



Nanjing
International
School

南京国际学校

An **Inclusive**
Learning
Community

2020

A YEAR ^{AT} NANJING
INTERNATIONAL
SCHOOL



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INTERNATIONAL BACCALAUREATE - FIRST SCHOOL IN CHINA

NIS was the first International Baccalaureate World School in China offering 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 around 5000 schools in over 150 countries.



Message from the Director

Welcome to the 2020 edition of “A Year at Nanjing International School” which is an at a glance summary of life at school during the year 2020. The information spans the second semester of 2019-20 and the first semester of 2020-21. 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.

2020 has been a year like no other. In January there was great excitement as NIS won the International School Award 2020 for our Strategic Leadership Initiative driven by our innovative Strategy V2.2020. Little did I know when standing on the stage at the Connaught Rooms in London in front of hundreds of fellow international and independent school heads from around the world that everything was about to change.

In a time of crisis any organization has to consider both its foundational purpose and its capacity to adjust to unusual or unpredictable circumstances. For a school this is even more important as we hold the future of young people in our hands. With our community dispersed around the world during the Chinese Lunar New Year school break it became clear that the school campus would have to close. Our purpose is quite clear – NIS is an inclusive learning community therefore the action needed would have to be focused on including everyone regardless of their location and circumstances, making learning the focus and protecting our sense of community.

In the context of 2020 we then embarked on a series of firsts: first to get students incrementally back on campus in stages through close cooperation with the Chinese authorities, first to get all Grade levels back, first to have a full graduation in person for the Class of 2020 and then another series of firsts after the summer break. We ran our first ever summer school, we joined the GOA – Global Online Academy offering professional support for all our teachers, we had the first PTA event with over 1000 community members at the PTA Autumn Festival and then came the first ACAMIS tournament for volleyball in Suzhou.



We went from having over 100 students, and more than half our teachers, overseas to having fewer than five students overseas, and all our teachers back with only four new teachers yet to get to Nanjing.

How did NIS manage all the unknowns? The Board remained supportive and highly engaged joining me as School Director for weekly meetings. The Operations and Finance Team concentrated on 1. Students and staff safety and well-being, 2. Balancing the School Budget. Everything the Chinese authorities suggested we embraced. We stopped all capital projects, including the HUB construction, and controlled costs wherever we could. The Senior Education Team (SET), along with the Technology Team worked on setting up and then improving our online learning platform. They did this through weekly consultations with students and parents to work on continual improvement.

2020 ends with achievements as well as difficult memories. Our Class of 2020 achieved the school's highest scores for IB Diploma, as well as another year of excellent college and university placement. Our campus is working as close to normal as one could imagine in these circumstances with caring teachers putting their students first. We have become a member of the Global Online Academy (GOA) helping us create robust continuity of learning options for our students. We balanced our budget and we are expecting to reach the student enrolment that we had pre-COVID-19. This was a community effort led by an extraordinarily dedicated group of teachers and staff. The ironic aspect of crises is that sometimes they lead to an even stronger sense of community. I hope that is where we are.

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.



Emrae Jung
 (since 2020)



Sonia Jaegar
 (since 2017)



Andrea Raviolo
 Finance Chair (since 2017)

The Board of an international school has three major functions

- Policy decisions and strategy
- Select, hire and support a Director to manage the operations of the school
- Financial oversight

In other words, *it is entrusted with making sure that the school remains faithful to its mission and values, is well-managed, and has a secure future. The Board must keep its eye on the big picture while delegating the management of the school to the Director.*

2020 challenged the NIS Board to fulfill all its obligations to the school in responding to this immediate crisis while trying to keep the strategic and long-term welfare of the school in its sights. During the spring the Board met on a weekly basis via Microsoft Teams to support our Director in guiding NIS through these unprecedented times.

As with most events in 2020 the annual board training in August took place as an online workshop. From Athens our board consultant David Chojnacki, who leads his own consultancy called ‘Center for Good Governance’, led a session dealing with new member transitions, Board 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 through the development of strategy.

Board Chair **Julia Güsten**

Board's Goal

Engage with Strategy (V2.2020) to ensure continuous relevance.
Areas of focus will be on community, communication, marketing and online learning.

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.

*There are two Board sub-committees: Finance and Governance.
These working committees make recommendations for Board approval.*



Ellen Wieck-Mesarosch
Governance Chair and
Board Vice Chair (since 2020)



Andy Reid
(since 2020)



Julia Güsten
Chair (since 2009)



Laurie McLellan
Director (since 2009)



Angela Romero
Staff Member (since 2018)



Udo Looser
(since 2020)

Director's Goals

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.

Implement measures to allow all students equal access to learning.

Strategic Policy A: Our exemplary International Baccalaureate programmes shall be designed, reviewed and assessed to promote personal excellence for all NIS students.

Strategic Policy B: Inclusion, with emphasis on diversity, shall be respected and developed within the NIS community.

Fill crucial leadership positions for 2021-22 – Deputy Head of Secondary, Head of Communication and Marketing, Head of Admissions, and Technology Director.

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.

Start construction of the HUB.

Strategic Policy D: The School's learning environment shall be safe, secure, healthy, environmentally sustainable and supportive of the School mission.

Achieve full staffing compliment by getting all new and returning staff and their families to Nanjing.

Strategic Policy C: Quality international and local staff members shall be recruited and retained who consistently support, promote and apply the School mission.

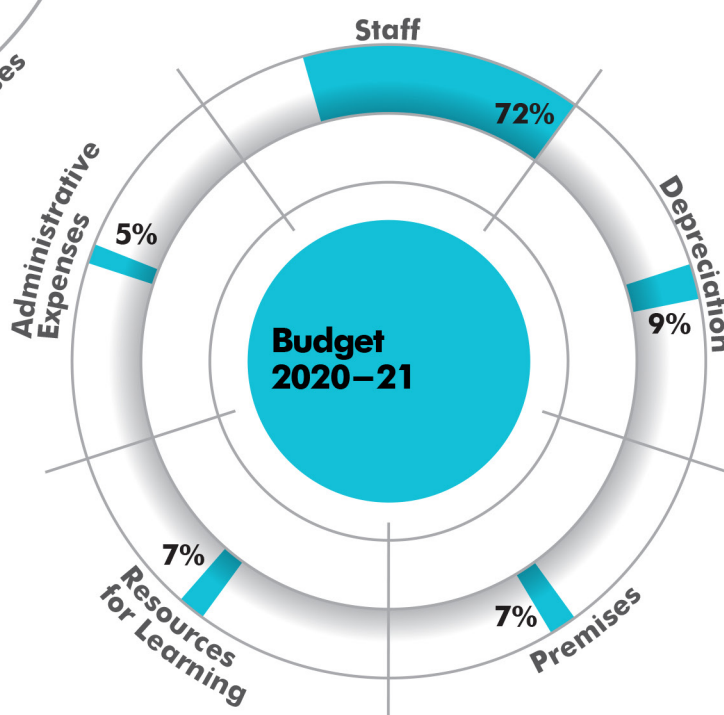
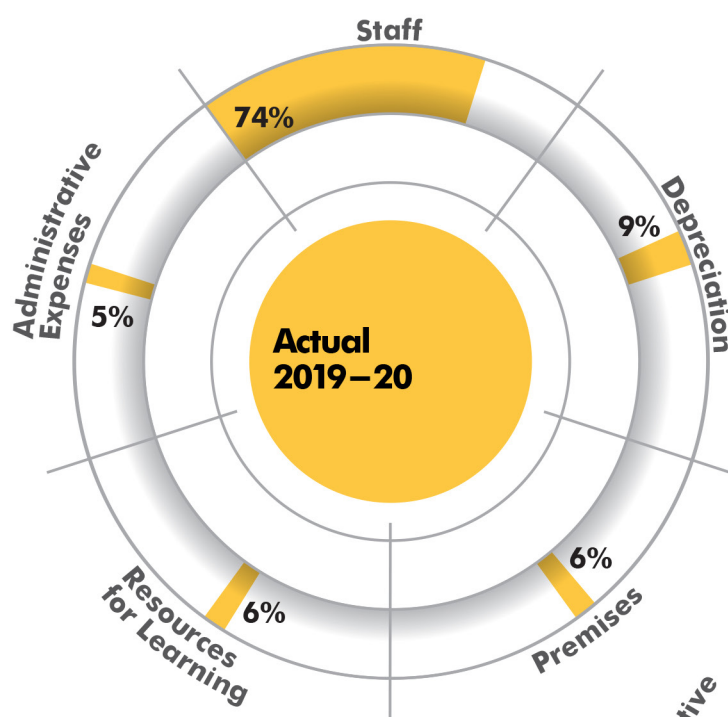
Finance

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

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 2019-20 and the present budget for 2020-21. 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.



The Leadership Teams

2020 was another year of continuity for the school's leadership teams despite the challenging environment.

The Senior Leadership Team (SLT) consists of Laurie McLellan, our School Director in his 12th year at NIS and will continue at NIS until 2027. Kasson Bratton is in his 7th year at NIS and 3rd as Deputy Director for Learning. Arek Owczarek is in his 15th year at NIS and 6th year as Deputy Director, Operations and Finance.

All members of the team are highly qualified and most have experience in working at international schools in other countries outside their home countries. NIS is committed to diversity in teacher and leadership recruitment.



The leadership teams have members from five different countries bringing together a rich variety of perspectives. This amount of continuity and diversity in a leadership team of an international school in China is somewhat uncommon.





The Senior Education Team (SET) consists of Kasson Bratton, Ruth Clarke, Adam Dodge and Katie Ham. Kasson Bratton is in his 7th year at NIS and 3rd as Deputy Director for Learning. Katie Ham is in her 7th year at NIS and 3rd year as Head of Upper School (10-12). Ruth Clarke is in her 11th year at NIS and 3rd year as Head of Middle School (6-9). Ruth is also the Child Protection Officer at NIS. Adam Dodge is in his 3rd year at NIS as Head of Primary.



The Senior Operations and Finance Team (SOFT) consists of Arek Owczarek (MBA) - Deputy Director, Operations and Finance, 15th year at NIS; Alex Chen (MSc) – Facility and Project Manager, 2nd year at NIS; Holly Wang (MBA) – Head of Government Relations / Head of Human Resources, 23rd year at NIS; Julia Zhang – Financial Controller (BA), 13th year at NIS and Shirley Liu (MBA) – Purchasing Manager, 13th year at NIS.



The year 2020 presented our Senior Operations and Finance Team with many challenges. The main focus was to ensure that NIS is always prepared and ready to start normal operations in a safe and secure environment. Already in January, our Purchasing team had been sourcing Personal Protection Equipment (PPE) and cleaning materials. One of the first purchases was new temperature measuring equipment.

Our Finance team works very closely with the Senior Leadership Team and all budget heads to ensure close control of school expenses. We also worked on several financial contingencies to guarantee sustainable operations during and beyond 2020. One of the key objectives was to ensure that our staff was receiving their salaries wherever they were. The Human Resource team has worked very hard to bring our returning teachers back to China as well as getting the new staff members to Nanjing. The support covered the process of obtaining travel documents, organising flights and supporting our team members and their families during the arrivals and quarantines. All our “returning” staff are back in Nanjing and almost all of the new teachers are in China.

The main focus of our Facility team was to control access and to ensure that all areas are clean, disinfected and safe for our students and staff. From the beginning of the pandemic, our team worked very closely with the local authorities to ensure that NIS is following and fully complying with the government guidelines and following all instructions. Our school was one of the first international schools in China to start on-campus learning. The SOFT team were delighted to be able to support the Class of 2020 graduation.



Strategy Award Nanjing International School won the Strategic Leadership Initiative at the 2020 INTERNATIONAL SCHOOL AWARDS.



Central to the NIS approach is prototyping and the reinforcement of a safe, trial and error culture. The result has been innovation with a direct impact on teaching and learning that distinguishes us from other schools. This focus on strategy has led to improvements including a student-led enquiry programme called X-Block and the development of service-driven social entrepreneurship. In the context of campus redevelopment, we have utilised our strategy and the design thinking processes embedded within, to craft a ground-breaking 'Dear Architect' brief for three major projects: the Design Centre, an award

winning Early Years indoor and outdoor open-plan learning space, and the soon-to-be-constructed library redesign called, The Hub.

Strategy has now become the NIS DNA. As our Strategy Team worked on articulating the second iteration of this initiative, entitled V2.2020 this culture of experimentation and action is now part of the structural life of the school. Not only does this bring the highest levels of innovation to how we approach teaching and learning, it differentiates us from many other international schools.





What makes NIS different?

In short, while others focus on selecting talent, NIS develops by focusing on strategy and the development of talent.

When asked by International School Magazine what advice should be given to any other school wishing to undertake such a bold strategy-led initiative Mr McLellan wrote;

The process must be inclusive to produce an inclusive outcome.

The possibility of failure must be built in and allowed as part of the trial-and-error process.

Removing traditional hierarchical systems to achieve a flatter structure requires a mind shift that impacts the functioning of the entire school.

Learning has to be the central tenet of all action - both in terms of process and outcome.

Students are articulate, thoughtful, balanced and forceful when it comes to action around their learning and well-being.

As a leader, try not to intervene regardless of how tempting it is, as a good mission and strategy are robust enough to withstand the challenge that comes with profound change.

In addition to the International Schools Award 2020, our architects EIW based in Perth, Australia, won the 2020 Learning Environments Australasia Award in the category 'Renovation/Modernisation Under AU\$5m' for the Nanjing International School – Early Years Redevelopment.

This is the description given for the internationally recognised award: EIW won an international design competition for the redesign of the Early Years Centre at the Nanjing International School (NIS).

Following a design thinking collaboration between NIS and NoTosh over two years, EIW approached a design concept by building upon the two stated goals:

- Putting student voice and student choice at the centre of things
- Bursting the bubble

Led by passionate staff and visionary leadership, EIW explored breaking down those barriers within an existing building to expand space, connect the learners with the outdoors, bring in natural daylight and build a fluid and flexible learning environment. The learning adventure has connected through refurbishment and renovation, through rethinking existing relationships, through enhancing structures and developing solutions that connect.

The approach to the Early Years precinct was scaled for small children as they begin their learning adventure. This Early Years learning experience celebrates all the senses. We wanted children to pursue discovery in this Reggio-inspired environment, embracing every opportunity available to them. Their learning environment is everywhere, it excites the senses through their eyes, through their touch, through their movement, through using their hands and feet. It is the excitement and willingness to do new things, it is an adventure.

Another achievement at NIS inspired by our V2:2020 strategy.



Learning Continuity and GOA



At NIS, we believe academic continuity in situations in which campus is unavailable is an essential part of our programme. In the spring of 2020, this was put to the test when COVID-19 triggered a lengthy campus closure. Within a few days, and from locations all around the world, our community pivoted together to learning online. Though we were able to begin welcoming students back to campus in March and reopened completely before the end of the academic year, we have maintained a blended learning approach to best support our students abroad as they make their way back to Nanjing.



Throughout this experience we have worked hard to gather feedback, make immediate adjustments that benefit student learning, and apply these lessons to future planning. Enough cannot be said about the efforts of our faculty, staff, and community throughout this challenging time.

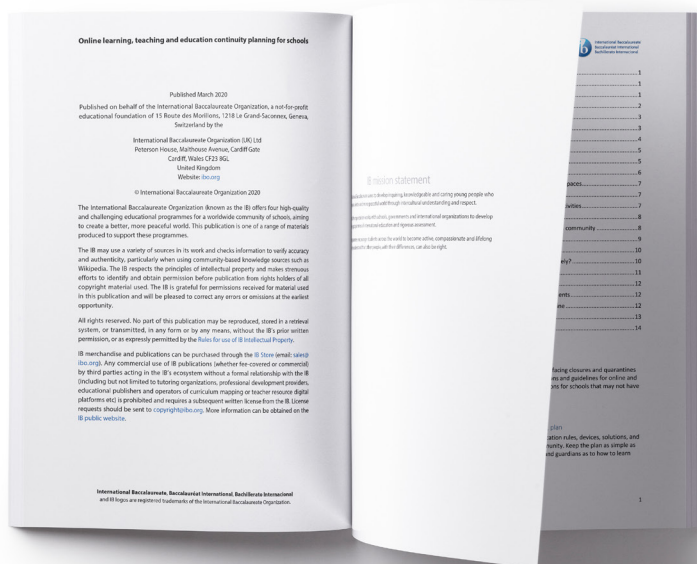
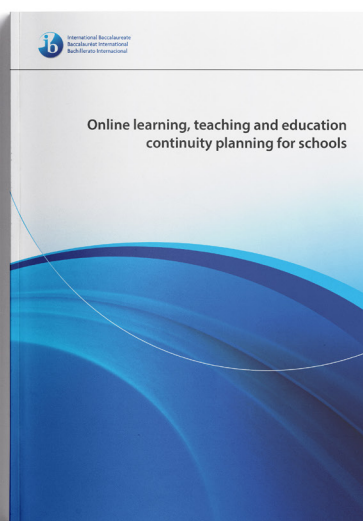
There is little doubt that there are important differences between in-person and online learning, and that all situations which require distance learning are unique. One constant in any eventuality remains our commitment to student safety, social and emotional support, and the very best teaching and learning we can provide.

One important milestone in this regard happened in the summer of 2020, when NIS became a member of Global Online Academy (GOA), a consortium of top-tier US university preparatory and international schools focused on empowering students and educators to thrive in a globally networked society.

Through our partnership with GOA, NIS teachers have access to quality professional learning in areas such as online lesson design, student agency, and enhanced feedback. At the end of 2020, our first cohorts of students prepared to enroll in a range GOA courses of their choice for the following school year. This is a wonderful example of leveraging blended learning practices to enhance learning continuity at NIS.



GLOBAL
ONLINE
ACADEMY



Teaching Faculty

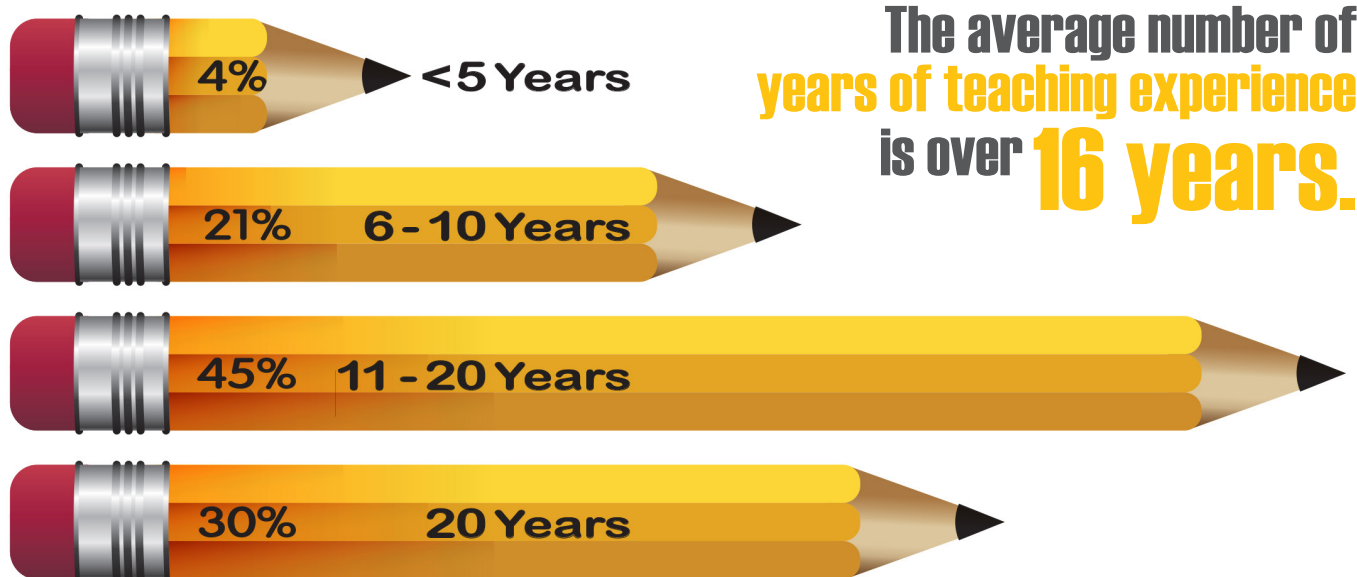
Staff Demographics



NIS

has a teaching faculty
of **98 teachers**
who come from
18 countries.

USA	24%	●	Canada	13%	●
Australia	20%	●	China	13%	●
UK	17%	●	Other	13%	●



The average number of
years of teaching experience
is over **16 years.**

2020 was a year with less than 10% of teachers being new to NIS. The average length of stay for teachers who left NIS in 2020 is 6 years.



We are proud to have 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

1:7

School wide
Average Class
Size

PS – 16
MS – 16
US – 12

Total
Enrolment

595

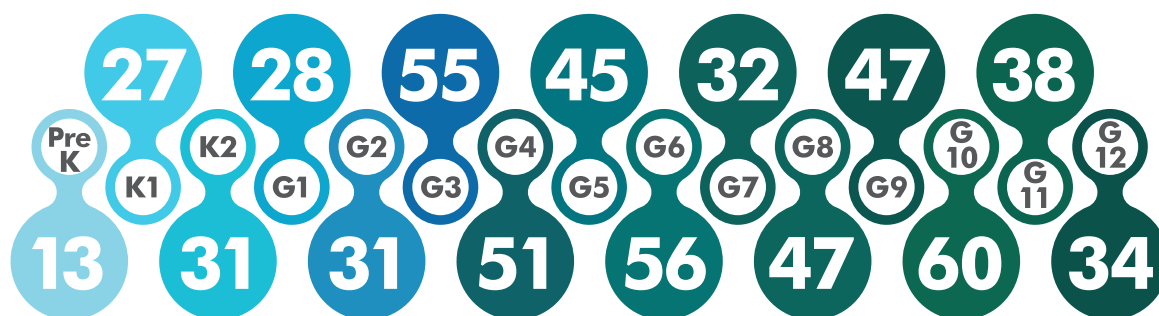
Boys

305

Girls

290

Students by Grade Level



Student Diversity

The three most common passports on campus are Korean, USA and German, however we have a growing number of Chinese heritage students. 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 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, 2012–20

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Full Diploma Entries	19	27	40	39	28	33	39	38	32
Diplomas Awarded	19	26	37	35	27	28	36	34	30
Pass Rate	100%	96%	93%	90%	96%	85%	92%	89%	94%
Eligible Students Entered	100%	96%	98%	93%	93%	92%	93%	95%	91%
Mean Diploma Score	34	34	33	33	33	33	35	31	35
Highest Score (Max. 45)	42	42	44	44	41	41	44	43	43
Average Subject Score	5.4	5.5	5.2	5.2	5.3	5.3	5.5	5.0	5.6

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 chose 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. These were the best results in the history of NIS. Well done Class of 2020.

Standardized Tests — SAT

	Evidence-based Reading & Writing	Mathematics	Combined Total
Range	200-800	200-800	400-1600
NIS Range	430-760	410-800	840-1560
NIS Average Score	648	728	1375
US Average Score	531	528	1059

These results are based on the SATs taken in 2020 when students were in Grades 10, 11 & 12. The group are self-selecting and account for about 35% of the Class. NIS students score significantly above US averages in Mathematics (200 points above), with a number of students achieving perfect scores. More surprising for some, considering that most of the test takers are second language learners, they also score significantly above the US average for Evidence-Based Reading and Writing.

Student Learning



Early Years

One full year has passed since the opening of the new Early Years Centre, and it has had a tremendous impact on the way we understand and interact with our learning. The open concept of integrated spaces with an eye for aesthetic appeal has enriched our teaching and learning with young children. Over the course of the year, we have observed the way the students respond to The Early Years Centre. It offers a beautiful outdoor landscape for students to climb, run, dig, and revel with friends during imaginative play. Children can also find their quiet space on top of a grassy knoll or explore around the garden making close observations of insects or plant life. Teachers and students have discovered the various spaces weaving through inside areas. Whether in the “campfire” commons where children gather to sing, and prepare for the day together, or the tranquil nooks to read, quietly reflect, or ponder, students can find the place for them that offers the most inspiration.

The Early Year's Centre's dynamic design has allowed us to think, work, and play together in new ways, and continues to inspire us all at NIS.





Primary School

2020 can be summed up in one word for the Primary School: Adaptive! Pulling together as community for continuity in learning required a return to our core beliefs and adapting to multiple environments. Doing so helped us improve experiences for learners and teachers alike and to see the qualities of various learning styles through new lenses. For the first time, we watched Grade 4 students demonstrate Parkour moves in their living rooms via Seesaw and visit Grade 5 Exhibition presentations through Microsoft Teams.



As we bring in 2021, we reflect, impressed by our resourcefulness, faith in our Mission, trust in our Strategy, and our courage to persevere. These experiences gave us confidence to approach the new school year in August with an exhilaration that brings even more joy when we are together: highlights included watching students on stage in the theatre for our Mid-Autumn Festival and building cities ably led by Grade 3 students, during their showcase assembly. We continued adapting to our circumstances right up until our final December assembly of 2020, a poignant moment when we were all back together, connected with the same enthusiasm that permeated through this unique year of learning.



Middle School (6–9)



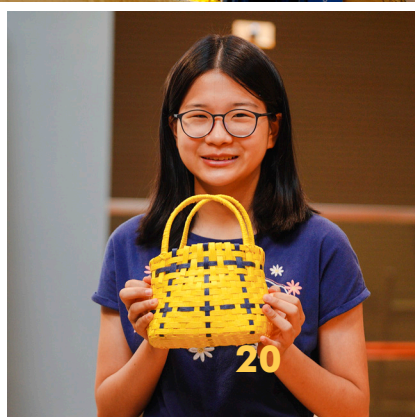
Middle School in 2020 was the launchpad for the Global Citizen Diploma (GCD). Introduced in 2019 with Grade 9 students, 2020 saw it taking root, with students spending time reflecting on their experiences which they crafted into stories. Through reading these stories, the power of the GCD has revealed itself, giving students a framework to process their experiences, such as how 2020 has taught them about globalisation, inter-culturalism and the importance of community.

What an amazing way for our students to grow as young adults and to embed the NIS mission into their lives!



Within the Middle School classrooms, teachers are constantly updating their courses to meet the needs of the new generations of learners. Integrating Global Online Academy courses as part of MYP Language and Literature classes and sharing the units with parents and students via Managebac are but two examples.

Throughout the Middle School, the opportunities for student voice and student choice are rich and varied: X-block projects that develop connections through sign language or cooking; Service as Action groups focused on the environment; and, Inter-disciplinary inquiries where students grapple with sophisticated systems of coding are a small selection of the student-led learning that is all around in Grades 6-9.





Upper School (10–12)

The discourse around personal excellence in the Upper School was further concretised this year, with the embedding of the four pathways to graduation and more student choice in subject selection. The offerings of NIS High School Diploma subjects grew to eight, and self-taught Language A featured in Grade 10 to support the promotion of home language study in the MYP.

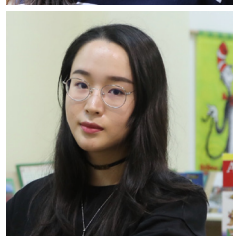
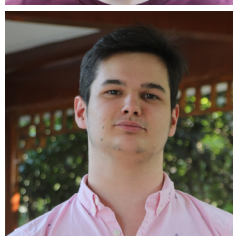
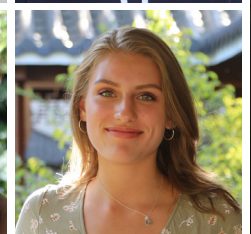
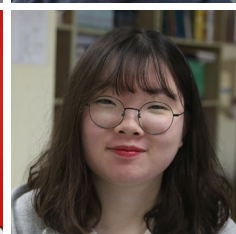
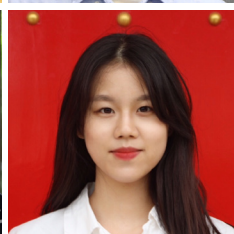
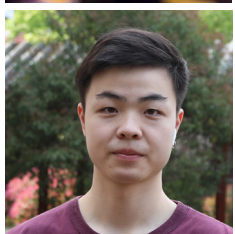
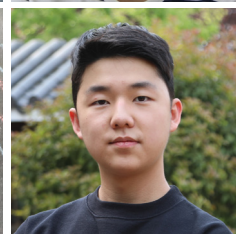
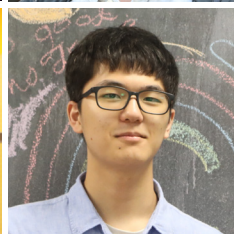
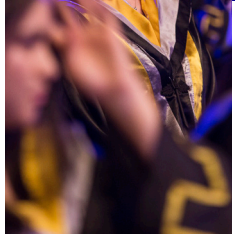
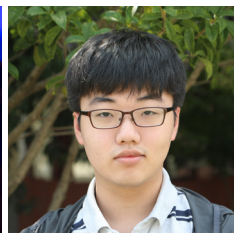
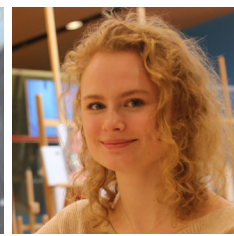
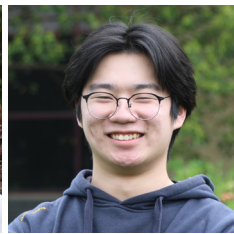
For our graduating Class of 2020, particularly, personal excellence was apparent not only in terms of academics, but in perseverance and grit as they navigated the final 6 months in a combination of online and on-campus learning. Both as a class and individually, Grade 12 students demonstrated profound fortitude, their efforts culminating with the achievement some of the best IB results of any graduating class over the past 10 years.

Indeed, this year is a strong reminder of what is at the core of quality, NIS education. Across the school, it is tangible in myriad ways. Within Upper School, it has been undoubtedly characterised by not only academic success, but also the depth and sophistication of teacher-student relationships, and our students and faculty modelling flexibility in mindset, adaptability, and resilience. We could not be prouder of the Class of 2020 and, as we close off the year, we celebrate the return to campus of the entire Class of 2021, ready to complete semester two and their final year of high school together as one.



University and College

Placement



USA

Baldwin Wallace University

Bard College

Baylor University

Boston University

Carnegie Mellon University

Claremont McKenna College

Case Western University

Clark University

Conservatory of Music, Cornell College

Eastman School of Music, University of Rochester

Eastern Kentucky University

Emory University

George Washington University

Georgia Tech

Hartt School of Music, U. 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

New York University

Northeastern 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

Swarthmore College

Temple University

University of Arizona

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 Massachusetts

University of Michigan

University of Michigan, Dearborn

University of Nevada, Reno

University of Northern Carolina

University of Oregon

University of Pennsylvania

University of Pittsburgh

University of Southern California

University of Texas

University of Western Michigan

University of Wisconsin

Vanderbilt University

Canada

Bishops University

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

Bristol University

Durham University

European Business School

Goldsmiths, University of London

Imperial College London

Kings College London

Kingston University, London

Lancaster University

London School of Economics

Manchester Metropolitan University

Queen Mary 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 Central Lancashire

University of Chester

University of Creative Arts, London

University of Durham

University of East Anglia

University of Edinburgh

University of Essex

University of Exeter

University of Glasgow

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

Leiden University, NL

Maastricht University, NL

Technical University Berlin

THIM, Netherlands

University of Groningen

University of Maastricht

University of Munich

University of Genoa, Italy

University of Turin, Italy

Vrije University, Amsterdam

UIC, Barcelona

Rest of the World

Auckland University – Elam School of Fine Arts

Chinese University of Hong Kong

City University, Hong Kong

Deakin University, Geelong

Flinders University, Adelaide

Hong Kong Polytechnic

Hong Kong University (2)

Hong Kong University of Science and Technology (2)

Indian Law Society, Pune, India

InHa University

Jinan University, Malaysia

KAIST (Korean Advanced Institute of Science and Technology)

Melbourne University

Nanjing Normal University

Nanyang University of Fine Arts

National Singapore University

Nottingham University, Ningbo (2)

Ocean University, Qingdao

Peking University

Pune University, India

RMIT, Australia

Seoul National University

Sogang University

Sungkyunkwan University

Yonsei University

Universidad Iberoamericana, Mexico

Universitas Gadjah Mada, Indonesia

University of Cape Town

Class of 2020

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.



NIS Student Activities

Our Student Activities programme offers a wide variety of enjoyable, challenging, meaningful and relevant activities helping all students to develop international mindedness, personal excellence and creative thinking. COVID-19 is a catalyst for changes to our activities programme. The initial phases of these changes were challenging but we persevered to provide the familiarity of school routines for a balanced learning environment.

To welcome students to the 2020-21 school year, we tried something new; we ran a week-long Mini Summer Camp. 32 staff members volunteered to offer 29 camp sessions ranging from cooking to design to band to photography to art to badminton. Next, the staggered lunch hour allowed our Middle and Upper School students to run lunch time activities for Primary School students. Italian Mother Tongue, German Mother Tongue, Jewelry Making and Pour Art sessions were offered. The longer lunch break allowed our MS and US students to dive more deeply into their passions such as Project Invent, Model United Nations, Global Citizen Diploma Steering Committee, and Student Council.

The number of volunteering experiences on campus has increased while the possibility of off campus experiences were reduced. We were able to safely participate in World Clean-Up Day and fortunately, we are able to continue our partnership with Tingting School. On-campus experiences has raised awareness about all the different events that can take place because of students and staff volunteers.

We are back to the regular timetable knowing that we can run activities during lunch break and after school. COVID-19 may have curtailed what we usually offer on campus and restricted our ability to travel but we have found ways for our students to virtually participate. Our MUN delegates were able to participate in two online conferences.

We are not running the Student Activities Programme as normal. We are doing it better.



Sports Teams

2020 has been a challenging year for all of us, and the Sports Teams programme is no exception. The year started normally with our Basketball teams first playing in SISAC and then travelling to Shenzhen for the ACAMIS Championships. Both teams did brilliantly, the boys bringing home the 3rd Place trophy whilst the girls were voted the Most Sporting Team.

Then COVID and lockdown hit and everything stopped. No sports, no travel, no competition. And so it remained for the rest of the 19-20 school year.





We were optimistic about opening up sports competition opportunities as we started the new school year and in August started our CISSA Touch Rugby and our ACAMIS Volleyball programmes, closely followed by Cross Country Running programme and CISSA and ACAMIS Table Tennis. Our student-athletes were training hard in preparation for competition, but were not sure whether or not the competitions would take place.



Whilst Nanjing and Jiangsu were opening up opportunities, other parts of the country such as Shanghai and Beijing, were still very much restricted. We were really delighted therefore to be able to compete in the CISSA Cross Country Championships in Wuxi in October, followed by the only ACAMIS Volleyball Championships to take place across China, which was hosted by SSIS in Suzhou. Our athletes were so grateful to be competing again and their performances, both individually and as a team, in both of these competitions, reflected the effort and commitment shown through the season. The girls finished 3rd and again brought home the Most Sporting Team trophy, whilst the boys took 2nd place.





These competitions were followed by CISSA Soccer events in Suzhou in November, with the Seniors travelling to Dulwich Suzhou and our Junior players travelling to SSIS Suzhou one week later. A total of 57 of our Grade 4-8 students took part and once again, we were very proud of our NIS athletes as they played with determination and always displaying our traits of 'Teamwork, Respect, Commitment'

In December we hosted our first event, when 19 basketball teams from Jiangsu and Hangzhou competed in our annual Invitational Basketball tournament. This was a big success and all the teams returned to their schools having competed intensely and having represented themselves and their schools well.



Swimming

The re-opening of the pool post COVID started gradually with PYP swimming on Monday, August 17th. Grades 4 & 5 were the first classes to start swimming and then several more year groups were transitioned in over the next few weeks.



The MYP Physical Education swim classes commenced in November and are due to continue until the end of semester 1. The swim lessons include water safety and water games such as water polo and underwater hockey.

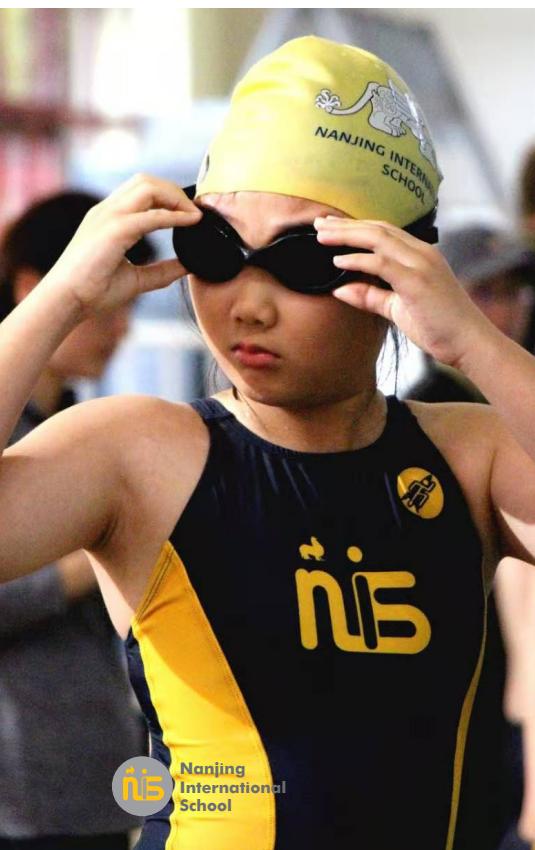
Grade 10 has completed a NIS First Aid Certificate with the aim of them being certified by The American Red Cross in First Aid.



Our squad teams started training at the start of the school year, and the Mini-Squad started swimming on November 3rd.

The Aquatic staff has been trained to lead and implement The American Red Cross First Aid courses on campus. The first course started on October 14th. There is both an on-line and practical component to complete this course. These practical courses occur on Wednesday afternoons and each Wednesday over the next few months, 110 NIS staff members will be qualified.





Semester 1 Events:

- Swim Team Trials took place on August 18 with over 70 swimmers being assessed.
- The NIS Blue & Yellow Series #1 with more than 65 swimmers was held on August 27th.
- A parent evening was held at a venue off campus on August 28. This was well attended.
- The Nanjing Swimming Association invited the NIS Sealions to their first international swim meet which was held at the Nanjing Olympic Center. Nearly 40 keen NIS swimmers attended an all-day live swim meet. Overall, there were approximately 1500 participants.
- Due to COVID restrictions, the DCSZ Suzhou meet was canceled last minute. With the help of parents, we held the same format at NIS with 35 swimmers competing and enjoying a social gathering afterwards.
- On November 17th NIS swimmers competed in a mid-day event. This was the first virtual Shanghai Swim League round #1 swim meet. In a virtual swim meet, over 60 NIS sealions raced against 20 other schools.
- On December 12th, NIS hosted the inaugural NIS Virtual swim meet "IMX and IMR" I.M. extreme. This was hosted by NIS. The teams that competed in the Virtual Meet were the Lycée Français de Shanghai, Wellington College Shanghai, Huili School Shanghai and the YK Pao School Shanghai. Live competing at the NIS pool were over 60 NIS swimmers and 7 students from a local school, Shuren Experimental School.

The Arts

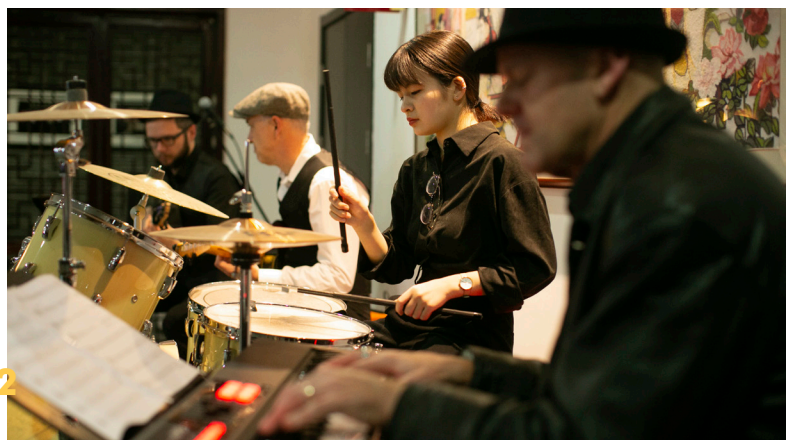
Despite this year's disruptions, Nanjing International School's Performing Arts department were delighted to wow a live audience with some exemplary performances.

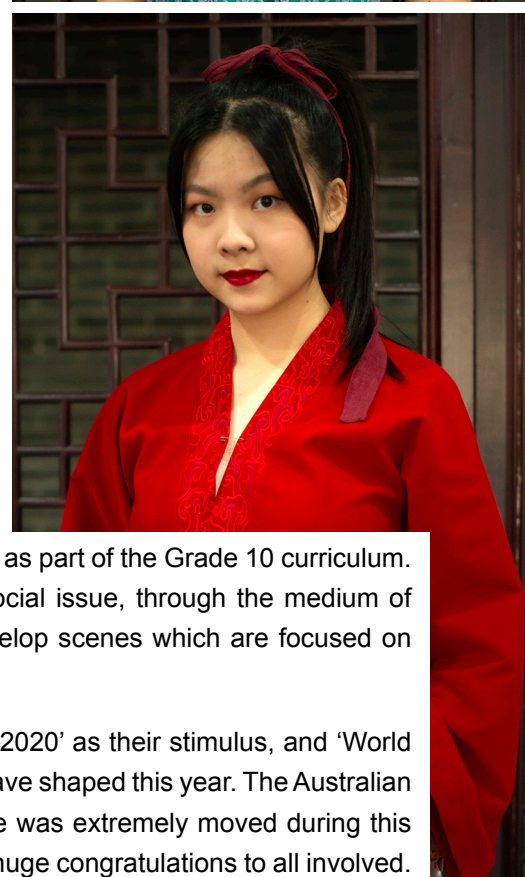
This year's Middle and Upper School production of Shakespeare's *A Midsummer Night's Dream* was a magical masterpiece. The story was brought to life through creative staging, allowing the audience to be immersed within the action itself. The actors interweaved between stages built within the performance space. It was a delight to see adults and young children entranced by movement of this production, as they excitedly followed the actors around the space.



Never has Shakespeare been so dynamic and accessible to such a diverse audience. The performers from Grade 6 – 11 worked tirelessly to bring to life this production that will be remembered for years to come. A huge thanks must also go to the Production Team whose love and dedication ensured such a highly professional performance.







Along with this production was the Grade 10 Drama Showcase, which is created as part of the Grade 10 curriculum. It is a project designed to enable students to explore a global, historical or social issue, through the medium of performance. Over a period of 10 weeks students discuss, improvise and develop scenes which are focused on understanding aspects of the issues they are dealing with.

This year's showcase was very ambitious, in the sense that the students took '2020' as their stimulus, and 'World Crisis' as their story. They worked extremely hard to take on 3 main events that have shaped this year. The Australian fires, the rise of the Black Lives Matter movement and Covid-19. The audience was extremely moved during this performance as these events were re-told in such a wonderfully creative way. A huge congratulations to all involved.





Incorporating a service programme into our curriculum is part of the requirement of the MYP but more than that it is a way of bringing our mission and values to life. Students are taking action for the benefit of the planet or their community. By collaborating, students can make ethical decisions for the benefit of others, respond to a global issue or develop skills to support those in need.

We are now in our second year of our dynamic programme and students and teachers have generated a wide range of projects to meet a genuine need. NIS uses the United Nations ***Sustainable Development Goals (SDG)*** as a focus.

SDG #3: Good Health and Well-being – Students organised a school-wide Moveathon on November 6th to promote healthy choices and an active lifestyle. Students walked and ran more than 989.75 km.

SDG #4: Quality Education - The Accord magazine is a student-initiated magazine which showcases students' learning and interests.

SDG #11: Sustainable Cities and Communities – The Sustainable Fabrics Team is learning sewing fabric shopping bags out of donated old clothing. Incidentally, they are using sewing machines purchased with funds from an ACAMIS Service Grant received in 2020.

SDG #12: Responsible Consumption and Production - Talking Trash group have partnered with the School's Facilities Team to help us to teach others to reduce, recycle, repurpose and reuse.

SDG #13: Climate Action - The Precious Plastics Team repurposes plastic waste into new items such as jewelry.

SDG #15: Life on Land - A team of keen Community Gardeners are out in the school gardens learning to compost, grow vegetables and create a wildlife friendly habitat inspired by UN Goal 15: Life on Land.

Several projects have been awarded external funding for their causes:

Knitting for a Cause, recipient of the ACAMIS Service Grant, was established in 2019 and continues to produce knitted scarves and hats which have all been donated to the Pfrang Association's Giving Tree campaign. To date, they have produced 56 scarves and 210 hats.

The Project Invent team is the recipient of the Jim Koerschen Award for Innovation in Schools. This award allows students to pursue their love of technology, coding and creative thinking. They are currently finalizing their prototype of an electronic anger management device for children. So far, they have built two prototypes by 3D printing watch straps with flexible filament. Once they have completed the watch, they will begin coding.

These projects are just a snapshot of the vibrant world of Middle and Upper School. NIS provides opportunities for our students to develop the skills and knowledge needed to make consistent, sustained commitment to serving and developing connections with others.





The House System



PS EVENTS	WINNER
Whole School House Assembly	●
Football Fiesta	●
Tunnel Ball	●
Bean Bag Toss	●
Tech Challenge	●



As in previous years, the 2019-20 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.

MS/US EVENTS	WINNER
House Assembly	●
Assembly Challenge Costume Change	●
Tech Challenge	●
Assembly Challenge Body Percussion	●
Assembly Challenge Team Challenges	●
Assembly Challenge Wrap A Gift	●
Assembly Challenge Create A Picture	●
Assembly Challenge Spelling	●
Assembly Challenge Teacher Facts	●



	Wutaishan	Xuanwu	Taiping
PYP	300	285	285
MYP/DP	405	400	380
Total	705	685	665
Final Position	1st	2nd	3rd

“I could tell you my grades. Or I can tell you that my goal is to become a professional dancer because dancing allows me to express myself in a way I can't with words.
MY STORY IS MORE THAN NUMBERS.”



NIS joins
Global Citizen Diploma

2020



**Nanjing
International
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南京国际学校

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