



**SCHOOL PRIOR INFORMATION AND REFLECTIONS  
&  
REPORT ON THE PREPARATORY VISIT  
FOR  
Nanjing International School  
China**

**Visit Dates: 19 - 22 October 2015**

**Preparatory Visitors:**

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*This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports that will arise from the future Self-Study Process and the full Team Visit.*

*The overall aim of the present report is to support and guide the school during the early stages of the accreditation process.*

## **SCHOOL PRIOR INFORMATION AND REFLECTIONS**

The Head of a school wishing to host a Preliminary Visit with a view to entering the Accreditation Process for the first time, or due to host a Preparatory Visit in order to begin the Continued Accreditation Process, is requested to respond to Part One of this template as follows:

- Component A: Provide the information requested in the Introduction.
- Component B: Provide the following three short statements:
  1. The Head of School should provide a thoughtful, reflective statement on where the school has been, where it is now, and where it should be. This statement should provide insight into the school's history of school improvement, weaknesses, strengths, and future challenges.
  2. The Governing Body (or Ownership) should provide a reflective statement on the challenges facing the school from the Governors'/Owners' point of view.
  3. A small, manageable committee of teachers, administrators, parents, students, and others should be assembled to create responses to the following questions:
    - What are the main challenges facing: the school? the faculty? the parents? the students?
    - What changes/additions have been made over the last two years and what additional changes/additions/improvements are planned?
- Attach electronic copies of the following documents:
  1. The school's Guiding Statements (mission, vision, objectives, etc.)
  2. The financial template required in the Self-Study (sent with this form)
  3. Strategic Plan or equivalent (including financial aspects)
  4. Current budget
  5. By-laws
  6. Faculty/parent/and student handbooks
  7. Curriculum guides
  8. The Board of Trustees policy handbook
  9. List of faculty including their qualifications and their length of service at the school
- Component C: Comment on each of the Standards of Accreditation.

**NB: Parts Two and Three are for the use of the Preliminary/Preparatory Visitors only.**

## PART ONE

### COMPONENT A: INTRODUCTION

*School name:*

Nanjing International School

*School foundation date:*

20<sup>th</sup> June 1996, although school started without license in 1994

*School's official status:*

Non-Governmental Organisation. A not for profit entity.

*Facts on school governance and management:*

9 member hybrid Board including two non-voting staff members (Director and Staff member). Members can be elected, co-opted or appointed. Majority of voting members must be parents. Management (Leadership): Senior Leadership Team – Director, Deputy Director for Learning and Deputy Director – Operations and Finance. Senior Education Team - Deputy Director for Learning, Head of Primary, Head of Middle School (6-9) and Head of Upper School (10-12)

*Students: total number of students; number of nationalities; statistically most important nationalities:*

670 students; 43 nationalities; Korea 30%, USA 16%, Germany 8%, Australia 7%, Canada 5%

*Range of grades or year-groups:*

Pre-K to Grade 12

*Academic Staff: numbers; nationalities; statistically most important nationalities:*

98 teachers and administrators; 17 nationalities; USA 23%, UK 21%, Australia 13%, Canada 12%, China 8%, New Zealand 7%.

*Support Staff: numbers; nationalities; statistically most important nationalities:*

56 staff of which 52 are local and 4 are from overseas; Chinese, UK, Australia, Korea

*Summary of academic programs:*

IB PYP, MYP & DP

*Location and buildings:*

Xue Heng Lu 8, Xian Lin College and University Town, Qi Xia District, Nanjing 210023.  
One integrated building developed in four stages over 11 years.

*Accreditation history of the school:*

CIS, NEASC & NCCT 2006;  
CIS, NEASC, NCCT & IB 2012

*Other relevant information (if any):*

*Date of submission of this information:*

September 16, 2015

## COMPONENT B: SCHOOL REFLECTIVE STATEMENTS

### HEAD OF SCHOOL REFLECTION

The Head of School should provide a thoughtful, reflective statement on where the school has been, where it is now, and where it should be. This statement should provide insight into the school's history of school improvement, weaknesses, strengths, and future challenges.

Where has the school been?

NIS has been defined by three crucial aspects of its development that have shaped the past and laid the foundation for the present.

1. Continuity of leadership – The school has had three long standing Board members, two of whom are still on the Board, who stuck to a clear vision based around the foundational goals for the school. They set the fees at an appropriate level to meet the needs of hiring high quality teachers, achieving accreditation and building a world class campus.
2. Continuity in educational leadership – The school has only had two Directors (Head of School) over the last 20 years. This has meant continuity of vision and implementation of plans.
3. Community – a clearly articulated and authentic commitment to community which involves parents as part of school life.

Where is the school now?

NIS has a clear mission and has recently worked on a new strategy for the future. In terms of quality the school is doing well in academics, developing all learners, encouraging a creative culture and striving to be the best it can be. After years of struggling with the pace growth for years the school now faces uncertainty with enrolment declining in the last two years.

Where should the school be?

The school should be the school of choice in Nanjing and a school of renown in the region.

These are the Director's Goals for 2015-16 which operationalise the goals of the Board. Finance, the Director's sabbatical in 2016-17 and the new strategy are the core areas that require attention.

#### Director Goals 2015-16

1. **Present a financial strategy for a balanced budget in 2016-17.** *Strategic Policy E. Financial planning and resource allocation procedures shall be adequate to ensure the short and long-term financial security of the School.*
2. **Present a leadership transition plan for the year of the Director's sabbatical and the year of his return.** *Strategic Policy C. Quality international and local staff members shall be recruited and retained who consistently support, promote and apply the School mission.*
3. **Present the two strategic initiatives: 'Student Voice and Choice' and 'Burst the Bubble' to the school community.** *Strategic Policy B. Inclusion, with emphasis on diversity, shall be respected and developed within the NIS community. Strategic Policy F. Institutional development and community engagement shall support the School's mission.*
4. **Launch Projects to develop the two strategic initiatives: 'Student Voice and Choice' and 'Burst the Bubble' to the school community.** *Strategic Policy B. Inclusion, with emphasis on diversity, shall be respected and developed within the NIS community. Strategic Policy F. Institutional development and community engagement shall support the School's mission.*
5. **Develop a strategy to increase school enrollment based on sound marketing and communication.** *Strategic Policy E. Financial planning and resource allocation procedures shall be adequate to ensure the short and long-term financial security of the School.*
6. **Lead a successful accreditation preparatory visit.** *Strategic Policy A. Our exemplary International Baccalaureate programs shall be designed, reviewed and assessed to promote personal excellence for all NIS students*

## GOVERNING BODY REFLECTION

After years of continuous growth, for the second consecutive year the school has seen a decline in enrollment. To adjust to the new circumstances without disrupting existing programs the school is currently operating under a deficit budget. **The Board is determined to implement a financial strategy for a balanced budget in 2016-17.**

*Strategic Policy E. Financial planning and resource allocation procedures shall be adequate to ensure the short and long-term financial security of the School.*

While being committed to ensuring a balanced budget for 2016-17, the Board is simultaneously exploring marketing initiatives to be able to **develop a strategy to increase school enrollment.**

*Strategic Policy E. Financial planning and resource allocation procedures shall be adequate to ensure the short and long-term financial security of the School.*

The Board reached an agreement with the Director for a five-year contract renewal from 2015-2020. With this contract, Laurie's long-term commitment to the school will be for a total of 11 years. Under the terms of his new contract, Laurie was granted a one year sabbatical leave during the 2016-2017 school year. The Board firmly believes this sabbatical will bring long-term benefit to NIS but is aware of the challenges associated with this sabbatical year and the transitions. The Board will **develop and communicate a leadership transition plan for the year of the Director's sabbatical and the year of his return.**

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

In 2013-14 the Board took the decision to embark on a strategy design process with innovation at its core that sets a vision for the school rather than writing a conventional 5 year strategic plan. In 2014-15 the Board worked with a consultant to synthesize the evidence gathered from all constituents of the school community to form concepts as the basis of the strategy for the coming years. The challenge for the school will be to carry these ideas forward and translate them in to pragmatic plans of action. The Board will **support the two strategic initiatives: 'Student Voice and Choice' and 'Burst the Bubble'.**

*Strategic Policy B. Inclusion, with emphasis on diversity, shall be respected and developed within the NIS community. Strategic Policy F. Institutional development and community engagement shall support the School's mission.*

## REFLECTION ON CHALLENGES/CHANGES/IMPROVEMENTS AFFECTING THE SCHOOL, FACULTY/STAFF, PARENTS, STUDENTS

Following the discussion with members of the NIS community including students, parents, faculty and staff, many comments were made about the challenges, limitations and improvements in the school.

Changes met with a positive reception as over the past few years the opportunities and facilities for the NIS community have grown throughout the campus. The new well equipped Design Centre has encouraged collaboration among students and staff with students being able to design and work on projects previously unattainable. NIS is involved in a range of Athletics Conferences such as ACAMIS and CISSA. In addition to this, the students, teachers and parents can sign up for a range of after school and weekend activities such as Touch Rugby, Soccer, Cross Fit and Yoga, which have had an enormously positive impact on the school community.

Challenges that were noticed included the amount of homework given to students in the MYP. This is despite the introduction of the new Homework Policy last year. Whilst every effort is made to have a mixed nationality balance in the classrooms, students expressed concerns over the number of nationalities and balance in some grade levels. An example of this would be the present Grade 5.

The staff are approachable and supportive and new students feel that the transition into NIS is made easier by the procedures and structures that are in place. The school calendar and Veracross help students and parents communicate and follow procedures at NIS. All stakeholders were positive about the support they receive as new members of the NIS community and the enduring relationships they are able to develop.

The improvements that were suggested include changes being made to how the Student Council, Eco Team and PTA meetings are run, to encourage more participation and community voice as

these organisations strengthen community relationships and raise money for charity projects. They would also like to have some more help in integrating Korean students into the rest of the student population. This issue was also raised during the development of the new strategy in the previous year. Since the development of the new school strategy, the school has responded to some of the concerns raised by investing in a conflict resolution program in the PYP to support and encourage students and staff to be able to communicate, raise and solve issues that arise.

## COMPONENT C: COMMENTS ON STANDARDS

### **The Head of School...**

either with or without an appointed representative committee should comment on each of the following Standards for Accreditation. Please use the box marked "School's Prior Comments". The box will expand to accept any length of comment. Please write to a maximum of several paragraphs, linking your comments to appropriate sources of evidence either by links in the text or through the supporting documents already attached. The boxes for the "Visitor Observations" and "Suggested Actions" should be left blank.

The focus of the response should be where the school currently stands with respect to each Standard and on the ways in which the school can further improve its alignment with the Standard as the school reaches for excellence. In reflecting on the Standards, the Head of School (and possibly the committee) should look for guidance in the Indicators shown below each Standard but a response to every individual Indicator is not expected.

### **The Preliminary/Preparatory Visitors...**

address those Accreditation Standards which they consider are most relevant to the school's current situation and on which they feel they have sufficient information to express an opinion.

Some Standards may not carry Visitor observations or recommendations in this report. However, all Standards (and their Indicators) must be fully and individually addressed during the future Self-Study and Team Visit.

**SECTION A  
SCHOOL GUIDING STATEMENTS**

*Note: The term “governing body” includes any school ownership structure.*

<b>STANDARD A1</b>	
<b>The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school’s chosen nomenclature and format) for students.</b>	
<p>A1a The school’s Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.</p> <p>A1b Monitoring procedures exist which show that the school’s Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students with this support being demonstrated by the actions of all these school sectors.</p> <p>A1c There is evidence which shows that the school’s Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.</p> <p>A1d There are periodic, data-driven reviews of the school’s Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.</p> <p>A1e A formal process and defined indicators are used to assess the school’s success in achieving its aims as laid out in its Guiding Statements.</p>	
<b>School’s Prior Comments</b>	<p>The Guiding Statements of NIS were refined in 2011 following a recommendation from the Guiding Statements Self-Study Committee. This included the school’s mission, which was previously lacking clarity. Now, this mission sits at the core of all decisions; it is student friendly, and memorable to those both within and out of the NIS community. Testament to this, in the 2015 parent survey, 93% of respondents indicated that they were happy with the school’s mission. The school is explicit in its commitment to be an inclusive learning community and it is hoped that the Board’s strategic policies will make the mission more active and lived/tangible for students, as well as the wider NIS community.</p> <p>The mission is coupled with the Board’s Strategic Policies which together serve as a foundation for school governance, decision making and planning for the future. These strategic policies remain unchanged, save for the statements about Inclusion and Diversity which were developed to align with the intent of the mission once it had been reframed in 2011. A periodic review of the Strategic Policies parallels the accreditation cycle. The strategic planning process and the Board annual retreat also consider revision of the mission and strategic policies as needed.</p>
<b>Visitor Observations</b>	<p>The Guiding Statements at Nanjing International School (NIS) consist of a clear and relevant Vision Statement that is underpinned by 5 objectives and 7 Strategic Policies that form the foundation of school governance. The Guiding Statements also articulate expected student qualities that are aligned to the International Baccalaureate Learner Profile. The Mission is expressed as “<i>Nanjing International School – an Inclusive Learning Community Inspiring International Mindedness, Personal Excellence and Creative Thinking</i>”. The Visitors commend the school for its clear statement of purpose, the inclusive process in developing the Guiding Statements and for articulating the Vision in a manner that is accessible to all members of the school community.</p> <p>It was evident to the Visitors that the Vision is well known and understood by the school community. Discussions with students, staff</p>



	<p>and parents showed strong awareness, understanding and support for the Vision. The Visitors saw ample evidence that the Guiding Statements drive school programs and activities at all levels and play a significant role in guiding future planning and decision-making including the allocation of human and physical resources.</p> <p>The Board provides strong policy guidance in the form of Strategic Policies that reflect the Vision and cover all key aspects of the school operations including curriculum, community development and engagement, staffing, facilities and school finances.</p> <p>Monitoring of support for the school Vision occurs as part of the annual parent survey that provides statistical evidence. The school has enjoyed a consistently high level of parent support for the school Vision over the past two years. Monitoring of support for the Vision also includes a Board survey. In discussions with the Visitors, students and staff also expressed support for the Vision. While the school seeks to obtain annual feedback from parents and Board members, there do not appear to be formal avenues for students and staff to express their satisfaction with the school's Guiding Statements until the reaccreditation process.</p> <p>The Board conducts an annual review of the Vision and Strategic Policies to ensure they are still relevant and adequate. The school does not at this time have any formal process or indicators to measure the school's success in achieving its aims as laid out in the Guiding Statements.</p>
<p><b>Suggested Actions</b></p>	<ol style="list-style-type: none"> <li>1. Continue to seek annual feedback from parents and Board members about the school's Guiding Statements and consider providing more frequent and regular opportunities for all students and staff to indicate their level of satisfaction and support. (A1d)</li> <li>2. Develop a formal process and defined indicators to assess the school's success in achieving its aims as expressed in its Guiding Statements. (A1e)</li> </ol>

**STANDARD A2**

**The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.**

A2a

The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education.

A2b

The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.

A2c

The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible.

**School's Prior Comments**

The school mission clearly demarcates NIS's focus on internationalism and interculturalism. This commitment is genuinely embedded into the life of the school through the rigorous curriculum, teaching and learning practices and diverse learning opportunities, all of which ensure students have a global perspective and are not linear in their thinking, or approaches to difference and diversity.

Further to this, NIS has recently launched a new strategic focus "Burst The Bubble" to promote and foster a closer relationship between the school and host community. Whilst this is still in the planning stages, opportunities are already integral to school life. These include excursions and field trips within the broader Nanjing area to support curriculum material (PYP), as well as the annual 'Discover China' trips for Grade 5, MYP and DP students. In this program, students engage with the local community beyond tourist snapshots, including building rice paddies (Grade 11) and taking part in Kung Fu school (Grade 8). These opportunities from K – 12 provide students with another platform to learn about their host country, and their place within it. Coupled with this, students are also afforded the opportunity to involve themselves in the wider Nanjing community, including participation in local charities, volunteering at Ting Ting Deaf school and participation in a Language Outreach program teaching English at local schools.

The school mission is also actively articulated through the school's policy of inclusion, which specifically outlines the importance of a diversity student body and an educational program that supports the learning of all students within the community. For example, the school is comprised of 43 different nationalities, and there is a deliberate cap of 30% of any one nationality to ensure and enable an authentically diverse student body. Similarly, the teaching staff is recruited from a broad range of nationalities and backgrounds, and the current breakdown of teaching staff nationalities is USA 23%, UK 20%, Australia 13%, Canada 11%, China 8%, New Zealand 8%, Other 17%.

Universal symbols of internationalism and interculturalism are also promoted at NIS through other avenues such as the PTA International Day, as well as whole school Chinese New Year celebrations.

**Visitor Observations**

It was very evident to the Visitors that the school has a strong and genuine commitment to internationalism and interculturalism that is referred to as "international mindedness" in the school Vision statement. It permeates all school programs and activities on a whole-school level involving students, staff and parents. These concepts are developed through the curriculum, extra-curricular programs and engagement with the local community. The school provides a generous number of events and special programs to develop these concepts.

The school constantly is striving to find new ways to develop these

	<p>concepts, particularly through its new strategy “<i>Burst the Bubble</i>”, and is commended on providing authentic and meaningful ways to build internationalism and intercultural understanding. These include community service activities that allow students to engage with and directly support members of the local community. The school has encountered some difficulty in finding such opportunities and is actively seeking to find more ways for students to engage in community service activities.</p> <p>The school also is commended for creating a unique school environment that reflects the local culture and supports the school’s focus on international mindedness. Discussions with students and parents showed a great appreciation of the school’s Vision and efforts to provide opportunities to build links with the host community and develop international mindedness.</p> <p>While the school has explicitly stated its commitment to internationalism and interculturalism and incorporated it into all school activities, it has yet to create a school-wide understanding or definition of internationalism/interculturalism or international mindedness. Such an understanding would ensure that all sections of the school community are working towards the same outcomes.</p>
<b>Suggested Actions</b>	<ol style="list-style-type: none"> <li>1. Develop a clear contextual definition of internationalism/interculturalism to guide actions. (A2a)</li> </ol>

### STANDARD A3

**The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.**

The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through ....

A3a

.... discussion of substantive matters of principle from multiple perspectives.

A3b

.... the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.

A3c

.... the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.

A3d

.... development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.

A3e

.... the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.

A3f

.... the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.

#### **School's Prior Comments**

At NIS, students strive for personal excellence. This is manifested in the IB learner profile of students as inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Our exemplary International Baccalaureate curriculum, is constructed to address the needs of all learners and as a strong commitment to fostering these traits: Inquiry based learning is central to learning in the PYP, whilst units of work in the MYP and DP are framed around the acquisition and refinement of skills in authentic contexts, which students can apply in their daily lives.

Additionally, the NIS strategic goal of "Student Voice and Choice" has been newly launched to have direct impact on student learning. Here, students are given the opportunity to become much more proactive in their learning. For example, across the school all students work with teachers to negotiate the parameters of their home learning, such as the PYP "home learning menus" from which student choose their tasks, complementary to their class study and, in the MYP, select the ATLs against which they are graded for their quarter one reports. This goal is an exciting new direction for the school, and it is a focus for development this year.

The study and promotion of languages is of particular importance at NIS. An extensive Mandarin course is offered from PreK – 10, whilst students can also select either Spanish or French as Language B in the MYP. Along with English A, first language German, Korean and Mandarin are taught in timetabled lessons in MYP through to DP, whilst in the PYP German, Japanese and Korean are offered out of school hours as either an ASA activity or on weekends. Further, in the Diploma program, students also have the opportunity to study their mother tongue as a Self Taught subject if it is not offered at the school. Currently, there are eight DP students studying Self Taught in Dutch, French, Italian, Japanese, Slovak and Swedish. Students can also study for a bilingual Diploma.

ELL specialists in the PYP and an English B department in MYP/DP also collaborate with teaching staff, keenly focused on supporting and developing English language acquisition and fluency in the student body. The school also offers all new staff PD in teaching ELL. This year, a revised, in-house multi-disciplinary, practical course specific to the NIS

	<p>context and learner profiles will replace the original 9-week approach, accredited by the South Australian government.</p> <p>The breadth of sporting opportunities and ASAs offered to our students also reinforces a strong sense of interculturalism in our students. Participation in groups, such as the Association of Chinese and Mongolian International Schools (ACAMIS) and Southern China International Schools Athletic Conference (SCISAC) and China International Schools Sports Association (CISSA), is celebrated and fully endorsed by the schooling community. Similarly, from Touch Rugby to Pottery, to Yoga and Vegan Cookery, all of our students can choose to try something new and hone their skills in areas of particular interest in the After School Activities (ASA) cycles throughout the year. In conjunction with these programs, as aforementioned in section A2, field trips and the Discover China program, the Personal Process Project (PPP), C&amp;S in the MYP and CAS in the DP also provide students with myriad ways to develop empathy for others and engage meaningfully in issues of social significance.</p>
<p><b>Visitor Observations</b></p>	<p>The school clearly is committed to fostering desirable traits in students related to internationalism and interculturalism. It is explicitly stated in the school's Guiding Statements: <i>"Nanjing International School – an Inclusive Learning Community Inspiring National Mindedness, Personal Excellence and Creative Thinking,"</i> and reflected in the school's Strategic Policies: <i>"The School shall serve as a bridge between the international community and the host community of Nanjing."</i> (Strategic Policy F1)</p> <p>This is evident, not only in its Vision and Strategic Policies, but through the inclusion of intercultural learning opportunities in its programs. The curriculum strongly supports this by engaging students in learning about different cultures and local and global issues. The school is commended for providing authentic and meaningful ways to build internationalism and intercultural understanding, including community service activities that allow students to engage with and directly support members of the local community.</p> <p>The large number of sporting and after-school activities that are offered to students reinforce these concepts. In discussions with the Visitors, students expressed their enthusiasm for the Discover China program that involves Year 5 and Middle and Senior School students. The students felt that it gave them better insights into the local culture and people, particularly trips where they stayed with Chinese families. The action component of the Primary Years Program also provides students with opportunities to be involved in community service activities.</p> <p>The school supports the development of students' fluency in different languages including that of the host culture and mother tongues that both students and parents greatly value and appreciate. The school is commended for its commitment to language learning that reflects the school and local community. Students are provided with a range of opportunities and pathways to support mother tongue development and the acquisition of languages through the curriculum and extra-curricular program.</p> <p>The Student Council provides students with opportunities for authentic student leadership as well as activities that include interaction with the local community and service learning. Students also have opportunities to develop leadership skills through clubs, sports and the House System. The school has introduced a new strategy <i>"Student Voice and Choice"</i> to allow students to take greater responsibility for their own learning. In meetings with the Visitors, students expressed satisfaction with the range and amount of leadership opportunities available to them.</p>

<b>Suggested Actions</b>	<ol style="list-style-type: none"><li data-bbox="507 120 1402 219">1. Explore additional opportunities for students of all ages to engage with the local community and engage in meaningful and reflective service. (A3e)</li><li data-bbox="507 255 1402 353">2. The school continue to develop the newly introduced "<i>Student Voice and Choice</i>" strategy and provide ways for authentic student leadership. (A3f)</li></ol>
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**STANDARD A4**

**The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programs, and the students admitted to and remaining at the school.**

A4a

The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programs, hence enabling parents to appraise the school's suitability for their children.

A4b

The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programs offered.

**School's Prior Comments**

There is clear alignment between the school mission and the promotional materials of the school. The NIS website aptly reflects school life, giving clear and detailed insight into, amongst other things, school programs, governance and life in Nanjing. Whilst the website is primarily directed at prospective families to the school, a section pertaining to employment also attracts teacher applicants of the highest calibre to available positions. It paints a realistic picture of life for teachers at the school, having clips from colleagues – new and longer term – and honest accounts of expectations.

It should be noted that the website is also in the process of being updated to include the most recent changes, initiatives and developments at the school, including the roll out of iPad use throughout PYP and the soon-to-be-launched new strategic direction.

The school admissions policies are regularly reviewed to ensure they adequately and appropriately prepare both the school and families for student enrolment. As a fully inclusive school, families are expected to disclose learning needs so that accurate placement and provision can be made for the students. Some grade levels have waiting lists.

Whilst it is acknowledged that enrolments at the school are in slow decline as reflected in the Chinese economy, the policies and practices of admission ensure that the process is transparent and streamlined, with the Admissions team working as a conduit between the school and the wider, expatriate community. Approximately 80% of NIS prospective families will visit the school in person prior to commencing the application process, and to reflect the NIS commitment to alignment with the Guiding Statements in support of prospective families, both our Admissions Director and Officer ensure that families obtain requisite information about the school both before, and upon, arrival to Nanjing. The school has also prioritised employment of External Relations and Liaison officers who work with Korean families, which form a large part of the NIS community.

**Visitor Observations**

There is a variety of well-designed promotional and informational material that accurately reflects the school and its Vision. The school has made significant efforts to provide relevant and accurate information about the school to assist prospective parents in assessing the suitability of the school for their children, and this information is updated regularly. It has taken this a step further by providing specific information for prospective employees as well to help them assess whether they are suited for working at the school. While the school strives to provide accurate information, it has experienced difficulty with some prospective parents not disclosing all relevant information about their child's specific needs which has presented challenges for the school in the placement and provision of support for some students.

The Visitors are of the opinion that the school's admission policies and practices ensure there is alignment between the Guiding Statements, programs and the students admitted to the school. Parents are informed

	<p>that English is the language of instruction and assessment and that English learners will receive appropriate support. The school also conducts internal assessments, particularly of English language skills to determine students' ability to access the curriculum and whether language support is required.</p> <p>The admissions information provides step-by-step guidance for parents and includes the Parent Handbook that details the school policies and practices. The admission application requires previous school records, health information and details of any special needs. The school is commended for measures taken to assist Korean families who form a significant minority of the school to settle into the school. Declining student enrolment numbers pose a challenge for the school that may impact on the admissions policies and procedures in the future. The school is encouraged to develop a marketing plan to address the possible impact of the decline in the Chinese economy and increased competition from other schools.</p>
<b>Suggested Actions</b>	<ol style="list-style-type: none"> <li>1. The school is encouraged to develop a marketing plan to address the possible impact of the decline in the Chinese economy and increased competition from other schools. (A4a)</li> <li>2. The school continue to encourage prospective parents to disclose special needs of children to ensure there is alignment between a student's needs/abilities and the programs offered. (A4b)</li> </ol>



**SECTION B  
TEACHING AND LEARNING**

*Important Note:* The Preliminary or Preparatory Visitors have written one overall Section B Teaching & Learning report, but the school will be required to create *multiple* Section B reports (horizontal by school division/phase, vertical by subject area, and vertical summary) during self-study. For further instructions, please see the first page of Section B in the 'Guide to School Evaluation and Accreditation' 8<sup>th</sup> Edition (Version 8.2) as well as the Section B appendix in that document.

<b>STANDARD B1</b>	
<b>The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.</b>	
<p>B1a The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.</p> <p>B1b The school's curriculum and programs are supported by a comprehensive set of teaching and learning policies.</p> <p>B1c The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.</p> <p>B1d There is evidence of alignment between the written curriculum, the taught curriculum and student learning.</p> <p>B1e The school has a clearly articulated vision of quality learning and defined practices that support student achievement.</p>	
<b>School's Prior Comments</b>	<p>The broad, IB infused, curriculum offered at NIS supports the school's mission giving breadth and depth and aims to help students attain personal excellence in an interconnected world. The IB stresses global citizenship via "Global Contexts," "Action for Service," and multicultural resource requirements which align with the international mindedness of our mission. With our new strategic goals, we are moving towards "Bursting the Bubble" with increased attention to how our curriculum can better support connections to our host nation.</p> <p>Nanjing International School is 'an inclusive learning community'. Since placing the emphasis on inclusion as a key part of the school mission in 2011 we have been working towards defining and implementing it. Examples of our inclusive learning community would be our mixed ability classes, the modified programs we offer to students, the new High School Certificate developed for students in Grades 11 and 12 and the admissions process. However, the need to improve differentiation in classes and the support offered to students that are learning English is recognized.</p> <p>In addition, a comprehensive set of policies regarding teaching and learning can be found on our Atlas Rubicon "references" page. These are consistently updated and shared with staff.</p> <p>Much of our focus over recent years has been to redesign the MYP unit planner to better reflect the taught curriculum and ask teachers to catalogue accommodations and instructional moves for a variety of learners to help support student learning.</p>
<b>Visitor Observations</b>	<p>Nanjing International School is committed to international mindedness and student learning. The school implements the IB curriculum from K to 12 for its comprehensive curriculum framework as well as its multicultural resource requirements that align with the international mindedness of the</p>

	<p>school Vision. The new strategic goals were launched with the aim of developing better connections with the host country. In conversations with teachers and parents, the Visitors heard comments about the need for more clarity in implementing the new strategic goals.</p> <p>The school has made a concerted effort to create “<i>an inclusive learning community</i>”, which is a key part of the school Vision. After meeting with various departments and classroom observations, the Visitors concurred with the school’s comment that there is a “<i>need to improve differentiation in classes and the support offered to LSS and ELL students</i>”. The school needs to continue to review the MYP program to ensure it appropriately accommodates a variety of learners and supports their learning. In most classrooms and hallways, students’ artwork and other creative projects are displayed to reinforce concepts being taught.</p>
<p><b>Suggested Actions</b></p>	<p>1. The school provide necessary support to accommodate a variety of learners in order to improve teaching and learning and allow students to achieve personal excellence as stated in the school Vision. (B1a)</p>

**STANDARD B2**

**Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.**

B2a

The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.

B2b

The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.

B2c

The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.

B2d

The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.

B2e

The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.

B2f

The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.

**School's Prior Comments**

In the Upper School (10-12) students are challenged by a comprehensive curriculum which is varied and geared towards preparation for life in university and beyond. This includes work with, but not limited to, the CAS advisor and coordinator, EE supervisors, ToK teachers, the High School Counsellor, external support groups such as Freedom from Chemical Dependency and Learning Support Services, in addition to their normal classes and extracurricular activities.

In the school year 2014/15 two online IB Diploma courses were introduced in Economics and Psychology, using the provider Pamoja. In this way the range of choices available to students in Group 3, was broadened.

In both the Primary School and the Middle School the curriculum is based upon a combination of the IB objectives, Student Learning Outcomes (SLOs), and Approaches to Learning (ATLs). The intersection of these three areas creates a balance of content knowledge (SLOs), course specific skills (SLOs and MYP objectives), and transfer skills (ATLs). We explicitly teach and assess each of these elements and report via ATLs in Quarter One and MYP Objectives in Semesters One and Two. In PYP Semester One and Two reports, goals and strategies are set allowing students to develop an awareness of their learning and empower them to own the learning process.

As part of our new strategy regarding Student Voice and Choice, an area of improvement is to provide further opportunities for students to become full participants in the learning process. In Primary School we have developed a timetable that allows grade-a-like classes to have the opportunity to experience co-teaching, allowing for the expertise of both teachers and students to be shared and developed more fully.

**Visitor Observations**

Currently, the Senior School focuses on the *"preparation of students for life in university and beyond"* by offering IB Diploma courses and other external support programs such as Freedom from Chemical Dependency and Learning Support Services. The Primary School and Middle School provide a curriculum based on the IB objectives, Student Learning Outcomes and Approaches to Learning. The report format includes the setting of goals and strategies *"to develop an awareness of their learning and empower them to own the learning process"*.

	Based on discussions with various staff, the Visitors concur with the school's prior comments that <i>"an area of improvement is to provide further opportunities for students to become full participants in the learning process"</i> .
<b>Suggested Actions</b>	1. Explore ways to provide students with more opportunities to become full participants in the learning process that reflect their achievements and ability levels. (B2a)

**STANDARD B3**

**Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.**

B3a

Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.

B3b

Written curriculum materials indicate content and sequence for each course/grade.

B3c

Written curriculum materials include references to the methodologies, teaching materials and resources that are used.

B3d

Written curriculum materials include references to the assessments that are used to measure student progress.

B3e

Written curriculum materials include references to links within and across disciplines.

B3f

The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.

B3g

There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.

B3h

Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.

B3i

Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.

**School's Prior Comments**

Curriculum documentation, housed in Atlas Rubicon, includes our "Student Learning Outcomes" (SLOs), which are vertically articulated by subject and integrated into our unit planners.

In the MYP, objectives are vertically articulated by the IB and used as standard practice by all teachers. In the PYP, objectives are vertically articulated in the PLO and reviewed every three years (to take place Feb. 2016).

Periodical curriculum reviews are scheduled for each subject area. Teachers are encouraged and expected to plan collaboratively in horizontal teaching teams. Planning time is accounted for in teacher schedules to better facilitate this. In addition to this, program and department meetings are scheduled regularly throughout the year to allow for vertical articulation conversations and standardization.

During the school year 2015/16, a revision of the current Subject Area Coordinators positions/roles is being evaluated by a committee chaired by the Director. These members of staff, along with the Senior Education Team, are responsible for overseeing this vertical articulation.

Despite the systems described above to ensure a seamless, vertically articulated curriculum, fully achieving this remains a goal. Improving the progression in the curriculum and communication between teachers in all areas of the school has been identified as an area for development.

**Visitor Observations**

The school has made a concerted effort to ensure that vertical articulation exists across the IB curriculum and programs. Evidence of articulation can be seen in Atlas Rubicon, SLOs and PLO. The school is evaluating the positions/roles of the current Subject Area Coordinators to strengthen vertical curriculum articulation. Periodical curriculum reviews are scheduled for each subject area. Teachers are encouraged and expected

	<p>to plan collaboratively in horizontal teaching teams. During discussions with the Visitors, teachers confirmed that planning collaboratively is a usual practice of the school.</p> <p>The Visitors concur with the school's comment that improving the progression in the curriculum and communication between teachers in all areas of the school is an area for development.</p>
<p><b>Suggested Actions</b></p>	<p>1. The school continue to refine and improve the progression in the curriculum and communication between teachers in all areas to ensure seamless horizontal and vertical articulation of the curriculum. (B3b)</p>

<b>STANDARD B4</b>	
<p><b>Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.</b></p>	
<p>B4a Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.</p> <p>B4b The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.</p>	
<b>School's Prior Comments</b>	<p>NIS has excellent relations with the nearby community and our host country of China. Students, parents and the community in general benefit from a comprehensive After School Activity program. There is also a MYP/DP Discover China week scheduled and planned each year, where off campus learning occurs in different places throughout China. Through the C&amp;S and CAS program students reach out to the community. In the PYP, students visit and interact with the local community through off campus day trips and a Discover China trip in Grade 5 lasting for two days.</p> <p>Within the taught curriculum there is a wealth of evidence to demonstrate the integration of Chinese culture, geography, history and economics. The school has an extensive Mandarin program pre K–12 which includes Language A provision for those students whose mother tongue is Chinese. The new Mandarin teaching hub in PYP was inspired by a Hutong to reflect the culture of our host country.</p> <p>Whilst the curriculum is indeed enhanced by the reality of our cultural diversity, the school has recognized that this is also an area where further growth is needed. The new Strategic Goal: "Burst the Bubble" looks to strengthen the ties with our host nation.</p>
<b>Visitor Observations</b>	<p>Cultural diversity is "organic" to the school, provided by the wide range of nationalities found within the student body, staff and faculty. The annual yearbook "2014 A Year at Nanjing Internal School" reported that there were "43 nationalities at NIS, with approximately 42% of students from Asia and 58% from outside Asia [...] NIS has a teaching faculty of 98 teachers who come from 19 countries" with "diversity of age, experiences, nationalities and expertise".</p> <p>There is evidence that curriculum and other school activities are enhanced by the cultural diversity of both the host country and the school community through day trips, the Grade 5/MYP/DP Discover China Week each year, the C&amp;S and CAS programs offering opportunities for students to reach out to the community.</p> <p>The school offers an extensive Mandarin program K-12 with Language A for students whose mother tongue is Chinese. The new "<i>Burst the Bubble</i>" strategy provides opportunities for teachers to integrate Chinese culture, geography, history and economics into the taught curriculum. The school community is excited about this newly launched strategy. The Visitors heard from various sources during interviews that the school needed to explore more ways for students to learn and respect both the diverse cultures within the school as well as the culture of the host community.</p>
<b>Suggested Actions</b>	<p>1. Seek additional ways for students to learn and respect both the diverse cultures within the school and the culture of the host community. (B4a)</p>

**STANDARD B5**

**The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.**

B5a

The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.

B5b

The school provides professional development in content areas relevant to teachers' assignments.

B5c

The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.

B5d

The faculty has an avenue for input into the planning of professional development activities.

B5e

Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.

**School's Prior Comments**

The school provides relevant, current and quality professional development (PD) both in-house and externally. All new teachers are registered for relevant PD in either MYP and/or DP depending on their needs. The PD committee is comprised of staff members and the Deputy Director for Learning. They oversee the budget and allocate resources using the Mission as a filter. Faculty are able to apply to the PD committee for a workshop or training course that they would like to attend.

8-10 days of extensive in-service sessions (INSET) are scheduled for each academic year and spread over three sessions at the beginning, October break, and Chinese New Year.

In the PYP every Thursday after school there are short, focussed PD training sessions led by teachers, the Mathematics Coach, the Literacy Coach, the Tech Coach, and/or the Head of Primary.

During the current school year, 2015/16, the existing Appraisal Process will be replaced by a New Professional Growth Program which was developed by a committee in the school year 2014/15 in consultation with the Senior Education Team.

**Visitor Observations**

The Visitors confirmed that currently the Professional Development Committee comprises staff members and that the Deputy Director of Learning oversees faculty professional development activities. There are 8-10 days of inservice sessions (INSEI) spread over the academic year. Short teacher-led PYP professional development sessions also are held every Thursday after school. In general, teachers appreciate the professional development opportunities provided by the school.

The school currently is implementing a number of new strategies such as Burst the Bubble, Student Voice and Choice and mixed grade Advisory Classes. Teachers indicated to the Visitors that more strategic professional development and training for staff and students is needed in order to fully and successfully implement these initiatives.

**Suggested Actions**

1. Provide more strategic professional development and training for both staff and students in order to ensure success in implementing the new strategies. (B5c)



**STANDARD B6**

**Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.**

B6a

Teaching methods and student learning activities are varied according to the nature of the subject matter.

B6b

Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.

B6c

Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.

B6d

Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.

**School's Prior Comments**

The NIS Mission is focused on Inclusion. In order to fulfil the Mission, the school has promoted a school environment and teaching practices to ensure that the needs of all of our learners are catered for.

Classes are generally mixed ability and differentiation is expected from all teachers at NIS. Teachers receive training, support and appropriate resources to allow for this. There is a newly redesigned Learning Support Services area and a dedicated Learning Support Services specialist for each area of the school.

Different classroom physical environments are being explored and prototyped, such as the open plan combined K2 classrooms, the removal of teachers' desks, a variety of student furniture and space in the classrooms and outdoors. An awareness of mindfulness has started to permeate the school and influence student and teacher choices and actions.

Specialist areas include Mandarin, Music, Drama, Design, Visual Arts, Technology, Sciences and PE.

All arriving teachers participate in a school designed "EAL in the Mainstream" course and hiring is done with a priority on differentiation skills.

In the PYP Grades 1-5, language support is available for students whose English prevents them from fully accessing the curriculum. This is done via 30 minute daily ELL classes as well as one full time teacher per Grade level who supports language learning in the classrooms.

In the MYP, language support is available for students whose English level prevents them from fully accessing the curriculum (English B Phase 5 and below). These students often have an additional course titled English for Cognitive and Social Support (ECSS) in place of an additional language. Team teaching is scheduled in MYP Mathematics and in other areas of the school to enable the different needs of the students to be met.

Nevertheless, differentiated teaching is an area we are always working to improve. In school year 2014/15 student shadowing was used in the MYP/DP to explore the student experience and provide insight into the effectiveness of teaching methods. Different styles emerged and from this it was concluded that a greater emphasis on inquiry is needed. In addition to this NIS recognizes the need to prioritise Language Support for English Language Learners more effectively.

**Visitor Observations**

The school Vision is focused on inclusion. The school has made concerted efforts to promote a school environment and teaching practice that cater for the needs of all learners. The school created a newly redesigned Learning Support Services area and appointed a dedicated

	<p>Learning Support Services specialist for each area of the school. Different classroom physical environments are being explored and prototyped, such as the open plan combined K-2 classrooms, the removal of teachers' desks, a variety of student furniture and space in classrooms and outdoors. The Visitors saw students working alone and in groups in classes.</p> <p>Staff selection is done with a priority on differentiation skills and all new teachers participate in an "EAL in the Mainstream" course. Teachers receive training, support and resources throughout the year. Language support is available to students whose English prevents them from fully accessing the curriculum in both the PYP and MYP.</p> <p>In meetings with teachers and parents, the Visitors heard that there is a need for more in-class support and further clarity and training in differentiated teaching.</p>
<b>Suggested Actions</b>	<ol style="list-style-type: none"> <li>1. Clearly articulate the school's pedagogical approach to differentiation to assist teachers in meeting the needs of individual students and continue to provide in-class support and further professional development for teachers in differentiated instruction. (B6a)</li> </ol>

**STANDARD B7**

**The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.**

B7a

Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.

B7b

The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.

B7c

Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.

B7d

Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Arts materials, etc.).

B7e - Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).

B7f

Support staff members are assigned to assist teachers in those areas where it is appropriate.

B7g

Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.

B7h

IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.

**School's Prior Comments**

There is a well established one-to-one laptop program in the MYP/DP sections of the school which is now in its 8<sup>th</sup> year. To support this, IT integrators are available throughout the school, INSET and periodic mini-workshops are provided to support technology application and new students receive computer training.

This year the PYP extended the one-to-one laptop program into Grade 5 and a one-to-one iPad program into Grades 1-4.

There is a very well stocked library staffed by qualified teacher Librarians. The Librarians work closely with the class teachers to ensure that books and resources match the needs of the curriculum and effectively support teaching and learning. In addition to this the Library staff support the Personal Project in Grade 10 and the Extended Essay in Diploma. In the PYP the Teacher Librarians teach skill sets integrated into each unit. Teachers are supported with a current collection of Professional Literature and Parents with Home language texts and Parenting advice resources.

Class target sizes have been clearly defined with some flexibility built in to better serve the needs of the community.

In the PYP assignment of teachers reflects expertise. In the rare case where there is an inexperienced teacher (in a certain grade level or subject) they are supported by peers and the Subject Area Coordinator, as well as external PD. Each PYP classroom has one Teaching Assistant assigned to support learning.

Teachers are assigned to teach grades and subjects appropriate to their skills and experience. However, within the MYP/DP teachers are required to teach a wide range of grades and in some cases multiple subject areas. Many teachers teach across the MYP and the DP and in a few cases the PYP too.

**Visitor Observations**

Nanjing International School has invested a great deal in technology hardware. The school is well resourced with instructional technology

	<p>equipment and a wide range of professional support and training opportunities are available to allow teachers to make full use of it through INSET and mini-workshops. The Visitors witnessed the implementation of the one-to-one laptop and iPad programs in the PYP in classrooms, the Design Center, common areas and the library. There is a well-stocked library staffed by qualified teacher librarians who also work closely with teachers to provide support in all three IB programs.</p> <p>Teachers are assigned to teach a wide range of grades and subjects. The Visitors heard from various sources that some teachers expressed concern regarding the preparation time this entailed and questioned if it was the best way to utilize the skills and experiences of each faculty member.</p>
<p><b>Suggested Actions</b></p>	<p>1. The school is encouraged to review its teacher assignments and consider whether the skills and experiences of each faculty member are used most effectively. (B7a)</p>

**STANDARD B8**

**The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.**

B8a

Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.

B8b

Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.

B8c

Students demonstrate their learning through a variety of assessment models such as formal testing, self-assessment, peer review, projects, etc.

B8d

The school has processes for comparing and analysing its students' achievements with those of similar students elsewhere.

B8e

Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.

**School's Prior Comments**

There is an Assessment Policy in place at Nanjing International School, which outlines the importance of variety when assessing student learning. Assessment of the Student Learning Outcomes (SLOs) is done using defined criteria and rubrics according the MYP or DP programs. All the criteria used are made available to students prior to the assessment and parents also have access via Veracross or Atlas Rubicon. In PYP rubrics assessing understanding of the lines of inquiry are created by the teachers prior to starting a unit. Assessment of the SLOs is done via a range of assessments (see Assessment Policy).

A wide range of assessment models are encouraged throughout the PYP/MYP/DP. As a result, students find themselves creating a wide variety of products to display their learning. Some examples would be: discussions and interviews with teachers, a creative composition to music in PE, essay writing in English or History, investigations in Maths, learning an instrument in Music, making a power point presentation in Business Studies, creating a solution to a problem in Design using either software or other medium such as cardboard, wood or plastic and many many more.

International Schools Assessment (ISA) testing (Grades 3-10) and Statistical IB Diploma results reports are used to compare student achievement with similar students elsewhere.

As part of the New Professional Growth program which will be implemented this school year, there will be a new stress on student feedback as a means of improving teaching.

**Visitor Observations**

The Visitors saw evidence of the school encouraging a wide range of assessment models throughout the PYP, MYP and DP. All criteria used are made available to students and parents via Veracross or Atlas Rubicon. A wide variety of student work displaying learning was seen in classrooms and around the school. ISA and IB Diploma results are used to compare student achievement with similar students in other schools around the world. The school is implementing the New Professional Growth program with student feedback as a means of improving teaching. The Visitors heard from teachers that there is a need to use the results of student assessment in a formative way to effectively modify teaching and to improve learning.

**Suggested Actions**

1. Further refine and encourage the use of assessment data in a formative way to guide teaching and to improve student learning. (B8a)

**STANDARD B9**

**Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.**

B9a

Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.

B9b

The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.

B9c

There is evidence that current educational practice is considered in revising curriculum and instruction.

B9d

Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.

B9e

Curriculum revisions and changes are made in the context of an overarching curriculum plan.

**School's Prior Comments**

There is a curriculum review schedule in place and reflections are written by teachers at the end of each unit in Atlas Rubicon.

With respect to B9b, 'prototyping' is a strength of NIS as part of the development of the new strategy, written last year. To devise the strategy, a system of Design Thinking led by Ewan Macintosh, CEO of No Tosh, was used. Prototypes include; student shadowing by SACs and SET, Student Autonomy in Learning led by Paul Underwood in Grade 6, Math Voice and Choice led by Bob Cofer in Grade 9, a new literacy program led by Katie Ham in Grade 9, individual grade-level time schedules in the PYP allowing for co-teaching and co-planning, and co-teaching two K2 classes in one large room.

The new Strategic Goals have a clear focus on improving learning through student voice and choice, as does the shift to a new development-focused appraisal system.

NIS uses data from the ISA tests and the IB Diploma to inform student instruction but recognizes that more could be done to use this data effectively and is seeking ways to use this data to inform teachers about student achievement.

As a result of recent INSET and NIS hosted conferences, the school has embedded current pedagogy into its unit planners in PYP/MYP/DP. Ron Ritchhart's thinking routines for example, or Ewan Macintosh with Design Thinking.

**Visitor Observations**

It is clear that Atlas Rubicon allows teachers to reflect at the end of each unit and that there is a curriculum review schedule in place. The school encourages pilot curriculum innovations and explorations of new teaching strategies. This can be seen in the new strategy in allowing Student Shadowing, Student Autonomy in Learning, co-teaching and co-planning in the PYP and Student Voice and Choice.

The Visitors were able to confirm that the school encouraged pilot curriculum innovations and exploration of new teaching strategies. The Visitors also concurred with the school's comment that NIS uses data from ISA tests and the IB Diploma to inform student instruction. The school recognizes that more could be done to use this data effectively and is seeking ways to use this data to inform teachers about student achievement.

**Suggested Actions**

1. Further refine the use of assessment data to guide teaching and to improve student learning in the proposed new strategies. (B9b)

**STANDARD B10**

**The school shall have formal processes for recording, analysing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.**

B10a

The school has thorough and effective systems for tracking, analysing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.

B10b

The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.

B10c

The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analysed to support on-going student achievement.

B10d

Data gathered from graduates or past students is considered when determining the effectiveness of the school's program.

**School's Prior Comments**

There is a formal process for recording, analysing and reporting achievement. Reports are sent home to parents in Quarter 1, and at the end of each Semester. Three way conferences take place at three different times throughout the school year. A Student Led conference is held in Semester 2 and this year a Parent Led Conference also took place in August with the Student's Advisor or Homeroom teacher.

Communication with parents is achieved through a variety of means such as the weekly and daily bulletins, Veracross, the PTA coffee morning and specialist coffee mornings for information on such things as the Personal Project, IT or PYP Exhibition as well as PYP weekly class bulletins and emails.

In the PYP WIDA tests are being used across Grades 1-5 to assess, analyse and track ELL students who are currently in ELL and who have exited ELL within one year.

All test results are shared with the community in a variety of publications including the annual review the most recent being '2014; A Year at Nanjing International School'.

Data from external exams is used at program, department and individual teaching level to better learning, but this is an area that NIS may look to improve.

**Visitor Observations**

Parents expressed general satisfaction with communication from the school. There is a formal process for recording, analyzing and reporting student achievements. Reports are sent home to parents. "Communication with parents is achieved through a variety of means such as the weekly and daily bulletins, Veracross, the PTA coffee morning and specialist coffee mornings for information on such things as the Personal Project, IT or PYP Exhibition as well as PYP weekly class bulletins and emails." All test results are shared with the community in a variety of publications including the school yearbook called "A Year in Nanjing International School".

During meetings with parents, the Visitors heard comments that the school provided a warm and welcoming environment for both parents and students and was committed to promoting an effective communication process to foster a productive home-school partnership. They also indicated that there is a need for further strategizing to increase school/parent shared vision opportunities and foster more effective communication among various sections of the school.

**Suggested Actions**

1. Continue to strategize to increase parent/school shared vision opportunities and foster more effective communication among various

	sections of the school. (B10b)
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## SECTION C: GOVERNANCE AND LEADERSHIP

*Note: The term “governing body” includes any school ownership structure.*

<b>STANDARD C1</b>	
<p><b>The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.</b></p>	
<p>C1a The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission.</p> <p>C1b The governing body promotes strong ethical values and compliance through appropriate and effective oversight.</p> <p>C1c The governing body effectively measures the school's success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed.</p> <p>C1d The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.</p> <p>C1e The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.</p> <p>C1f The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration.</p>	
<b>School's Prior Comments</b>	<p>The Board is comprised of parents, a teacher and members of the Nanjing International School community.</p> <p>The Board is acutely aware of the mission which underpins the decision making process. The new Strategic Goals have been shaped by the school mission.</p> <p>The Board has a Governance Committee which seeks members of the community who have skills that would be useful to the functioning of the Board. In this way its membership is planned with thought given to recruitment. To cover for the Director's upcoming sabbatical year, the Deputy Director for Learning, will attend Board meetings this year to ensure continuity of leadership. The Board has made changes to its by-laws to enable it to appoint new members with a specific skill, when required. The Board has a low turnover of members. One term of office for an elected Board member is three years and two years for an appointed member, however, most members stay for more than three years.</p> <p>The Board works with an external trainer who runs workshops which include, orientation, exploring the role of the Board and interactions within the Board and annual goal-setting.</p>
<b>Visitor Observations</b>	<p>Nanjing International School is registered in China as a non-government organization. It is a not-for-profit school that is parent-owned and governed according to the Nanjing International School Articles of Association.</p> <p>The governing body of the school is the NIS Board, which is a formally constituted body. The Board is comprised of nine members with at least three parents of students enrolled at the school and two staff members who are non-voting members of the Board. It was very evident to the Visitors that the Board provides strong and effective direction, governance and oversight as well as support for the current and long-term life of the school. This has been facilitated by the continuity of Board membership and school leadership.</p>

	<p>The Board has formal structures in place in the form of two Standing Committees to ensure that it effectively meets its responsibilities. These include a Governance Committee responsible for the organization of Board affairs (including operational matters, overseeing strategic planning and annual self-evaluation) and a Finance Committee that is responsible for advising the Board on all matters related to the sound financial operation of the school.</p> <p>The Visitors are in agreement that the Board strongly drives the development and articulation of the school Vision and incorporates it into all its work, acting ethically and ensuring compliance at all times. The recent review of the Guiding Statements in 2011 was led by the Board. The Board also is involved in the development and approval of Financial Plans and the school budget. Careful consideration is given to Board recruitment and development. All elected members are voted onto the Board for a three-year term. The Board strives to be representative of the school community although it has had difficulty recruiting Korean parents who form the significant minority of the school community.</p> <p>Considerable importance is placed on the induction and ongoing education and training of Board members with the organization of annual Board retreats and employment of a professional trainer to lead Board training sessions. The current Board is so constituted as to effectively fulfil its duties that are clearly articulated and provide continuity. Effective plans and preparations are in place to cover the Director's absence while he takes sabbatical leave in 2016/2017. The Board conducts regular self-evaluation in the form of an online survey that includes a reflection on its success in putting its Vision into practice. The annual parent survey also provides parents with the opportunity to evaluate the Board's success in putting its Vision into practice. There do not appear to be formal structures for staff and students to provide feedback.</p> <p>The Board produces an Annual Report that is presented to the school community. Board minutes are published in the school newsletter. The Visitors commend the Board members for the commitment, energy and vision with which they approach their responsibilities and for providing strong and effective direction, governance and oversight of the school with commitment and energy to realize the school's vision.</p>
<p><b>Suggested Actions</b></p>	<p>1. The Board to consider developing measures to assess its success in achieving its Vision and objectives that include students and staff. (C1c)</p>

**STANDARD C2**

**There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.**

C2a

There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form.

C2b

There is a partnership between the governing body and head of school which recognizes that the effectiveness of the parties is interdependent.

C2c

The governing body and the head of school enjoy a positive, open, and mutually supportive relationship.

<b>School's Prior Comments</b>	<p>The Director and the Board Chair enjoy a positive relationship. They have worked together for the past 6 years. The Board Chair supports the Director publicly and privately and there is an open process for decision making. They have a scheduled weekly meeting.</p> <p>There are written roles set out for both the Board Chair and the Director in the Articles of Association.</p> <p>The Board and the Director have a very good working relationship with clear understanding of their roles and the need to work together effectively.</p>
<b>Visitor Observations</b>	<p>There is a clear delineation of responsibilities between the Board and the Director. The roles of the Director and the Board are explicitly stated in the school's Articles of Association. The Board and Director have a very clear understanding of their respective functions. It was very evident to the Visitors that the Director has a positive, constructive and effective working relationship with the Board. This has been enhanced by the long-standing working relationship between the Chair of the Board and the Director that is based on mutual respect, open channels of communication and shared commitment to achieving the school's Vision and objectives.</p>
<b>Suggested Actions</b>	<p>None at this stage.</p>

**STANDARD C3**

**The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.**

C3a

The governing body has developed a clear, written job description for the head of school.

C3b

The head of school provides leadership for the total school program.

C3c

The head of school sets educational priorities and outlines funding implications for submission to the governing body.

C3d

The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.

C3e

The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.

C3f

The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school's mission and objectives.

**School's Prior Comments**

The Director takes full responsibility for the management of the school, including recruitment, curriculum, staffing and facilities. The Director is the only representative member of staff who works directly with the Board. The Board decides on the mission, makes policy decisions, has fiduciary responsibility and plans the strategic future vision of the school.

The annual Budget is created by the School Leadership Team and submitted to the Board in November. The Board then looks at meeting fiscal stability through fee rate increases or overall budget limits.

There is a clear leadership structure in place at Nanjing International School. The school leadership responds to the need for change as evidenced by the current committee to examine the role of the Subject Area Coordinators. With the Director taking a sabbatical in the school year 2016/17, planning has already been put into place for the Deputy Director for Learning, to replace him.

The Director redesigned the Senior Education Team two years ago to better meet the school's mission by altering the roles of the Diploma and Middle Years Coordinators to improve student transition into Grade 11.

**Visitor Observations**

It was evident to the Visitors that the Director is the leader of the school with clear authority to manage day-to-day operations as well as to identify and set educational priorities. The school Board and Principal have clearly defined roles. The job description of the school Director and the role of the Board are outlined in the school's Articles of Association.

There is a clear organizational structure that covers all aspects of school operations. Roles are clearly delineated and articulated in written role descriptions. The leadership structure provides delegated authority and responsibility that allows effective management of the school. The leadership team works together effectively and is responsive to needs and changing circumstances so as to best meet the needs of students and families in keeping with the school's Vision.

The Visitors commend the Director on his strong and effective leadership and management of the school according to the principles that underpin the school's Vision. It was clear to the Visitors that he is held in high regard and enjoys the support of all constituent groups of the school community.

**Suggested Actions**

None at this stage.

**STANDARD C4**

**The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.**

C4a

The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations.

C4b

The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction.

C4c

In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.

C4d

An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them.

C4e

Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness.

C4f

Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal.

**School's Prior Comments**

The Mission and Strategic Policies and the Articles of Association both contain the clearly formulated written policies and practices. In August 2015 a new code of conduct was introduced and signed by all members of staff to improve the school's safety procedures and to protect students.

During the school year 2014/15 strategic planning was undertaken involving the whole community but under the direction of the Board. From this, clear goals were set and further planning for their implementation has been scheduled for the current school year.

In accordance with indicator C4c, each Board member has signed a conflict of interest statement and a confidentiality clause.

The Director and all members of the School Leadership Team have an annual appraisal. The Board conducts a self-appraisal process.

**Visitor Observations**

Board discussions and decisions are based upon alignment with the school Vision and guided by the NIS Articles of Association. Board members recognize that they have the responsibility to maintain a highly effective school program that meets the educational, social and emotional needs of a diverse student population, while managing the budget through prioritization of expenditures. The Board is very aware of its priorities and engages continuously in strategic thinking. The Board puts the interest of the school above all other considerations and measures are in place to ensure this happens. The Board is appropriately transparent in its communications with the school community. It produces an Annual Report that is presented to the school community. Board minutes are published in the school newsletter. Appraisals of the Director and self-appraisal of the Board are conducted on an annual basis.

**Suggested Actions**

None at this stage.

**STANDARD C5**

**The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.**

C5a

There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future.

C5b

The school has educational and financial plans for the short, medium and long term which are tied to the school's mission.

C5c

Financial considerations and required expertise are incorporated into the governing body's vision and plans for the school.

C5d

The school's educational and financial plans are appropriately communicated to the school community.

**School's Prior Comments**

The Senior Leadership Team, in particular the Deputy Director – Operations and Finance, create long and short term financial plans to ensure the full implementation of the mission. Deficit reduction plans have been made and adhered to which have included trimming the budget and discussion about how long to run the present operational deficit. One strategy that is being used to reduce the budget deficit, is a stronger oversight on purchasing and improved tracking of school resources to better employ existing funds.

Regular meetings are held with the Faculty, led by the Deputy Director – Operations and Finance, at which the financial plans and position of the school are shared and explained.

The school has a yearly audit; annual budgetary information is available to the community; there is an annual AGM for parents and the Board is able to appoint a member with financial expertise should the need arise.

Nevertheless, the school is mindful of the results of the Parent Survey conducted in 2015 in which only 73% of parents responded that they understood the role of the Board.

The Board is flexible enough in its structure to respond to the changing demographics of the school. However, there is currently no Korean member on the Board despite 30% of the students being from Korea.

**Visitor Observations**

The school has educational and financial plans that are aligned to the school's Vision and that address short-, medium- and long-term issues. The school currently has a loan contract with the Bank of Jiangsu and is meeting its debt repayments. School income is generated by tuition fees. Due to decreasing student enrolments, the school has been operating a deficit budget over the past two years. It currently is being managed with stronger oversight and reduced spending. The school is encouraged to develop new strategies and a marketing plan in the event that student enrolment decline continues as a result of the economic climate in China and increased competition from other schools. The Visitors commend Nanjing International School for endeavoring to maintain all learning programs and activities while faced with financial challenges.

The Board has overall responsibility for the school budget. The Director directs the preparation and implementation of the budget with the support of the Senior Leadership Team. The budget aligns with the operational plans of departments and faculties to ensure educational needs are at the forefront of all efforts. A full financial audit takes place annually. Operating reserves are maintained at 20%.

	<p>Monthly financial statements are reported at Board meetings and an Annual Financial Report is presented at the school's Annual General Meeting. However, the results of parent surveys indicate that a significant percentage of parents are unclear about the role of the Board.</p>
<p><b>Suggested Actions</b></p>	<p>1. Ensure that financial planning addresses the deficit budget and threat of declining enrolments. (C5a)</p>

**SECTION D  
FACULTY AND SUPPORT STAFF**

<b>STANDARD D1</b>	
<p><b>The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programs, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.</b></p>	
<p>D1a Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.</p> <p>D1b The teacher-student ratio reflects the size of classrooms, instructional practices, program requirements and the school's mission in order to foster personalized and meaningful learning experiences for students.</p> <p>D1c The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.</p> <p>D1d The head of school or his/her designees assign workloads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.</p> <p>D1e There are procedures in place for reviewing regularly the alignment between personnel competencies and program needs to ensure that the school can implement programs and services in support of fulfilling the mission and objectives.</p>	
<b>School's Prior Comments</b>	<p>The school is generously staffed, which allows the teacher to student ratio to remain low. The average teacher-student ratio for 2014-2015 year was 1:7.40. This number does not include the teaching assistants nor learning assistants. Support personnel for English Language Learners and students with special needs are adequate.</p> <p>For the past several years, in addition to the Director, other members of the Senior Leadership and Education Teams have been actively involved in recruiting and hiring teachers. The school has a screening process for recruiting faculty and support staff to ensure that they are well-qualified and of sound character. All overseas faculty members have teaching qualifications. Overseas teachers are primarily hired at international recruitment fairs. Teachers have also been hired locally through interviews. Two teaching assistants are currently in process of completing their certification. In accordance with school policy, overseas staff are required to submit a police clearance certificate from their home country, as well as from the previous country they worked in. For all host country support staff, background checks are carried out. A new Code of Conduct (June 2015) for all NIS Personnel has been implemented.</p> <p>As an inclusive school, all teachers and support staff have bought-in to the school's mission statement, which includes the challenges of working with students with learning differences as well as making it a professional responsibility to collaboratively find appropriate and effective ways to enable all students to access the mainstream curriculum.</p>
<b>Visitor Observations</b>	<p>The Board delegates to the Director the responsibility of recruitment, retention and termination of staff and faculty. Staffing is determined by the Senior Leadership Team and aligned with the school's Guiding Statements. The Director and senior staff are involved in the recruitment and selection of staff. Clear recruiting processes and procedures are in place and are managed by the Human Resources Manager. The school has a clearly structured leadership framework that has recently been reviewed and amended to better support the school's Vision. All staff are suitably qualified and assigned to appropriate duties and professional responsibilities. It was</p>



	<p>evident to the Visitors that the school seeks to employ highly qualified and capable staff. Discussions with staff during the visit indicated general satisfaction with the workload, resulting in high staff morale and low staff turnover.</p> <p>The Senior Leadership Team has procedures in place to review the alignment between personnel competencies and program needs that is vision-driven. The Visitors noted that there was some dissatisfaction with the wide age range of students that some teachers were required to teach although it was not clear to the Visitors how many staff were affected or felt this way. It was apparent during the visit that the low teacher-student ratio together with the spacious learning areas and resources strongly support and foster positive learning experiences for students that are personalized and meaningful.</p> <p>The school has screening processes in place for all local and international staff that include background police checks. In the case of international staff, a police clearance is required from their home country and the last country of employment. As many staff have worked in a number of countries, the school is encouraged to consider extending the requirement for a police clearance from every country where a staff member has worked. The staff of outsourced services also are required to have background checks. All staff are required to comply with the School Code of Conduct and sign a declaration to that effect.</p>
<b>Suggested Actions</b>	<ol style="list-style-type: none"> <li>1. Consider extending the staff screening process to include all countries in which a staff member has worked. (D1a)</li> </ol>

**STANDARD D2**

**Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.**

D2a

Teachers utilize methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to reach their full potential.

D2b

Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.

D2c

Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students' engagement in their learning.

D2d

Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.

**School's Prior Comments**

The school's mission is posted around the school including in the classrooms. It is also available in over 30 languages. Our commitment to personal excellence is evident in the structure and design of our Professional Development Policy; teachers are supported, and required, to stay abreast of best practices and approaches in education in order to differentiate for all students. Both on-site and off-site conferences and workshops are available. In the past two years a Professional Learning Community was established with all Faculty and support staff involved in Professional Learning Teams. Based on the feedback from this initiative and the work of an appraisal committee this has been developed into a new Professional Growth Program set for roll out later this year. More collaborative planning time has also been built into the PYP timetable while after school sessions have become a time for in-house Professional Development. In addition to fulfilling the Chinese Government's criteria for an Expert Card/Work Visa, all NIS Personnel have signed, and are therefore required to abide by, the school's new Code of Conduct.

**Visitor Observations**

There are high levels of duty of care and support for students from the teaching, support and administrative staff. This is reflected in the high level of engagement of students as evidenced from classroom observations and positive interactions between students and staff that were observed by the Visitors. During discussions with the Visitors, student representatives were strong in their agreement that their teachers encourage, challenge and support them to achieve their potential in line with the school Vision, citing examples of ways that teachers help them to achieve personal excellence. The student representatives were of the opinion that teachers are aware of their individual learning needs and preferences and strive to accommodate them. The school maintains a focus on differentiation although discussions with teachers revealed that the school needed to provide more clarity about expectations in regards to differentiation.

It was clear to the Visitors that students and teachers enjoy positive, constructive relationships that are conducive to learning and based on mutual respect. The Visitors saw evidence of strong collegiality and camaraderie amongst staff. The school is strongly committed to ongoing staff professional learning by providing a generous number of internal and external professional development opportunities aligned with the school Vision. There are clear transparent structures and procedures in place to support the staff professional learning program.

The school complies with all statutes and regulations and explicitly states expectations for staff behavior in the form of a Code of Conduct that all staff are required to adhere to and sign. The staff appraisal process intends to ensure that teachers remain current and at the forefront of educational practice, and to maintain very high expectations for learning

	and teaching. It was apparent to the Visitors during discussions with teachers that there was some lack of clarity about the new staff appraisal process. (Refer to D5)
<b>Suggested Actions</b>	1. Continue to focus on differentiation as part of the school professional development program to develop teachers' understanding and skills in meeting the needs of individual students so they can reach their full potential. (D2a)

**STANDARD D3**

**All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.**

D3a

The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.

D3b

The school makes clear the factors which are taken into account in determining each employee's remuneration.

D3c

Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.

D3d

There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.

D3e

Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.

**School's Prior Comments**

NIS Faculty and support staff are provided with a written copy of their contract, which details specifics such as compensation, benefits, roles and responsibilities and conditions of termination. NIS offers a competitive salary and benefits package to overseas hired teachers, which is comparable to other international schools in the region. A blank overseas contract is available on the school's website. NIS offers a signing bonus to overseas teachers who wish to renew a 2-year contract. All NIS employees receive a Chinese Social Security package in line with Chinese law.

**Visitor Observations**

The school has a clear set of employment procedures and provides all staff with a written employment contract that states all relevant details and terms of employment. Employment contracts for teachers are generally of three years duration. An attractive and competitive compensation package is offered to staff that has enabled the school to recruit and retain high quality staff assisting with staff retention. This is reflected in the staff turnover rate of approximately 15% per annum compared to 30% turnover of the student population. This is no doubt assisted by the outstanding school facilities and low student-teacher ratios.

The school is commended for its pastoral care of staff and the compassion and high level of support provided to staff during personally difficult times. It was very clear to the Visitors that the school values and supports the staff beyond its contractual obligations. The school has generously maintained compensation packages for staff recently affected by the restructuring of positions. Discussions with staff indicated that they are very satisfied with their employment packages. Staff stated to the Visitors that they were aware of procedures for appeals. The Visitors did not determine during the visit what factors were taken into consideration in determining each employee's remuneration.

**Suggested Actions**

None at this stage.

**STANDARD D4**

**Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.**

D4a

School policies include:

- i. a statement on non-discrimination
- ii. recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students
- iii. procedures on recruitment, appointment, compensation and benefits, promotion and retirement
- iv. clearly stated expectations for faculty and staff behaviour
- v. a commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors.

D4b

Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement.

D4c

Policies and practices foster efficient and effective performance and enhanced morale among all employees.

<b>School's Prior Comments</b>	Faculty and support staff have electronic access to a handbook, which details all school policies and procedures. The Personnel Handbook was also reviewed last Spring 2015. Job descriptions are a part of the contracts signed by the faculty and support staff. It is noted that Job Descriptions need to be updated in a more systematic manner through the Human Resource office. On the school website, a document entitled, "30 things to know about NIS" is a summary of the expectations for NIS faculty and support staff. Also on the website are the school's Strategic Policies, which serve as the Guiding Statements of the school.
<b>Visitor Observations</b>	The school has a comprehensive staff induction program that helps new staff to settle into Nanjing as well as the school. Induction processes at the school are considered effective, although the induction process does not appear to be as comprehensive on the rare occasions when staff members join the school during the course of the year. The Personnel Handbook provides relevant information regarding essential policies and practices applicable to Nanjing International School and is updated regularly. It was apparent during the visit, both through discussion and observation, that staff morale is high. Staff social activities are frequently organized and well supported. A staff representative is chosen each year to present on behalf of the staff any staff concerns or matters to the school Director.
<b>Suggested Actions</b>	None at this stage.

**STANDARD D5**

**There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a program of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.**

D5a

The school utilizes an effective performance appraisal system for all categories of faculty and support staff.

D5b

Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.

D5c

Employees have the opportunity to discuss and appeal against any aspect of the appraisal.

D5d

Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.

D5e

The school provides a program of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.

**School's Prior Comments**

The rationale for appraisal at NIS is to ensure the active and continuing involvement of all faculty and support staff in improving student learning, providing opportunities for self-analysis and self-development and ensuring a continually improving "learning community". The current appraisal system for the teaching Faculty is clearly laid out in the Appraisal Handbook. Appraisal is not limited to classroom visits but also feedback from colleagues and students where possible. An appraisal committee reviewed the appraisal policy and following this, in 2013, Professional Learning Teams were implemented with the involvement of all faculty and support staff. This was reviewed again in the school year 2014/15 and the resulting Professional Growth Plan will be implemented later in the current school year.

Professional Development applications once completed are sent to the PD committee for review. The goal of the PD must be first and foremost improvement of student achievement.

**Visitor Observations**

It was evident to the Visitors that the school places importance on performance management of both faculty and support staff. Appraisal policies and practices are outlined in the Appraisal Handbook. There was evidence that performance expectations inform the professional development program.

The school is strongly committed to ongoing staff professional learning by providing a generous number of internal and external professional development opportunities aligned with the school Vision. There are clear transparent structures and procedures in place to support the staff professional learning program.

The staff appraisal process aims to ensure the active and continuing involvement of all faculty and support staff in improving student learning, providing opportunities for self-analysis and self-development and ensuring a continually improving "learning community". However, discussions with teachers indicated that due to recent changes to the appraisal system there was some lack of clarity about the new staff appraisal process and Professional Learning Teams. There is good awareness among staff of channels of appeal.

**Suggested Actions**

1. Develop measures to determine staff awareness and understanding of the new appraisal model. (D5a)
2. Analyze the effectiveness of Professional Learning Teams and utilize the results to re-inform the program. (D5e)

**SECTION E  
ACCESS TO TEACHING AND LEARNING**

**STANDARD E1**

**There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programs.**

E1a

As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programs.

E1b

The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programs.

E1c

On-going assessment procedures monitor the extent to which any given student is benefiting from school programs, and effective procedures are used to inform school and parent decisions about continued enrolment.

**School's Prior Comments**

The Admissions process at NIS requires all prospective parents to complete a Prospective Family Preliminary Information Form during their initial visit to the school. The form explicitly requests from parents, information about any special learning needs of their child/ren. Learning needs in students can be a sensitive topic for some cultures and nationalities, therefore, the Admissions staff encourage open discussions with parents about the school Mission, which exemplifies the inclusive status at NIS. Approximately 80% of prospective families visit the school in person prior to commencing the application process.

The Admissions page of the school website states that parents must disclose any learning needs in advance, and adds that in exceptional instances NIS may not be the appropriate school for their child. School reports from all incoming students are a requirement. The admissions process facilitates information regarding Individual Education Plans, as well as any accommodations or modifications that have been made to cater to the learning needs of prospective students. The numbers of students with Learning Support issues in each grade is monitored by the Deputy Director - Learning. Admissions are alerted if the number approaches the school stipulated quota, as this information is reviewed when applications are considered. If necessary, the Deputy Director - Learning and the Learning Support Team are alerted with requests for additional information and face-to-face meetings are arranged. In these situations, the Admissions department ensures that prospective parents submit IEP's or medical reports before the application is taken to the Deputy Director – Learning.

In general, the Admissions department is satisfied with the present admissions process. However, an area for improvement could be to have insurance against false applications by families as some fail to make full disclosure about their child's learning needs. Similarly, some prospective parents indicate that there may be other issues (behaviour; social-emotional) that need further investigation, which lead to these situations being dealt with internally by faculty.

**Visitor Observations**

During the initial visit to the school, parents are required to complete a Prospective Family Preliminary Information Form to provide information about their children's abilities and needs, including IEP information for those requiring additional support. The Deputy Director of Learning monitors the number of students with Learning Support needs in each grade.

The Admissions Policy is clear and the admissions department is satisfied

	<p>with the process. Parents also expressed satisfaction with the process. Following discussions with various constituents, the Visitors concur with the school's comment that "an area for improvement could be to have insurance against false applications by families as some fail to make full disclosure about their child's learning needs. Similarly, some prospective parents indicate that there may be other issues (behavior; social-emotional) that need further investigation, which lead to these situations being dealt with internally by faculty. The school provides excellent services to the students once they are admitted to Nanjing International School.</p>
<p><b>Suggested Actions</b></p>	<p>1. Continue to develop the school's admission screening process to ensure accurate information is received about students with learning needs. (E1a)</p>



**STANDARD E2**

**Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programs that are delivered by suitably qualified personnel.**

E2a

The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.

E2b

The school uses student data as part of the regular evaluation of the effectiveness of the learning support program.

E2c

Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.

E2d

The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.

E2e

Learning support services function as an integrated part of the school's program with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.

**School's Prior Comments**

In respect to E2a, NIS ascertains that all teachers have the appropriate qualifications and experience necessary for the teaching role for which they are hired. NIS has three full-time, and two part-time learning support teachers for a current school population of approx. 670; about 40 of whom receive a range of push-in and pull-out support (Tier 1 and Tier 2). The school also employs two full-time parent funded learning assistants for two Tier 3 students.

NIS uses student data from a range of sources, including report cards, anecdotal data, Probes in PYP, ELL diagnostic tests, G10 moderation scores, DP scores, WIDA for ELL students in PYP, and ISAs in Grades 3-10 to evaluate and scaffold student learning. The school has also introduced a range of screeners this academic year to further enhance targeted areas. Last year, NIS used reports from the end of Semester One in a collation process to help inform tier changes. The Learning Support Department (LSS) works closely with Admissions to help new and exiting students and their families transition in and out of school. The Human Resources department has created specific programs for both expatriate and local school staff to support their transition in and out of the school.

The LSS team has a range of rooms in a new, purpose-built area of the school to support their students. The LSS team liaises with teachers about student needs, accommodations, and modifications. This year, the LSS team has introduced sensory groups to help students in Grade 1 develop fine and gross motor abilities. They offer strategies instruction classes for students in Grades 6-10 that need additional support with organization and self-management in the MYP and team members lead Child Studies as required. A weekly Homework Club on Monday afternoons has also been created, with English, Maths, Science and Humanities teachers in attendance on a rotational basis.

NIS is in the early stages of setting up a sustainable relationship with *Olivia's Place* (based in Shanghai) in order to provide Speech-Language therapy to a range of identified students. The first session of collaboration took place this year at the end of August. LSS communicate with International SOS and Global Doctor, and evaluate the services available in Nanjing for both native and non-native English speakers.

In line with the school Mission, teachers are expected to differentiate their pedagogy to meet a wide range of learning needs. Teachers follow the clearly articulated referral process additional support or student referral is required. During the August pre-school INSET, the LSS team facilitated a

	<p>“Learning Support” mini-conference run by both internal staff and external providers. At the end of the school year, LSS teachers prepare a “Student Profile” for all LSS students, which is shared with all relevant teachers in August of the following year to prepare for their learning needs.</p> <p>Recent strengths and improvements are seen in the number of LSS staff, as it doubled from 2013-14 to 2014-15, and 2015-2016 a further part-time staff member was added to the team to focus primarily on Diploma students. The design of a purpose built LSS area, including a Speech-Language room and Occupational Therapy space opened in August 2015. The department has developed a LSS Handbook and a streamlined referral process. As of August 2015, all LSS students are now immediately identifiable in Veracross.</p> <p>The development of a structured approach to the use of screeners and analysis is an area for improvement. Further, the streamlining of data collection and file updates for LSS students, as well as procedures for record keeping and parent meeting minutes could also be improved. NIS could also further develop a whole school understanding and use of the LSS handbook and the referral process. A clear leadership structure for the LSS/Counselling team, and clarity about relationship between ELL and LSS should also be considered as the school moves forward.</p>
<p><b>Visitor Observations</b></p>	<p>Based on the current school population with about 40 Tier 1, 2 and 3 students, the school has qualified and experienced personnel to provide well-developed support programs for students with learning needs. The Visitors verified that the number of LSS staff doubled in 2013-2014 and a part-time staff member was added to the team this year. The LSS team introduced sensory groups to help students in Grade 1 to develop fine and gross motor abilities; strategies instruction classes for students in Grade 6-10 that need additional support with organization and self-management; and a weekly Homework Club.</p> <p>The school is establishing a relationship with Olivia’s Place to provide Speech-language therapy to identified students. LSS teachers prepare a “Student Profile” for all LSS students that is shared with relevant teachers in August for the following year.</p> <p>After meeting with the teachers, the Visitors concurred with the school’s comment that although there is a LSS Handbook and a streamlined referral process, <i>“the development of a structured approach to the use of screeners and analysis is an area for improvement. NIS could also further develop a whole school understanding and use of the LSS handbook and the referral process. A clear leadership structure for the LSS/Counselling team, and clarity about relationship between ELL and LSS should also be considered as the school moves forward.”</i></p>
<p><b>Suggested Actions</b></p>	<p>1. The school is encouraged to further develop a structured approach for the whole school to understand the use of the LSS handbook, the referral process, and the relationship between ELL and LSS. (E2c)</p>

**STANDARD E3**

**Effective language support programs shall assist learners to access the school's formal curriculum and other activities.**

E3a

Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programs delivered by qualified teachers.

E3b

All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.

E3c

The school provides sufficient personnel and other resources to support student language needs.

E3d

The school encourages parents to continue development of the student's home language(s).

**School's Prior Comments**

Students who need specialized support to access the curriculum in Grades 1 to 5 at NIS have ELL in class support. Identified MYP students have English for Cognitive and Social Success (ECSS) as timetabled lessons four times a week, and these lessons are run by teachers with specific experience in these areas.

At DP level, students are required to have a minimum level of English before commencing the program. This ensures they can access the curriculum. All staff attend the English for ESL Students in Mainstream Classes (otherwise known as ESL in the Mainstream) course at the beginning of their contract, and this requirement is written into their contract. This course has been transformed this academic year, to make it more specific to NIS and allow teachers immediate strategies to implement in their classrooms. It is suggested that the ECSS program, and ELL for learners in MYP and DP is reviewed; currently, there is a general feeling that ECSS and teacher PD do not adequately support the learning needs of these students.

In the promotion of acquisition, literacy and fluency in the major home language groups identified within NIS, the library has a collection of fiction and non-fiction books from 12 different languages for both students of all ages and parents. The school has first language German A, Korean A (the largest non English language groups in the school) and Mandarin A lessons in MYP and DP.

The school offers its premises at the weekend for different language groups to conduct home language and culture classes. Currently, Saturday Korean, Japanese and Malay take place for three hours in the morning. The school used to have in-class ELL support for MYP classes (mainly Humanities and Science). As the proportion of English A/English A equivalent students rose, this support was withdrawn. However, it is recommended that this is re-considered.

**Visitor Observations**

Nanjing International School provides ELL in-class support to students with specialist teachers in Grades 1 to 5. MYP students with ECSS are provided with lessons four times a week with teachers experienced in these areas. However, *“it is suggested that the ECSS program, and ELL for learners in MYP and DP should be reviewed. Currently, there is a general feeling that ECSS and teacher PD do not adequately support the learning needs of these students.”* The school offers first language German A and Korean A (the largest non-English language groups in the school) and Mandarin A lessons in MYP and DP. The Visitors found that the library provides a variety of collection of books in 12 different languages for students of all ages as well as parents with scope for further development. Different language groups conduct home language and culture classes at NIS on weekends.

**Suggested Actions**

1. Review the school's ECSS program for ELL learners in MYP and DP

	<p>in light of Standard E3 to further develop the Language Support Program for language learners. (E3a)</p> <p>2. Continue to build the school's collection of resources to support mother tongue development. (E3c)</p>
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**STANDARD E4**

**The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.**

E4a

Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.

E4b

Counselling and advisory programs are supported by clearly documented policies and procedures to ensure that community members understand the scope of programs as well as the manner in which to access services.

E4c

The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.

E4d

Counselling and advisory program records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.

E4e

The school regularly evaluates the effectiveness of its counselling/advisory programs, taking into consideration student profile and achievement data.

**School's Prior Comments**

Nanjing International School has two Counsellors. One has responsibility for all grade levels up to Grade 8 and the other specialises in Grades 9-12.

Nanjing International School has a High School Counsellor with responsibility for students in Grades 9-12. As part of his role, he provides advice and guidance to students about their future after they leave NIS. The Counsellor advises students during the Life 101 sessions, during the extended advisory period, through the junior interview with all Grade 11 students and their parents, and on a one to one basis. To support this the school uses Naviance to track and record college applications and to give advice and suggestions to students in the lower grades.

In the Grade 10 Life 101, advisory teachers also work with students to consider their future beyond NIS and to assist in the choices they will make at Diploma level and for their work experience week.

**Visitor Observations**

A Counsellor provides social and emotional counselling for students in Grades 1-8. A High School Counsellor for Grades 9-12 is available to provide career guidance and advice during Life 101 sessions. He also provides pastoral care and counselling. Advisory teachers in Grade 10 provide advice to students in Life 101 sessions. The school uses Naviance to track and record college applications and give advice to students.

During interviews with counsellors, teachers, students and parents, the Visitors heard of the need for more career, personal and tertiary guidance for students.

**Suggested Actions**

1. The school is encouraged to review the scope and capacity of the pastoral care program in terms of academic, personal, career and tertiary matters to effectively support students' future development and achievement. (E4a)

**STANDARD E5**

**The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.**

E5a

The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.

E5b

The school's programs, services and environment encourage the adoption of healthy life style choices.

E5c

The school facilitates for its community an awareness and understanding of local health services, local health requirements and potential health concerns.

E5d

The school assists its community in understanding and responding to potential health hazards in the local and wider community.

**School's Prior Comments**

NIS is a non-smoking campus. The school has a First Aid clinic, employing a full-time registered nurse. NIS has a corporate membership with the International SOS (ISOS) Assistance Centre, and membership access with the ISOS clinic in Nanjing. All employees are encouraged to complete a first aid course, offered free of charge to staff on an annual basis. Membership with ISOS provides NIS with assistance during school sponsored activities on site. As part of the provision of health insurance, employees on overseas contracts receive the opportunity to participate in the Vitality Wellness Program, and NIS encourages the expatriate staff to complete an annual, free of charge health check covered within the premium.

A First Aid box is taken on every field trip as part of the Field Trip Procedure at NIS. This First Aid box is maintained by the School Nurse and, as well as in the generic form, is comprised of First Aid supplies specific to the type of trip being undertaken. There are first aid kits available to all activity leaders and all sports coaches have been provided with information on emergency action in the case of an accident. For off-site activities a Risk Assessment Form is completed and carried by the trip chaperones. In addition, an Accident Flow Chart is used and all chaperones carry emergency contact details and medical information of all the students on the trip. One chaperone will also carry a first aid kit on every trip.

For improvement, it could be argued that all activity leaders should be trained in emergency first aid. At present this is offered, but is voluntary. It could also be argued that a qualified nurse or first aid trained person be on-site at all times whilst activities for students are taking place. This would mean someone be on-site until 6pm each day and possibly also at weekends.

NIS has made provisions to offer two areas of service in the cafeteria with a variety of choices, which include a minimum of two vegetarian options for lunch and a salad bar. Drinking water fountains are provided throughout the school. Students of all ages are encouraged to use the school premises and facilities, and the NIS community has access to the school gym at specified times, as well as Community Activities in the Centre, such as yoga, Chinese lessons and Parent groups. The school swimming pool is open to the community in the mornings and afternoons out of school hours, along with Saturday mornings.

The school provides a wide range of activities for the students and the community. This is provided through After School Activities, Athletics Activities and Community Activities. For improvement, it could be argued that there needs to be a more coordinated approach to physical activities across all the programs to ensure there is balance, no gaps and minimal

	<p>overlap.</p> <p>At the beginning of each school year, new staff and their families visit the local medical health services during the Orientation period. Service provides from ISOS and Ping An conduct a presentation for all staff during August INSET, and provide updated information on their services. NIS offers billing arrangements to staff members and the families with the local clinics, and communicate any potential health concerns through the daily bulletin and weekly staff briefings. NIS updates the community on the air quality and the provisions that have been implemented in school. NIS maintains a filtration system and regularly checks the indoor and outdoor air quality.</p> <p>Areas for improvement in this area could include:</p> <ul style="list-style-type: none"> <li>• Students encouraged to wear sun hats during hot weather, particularly in the PYP (No Hat, No Play).</li> <li>• The opportunity to offer Diploma Students First Aid training</li> <li>• More awareness for students and their families about road and traffic safety.</li> </ul> <p>The Counsellors review and update the Life101 Program regularly, ensuring that it meets the perceived needs of the student body. Specific lessons target a range of health issues, from diet and exercise, through to mental health issues, substance abuse and sexuality-related health. An annual visit from FCD also provides a strong element of this program. The High School Counsellor maintains a directory of Health Service Professionals operating in Shanghai, with whom community members may make contact.</p>
<p><b>Visitor Observations</b></p>	<p>Nanjing International School has a First Aid clinic on site to support students and staff that is staffed by a full-time registered local nurse. As a member of ISOS, NIS receives assistance during school-sponsored activities on site.</p> <p>A First Aid box is taken on every field trip and First Aid Kits are available for all activity leaders and sports coaches. All employees are encouraged to complete a first aid course. Visitors concurred with the school's recommendation <i>"for improvement, it could be argued that all activity leaders should be trained in emergency first aid. At present this is offered, but is voluntary. It could also be argued that a qualified nurse or first aid trained person be on-site at all times whilst activities for students are taking place. This would mean someone be on-site until 6pm each day and possibly also at weekends."</i></p> <p>The school provides healthy choices for school lunches and a wide range of activities for the students and the community. The Life 101 Program is being updated to include health issues, substance abuse, sexuality-related health and identity.</p>
<p><b>Suggested Actions</b></p>	<ol style="list-style-type: none"> <li>1. Review the Health Care Services on campus to ensure that the school provides adequate services to support students on the school premises and at school-sponsored activities off-site. (E5a)</li> <li>2. Consider offering first aid training to all activity leaders as part of the school professional development program. (E5a)</li> </ol>

**SECTION F  
SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING**

**STANDARD F1**

**A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.**

F1a

A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programs to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

F1b

The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.

F1c

School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.

F1d

Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.

F1e

The school celebrates students' efforts and achievements in meaningful and culturally sensitive ways.

F1f

Student, staff and parent information is treated with an appropriate degree of confidentiality.

**School's Prior Comments**

Within the broader framework of the NIS community, there are a number of diverse and complementary networks that support the learning environment. NIS continues to nurture a positive school culture in close partnership and collaboration with these different networks and organizations. Evidence of both self reflection and the practical manifestation of many of these partnerships within the school culture are detailed below.

NIS actively promotes a culture of shared responsibility for the social and emotional well-being and protection of it's students. This school year, 2015/16, NIS has introduced a new Advisory program in the MYP/DP sections of the school. Students are divided into small groups (usually 10 students) in mixed grade level Advisor Classes; Grades 6 - 9 and Grades 10 - 12 respectfully. Early feedback and experience suggests that this will further support the work by NIS to address awareness and prevention of issues appropriate to these age levels. Each grade level also has a *Life Skills 101* program, purposely designed and implemented by NIS teachers in close collaboration with the school's counsellor.

There are 2 full time counsellors at NIS, one covering Grades 9-12 and one covering Pre-K - Grade 8.

Each school year Freedom from Chemical Dependency (FCD) visits NIS. They deliver a specifically designed program regarding substance abuse & dependency. FCD present to students in all MYP & DP grade levels in separate grade level groupings. They also present to parents in an open forum parent meeting.

NIS is a diverse school community. In simple summary 58 % of NIS' students are from outside of Asia whilst 42 % of are from Asia. The faculty demographics also demonstrate a broad range of cultural background i.e. a faculty of 98 teachers come from 19 different countries. The average number of years teaching experience is 16 years.

NIS has a strong sense of community demonstrated in it's assembly culture. PYP and MYP/DP sections of the school have weekly (alternate)



	<p>assemblies to which parents are always welcome. The MYP/DP assemblies are hosted and led by NIS Student Council Representatives. Interdisciplinary units, Community &amp; Service projects, NIS Arts &amp; Sports achievements, Environmental projects are amongst the wealth of aspects of school life regularly celebrated within the assembly format.</p> <p>PYP also has weekly assemblies. These assemblies are also led by different grade levels and NIS students take active leadership roles within the assembly.</p> <p>NIS has a clearly defined approach towards awards. At the end of each semester there is a formal awards assembly to celebrate the academic achievement of our students for MYP/DP students</p> <p>NIS uses Veracross as it's central information portal. Parents and students can access assignments, information and can communicate through Veracross. Personal information is protected.</p>
<p><b>Visitor Observations</b></p>	<p>The Visitors witnessed a respectful and diverse school community. 58% of the students come from outside Asia while 42% are from Asia. A strong sense of community is evident at school assemblies that are hosted and led by Student Council representatives. Projects, INS arts and Sports achievements are celebrated. PYP students also take active roles during the weekly assembly.</p> <p>The school strives to promote a culture of shared responsibility for the learning, social and emotional well-being of its students. This has resulted in the introduction of a new advisory program with mixed grade level advisory classes for Grade 6-9 and Grade 10-12 to address issues appropriate to these age levels.</p> <p>During a meeting with student leaders representing PYP, MYP and DP, the Visitors noted the students' deep love of the school, their appreciation of the teachers and their pride in being a student of Nanjing International School. Students also showed their understanding of the school's Vision.</p>
<p><b>Suggested Actions</b></p>	<p>None at this stage.</p>

## STANDARD F2

**Effective communication processes shall foster a productive home-school partnership and a positive learning community.**

F2a

Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.

F2b

A “whole-school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.

F2c

The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.

F2d

Opportunities are provided for parents to learn about the school's educational aims, programs, and pedagogical approaches so that they can support student learning.

F2e

The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.

### **School's Prior Comments**

The Board consists of 9 members including the Director and one faculty member (non-voting.) The Board's meeting minutes are published to the school community in the weekly bulletin. During each school year there is an Annual General Meeting to which all parents and members of staff are invited. The agenda for this meeting is clearly defined in the Articles of Association. Parents can use this open forum for questions and deeper discussion.

NIS also has a particularly active PTA which is involved in many facets of the school's daily life. The PTA hosts many events and aspires to engage all NIS students across all grade levels. Once a month there is an open meeting to which all parents are invited and which the Director and other members of the School Leadership Team regularly attend.

NIS has organized a number of digital workshops for parents for a number of years. These meetings and workshops have focused on a number of issues related to digital citizenship.

NIS has three scheduled three way conferences each school year. In addition to this there is a parent led conference at which parents are encouraged to inform their children's advisors about themselves and their children, including a self assessment of their strengths and weaknesses and their goals for the new academic year. Towards the end of the school year NIS hosts a student led conference where students share their project work and portfolios with their parents. Each of these different events further foster a productive home-school partnership and demonstrate NIS' commitment to a positive learning community.

Every year NIS surveys it's parent body with a detailed review of it's design, structures and delivery. The results are published in the school bulletin and on the school website. The survey is produced in three languages (English, Korean and Mandarin) to allow parents greater access to express their opinions. The results have consistently demonstrated a high level of parent satisfaction in the school's facilities, organization and philosophy.

The NIS faculty is currently organized in departments that include

	<p>teachers of all grade levels. The MYP/DP and PYP meetings are prepared and organized by the respective Program Heads and encompass a broad range of self reflection and review work related to the further development and delivery of the NIS curriculum. A committee is currently reviewing this structure and researching possible ways to improve communication among various sections of the school.</p> <p>NIS provides a number of different opportunities for parents to learn about the school's educational aims, programs and pedagogical approaches to further support student learning. For example, the Grade 5 teaching team host a presentation for parents outlining the aims and expectation of the Grade 5 exhibition project. All MYP/DP parents are invited to Discover China (Trip Week) presentations where important and relevant information is presented to parents regarding their children's trip week activities, goals and expectations.</p>
<p><b>Visitor Observations</b></p>	<p>The school has formal processes for communication with the school community, including publishing minutes of Board meetings in the weekly bulletin, holding an Annual General Meeting, PTA meetings, monthly open meetings with the Director, three way conferences and the Annual Survey. These all help to build home-school partnerships and create a positive learning environment.</p> <p>During meetings with parents, the Visitors noted the extent that parents appreciated the school's leadership, the faculty, the school culture, and the education their children are receiving at the school. There is a strong sense of a home-school partnership. The school is open to parents during school hours and out of school hours. Many parents take advantage of this and use the school facilities and participate in school activities. The school is committed to promoting effective communication processes to foster a productive home-school partnership. In meetings with the school Board, teachers and parents, the Visitors realized that there is a need to reach out to Korean parents who represent 31% of the school's population. The school is working hard to do this with some encouraging results.</p>
<p><b>Suggested Actions</b></p>	<p>1. Develop additional strategies to reach out to Korean families and under-represented parent groups. (F2d)</p>

### STANDARD F3

**The school shall offer effective programs and activities which complement the formal curriculum in supporting the school's Guiding Statements.**

F3a

The development and delivery of the school's complementary programs demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.

F3b

The school actively supports the development of student leadership and encourages students to undertake service learning.

F3c

The school actively promotes and models global environmental awareness and responsibility across its community.

F3d

The school regularly evaluates its complementary programs to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.

#### **School's Prior Information**

During the previous school year (2014/15) NIS focused a great deal of time on the preparation and development of a new innovative strategy. This process included many opportunities for the parent body, students and NIS staff to reflect on our progress as a school and their perceived strengths and weaknesses. The Design Thinking consultant, Ewan McIntosh, worked closely with a Strategy Design team during this exhaustive process. Two concise strategic goals were the result of this design thinking process; *Burst the Bubble & Student Voice & Choice*. The strategic goal "*Burst the Bubble*" relates specifically to the perception that as an institution we may have a tendency to not engage with our host country and culture as much as we might. As NIS embarks upon its inquiry into this new strategic goal there appears to be many exciting avenues for investigation and project development.

The Community & Service Program is designed to complement the formal curriculum. There are a broad range of projects and activities offered as part of the After School Activities (ASA) Program for both our younger students up to our DP students.

NIS also is fully committed to its Discover China activity week from grades 6 - 12. Grade level groups visit different regions in China and take part in a very broad range of cultural and outdoor activities. There is a well-established Student Council, for which students from all sections of the school can stand as representatives.

The second of the school's strategic goals is *Student Voice & Choice*. The focus of this strategic goal encompasses a commitment to further develop student initiative and student responsibility both within the school itself and the wider context of our host country and as global citizens. This will include a more personalized look at curriculum design.

In 2015 NIS was awarded the LEED (Leadership in Energy and Environmental Design) Silver Certificate in recognition of the school's determination to create sustainable and environmentally friendly systems. This award was the result of a very long process of self-reflection, development and external accreditation by the US Green Schools and involved all members of our community.

The school has a commitment to environmental awareness within the curriculum throughout all grade levels. NIS has an active Eco Team, raising awareness and organizing events during the school year. The

	<p>central activity of this group's work is an Earth Hour celebration in March each year.</p>
<p><b>Visitor Observations</b></p>	<p>Two new strategies were launched this year. <i>Burst the Bubble</i> and <i>Student Voice and Choice</i>. The strategic goal <i>Burst the Bubble</i> relates specifically to the perception that there is more scope for the school to engage with the host country and culture. The focus of the second of the school's strategic goals, <i>Student Voice and Choice</i>, is to further develop student initiative and student responsibility as global citizens both within the school itself and the wider context of the host country. This will include a more personalized look at curriculum design.</p> <p>The Community and Service Program is designed to complement the formal curriculum. There is a broad range of projects and activities offered as part of the After School Activities (ASA) program for both younger and senior students. The Visitors concur with the school's prior comments and commend the school for continually seeking new ways to develop programs that complement the formal curriculum and support the school's Vision.</p> <p>The Student Council represents students from all sections of the school. Comments from the students indicated a sense of appreciation for the school's offering of programs and activities that complement the formal curriculum. They also take pride in leading activities in the school that provide opportunities for all students to meet their needs and interests and foster global citizenship.</p>
<p><b>Suggested Actions</b></p>	<ol style="list-style-type: none"> <li>1. Further develop the newly introduced strategies of <i>Burst the Bubble</i> and <i>Student Voice and Choice</i> to complement the formal curriculum and support the school's Vision. (F3a)</li> </ol>

**SECTION G  
OPERATIONAL SYSTEMS**

*Note: The term “governing body” includes any school ownership structure.*

<b>STANDARD G1</b>	
<p><b>The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school’s programs.</b></p>	
<p><b>G1a</b> The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school’s short and longer term financial health and which ensure appropriate allocation of funding.</p> <p><b>G1b</b> After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programs necessary to put the school’s Guiding Statements into practice in an effective way.</p> <p><b>G1c</b> Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.</p> <p><b>G1d</b> The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programs.</p> <p><b>G1e</b> Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.</p> <p><b>G1f</b> The insurance program is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.</p> <p><b>G1g</b> Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.</p> <p><b>G1h</b> An annual, external audit of the school’s finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.</p>	
<b>School’s Prior Comments</b>	<p>School finance operates according to Chinese regulations with the school paying all required taxes and having purchased insurance for all the relevant parties. An annual audit is conducted by an independent accounting firm - member of Deloitte Touche Tohmatsu and the audit report is available to all members of the Association of NIS before the Annual General Meeting. Monthly financial reports are reviewed by school Director and the Finance Committee of the Board.</p> <p>The Budget procedure starts at the beginning of each school year, and ends in May of the financial year, to make sure all the budgets are settled early enough to support the new school year in August. All the contributions to the budget are for educational purposes and are in full support of the students’ needs.</p> <p>The finance is open and transparent for the whole community. Whenever there is a tuition fee change, the Board Chair issues a letter to all families explaining the reason, and this usually happens half a year in advance.</p>
<b>Visitor Observations</b>	<p>The Visitors concur with the school’s prior comments. School budgets are aligned with the school’s Vision and regular monitoring and review of the budget takes place supported by understandable and adequate financial reports. The school currently has a loan contract with the Bank of Jiangsu and is meeting its debt repayments. A full financial audit takes place annually by a reputable accounting firm. The school makes considerable</p>

	efforts to comply with financial and legal requirements within a cultural context where financial regulatory obligations are not always consistent or clearly stated. The school currently is reviewing its insurance policy to ensure that it is comprehensive and provides adequate risk and liability coverage.
<b>Suggested Actions</b>	1. Continue to review the school insurance policy to ensure it is comprehensive and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body. (G1f)

**STANDARD G2**

**Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programs required to put the school's Guiding Statements into practice.**

G2a

The school's facilities/equipment provide for effective delivery of educational programs and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.

G2b

Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programs.

G2c

Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.

G2d

If the school admits handicapped students or personnel, all reasonable provision is made for them.

G2e

Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.

**School's Prior Comments**

The relevant school strategic policy is Strategic Policy D. The School's learning environment shall be safe, secure, healthy, environmentally sustainable and supportive of the School mission.

As part of the policy: 1. The school shall develop and maintain state-of-the-art facilities.

2. The school shall aspire to be an environmentally conscious campus through student community action and use of new and developing technologies.

After 11 years of construction and renovation, NIS now has a world class campus. As NIS is an inclusive school, all the facilities are accessible for those who are disabled or rehabilitating from injury which impacts their mobility. The classrooms are spacious and grouped according to grade levels or subject. The early years' playground is enclosed for the safety of the younger students. NIS has FIFA approved artificial turf for the soccer pitch, a 25m swimming pool, a toddler pool, a multi-gym and weights room, a dance studio and two double court Sports Halls to support the PE curriculum and the Athletics program. The newly built Design Centre provides an opportunity for delivering a variety of design, technology and art classes. The PAC (Performing Arts Centre) has a 558 seat auditorium, three music areas including practice room and black box theatre. The school has a purpose built learning support suite of classrooms and specialised areas. The school has six purpose built, high-end Science laboratories. The school has an air exchange and filter system to maintain low PM2.5 particle levels throughout the school making the air clean at the quality expected in hospitals. The school facility provides for the needs of the students and the effective delivery of the program.

There exists a whole school Apple platform to support teaching and learning. Students in Grades 1-4 are using 1:1 iPads. Students in Grades 5-12 use MacBooks as part of the 1:1 laptop program. Electronic white boards are installed in all the classrooms according to the average height of the student group. IT provides training sessions for staff, students and parents.

The school cleaners and maintenance team ensure a clean and sterile learning environment.

In terms of the areas for improvement, the school is looking at classroom



	furniture across the school.
<b>Visitor Observations</b>	<p>The Visitors were impressed with the attractive and purposefully designed school environment and outstanding school facilities and resources that are aligned with the school Vision. The school has succeeded in achieving its goal of creating state of the art facilities that are aesthetically pleasing, culturally sensitive and environmentally sustainable. The style of buildings reflects the local Chinese culture and the school's commitment to developing links with the local community. Learning spaces are spacious. Many administrative areas include glass walls that have been built deliberately to create a feeling of transparency and openness. External spaces also are extensive and include world class grass sporting areas, playground equipment and attractive garden settings that could possibly be enhanced with the provision of more shaded areas.</p> <p>The school provides a safe, secure and healthy learning environment that is appreciated by the whole school community and is accessible to people with physical disabilities. The school is commended for sharing its facilities with the school and local community in keeping with its Vision of inclusiveness.</p>
<b>Suggested Actions</b>	<ol style="list-style-type: none"> <li>1. The school is encouraged to consider whether additional outdoor shaded areas are required. (G2a)</li> </ol>

**STANDARD G3**

**The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.**

G3a

School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.

G3b

Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate.

G3c

An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved.

G3d

Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.

G3e

Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation.

G3f

Effective measures, including regular rehearsals, are in place to address emergencies requiring "safe haven/lock down".

G3g

The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.

**School's Prior Comments**

NIS puts safety as a priority. The school practices evacuation drills and lock down drills regularly, both on weekdays and weekends, to make sure everybody is familiar with the evacuation procedure. Also, a bulk SMS is sent at the beginning of each school year to provide another channel of message delivery in case of emergency.

The school regularly checks the fire detection and alarm systems, the flooding system, automatic sprinklers, fire pumps, etc. and issues a monthly report. The school has six science labs, and all the students are taught to follow clear safety instructions.

The school has an air exchange and filter system to maintain low PM2.5 particle levels throughout the school. The school checks the PM2.5 level in 18 different locations around school on a weekly basis, and shares the report with the whole community. There is a protocol for deciding when children are not allowed go outside.

School employees are expected to read carefully through the Code of Conduct before signing. The Code of Conduct was introduced this year.

**Visitor Observations**

Regular maintenance checks and works are carried out and regular weekly meetings are held to discuss maintenance issues. The school is commended for going beyond compliance with local government and health and safety requirements and striving to meet international safety standards and practices to ensure the safety and well-being of students, staff and visitors. Effective emergency evacuation and lockdown procedures are in place and these are practiced regularly. The school is commended for addressing the issue of air pollution in Nanjing by installing a highly effective air exchange and filter system and for monitoring air pollution levels. The school also is commended for attaining LEED certification, which reflects the school's commitment to following environmentally responsible practices.

**Suggested Actions**

None at this stage.

**STANDARD G4**

**The school shall provide or arrange for auxiliary services as required to support its declared objectives and programs, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.**

G4a

Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice.

G4b

Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – program continuity under exceptional circumstances.

G4c

Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured.

G4d

School premises are kept in an acceptably clean state at all times of the school day.

G4e

School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities program. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.

G4f

Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.

G4g

Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.

G4h

Support staff members and employees provided by contracted suppliers make a positive and well-appreciated contribution to school life.

**School's Prior Comments**

The school outsources bus, security and catering services. To ensure the safety of children on the road, all students should buckle up with seat belts and all the bus drivers and ayis are trained. The food service is run by Chartwells an international catering supplier. All the food is sourced through 'Metro' in Nanjing, which is a German company which has a local supermarket. The food service provider has an annual health and safety check.

A monthly lunch club meets and publishes its minutes and action plan for improvement. It consists of representatives of students, parents and staff who provide feedback and suggestions for improvement. The food providers all have their health checked and the school is inspected by the district health bureau.

In all school trips, parents are asked to sign the permission form, and trip leaders must submit a RAMS form to the Deputy Director for Learning before the trip is authorised. In addition, the nurse is consulted to check the health records of all students participating in the trip.

The school appreciates all the hard work done by Auxiliary service staff, and makes them feel they are a valued part of school. The guards and cleaners are interviewed and their short bios are published in the weekly bulletin. The PTA generously run a Support Staff Appreciation day, by providing food and giving gifts to all support staff. Each Chinese New Year there is a retreat party for all support staff.

**Visitor Observations**

It was evident to the Visitors that all facilities and services were of a very high standard. The school facilities are cleaned and maintained regularly and remain clean throughout the day. The Visitors saw evidence of them being cleaned during the school day. The Visitors were particularly impressed by the quality of the cafeteria facilities, cleanliness and

	<p>selection of food choices that included healthy options. Employees of the catering and bus company are based at the school, which facilitates liaison between the school and the companies providing outsourced services and helps to ensure high standards of health and safety set by the school for the well-being of students, staff and visitors. A separate road for school buses to pick up and collect students away from other traffic ensures the safety of students as they board and disembark from buses. Risk assessment measures are in place to ensure the safety and well-being of students on school trips. The school has provisions for crisis management, but further information is required to determine if they are adequate. In keeping with the school's Vision of an inclusive community, the school has a number of measures to show its appreciation of auxiliary staff and make them feel valued.</p>
<p><b>Suggested Action</b></p>	<p>None at this stage.</p>

**SECTION H  
CHINA CONTEXT**

<b>STANDARD H1</b>	
<b>Local cultures are incorporated into the curriculum in appropriate ways.</b>	
<p>H1a The school offers courses on Chinese language and Chinese culture to meet the needs of the students.</p> <p>H1b The school organizes extra-curricular activities to help the students learn Chinese language and understand Chinese culture.</p> <p>H1c The school's policies on course content, educational resources and teaching conform to Chinese laws and regulations.</p> <p>H1d The school's policies on academic programs comply with the principle of respecting the culture and sensitivities of the local Chinese and the Chinese nation.</p> <p>H1e The school regularly reviews and evaluates the effectiveness of the Chinese language and culture program it offers.</p>	
<b>School's Prior Comments</b>	<p><i>Please note that the comments for Standard H1 were written by the school after the Preparatory Visit.</i></p> <p>Chinese language courses are offered from Pre-K to Grade 12 throughout the school. As NIS is an IB world school, Chinese as an additional language is offered in the PYP and Chinese A and Chinese B are offered in the MYP/DP. Chinese culture is largely embedded in the Chinese language curriculum, and is taught both through the language courses and the school's extra-curricular activities. The curriculum content and teaching and learning in the programme conform to the Chinese laws and show high respect to the Chinese culture and local community. Reviews and updates to the curriculum take place regularly both through collaborative planning meetings within the department and school-wide professional development sessions.</p>
<b>Visitor Observations</b>	<p>Nanjing International School values and promotes Chinese language and culture for students by implementing a Pre-K to Grade 12 Chinese curriculum. Chinese culture also is integrated in other subjects across the school.</p> <p>During meetings with teachers and the school management team, the Visitors confirmed that the school's policies on course content, educational resources and teaching conform to Chinese laws and regulations.</p> <p>It is evident that the school strives to incorporate the local culture and Chinese culture in its activities to provide more meaningful learning opportunities for students. A perfect example is the new initiative "<i>Burst the Bubble</i>" which helps to actualize the school's Vision.</p> <p>The school is commended for providing a purposefully designed learning space "Hutong" for Pre-K and PYP. A variety of events and extra-curricular activities are organized for students in order to enhance their experience in learning Chinese and Chinese culture.</p> <p>In discussions with teachers, the Visitors found that there is a need to review and organize the existing teaching materials and practices to ensure vertical and horizontal alignment of the Chinese curriculum.</p>
<b>Suggested Actions</b>	<ol style="list-style-type: none"> <li>Review and organize the existing teaching materials and practices to ensure vertical and horizontal alignment of the Chinese curriculum.</li> </ol>

	(H1e)
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**STANDARD H2**

**The Governing Body and the school administration comply with all applicable statutes, government laws and regulations.**

H2a

The establishment of the school is approved by the government department concerned.

H2b

The school has completed all relevant registrations required by Chinese laws and regulations and obtained necessary licenses/certificates.

H2c

The school is operated in accordance with the approved scope and terms.

H2d

The school formulates its student admissions policy in accordance with the Chinese regulations concerning schools for children of foreign nationals.

H2e

The school adheres to the principle of separation of school education from religion, abiding by laws and regulations on the administration of religious activities of foreign nationals within the territory of the People's Republic of China.

H2f

The Governing Body and the school administration have a good understanding of relevant Chinese laws and regulations, and the latter gives the staff and students appropriate guidance on how to comply with those laws and regulations and not be involved in any activities that jeopardize the security of the state and the public.

**School's Prior Comments**

The School was established in 1996 with the approval of the educational authorities. All necessary licences and certificates for legal operations for schooling, organisation code, pricing, taxation, foreign expert management, PRC social security, etc., have been obtained and renewed annually. The School operates in accordance with the Interim Regulations on the Establishment of International Schools re its student admissions and education. The Article of Association and related internal handbooks are complied with the Chinese laws and regulations.

**Visitor Observations**

The school leadership and management teams are familiar with all applicable statutes, government laws and regulations to ensure the school follows the required laws and regulations. The school management and Human Resource department provide orientation for new staff. The orientation provides useful information to help expatriate teachers understand relevant regulations in China.

The Visitors were able to confirm that the school has completed all relevant registrations required by Chinese laws and regulations and has obtained the necessary licenses/certificates. The school is operated in accordance with the approved scope and terms. The school formulates its student admissions policy in accordance with the Chinese regulations concerning schools for children of foreign nationals.

**Suggested Actions**

None at this stage.

<b>STANDARD H3</b>	
<b>The management of the school's finances and property shall be, at all times, in accordance with the standards which operate in China and shall be consistent with best practice in international schools.</b>	
<p>H3a The school has established a sound financial and accounting system in accordance with China's regulations on the accounting system for non-profit private organizations.</p> <p>H3b The importation of school materials, as well as the use of foreign currency, is handled in accordance with relevant Chinese regulations.</p> <p>H3c The management of the school's finances meets the requirements of the local government.</p> <p>H3d The land the school uses is obtained in compliance with the Chinese government statutes concerning land administration.</p> <p>H3e The school premises, sites and equipment are only for activities that conform to the functions of the school.</p>	
<b>School's Prior Comments</b>	<p>H3a and c The school is audited by Deloitte annually. The 2014/15 Auditor's report states that the school is in accordance with the 'Accounting System of a Business Enterprise'.</p> <p>H3b Every month the school's financial team adjusts the foreign currency as per the month end exchange rate. This is in accordance with the Chinese regulation.</p> <p>H3d The school land is licensed from the Nanjing Government Land Bureau.</p> <p>H3e The school premises, sites and equipment are used solely for the purpose and function of the school.</p>
<b>Visitor Observations</b>	<p>The school's finance system is set up and operates within the framework of Chinese accounting, taxation laws and regulations. It is evident that finance-related policies and external auditing have been performed on a regular basis by Deloitte, an independent auditing firm.</p> <p>After meeting with the Finance and Operation managers, the Visitors confirmed that the school's purchasing procedure regarding the importation of the teaching resources and materials is in accordance with relevant Chinese regulations.</p> <p>The Visitors commend the school for the attractive and purposefully designed school environment and outstanding school facilities and resources that are aligned with the school's Vision. The school facilities and equipment are used solely for the purpose and function of the school.</p>
<b>Suggested Actions</b>	None at this stage.



**STANDARD H4**

**The Governing Body and the school management are familiar with Chinese laws and regulations related to the rights and obligations of the employees and comply with those laws and regulations.**

H4a

For its foreign employees the school makes timely payment of the fund and insurance required by Chinese laws and regulations as social benefits for foreign employees.

H4b

For its employees of Chinese nationality the school makes timely payment of the fund and insurance required by Chinese laws and regulations as social benefits for all Chinese employees.

H4c

The school complies with Chinese laws and regulations regarding employment contracts, work and residency permits.

H4d

The school helps its employees be aware of Chinese laws and regulations.

**School's Prior Comments**

The PRC Social Security for the foreign employees was paid in line with the Chinese laws and regulations from August 2012 on a timely monthly basis. The PRC Social Security and Housing Fund for the Chinese employees are paid monthly in line with related laws and regulations. The management of all formalities, such as the Foreign Expert Certificates and the Multi-entry Visa/Residence Permit for its foreign employees, are based on related Chinese laws and regulations. Related laws and regulations are communicated to newly hired staff at orientation.

**Visitor Observations**

The Visitors confirmed that the Board and the School Leadership Team are familiar with the Chinese laws and regulations.

The school pays social insurance and housing fund for all local Chinese staff. The Visitors met with the operational management team and confirmed "the PRC Social Security for the foreign employees was paid in line with the Chinese laws and regulations from August 2012 on a timely monthly basis". All expatriate teachers have the required permits to work and live in China.

The Visitors also found that all expatriate and local teachers have their background checked before they are employed by the school. Security guards, cleaning workers and bus drivers have qualifications and permits to work in their positions.

The teachers and staff employed by the school have written contracts that outline terms and working conditions. There is a sample contract on the school website for potential applicants. The school helps its employees to be aware of Chinese laws and regulations through orientation workshops.

**Suggested Action**

None at this stage.

**STANDARD H5**

**The school shall actively promote intercultural and international awareness.**

H5a

The school strives to promote cultural exchanges with local schools for Chinese children.

H5b

The school makes good use of local educational resources to create learning opportunities for the students and staff.

H5c

The school maintains a harmonious relationship with the local community, and the school is capable of taking proper strategies and measures in solving problems related to the local community.

**School's Prior Comments**

In the spirit of our NIS strategy of "Bursting the Bubble", NIS strives to find opportunities for our students to have cultural exchanges with Chinese students in local schools. We've developed good connections with some schools in our area, like the Nanjing Foreign Language School XianLin, the Middle School Affiliated to Nanjing Normal University, and Xianlin Elementary School. We invite some local students to NIS on International Day or some other events. Some of our MYP/DP students go to the local schools to tutor them English as part of the community services.

This school year, NIS has started a joint Charity Drama Program with Amity Foundation (a renowned local charity) and Yu Drama Workshop (an independent local drama organization). In this program, our students work together with some local students from Nanjing Foreign Language School Xianlin Campus and Ningyan School for Migrant Workers' Children. The students are instructed by professional drama teachers and directors and will perform a production in December.

NIS cherishes our host-country culture, and we always try to utilize good local resources to enhance the learning experience of our students and staff. Our students go to Nanjing Museum and Nanjing Massacre Museum to learn history and culture. Every year, we organize Discover China Trip Week for students to immerse into the Chinese environment and learn from their experiences. This April, when Solar Impulse stopped in Nanjing on its round-the-world Solar Flight, our students, among the 350 students from different schools in Nanjing, went to see the actual solar-power airplane and meet the pilots.

During the past 23 years in Nanjing, NIS has maintained a good relationship with our local community. The school has established good connections with local government organizations, commerce chambers, economic development zones, and some enterprises. With our "Bursting the Bubble" strategy, we are building closer links with our local community in many different aspects.

**Visitor Observations**

The school is commended for actively promoting intercultural and international mindedness by making good use of local communities and resources. Discover China trips, field trips, charitable events and community service activities are some examples.

The school maintains good relationships with local communities, local government, various commerce chambers and international companies in order to provide learning opportunities for students.

**Suggested Action**

None at this stage.

***This concludes the School's Prior Information. Parts Two and Three are for the use of the Preliminary/Preparatory Visitors only. Thank You.***

## **PART TWO**

### **PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT**

During their time on site, the Visitors met with

- The Director and the Senior Leadership Team
- The Senior Education Team
- School Board
- Teachers
- Support staff
- A group of representative parents
- Students

During these meetings, the Visitors were able to explain the accreditation process and/or discuss freely any aspect of the school.

The Visitors facilitated a half-day workshop to assist the school in preparing for Self-Study. This was attended by a group of 11 staff members including the Director and senior members of staff most of whom have had considerable experience with school accreditation at Nanjing International School and other schools.

As a result of the above, the Visitors have no hesitation in recommending that the school proceed immediately to the Self-Study stage of the accreditation process.

## PART THREE

### FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF NANJING INTERNATIONAL SCHOOL

#### ***The School's Strengths***

- The commitment by the Nanjing International School Board, Director, Senior Leadership Team and staff to continuous improvement.
- A clear statement of Vision that is accessible to all members of the school community.
- An inclusive community with a strong sense of pride in the school.
- A strong and genuine commitment to international mindedness that guides all school actions.
- A highly dedicated, competent and supportive Board that provides strong and effective direction, governance and oversight of the school with commitment and energy to realize the school's Vision.
- A strong and visionary Director who is supported by a highly effective Senior Leadership Team dedicated to realizing the school's Vision and improving student outcomes.
- The school's commitment to enabling all students to access the curriculum at a level that will challenge and engage them fully as participants in the learning process.
- The support provided by the school for the development of student fluency in a wide range of languages, including mother tongues.
- The school's provision and the staff's commitment to ongoing professional learning to improve student learning outcomes.
- The attractive and purposefully designed school environment and outstanding school facilities and resources that are aligned with the school Vision.
- The school's commitment to providing a safe, healthy, environmentally sustainable, secure environment that is clean and well-maintained.
- Sharing of the school facilities with members of the school and local community in keeping with the school's Vision of being an inclusive community.
- Sound financial management that supports all school programs.

#### ***Key Areas Needing Attention***

##### ***Related to Section A      School Guiding Statements***

1. Develop a formal process and defined indicators to assess the school's success in achieving its aims as expressed in its Guiding Statements. (A1e)
2. Develop a clear contextual definition of internationalism/interculturalism to guide the school's actions. (A2a)
3. Continue to encourage prospective parents to disclose special needs of children to ensure there is alignment between a student's needs and abilities and the programs offered. (A4b)

##### ***Related to Section B      Teaching and Learning***

1. Continue to refine and improve the progression in the curriculum and communication between teachers in all areas to ensure seamless horizontal and vertical articulation of the curriculum. (B3b)

2. Provide more strategic professional development and training for both staff and students in order to ensure success in implementing the new strategies. (B5c)
3. Clearly articulate the school's pedagogical approach to differentiation to assist teachers in meeting the needs of individual students and providing necessary support to accommodate a variety of learners in order to improve teaching and learning and allow students to achieve personal excellence as stated in the school Vision. (B6a)
4. Further refine and encourage the use of assessment data in a formative way to guide teaching and to improve student learning. (B8a)

***Related to Section C                      Governance and Leadership***

1. Ensure that financial planning addresses the deficit budget and challenge of declining enrolments. (C5a)

***Related to Section D                      Faculty and Support Staff***

1. Continue to focus on differentiation as part of the school's professional development program to develop teachers' understanding and skills in meeting the needs of individual students so they can reach their full potential. (D2a)
2. Develop measures to determine staff awareness and understanding of the new appraisal model. (D5a)

***Related to Section E                      Access to Teaching and Learning***

1. Continue to develop the school's admissions screening process to ensure accurate information is received about students with learning needs. (E1a)
2. The school is encouraged to further develop a structured approach for the whole school to understand the use of the LSS handbook, the referral process, and the relationship between ELL and LSS. (E2c)

***Related to Section F                      School Culture and Partnerships for Learning***

1. Develop additional strategies to reach out to Korean families and under-represented parent groups. (F2d)
2. Further develop the newly introduced strategies of Burst the Bubble and Student Voice and Choice to complement the formal curriculum and support the school's Vision. (F3a)

***Related to Section G                      Operational Systems***

1. Continue to review the school insurance policy to ensure it is comprehensive and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the Board. (G1f)

***Related to Section H                      China and the China Context***

1. Review and organize the existing teaching materials and practices to ensure vertical and horizontal alignment of the Chinese curriculum. (H1e)

***The Visitors' Overall Recommendation and Suggested Timeline***

The Visitors therefore recommend that Nanjing International School:

<b><i>Suggested Timeline – Nanjing International School, China</i></b>	
Immediately	Set up all committees and begin the Self-Study. Put an early emphasis on Part One and Section A of Part Two.
August 2017	Complete and distribute the Self-Study Report to CIS and NEASC.
September 2017	Host the Team Visit.

***Suggestions concerning the Future Visiting Team***

<b><i>Recommendations on the Composition of the Future Visiting Team to Nanjing International School</i></b>	
Number of team visitors (including Team Secretary)	13 <ul style="list-style-type: none"> <li>• IB - 6</li> <li>• NCCT – 2</li> <li>• CIS/NEASC – 5 people split between the two agencies (Chair, Co-Chair, secretary, IB link person, 1 team member).</li> </ul>
Number of campuses to be covered	1
Number of students on roll at time of Visit	670
Student age range	Pre-K to Year 12
Curriculum	IB PYP, MYP, DP
National curriculum cover required?	No
Languages to be covered by bilingual team members	Chinese, Korean
Special emphases (if any)	IB, Learning Support, ESL, Counsellor
Any country/city vetoed?	
Nationalities that would have difficulty obtaining visas to enter host country	

## **Closing Remarks**

Nanjing International School represents a school that is committed to excellence, high standards and continuous improvement with a clear and focused Vision that drives all school decisions and programs. The school's Vision "Nanjing International School – an inclusive learning community" aptly describes the school which also is a very caring and supportive community. All constituent groups are extremely proud of their school which is central and accessible to the community.

The Visitors were impressed with the school's commitment to providing the best possible educational outcomes for students, the professional and dedicated staff, positive relationships between students and staff based on mutual respect, the pastoral care of all members of the school community and the outstanding school facilities that make it an attractive and pleasant place to learn and work. The school's efforts to build links with the local community and embrace the host culture are particularly commendable and not only foster international mindedness in students but support the development of ongoing relationships.

The Visitors would like to thank everyone at Nanjing International School for the warm welcome and excellent hospitality received and the co-operation and commitment to accreditation that was apparent both before and during the Preparatory Visit. In particular, the Visitors would like to thank the Director Laurie McLellan, all members of the Leadership Team, all teachers, support personnel, parents, students and Board members who gave so freely of their time to meet with the Visitors. The Visitors would like to express their sincere appreciation to the school for an enjoyable and productive visit. The preparations the school made for the Preparatory Visit were exceptionally well organized with special thanks to Ruth Clarke for her tireless efforts in organizing the visit and ensuring the needs of the Visitors were met.

It is clear that Nanjing International School has embraced the ethos and aims of the NEASC/CIS accreditation process. The Visitors extend their best wishes to the school as it commences the Self-Study process and embarks on the next stage of the accreditation journey.

Respectfully submitted to NEASC, NCCT and CIS, [29 October 2015]

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*This report is based on information and opinions supplied by the school as well as the Visitors' observations.*