



Annual Report 2021

Nanjing International School

南京国际
外籍人员
子女学校

An Inclusive Learning Community

NIS

NIS

NIS



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School Vision



From Our School Director Laurie McLellan

2021 was a challenging year for the world and has truly helped us appreciate what we have as a community.

I am thankful that for the vast majority of the school year we were on campus. As families and teachers returned to us, each smiling face felt like a win. It was extremely important that we were able to hold our graduation back on campus with parents and students in the audience, along with performances in the PAC.

I also loved that our students were able to participate in sports events and Discover China. Even though the time of year was different and our locations changed, we found that there is such a richness around Jiangsu and the neighbouring provinces, and our learners were able to appreciate and immerse themselves just as they did for destinations further afield. For me, the sense that our students had a full school experience back on campus was the big highlight of 2021.

2021 was also the year where we started to talk about the importance of justice, equity, diversity, and inclusion (JEDI). Inclusion to so many schools means neurodiversity, but to us, it is also a subset of a much bigger concept – how people feel about themselves. Can they be themselves here and show themselves and feel respected as themselves? That is the work that we started with JEDI and began with our students. We've worked with the leadership in the Board. We're working with faculty and staff as part of a cyclical process that will take years. There needs to be a place for everybody, and if we don't talk about it, we really are leaving those people not having a fulfilled experience out of the school. And that's young people as well as adults.

NIS is for everybody.

Our 2021 IB results were among the best in our school's nearly 30-year history. When we got

the results, the sense for our students was not just that they worked hard and got what they deserved, but that organisations like the IB really do care about the students and they can understand the complexity of their situation. In addition to scores that were well above the global averages, 2021 was a year where our inclusive system allowed flexibility for recognising student strengths to ensure that all of our students, regardless of academic ability, had pathways to graduation.

Our Centre renovations this year were also a highlight. I think coming into a more modern and dynamic entrance helps prospective parents and children realise that we value them. When they go into our Admissions and Communications Office space, they can see that we've made it very welcoming and child-friendly. It's one of the few projects where the artistic architectural impressions weren't nearly as good as the finished product. We are looking forward to progress on the HUB in 2022.

Looking forward to 2022, which is our school's 30th anniversary, I would love for the 30th to be the year where everyone can travel and come visit us – and us going to visit people. With our excellent academic scores, university placement, and now having three pathways to graduation, we're going to have larger graduating classes and an even richer alumni network of NIS Lions.

I am proud to move this fantastic school and community into our 30th anniversary with a shared sense of excitement, accomplishment, and pride.



Director Goals

1. Undergo a market analysis of teacher pay and conditions.
2. Fill crucial leadership positions for 2022-23:
 - Primary Principal
 - IB MYP Coordinator
3. Lead faculty and staff through initial training in JEDI (Justice, Equity, Diversity, and Inclusion).
4. Design and publish plan to infuse justice, equity, diversity, and inclusion into all aspects of NIS community life.
5. Start construction of the HUB.





From Our Board Chair

Julia Güsten

I'm absolutely fascinated by how people have taken the COVID situation as an opportunity to go see China. In this whole context of Bursting the Bubble, travel has often centred around leaving the country and returning home or going on vacation abroad. Time exploring China was often too short. A positive of our situation is that it's given a lot of people in our community the opportunity to see and experience some great sides of China.

At home in Nanjing, we've been an inclusive school for a long time, but we want to better define what that means and look deeper, beyond policies and guidelines.



It makes a lot of sense to see what we're actually doing as an inclusive school and what inclusion really means. Do people feel like there's a lot of equity in how they and others are treated? Our introspective into justice, equity, diversity, and inclusion has been a very interesting journey. The Board is very involved and we're quite excited to see where that will take us. Hopefully our whole community will benefit. We are a strong community, and always have been, but I think that this initiative can only strengthen what we've been doing.

The Board is also proud of the improvements we've made to forward-facing aspects of our school, including communications and marketing, and this has been very visible throughout 2021. Physically, you can see it in the improvements we've made in the Centre with the renovation and the wonderful Admissions & Communications Office.

This coming year is our 30th Anniversary. Long-term, I'm very confident. NIS has a great future. We just need to always remember why we're here and what our mission is.

Board Goals

1. Ensure an appropriate and regular risk management process, focusing on:
 - Teacher retention and recruitment
 - Board succession
 - Financial planning and resource allocation
2. Evolve our understanding of inclusion and diversity through the lens of JEDI (Justice, Equity, Diversity, and Inclusion).



Mission & Strategy

Our Mission

We are an **INSPIRING**
INCLUSIVE **INTERNATIONAL**
LEARNING **MINDEDNESS**
COMMUNITY **PERSONAL EXCELLENCE**
CREATIVE THINKING

Our Strategy

STUDENT **STUDENT**
VOICE & **CHOICE**

We empower our students by involving them in decisions about teaching and learning.

BURST
the **BUBBLE**

We equip our learners with the skills that allow them to connect and thrive outside their comfort zone.



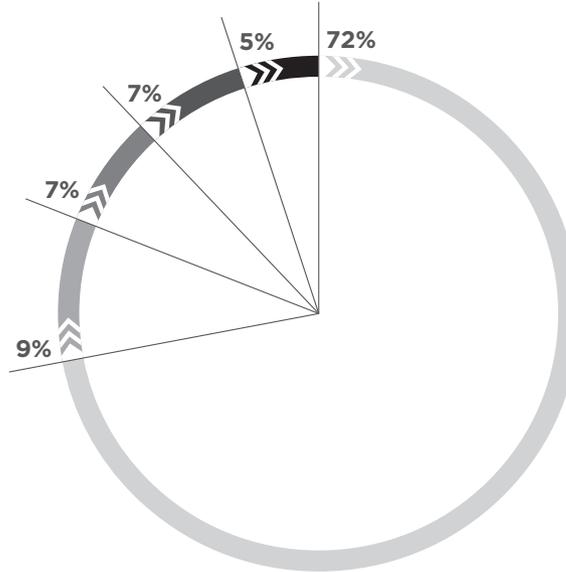
Financial Review

Nanjing International School is the only independent, non-profit international school in Nanjing, meaning all our resources go into providing the best teachers, the best facilities, and the best opportunities for our students. We are owned by our parents.

All tuition fee payments are for the entire use of the school to benefit our students and their learning. This makes us unique amongst international schools in Nanjing. Since NIS is self-funded, all building projects, including loans, are paid for from tuition fees.

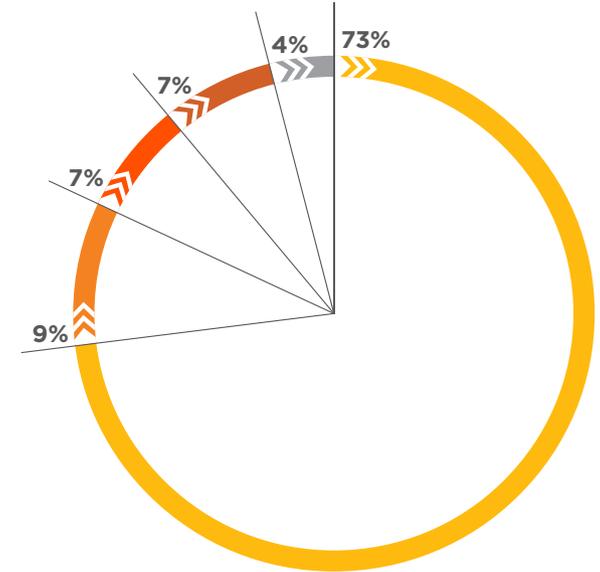
Budget 2020-21

- Staff 72%
- Depreciation 9%
- Premises 7%
- Resources for Learning 7%
- Administrative Expenses 5%



Actual 2020-21

- Staff 73%
- Depreciation 9%
- Premises 7%
- Resources for Learning 7%
- Administrative Expenses 4%



These two graphs show the budget and expenditure for 2020-21. The largest investment for our school is staffing. We acknowledge how much parents and teachers appreciate our school's transparency in the use of finances and our authentic non-profit status. We are proud to have stayed financially secure and maintained our operating reserves throughout the pandemic.

An Independent School

NIS is 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, and so do not fund an overseas business development office which then dictates what we do. That is why we can hire the finest teachers from anywhere in the world, build a world-class campus, and provide the best technology and resources for learning.



From Our Director of Learning Kasson Bratton

2021 was a very successful year for our students. We were on campus the entire time. Students were able to travel for Discover China trips. We held our graduation in person, and we had some of the most successful IB scores we've ever had. It felt like we finished what started out as a challenging time. Our school had found a level of stability and our students and teachers had really risen to the occasion.

Learning at NIS had truly taken off.



We had a relatively low amount of turnover with our teaching faculty over the summer, which was great because we then started Semester 1 for 2021-22 with a lot of continuity and some very positive additions to our teaching faculty.

We have our first Global Online Academy (GOA) cohort of 15 students completing our first GOA programme in a wide range of interest-based subjects. GOA courses are our courses, taught by experienced faculty from renowned peer schools all over the world. This is a new kind of online class in which relationships and connections drive students to share their perspectives and learn from those of others. Our GOA partnership has also continued on a professional growth level with our faculty - our collaboration with GOA is stronger than ever. We're already enrolling our students for next semester and excited about that.

We finished last school year with the beginning of our work with JEDI, where we deeply involved students and are trying to tune in to their stories and experiences at school. NIS has used that data to continue working with our two JEDI consultants and hold a great deal of staff professional development around that.

We've been successful at a systems-level in recrafting what Creativity, Activity and Service (CAS) looks like in our IB Diploma Programme to best support our Global Citizen Diploma (GCD), which is now almost completely student-led. It's very exciting - the GCD steering committee is mostly comprised of student leadership.

Our first cohort of GCDs are now in Grade 11 and are moving into Grade 12 next year. Many of those students have already attained their Global Citizen Certificate, which is an important milestone on the journey to complete their Global Citizen Diploma.

Our Student Leadership Team is something special that came out of 2021 – a collection of student leaders from Grade 10 to 12 that collaborate with our school's Senior Leadership Team and have supported us with our JEDI initiative from the student perspective.

In the Primary School, a great deal of work has been done in our curriculum. Our Programme of Inquiry has been restructured in a creative and innovative way. Each Unit of Inquiry throughout the entire Primary School has been rebuilt and redone to try to focus on student agency. That agency work has also happened in our Secondary School, where we phased out Xblock. We're now phasing in the good things about Xblock into our classes. We redid the schedule to put extra emphasis on advisory and social emotional learning.

Starting the 2021-22 year online was not something that anybody wanted, but it was a contingency that we were prepared for. We had spent a great deal of time throughout the previous school year preparing our systems, our curriculum, our expectations, and our communication, and even working with students and practising on campus what distance learning would be like. When it came, although we had never started a school year online before, we were able to do it successfully. In the Secondary

School, we took a more innovative approach to our schedule and how that worked to try and maximise both synchronous and asynchronous learning for our older students. There was a later start but more targeted instruction during normal class time and then flexible time after hours for different grade levels and needs. Our assemblies were first-rate, high quality community events that were happening online as well. In the end, our faculty and staff all felt like having another opportunity to put our learning continuity planning in place after 2020 was very positive.

In the Primary School, distance learning was grade level and team-based. This meant that our integrators, teachers, and teaching assistants all collaborated to create an actual learning environment for students versus just a series of learning activities. We had more face-to-face learning than we had the first time we went online, which was well received by many parents. In our Early Years, we strove to make distance learning truly personalised, and this meant having one-to-one and small group instruction conversations with parents and students.

When we were able to welcome students back to campus, the transition back to in-person learning was fairly seamless. We were also able to return more or less at the same time with only a few days difference. I was proud of the way students came back and interacted. I think everybody was so excited and happy to be back on campus – we had our improved, beautiful new Centre foyer ready to go.

Our teachers had time to work on campus throughout that time together, so we were more than ready and thrilled to have everyone back. The transition was so smooth because the learning that was happening online was directly connected to the learning that was happening on campus. It just felt like another school day. We were all on campus again.

Throughout the last two years or so, we've been really focused on creating a stable, predictable learning environment for our students and our community, which is what was needed during the uncertainty of COVID-19. There's been a lot of innovation within that, but it was mostly for the purpose of maintaining stability. I think as we move forward, we're excited to shift that innovative focus to push ahead, knowing what we know and what we've learnt. We're well positioned now to get back to the work of constantly improving student learning in new and creative and innovative ways. Our school is looking forward to once again hosting world-class professional conferences and workshops. We're looking forward to leadership changes that will bring fresh and dynamic ideas. We're also looking forward to new learning spaces continually being developed, like the HUB and other projects on campus.

One thing that won't change is our strategy or our mission. Everything that we've been doing is completely mission and strategy aligned, but I'm excited about looking to the future while going all in on student voice, student choice, and bursting the bubble.



Teaching Faculty

NIS is very proud of its international faculty and staff. With a reputation as a top IB World School in China and 30 years of history, our school attracts experienced teachers from around the world who are kind, passionate about what they do, and love children. Our highly qualified and diverse faculty are a force for positivity, inclusivity, and innovation not only for their students, but our entire community.

Although our continuous professional development programme has needed to move into virtual spheres, we have had teachers attending and presenting at ACAMIS events in China throughout 2021. Our faculty attended a wide variety of International Baccalaureate workshops and training online, as well as other reputable educational institutions and associations across the world.

Our Students

School Wide Teacher-Student Ratio 1:7

Average Class Size

Primary: 14

Secondary: 17

Total Student Nationalities: 35

Girls: 314

Boys: 316

Faculty at a Glance

95
Teachers

16
Countries

Australia: 17%
Canada: 7%
China: 13%
United Kingdom: 16%
United States: 28%
Other Countries: 19%

2/3
Hold
Master's Degree
or Above

7
Years
Length
of Stay
at NIS

**Teaching
Experience**

Less than 5 Years: 4%
5-10 Years: 15%
10-15 Years: 17%
16-20 Years: 26%
20+ Years: 38%

Support Staff

Our support staff are made up of teams of overseas and local professionals who are committed to supporting the operations and development of NIS in education, finance, facilities, human resources, admissions, and communications and marketing. Their expertise and dedication help to ensure not only the success of our school, but also our Mission and Strategy.

Languages Spoken at Home

| | | |
|--------------------|------------|------------|
| Arabic | Italian | Slovenian |
| Cantonese | Japanese | Spanish |
| Chinese (Mandarin) | Korean | Swedish |
| Dutch | Latvian | Thai |
| English | Polish | Turkish |
| French | Portuguese | Ukrainian |
| German | Punjabi | Vietnamese |
| Hindi | Russian | |





Student Diversity

The three most common passports found among our students are South Korea, United States, and Germany, with a growing number of Chinese Heritage students returning from years of living abroad. The four most spoken languages on our campus are English, Korean, Mandarin, and German.

We offer mother tongue instruction from Pre-K to 12 in English and Mandarin. In Grades 6-12, we also offer IB Korean and German language instruction. We continue to look forward to welcoming students from all around the world into our inclusive and diverse learning community.





Primary School

Refinement of the Distance Learning Plan

To continue to adapt and improve the learning experiences of students in Primary, the school made refinements to its Distance Learning Plan based on internal iterations, and feedback from like-schools in the international community. Some changes incorporated additional synchronous learning experiences with a grade level teaching team approach that included homeroom teachers, specialist teachers, and teaching assistants.

Revised Report Cards

A Report Card Committee of teachers and administration reviewed the criteria and format of the Primary report cards as part of the transition of the platform from Veracross to Managebac. In addition, a new section for ELL reporting was included for all students receiving ELL support.

The Circus: A Primary Production

Over 140 Primary students in Grades 2-5 put on our own “Greatest Show on Earth” with the Primary Production of a circus. Parents and students were treated to the big top in our Performing Arts Centre. Each year, the Primary Performing Arts classes integrate Units of Inquiry with homeroom classes between 6-8 weeks with the final production in the last week of January.

ELL Handbook

Primary ELL teachers finalised an ELL Handbook that more clearly defined the philosophy and framework for language support and development for students in K2 to Grade 5. The handbook helps more clearly explain how the school identifies students requiring ELL support service, and components of successful strategies to support students and teachers from the lens of inclusion.

Design Thinking for the Programme of Inquiry

A team of eight teachers worked together with our Curriculum Coordinator using the Design Thinking process and protocols to review the Primary curriculum with the objective of aligning the new science and social studies standards.

Agency by Design

Primary Teachers developed action research around amplifying student agency in the classroom.

As a component of the IB Primary Years Programme and our school's Strategy, developing agency for students is a priority. Teachers dedicated six weeks to closely examine the classroom environment and learning habits of students and then shared their findings with colleagues. From a variety of different teacher perspectives and approaches, we can better understand how student agency improves the learning experience.

New Student Leadership Representative Structure

The Primary Student Council seeks to further include the number of student voices representing Grades 2-5. The council of representatives meets every 14 days with Primary Leadership and takes steps to amplify student decision-making around ways they can have an impact on supporting our school Strategy.



Secondary School



Middle and Upper School into Secondary

The Secondary School at NIS is new for 2021-22. Previously, we had a separate Middle and Upper School, but this year Grades 6-12 now come under Secondary and the new role of Secondary Principal. The benefit of this is that leadership has a singular view of students on their learning journey, instead of the more traditional two principals. This allows for the creation of one continuous pathway, which gives the school opportunities to create other teams within the Secondary School – this includes our new Counselling team. Instead of having separate counsellors for Middle and Upper School, we now have one counsellor whose bespoke role is the social emotional learning side, along with two new college counsellors who support students with university applications and admissions. Our students now enjoy a great deal of personalised support in their university choice and process to reach their goals.

Personalised Learning Pathways: Global Online Academy

Our goal of creating personalised learning pathways for all of our students was furthered in 2021 as we joined the Global Online Academy. Taking part in GOA courses is a choice – some of our Secondary students engaged in an online GOA programme of their own choosing in their own way, at their own speed. They've chosen a variety of different subjects, including Architecture, Programming, Psychology, and Game Design. We have a dynamic range of different courses that our students are studying in 2021-22, and they'll have another series of these in the second semester.

Farewell to Xblock

Our teachers have carried out extensive work this year to develop and implement personalised learning programmes, as well as focus on subject areas. With this, NIS has moved away from Xblock as a standalone programme. Instead, we've tried to bring the Xblock style of teaching and learning into our subjects and classrooms where we know that freedom to choose is more contextualised and therefore more authentic and more successful in terms of student support services.

Specialist Teams

In addition to our three counsellors in Secondary, we have two learning support teachers who were joined by an ELL specialist, allowing us to strengthen our support for students in every classroom.

Schedule

At the start of the 2021-22 school year when we moved into our Secondary model, the schedule was a big change. A major goal of that change was to bring the Advisory Programme into the middle of our day. We now have Advisory three times a week, positioned right in the middle of the day, which gives more time for the programme and more time for students to benefit from that support and connection with their advisors and each other. Our Advisory Programme truly supports students, especially those in lower grades, to get access to their classes. Here, teachers provide schedules, assignments, and deadlines, as well as the social emotional support that students need. The programme has become much richer because of the move, and the scheduling change also enabled us to bring our lunch times forward so students were able to eat earlier, which has given us a much better balance in our day.

Student Phone Usage

We have changed the way that we use mobile phones as a tool for learning in Secondary. Our approach links our position on technology much more closely with learning. We believe phones are a tool for learning and that Grade 6 and 7 students don't need phones for their learning. Now that these two grades have been asked not to bring their phones to school, this has had a great impact on the culture and feel of Grade 6 and 7 classes, as well as the social environment for these students. In Grades 8 and 9, we have set clear boundaries with regards to phone usage. This very positive change also connects with our peer-to-peer guidelines and child protection policy.

Global Citizen Diploma

We are in our third year of the Global Citizen Diploma. This is the first year that the GCD has rolled up into Grade 11. With this came a choice for our school about how to connect the GCD with our CAS programme from the IB. Students now continue their pathway from Grade 9 into Grade 10 and 11, and the CAS programme fits inside the GCD, as this is a much richer, more fulfilling, and rigorous programme. The GCD gives our students a much better opportunity to engage and reflect in their experiences. Linked with this, we have created a new student leadership team that brings student leaders together to help support and train them, and this is being driven by the GCD in many ways.



Learning Outcomes

IB Diploma Results

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------------|------|------|------|------|------|------|
| Full Diploma Entries | 28 | 33 | 39 | 39 | 32 | 27 |
| Diplomas Awarded | 27 | 28 | 36 | 34 | 30 | 27 |
| Pass Rate | 96% | 85% | 92% | 87% | 94% | 100% |
| Mean Diploma Score | 33 | 33 | 35 | 31 | 35 | 38 |
| Highest Score (Max 45) | 41 | 41 | 44 | 42 | 43 | 45 |
| Average Subject Score | 5.3 | 5.3 | 5.5 | 5.0 | 5.6 | 5.8 |

Standardised Tests: SAT

| | Reading & Writing | Maths | Combined Total |
|-------------------|-------------------|---------|----------------|
| Range | 200-800 | 200-800 | 400-1600 |
| NIS Range | 510-760 | 610-800 | 1140-1560 |
| NIS Average Score | 653 | 727 | 1379 |
| US Average Score | 533 | 528 | 1060 |

These results are based on the SATs taken in 2021 when students were in Grade 10 and 11. The group is self-selecting and accounts for about 40% of the class.

NIS students score significantly above US averages in Mathematics (200 points above). More surprising for some, considering that most of the test takers are second language learners, they also score significantly higher than the US average (average combined score is 320 above) for Evidence-Based Reading and Writing.



NIS Pathways to High School Graduation

NIS High School Diploma and IB Diploma

This is our most common pathway; all students at NIS are offered the opportunity to follow the full IB Diploma.

NIS High School Diploma and IB Diploma Courses

For students that have particular interests or strengths in some subjects and may not meet full IB DP requirements.

NIS High School Diploma

For students who are pursuing a high school diploma to meet their individual needs regarding access to higher education institutions after high school.

NIS High School Certificate

Certificate of completion for students who require modifications to the curriculum. Modified courses are indicated on the transcript with an asterisk.

University Acceptances

United States

Art Institute of Chicago Berklee
College of Music Boston College
Brandeis University California College
of the Arts Emory University
Fordham University
George Washington University
Gordon College
Johns Hopkins University
Lynn University
Michigan State University
Mount Holyoke College
Musicians Institute
New York University
Penn State University
Pratt Institute
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Rutgers University
Saint Leo University
Suffolk University
University of California
University of Cincinnati University
of Iowa
University of Washington

Canada

Dalhousie University St. Mary's
University University of Toronto
University of Windsor

United Kingdom

Brighton University
Brunel University London
Cardiff University
King's College London
KU Leuven
Leicester University
Manchester Metropolitan University
NHL Stenden University
Oxford Brookes
University of Essex
University of Manchester
University of Twente
University of Warwick
Sheffield University
SOAS University of London
Sussex University
Swansea University

Asia

Asia Europe Business School China
Pharmaceutical University Chinese
University of Hong Kong Hanyang
University
Hong Kong University
Hong Kong Polytechnic University
KAIST
Korea University
Nanjing Normal University
Sungkyunkwan University Yeonsei
University

Australia

Monash University

University of New South Wales
University of Queensland University
of Sydney

Rest of Europe

Amsterdam University of Applied
Sciences, Netherlands
Ecole Hôtelière de Lausanne,
Switzerland
Leiden University, Netherlands
Maastricht University, Netherlands
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
Hong Kong University of Science
and Technology
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
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







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.

At the start of 2021, the Activities Office ran winter activities as many of our NIS students spent their holidays in Nanjing. In Cycle 3, a variety of activities were once again offered. We have seen a steady increase in the number of student-led activities over the years.

We were also fortunate enough that some of our parents shared their passion with students: Junior MasterChef, the Science of Food & Eating, and STEAM. When spring sprung, so did the number of activities in Cycle 4 Activities. Our community also offered some brand new experiences for our students: student-led Primary School drama, K1-K2 sing-alongs, and ukulele to name a few.

Normally, our students connect with peers from other schools through competition or collaboration. In 2021, we attended a virtual Beijing Model United Nations, and then later in-person at the Suzhou Model United Nations in Suzhou's Singapore International School. Our students were thrilled to lobby and build blocs in person. They held positions of Security Council President, Economic and Social Council President, General Assembly One Deputy President, and Crisis Committee Deputy President.

We were unable to volunteer out in the wider community due to COVID-19 restrictions. However, our Secondary students capitalised on leadership opportunities within our school. For their CAS and GCD projects, several students took on the role of student-coach or as an activity leader for a student-led activity with Secondary or Primary students.



Students became even more creative in sharing their ability to lead and manage resources.

Another experience organised by the Activities Office in 2021 was Discover China Week, where students in Grades 5-12 are off campus participating in a range of activities designed to challenge, push, empower, and encourage them to grow into global citizens. With the resurgence of COVID-19, we shifted all the trips to May and to neighbouring provinces, even reorganising 2 trips at the last minute. Travel was restricted mostly to buses and trains to minimise contact with non-NIS community members. Student voice and student choice permeated the trips as they choose the trip they joined. Some even chose different activities on their trip.

In June, we held our annual NIS Work Experience Week for Grade 10 students, where they were provided an authentic opportunity to experience working at an organisation. Work placements varied from schools to offices to factories, all of which were in Nanjing.

In August for our online start, some activity leaders offered their activity online,



as they believed it was important to balance online schooling with some activity. Among them, choir, yoga, and Pilates were offered. Having already experienced online learning, we realised it would be challenging to run orchestra and choir practises online. Sheet music was provided to the students to allow them to practise on their own without missing a beat.

While restrictions pushed our Secondary Discover China Week to May, our Grade 5 students were able to embark on their own 3-day adventure at NatureJoy in Nanjing. For this year's trip, CNN invited our school to partner with them to raise awareness of environmental issues. Grade 5 students also focused on an inquiry into collaboration, group dynamics, and strategies for managing a team project.

Once again, our community, Student Activities, and volunteers collaborated for a Christmas Festival that raised funds for local charities. Our singers and musicians performed holiday songs to the delight of the NIS community. Some of our Service groups created products that were sold. Volunteers baked delicious treats and others sold merchandise.

Together Everyone Achieves More - TEAM





Sports Teams

We started 2021 full of optimism that the travel and competition restrictions were improving. Our ACAMIS Basketball teams were ready to travel to Suzhou for the final ACAMIS Basketball tournament. Unfortunately, a post-vacation outbreak caused the tournament to be cancelled and the basketball season came to an end without a final tournament.

As we moved into February with many travel restrictions still in place, the SCISAC Volleyball did not go ahead, but we were optimistic about CISSA Badminton and Volleyball scheduled for March.

As we got closer to the tournaments however, and as travel remained restricted, it became clear that these too would be cancelled and so our thoughts turned to Spring Sports.

First up was ACAMIS Football, which was scheduled to be held in Tianjin. It was clear that this was not feasible, so instead NIS took up the mantle and hosted a fantastic ACAMIS Football here in Nanjing. Apart from the friendly football tournament that we hosted in March, this was the first sports competition of the year, and our student athletes were delighted and excited to be finally competing again.

Teams came from Hangzhou, Suzhou, Wuxi, and Nanjing to compete and our Boys finished a commendable 2nd place while our girls captured two trophies – 3rd place and Most Sporting Team – well done, Girls!

Meanwhile, our Track and Field athletes had been in training since early March and were hopeful for some competition. Our CISSA athletes travelled to Suzhou to take part in a wonderful event with many of the Jiangsu schools and again were delighted that their season's training was rewarded with the opportunity to compete.





Our ACAMIS athletes were able to travel to Beijing against the odds for their ACAMIS tournament and represented themselves and NIS with honour.

In May, as expected, the SCISAC Basketball did not take place with so many of the competing schools coming from outside of mainland China. However, Shekou International School pushed ahead with the organisation of ACAMIS Badminton and on May 6, eight badminton players and their coaches traveled to Shenzhen to compete, returning triumphantly with a fantastic 3rd place trophy!

With Shanghai still not accessible to schools from outside Shanghai, Suzhou Singapore International School again stepped up into the CISSA breach to host the CISSA Basketball. Our Grade 4-8 students traveled by bus for a day of competition. They had lots of fun and returned exhausted and happy.

To finish the sporting year off, we finally got around to hosting the ACAMIS swim that was originally scheduled for March 2020. Schools came from Beijing, Xiamen, Hangzhou and Suzhou for a wonderful ACAMIS Swim Meet, the first to take place since March 2019.

As we were about to begin the new school year in August 2021, a new outbreak appeared in Nanjing and we began distance learning. This didn't stop the Volleyball and Cross-Country teams, who kept practising at home. When they returned to campus in September, they were already in good shape. Our first sports competition of the new school year was a Cross Country trip to Wuxi for all our runners, with some fantastic results and many personal bests. This was followed by a modified SCISAC football tournament here at NIS on October 30, in which our boys came out triumphant, taking the 1st place trophy.



Shortly after this, the ACAMIS Volleyball teams traveled to SSIS again for their ACAMIS tournament, the boys taking the 3rd place trophy after a hard-fought tournament. This was closely followed by over 60 young footballers from Grade 4-8 traveling to Suzhou for a one-night stay followed by their CISSA tournaments - they had a fantastic time!

As our Cross-Country season came to an end with their ACAMIS tournament, the athletes were on the bus and on the highway to Suzhou when news came through of an outbreak in Suzhou which forced the bus to turn around - a huge disappointment for all our runners! Our quick-thinking coaches

made a new plan to run the same race distances in Yangshan Park as part of a quickly revised Virtual ACAMIS event, followed up with a team lunch and all the disappointment was gone.

As 2021 sports come to an end, we remain optimistic about the year ahead. A special anniversary basketball event is planned in Suzhou and ACAMIS is planned to take place in Wuxi. Beyond that, we can only hope that CISSA Badminton, Volleyball, Basketball, and Softball continue as planned, as do ACAMIS Football, Badminton, and our wonderful Track and Field Programme to finish the school year off.

Swimming

The NIS Sea Lions started the 2021 new year with SSL Round #3. Due to COVID-19 restrictions, this swim meet was moved, which was great for us as a team, as all members were present to swim their socks off, scoring points for the school.

For April's SSL Round #4, we were lucky to be able to invite SSIS and Dulwich College to come compete at NIS. All other schools competed virtually. Many competitions were pushed back into May, so this month became the busiest of the year in Swimming.





On May 14, our Mini Lions and Transition Team members who were 8 years and younger successfully attended the SSL Development Swim Meet at British School Nanjing.

On May 22, with the help of BSN, we held our first ever SKINS meet at NIS. This was a super exciting meet where 25m sprint events were swam as back-to-back races which operated on a knockout basis. The two remaining swimmers raced each other in a head-to-head final. Lots of medals were earned in these super close, short races.

On May 27, ACAMIS Junior was held at SSIS. Our juniors were able to compete live against other

schools, which was a great experience. Several top 6 places were earned, including 3 medals.

ACAMIS Seniors was hosted by NIS, where several community members stepped up to make this big event happen on June 4. Our senior swimmers brought home 8 medals, swam in numerous finals, and came in 2nd place overall. This was an amazing achievement after a difficult season that had so many virtual swim meets.

All four NIS Swim Series were held at NIS, with the traditional sprint meet being the last one in June. This was followed by seasonal awards and lovely food provided by our swim-parents.

In August, changes to the swim event schedule were made again to make the best of our online start. On October 12, we started back on campus with the Make a Splash Swim Meet at NIS, in which all team members 9 years and older took part in.

As COVID-19 travel restrictions were still in place, all other Shanghai school members competed virtually. Our NIS Sea Lions took the opportunity to travel for an overnight trip to Suzhou for SSL Round #1. We had an awesome weekend with lots of team building, cheering, eating great food, and swimming at SSIS.



For the SSL Round #2 swim meet, our team went to compete at BSN. With combined efforts between the host school, our coaches, and our team administrator, a semi-electronic timing system was established at BSN. Our swimmers competed in the longer events. The 400m Freestyle was swam by several members successfully, setting several new personal best times and new school records. An overall 5th place was the reward for all the hard work, great attitude, effort, and commitment our swimmers showed at swim training.

For the SSL Development Swim Meet on November 9, our Mini Lions travelled to BSN for their first

swim meet of the year. 15 little swimmers came home tired but happy back from their first swim trip, with many of them having competed for the first time.

On December 12, our now annual edition of the SKINS sprint meet was held at NIS. This year we were able to invite two new schools. For our hungry lions, the meet was followed by refueling with delicious food that was provided by our swim moms and dads, followed by our traditional winter-themed team building.



Performing Arts



One of the major events in the Primary School is our Primary School Production. The opening night for “The Circus” was originally scheduled for March 2020, but COVID-19 took on a leading role and forced us to reschedule the show with a few new cast members. But the show must go on, and it did. In January 2021, our Grade 2-5 students performed for Primary School parents and visitors from a local primary school. It was the greatest show on earth, featuring performing dogs, lions, clowns, fierce forest animals, and talented martial artists all set in the Circus ‘big top’ in our Performing Arts Centre.

Some of our older students created the props, helped with theatrical make-up, and filmed the show that was shared with family and friends around the world.

Continuing through to Spring Festival was our Lunar New Year Assembly. To be performance-ready at assemblies and various functions, student clubs rehearse and collaborate throughout the year for their contributions. For example, our students are now performing their versions of the Fan Dance and the Dragon Dance to the beat of our own Chinese Drummers.

The Primary and Secondary School choirs performed at the Lunar New Year Assembly, Music Evening, and the Summer Recital, as well as quite a few 5-star hotels for Christmas tree lighting ceremonies. Our school’s orchestras and bands performed at some of the same functions as well as the Leavers’ Assembly and Graduation for the Class of 2021. Some of our newer groups are also just beginning to step into the limelight to show off their singing voices or ukulele skills.

Our Community



Parent Teacher Association

Our amazing PTA works to create and maintain an invaluable connection between our parents, caregivers, and NIS faculty and staff. Led by elected parent members and supported by a large circle of community volunteers, the PTA strives to help build a strong and vibrant school. Annually, the NIS PTA organises a broad number of inclusive community events to foster NIS spirit, promote cultural exchanges, and raise funds for student and community activities. Events and other fundraising channels typically include:

- NIS PTA Store. Our newly renovated PTA Store sells NIS merchandise and is maintained by parent volunteers.
- The Autumn Festival, our largest community event that is organised and supported by hundreds of PTA volunteers each year.
- Primary Dances, Staff Appreciation, Parent Coffee Mornings, and many more!

Despite COVID-19 restrictions, the PTA held Coffee Mornings, the Autumn Festival, Sports Night, and school dances in 2021.





The NIS House System

As in previous years, our 2021 inter-house competition included a wide range of events covering academics, the arts, and several sports. Student participation rates were high.

Primary

This year has seen a range of exciting Primary House events including the Tug of War, Maths Logic Challenge, Athletics Day, Early Years Field Day, Steal the Gold, and most recently the Shape Shifting Team Challenge. Each of these events bring the Primary and Early Years students together to actively engage in activities designed to build house spirit and challenge creative thinking, all while making new connections and having fun in the process.

2021 Winner: Xuanwu



Alumni

No matter where our students go in the world or what they do in life, they will always be Lions - and at Nanjing International School, our alumni are our Pride. The NIS Alumni Network continues to grow every year. With 2,000 alumni in our network as of December 2021, we offer platforms for them to connect our school and each other, both online and in-person.

In 2021, we held our second London alumni reunion and launched our biannual alumni e-newsletter, The Pride. NIS also revamped alumni social media to deliver fresh and interesting content every week.



Secondary

This year, we completed different Secondary House inter-advisory challenges, including recreating images from movies, spelling, and performances, as well as athletic events. After the start of the 2021-22 school year online, we came back together to build our House spirit in assemblies with two interesting challenges: the first was a staring contest, followed by an egg and spoon race. We continued to build community in Advisory by having each create a poster. These posters were high quality and judged for their house spirit and creativity.

We look forward to more House events in 2022.



Operations and Facilities

Throughout the pandemic, our operations and facilities teams have worked tirelessly to ensure that NIS is following and fully complying with government guidelines by working closely with local authorities, controlling access, and making certain areas clean, disinfected, and safe for our students and staff.



HUB Render



Our school was one of the first international schools in China to start on-campus learning after the pandemic began, and our excellent relationship with the authorities means that we were able to open to parents and the community soon after the local outbreak in the summer and offer on-site NAT testing and vaccinations to our community in 2021.

As the only independent, non-profit international school in Nanjing, our resources are constantly being used to improve our facilities for our students, teachers, and community.

Completed in the summer of 2021, the two major renovation projects that reflect this ideal now greet our present and future community in the Centre – a stunning main lobby redesign and a fantastic new Admissions & Communications office space. These renovations feature innovative, modern designs that are inviting and inspiring, with bright imagery and aspects that highlight both NIS’s long ties to our host country, China, and our identity as an inclusive learning community.

Next year, we look forward to beginning construction of the HUB, and are working hard to make strides towards realising this goal. The HUB will be a centralised space on our campus that elevates and amplifies learning, complementing our aspirations to place student voice and student choice at the centre of all we do at NIS. It will not be a library, nor will it be a tech centre – it will be a place for curation and creation, quiet study and vigorous discussion, with flexible, agile furniture that can facilitate needs at that moment in time.









**An Inclusive
Learning
Community**

Xue Heng Lu 8
Xian Lin University City
Qi Xia District, Nanjing, China 210023
Tel: + 86 25 8589 9111
Fax: + 86 25 8589 9222

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www.nischina.org

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