2019
A YEAR AT NANJING INTERNATIONAL SCHOOL

Nanjing International School
南京国际学校
An Inclusive Learning Community

WORLD SCHOOL®
50 YEARS OF INTERNATIONAL BACCALAUREATE

NIS was the first International Baccalaureate World School in China to offer the continuum of PYP (Primary Years Programme), MYP (Middle Years Programme) and DP (Diploma Programme). The IB is focused on developing inquiring, knowledgeable and caring young people who are motivated to succeed.

The IB Diploma is recognised as the gold standard in pre-university education. Recently published research shows that students entering university with the IB Diploma are more likely to complete their degrees with higher achievement levels, to engage in various aspects of university life, and to pursue graduate studies. The programme is currently followed by almost 5000 schools in 153 countries.

www.ibo.org
Welcome to the 2019 edition of “A Year at Nanjing International School” which is an at a glance summary of life at school during the year 2019. The information spans the second semester of 2018-19 and the first semester of 2019-20. The main goal of the publication is to share information about school with our community. Every school wants to live their mission and my hope is that the NIS community will be able to see that we are achieving what we have set out for ourselves in our mission.

2019 was an exciting year which saw the opening of our new Early Years Learning Centre for our 3-5 year olds, the launch of the GCD (Global Citizen Diploma) for Grade 9 and much needed continuity with no changes to our leadership team and the number of new teachers being less than 10% of the total.

As a learning community we accept that nothing stands still and we need to be active through our strategy to continue our path of school improvement. With the new iteration of our Strategy V2.2020 we will see changes to our learning spaces throughout NIS over the next three years beginning with the construction of The HUB during 2020.

The professional development of teachers remains a focus with most emphasis being on the changes to the IB programme in Primary and Diploma years. Additionally NIS hosted the Learning2 Asia conference and the ACAMIS Early Years conference in successive weeks welcoming over 200 visitors to our campus from around Asia.

We are an inclusive school which means that we work with every student to help them follow their passions and achieve their best. In reflecting on how we know we are doing well as a school there has been a growing recognition that good IB results, excellent university and college placement, proof of growth through MAP (Measures of Academic Progress) and exceptional SAT results only reveal part of the picture, albeit an important part. At the GCD launch the Grade 9 students proclaimed that they are ‘more than numbers’. We believe that also goes for our graduates who are living examples of what impact a school can have on students. For this reason we are now putting more time and resources in to reconnecting with our alumni.

LAURIE McLELLAN
Director
The NIS Board is a 9-member group of volunteers. Two of the Board members are non-voting – Staff member and Director.

The Board had a two day retreat over a weekend in August facilitated by David Chojnacki who leads his own consultancy called ‘Center for Good Governance’. He is the co-author of the International Trustee Handbook published by the National Association of Independent Schools, USA. The Board training focuses on helping with new member transitions, current expectations of Board roles and responsibilities and goal setting that matches Board big picture goals with the School Director’s more operational goals. Everything is geared towards living our mission and measuring our success.

**Board Goals**

**Approve a completed new campus development plan.**
Strategic Policy D: The School's learning environment shall be safe, secure, healthy, environmentally sustainable and supportive of the School mission.

**Define a communication and marketing plan to drive future enrolments.**
Strategic Policy F: Institutional development and community engagement shall support the School’s mission.
There are two Board sub-committees: Finance and Governance. These working committees make recommendations for Board approval.

Dylan Barnes-Lotfi
Governance Chair (since 2017)

Sonia Jaeger
(since 2017)

Andrea Raviolo
Finance Chair (since 2017)

Laurie McLellan
Director (since 2009)

Director’s Goals

Publish a new campus development plan.
Strategic Policy D: The School’s learning environment shall be safe, secure, healthy, environmentally sustainable and supportive of the School mission.

Create a staffing plan to match enrollment.
Strategic Policy C: Quality international and local staff members shall be recruited and retained who consistently support, promote and apply the School mission.
Strategic Policy E: Financial planning and resource allocation procedures shall be adequate to ensure the short and long-term financial security of the school.

Implement a communication and marketing plan to drive future enrollment.
Strategic Policy F: Institutional development and community engagement shall support the School’s mission.

Engage community in V2-2020 strategy roll out.
Strategic Policy G: The Board, in collaboration with the administration, shall establish specific processes for planning and criteria for measuring achievement of the School’s mission.
Finance

NIS is a not-for-profit school that is owned by the parents.

All fee payments are for the entire use of the school to benefit the students and their learning. This makes us unique amongst international schools in Nanjing. Since NIS is self-funding, all building, including debt service for such projects, must be paid for from fees.

The two graphs show the expenditure for 2018-19 and the present budget for 2019-20. The largest investment for the school is staffing. We acknowledge how much parents and teachers appreciate the school’s transparency in the use of finances and our authentic not-for-profit status. We are not part of an American or British school group business run for profit to the benefit of overseas and Chinese owners or investors.

We are totally independent so do not fund an overseas business development office which then dictates what we do.

That is why we are able to hire the finest teachers from anywhere in the world, build a world class campus and provide the best technology and resources for learning.
2019 was a year of continuity for the school’s educational leadership team.

Laurie McLellan, our School Director is in his 11th year at NIS and has committed until 2027. Kasson Bratton is in his 6th year at NIS and 2nd as Deputy Director for Learning. Likewise, Katie Ham is in her 6th year at NIS and 2nd year as Head of Upper School (10-12). Ruth Clarke is in her 10th year at NIS and 2nd year as Head of Middle School (6-9). Ruth is also the Child Protection Officer at NIS. Adam Dodge is in his 2nd year at NIS as Head of Primary.

All members of the team are highly qualified and have experience in working at international schools in other countries outside their home countries. NIS is committed to diversity in teacher and leadership recruitment. We are five educators from four different countries that bring together a rich variety of perspectives.

The whole leadership team will remain at NIS throughout 2020. This amount of continuity in a leadership team of an international school in China is somewhat uncommon.
Strategy
V2.2020

What is Strategy?
Strategy is the lens through which we filter all that we do. Strategy is the best of research-informed and innovative practice in education applied to the needs of the NIS community.
Some examples are that we use Strategy to guide our thinking and decision making when we:
1. Design learning spaces
2. Discuss student achievement
3. Plan for learning

NIS is an inclusive learning community inspiring international mindedness, creative thinking and personal excellence. The Strategy is how we make this happen.

1. Burst the Bubble.
At first, this goal seemed to be about getting involved in China beyond the confines of the school and to break down barriers that limited our interactions with our host country.
We want to expand the definition to include bursting all kinds of bubbles. We want our whole community to connect across cultures and perspectives. We want our students to be equipped with the skills that allow them to burst the bubble when they find themselves outside of their comfort zone: when they start out at college, work, or any other new environment.
“To burst the bubble is to be equipped with the skills that connect learners with nature, people, culture and places.”
2. Student Voice & Student Choice.

When this goal was launched it rolled off the tongue in one mouthful: studentvoiceandchoice. We want to consider how both student voice and student choice are a part of what we do, and how both guide us in the journey to becoming a school where every student creates their own learning plan.

“To activate student voice and student choice is to involve students in the decisions about teaching and learning.”

It is an expectation that, to achieve these goals, the NIS Learning Community uses 8 pathways when making decisions about teaching and learning. The 8 Strategy Pathways act like filters to change and amplify what helps us achieve our Strategy Goals, and ditch the things that don’t.

PERSONALIZE LEARNING
We provide opportunities for students to make decisions around when, where and what they learn, and how learning is demonstrated. No student learns in the same way. When students are involved in planning their own learning, it leads to higher levels of engagement and deeper understanding.

REFINE INCLUSION
We ensure opportunities exist for all learners to grow and achieve success. All students have the right to become the best they can be.

BLEND DIGITAL & FACE-TO-FACE LEARNING
We incorporate technologies with elements of digital and face-to-face learning to enhance possibilities over when, what, why, where and how students learn.

SUSTAIN A CULTURE OF TRIAL AND ERROR
We sustain safe environments that promote confidence and learning from failures. This invites students to be courageous, which builds resilience. Success can also come from failures.

CREATE SOLUTIONS
We develop and learn from innovative solutions to local and global issues. Seeing success stories inspires our own innovation.

MAKE CONNECTIONS
We develop and learn from innovative solutions to local and global issues. Seeing success stories inspires our own innovation.

SERVE OTHERS
We prepare learners for a life of civic and social responsibility. We empathize with others to create a better reality for everyone. Learning with and about others also helps us learn more about ourselves.

TAKE ENVIRONMENTAL ACTION
We develop behaviors that reduce negative human impact and result in clean air and natural resources, and a non-toxic environment.
With “Student Voice and Choice” as an integral part of our strategy, Nanjing International School worked with NoTosh to develop and publish “Dear Architect, A Vision For Our Future School.” A publication which began with a simple question, “How does space help or hinder learning?” Within it are the voices, opinions, and wishes of the school community about what type of learning spaces would inspire and support us. You might say, it was our message in a bottle, an invitation for learning. In elevating the values our learning community had around space, NIS went further into the realm of “How might we in the Early Years…”

Through our core discussions, three key elements began to emerge; **CHOICE, VISIBILITY, and ENERGY!**

We wanted a learning environment that was flexible, open, and inviting for us to explore via our physical, mental, social and emotional selves.
With guidance from EIW Architects our community watched our vision come into fruition. It transformed from completely gutted classrooms with only the foundation, load-bearing walls and columns standing to an open concept and fluid space that invites a flow of inspiration for our entire learning community.

When walking in and around the Early Years Centre, one notices “campfires,” instead of classrooms. Rounded spaces encircled by soft bamboo shelving brings us together as a community to share stories and ideas. Throughout the entire centre, one can freely walk to visible spaces co-created between students and teachers.

Choices abound for our learners in our spaces for individuals or groups. There are caves to climb in with a friend inviting imaginary play, amphitheatre steps which invites an audience and new vantage points. Instead of “fixed furniture,” we have open shelving and tables that are dynamic choices with mirrors, blackboard, magnetic tops, and light. Flexible indoor-outdoor spaces which provide our early learners opportunities to channel their energy within a challenging, natural environment that tests their physical abilities, offers musical exploration and discover wonders yet still to find.

In August 2019 we entered our new space that offers visibility, choice and energy. As the story of that space begins to unfold, we will watch and listen for the possibilities that embodies our vision for learning.
“Our story is more than numbers...”

After two years of preparation, NIS officially launched the Global Citizen Diploma (GCD) in November. Together with five other schools around the world, NIS has begun to offer Grade 9 students the chance to reveal who they are and how experiences have shaped them. These stories weave together a memory and the language of GCD sends a clear message that our students are more than numbers.

The Global Citizen Diploma (GCD) is a validation of activities and experiences that students do in addition to their academics.

“I could tell you my grades. Or I can tell you how spending time in a school for children with auditory disabilities has inspired me to learn about different issues so I can help them. MY STORY IS MORE THAN NUMBERS.”

Students showcase their stories with authentic audiences as GCD highlights the story of learning and growing through a range of lenses. Students are encouraged to burst the bubble while they express their voice and choice in the experiences that allow them to achieve their personal excellence.
By documenting their stories, students will be able to share them with future universities and employers. The GCD encourages reflection, learning and connection.

As Global Citizens, our students live their lives with a promise to understand others, make decisions with the awareness of its effect on the local and global communities while advocating for responsibility for sustainability.
Teaching Faculty
Staff Demographics

NIS has a teaching faculty of 98 teachers who come from 18 countries.
2019 was a year with less than 10% of teachers being new to NIS. The average length of stay for teachers who are planning to leave NIS at the end of this year is 4.5 years.

It is rare to find such continuity, diversity of age, experience, nationalities and expertise on one faculty. NIS hires teachers through worldwide searches for the best fit, we have no affinity to any one system. Our commitment is to best practice for the benefit of student learning. We only hire fully qualified teachers with the majority holding Masters Degrees. All our Early Years teachers are fully qualified and trained to specialize in working with younger learners.
### Student Data

#### Student Demographics

**School wide Teacher-Student Ratio**: 1:6

**School wide Average Class Size**:
- PS: 15
- MS: 17
- US: 11

**Total Enrolment**: 622

**Boys**: 318

**Girls**: 304

### Students by Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre K</th>
<th>K1</th>
<th>K2</th>
<th>G1</th>
<th>G2</th>
<th>G3</th>
<th>G4</th>
<th>G5</th>
<th>G6</th>
<th>G7</th>
<th>G8</th>
<th>G9</th>
<th>G10</th>
<th>G11</th>
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<tr>
<td></td>
<td>14</td>
<td>32</td>
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<td>52</td>
<td>42</td>
<td>54</td>
<td>39</td>
<td>39</td>
<td>35</td>
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</tbody>
</table>

### Student Diversity

The three most common passports on campus are Korean, USA and German. The four most spoken languages are English, Korean, Mandarin and German. We offer mother tongue instruction PreK-12 in English and Mandarin. In Grades 6-12 we also offer first language instruction in Korean and German.

There are presently over 30 nationalities represented at NIS, with many more spoken languages in the extended families of our students. The school remains rich in national and linguistic diversity.
Student Learning

Student Learning Outcomes
IB Diploma and SAT

Student learning results are key data points when considering the success for our students. In particular the data on student achievement at graduation, coupled with the excellent university and college placement of our graduates.

IB Diploma Results, 2012-19

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<tr>
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<tbody>
<tr>
<td>Full Diploma Entries</td>
<td>19</td>
<td>27</td>
<td>40</td>
<td>39</td>
<td>28</td>
<td>33</td>
<td>39</td>
<td>38</td>
</tr>
<tr>
<td>Diplomas Awarded</td>
<td>19</td>
<td>26</td>
<td>37</td>
<td>35</td>
<td>27</td>
<td>28</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>Pass Rate</td>
<td>100%</td>
<td>96%</td>
<td>93%</td>
<td>90%</td>
<td>96%</td>
<td>85%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>Eligible Students Entered</td>
<td>100%</td>
<td>96%</td>
<td>98%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>Mean Diploma Score</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>35</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Highest Score (Max. 45)</td>
<td>42</td>
<td>42</td>
<td>44</td>
<td>44</td>
<td>41</td>
<td>41</td>
<td>44</td>
<td>43</td>
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<tr>
<td>Average Subject Score</td>
<td>5.4</td>
<td>5.5</td>
<td>5.2</td>
<td>5.2</td>
<td>5.3</td>
<td>5.3</td>
<td>5.5</td>
<td>5.0</td>
</tr>
</tbody>
</table>

As an inclusive school, it is important that our academic results be understood within a context. While we are proud that our students consistently achieve well above the world average at IB Diploma, we are most proud of the fact that we encourage all of our students to choose their appropriate pathway to graduation. The vast majority of our students follow IB level classes, however the IB Diploma is not mandated. Many schools are selective and only admit their academically most gifted students in order to report better results. We simply want our students to achieve their personal best; for some that means 24 points and for others 45. The majority of our students were awarded bi-lingual diplomas.

Standardized Tests – SAT

<table>
<thead>
<tr>
<th></th>
<th>Evidence-based Reading &amp; Writing</th>
<th>Mathematics</th>
<th>Combined Total</th>
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<tbody>
<tr>
<td>Range</td>
<td>200-800</td>
<td>200-800</td>
<td>400-1600</td>
</tr>
<tr>
<td>NIS Range</td>
<td>440-730</td>
<td>600-800</td>
<td>1070-1530</td>
</tr>
<tr>
<td>NIS Average Score</td>
<td>637</td>
<td>742</td>
<td>1378</td>
</tr>
<tr>
<td>US Average Score</td>
<td>556</td>
<td>565</td>
<td>1120</td>
</tr>
</tbody>
</table>

These results are based on the SATs taken in 2019 when students were in Grades 10 & 11. The group are self-selecting and account for about 30% of the Class. NIS students score significantly above US averages in Mathematics, with 8 students achieving perfect scores which is unusual. More surprising for some, with most of the test takers being second language learners, they also score significantly above the US average for Evidence-Based Reading and Writing.
### North America
- Baldwin Wallace University
- Baylor University
- Clark University
- Conservatory of Music, Cornell College
- Eastman School of Music, University of Rochester
- Eastern Kentucky University
- George Washington University
- Guelph University
- Hartt School of Music, University of Hartford
- Hiram College
- Ithaca University
- Iowa State University
- Jackson College
- Johns Hopkins University Peabody
- Kalamazoo College
- Kent State University
- Louisiana State University
- Loyola University
- Michigan State University (2)
- New York University
- Northern Michigan University
- Parsons, The New School New York
- Purdue University
- San Jose State University
- School of Art Institute of Chicago
- School of Visual Arts, New York
- Stony Brook University
- St Marys University
- University of Arizona
- University of Boston
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, LA
- University of California, San Diego
- University of Central Michigan
- University of Cincinnati
- University of Delaware
- University of Detroit Mercy
- University of Iowa
- University of Georgia
- University of Michigan
- University of Michigan, Dearborn
- University of Nevada, Reno
- University of North Dakota
- University of Oregon
- University of Pennsylvania
- University of Pittsburgh
- University of Southern California
- University of Texas
- University of Western Michigan
- Vanderbilt University
- Washington University in St. Louis
- Wayne State University
- Western University

### Canada
- McGill University
- McMaster University
- Queens University
- University of British Columbia
- University of Calgary
- University of Toronto
- University of Victoria
- University of Waterloo, Ontario
- University of Western Ontario

### UK
- Bangor University
- Bristol University
- Durham University
- European Business School
- Goldsmiths, University of London
- Imperial College
- Kings College London
- Kingston University, London
- Lancaster University
- London School of Economics
- Manchester Metropolitan University
- Royal Veterinary College, University of London
- University College, London
- University of the Arts London
- University of Bath
- University of Brighton
- University of Cambridge
- University of Chester
- University of Durham
- University of East Anglia
- University of Edinburgh
- University of Essex
- University of Exeter
- University of Hull
- University of Leeds
- University of Leicester
- University of Manchester
- University of Newcastle
- University of Nottingham
- University of St. Andrews
- University of Sheffield
- University of Strathclyde
- University of Southampton
- University of Sussex
- University of Swansea
- University of Warwick
- University of Westminster
- University of York

### Rest of Europe
- Amsterdam University of Applied Sciences, NL
- Ecole Hôtelière de Lausanne, SW
- Groningen University, NL
- Leiden University, NL
- Maastricht University, NL
- Technical University Berlin
- THIM, Netherlands
- University of Genoa, Italy
- University of Turin, Italy

### Rest of the World
- Auckland University – Elam
- School of Fine Arts
- Chinese University of Hong Kong
- East China Normal University, Shanghai
- Flinders University, Adelaide
- Hong Kong University
- Hong Kong University of Science and Technology
- Indian Law Society, Pune
- InHa University
- KAIST (Korean Advanced Institute of Science and Technology)
- Melbourne University
- Nanjing Normal University
- Nanyang University of Fine Arts
- National Singapore University
- Nottingham Ningbo University
- Peking University
- RMIT, Australia
- Seoul National University
- Sogang University
- Sungkyunkwan University
- Yonsei University
- Universidad Iberoamericana, Mexico
- Universitas Gadjah Mada, Indonesia

### Class of 2019
- Acceptances in bold
- Offers in italics
- Some graduates who have taken a gap year, or have applied to Australia or Korea, receive offers and/or make decisions after publication.
Alongside their teachers, students participated in age-appropriate, bubble bursting activities such as: Abseiling, Camping, Caving, Cycling, Cooking, Cultural Exchanges, Bike Riding, Fishing, Kayaking, Light Show, Painting, Rock Climbing, Hiking, Puppet Show, Scavenger Hunt, Swimming, Team-Building, Zip-lining and Volunteering.

The activities encouraged students to become stronger both physically and mentally. We volunteered because it makes a difference to the people, animals and communities that we help.

**Students chose the following excursions:**

**Grade 6/7**
泰山 Taishan, 杭州 Hangzhou, 黄山 Huangshan

**Grade 8/9**
北京 Beijing, 莫干山 Moganshan, 少林寺和洛阳 Shaolin Temple and Luoyang

**Grade 10/11**
阳朔 Yangshuo, 厦门 Xiamen
In grade 5, students spent a couple of nights away in Nanjing. This trip tied directly into the Primary Years Program Grade 5 curriculum. Students explored our host city of Nanjing to supplement their Unit of Inquiry of “where we are in place and time”. They inquired into understanding of how history is shaped by different sources.

The Grade 12s embarked on a 4 day, 3 night trip to 千岛湖 One Thousand Island Lake. This trip took place after their May exams. Students hiked, biked, camped, kayaked, swam and did a high-ropes course. The Grade 12 trip was a wonderful way for the students to finish off the year, and something to which the graduating class was looking forward to attending.

The Discover China programs are an integral part of our students’ education and, thus, require that every student attends one of the activities offered. All the trips are chaperoned by NIS Staff and supported by trained instructors and guides. Discover China is often a highlight of our students’ years at NIS.
Participation in Athletics is a cultural norm at NIS.

It always surprises and delights me to see students come out and try a sport for the first time, often coming out of their comfort zone in the process.

We have continued to develop our links with the British School of Nanjing. Our Middle School students have been competing with them in a range of sports and we even had some games with them at the ACAMIS level for the first time. Discussions are ongoing to establish a Nanjing Schools network for Athletics and the Nanjing Primary School Games took place for a second year where the same group of Grade 4 and 5 athletes competed in Soccer, Track & Field and Swimming events. We are hoping for some more schools to join from beyond Nanjing for the Games in 2020.
Our student-athlete leaders are becoming a more established part of our Athletics program through the NIS Student Athletics Committee (NISSAC). Their organisation of the Sports Celebration evenings and their support of major sports events at NIS are becoming an integral part of our program.

Our three attributes that reflect our program are Respect, Commitment and Teamwork.

We continue to embed these attributes into everything we do in NIS Athletics and expect that our whole school community; athletes, coaches, parents and faculty, all demonstrate and support these principles during any sporting contest.

The new Orange Division of eight teams is suiting NIS very well and we are very competitive across the three core sports. After the Soccer tournament in April at Harrow School Beijing, in which our boys achieved the treble for the first ever time (Volleyball, Basketball and Soccer champions), we were also crowned the joint Orange Division Champions. We thoroughly enjoyed hosting the other 7 schools for the ACAMIS Volleyball in October and look forward to hosting the Senior Swimming in March 2020.

In addition to our successes in the three core sports, 2019 also saw victories in SCISAC boys soccer, which was played in Macao and, for the 4th year in a row, we were crowned the ACAMIS Cross Country champions in November.

We are proud of everyone who contributes to our Athletics program. It is such an important part of school life for our students and is giving them interests and habits that will stay with them for the rest of their lives.
### Athletics Event Summary 2019

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td>SISAC Basketball, Shanghai <em>(Boys 5th, Girls 2nd)</em>&lt;br&gt;ACAMIS Basketball, Macao. <em>(Boys 1st, Girls 5th and Most Sporting)</em></td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>SCISAC Volleyball, Chongqing <em>(Boys 5th, Girls 6th)</em></td>
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<tr>
<td><strong>March</strong></td>
<td>CISSA Badminton, Suzhou/Shanghai&lt;br&gt;CISSA Volleyball, Suzhou/Shanghai&lt;br&gt;High School Soccer and Badminton Invitational Tournament, NIS</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>ACAMIS Soccer, Beijing <em>(Boys 1st, Girls 5th)</em>&lt;br&gt;CISSA Track &amp; Field, Shanghai&lt;br&gt;ACAMIS Badminton, Beijing <em>(Mixed Team 6th)</em></td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>ACAMIS Track &amp; Field, Beijing <em>(Team 4th)</em>&lt;br&gt;SCISAC Basketball, Taiwan <em>(Boys 1st, Girls 4th)</em>&lt;br&gt;CISSA Basketball Suzhou/Shanghai</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>CISSA Touch Rugby, Shanghai&lt;br&gt;High School Volleyball Invitational Tournament, NIS</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>SISAC Volleyball, Shanghai <em>(Boys 5th, Girls 5th)</em>&lt;br&gt;CISSA X-Country, SSIS, Suzhou&lt;br&gt;ACAMIS Volleyball, NIS <em>(Boys 1st, Girls 4th)</em></td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>SCISAC Soccer, Macao <em>(Boys 1st Girls 4th)</em>&lt;br&gt;CISSA Soccer, Shanghai&lt;br&gt;ACAMIS X-Country, Chengdu <em>(Mixed Team 1st)</em>&lt;br&gt;High School Basketball Invitational Tournament, NIS&lt;br&gt;ACAMIS Table Tennis, Beijing <em>(Girls 3rd)</em></td>
</tr>
</tbody>
</table>
The Primary swimming curriculum has been improved by implementing the use of PYP learner profile visuals and a student inquiry-led approach to learning. A written curriculum and an assessment tool for learning was established under the guidance of the Primary SET team. Further refinement of the written curriculum and the implementation of it is a focal point at NIS.

The MYP Swimming Units have been based on the American Red Cross Water Safety Schemes. The units were supported and enhanced through videos with authentic learning content. Additionally, students continued to develop their swimming skills and challenged themselves in the aquatic context. The coaching team continue to develop their teaching and coaching strategies through various channels. Most of the coaches have completed Level 1 and are now attempting Level 2 of the American Swimming Coaches Association online learning platform. Further Professional Development highlights for the coaches were being part of the NIS professional learning sessions, attending Teaching Assistants workshops led by the Early Years team and special learning opportunities facilitated by the Assistant Head of Primary.

Two members of the coaching staff obtained instructor status for the American Red Cross Lifeguarding Courses. The remaining coaching staff and the community activities coordinator are currently undergoing American Red Cross lifeguarding training led by the Aquatics Director and the qualified instructors. Another pleasing addition to the Aquatics Program has been the provision of Lifeguarding courses for students. The qualification in First Aid of the first 60 staff members is being planned and is starting in January 2020. In the community swimming classes several sessions for adults swimming were introduced which are catering for different abilities and foci.
The Community Learn to Swim courses were aligned with American Red Cross schemes and Aqua Fit attracted over 20 community members to attend and is now held a second time every week.

Extending the Mini-Squad (for ages 8 and under), established a solid foundation for the swimming program. Over thirty students are part of the Mini Squad and the team has already competed in a friendly environment in their first swim meet at Suzhou which is part of the SSL Development Swim League.

Dryland/gym session were partly planned and lead by students in the Gold and Silver Squads which gave the training a different dynamic. Transition and Developments Squads are now offered additional competitions catering for their needs as dual meets between BSN and NIS were offered.

NIS swimmers had the opportunity to represent NIS at 5 Shanghai Swim League (SSL) meets, 1 ACAMIS event, and local invitational competitions. The NIS Swim series attracted 70+ members of the team at each event with a final award giving event in June. Also in June, 150 members of the community and a local Triathlon Club participated in the NIS Triathlon for Kids.
The Primary School production of Cinderella & Rockerfella was a hilarious romp of a pantomime with involvement of every student from grades 2-5. Students acted, sang, danced, worked backstage and ran the sound and lighting – a truly student-run production.

The Middle and Upper School production of Little Shop of Horrors thrilled an audience of over 1,000 – once again reaching the wider Nanjing community. This proved to be a sell-out success and once again took the NIS production standards to a new level. The dedicated Performing Arts Team worked tirelessly to support over 50 students both on and off stage to ensure their talents soared.

Nanjing International School is fortunate to have a flourishing arts programme and 2019 certainly proved to be an exciting year!

Students participated in over 40 events, performances, concerts, trips and exchanges in a variety of venues and settings.
The annual Service Drama project between migrant worker children living in Nanjing and Middle School students from NIS proved to be another meaningful and positive exchange which led to a final sharing. In November Grade 10 Drama students created a thought-provoking play based on cyber-bullying and social isolation. This was a self-directed and devised piece of theatre which was performed to raise awareness for issues that affect us all.

The music clubs flourished this year, performing a range of challenging music, including Liszt’s Hungarian Rhapsody No.2 from the original score and Queen’s Under Pressure in four part harmony. This is due to the dedication and perseverance of NIS’ talented musicians.
Spring is often a busy time for the Arts and this year was no exception. The DP Visual Arts students showcased their talents during their art exhibition. These artists were presented with an excellent opportunity to install and present their artworks in a professional environment. The opening night was very well attended, and the exhibition was visited by many viewers from our local community.
## NIS Arts & Cultural Events 2019

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Advanced Orchestra - Awards Assembly</td>
</tr>
<tr>
<td></td>
<td>Performing Arts in the Foyer</td>
</tr>
<tr>
<td>February</td>
<td>Chinese Drumming - NEAMC</td>
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<tr>
<td></td>
<td>MSUS Talent Show</td>
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<tr>
<td></td>
<td>Chinese Drumming - CNY Assembly</td>
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<tr>
<td></td>
<td>PS Choir - CNY Assembly</td>
</tr>
<tr>
<td>March</td>
<td>Grade 12 Visual Arts Exhibition</td>
</tr>
<tr>
<td></td>
<td>Choir, MS Band, PS Choir, Advanced Orchestra - Music Camp</td>
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<tr>
<td></td>
<td>Grade 2-5 Production</td>
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<tr>
<td></td>
<td>Performing Arts in the Foyer</td>
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<tr>
<td>April</td>
<td>Advanced Orchestra - Leaver’s Assembly</td>
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<tr>
<td></td>
<td>K2 Showcase</td>
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<tr>
<td>May</td>
<td>Grade 11 Visual Arts Trip to Shanghai</td>
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<td></td>
<td>All - Music Evening</td>
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<td></td>
<td>PK/K1 Showcase</td>
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<tr>
<td></td>
<td>Grade 5 PYP Exhibition Performing Arts performance</td>
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<td></td>
<td>Service Drama Project</td>
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<tr>
<td>June</td>
<td>Purple Duck Launch</td>
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<tr>
<td></td>
<td>Advanced Orchestra - Graduation</td>
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<td></td>
<td>Advanced Orchestra - Awards Assembly</td>
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<tr>
<td></td>
<td>Choir - Awards Assembly</td>
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<tr>
<td></td>
<td>Performing Arts in the Foyer</td>
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<tr>
<td></td>
<td>MS Band &amp; PS Choir - PS Assembly</td>
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<tr>
<td></td>
<td>MS Band &amp; Soloists - Summer Recital</td>
</tr>
<tr>
<td>August</td>
<td>NIS Visual Arts Calendar 2019/20 Published</td>
</tr>
<tr>
<td>September</td>
<td>Grade 12 Visual Arts Trip to Beijing</td>
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<tr>
<td></td>
<td>Performing Arts in the Foyer</td>
</tr>
<tr>
<td>October</td>
<td>iPad Orchestra - Learning2</td>
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<tr>
<td></td>
<td>PS Variety Show</td>
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<tr>
<td>November</td>
<td>EUCC Corporate Social Responsibility Art Competition</td>
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<td></td>
<td>Grade 1 Showcase</td>
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<td></td>
<td>Grade 10 Drama showcase</td>
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<tr>
<td></td>
<td>PS Choir &amp; Rock Band - NIC Benefit Christmas Concert</td>
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<tr>
<td></td>
<td>MSUS Production - Little Shop of Horrors</td>
</tr>
<tr>
<td></td>
<td>Performing Arts in the Foyer</td>
</tr>
<tr>
<td>December</td>
<td>MS Band, PS Choir, NIS Concert Band, Soloists - Winter Concert</td>
</tr>
<tr>
<td></td>
<td>PS Choir - Shangri-La Tree Lighting Ceremony</td>
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<tr>
<td></td>
<td>PS Choir RFG Christmas Market</td>
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<td></td>
<td>MS Band &amp; PS Choir - Winter Assembly</td>
</tr>
</tbody>
</table>
After School Activities

PS ASAs
A Variety of Arts
African Drumming
Art Club
Athletic Foundation
Chess
Chinese Character Art
Chinese Zen Flower Arrangement
Colouring
Comics & Cartooning
Cooking Club
Creative Clay
Creative Construction
Designing and Making Ancient Accessories
Detailed Drawing
Disney & Marvel Movies for Kids
Feel To The Beat
Floor Hockey
Games, Games, Games!
Hand-Built Ceramics
Intermediate Gymnastics
Jewellery Making
Just Dance
Karaoke
Knitting Basics
Mindfulness Colouring
NIS Spotlights
Origami

Outdoor Survival Skills
Painting
Parkour
Playground Buddies
Primary School Badminton
Primary School Choir
Primary School Gardening Club
Random Acts of Kindness Club
Relax Kids
Sand Painting
Skates, Blades and Boards
Squiggle Art
Student-Led Basketball
Student-Led Fun with Math
Student-Led Grade 1 Sports, Games, Movies, Baking, Fun
Student-Led Math Club and Games
Student-Led Math Game Club
Student-Led Running
Student-Led Skateboard and BMX
Student-Led X-Country Running
Swimming ASA Fitness or Stoke corrections
Swimming ASA Inner Tube Water Polo
Swimming ASA Learn to Swim
The Scarf Challenge
The World of Dance
Treehouse Building
Watercolours
Word Games

Our dedicated teachers run the majority of the ASAs and Clubs. Middle School and Upper Schools Students are now also providing more activities for younger students and their peers. Four ASA cycles are offered each year.
Each cycle lasts for 7 weeks. Students are encouraged to be balanced in their choices of after school activities. G1-2 students were able choose two ASA a week while G3-5 students can select three:
MS / US Clubs and Performing Arts

All throughout the year, students in the Middle and Upper School can join Service, Cultural, Clubs or Performing Arts experiences. The following experiences were offered to our MS and US students:

Clubs and Performing Arts
3D Paper Flower
Advanced Orchestra
Basketball Never Stops
Build the Forbidden Planet: Set support for MS/US Production
Building the Monster: Audrey II for the Secondary Production
Calender Club
Charity Theatre Program
Chess Club - Middle School
Chinese Drumming Club
Contemporary/Hip Hop/Jazz Dance
Creative Writing V2.0
EE & PP Student Support
Fitness Swimmer (Learn to Swim Level 6)
Garden Club
Home Work Club
Juggling and Unicyling
Korean Drumming
Lifeguarding
Little Shop of Horrors Production
Mahjong and Rummikub Club
Maths Club
Maths Homework Club
Middle School Band
Model United Nations
MS/US Assembly Architects
MS/US Choir Club
MS/US Student Council
Photography 101 – Shooting and Editing
Physics Club
Poet Laureates
Project Invent Team
Purple Duck Magazine
Reduce Plastic Consumption
Return to the Forbidden Planet Production
Slice of Life Writing Challenge
Speech & Debate
Student-Led Badminton Club
Student-Led Besion (Business & Economics Club)
Student-Led DJI Drone Club
Student-Led DP Math and Science Studies Club
Student-Led Drawing Illustration Club
Student-Led Dungeons and Dragons Club
Student-Led Hip-Hop Dancing Club
Student-Led K-Pop Dance Club
Student-Led Korean Drumming
Student-Led Learning Korean For The First Time
Student-Led Mascithtic Club
Student-Led Math Club
Student-Led MHHV (Military Humanities History Visualised)
Student-Led Physics Club
Student-Led Recorder Orchestra
Student-Led SAT Study Club
Student-Led Science Club
Student-Led Skateboard School
Student-Led Statistics & Economics Club
Student-Led Writing Center Staff
TEDxYouth
Video Game Design
Video Review
Yearbook
Yoga/Mindfulness/Relaxation Club
Cultural Events
Students have had the opportunities to pursue their passions or discovered new ones by participating in a variety of rich cultural activities:

Cultural Activities
ACAMIS Cultural Convention Shanghai
Speecheasy Beijing
BEI MUN Beijing
CISS MUN Shanghai
ISTA HS Festival Shanghai
MS Choir Performance@ RFG Xmas Market
NEAMC @ NIS
PS Choir Performance @ RFG Xmas Market
PS Choir Performance@Shangri-La Hotel
QISS MUN Qingdao
S2F2 Film Festival Shanghai
SUZ MUN Suzhou
TedxYouth @ NIS
NIS Service Experiences

Throughout 2019, we continued to build on the diversity of service experiences. We have encouraged students to design their own experiences through our updated Service Program. Experiences should be authentic, student-driven, curriculum inspired and sustainable. During the year, teachers, community members and MS/US students have organised, assisted, or helped run service experiences. NIS students strive to actively engage in experiences beyond the school walls:

- Service Experiences
- ACAMIS Basketball Volunteers
- Activities Office Volunteer
- Autumn Festival Volunteers
- Book Stampers
- Early Years Entertainment Corp.
- Gymnastics ASA Volunteers
- Homework Club Volunteer
- Invitational Volleyball Tournament Volunteers
- Jazz Festival Volunteers
- Learning 2 Conference Student Volunteers
- Local School Swim Meet Volunteers @ NIS
- Nanjing World Cup Volunteers
- NIC Annual Barbeque Volunteers
- NIC Benefit Concert Volunteers
- NIS Invitational Soccer Tournament Volunteers
- NIS Invitational Swim Meet Volunteers
- NIS Kids Triathlon Volunteers
- Outdoor Survival Mentors
- Parkour Mentors
- Pfrang Children’s Volunteers
- Practice Conversational English with Lifeguards
- Printing and Fundraising for Ms Grace
- Sewing Pencil Cases for Pfrang
- Skates, Blades and Boards ASA assistants
- Soccer @ BSN
- Spring Fun Day Volunteers
- Student-Led Art Therapy Service
- Student-Led Knitting for a Cause
- Student-Led Trash Busters
- Swim Super Series Volunteers-Timer
- Swim Time Trials Volunteers
- Teaching English Life Guards
- Track and Field @ NIS
- Transition Swim Volunteers
- Bursting the Bubble Experiences
- Hopeful Hearts Garage Sale Volunteers
- SA Migrant School Oral Hygiene Presentation
- Ting Ting School
- Xianlin Touch Rugby
As in previous years, the 2018-19 inter-house competition included a wide range of events covering academics, the arts and several sports. Student participation rates were high and despite a strong start by Xuanwu, Wutaishan and Taiping ran them all the way but for the first time in seven years, Xuanwu emerged victorious.

### MYP/DP EVENT

<table>
<thead>
<tr>
<th>EVENT</th>
<th>WINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Trivia</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>Assembly Challenge</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>Tech Challenge 1</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>Music Trivia</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>G6–8 Football</td>
<td>Wutaishan / Taiping</td>
</tr>
<tr>
<td>G9–12 Volleyball</td>
<td>Wutaishan</td>
</tr>
<tr>
<td>Tech Challenge 2</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>G6–8 Badminton</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>G9–12 Football</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>G6–8 Street Basketball</td>
<td>Taiping</td>
</tr>
<tr>
<td>G9–12 Badminton</td>
<td>Taiping</td>
</tr>
<tr>
<td>Athletics Day</td>
<td>Wutaishan</td>
</tr>
<tr>
<td>Spelling</td>
<td>Taiping</td>
</tr>
<tr>
<td>G6–8 Volleyball</td>
<td>Wutaishan / Taiping</td>
</tr>
<tr>
<td>G9–12 Basketball</td>
<td>Wutaishan</td>
</tr>
</tbody>
</table>

### PYP EVENT

<table>
<thead>
<tr>
<th>EVENT</th>
<th>WINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat the Goalie</td>
<td>Taiping</td>
</tr>
<tr>
<td>Tunnel Ball</td>
<td>Taiping</td>
</tr>
<tr>
<td>Tech Challenge</td>
<td>Wutaishan</td>
</tr>
<tr>
<td>Tug-O-War</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>Maths</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>Bean Bag Toss</td>
<td>Xuanwu</td>
</tr>
<tr>
<td>Word Challenge</td>
<td>Wutaishan</td>
</tr>
<tr>
<td>Performing Arts Cmpetition</td>
<td>Taiping</td>
</tr>
<tr>
<td>G2–5 Athletics Day</td>
<td>Wutaishan</td>
</tr>
<tr>
<td>Shoot Out–Basketball</td>
<td>Wutaishan / Xuanwu</td>
</tr>
<tr>
<td>Swim Showcase</td>
<td>Xuanwu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Xuanwu</th>
<th>Wutaishan</th>
<th>Taiping</th>
</tr>
</thead>
<tbody>
<tr>
<td>PYP</td>
<td>820</td>
<td>720</td>
<td>670</td>
</tr>
<tr>
<td>MYP/DP</td>
<td>805</td>
<td>677.5</td>
<td>702.5</td>
</tr>
<tr>
<td>Total</td>
<td>1625</td>
<td>1397.5</td>
<td>1372.5</td>
</tr>
<tr>
<td>Final Position</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
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</tbody>
</table>
Learning2 is considered a leading annual conference, with a mission to “innovate social learning globally.” This fits right in with our forward-thinking Mission and Strategy. The conference was spread over three days with a targeted pre-conference session on Thursday and two main conference days on Friday and Saturday. Over 40 NIS teachers participated in these sessions, with many facilitating teacher-led workshops, running Extended Sessions, and giving L2 talks, this conference’s version on keynote speeches.

In October of 2019, educators from around the world were welcomed onto campus for the Learning2 Asia Conference, proudly hosted by Nanjing International School.

NIS had another 60 staff, students, and parents, along with our amazing facilities team, working to make sure the conference ran to our usual world-class standard. Perhaps the highlight of L2 Asia at NIS was the fact that 20 of our students led workshops for teachers, delivered amazing speeches, and inspired participants with their perspectives and insights throughout the conference. Student voice was certainly alive and well!
The theme of the conference was “ConnectED” and hosting conferences such as this does exactly that, helping our school remain connected to the forefront of innovative educational practices for the benefit of our students, teachers, and entire school community.
Nanjing International School was honored to host the Association of Chinese and Mongolian International Schools (ACAMIS) 2019 Early Child Education Conference in the autumn of 2019, with a focus on “The Voice of the Child: Listening to the Heart, Mind, and Body.”

NIS was perfectly placed to host this gathering of over 100 educators from the region not only because the theme of this conference directly aligned with our NIS Strategy, but also because it coincided with the opening of our world-class Early Years Centre. This inspirational learning environment was the perfect venue to support this professional learning opportunity, which included our entire NIS Early Years team. Not only did this dedicated group work to help organize and facilitate the conference itself, but several of our Early Years teachers were featured as presenters and workshop leaders as well.

Keynoting this conference was Dr. Junko Cancemi, a long-time partner of NIS and a renowned early learning expert. The combination of our engaging learning environment, top-notch presenters, and the usual outstanding support from the NIS community made this an unforgettable and impactful professional learning experience. Hosting events such as these is not only something in which we take a great deal of pride, but is a powerful way to directly impact teaching and learning, both in the Early Years and beyond.
Triple ACAMIS Winners 2019
Go Lions!