



Nanjing International School

南京国际
外籍人员子女学校

Annual Report 2025

an **Inclusive Learning Community**



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

WE ARE A
CIS
INTERNATIONALLY
ACCREDITED
SCHOOL

Fully Accredited by
WASC
ACCREDITING COMMISSION
FOR SCHOOLS

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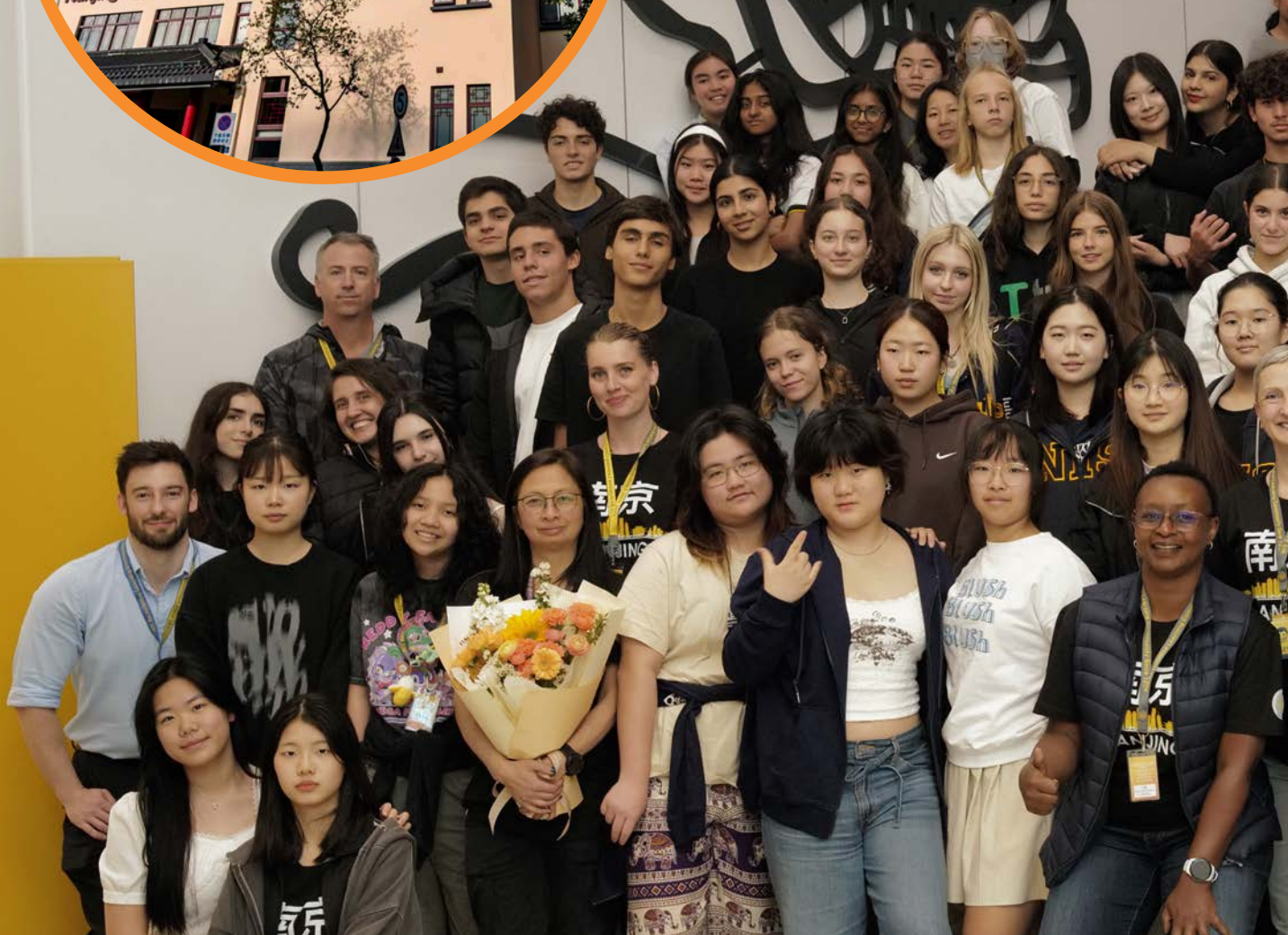
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School Vision





From our School Director

Laurie McLellan

2025 has been a great year at NIS. With another year of low teacher turnover and a stable leadership team, 2025 has been a year to consolidate programmes, deepen our work to support English language development, and celebrate student success across the school.

Robotics really took off in 2025. With an investment in more VEX kits, there were greater opportunities for student involvement. As a hosting hub for Robotics, it is not only our students that get an opportunity to see how these multi-skilled competitions unfold, but also their parents. Robotics involves real-life skills that are both technical, for example, programming and robot design, while also requiring teamwork and leadership skill development.



We had another successful Alumni event with a picnic in Green Park, London. It was great to share time with about 20 ex-students and teachers from NIS. The range of students was from 2009-2022, which means that new friendships were made on the day. 2025 has also witnessed regular alumni visits to campus. A cluster of ex-students and graduates from the 2010-15 period have visited, usually with their partner, to share an important part of their formative years.



The Oliver! production was one for the ages at NIS. The set design, costumes, technical direction, live music, great voices and ensemble performance levels demonstrate a high degree of dedication from students and their teachers. I for one was hugely entertained.



The PTA has kept up its own high standards with warmly hosted PTA Coffee Mornings, leading of numerous student focused events and support for the second year of ParentEd. It is wonderful to be in a school where volunteerism creates such a strong sense of community, which always puts the students first.

Hosting GCD Up was something that we had planned for 2020. To have students on campus from most of the Global Citizenship Diploma Consortium schools, we had students on campus from Hawaii, Bangkok, Sao Paulo, Oman and Hong Kong. This was a genuine student-designed and student-led experience. With NIS as the host, and beautiful historic Nanjing as the backdrop, everyone had a great time while learning so much about intercultural competency.

Our Class of 2025 are now populating quality institutions of further education in different locations across the world. Once again, the variety of courses chosen is a testament to the breadth of the IB Diploma and the other pathways to graduation. We are proud of them.

GO LIONS!

Director Goals 2025-26

Measuring The Mission

Create four mission data dashboards to monitor the impact of the four elements of the mission

- Inclusive Community
- Personal Excellence
- International Mindedness
- Creative Thinking

Respond To Enrolment Change

Implement the plan in the context of enrolment trends:

- A marketing approach that clearly positions the school
- Highlight the positive impact of our programme

Staged Budget Cost Adjustments

- Realign teacher-student ratio
- Capital expenditure master plan with a focus on maintenance, thus reducing depreciation costs

Introduce NMIS

(New Metrics for International School)

Two-Year Pilot

- Introduction of competency-based assessments as part of learning data at NIS





From Our Board Chair Bram van Nunen

As we reflect on another remarkable year at Nanjing International School, I am filled with pride and gratitude for the resilience, creativity, and commitment shown by our students, staff, and community.

This year, the Board's focus has been on preparing for one of the most important transitions in our school's history: the appointment of a new School Director. In over three decades, NIS has had only two Directors, each shaping our identity and success. Recognising the significance of this transition, we have started the search process very early, with more than a year and a half remaining in our current Director's tenure, to ensure a smooth and thoughtful handover.

We have engaged with stakeholders to define the leadership profile that will best serve our community and set the stage for continued growth.

Alongside this, we have continued implementing the self-perpetuating Board model to strengthen governance and ensure diversity and expertise for the future. This modern approach allows us to select future Board members based on the needs and aspirations of our school.

We are also committed to refining how we measure progress toward our mission. This year, we launched activities to gain a deeper understanding of our mission and strategy; work that will inform the Director transition and help us determine how best to track our progress in the years ahead.

What truly sets NIS apart is our vibrant, engaged community. Throughout the year, students, parents, and staff have come together for events, performances, sports, and service activities that showcase the spirit of NIS. Education here is about much more than scores or numbers; it's about how our students, faculty, and families are involved, connected, and growing together, inside and outside the classroom. Our school excels at fostering this sense of belonging and engagement, and it is a privilege to witness the many ways our community brings our values to life.

As we look ahead, I am confident that, together, we will continue to nurture a school where every learner is empowered to excel, contribute, and grow. On behalf of the Board, thank you for your trust, partnership, and unwavering support.

2025-26 NIS Board

Andreas Klein

Tommy Cheung

Laurie McLellan
(Director)

Angela Romero
(Staff Board Member)

Linda Rutkovska
(NVBP)

Julia Güsten

Jin Zhu

Bram van Nunen
(Board Chair)

Lingyun Gu

Raúl Ramos



Board Goals

Leadership And Board Succession Planning

Complete the Director search (signed contract) and prepare the handover process, and focus on Board Training.

Measuring the Mission

Evaluate the mission and monitor its implementation by continuing the efforts on digitalizing the school's data. Determine a set of measures that allow the board to track progress against the mission and set up regular reporting.

Addressing Enrolment Trends

Develop a plan that considers changing demographics, the school's positioning, and the impact on educational offerings and budget considerations.

Mission & Strategy

Our Mission

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

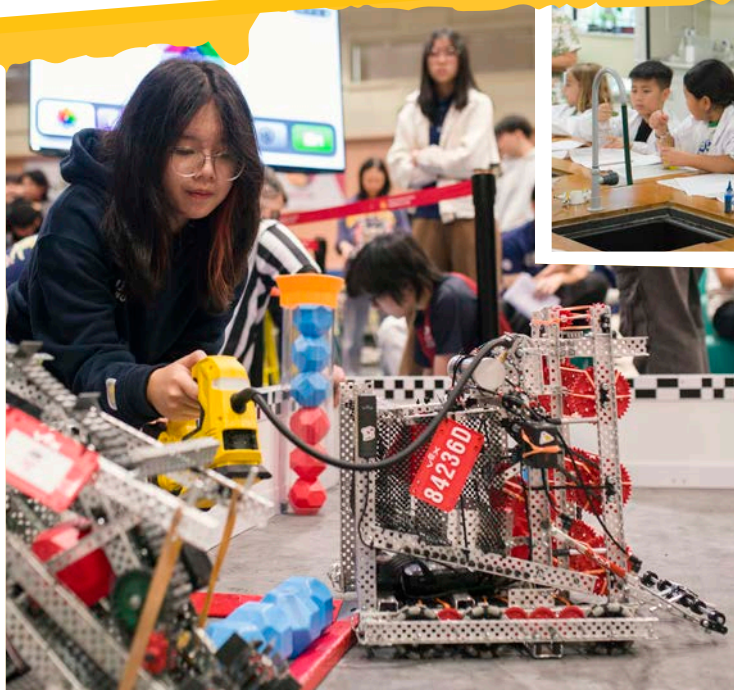
Our Strategy

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.





Socially Responsible Leadership Stories

Examples of the Impact of Speak Up @NIS, facilitated by the JEDI Task Force



JEDI Taskforce member shares about Speak Up at NIS



Elementary Student shares about Speak Up & Belonging



Elementary teacher shares about the impact of Speak Up on the learning community

This year has been one of joyful momentum, courageous learning, and deepened community partnership for the JEDI Taskforce at NIS. From January to June, we engaged staff across the school in a series of Identity Conscious Practice workshops, building shared understandings and practical approaches that centred belonging and identity-affirming practice in every classroom.



We also continued the JEDI Book Club, reading Danau Tanu's *Growing Up in Transit* with students, teachers, parents, and guardians. This cross-community reading experience opened space for rich conversations about mobility, identity, culture, and the lived experiences of international and third-culture students, further strengthening our commitment to language, belonging, and intercultural awareness.

Throughout the year, we participated in several community-wide awareness initiatives – including International Women's Day in March, Neurodiversity Celebration Week, the student-led relaunch of the Speak Up Anti-Bias Campaign, and ADHD Awareness Month. These celebrations highlighted the importance of identity, representation, neuroinclusive practice, and student voice, reinforcing JEDI as a shared commitment across the NIS community.

In March, we shared our NIS Learning Story of Socially Responsible Leadership with the Council of International Schools (CIS), positioning our community voices and learning as a beacon for other schools across the globe. In April, we engaged in a whole-school equity audit of our curricula to assess bias in standards and practices and ensure that our teaching and learning reflect diverse perspectives.

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June was a milestone month. Members of the taskforce were awarded the EARCOS Action as Research Grant and have since embarked upon an innovative project with Grade 10 to understand intercultural competence in our learning community and target growth in this area as a global 21st-century competency. This work began in August and will continue until the end of the academic year. It is highly anticipated as a practitioner insight into ways we can improve our teaching and learning around intercultural capacities and cultural humility. In the same month, we also facilitated an Intersectionality Session with the Board, strengthening shared understanding at the governance level.

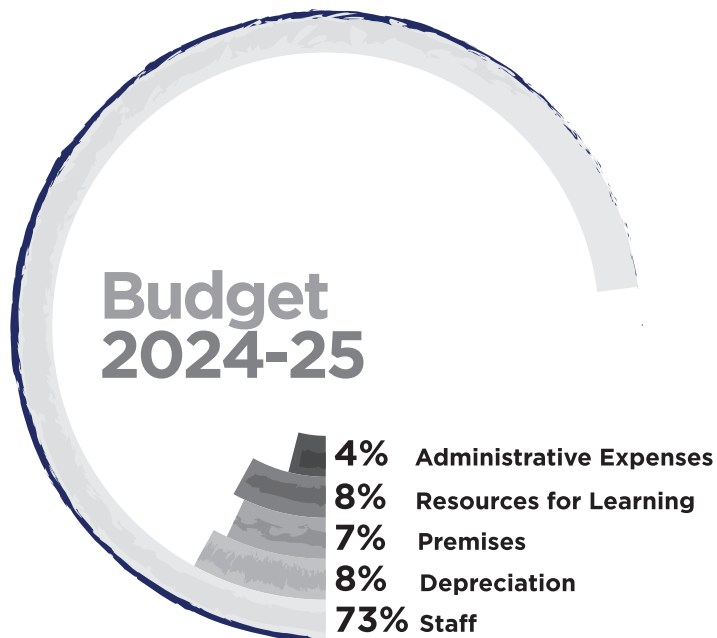
We further launched the Humanizing Pedagogy Framework, created by the International School Anti Discrimination Taskforce (IDATF) to remove barriers to inclusion and provide practical tools and resources for doing so. In September, the Operations and Finance Team (OFT) Session reinforced that JEDI is a community-wide endeavour.



As we close the year with intention, we have begun working in focused groups toward developing an Educator Commitment aligned with the Humanising Pedagogy framework. Faculty are collaborating across divisions, while intentional learning sessions are being designed for parents, guardians, and the OFT to ensure our entire community shares an understanding of JEDI and our NIS Mission. This work marks an exciting next step in strengthening alignment, clarity, and collective purpose across NIS.

Financial Review

Nanjing International School is the only independent, nonprofit 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 2024-25. 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.



Sandra Chow
**Director of
Learning
2025**
Annual Report



At NIS, learning is a personal process that develops new skills and understandings, applied creatively both within and beyond the classroom. Throughout 2025, our community demonstrated a dedication to deep learning, innovation, and connection, celebrating the many ways that students and staff continue to bring our mission to life.

Leaning into our strategic priorities of Student Voice and Student Choice, alongside our call to Burst the Bubble, students embarked on a remarkable range of learning adventures. From project planning for the opening of a pillow shop in Early Years to inquiring about the true essence of an apology in Grade 5, from investigating the potential for colonising Mars in Grade 8 to exploring the human resources systems of a local mall in DP Business Management, students engaged with authentic, real-world contexts that encouraged curiosity, critical thinking, and creativity.



Our focus on Justice, Equity, Diversity, and Inclusion (JEDI) and service learning remains central to our culture. Highlights included our annual International Women's Day celebration, a student-led 10th anniversary TEDx event, Earth Week initiatives, and diverse student-run projects supporting the Pfrang Foundation. This year, our JEDI team expanded its impact, leading school-wide training on identity and humanising pedagogy, facilitating staff and parent book clubs exploring the experiences of thirdculture kids, and also sharing a featured story in the Council of International School (CIS) community about our JEDI initiatives.

Service efforts ranged from walking dogs to support wellbeing, to the HOSA club promoting health awareness, to our student-run bike shop providing bicycle repairs for the community. Some of these initiatives were recognised locally and internationally, including an ACAMIS Service Award for the student bike shop, an EARCOS grant supporting socially responsible student leadership using the Intercultural Development Inventory, and recognition by the European Union Chamber of Commerce in China for NIS's work on Gender Equality & Empowerment and Excellence in Social Innovation.



Building strong relationships and open communication with parents continued to be a key priority. Our annual community survey offered valuable insights into parent perceptions and experiences, while followup listening circles deepened our understanding and strengthened trust. Collaborative partnerships also flourished through ParentEd sessions, PTA-led community events such as our annual Autumn Festival and International Day, and our monthly parent coffee mornings. These initiatives fostered a stronger sense of belonging and reinforced our inclusive culture.

NIS continues to uphold high standards of teaching through robust professional learning communities both within and beyond our campus. In 2025, we hosted several significant professional gatherings, including the ACAMIS ELL Conference welcoming over 120 educators from across China, a regional leadership summit and job-alike on student agency, the first Asia-Pacific institute for Responsive Classroom, and an EARCOS weekend workshop on datadriven learning improvement.

Locally, NIS teachers collaborated with visiting educators in subject-specific exchanges on mathematics and the Orff Schulwerk music approach. Beyond NIS, our teachers shared their expertise as thought leaders at SENIA, AI summits, the Future of Learning, EARCOS, and ACAMIS, presenting on topics such as inclusion, universal design for learning, early years pedagogy, and AI in education.





Our partnerships beyond the school also continued to grow, enriching both teaching, learning and wellbeing. Collaborations with Taikang Hospital and the Red Cross ensured comprehensive First Aid training for all staff, reinforcing our strong culture of safety and care. In addition, our connections with organizations across Nanjing city and the wider Asia-Pacific region have strengthened our wellbeing and social-emotional support networks for students and families. Meanwhile, continued partnerships with CIS, Global Online Academy, and Global Citizen Diploma have broadened opportunities for students to engage globally, cultivating perspective, empathy, and leadership through international collaboration.

Looking ahead to 2026, we are particularly excited about our research partnership with New Metrics, which positions NIS among like-minded global leaders in reimagining assessment and focusing on competencies. Building on years of reflection and innovation, this initiative strengthens NIS's commitment to shaping education that equips students for future pathways.

Faculty at a Glance

94
Teachers

70%
Hold
Master's Degree
or Above

24
Countries

United States: 20%
China: 15%
Australia: 14%
United Kingdom: 10%
Canada: 10%
Other Countries: 31%

**Teaching
Experience**

<5 Years: 5%
6-10 Years: 14%
11-15 Years: 27%
16-20 Years: 20%
20+ Years: 34%

6
Years
Length
of Stay
at NIS



Student Diversity

Gender Breakdown

Female
49.5%

Average Class Size

Primary 13

Secondary 16

Male
50.5%

Teacher-Student
Ratio 1:6



Languages Spoken at Home

English
German
Mandarin
Korean
French
Japanese
Spanish
Latvian
Cantonese
Dutch
Italian
Hindi
Portugese
Turkish
Russian
Ukrainian
Macedonian



Primary School

Jacqui Patrick Principal



It's been another exciting year in Primary School. One full of learning, challenge and joy. Some highlights include:

Strengthening Literacy

We enhanced our literacy program by:

- Establishing a common approach to phonics and word reading to support the development of foundational skills.
- Supporting fluency through regular practice, targeted feedback, and responsive grouping to help students read with accuracy, expression, and at pace.
- Fostering a love of reading through author visits (including virtual sessions), Battle of the Books, lunch time reading clubs and a focus on children choosing their own "good fit" books.



Starting Strong: First Six Weeks Plans

Recognising the importance of a strong start, homeroom teachers collaborated with our Learning Support Services (LSS), Counselling, and ELL teams to implement a series of foundational lessons over the First Six Weeks of the school year. These plans emphasised:

- Language for connection and learning: Establishing routines and strategies that help students use their languages purposefully.
- Understanding learning needs: Helping students recognise their strengths, identify areas for growth, accept learning differences, and advocate for themselves and others.
- Emotional regulation: Teaching concrete tools for self-management so students can return to learning after setbacks.

The First Six Weeks sets a strong and positive tone for the school year and reflects our commitment to inclusion.



New Unit Overviews

To make learning more transparent and support meaningful home-school partnerships, families received Unit Overviews for all taught units. These guides outlined curriculum connections for each unit and suggestions for how families can support learning at home.

A Consistent Approach to Conflict Resolution

To ensure safe, supported, and enjoyable break times, we introduced a consistent approach to managing small playground conflicts. Led by our counsellors, we rolled out the 'Lion's Choice' framework, which includes a menu of practical, child-friendly options for resolving conflicts. This was paired with explicit teaching of conflict-resolution and self-regulation strategies. Using these strategies makes a difference in how students navigate everyday challenges.

Discover China: Grade 3 Joins the Adventure

A major milestone this year was welcoming Grade 3 into the Discover China program alongside Grades 4 and 5.

Our Grade 3s embraced their first overnight experience with enthusiasm and courage. Students learned to navigate unfamiliar environments, collaborate across teams, and stretch themselves through outdoor activities while connecting with local culture.

The trip helped forge friendships in unfamiliar settings and led to growth in confidence, independence, and resilience.



Grade 2-5 Production: In Harmony

Led by Ms. Angela Mulder and Mr. Jongbaek, 'In Harmony' showcased singing, dancing, and - for the first time in our G2-5 production - students playing instruments on stage.



More than 60 students auditioned for the main cast, reflecting significant risk-taking and commitment. Students were involved in all stages: the set and props were designed and made with Grade 3 involvement, the tech crew managed sound and lighting, and cast members provided feedback on lines and script development.

Enhanced Early Years Playground

An extended, student-led inquiry guided the design of enhancements to our Early Years playground. Children investigated needs, sketched ideas, prototyped, and tested options before finalising features – including elements like an expanded sandpit and new play zones for sports. The result is an engaging space that reflects student voice, student choice, and ownership of their learning and play.

Performing Arts Crew: Student Leadership on Stage

This year saw the launch of our Performing Arts Crew, a student leadership team who planned energisers and welcomed our community to each assembly. Their work elevated student voice, built confidence behind the scenes and on stage, and contributed to the joyful tone of our assemblies.

Secondary School



Sara Morrow
Principal

Global Citizenship and Student Leadership

In the previous twelve months, we have focused on creating opportunities for students to engage with global issues and the wider community. Through that engagement, students have developed their global competencies, their advocacy and their leadership.



Last spring, students participated in the 10th Annual TEDx event at NIS. Organised by a team of students and teachers, the event promotes student leadership and collaboration while providing a platform for students to share their perspectives and values, both to our live audience and then to a global audience on the TEDx website.

The students spoke about the commodification of identity, about authenticity and AI, about the power of small moments of connection, about developing self-efficacy, and more. International Women's Day provided another opportunity for students to lead a school-wide event promoting inclusion and equity with speeches, music and community.



Around the same time was Earth Week; as in previous years, we celebrated Earth Week by having a Service Fair where all Service as Action groups showcased their learning and work from throughout the year and provided activities for primary and secondary students to engage with each others' chosen global issues.



Students shared information, sold homemade products and designed issue-driven games to raise money for their charities, created collaborative art, premiered student-created documentaries, and gave live demonstrations about sustainable power generation.



Perhaps our most exciting event in the Spring was GCD Up and the connected event, Community Conversations. Throughout the week, students from Grades 9-12 were involved, participating in and leading events related to the themes of intercultural communication, cultural exchange, and SDG 16: Peace, Justice and Strong Institutions for our guests from GCD schools around the world. As part of the conference, the students also collaborated on a multi-day design-thinking project where they created practical solutions to increase student-wellbeing, to develop belonging and engagement, and to address specific needs related to the different schools. The students developed their leadership, displayed their global-mindedness and collaboration, and showcased our inclusive culture.



Building on the momentum of the students' leadership and global engagement in the Spring with all those events, in the Autumn, we restructured our Service as Action program to center student voice and agency even more. Students engaged in an iterative design cycle where they worked together to discuss their passions, needs in the community, and possible solutions before proposing new Service Projects. More than 50 students' projects were selected to run during this academic year. The project leaders are receiving ongoing leadership mentoring during advisory and are driving the work of their projects more than ever before.

During that week, we also held the Community Conversations where nearly 100 community members including students, parents and members of the JEDI team in attendance and engaged in discussions about what belonging looks like to each of us as individuals and how we can work together to increase belonging for everyone. The approximately 40 students who volunteered engaged in training sessions and then acted as both participants and facilitators of the conversations, leveraging their leadership and multilingualism to interpret in English, Chinese and Korean to foster inclusion of all community voices.



Supporting Personal Excellence and Growth

Continuing the work from the last year with Multi-Tiered Systems of Support along with Universal Design for Learning, in the previous twelve months, we have continued to develop our implementation of translanguaging strategies to foster inclusion and the developing of academic English.

We trialed a new reading assessment to help diagnose student reading barriers to provide more targeted interventions, and we created reading and writing support activities after school for interested and targeted students. We have also continued to develop our supportive peer coaching and co-teaching model to help all teachers understand and scaffold disciplinary literacy so that all students can achieve no matter their English development.

We have also continued expanding the Global Online Academy (GOA) program. These courses allow students to interact with other students around the world, follow their passions, and develop knowledge about subjects they would otherwise not have access to until university, while being supported by staff members at school. We have added formal recognition for students who earn Pathways Certificates, showing their commitment to in-depth learning through multiple courses within a given pathway.



In the last twelve months, we have planned and implemented a refresh to the advisory programme so that it can better support students in their overall well-being, their connection to school and peers, and their academic skills because we know that when students feel belonging and connection to a trusted teacher and to their peers, they are able to engage in learning and thrive. This year, we also offered the first in our affinity group advisory strategy, a Neurodivergent advisory, where students can select to regularly come together, learn strategies, celebrate successes and strengths, build connections, and support each other. To better leverage extended advisory times to support student growth, we began grade level assemblies and student choice days to give students additional leadership opportunities within their cohorts, to target areas of need, to encourage students to develop new projects, and to celebrate more individual passions.

Learning Outcomes



IB Diploma Results

	2020	2021	2022	2023	2024	2025
Full Diploma Entries	32	27	30	50	38	37
Diplomas Awarded	30	27	29	49	37	37
Pass Rate (NIS)	94%	100%	97%	98%	97%	100%
Pass Rate (World Average)	85%	88%	86%	79%	80%	81%
Mean Diploma Score (NIS)	35	38	35	33	34	35
Mean Diploma Score (World Average)	31	32	32	30	30	30
Average Subject Score (NIS)	5.6	5.8	5.6	5.3	5.3	5.5
Average Subject Score (World Average)	5.0	5.3	5.1	4.8	4.9	4.9
Highest Score (Max 45)	43	45	44	44	43	45

Standardised Tests:

**SAT
2025**

	Reading & Writing	Math	Total
Range	380-800	480-800	860-1600
NIS Average Score	629	716	1345
US Average Score	521	508	1029



These results are based on the SATs taken in 2025 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 (over 100 points above) for Evidence-Based Reading and Writing. NIS combined score is over 300 points above the US average.



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 IB DP 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

Bentley University
Brandeis University
Case Western Reserve University
 Mechanical Engineering
Clarke University
Denison University
 Theater
Earlham University
 Biology
Michigan State University
 Psychology
New York University (NYU)
 Anthropology
Occidental College
 Social Science
Ohio State University
 Psychology, Economics
Penn State University
 Psychology,
 Mechanical Engineering

Purdue University
 Engineering
Quinnipiac University
 Psychology
Rochester Institute of Technology
 Mechanical Engineering
Rutgers University - Newark & New Brunswick
 Biology, Communications
San Diego State University
St. Olaf College
 Social Science
Stony Brook University
 Economics
Syracuse University
 Biology
Seattle University
SUNY University at Binghamton
 Engineering
Texas A&M University
 Psychology

The University of Texas at Dallas
 Psychology
University at Albany, SUNY
University of California, Davis
University of California, Irvine
University of California, Merced
 Economics, Theater
University of California, Riverside
 Business Administration
University of California, San Diego
 Social Science, Psychology
University of California, Santa Barbara
University of Colorado Boulder
University of Connecticut
 Liberal Arts
University of Hawaii at Mānoa
University of Illinois Urbana-Champaign
 Communications

University of Maryland
University of Minnesota, Twins City
 Philosophy
University of Oregon
 Sports Management
University of Pittsburgh
University of Washington
 Social Science, Pre-psychology,
 Psychology
University of Wisconsin - Madison
 Psychology
Virginia Tech

Canada

Concordia University
 Visual Arts
Emily Carr University
 Visual Arts
Queen's University
 Biology and Mathematics

Toronto Metropolitan University
 English
University of British Columbia
 Applied Arts
University of Ottawa
 Life Science
University of Toronto
 Bioinformatics and
 Computational
 Biology, Humanities, Visual Arts,
 Life Science, Social Science,
 Psychology
University of Victoria
University of Waterloo
 Physical Science
Western University
 Biology
York University
 Biology



United Kingdom

King's College London

Biomedical Science,
Biochemistry

Loughborough University

Sport Science, Coaching,
Physical Education

Newcastle University

Electronics,
Computer Engineering

Nottingham Trent University

Sport Science and Coaching

University College London

Applied Medical Sciences

University of Birmingham

Sport, Physical Education
and Coaching Science,
Computer Science

University of Edinburgh

Biomedical Sciences

University of Glasgow

Electronic and Software
Engineering, Genetics

University of Leeds

Electronics and
Computer Engineering

University of Manchester

Biochemistry

Europe

BI Norwegian Business School

Business Administration

Copenhagen Business School

EADA Business School Barcelona

EADA-SKEMA

Global Business Administration

EDHEC

EHL - École Hôtelière de Lausanne

Esade Ramon Llull University

Business Administration

ESSEC

HAN University of Applied Sciences

Life Sciences

IE University

NHH Norwegian School of Economics

Business Economics, Data Science

Radboud University

Molecular Life Sciences

University of Navarra

Philosophy, Politics, Economics

Utrecht University

Philosophy, Politics, Economics

Maastricht University

Biomedical Sciences

Noroff

Digital Marketing

Webster Leiden

Webster University

Australia

Monash University

Education

The University of Queensland

Biology

Asia

City University of Hong Kong

Criminology and Sociology

Hanyang University

Economics

Hong Kong Polytechnic University

Hotel Management & Tourism,
Social Policy and Social Entrepreneurship

Hong Kong University

of Science and Technology

Engineering, Business and Management,
Social Sciences

KAIST

Korea University

Seoul National University

Chemistry, Life Science and Medicine

Sungkyunkwan University

Engineering

University of Hong Kong

Mechanical Engineering,
Biomedical Engineering,
Business Administration, Social Sciences

Yonsei University

Global Talent, Administration



Student Activities



Students once again had meaningful opportunities to explore their interests, challenge themselves, and develop new skills through a vibrant Activities Programme. From arts and sports to leadership, service, and STEAM, students engaged in experiences that supported both personal growth and community connection.

Student Activities continued in four cycles, offering a consistent structure for engagement. In Early Years, the After-School Programme for Pre-K to K2 provided a nurturing space where children explored construction, imaginative play, outdoor games, and the arts, helping build early confidence and independence.

Primary School students in Grade 1 to 5 participated in a wide range of creative, athletic, and STEAM-based activities. Clear routines supported smooth transitions each afternoon, and strong participation created a joyful programme that encouraged curiosity, collaboration, and growing independence.

Secondary School students enjoyed a flexible schedule that allowed them to pursue individual interests. Student-led clubs continued to expand, with older students planning, leading, and managing groups such as Coding, Gunpla, NIS News, HOSA, Robotics, creative arts, and discussion-based clubs. These experiences strengthened leadership, collaboration, and organisational skills.

Leadership groups across the school continued to empower student voice. The Student Council supported school culture, NISSAC contributed to athletics and event support, and the JEDI Task Force promoted inclusion and belonging.



The GCD Steering Committee guided students in reflecting on their experiences as global citizens, with a major highlight being the GCD Up Conference hosted at NIS, welcoming participants from six countries for a week of intercultural connection and shared learning.

The robotics programme continued its momentum, with NIS hosting a major regional VEX Robotics Qualifier that brought together teams from across the ACAMIS Central Region. Students collaborated, problem solved, and celebrated their achievements as part of a strong robotics community.

A significant academic highlight was NISMUN IV, our fully student led conference, which welcomed more than 160 delegates. Students managed planning, logistics, and committee leadership with confidence and professionalism. NIS students also participated successfully in West Lake MUN XIX in Hangzhou, earning awards such as Best Chair, Outstanding Delegate, and Honourable Mention. Middle and High School students further demonstrated academic excellence at the Math Olympiads in Zhengzhou and Shanghai.

Discover China once again brought our Burst the Bubble strategy to life.

A major milestone this year was Grade 3 joining for the first time, beginning their journey of exploration and teamwork. From outdoor challenges and cultural learning in Grades 4 to 10 to the Grade 11 and 12 experiences in Qiandaohu and Yangzhou, students built confidence, resilience, and friendships while deepening their connection to China's landscapes and culture.

The Community Activities Programme offered families and staff a wide range of weekly wellness opportunities, from yoga and swimming to volleyball and Tai Chi. Many sessions reached full capacity, reflecting strong engagement and the programme's value to our community. Volunteers also played an essential role throughout the year, especially during events such as the Welcome BBQ, Shanghai Swim League and the PTA Autumn Festival, each requiring more than seventy-five volunteer shifts.

The success of all Activities Programmes was made possible through the partnership between students, parents, and teachers. Together, our community created a rewarding year defined by meaningful learning, shared experiences, and memorable moments, continuing NIS's commitment to nurturing confident, caring global citizens.



Athletics

2025 was an outstanding year for our student-athletes. They embraced opportunities to develop our core principles of Teamwork, Commitment, and Respect throughout each season, and strengthened their sense of belonging by collaborating positively on and off campus.

Our ISNAC programme continued to expand, with festivals and tournaments that extended opportunities beyond our core sports of football, basketball, and volleyball. The conference enabled students to apply new skills and connections in practice. We were pleased to send student athletes to all ISNAC core events, as well as to Cross Country, Table Tennis, and Track and Field across all age categories.

SCISAC provided Grade 7-9 students with opportunities to collaborate, compete, and travel to two locations this year: Macau for football and Xiamen for volleyball; NIS hosted basketball. Students demonstrated increased confidence during these seasons and successfully transferred their energy and growth mindset across contexts. The girls placed third in both the basketball and volleyball SCISAC tournaments and earned two Most Sporting Awards. The boys won the basketball tournament and placed second and third in volleyball and football, respectively, also earning two Most Sporting Awards. Participation at this level continues to grow, creating more opportunities for our student athletes to meet peers and travel beyond Nanjing.





ACAMIS remained a key focus for our senior students as they sought to balance athletics with academics. We fielded strong numbers across core sports and participated in most events offered to NIS. Our ACAMIS girls' teams were competitive, finishing third in volleyball and again receiving the Spirit of ACAMIS award. The boys performed well across events, continued their development through peer-led coaching, placed second in football, and also received the Spirit of ACAMIS award. Notable successes included our inaugural Ultimate Frisbee season, where we finished third and narrowly missed the final. Several athletes achieved personal bests in Cross Country, with the U14 boys winning the team event. Participation in Track and Field continues to increase.

We are grateful to the NIS community for supporting the hosting of numerous events this year, making 2025 one of the largest years in the history of our sports programme.



Swimming

In 2025, the NIS swim team saw brand-new changing rooms, a new timing system, and a scoreboard elevate our programme. We co-hosted SSL Round 3 and further expanded Swimming at NIS with aquarobics and water polo.

With the growth of the SSL in recent years, we made the decision to co-host Round 3. Together with HIS, we welcomed over 900 swimmers on January 18 and 19. Organising an event of this scale is only possible with the immense support of over 50 volunteers and the professional help of our facilities team. February was a month of training and the second round of the SSL Development swim meets here in Nanjing. In March, we participated both in SSL R4 @ BISS in Shanghai and took a team of 20 swimmers to the ACAMIS Junior Swim Championships @ SHSIS, also in Shanghai. In both tournaments, our Lions fought like warriors and came home with some very strong placements.

On April 11, we hosted the Spring Sizzler swim competition here in our own pool, resulting in the biggest ISNAC swim event ever and a statement for the growth of our Nanjing League.

The Shanghai Swim League came together at SASD to compete in the big finals. On April 19 and 20, we participated in this high-level pinnacle of the SSL season together with hundreds of other swimmers. The very next weekend, we returned to Shanghai again for the Long Course swim meet organised by our sponsor Rocket Science at the Oriental Sports Centre.



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

The last SSL Development Swim meet was organised in May. All our 9 & Under swimmers had a blast reconnecting with their friends and swimming peers from our neighbouring schools in this non-competitive event. With a focus on participation, fun and camaraderie, these amusing swim get-togethers play a crucial role in steering our swimmers toward a lifelong swimming career.

Mid-September, we were ready for our first competition in the September Sprints. NIS took just under 50 swimmers to participate in this ISNAC swim competition and dominated the results with an overall win in all categories.



On September 24, we organised a 400m freestyle competition to give all our swimmers the opportunity to challenge themselves during this long-distance event.



In the two final weeks of May, our early years and Primary School students showcased their improvements to their parents in two fantastic events. These aquatic festivities celebrate the year-round swimming that is happening at NIS, and it was amazing to see how much both parents and students enjoyed themselves. The biggest event in May, however, was the NIS Triathlon. 70 NIS athletes and 22 NIS relay teams swam, biked and ran as fast as they could on our campus. Growing and perfecting this event year by year will stay a key aspect of our mission.

Just like the years before, we were hitting record-breaking participation numbers in our Learn to Swim program after the summer break. We have clearly seen an expansion of our available groups and levels stretching from Starfish all the way to Octopus. Our swim squads started training again, and we started the season with our first-ever Development swim meet for our younger swimmers.



With an 8-week training build-up, our Lions were ready for more competition. We hosted the ISNAC I'M Ready swim meet on October 10. Four other international schools competed together in our pool with more than 120 swimmers participating. The best thing about the ISNAC swim league is that we can keep all swimmers and spectators on deck, which ensures a great atmosphere. On October 18, we participated in SSL Round 1. With almost 40 participants, NIS was represented well, with many student-athletes who joined for their first SSL swim meet.

November was again packed with 3 swim meets in a row. First, we hosted the SSL Development series for our 8 & Under swimmers on November 7.



This non-competitive format is crucial in the formation of our swimmers. The next day, we travelled to Shanghai for the Rocket Science Short Course competition, competing with local clubs and international schools. On November 15, we participated in SSL Round 2, competing in a very strong environment in Suzhou.

This round challenged our swimmers even more as it consisted of many longer events up to 400m of racing.

In the last month of 2025, we crossed the city for the ISNAC SKINS swim meet. This is a fun format where swimmers try to place in the top two of each heat to stay on track to eventually reach the swim-off and become victorious. Finally, our 13 and over swimmers travelled to Shanghai (WCIS) to participate in the ACAMIS Senior Championships. Three days of swimming action with more than 20 other international schools from all over China in a buzzing atmosphere resulted in lifelong memories for our participating Lions, and a fuel tank full of energy to start training for even better results in 2026.

The NIS swim programme expanded in 2025 with the return and addition of both aquarobics and water polo on a weekly basis in our swimming pool. Being able to offer more diverse opportunities to our students and community members is always a big goal, and seeing these two activities succeed is a major step forward – we want to thank our instructors and coaches for making this possible. The aquatics office wants to acknowledge all the support we get from our community members and swimmers, and we are looking forward to a swim-azing 2026!

Performing Arts

Our Grade 2-5 stars took centre stage in the student-led Primary School production *In Harmony*, a heartwarming performance celebrating friendship, teamwork, and the magic of music. From props and decorations made in Design class to catchy songs, dynamic dance numbers, and standout acting moments, it was a colourful extravaganza for our inclusive learning community.

In addition to showcasing their talents in the Primary Variety Show for their peers and our faculty, students also shone during Chinese Lunar New Year, 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 2025.

In 2025, Secondary School presented the beloved musical *Oliver!*. With over 80 students involved in every aspect of the production - performing onstage, playing in the band, running technical theatre, designing hair and makeup, constructing sets, building props, and leading publicity - the show was a celebration of teamwork, creativity, and dedication.





Audiences enjoyed standout performances from our soloists, whose expressive vocals and heartfelt storytelling brought Dickens' classic to life, alongside acting and choreography filled with humour, grit, and emotional depth. Creative staging and lighting further elevated the show, making *Oliver!* one not to be missed.



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.

NIS PTA
Committee
2025-26

President: Rebeca Casado Calleja
Vice Presidents: Kelly Song, Lilian Li, Ece Pastirmaci
Treasurer: Konstanze Hartmann
PTA Secretary: Ece Pastirmaci
PTA Shop: Ray Shin, Katie
Birthday Cupcakes: Konstanze Hartmann & Dova Shi

Our incredible PTA continues to develop a strong connection between our parents, caregivers, and NIS faculty and staff. Led by dedicated parent members and supported by a wide circle of community volunteers, the PTA plays a vital role in building a strong, vibrant, and inclusive school. Each year, the NIS PTA organises a broad range of community events designed to foster school spirit, promote cultural exchange, and raise funds that directly support these activities.

2025 was filled with the events our inclusive learning community loves! From another joyful International Day and our much-anticipated Autumn Festival to Coffee Mornings, Sports Nights, and student dances across Primary and Secondary School, the PTA and its volunteers have continued to create meaningful moments for students, parents, and staff. These events not only strengthen our connections but also help bring our mission and strategy to life – celebrating who we are as an international, engaged, and caring community.



Report 2025

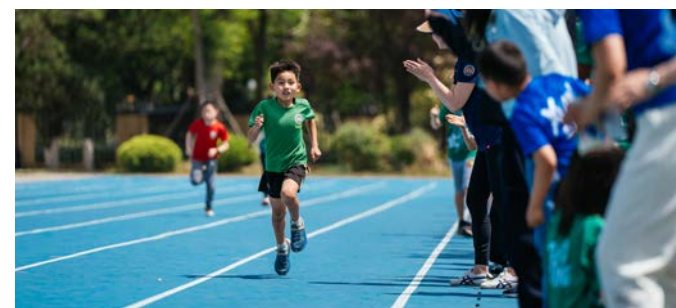


The NIS House System 2025

Winner:
Xuanwu

The 2025 House system continued to be a vibrant expression of our school's mission to promote international mindedness, personal excellence, creative thinking, and the principles of JEDI. Across Pre-K to Grade 12, students engaged in a wide range of sporting and non-sporting activities that emphasised Student Voice and Student Choice, ensuring our students shaped the calendar and the experiences that mattered most to them.

Our House programme intentionally centres around the concept of belonging, with all students and teachers being assigned to one of the three houses: Xuanwu, Wutaishan, and Taiping. By bringing together learners from every division in mixed-age teams, houses fostered inter-grade relationships and mentorship. Students earned points for their houses through collaborative challenges held in extended advisory/homeroom sessions, dynamic activities during school assemblies, and the divisional sports days in April. These events were designed not just to reward achievement, but to encourage participation, resilience, and leadership.



Student voice guided many initiatives this year. Various student groups proposed and led events – reflecting the diversity of interests across our community. This programme reinforces critical thinking as students planned, evaluated, and iterated on activities, and it cultivated agency as teams took responsibility for organisation and reflection.

Sporting events remained a highlight. The annual sports day hosted by each division showcased athletic skill, teamwork, and sportsmanship. Simultaneously, non-sporting competitions provided diverse avenues for students to demonstrate personal excellence. Faculty advisors partnered with student leaders to offer coaching, feedback, and mentorship, further strengthening the supportive networks within the house system.

Across the year, points were tallied schoolwide, and Xuanwu was named the House Champion for the 2024 – 2025 school year. Congratulations to Xuanwu!





Our inclusive NIS Alumni Network community of over 3,000 strong are proving again and again *'Once a Lion, Always a Lion'!* While alumni continued to meet across the globe in 2025, our stand-out reunion was in London, where 20 former students, staff, and families came together to picnic in the capital's scenic Green Park.

We've had more alumni visits back to our school than ever before, with Lions eager to see all the amazing changes to our campus. We can't wait to welcome more alumni back and hear their stories in 2026!

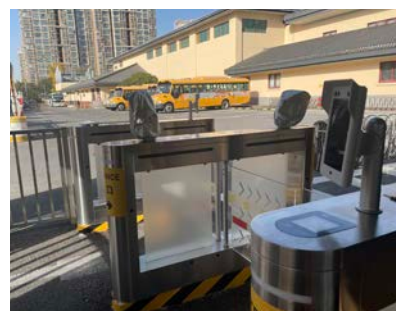


Operations and Facilities

This year, the Facilities Department focused on campus safety, environmental optimisation, and energy conservation – providing robust support for enhancing the experience of all community members. Key achievements included the development and implementation of an Integrated Access Management System, four major renovation projects, and campus maintenance.

In 2025, management and access control systems were upgraded to enable multi-method access, including facial recognition, card swiping, and QR code scanning. This new system not only helps to facilitate visitor access, but also faculty, staff, students, and community members at our main building and key facilities like the swimming pool, changing rooms and Fitness Room.

Renovation projects included many energy-saving efforts. The first was to replace outdated fluorescent lamps in school sections C and D with LED lights, improving learning environment lighting, reducing energy consumption by 60% and cutting annual electricity costs by approximately 80,000 RMB.



The boiler heat recovery system and chiller unit in the community area of the Centre were also upgraded, adopting waste heat collection and energy-saving screw technologies to further reduce energy consumption.

We renovated our parking shed, where all construction was carried out in full compliance with the latest fire safety codes. A charging management module was added to enable real-time monitoring of charging status, with automatic alerts and protections against risks such as overload and short circuits, ensuring safe charging operations.

The layout of changing rooms in the swimming pool and community Centre area was optimised, with an increase in changing stations and storage space. Water supply/drainage, lighting, and ventilation facilities were also updated to enhance cleanliness and safety.

The ceiling of the corridor in the East Building was uniformly renovated to align with our campus style. At the same time, ageing main air-conditioning pipelines were replaced, completely resolving water leakage issues.

Students, parents, and faculty were excited to utilise not only the HUB in innovative ways this year, but also our new outdoor MYP Design workshop and Early Years playground upgrades.

Looking ahead, Facilities will continue to align with the needs of community members, optimise facility management, and contribute to the sustainable development of our campus.



**An
Inclusive
Learning
Community**

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