



Nanjing International School

南京国际外籍人员子女学校

Annual Report 2024



an **Inclusive Learning Community**



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From Our School Director Laurie McLellan

The highlight of 2024 was the completed construction, opening and use of the HUB. We have waited a long time to be able to use this space after years of planning and then construction right in the middle of our campus. Bringing Ewan McIntosh, the CEO of NoTosh, the company that led us through the articulation of our strategy, and Chloe and Philip from EIW Architects, who worked with the strategic concept, to be here for the opening, made the week of learning more than just one event.

We are all so pleased to have our beautiful campus looking whole again, and also to have so much more creative space for our students and community to use.



This year we welcomed our new Director of Learning, Ms. Sandra Chow, after an exhaustive search. With Mr. Bratton going to lead a school in Hong Kong, Ms. Chow has proved a great replacement who brings a different style of leadership and a fresh view of how to lead our Senior Education Team. The expansion of the Senior Education Team to include the Deputy Principals also means more voices being heard when planning for school improvement.

As we continue our JEDI (Justice, Equity, Diversity, Inclusion) work, the taskforce has for the first time included a member of our non-teaching staff. When considering questions of equity within a school, it is important to have representation that brings diverse perspectives and looks a bit more like our community. Within the taskforce, we have all our main languages and cultures, for the first time a male member, and we have stuck with equal representation for both adults and students. NIS takes student voice very seriously.



With language development, particularly English for second language speakers - a key area highlighted this year - we have seen some impactful changes. Both Primary and Secondary schools are using more data, to help inform rather than drive, our programme. We have reverted to having a language support specialist in each Primary grade level and more teaching resources in Secondary school.



Teachers have been engaged in a broad range of professional learning with a specific focus on language development.



ParentED has four calendared sessions on topics of interest to parents to enhance their understanding of our school's approach to learning, both academic learning and social-emotional learning. Attendance levels have been good, with a feedback loop allowing for improvements or modifications as we move forward.



The fact that the sessions have taken place in the HUB has also helped our parents see both the potential of the space and feel welcome to use it for adult learning.

After two years with a significant number of long-term NIS faculty leaving, we have been fortunate to attract an exceptional group of teachers who bring a plethora of skills, experiences, and diverse perspectives to enrich our inclusive learning community.



One of my goals for the next two years is teacher continuity as we strive to achieve the bold promises expressed through our mission. The plan is that our teachers inspire learning, personal excellence, a trial-and-error culture, and creativity. We are leaning into Artificial Intelligence to help us on this journey.

Director Goals

1. Pilot a data collection process for monitoring and evaluating the implementation of the school's mission
2. Make literacy across the school a focus with the implementation of systems for the monitoring and measurement of student progress
3. Improve faculty retention
4. Integrate the HUB as a core learning centre for students



From Our Board Chair Bram van Nunen

For many students, teachers, and community members, the opening of our HUB was a major event this past year. It marks the end of a very long project, from design to construction, and is a major achievement of all involved. As a Board, it is great to see how the school's mission came to life as students' voices were actively used in the design of our HUB and as the final design enables an inclusive learning space for all. Even though many of the students who contributed to the design are no longer at the school, the next generation is bringing their ideas to life as they are embracing their new learning environment. For the Board team, 2024 marks a year of change.



Firstly, as the new Chair, I am honoured to take over from Julia Güsten, who has led the Board for many years and has been vital to making the school what it is today. Secondly, at the AGM we recently also approved some changes to the bylaws, of which the most important one enables the Board to become self-perpetuating. This means we will modernise our selection process for future Board members. As of now, the Board will actively be able to select its successors based on the diversity of profiles and required expertise to ensure the best composition for the future.

Looking at our goals for this school year, we will implement this change to prepare for the future, so that we can safeguard a diverse and competent



Board composition. In addition, we will prepare for future retirement of our School Director, as this is a vital decision for the school's future and a process that takes a few years to complete. Our final goal focuses on how we measure success for our school's mission so that we can track that we are on the right path.

The 2024 NIS Board

| | | |
|------------------------|--------------|-----------------|
| Bram van Nunen (Chair) | Lingyun Gu | Angela Mulder |
| Simon Song | Verena Höhne | Mi Sun Kim |
| Raúl Ramos Castrillo | Julia Güsten | Laurie McLellan |
| | | Tommy Cheung |



2024 Board Goals

1. Start the search process for a new Director and identify the desired leadership profile, select the search agency and determine the composition of the search committee.
2. Establish a transition task force to implement the self-perpetuating change and to prepare a transition plan (timelines and candidates) for Board and School Director transition.
3. Develop a process for monitoring and evaluating the implementation of the school's mission.

Mission & Strategy

Our Mission

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

Our Strategy

STUDENT VOICE & **STUDENT 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.





January saw The JEDI Taskforce hard at work organising our year long series of workshops on microaggressions, interrupting bias, and the Learning for Justice Speak Up programme for the whole community. These initiatives built on the foundation laid in the previous year to action our JEDI students' goal to target insensitive language and implicit bias, their JEDI legacy.

In February, we attended The PTA Coffee Morning to facilitate ongoing communication with the wider community. This continued interaction with the parent community has enriched the JEDI initiatives greatly. In March, the important process of interviewing non-teaching staff for the JEDI Taskforce Representative position was started, the sheer quantity and quality of all applications made this a particularly challenging task.

March also saw the success of our International Women's Day (IWD) Breakfast, a community-wide event with inspiring student speakers and a live student band, celebrating the 2024 IWD theme #Inspire Inclusion. The early morning attendance showed once again the strength of our collective commitment to building a more equitable and inclusive community at NIS.

Throughout March and April, JEDI ran microaggressions and interrupting bias workshops, creating safe and brave spaces for conversations about inclusive language. Participants learned about the power of inclusive language to create affirmative spaces for belonging, where learners get to grow and thrive as their authentic selves. This work complements our curriculum review and enrichment initiatives, continuing to raise awareness within all stakeholders of the importance of treating everyone with respect and dignity.

In May, the Taskforce met with the NIS Board to review the progress achieved, celebrate accomplishments, and reaffirm our dedication to continuous growth and accountability.

August marked the onboarding of Dora Li, NIS HR Officer for the past 15 years, as our first non-teaching staff member to join the JEDI Taskforce. Her extensive experience at NIS promises valuable insights and contributions. This month, we also had the privilege of



participating in the Council of International School's (CIS) Socially Responsible Leadership campaign. We created video resources to inspire and support other schools on their JEDI journeys by sharing our experience and best practices. Finally, we launched our Archaeology of The Self-Identity and Belonging series of workshops with faculty during our professional learning days in August, promoting deep reflection and a new awareness of power and privilege in our teaching and learning practices.

In September, we launched the JEDI Book Club, beginning with the insightful *Growing Up in Transit* by Danau Tanu, sparking discussions around cultural capital and belonging. This work is closely aligned with our broader school-wide initiatives promoting literacy and linguistic equity.



In November, the JEDI Taskforce worked closely with leadership members to review the Child Safeguarding procedure. By aligning best practices around identity based harm and anti-racism, NIS continues to embody its mission of being a truly inclusive learning community.



Finally, in December, the Taskforce ended the year with parent and faculty workshops on identity affirmative action, ending the year as we started, firm in our commitment to create a learning environment where all learners feel valued, respected, and empowered.

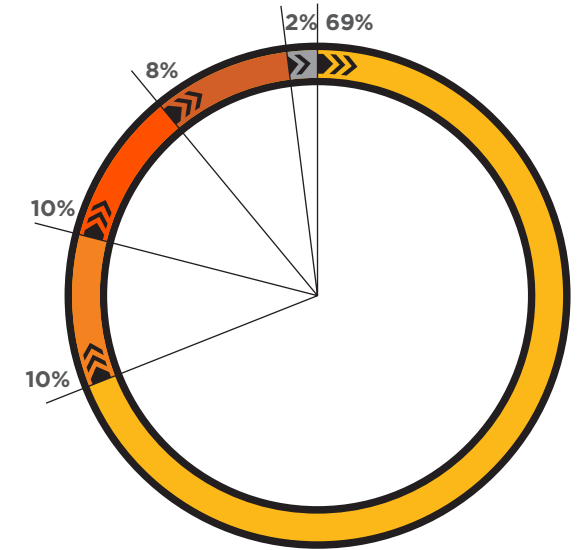
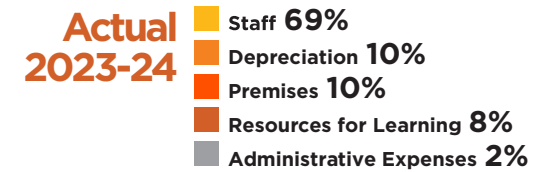
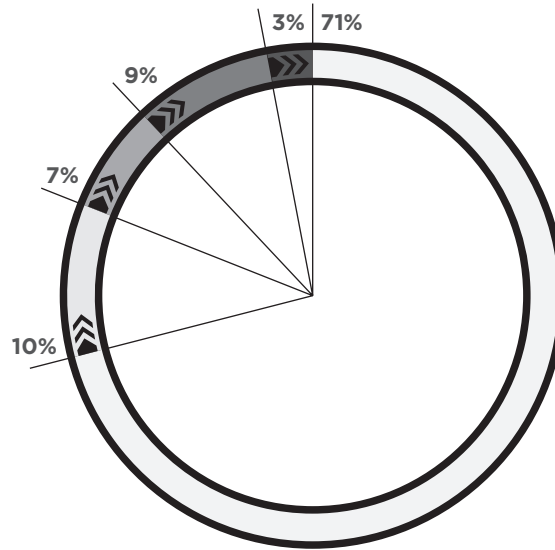
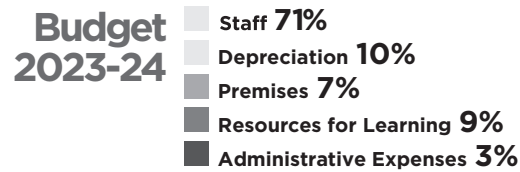


Financial Review

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.

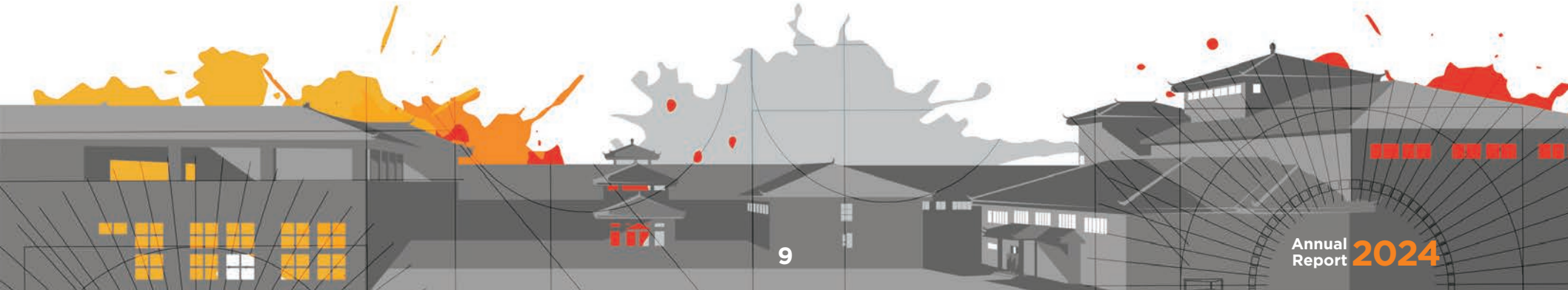
All tuition fee payments are for the entire use of the school to benefit our students and their learning. This makes us unique amongst international schools in Nanjing. Since NIS is self-funded, all building projects, including loans, are paid for from tuition fees.

These two graphs show the budget and expenditure for 2023-24. 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.



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.



A Year of Learning

From
Our Director
of Learning
Sandra Chow



As we look back upon 2024, we celebrate the diversity and depth of learning that has taken place at NIS. I am honoured and delighted to join a school that genuinely lives out its mission and strategy, with a true commitment to innovation and inclusion.

Guided by Student Voice and Student Choice, each year NIS students embark on unique learning journeys. This year, they explored topics like the changing states of matter by curating and investigating various materials, delved into the printing process, and visited honey and strawberry farms. Students also investigated their local communities, diving into family histories, getting their hands dirty to learn about the origins of Chinese Lunar New Year dishes, and conducted care for our school fish by examining their habitats, life cycles, and advocating for their needs.

Tackling social and global issues, students engaged in creative dramatic performances and led meaningful service activities like Precious Plastics, e-waste projects, and Lion's Honey. Through these experiences, our students consistently foster curiosity and thrive by "Bursting the Bubble".



As opportunities to engage with other schools and communities increased post-COVID, our students enthusiastically began travelling and participating in various tournaments and experiences. Our Discover China trips expanded once again as students scaled mountains in Huangshan, immersed in culture in Xi'an, and explored the natural beauty of Yangshuo and Jiangsu. NIS was active across China, joining swim meets in Xi'an, ping pong competitions in Beijing, and robotics contests in Shanghai. We proudly sent our GCD representatives to Hawaii for the first time, where they exchanged ideas and explored global citizenship.

At home, we hosted numerous events, including the SCISAC volleyball tournament, ACAMIS badminton tournament, a VEX robotics competition, and the inaugural ACAMIS Math Olympiad. These interactions have enriched our students' experiences and broadened their perspectives, fostering a deeper sense of community and collaboration at NIS and with our larger local and global community.

NIS also served as a hub for professional development and community engagement, hosting the ACAMIS Chinese Conference and the International School Theatre Association (ISTA) Festival for middle school students and educators. Within our school, teachers shared their expertise on Universal Design for Learning, AI in education, and our JEDI team led sessions on implicit bias and identity. Additionally, our educators showcased their knowledge at external conferences such as EARCOS, Edutech Asia, various ACAMIS events, Learning 2, and the Future of Learning in Hong Kong, highlighting the depth and impact of our teaching community.

In the fall, after much anticipation, the HUB opened this year to everyone's delight. The wonder and excitement students felt upon entering the new learning spaces reflect the thoughtful hard work of those who envisioned a transformative environment for our community.

In October, with the launch of the HUB, our external learning consultant and architects collaborated with various community members to explore and ideate around how learning might unfold in these innovative spaces. As staff, students, and parents immersed themselves in the HUB, many creative and interesting ideas began to take shape. We're thrilled by the memories already unfolding and eagerly anticipate the countless learning experiences and stories yet to come.

In 2024, we also enhanced our interactions with the parent community by launching ParentEd sessions, organised in collaboration with our PTA. These interactive workshops offered parents valuable insights into topics such as understanding ATL skills in the IB, practical strategies for fostering healthy literacy habits, health and well-being strategies at home, and responsible digital citizenship. These sessions not only built understanding but also fostered deeper connections within the NIS community.

As we step into 2025, we embrace fresh insights and ideas to advance our mission. By using spaces creatively and fostering student agency and experiences, we're excited to see where this journey will lead our community.



Teaching Faculty

Faculty at a Glance

98
Teachers

67%
Hold
Master's Degree
or Above

24
Countries

Australia: 14%
Canada: 11%
United States: 19%
China: 15%
United Kingdom: 9%
Other Countries: 30%

Teaching Experience

<5 Years: 5%
6-10 Years: 22%
11-15 Years: 28%
16-20 Years: 20%
20+ Years: 25%

6

Years
Length
of Stay
at NIS



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.



NIS is very proud of its international faculty and staff. With a reputation as a top IB World School in China and over 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.

As part of their continuing professional development in 2024, NIS teachers have had the distinction of attending and presenting at conferences and events in China and across Asia, including ACAMIS, EARCOS, the IB, and more. 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 1:6

| | | |
|--------------------|---------|-----------|
| Average Class Size | Primary | Secondary |
| | 15 | 16 |

Total Student Nationalities

| | | |
|-----|-------|------|
| 30+ | Girls | Boys |
| | 304 | 304 |

Languages Spoken at Home/20+

| | |
|----------|-----------|
| English | Cantonese |
| German | Dutch |
| Mandarin | Italian |
| Korean | Hindi |
| French | Portugese |
| Japanese | Turkish |
| Spanish | Russian |
| Latvian | Ukranian |



Student Diversity

We provide mother tongue instruction from Pre-K to 12 in English and Mandarin. In Primary, we offer German classes during the day and after school for Grades 1-5. In Secondary school, Grades 6-12 have first-language IB Korean and German instruction as well as second-language courses in Spanish and French. We continue to look forward to welcoming students from all around the world into our inclusive and diverse learning community.



Primary School

Student Council

The Student Council continued to be active supporters and initiators of school improvements. From promoting our Speak Up campaign to organising Spirit Week and planning Earth Week activities, our Student Council are powerful representatives of student voice in the Primary School.

Early Years' Exhibition

In May we held our first-ever Early Years' Exhibition. The exhibits showcased the deliberate and thoughtful actions that young children take on their learning journeys through diverse interests, passions, and inquiry projects. From philosophical questions such as "What is beautiful?", to researching the zones of the ocean, designing a challenging escape room, or representing life cycles, our youngest learners' intellect, curiosity, creativity, and perseverance were on full display.

G1 join Athletics Day

Grade 1s participated in our Athletics Day this year with much enjoyment and enthusiasm. In preparation for the event, the children developed throwing, jumping and running skills and participated in a spirit of friendly competition.

New Furniture in Learning Spaces

After months of prototyping, trialing, and receiving feedback from students and teachers, we fitted out much of the Primary School with new furniture this year. Classrooms and corridors received a full complement of new furniture. The classrooms are inviting, beautiful, and allow students choice and flexibility in where they work.



Play Equipment and Lunch Time Activities

In consultation with the Student Council, we increased the availability of break time play equipment, providing students with lots of opportunities to engage in physical activity during break. As part of our goal of ensuring that every child has an enjoyable break time experience, we also increased our selection of “inclusive activities” at lunch. These activities are led by teachers and by our Junior Ambassadors and include pickleball, touch football, rounders, Chinese chess, UNO tournaments, and karaoke just to name a few.

Expanded ELL Team

In August we welcomed an additional three ELL teachers to the Primary School, bringing the total number of ELL teachers to five. With Grades 1-5 each having a dedicated ELL support teacher we have been able to effectively target support for language learners.

Grade 4 Discover China

Grade 4 students embarked on a Discover China adventure for the first time this year. The students spent a night at Natural Farm, in the south of Nanjing, where they experienced a wide range of activities including archery, cooking, kite making, hiking, rope courses and enjoyed an evening bonfire.



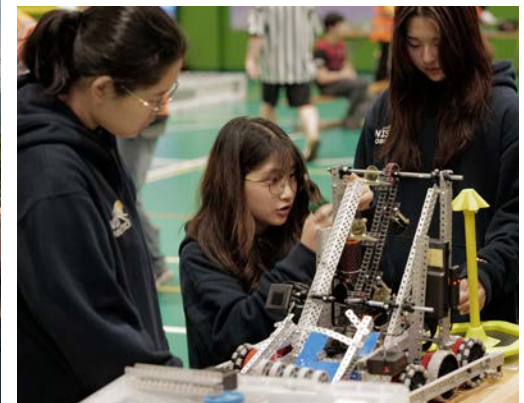
Secondary School

Bursting the Bubble and Student Voice and Student Choice

The past twelve months have been rich with opportunities for students to 'Burst the Bubble' by reaching outside their immediate community, building connections with others, and making an impact. Students have also had incredible opportunities to develop their own voice, agency, and authentic leadership throughout the school.

In the spring, students participated in the NIS-hosted TEDx event, Earth Week - the culmination of their year-long service projects - and International Women's Day, all of which fostered student advocacy and global engagement. A group of student leaders also travelled to Hawaii for a Global Citizen Diploma Common Ground Summit, engaging with other international students on real-world issues of sustainability and food security. Through this experience, they will work with a larger group of NIS student leaders to organise the next GCD Global Summit, hosted here at NIS in the spring, which will focus on Intercultural Communication through our JEDI principles, an exploration of China, and a sharing of participant cultures.

Our students have also been active in developing and running new activities to enrich the lives of NIS peers and others. A group of budding scientists created the HOSA club, a chapter of the international organisation of future health professionals. This club has already seen students compete internationally in innovative, problem-solving competitions and sponsor a blood drive in connection with local hospitals to support the Nanjing community. In partnership with Mr. Brady, students also developed a fast-growing robotics community here at school, with multi-grade level teams of students collaborating to build robots and compete throughout China.



Mr. Brady and the team are leading the way with VEX Robotics in China by hosting events, speaking at workshops, and generating ever-growing enthusiasm. In the fall, students had the opportunity to reimagine our Service as Action programme, with students throughout the secondary school presenting new projects related to their passions serving the local and global community and acting as student leaders for each of those projects.

Supporting Student Wellbeing

Building on the work of the previous year, where the counselling department was restructured to focus on student wellness, we were able to refresh our Wellness curriculum to be more responsive to student needs and to include a new emphasis on JEDI principles and the Speak Up campaign. This campaign empowered students to examine themselves and their identities and to envision and enact the inclusive community to which we all aspire. Students learned strategies to engage in reflective dialogue with peers and community members to 'Speak Up' about injustice or bias anywhere. In August, we were fortunate to add a new role in the Secondary School, the Secondary Deputy Principal. Mr. Scott Corbett is passionate and experienced in student well-being, service and pastoral care, and he has been instrumental in our continued development this year.



Supporting Student Learning

Also continuing the work from the last year with implementing Multi-Tiered Systems of Support along with Universal Design for Learning, we have focused on our multi-lingual learners to leverage their home languages and to begin implementing translanguaging strategies to foster inclusion and the development of academic English. In the fall, we restructured the ELL team and began work with an ELL consultant to move into a supportive peer coaching and co-teaching model to continue developing support for multi-lingual learners and teachers across content areas.



Learning Outcomes

IB Diploma Results

| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------------------------|------|------|------|------|------|------|
| Full Diploma Entries | 39 | 32 | 27 | 30 | 50 | 38 |
| Diplomas Awarded | 34 | 30 | 27 | 29 | 49 | 37 |
| Pass Rate (NIS) | 87% | 94% | 100% | 97% | 98% | 97% |
| Pass Rate (World Average) | 77% | 85% | 88% | 86% | 79% | 80% |
| Average Diploma Score (NIS) | 31 | 35 | 38 | 35 | 33 | 34 |
| Average Diploma Score (World Average) | 29 | 31 | 32 | 32 | 30 | 30 |
| Average Subject Score (NIS) | 5.0 | 5.6 | 5.8 | 5.6 | 5.3 | 5.3 |
| Average Subject Score (World Average) | 4.7 | 5.0 | 5.3 | 5.1 | 4.8 | 4.9 |
| Highest Score (Max 45) | 42 | 43 | 45 | 44 | 44 | 43 |

Standardised Tests:

**SAT
2024**

| | Reading & Writing | Math | Total |
|-------------------|-------------------|---------|-----------|
| Range | 200-800 | 200-800 | 400-1600 |
| NIS Range | 510-780 | 520-800 | 1060-1540 |
| NIS Average Score | 649 | 724 | 1372 |
| US Average Score | 520 | 510 | 1024 |

These results are based on the SATs taken in 2024 when students were in Grade 11 and 12. The group is self-selecting. NIS students score significantly above US averages in Mathematics (over 200 points above). Most of our test takers are second language learners but also score higher than the US average (average combined score is around 130 points 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 studying a range of IBDP and NIS courses suited to their interests and abilities.

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

Adelphi University
American University
Arizona State University
Augustana College -3
Binghamton University -5
Bentley University
Berklee College of Music
Boston College
Brandeis University
California Baptist University -2
California Lutheran University
California Polytechnic State
Colby College
Columbia College, Chicago -2
Florida International University -4
Foothill-De Anza Community College -2
Franklin & Marshall College
Glenville State University -2
Hobart and William Smith College -3
Illinois College -5
Kent State University
Knox College -5
Lafayette College

Lehigh University
Lewis University
Louisiana State University - Baton Rouge
Michigan State University
Missouri Southern State University
Morningside University
Nazareth University -4
New York University
Northeastern University
Northwest Missouri State University -3
Ohio Northern University -2
Ohio State University -2
Ohio Wesleyan University
Pennsylvania State University -5
Pittsburgh University
Portland State University -2
Purdue University -3
Purdue University Northwest -2
Rutgers University -4
San Diego State University
San Jose State University
Sarah Lawrence College
Skidmore College
St. Olaf College

Stony Brook University
Texas A&M University
The Ohio State University
Trinity College, Connecticut
UC Davis -2
UC Irvine
UC Riverside -2
UC San Diego
UC Santa Cruz -2
UC Merced
University of Connecticut -3
University of Florida
University of Illinois, Chicago
University of Illinois Urbana, Champaign -2
University of Massachusetts, Amherst
University of Minnesota -Twin City -3
University of Missouri
University of Mount Union -3
University of Oregon
University of Pittsburgh
University of San Francisco -2
University of Seattle, BA
University of South Dakota -3
University of Utah -2



University of Washington, Seattle
 University of Washington, Bothell
 University of Wisconsin, Madison
 Wartburg College -2
 Xavier University
 York College of Pennsylvania

UNITED KINGDOM

Cardiff University
 Durham University
 King's College London -3
 Loughborough University -2
 Manchester Metropolitan University
 Nottingham Trent University
 SOAS University of London
 University College London - 2

University of Bristol
 University of Edinburgh -2
 University of Exeter -2
 University of Leeds -2
 University of Manchester -2
 University of Portsmouth -2
 University of Reading -2
 University of Sheffield -2
 University of Warwick
 University of York

CANADA

McGill University -2
 McMaster University
 Queens University
 University of Alberta
 University of British Columbia

University of Calgary
 University of New Brunswick
 University of Ottawa -2
 University of Toronto
 University of Waterloo
 Western University, Ontario
 Wilfrid Laurier International College
 Wilfrid Laurier University
 York University

REST OF EUROPE

Berlin International University of Applied Sciences
 Breda University of Applied Sciences
 Constructor University
 Lancaster University Leipzig
 University of Amsterdam
 Universita Cattolica, Italy

University College Dublin
 University of Twente
 Utrecht University
 Wageningen University

ASIA-AUSTRALIA

Hong Kong Polytechnic University
 Korea University - 3
 Monash University
 RMIT
 Seoul National University -2
 University of Hong Kong -2
 University of Melbourne -2
 University of Queensland
 University of Sydney
 University of Western Australia
 Yonsei University -3



Student Activities

This year at NIS, students had exciting opportunities to explore their interests and develop new skills through a wide range of co-curriculars. Students engaged in arts, sports, volunteering, and more. Primary School programmes were offered in four cycles during the year, while Secondary students enjoyed a flexible schedule tailored to their individual interests. The Student Activities Programme allowed students from Grade 1 to Grade 12 to dive into activities that sparked their curiosity, with opportunities from both NIS and external partners.

For our younger learners, the After School Programme provided Pre-K to K2 students the chance to explore their interests through a variety of engaging activities, including construction, outdoor and indoor games, and arts. Led by Early Years teachers and teaching assistants, the programme offered a nurturing and supportive environment.

The increased engagement from Secondary students and parents also led to the creation of more student-led clubs, where students could explore their passions while supporting Primary School and Secondary School initiatives. Through these leadership roles, Secondary students practised vital skills in communication, teamwork, and decision-making, fostering their growth as proactive, responsible individuals both academically and personally.

Similarly, student leadership groups are integral to shaping the school community and empowering students to take initiative. The Student Council provides a platform for students to voice their ideas, organize events, and create a positive school culture. Members of the NIS Student Activities Council (NISSAC) work collaboratively to enhance athletics programs through volunteering and organising tournaments. The JEDI Task Force focuses on promoting inclusivity and social justice within the school, leading projects that support diversity and fairness.

The GCD Steering Committee is dedicated to overseeing and promoting the Global Citizen Diploma, encouraging students to share their stories of their journey to becoming global citizens. Through these leadership groups, students develop essential skills in communication, teamwork, and decision-making, while actively contributing to the growth and success of NIS.



This year, our collaboration with Global Citizen Diploma schools reached new heights as students travelled to Hawaii to work alongside peers to connect across cultures, share stories, and become agents of change. This conference focuses on SDG 2, emphasizing sustainable food production and resilient agricultural practices. Through both work and play, students found common ground, creating a lasting network of change-makers who are stronger and more innovative together.

Our robotics program has grown rapidly, with the VEX Robotics team attracting enthusiastic students from various grades. Team members design, build, and program robots to compete in thrilling VEX battles, sharpening their problem-solving and technical skills. The team's creativity and collaboration have led to strong performances, and we're excited to see their future success in competitions.

The *Discover China* tradition continued this year, perfectly aligned with our Strategy of Student Voice and Student Choice and our Burst the Bubble initiative. These trips provided students with an enriching extension of the NIS curriculum. We returned to some of our pre-COVID destinations, including Xi'an and Yangshuo, while a highlight was the addition of an overnight trip for Grade 4! As always, the Class of 2024 created lasting memories with a special experience in Qingdao.

The partnership between students, parents, and teachers was instrumental in the success of these activities, making it a truly rewarding year for all involved.



Athletics

The year 2024 has been a remarkable one for our student-athletes, who have fully taken advantage of opportunities to develop our core principles of Teamwork, Commitment, and Respect throughout the seasons. They have built a sense of belonging by collaborating positively both on and off our campus.

Our ISNAC programme has continued to grow this year, including friendly matches, festivals, and tournaments that provided further opportunities beyond our core sports of Football, Basketball, and Volleyball. This conference offered opportunities for all to learn and enjoy different ways to be active, and we were thrilled to send student-athletes to all the ISNAC core events, as well as Cross Country, Table Tennis, and Track and Field.

SCISAC provided the opportunity for our Grade 7-9 students to collaborate, compete, and travel to two different locations this year, including Macau for Football and Chongqing for Basketball, while NIS hosted Volleyball. The students truly grew in confidence during these seasons, and it was especially pleasing that they transferred their energy, confidence, and growth mindset into the following seasons.



The Girls won both the Football and Volleyball SCISAC tournaments, while the Boys won the Volleyball and took second and third in both Basketball and Football.



The number of participants in this age group continues to grow, creating opportunities for our student-athletes to meet new people and travel to different places outside of Nanjing.

ACAMIS continued to be an area of focus for our older students as they navigated and purposefully sought a balance with their academics. We again had great numbers in all core sports and were able to participate in most of the available events that we offer at NIS.

Our ACAMIS Girls teams were recognized in all core sports by winning the Spirit of ACAMIS award in all three, which is unprecedented and reflects the work of the coaches and students in developing this over the previous years. The Boys competed well in all events and continued to build a sense of development, with more and more younger students learning from their peers through supportive coaching.



We had other successes, most notably in Badminton, where we won the overall Girls doubles tournament and narrowly missed out on being in the top three for the team award. Many personal bests were achieved in Cross Country and Athletics, with our numbers continuing to grow.

We are thankful to our NIS community for supporting the hosting of numerous events for the sports team programme in what has been one of the biggest years in NIS history.



We look forward to 2025 being another year of personal and community growth in the Sports Team programme and are excited to develop our shared identity of what an NIS student athlete truly is and what they are capable of achieving with a growth mindset and sense of belonging.



Swimming

In 2024, the ISNAC Swim League became a valuable addition to our calendar. Round 3 of the Shanghai Swim League emerged as the largest sporting event ever hosted by NIS, and the NIS Triathlon made its comeback.

With the growth of the SSL in recent years post-COVID, we welcomed 21 international schools for Round 3 on January 20 and 21. Over 800 swimmers competed in our pool throughout the weekend, making it the largest sports event ever organised on the NIS campus.

Organising this event was made possible through the immense support of over 50 volunteers and the professional assistance of our facilities team.

Our own NIS Series saw Round 3 in February, serving as an excellent test swim for all our swimmers who participated in the SSL R4@SASX just a few days later in Shanghai.

In March, we took a team of 14 swimmers to the ACAMIS Junior Swim Tournament in Xi'an. In this ancient city, our Lions competed valiantly and returned home with impressive placements.



After several intense days of competition, we took the overnight train back home.

The Shanghai Swim League culminated at SASD, where we competed in the finals. On April 13 and 14, we participated in this high-level pinnacle of the SSL season alongside hundreds of other swimmers.

For our Grade 12 swimmers, this marked their final major competition wearing NIS colours. Two weeks later, we returned to Shanghai for the Long Course swim meet organized by our sponsor Rocket Science at the Oriental Sports Centre.





For many of our younger swimmers, this was their first competitive experience in a 50m pool.

The last SSL Development Swim was on May 10. All our 9&U swimmers had a wonderful time reconnecting with their friends and peers from neighbouring schools in this non-competitive event. With a focus on participation, fun, and camaraderie, these enjoyable swim gatherings play a crucial role in guiding our swimmers toward a lifelong swimming career.

In the final weeks of May, our early years and primary school students showcased their improvements to their parents in two fantastic events.

These aquatic festivities celebrated the year-round swimming activities at NIS, and it was delightful to witness the joy experienced by both parents and students.

June marked the 4th and final NIS Series swim competition, featuring a special award ceremony for our swimmers in each gender and age category who performed exceptionally across all four rounds. The highlight of the month was the return of the NIS Triathlon.

After a five-year hiatus, our Lions competed once again in this combined event. Sixty NIS athletes and 18 NIS relay teams swam, biked, and ran as fast as they could on our campus.

With perfect weather, an abundance of volunteers, and many happy participants, it was evident that the NIS Triathlon had been missed by many and will once again become a centerpiece of our yearly sports cycle.

Following the summer break, we achieved record-breaking participation numbers in our Learn to Swim programme, reflecting an expansion of our available groups and levels.

Our swim squads resumed training, and by mid-September, we were ready for our first competition, the September sprints, and NIS brought a remarkable total of 78 swimmers to participate in this ISNAC swim competition, resulting in a clean sweep across all age categories.



With an eight-week training buildup, our Lions were prepared for SSL Round 1 on October 12 at DSSH. It was our first-ever swim meet at the German School in Shanghai, and with almost 40 participants, NIS was well represented, including many students competing in their first SSL swim meet.

On October 18, we hosted another home swim meet, the ISNAC I'M Ready, with nearly 150 swimmers participating. One of the best aspects of the ISNAC swim league is that we can keep all swimmers and spectators on deck, fostering a great atmosphere. November was busy with three consecutive swim meets.

First, we hosted the SSL Development series for our younger swimmers. This non-competitive format is crucial for the development of our swimmers.

The following week, we traveled to Shanghai for the second round of the SSL, competing in a highly competitive environment at DCSZ in Suzhou. This round posed additional challenges for our swimmers, featuring many longer events up to 400m.

Finally, we journeyed across the city for the ISNAC SKINS swim meet, a fun format where swimmers aim to place in the top two of each heat to advance to the swim-off and strive for victory.

In December, our 13-and-over swimmers travelled to Hangzhou to participate in the ACAMIS Senior competition at HIS.

Three days of swimming action with more than 20 other international schools from across China created a buzzing atmosphere, resulting in lifelong memories for our participating Lions and an energized motivation to train for even better results in 2025.

The NIS swim program made significant strides in 2024, thanks to the contributions of many individuals. The aquatics office wishes to acknowledge all the support we receive from our community members and swimmers, and we look forward to a swimtastic 2025.

Performing Arts

Our Primary School Production, Panto Pandemonium, was the dazzling culmination of months of hard work by our Primary students and Performing Arts faculty.



Every student from Grades 2-5 played an important role in the performances – either on stage or as part of the theatre crew.



Children took our community through panto stories and a whimsical battle between good and evil that made for a show that was truly superb.



Students also showcased their talents in multiple Performance Arts in the Foyer for their peers and our faculty, in addition to Music Evening, Summer Recital, and winter festivities.



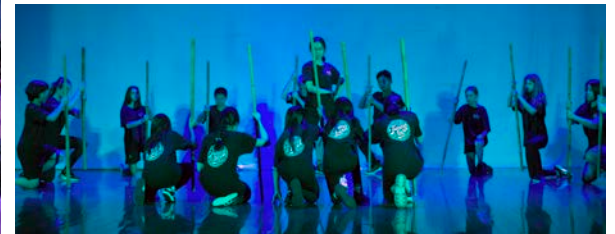
Our school's orchestras and bands performed at some of the same functions as well as the Leavers' Assembly and Graduation for the Class of 2024.



This year, the Secondary School Performing Arts Department delighted audiences with a spooktacular production of *The Addams Family* musical, transforming the PAC into a hauntingly beautiful world filled with mysterious ambience and dark humour. The performers truly brought the eerie, yet lovable, characters to life, capturing the essence of the iconic family with remarkable talent and flair. Each performer committed fully to their role, drawing audiences in with their impressive vocals, precise choreography, and an enchanting energy that made this an unforgettable experience.

More than just a performance, the show was a labour of love for the entire school community. Beyond the actors, the tech and backstage crews were instrumental in bringing the Addams' eerie home to life. Students managed sound and lighting with a haunting precision, ensuring that each scene was bathed in just the right amount of ghoulish glow or spine-chilling shadow. Costumes, makeup, and props were crafted with care and attention by talented students who reveled in the gory details and glamorous gloom of the Addams' world. A fantastic live band of students and teachers brought each song to life, creating a gothic soundscape that immersed the audience in the Addams' world.

Altogether, the *Addams Family* musical highlighted the Performing Arts Department's commitment to talent, collaboration, and inclusivity. Each student's involvement, whether in the spotlight or behind the scenes, contributed to a monstrously fun and professional show that felt true to the Addams' spirit.



Our Community Parent Teacher Association

NIS PTA Committee 2024-25

PRESIDENT:

Rebeca Casado

PTA COORDINATORS:

Kahee Im, HuiHui Zhou, Noortje

Weyhaeghe, Lily Li, Kathy Roelants,

Ray Shin, Yunju Hong,

Konstanze Hartmann,

Dova Shi, Claire Kim, Zee Wang



Our amazing PTA works to create and maintain an invaluable connection between our parents, caregivers, and NIS faculty and staff. Led by 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 PTA student and community activities.

2024 was full of the events that our inclusive learning community loves. From another wonderful International Day to our beloved Autumn Festival and Coffee Mornings, Sports Nights, and student dances across Primary and Secondary School, the PTA and its volunteers created so many memories for students, parents, and staff to cherish and enjoy together.



The Parent Teacher Association (PTA)
Welcomes, Connects and Supports
PARENTS/GUARDIANS,
TEACHERS/STAFF AND STUDENTS
at **NIS** **IN THE SPIRIT**
OF PROMOTING A
COLLABORATIVE AND INCLUSIVE
SCHOOL COMMUNITY.





The NIS HOUSE SYSTEM 2024

As we reflect on the past year, we are proud to highlight the achievements and experiences within our House system, which plays a vital role in promoting inclusivity and community spirit among our students. Our school is home to three vibrant Houses: Xuanwu, Taiping, and Wutaishan. Each House fosters a sense of belonging and encourages students to engage in a variety of activities that align with our school's mission. This year, we are thrilled to announce that Xuanwu emerged as the winner of the coveted House shield for the 2023-2024 academic year. The hard work, dedication, and teamwork demonstrated by the students of Xuanwu have truly set a remarkable example for all. Their commitment to excellence in both sporting and non-sporting events showcases the diverse talents present within our student body.

Winner



XUAN WU 玄武

The House system is more than just competition; it embodies our core values of inclusion and participation. Students have the opportunity to engage in a wide range of activities, from athletic events to creative arts and community service. This diverse participation allows students to explore their interests and talents while building strong relationships with their peers. A notable aspect of our House system this year has been the active involvement of our student council across both divisions of the school.





We are excited to see how they have taken on a greater role in shaping and running the House system. Their leadership has not only empowered students but has also ensured that their voices are heard in deciding which activities will be shared throughout the year. This collaborative approach fosters a sense of ownership among students, encouraging them to take pride in their House and its achievements.

Each House has its own unique identity, and the friendly rivalry between Xuanwu, Taiping, and Wutaishan creates a dynamic environment that motivates students to strive for their best. Events such as House competitions, talent shows, and sports days bring everyone together, allowing for moments of camaraderie and celebration. The spirit of competition is coupled with the joy of participation, reminding us that the journey is just as important as the outcome.



Looking ahead, we are committed to further enhancing our House system. We will continue to seek input from students and staff to ensure that our activities remain engaging and inclusive. As we celebrate the successes of the past year, we also recognize the importance of growth and improvement. Our goal is to create a space where every student feels valued and empowered to contribute. We congratulate Xuanwu for their outstanding achievement this year and look forward to another exciting year filled with growth, camaraderie, and shared successes among all three Houses.



Together, we will continue to uphold the values that make our school a welcoming and nurturing environment for every student.



Alumni



Hannah '15, in Primary when the Library was first opened, and after graduation for the opening of the HUB.

NIS Alumni were meeting up all over the world in 2024, most notably during our first-ever reunions in Korea and Toronto! Lions were amazed with the changes happening on our campus with the new HUB and visited from near and far to tour and re-connect with teachers and friends.





With an engaged and active online community of over almost 3,000, the NIS Alumni Network continues to grow!

**ONCE A LION,
ALWAYS A LION!**

Operations and Facilities

The HUB

The HUB was the largest building project at our school in over a decade. It is now a centralised space on our campus that elevates and amplifies learning – more than a library, or a technology space, it is 3 levels of flexible, agile spaces for learning that exemplify Student Voice and Student Choice. 2024 was a flurry of activity as our Operations and Finance Team and construction crews were hard at work putting the finishing touches on this impressive multi-level area and ensuring its safety for everyone in our inclusive learning community.

Safety was our number one priority, with strict testing in all areas, not only internally but also externally, supervised by government authorities – from fire safety to materials, air quality, and much more. This was all essential for us to get final approval to open the HUB.

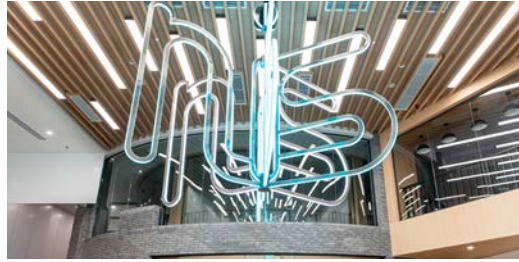
NIS passed a rigorous inspection by the third-party Jiangsu Testing Centre for Quality of Construction Engineering in June 2024 that tested the HUB for harmful chemicals. We also continuously ran our HVAC air purification system throughout the summer to ensure that the air quality was at the same excellent level as the rest of our school.



In addition to safety checks and testing over the summer months, furniture was delivered and installed in the HUB, much of it from sustainable, quality materials sourced from top brands around the world. It was incredible watching the space come together after a year of construction that has truly transformed the heart of NIS.



We applied our HUB for the Nanjing Decoration and Engineering Excellent Project Award, the “Jinling Cup”. NIS successfully made it into the selection, with the trophy expected to be awarded in March 2025. This award is given by the Nanjing Decoration Industry Association and specifically supervised by the Nanjing Decoration Engineering Quality Supervision Station, making it the highest-level decoration and engineering award in the Nanjing area.



Campus Projects

Our OF Team was also busy with several other high-profile summer projects, including repainting and beautifying all our exterior walls, upgrading our main building’s Chillers air-conditioning system to decrease power consumption and improve sustainability, as well as revamping our indoor facilities, starting with a vibrant makeover of the cafeteria. There has also been an update of our classroom corridors, creating a more dynamic and engaging atmosphere for students and staff alike. The nurse station has a fresh new look to make care an even more comforting experience.

A host of classrooms were refreshed to better meet the needs of our students, while the Secondary student lounge was transformed into a hub of relaxation and creativity. The Black Box classroom had improvements to its flooring, enhancing its versatility for performances and workshops. Select student and adult restrooms were renovated and new whiteboards were installed in several classrooms to enhance teaching and learning interactions. These projects, among others, mark a significant step in our ongoing mission to provide our inclusive community with a world-class learning environment, paving the way for an enriching and inspiring school year.



An
**Inclusive
Learning
Community**

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