strong choice for the future of ICS.

There was also change within the Board. Following the announcement of departure of two Board members, the Nominating Committee was formed to identify and select two new Trustees. We received a strong number of applications from our parent community, which was a great reflection of how much our parents care about the School and how willing they are to contribute their time, experience and ideas.

We would also like to thank Claudio De Sanctis and Mike Doustdar for their many years of support and commitment to ICS. Their contribution to the Board and to the School has been greatly valued.

Looking back, it was a demanding year, but also one that showed the strength of our community.

Greg Vlasek *(Chair of the Board of Trustees)*

INSIGHTS INTO THE

Campus Development Project

The 2025/26 academic year marked another major milestone in the ICS Campus Development Project with the successful completion of Stage 2 in August 2026: the Vertical Extension of the Secondary Building.

Over a period of approximately 12 months, two new floors were constructed above the existing four-story building, adding around 1,800m² of new learning and community space to the Campus.

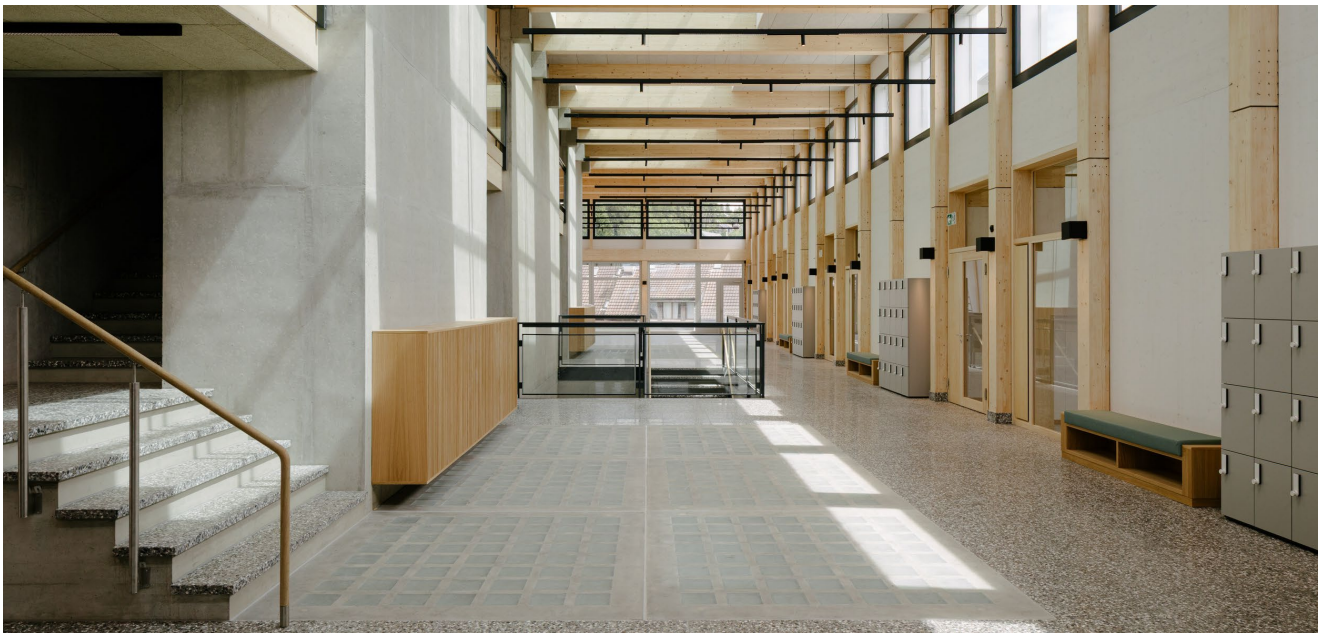
This purpose-built, largely wooden extension integrates seamlessly with the existing building space which significantly enhanced the learning environment. The new and modern spaces include classrooms for visual arts, theatre and music: a recording studio/mixing room, a dedicated Study Center, our performance- and event hall The Odeum, and the more intimate Music Hall. We also added offices for the administrative staff and completed exterior landscaping and completed the new traffic circle. Work continued on the Middle School playground through the October break.

We also took the opportunity during construction to upgrade the entire Secondary building to meet current fire-safety and regulatory requirements, helping to future-proof the Secondary building for the years ahead, and to make some structural improvements in the Primary building.

The Stage 2 project was completed on time and within budget, with the new spaces ready to welcome students and staff at the start of the 2026/27 academic year.

The completion of this stage represents another significant step towards creating a consolidated campus that supports the evolving needs of ICS. The Campus Development Project now moves forward to its next phase. Planning and design has started for Stage 3: The Hub, the future new-build development that will provide additional learning and sports facilities, together with an additional cafeteria and flexible spaces to meet and gather.

Stay tuned!



Valentijn Bonger *(Chair of the Building Committee)* &
Hester Dekker *(Project Manager)*

The Primary School

Learning Environment

Throughout the past school year, we looked closely at the Primary School through the eyes of the children and adults who use it every day. What would make classrooms more comfortable and inviting? Which practical changes would improve the flow of a busy school day? Where would an investment have the greatest impact? Agreeing on priorities took time and discussion.

When students, staff and parents returned in August, they found a brighter Primary School. New lighting and cosmetic improvements have refreshed the building, while new rugs in every classroom have brought warmth to the spaces where children gather and learn. Additional toilets for our youngest learners address a practical need for a growing and active school community. Outside, the playground has a new surface ready for the running, games and conversations that fill every break, in every season.

For young children, school is experienced in these everyday details. They sit together on a rug to listen, ask questions and build on one another's ideas. They move between shared discussion, independent work and collaboration with classmates. At playtime, they practise making decisions, working through disagreements and including others. The spaces around them should be comfortable and cared for and give teachers the flexibility to respond to how children learn.

This thinking is central to our Primary Years Programme. We want children to be curious and active participants in their learning, with opportunities to explore, make connections and share their thinking. We also want them to feel that they belong to a community where their ideas matter. A refreshed building cannot do the work of teaching or building relationships, but it supports the people who do that work each day.

The summer improvements reflect a priority we worked towards during the past year, giving our Primary community an environment that matches the care and attention we bring to learning.



Lynda Miller *(Primary School Principal)*

ICS Learning Culture

Goal Setting for Professional Growth

As a community, we are deeply committed to growth and learning for all. Just as we nurture the development of our students, we recognise the importance of creating meaningful opportunities for every member of staff to reflect, learn and grow professionally.

As part of our Professional Growth Framework, the 2025/26 school year saw the introduction of a goal-setting process for all staff. At the beginning of the process, staff members identified an area of professional growth that was meaningful and relevant to their work. To support this process, we adapted the GROW model as a common framework for thinking about professional goals:

- Goal – What do I want to achieve or develop?
- Reality – Where am I now, and what is the current situation?
- Options – What approaches, resources or opportunities could help me move forward?
- Way Forward – What specific actions will I take, and how will I know I am making progress?

The shared model provided consistency across the school while allowing staff to take ownership of their professional learning. Goals reflected the diversity of roles across the School and included teaching and learning, leadership, collaboration, systems and processes.

The personal goals identified by staff reflected both the diversity of their roles and our shared priorities as an IB learning community. During 2025/26, these included strengthening assessment and feedback practices, supporting neurodivergent learners, fostering student belonging, and developing literacy across the curriculum. Other areas of focus included gathering and using student feedback more effectively, integrating and scaffolding Approaches to Learning (ATL) skills, strengthening research practices, building sequential lesson and assessment resources, exploring the responsible use of AI in teaching, learning and administration, and enhancing leadership through improved delegation, prioritisation and team coordination.

Although these goals varied considerably in focus, they shared an important characteristic: each began with reflection on current practice and an intention to make a meaningful improvement.

The introduction of a shared goal setting process represents an important step in the continued development of our Professional Growth Framework. Ultimately, it is about more than completing goals. It is about modelling the virtue of learning and strengthening a culture of reflection, curiosity and continuous improvement across our School.



Lindy Hirt *(Middle School Principal)*

ACCREDITATION & MEMBERSHIP

ICS is an IB World School and is the only school in Zurich fully authorised by the International Baccalaureate Organisation (IBO) to offer three programmes of the IB - Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

ICS is fully accredited by the New England Association of Schools and Colleges (NEASC), and strives to continually improve and adapt to the changing landscape of education.

We are a service centred school, and the only Round Square school in Zurich. We believe that our children learn best when they are able to be themselves in their school and are safe and valued for who they are.

ICS is an active member of the Educational Collaborative for International Schools (ECIS), the Swiss Group of International Schools (SGIS), the European League for Middle Level Education (ELMLE), and the Sports Council of International Schools (SCIS).

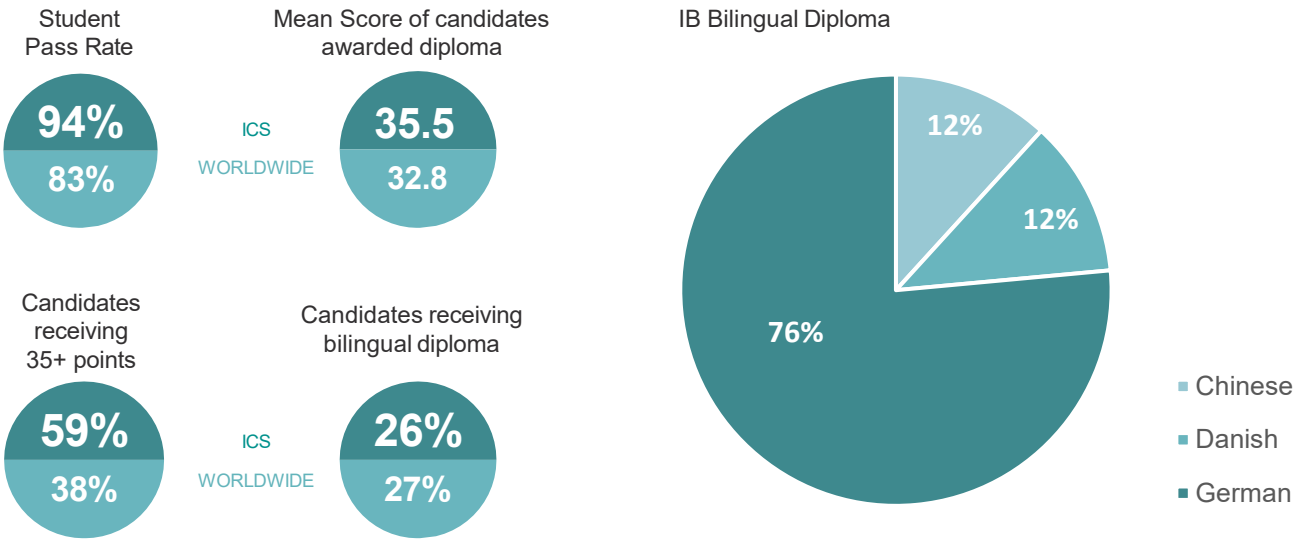


We are proud of the diversity of our environment, of the representation of 52 nationalities with over 70 spoken languages - ours is a vibrant and vigorous community.

IB DIPLOMA

The Class of 2026 set high expectations for themselves by striving to meet their potential during the two-year IB Diploma Programme. Ours is a school that is inclusive and open-entry, which supports all students to undertake the full IB Diploma. Unlike other schools that channel students into either the IB Diploma or a national curriculum, here at ICS we believe that all students can achieve success in the IB Diploma. Their collective results significantly exceeded the worldwide average and our results continue to represent the high calibre learning which reflects the dedication of our highly qualified teachers, as well as the hard work of our students. We remain firmly committed to our belief that all students can achieve individual success in the IB Diploma Programme.

IB DIPLOMA RESULTS 2026 - ICS & WORLDWIDE COMPARISON



MEAN SCORE BY SUBJECT GROUP 2026



UNIVERSITY & COLLEGE

ACCEPTANCES 2026

United Kingdom

- King's College London (KCL)
- University of the Arts London (UAL)
- University of Cambridge
- University of Oxford
- University College London (UCL)
- University of Leeds
- University of York
- University of Edinburgh
- University of Durham
- University of Bath
- University of Bristol
- University of Manchester
- University of Loughborough

Canada

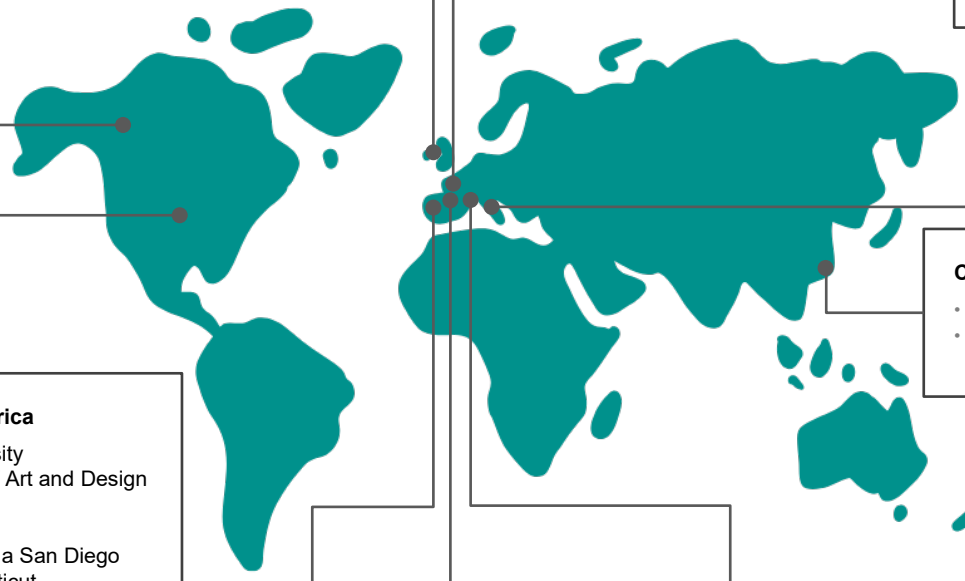
- Bishop's University
- McGill University
- Ontario College of Art and Design
- Queen's University
- University of Toronto
- University of Waterloo
- University of British Columbia
- University of Victoria

The Netherlands

- Rotterdam School of Management, Erasmus University

Italy

- Politecnico di Milano
- LUISS Universita di Roma



China

- The University of Hong Kong
- The Hong Kong University of Science and Technology

United States of America

- Northeastern University
- Savannah College of Art and Design (SCAD)
- Temple University
- University of California San Diego
- University of Connecticut
- Brandeis University
- Purdue University
- Suffolk University
- Emmanuel College
- Lynn University
- The Ohio State University

France

- EDHEC Business School
- ESCP Business School Sciences Po

Switzerland

- Eidgenössische Technische Hochschule Zürich (ETH)
- EHL Hospitality Business and Hotel Management
- University of St Gallen (HSG)
- University of Basel
- University of Zurich (UZH)
- Pädagogische Hochschule Luzern (PHLU)

Spain

- ESADE Business School Barcelona

FINANCES

FINANCIAL INFORMATION for 2025/26

The Foundation for the Inter-Community School Zurich is a private non-profit foundation organized under Art. 80 ff. of the Swiss Civil Code. It serves families of all nationalities temporarily living in Switzerland by providing an education that enables students eventually to return to their own country, integrate into other international schools or start their studies at a university either locally or around the globe. The school is an IB World School and a member of the European Council of International Schools. ICS is fully accredited by the New England Association of Schools & Colleges (NEASC).

The school is governed by an elected Board of Trustees that serves in a voluntary capacity pro-bono. Financial surpluses, if any, can be used only for school improvement and development.

The School Leadership and the Finance team manage the school's accounts under the guidance of the Financial Policies. In fulfilment of the Board of Trustees' fiduciary duties, the Board provides oversight through the Finance Committee. All key financial decisions, including establishment of the annual budget and schedule of fees, arise from the recommendations of the Finance Committee to the Board. The Board also sets the school's campus enhancement policies and ensures that an independent annual audit is conducted. The school's financials are presented and explained at the ICS Annual General Meeting with parents in November.

FINANCIAL REVIEW

The financial information presented in this Annual Report provides a summary of the School's financial position as of 31 July 2026 and reflects the financial statements audited by Ernst & Young AG and presented to the Board for approval on 26 October 2026.

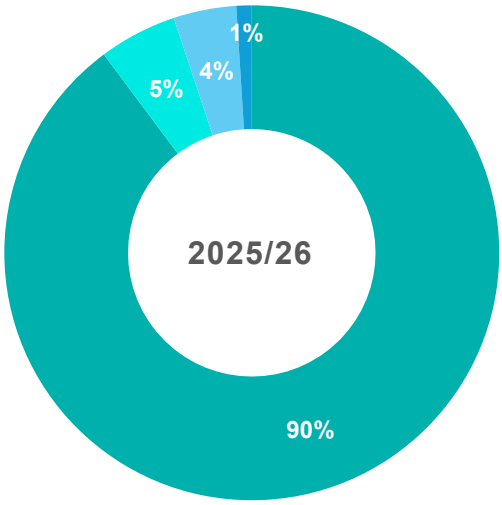
The School's financial resources are focused on its core purpose: delivering high-quality teaching and learning, Our kind of Education. Operating activities and investments are primarily funded through tuition and capital fund fees, with resources directed towards maintaining small class sizes, providing appropriate learning resources and supporting the delivery of the IB Programmes.

Against a challenging geopolitical backdrop, and while continuing to invest in teaching and learning, the School improved its operating result before depreciation compared with the previous year. Depreciation increased by CHF 0.9 million, primarily reflecting the commissioning of the Pavilion and other capital investments completed in 2025. As a result, the School recorded a net deficit for the financial year.

The School's campus development is supported by financing from Zürcher Kantonalbank (ZKB). As of 31 July 2026, the construction loan amounted to CHF 21.8 million. This financing supports the School's long-term investment in its campus while enabling it to manage its financial resources and obligations over the development period.

FINANCES

OPERATING REVENUE

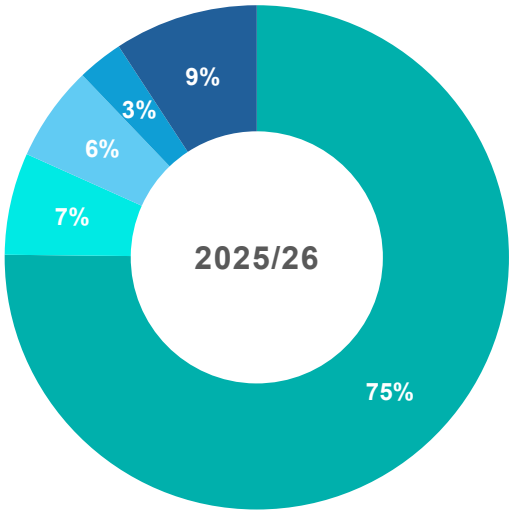


With enrolment above the previous year, operating revenue increased by 3%. This growth contributed additional resources to support the School's educational programme and ongoing operations.

During the year, the School continued to balance investment in educational quality with its commitment to families, including maintaining stable tuition fees and directing additional resources towards teaching, learning and the student experience.

TCHF	2025/26	2024/25
Tuition fees	26,713	25,770
Educational fees	1,514	1,568
School services	1,221	1,219
Other income	298	311
	29,746	**28,868**

OPERATING EXPENSES



TCHF	2025/26	2024/25
Staff	22,861	22,033
Students	1,991	1,978
Campus	1,866	1,942
General expenses	891	864
Depreciation	2,805	1,902
Result	**-668**	**149**

Our approximately 240 employees represent the School's largest investment, accounting for 75% of total operating expenditure. During 2025/26, the School continued to invest in teaching staff and professional development to support high-quality instruction and the continuous improvement of student learning. Staff-related expenditure increased by 4%, or CHF 0.8 million, compared with the previous year.

A further 7% of expenditure was directed towards educational materials and student activities, supporting learning both within and beyond the classroom. Through Student Life, students have access to a broad programme of activities spanning music, theatre, visual arts, technology, health, speech and debate, sport, study visits and experiential learning.

Campus maintenance and ongoing improvements accounted for a further 6% of annual expenditure. Alongside the continued development of the campus, these resources support the maintenance of safe, functional and high-quality learning environments and outdoor spaces for students, employees and the wider school community.

FINANCES

OUR FINANCIAL POSITION

The School continues to manage its financial position with a focus on long-term sustainability and the responsible funding of its educational and campus priorities.

In partnership with ZKB, ICS secured financing for the first phase of the campus development programme completed in summer 2026. Planning for the next phase has progressed during the year, including the assessment of additional financing options required to support its delivery.

Through ongoing oversight by the Board and its committees, together with careful financial management by the school's leadership, ICS remains focused on balancing investment in educational quality and campus development with responsible financial stewardship and long-term financial sustainability.

BALANCE SHEET AS OF 31 JULY

TCHF	2026	2025
Assets		
Current Assets	13'405	11'417
Non-current Assets	61'661	49'900
Total Assets	**75'066**	**61'317**
Liabilities and capital		
Current Liabilities	16'924	16'507
Bank loan	21'800	7'800
Foundation Capital and Surplus	36'342	37'010
Total Liabilities & Foundation Capital	**75'066**	**61'317**


GRETSCH