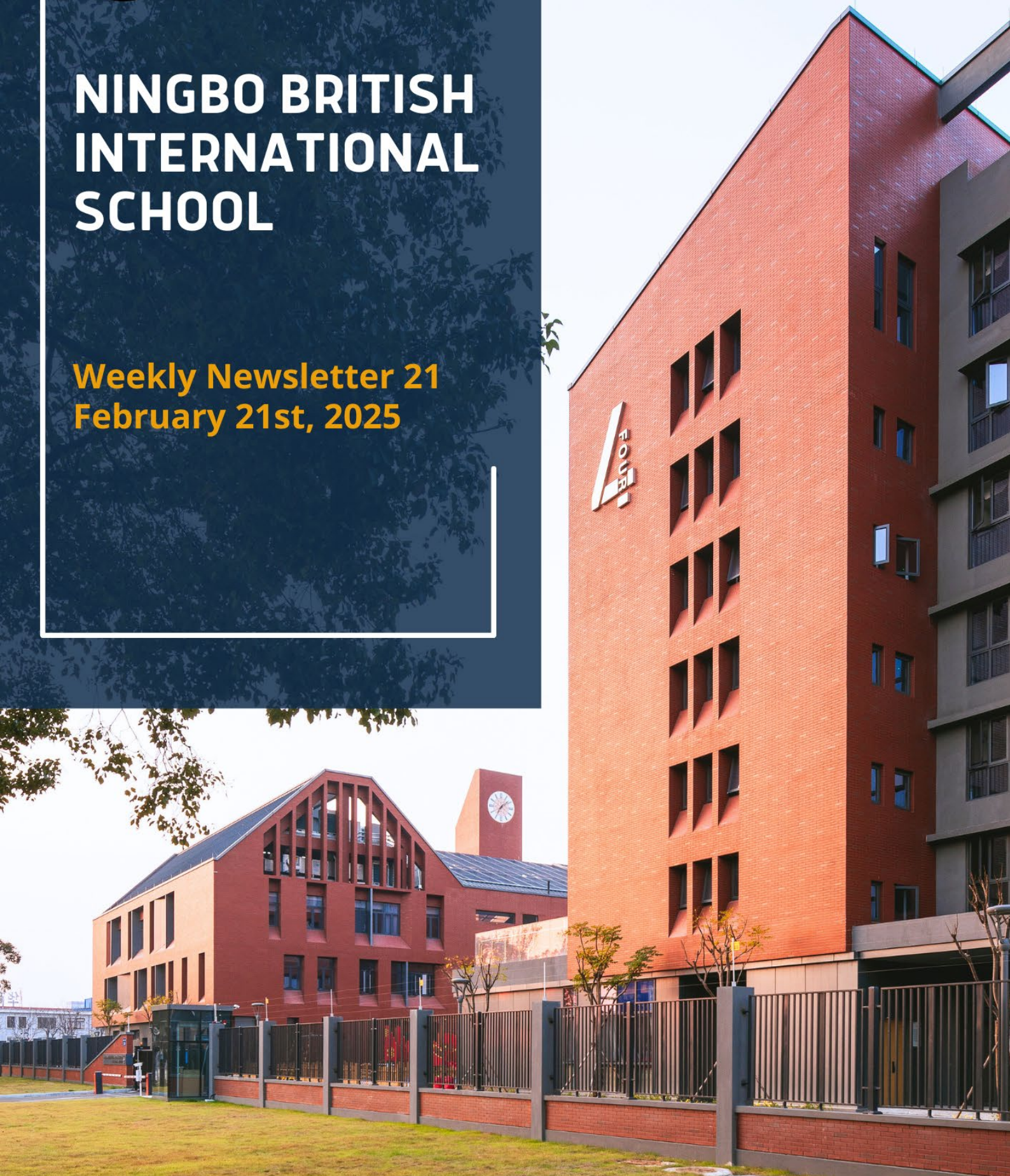




NINGBO BRITISH INTERNATIONAL SCHOOL

Weekly Newsletter 21
February 21st, 2025










NBIS Early Years Information Day 2025

-  **Wednesday, March 5th, 2025**
-  **Registration Time: 10:00 - 10:15 AM**
-  **No. 365 Guanghua Road, National Hi-Tech Zone, Ningbo**

During Information Day, you will have the chance to:

-  Early Years Tour – Explore your child's learning environment
-  Get to know Early Years Foundation Stage (EYFS) framework
-  Discover how play-based learning fosters your child's growth
-  Learn about the transition from Reception to Year 1 and what to expect
-  Q&A - Gain insight into the daily school routines and admission process



Scan the QR Code
to Register

Contact Us

 admission@nbis.net.cn

 www.nbis.admin@nbis.net.cn



20th Anniversary

GOOD WISHES VIDEO COLLECTION

On the occasion of NBIS's 20th anniversary, NBIS will hold a series of celebratory events from May 12 to 16, 2025, to commemorate this significant milestone. We sincerely invite our dear **alumni, students, parents, and former staff members** to record a good wishes video. Each of your wishes will become a meaningful part of the 20th-anniversary celebration video, creating precious memories for the NBIS community. Thank you!

1. Record Your Video

- Record a short 10–15 second video expressing your wishes for NBIS.
- Start your video with the line: "**NBIS! Happy 20th Birthday!**" to make it unified and celebratory.
- Feel free to include your thoughts on NBIS's achievements, hopes for the future, or special memories with the school.

2. Video Requirements

- Record in **landscape mode**, ensuring a stable and clear video using your phone or camera.
- Use a well-lit environment, with clear audio and minimal background noise.

3. Submission

- Scan the QR code to submit your video.
- Please submit your video by **[17th March 2025]**.



If you have further questions, please contact:
Marketing@nbis.net.cn.



NBIS BOARD MEETINGS

MONDAY FEBRUARY 17, 2025

Board Members are:

Mr Lin Liangfu - President of Wanli Education Group (WEG), Chairman of NBIS Board

Mr Sun Bin – CPC Deputy Secretary of WEG

Mr Xu Ming – President's Assistant of WEG

Mr Li Yuhe – Chairman of Xin Wannuo Logistic Company

Mr Philip Billing – NBIS International Principal

Mr Robert Yan – NBIS Chinese Principal

Board Meetings take place once each semester (Usually in January and June) and are organized in two parts:

Part 1: The agenda consists of reports from the NBIS Leadership and deals more with the practical and operational aspects of the school's life and work. The Heads of Section – Secondary, Primary and Early Years – are invited to present their reports. This meeting is also attended by a wider representation of leaders from other Wanli Education Group institutions.

Part 2: This meeting is attended only by NBIS Board Members (as listed above) and deals with more strategic matters, including quality control in all areas, future vision and financial planning.





Important takeaways from Monday's meetings:

1. Endorsement of the appointments of Simon Attwood, International Principal, Mathew Thompson, Head of Primary and Angela Thompson, Head of Early Years.
2. Endorsement of the 20th Anniversary Celebration plan, assurance of Board support, and instruction to ensure the safety of all activities.
3. Appreciation of the academic achievements of NBIS students and the hard work of teachers, but a clear signal that we should continue to improve the quality of teaching and learning and especially, we should aim to have some of our graduates proceed from NBIS to world-leading universities.
4. The work towards CIS Accreditation should be given high priority. We must succeed in achieving this goal.
5. We continue to pursue procurement of the land adjacent to NBIS. This is an extremely difficult and complex task and will involve serious investment if we have success. So far, good progress has been made, but the outcome is by no means certain.
6. Careful and thorough preparation should be made for a smooth transition to the new leadership.
7. Congratulations on reaching an enrolment of over 500 and encouragement to continue this trajectory of growth.

The Board takes a keen interest in the development of NBIS and leaders visit regularly both to encourage and guide, and to monitor. However, it has always been the case that the Board does not interfere with the daily operations of the school or seek to micromanage the school's work. It is through the vision and efforts of the Board over many years that we are able now to enjoy our current wonderful facilities, open and welcoming environment, quality educational programme and achievements of which we can all be proud.

NBIS COMMUNITY SURVEY



As you will all know, we are already on route to **Accreditation** with the Council of International Schools (CIS).

The next stage in our journey is to conduct a major survey asking all stakeholders to tell us what they think about our school ... And that includes PARENTS!

You will soon receive an email inviting you to go to a link and fill out the Parent Survey. This can be done in English or Chinese, on your PC, tablet or phone and will take only about 10 to 15 minutes. And it will provide us with vital information to help us develop and improve.

We want to get a really high percentage return of the survey from our Parents! Please help us do that by carefully following the instructions in the email and submitting your responses in time.



From International Principal
Mr Philip Billing



FOOD – IT'S A BIG DEAL!

Running a school kitchen and canteen is not easy. It carries a tremendous responsibility for maintaining the highest quality in the purchasing of supplies, the highest standard of hygiene in preparation and service, and ensuring the health of our students and staff by providing a variety of nourishing and tasty dishes.

- Each day, our NBIS kitchen prepares food for **530+** people.
- Every day, there is a selection of around **11** main dishes, **1** soup, and several fruits, fresh vegetables, and snacks to choose from.
- For the Early Years, we will offer meals specifically tailored for children, such as shrimp with scrambled eggs, cream of mushroom soup, and macaroni.

The menu includes sea food, meats, vegetables, rice, soups, cold salads and fruit. The chef prepares dishes with different tastes, including spicy. Dishes are labelled so that allergy problems can be avoided.





Our school kitchen and canteen are inspected regularly by government officials and currently hold a **5 Star rating**. During the recent visit from the Council of International Schools, the evaluators expressed their satisfaction with NBIS food services. In fact, they rated it higher than we did!

◀ Food Services are managed by the Logistics Company led by **Mr Zou**.

Our Head Chef is open and friendly, always ready to listen to constructive criticism and eager to learn. Examples would be his introduction of cold salads ... sliced red and yellow peppers, tomatoes, cucumber, lettuce and mixed green leaves. He knows that many children like pizza and burgers and has introduced these from time to time (but not too much!) as part of a wider menu. Dishes like Chicken Curry and Spaghetti Bolognese were introduced at the request of parents who, in some cases, visited the kitchen to advise on how to prepare these dishes.



▶ Our Head Chef, **Mr Chen**



Of course, we want our Food Services to be excellent ... so we have a **Food Committee** which reviews those services each semester, and we are always open to receive ideas and suggestions for improvement.

The School Advisory Committee can help too as they pass on information from the community which enables us to address any points of concern or indeed, to offer praise for excellence. SAC met this Monday and alerted us to important issues. We received feedback that some of the dishes served to Secondary students who eat at 1300 were not warm enough. This was addressed immediately and the kitchen now prepares those dishes later so that they will be appetizing. Some students were also finding some of the dishes had too much oil. This was reported to the Chef and he has taken action to reduce it.

Chinese Principal Robert and I eat lunch in the canteen every day, so we are aware of the procedures and able to monitor the situation. If parents would like to join us for lunch sometime, we would be delighted to welcome you. Just drop us an email and be our guests!

Bridging Cultures: Our Teachers' Journey to the UK

During this spring festival break, two of our teachers embarked on a memorable visit to Devonport High School for Girls (DHSG) in the UK. They immersed themselves in classrooms, engaged in cultural exchanges, and shared the beauty of traditional Chinese culture, experiencing firsthand the warmth and unifying power of education, a journey that broadened horizons and built cultural bridges. Let's take a look at their reflections and insights!





We were immensely honored to represent NBIS on a cultural exchange to DHSG. This visit marked our first international exchange since the pandemic.

During our stay, we had the privilege of exploring DHSG's operations and curriculum, and observing classes firsthand. The dedication and passion for education displayed by the faculty were truly inspiring

and instilled in me a sense of pride in being part of the global educational community. We also conducted Chinese cultural workshops for pupils spanning five grades, nurturing interactive engagements that bridged cultural divides. Despite the geographical distance, we discovered striking similarities among us. We laughed together, learned from one another, and built lasting bonds.

This journey deepened my appreciation for empathy, open-mindedness, and education's power to unite diverse cultures. It reminded me that, despite our varied backgrounds, we all strive to learn, grow, and make a positive impact on the world.

-Ms Ivy Liu

Visiting DHSG was an honor and a truly memorable experience. From the warm welcome to the students' politeness and attentiveness, the school's inclusive and respectful atmosphere left a lasting impression.



We introduced them to the art of crafting mother-of-pearl brooches and traditional kung fu fans. The students were extremely attentive throughout the lessons and thoroughly enjoyed the experience. Additionally, we made dumplings during a fundraising event, highlighting the power of collaboration and generosity.

The trip was a success, filled with meaningful exchanges and new friendships. It's an experience we'll cherish, and we look forward to more international collaborations in the future.

-Ms Angela Tao

Sign Up Now for the HSK, HSKK & YCT Exams!

This has been a fruitful journey for NBIS Chinese teaching!

In May 2024, a group of students from our primary section took the YCT exams, and 100% of them received their Chinese proficiency certificates. In addition, our students who participated in the HSK exams achieved a remarkable 100% pass rate. These official certificates are a recognition of students' Chinese proficiency and can greatly enhance their self-confidence and sense of accomplishment, which motivates them to improve their Chinese even more. By taking the HSK and YCT exams, students can also better understand their strengths and areas of improvement, and work on improving their language skills.



Congratulations to all the students who passed the exams! We wish all our students continued success on their Chinese learning journey, striving for even greater achievements in the future.

Looking ahead, the HSK, HSKK & YCT Registration is Now Open! Don't miss the opportunity to challenge yourself and enhance your Chinese proficiency. Sign up now and continue your journey to success!



HSK, HSKK & YCT Semester 2 Test Calendar



Test Date (HSK & HSKK)	Test Form	Registration Deadline	Result Date HSK	Result Date HSKK
Sunday, 9th March	iBT at centre (internet-based)	<u>27th February</u>	24th March	31st March
Saturday, 12th April		<u>2nd April</u>	28th April	9th May

Test Date (YCT)	Test Form	Registration Deadline	Result Date YCT	Result Date YCT-oral
Saturday, 24th May	iBT at centre (internet-based)	<u>14th May</u>	9th June	13th June

- ▶ **HSK** (Chinese Proficiency Test) is an international standardised test of Chinese language proficiency that assesses non-native Chinese speakers' abilities in using the Chinese language in their daily, academic and professional lives. HSK consists of six levels, from HSK 1 to HSK 6.
- ▶ **HSKK** (HSK Speaking Test) assesses the test takers' oral Chinese abilities. HSKK consists of three levels, HSKK (Primary level), HSKK (Intermediate level) and HSKK (Advanced level). HSKK is conducted in the form of an audio recording.
- ▶ **YCT** (Youth Chinese Test) is an international standardised test designed for young Chinese language learners who are non-native Chinese speakers. It assesses their ability to use Chinese in their daily lives and studies.

We welcome all Chinese language learners who wish to take HSK, HSKK & YCT to sign up.

You can access the link below to register. (Please note that payment cannot be made on mobile phones, **only via computer login**)

<https://www.chinesetest.cn/kdInfo?id=46393742>

Learn More:

<https://www.chinesetest.cn/suggest>

Contact us:

chinesetest@nbis.net.cn

NBIS READ-A-THON

MARCH
2025



ABOUT THE

READ-A-THON

The NBIS Read-A-Thon will take place during the whole month of March.

It is your mission to read as many books as possible.

The books you read need to be level-appropriate. Your English teacher must sign off on each book and may ask you questions about it.

Your friends and family can sponsor the number of books you read.

Sponsors can pledge any monetary amount, e.g. 1RMB per book or a flat amount.

The reader is responsible for collecting the donations.

Your English teacher will collect donations from readers at the end of the month.

All proceeds will then be donated to a local animal charity.

If you have any questions, please email the Secondary Head of English:
alicia.froome@nbis.net.cn



MAKE A PLEDGE

Make a pledge to encourage reading and raise money for a local animal charity. The NBIS read-a-thon will take place between March 1st and March 31st, 2025.

There are two ways to pledge:

1. You could sponsor a student for a flat amount. If you pledge a flat donation of 20RMB, no matter how much the student reads, you will owe 20RMB.
2. You can pledge an amount for books read. For example, a student reads five books over the course of the read-a-thon. If you sponsored this student for 5RMB per book, you would owe $5 \times 5\text{RMB} = 25\text{RMB}$. You may limit any donation; just indicate that on the sponsor form.





HOW TO ENCOURAGE YOUR CHILDREN TO READ

Reading is an essential skill that children will use daily for the rest of their lives. While children learn to read at school, parents can enhance the experience by offering support at home. One way of doing this is to encourage your child to participate in the read-a-thon and check their reading progress.

Tips for parents:

- **Encourage your child to read level-appropriate books.** If a book is too difficult, your child might lose interest or think reading is too hard.
- **Listen to your child read out loud.** Point to difficult words as your child reads so you can check their understanding.
- **Relate the story to real life.** Talk to your child about the book they are reading and answer their questions about how it may be important to their lives.
- **Read more difficult books.** Challenge your child to read more difficult books once they are confident in reading.
- **Praise your child's reading and make reading time part of your family's daily routine.**





BATTLE OF THE BOOKS



**Years
5-13**

**An interschool
Competition** ★

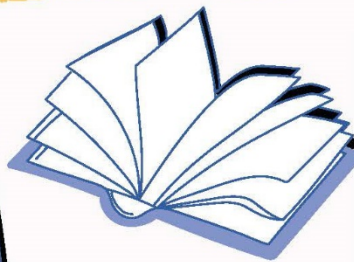
March 31st
1.30 - 3.20pm p.m.
Auditorium

EVENT OVERVIEW

- The Battle of the Books is designed to introduce students to a variety of reading materials, build teamwork skills, and ensure that reading is fun.
- In a typical 'Battle' students' teams earn points by answering questions from the books on the competition book list.
- NBIS has taken part in the Battle of the Books since 2017.

★ PRIZES

**1st, 2nd and
3rd PLACE**
Medal, gift and
certificate



How to Register?

Ask your English teacher or fill out the online form.



More Information



For more information, contact your English Teacher or the Head of the English Department.



MAKING FRIENDS AT SCHOOL

Ms Janet, Ms Betty & Ms Michelle

Friendship in Early Years, is an essential part of a child's development. Our Preschoolers start to learn about social interaction, emotions, and how to form bonds with others. These friendships can shape a child's future social skills and emotional health.



In the last two weeks, they have been settling in very well; also, have also been learning to build social skills, and how to make and maintain friendships.

They practice sharing toys, taking turns, and resolving conflicts, even if it's in simple ways like *"Can I play with you?"* or *"I'll let you go first."*



They also learn to build friendships through Imaginative Play; role-play activities help our Preschoolers develop social bonds by cooperating and using their imaginations together.

Early Years
Section



UNLOCK NEW ADVENTURES WITH EXTERNAL ECAs

Give your child the chance to explore new interests, develop valuable skills, and make lasting friendships through our exciting Semester 2 External ECAs! **Running for 16 weeks**, these activities offer a fantastic opportunity to stay active, build confidence, and have fun.

This semester, students can choose from **Latin dance, Ballet, Brazilian Jiu-Jitsu (BJJ), Fencing, Tennis, Baseball, Golf, Football and Boxing!**



SCAN ME



A few spots are still available for External ECAs, so don't miss out! Scan the QR code to register today.

Registration closes on **February 23rd**—secure your place now!



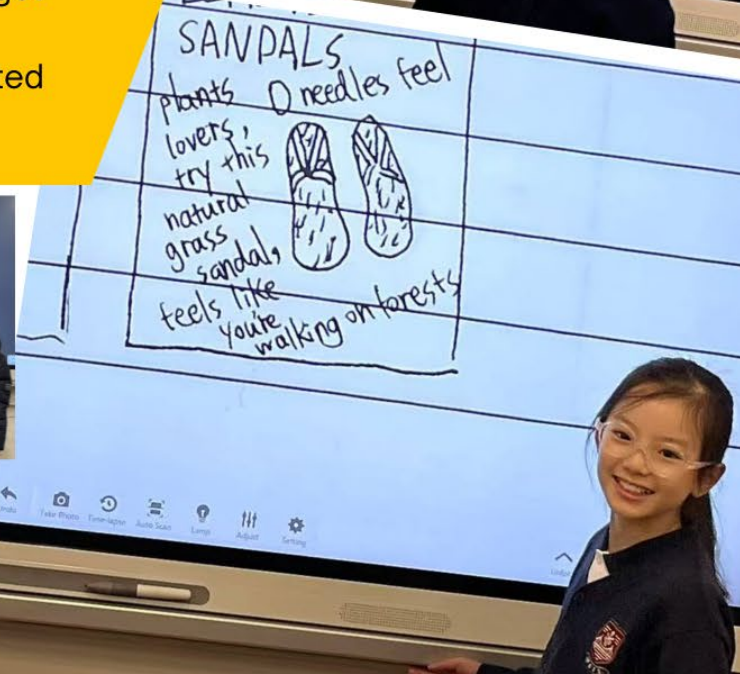
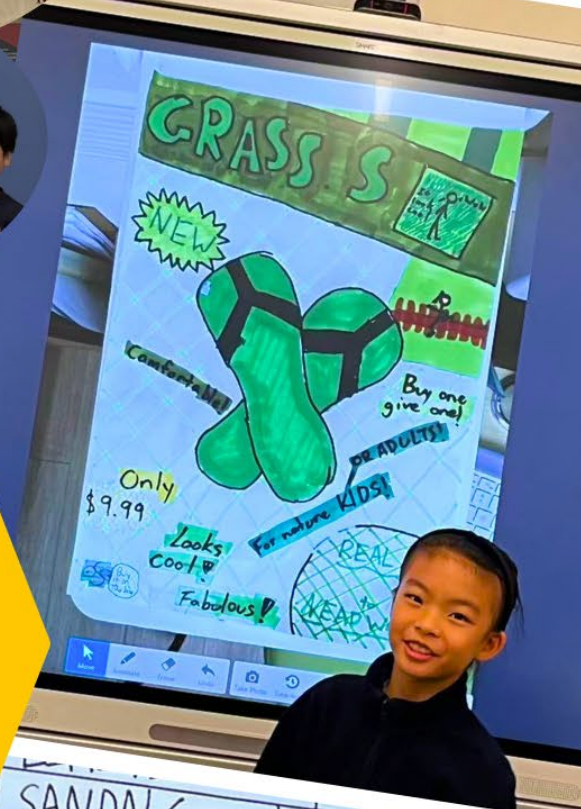
**REGISTER
NOW!**

YEAR 5B ENGLISH

Persuasive Text: Making Advertisements

Ms Jenny Chen

In English, Year 5B is learning strategies for creating persuasive texts. They analysed a series of printed adverts, identifying their target customers, products and product features, and explained whether they thought it was effective. Then, students were given a choice of three odd products and challenged to create an advertisement using wordplay (rhyming words, alliteration or humour), emotive words and descriptions of the user experience with the target customer in mind. They presented their advertisements to the class while the others voted for the more effective advert.

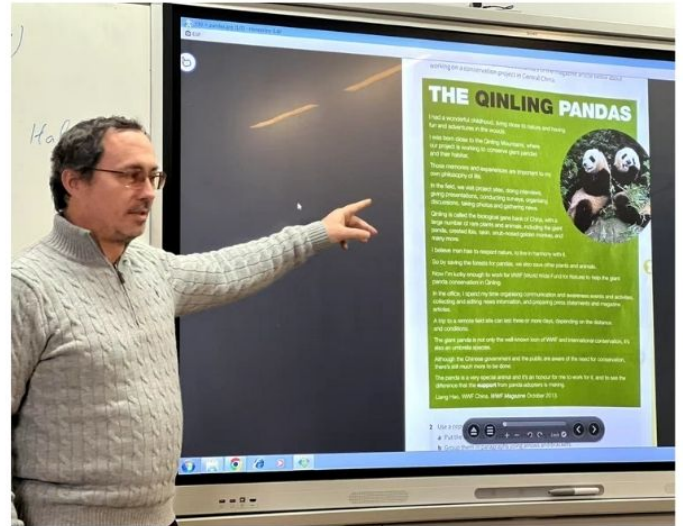


YEAR 10 IGCSE English Class

Mr Ivan Muhov

This exercise was given as a conclusion to the reading/comprehension activities that the students were doing for the past two weeks. It was a challenging task featuring a text that was given to them with the sentences randomly put together.

It was a challenging task featuring a text that was given to them with the sentences randomly put together. The students had to put the sentences in order, and not only but they also had to decide how many paragraphs there were in the original form of the text, and how many sentences each of them had.



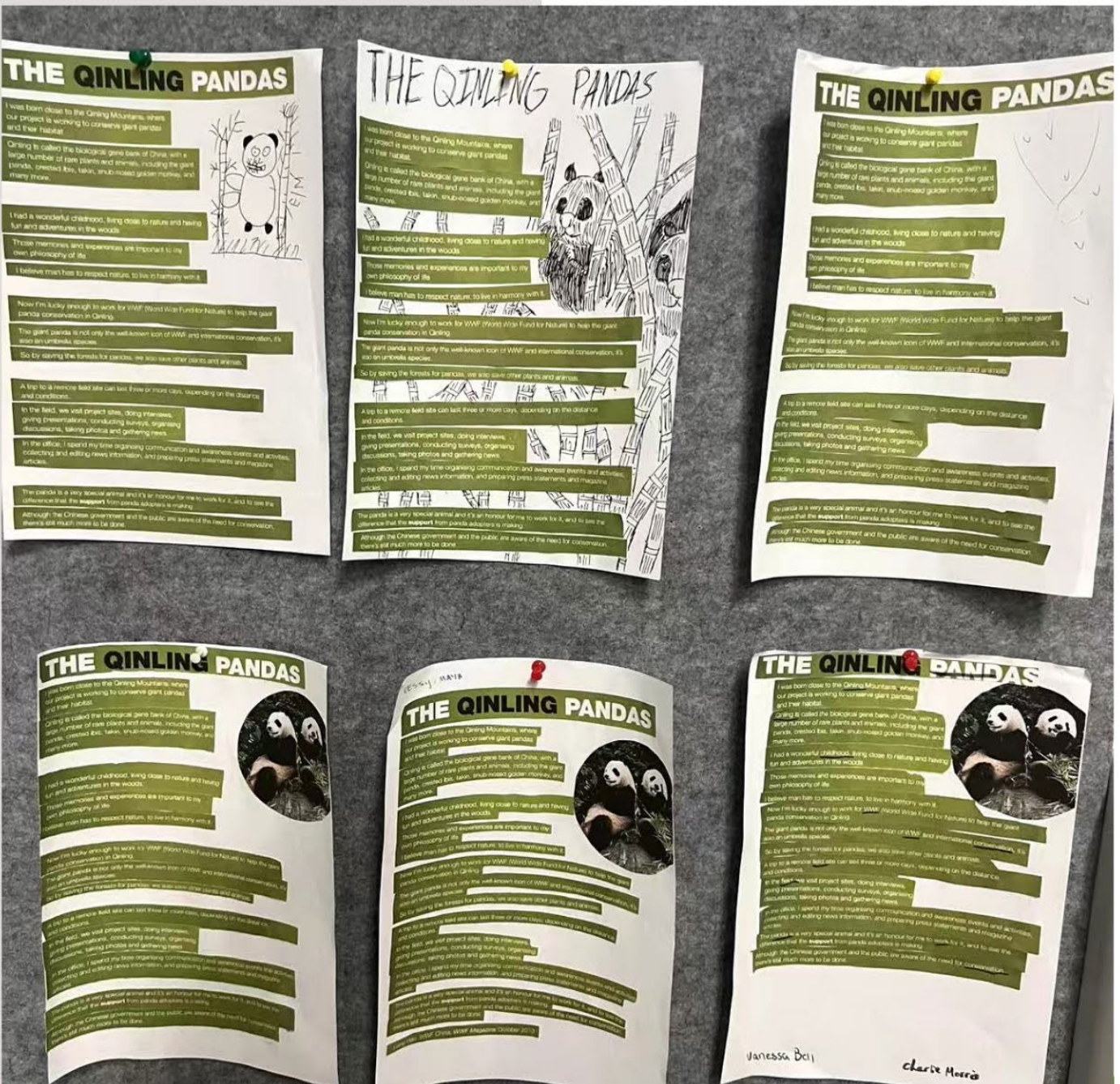
The students were placed in teams of two for the completion of the task. Each team was given two sheets of paper: one with the scrambled text, and one where they were supposed to place the sentences in the right order after cutting them from the other sheet.





It took them some time to figure out the correct sentence order, but the real challenge was their paragraph allocation.

However, they emerged victorious from this mind-stimulating, also time-consuming challenge and from the entire reading/comprehension session after numerous constructive deliberations, displaying some admirable team-work and original, also logical, thinking in the process.



Expressive Arts Department - February News

MULTICULTURAL EDUCATION IN ART, DRAMA AND MUSIC.

"The Arts are fundamental resources through which the world is viewed, meaning is created, and the mind developed. To neglect the contribution of the Arts in education, either through inadequate time, resources, or poorly trained teachers, is to deny children access to one of the most stunning aspects of their culture and one of the most potent means for developing their minds." - Elliot W. Eisner, Professor of Education and Art, Stanford University

Multicultural Education consists of an approach to teaching and learning that develops curiosity and a positive attitude toward other cultures, promoting the study of their histories, traditions, beliefs, ideas and social behaviour.

NBIS offers a very special educational environment for Multicultural Education, being a community that gathers over 40 different nationalities among our students and teachers. In the Expressive Arts Department, we meet regularly to discuss strategies and projects which promote multicultural education. We do that to help students become responsible world citizens with a deep awareness of their community and culture, as well as a tolerance and understanding of those coming from different geographic or social backgrounds.

Professor James Back, a leading scholar in Multicultural Education and Director of the Center for Multicultural Education at the University of Washington-Seattle, identifies four different approaches to creating a Multicultural Curriculum.



Focus on James Back's 4 approaches to Multicultural Education

1. Contributions Approach

This approach consists of offering a variety of materials and activities which invite students to celebrate holidays, special events and important people from a variety of cultures.

2. Additive Approach

Adding selected themes and concepts to the curriculum to include different perspectives on a cultural tradition helps to understand and respect different points of view.

3. The Transformation Approach

The transformation approach encourages students to analyse ideas, challenges and concepts from several ethnic perspectives.

4. The Social Action Approach

Students are encouraged to take action to sensitise their community about multicultural realities, their richness and challenges.



In the Arts we are striving to offer students the opportunity to explore, understand and compare cultures through the medium of visual art, music and theatre, implementing and combining Bank's approaches to multicultural education. Moreover, the IGCSE and A level Arts Cambridge Curriculum have great scope for multicultural education, since they guide students to develop their own original projects, exploring their ideas and beliefs and challenging them with a culturally diverse group of artists and practitioners.

For instance, **Drama** students in Year 7 have explored different forms of clowning across the world, looking at techniques used in Italy with the Commedia dell'arte, in France, with the tradition of the Silent Mime, and the Rakugo, a storytelling comedic form that originated in Japan. While doing so, students are guided in discovering the sense of humour specific to different cultures and how it translates into creative theatrical forms (Contribution and Additive Approaches).

This knowledge helps them to develop a comedic sensibility which respects their multicultural environment and diverse community while feeding their creativity and knowledge with dramatic devices and conventions.



Additionally, Upper Secondary Drama students have explored playwrights and practitioners from different cultures, such as Spain (Garcia Lorca), Italy (Dario Fo), the UK (Frantic Assembly), France (Jacque Lecoq), Jamaica (Andrea Levy), Canada (Kid Pivot) and Japan (Yukio Mishima).

During Drama classes, students are guided into analyse and create original plays set in and inspired by specific time periods and places (such as the Middle Ages in England, or Manhattan in the '50s, historical events (such as the holocausts) and social issues (such as bullying and social pressure), which they present to the community (Transformation and Social Actions approaches).

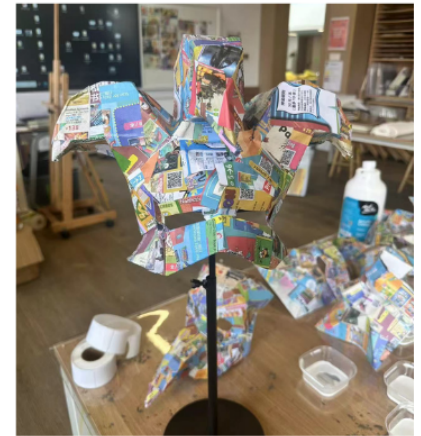
In **Art and Design**, students explore multicultural influences, artistic traditions, and global perspectives to develop their creativity. The Art curriculum helps them to gain a deeper appreciation for art as a universal language by engaging with global artists and diverse techniques. Below are few examples of our Art Units.

Year 8: Environment & Architecture

Year 8 focuses on architecture and the environment, incorporating photography, printmaking, and design. Students study Zaha Hadid (Iraq/UK) for futuristic structures, El Anatsui (Ghana) for sustainability, and Bernhard & Hilla Becher (Germany) for industrial photography. They also explore John Piper (UK) and Claude Monet (France) for expressive and atmospheric depictions of buildings. Projects include designing and drawing architectural buildings and creating cityscape artworks using photography and mixed media.

Year 9: Identity

Year 9 students examine identity through mask making, portrait drawing, and mixed media. They study artists like Frida Kahlo (Mexico) for symbolism, Jean-Michel Basquiat (USA) for street art influences, and Vincent van Gogh (Netherlands) for expressive techniques. They designed Venetian-style masks, drawing inspiration from Italian traditions, to explore personal and cultural identity.



Year 10: Independent Themes & Global Influences

Year 10 Cambridge Art and Design students develop personal themes, researching artists from various cultures to inspire their work. They explore Henri Matisse (France) for color and shape, Yayoi Kusama (Japan) for immersive installations, and Ai Weiwei (China) for conceptual art. Students also study Sophie Munns (Australia) and Albertus Seba (Netherlands) for their focus on natural forms, Anna Atkins (UK) and Ernst Haeckel (Germany) for scientific illustration, and Georgia O'Keeffe (USA) for expressive botanical and landscape paintings. Contemporary artists like Michelle Parsons (UK), Marcia Baldwin (USA), Gordon Cheung (UK/China), and Mark Powell (UK) introduce students to diverse techniques, from bold abstraction to intricate pen-and-ink drawings. This independent approach allows students to refine their artistic voice and experiment with different media.



In **Music**, Secondary students study world music exploring artists from all over the planet. For instance, they have approached music from Europe (such as the pieces "Santa Lucia" - Italy, Bach's "Minuet" - Germany, Jacob de Haan "The Martians" - The Netherlands), and USA (such as the "Battle Hymn of the Republic") as well as from China, Bali, Japan, Africa and India.

Students analyse music cultures, learning about traditional instruments, textures, forms, scales, and how music plays a crucial role in traditions and events in different cultures. This multicultural approach gives great insight to students, as they profit from having a better understanding of how culture may inform music and give them a strong foundation to enable them to compose their original pieces. For instance, IGCSE students studied Argentinian tango, analysing its rhythm, harmony, and melodic shape. This allowed each of them to compose their original tango pieces, some of which will be part of their portfolio for the Cambridge examination.

In conclusion, multicultural education plays a critical role in the Arts at NBIS and contributes greatly to enhancing students' knowledge about cultural values, historical events, artistic movements and traditions from all around the world. This helps NBIS students to question and shape their constantly evolving identity in a multiethnic and complex world, develop their empathy and willingness to understand and create with others, contributing to making them global citizens in their truest form.

Ms Nausicaa Giavarra
Head of Expressive Arts

ARTIST OF THE WEEK



Interview & Artwork:

Maya Pflugbeil, Y10 IGCSE Art & Design

Concept and Inspiration

The main idea for my final piece was women in culture and female empowerment. Wangechi Mutu's work often touched those same topics, and I was very inspired by her concepts of women and unconventional beauty.

Lino Print Usage

For the background of my final piece, I used the lino prints, ripping them up. I found while experimenting that since my lino prints consist of a woman's face, when I ripped and placed them down, they could form a whole new face, made of pieces of different lino prints, symbolic for my final piece in the sense of how unique women can be.

Composition & Layout

I wanted to make my subject, the woman, to be in the center. As she becomes the main focus of the piece, she seems powerful, eye-catching, and therefore the first thing you look at when you see my final art.

Techniques & Materials

I wanted to make the piece visually impactful by texture. To make it less flat, I used the paint dot technique that I played around with before, to add touch to what you see. I also used collage to make the piece look more dynamic, less flat.

Challenges & Problem-Solving

To me the only challenge I ran into was the collaging. Finding the right colours and prints was hard as I didn't have many old magazines. I originally wanted to use solid colours, but when I couldn't find enough, I saw a page with the design of a South American culture, and thought it fit well with my concept of women in culture. Despite it not looking as I had planned; I love how it turned out.

Aesthetic & Meaning

As Mutu has shown in her art, women have been mistreated through time, again and again. But we always rise up again. I wanted to capture the strength of women, across all cultures. The scene presented in the collage of an Incan ceremony, the ripped up lino prints symbolizing strength and adaptation. The woman's head is held high, she is portrayed as mighty, important.





NBIS Weekly Menu



Sample Dishes





NBIS Weekly Menu
The Week of February 24th to 28th, 2025

	Monday	Tuesday	Wednesday	Thursday	Friday	
Lunch Menu	Golden Spare Ribs	Tomato and Potato Stewed Beef Brisket	Braised Pork	Tofu Puffs with Braised Pork	Sesame Chicken Wings	
	黄金排骨	西红柿土豆炖牛腩	红烧肉	油豆腐烧肉	芝麻翅根	
	Grilled Sausage	Chicken Popcorn	Grilled Chicken Wings	Golden Chicken Nuggets	Five-Spice Beef	
	烤香肠	鸡米花	烤鸡翅	黄金鸡块	五香牛肉	
	Celery with Shrimp	Crispy Chicken Leg	Beef Fillet with Celery	Vermicelli with Scallops	Shrimp Cake	
	西芹虾仁	香酥鸡腿	芹菜牛柳	粉丝扇贝	虾饼	
	Chicken	Shredded Pork with Garlic Sauce	Stir-Fried Chicken Chunks	Stir-Fried Pork with Lettuce	Shredded Pork with Green Pepper	
	辣子鸡	鱼香肉丝	生炒鸡块	莴笋炒肉片	尖椒肉丝	
	Cauliflower	Broccoli	Cauliflower	Broccoli	Cauliflower	
	炒花菜	炒西兰花	炒花菜	炒西兰花	炒花菜	
	Steamed Dumplings	Roasted Sweet Potato	Pumpkin with Scallion Oil	Vermicelli with Minced Pork	Roasted Potatoes	
	蒸饺	烤红薯	葱油南瓜	肉末粉丝	烤土豆	
	Stir-Fried Lettuce with Wood Ear Mushrooms	Tofu	Tomato Scrambled Eggs	Braised Radish	Scrambled Eggs with Yellow Chives	
	莴笋炒木耳	麻辣豆腐	西红柿炒蛋	红烧萝卜	韭黄炒蛋	
	Fruit	Fruit	Fruit	Fruit	Fruit	
	水果	水果	水果	水果	水果	
	Green Vegetables	Green Vegetables	Green Vegetables	Cabbage	Stir-Fried Shitake Mushrooms with Bok Choy	
	炒菜心	炒五号菜	炒青菜	炒包心菜	香菇炒油菜	
	Clams with Scallion Oil	Poached Shrimp	Jiang Bai Shrimp	Braised Shrimp in Oil	Salt and Pepper Shrimp	
	葱油花蛤	白灼虾	红白虾	油焖虾	椒盐虾	
	Small Yellow Croaker	Pomfret	Fish Chunks with Chopped Chili	Tonguefish	Dumplings	
	小黄鱼	鲷鱼	剁椒鱼块	玉秃鱼	水饺	
	Sliced Pork with Pickled Cabbage	Stir-Fried Pork with Garlic	Stir-Fried Pork with Onions	Boiled Sliced Pork in Spicy Broth	Sichuan-style beef with duck blood curd	
	酸菜肉片	大蒜炒肉	洋葱炒肉	水煮肉片	毛血旺	
	Seaweed Egg Drop Soup	Tomato Egg Soup	Dried Shrimp and Winter Melon Soup	Chinese Cabbage and Tofu Soup	Seaweed Soup	
	紫菜蛋花汤	番茄蛋汤	虾皮冬瓜汤	白菜豆腐汤	紫菜汤	
	Rice	Rice	Rice	Rice	Rice	
	米饭	米饭	米饭	米饭	米饭	
	Vegetable	Vegetable	Vegetable	Vegetable	Vegetable	
	蔬菜拼盘	蔬菜拼盘	蔬菜拼盘	蔬菜拼盘	蔬菜拼盘	
	Snack Menu	Steamed Pork Buns	Egg Pancake	Steamed Dumplings	Sugar Tangerine	Shredded Potato
		肉包	鸡蛋饼	蒸饺	砂糖橘	土豆丝饼
Apple		Banana	Pear	Egg	Apple	
苹果		香蕉	雪梨	鸡蛋	苹果	
Soda Crackers		French Bread	Cake	Croissant	Bread with Jam	
苏打饼干	法国面包	蛋糕	牛角包	果酱面包		



Aug 2024						
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Sep 2024						
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Oct 2024						
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Nov 2024						
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Dec 2024						
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Jan 2025						
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Feb 2025						
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Mar 2025						
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Apr 2025						
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May 2025						
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Jun 2025						
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Jul 2025						
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2024-25 Semester 1 (School Days-90 Days)

26/08/2024 Semester 1 Begins, 14/02/2025 Semester 1 Ends

Holidays in Semester 1

- 14/09/2024 to 17/09/2024 Mid-Autumn Festival
- 28/09/2024 to 07/10/2024 Chinese National Holiday
- 22/11/2025 PD Day
- 18/12/2024 to 05/01/2025 Winter Holiday
- 22/01/2025 to 09/02/2025 Spring Festival Holiday

2024-25 Semester 2 (School Days-90 Days)

17/02/2025 Semester 2 Begins, 01/07/2025 Semester 2 Ends

Holidays in Semester 2

- 04/04/2025 to 06/04/2025 Qingming Holiday
- 28/04/2025 to 04/05/2025 Labour Day Holiday
- 30/05/2025 to 01/06/2025 Dragon Boat Holiday

Aug 2025						
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Sep 2025						
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Oct 2025						
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Nov 2025						
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Dec 2025						
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Jan 2026						
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Feb 2026						
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Mar 2026						
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Apr 2026						
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May 2026						
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Jun 2026						
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Jul 2026						
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2025-26 Semester 1 (School Days-90 Days) 01/09/2025 Semester 1 Begins, 30/01/2026 Semester 1 Ends

Holidays in Semester 1

- 01/10/2025 to 08/10/2025 Chinese National/Mid-Autumn Holiday
- 21/11/2025 PD Day
- 17/12/2025 to 02/01/2026 Winter Holiday

2025-26 Semester 2 (School Days-90 Days) 02/02/2026 Semester 2 Begins, 03/07/2026 Semester 2 Ends

Holidays in Semester 2

- 09/02/2026 to 27/02/2026 Spring Festival Holiday
- 04/04/2026 to 06/04/2026 Qingming Holiday
- 01/05/2026 to 05/05/2026 Labour Day Holiday
- 19/06/2026 to 21/06/2026 Dragon Boat Holiday



Ningbo British International School

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