



 **CAMBRIDGE**
International Education

Cambridge International School



NINGBO BRITISH INTERNATIONAL SCHOOL

Weekly Newsletter 24
March 14th, 2025



CIS COMMUNITY SURVEY



Thanks to all parents who completed the survey. We are delighted with the level of response.

The survey is now closed and our work of analysis can begin. We look forward to reading what you have shared with us and believe that it will help shape the future of our school!

Stakeholder Groups Who Completed The Survey

1. Board
2. Parents
3. Faculty
4. Students
5. Support Staff
6. Alumni

Domains Explored

- A. Purpose and Direction
- B. Governance, Ownership, Leadership
- C. Curriculum
- D. Teaching and Assessing
- E. Staffing
- F. Well-Being
- G. Premises, Facilities, Technology and Services
- H. Community Home Partnership
- I. Residential Services Boarding





20th NBIS 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.



CONGRATULATIONS

Xinyi Dong (Ady)

Class of 2025

for receiving an offer to study Sustainable Luxury (Textiles) at the University of Southampton.



Images sourced from the Internet.



CONGRATULATIONS

Leo Birks
Class of 2025

for receiving an offer to study Biomedical Engineering at the City University of Hong Kong (CityU).



香港城市大學
City University of Hong Kong



CONGRATULATIONS

Zaid Faisal

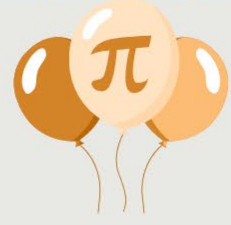
Class of 2025

for receiving an offer to study Advertising (Brand Communication)
at the Zhejiang Wanli University.

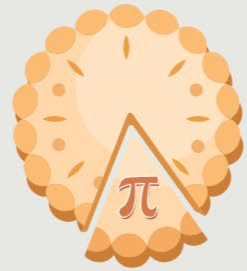


Images sourced from the Internet.

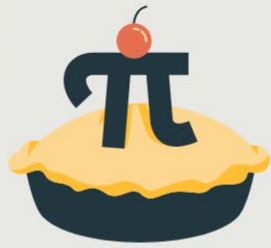
HAPPY PI DAY



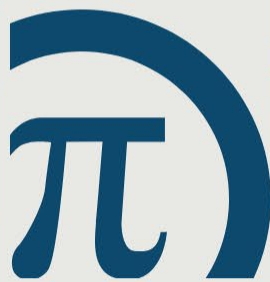
March 14th is globally recognised as Pi Day. NBIS is enveloped in an exuberant celebration atmosphere, brimming with both amusement and erudition.



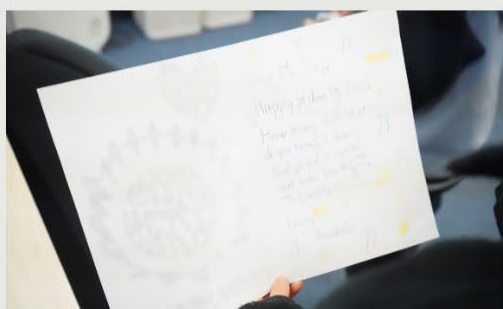
World Pi Day originated in 1988. At NBIS, Pi Day commemorations were diverse. The cafeteria made delicious apple pies, cleverly infusing math into food. Campus radio played pi - themed songs, with lyrics featuring pi's digits, subtly strengthening students' memory of pi. This created a rich mathematical culture across the campus.



In every classroom, dynamic activities were held. Students actively took part in the pi recitation challenge, reciting from the first few digits to dozens or even hundreds, showing their love for math and knowledge accumulation. Also, they carefully made greeting cards and posters for math teachers to express gratitude for their teaching efforts.



The school's organization of these commemorative activities holds great significance. It's not just about commemorating a mathematical constant. More importantly, these activities have effectively kindled students' interest math. Abstract math concepts have been turned into vivid elements, significantly enhancing students' understanding and memory of math knowledge in a relaxed way.



Reception B

Ms Dana & Ms Chelsea & Ms Lulu

Children were thrilled to 'dive' into our new topic, Under the Sea. We've been reading a number of books including: *Commotion in the Ocean*, *Shark in the Dark* and *Clumsy Crab*. Children have been working diligently on their art and spent over three days designing their turtles using mixed media including eggshells, paint and tissue paper. Well done, Reception B!



In addition, we reset our role-play area, and the children had the opportunity to pretend they were on a summer holiday. They used 'money' to purchase items such as sunglasses, hats and ice cream. The children spoke about their prior knowledge of the beach explaining 'shells are in the ocean' or 'I make sandcastles when I go to Sanya'. They have worked hard to speak multi-word sentences to explain their thoughts, feelings and ideas.



Early Years Section

The children have been working diligently on number bonds, where they take two numbers and add them together to make a total. They have also been learning 1 more or 1 less, and new vocabulary such as sum and total. They've also enjoyed using two hula hoops and they have to pick a number out of the 'magic' hat (e.g., 7) and then place the correct number of Legos in the hoops to represent different combinations (e.g., $6+1$, $5+2$ or $3+4$).



We've been working on patterns by designing Clown fish to coincide with our ocean topic. Some children constructed in 2D whilst others explored 3D using mixed media.



We've been working hard on our letter formations! Making sure to use both uppercase and lowercase letters.



Primary Information Day

On March 12, 2025, NBIS hosted its annual Primary Information Day, welcoming 12 prospective families. The event began with a welcoming speech by Principal Mr Philip Billing, who expressed his gratitude and extended a warm welcome to all the parents in attendance.



Assistant Head of Primary, Sally Shen, actively engaged with parents, answering questions and sharing insights about daily school life. Throughout the event, students from the Primary Student Council enthusiastically guided families on campus tours, offering families a first-hand experience of NBIS's vibrant learning environment. The admissions team was also present, providing guidance and answering inquiries.

Following the introduction, the Head of Primary Ms Aileen Shirley provided a comprehensive overview of the Primary School's curriculum. She detailed the structured yet engaging daily timetable, introduced the dedicated teaching team, and explained the textbooks and learning materials used in the classroom.



The day was a great success, leaving families with a positive impression of NBIS's welcoming community and commitment to excellence.

Primary Assembly

This week, our Primary Student Council members led an insightful Assembly on Personal Space - why it matters and how to respect it. Through interactive discussions and role-play, students learned to recognise personal boundaries and use social cues to maintain comfort in conversations. Great job to everyone for their thoughtful participation!



Congratulations to Our Stars of the Week



4A- Luke, Vincent 4B- Jimmy, Evie
5A- Siwon, Suki 5B- Tim, Masa 5C- Rowan, Luke
6A- Aahel, Selena 6B- Beatrice, Ethan



Year 2 and Year 3 Take on the Real World at Tiān Gōng Zhuāng Yuán!



Last week, our adventurous Year 2 and Year 3 students stepped into the real world, well, almost! Their school outing to Tiān Gōng Zhuāng Yuán was an unforgettable journey filled with hands-on learning, excitement, and a taste of what it's like to have a job and earn a salary.



From the moment they arrived, our students transformed into young professionals, dressing up as firemen, security officers, and police officers. They even had the thrilling opportunity to hop into a real security van and patrol the city streets, keeping the community safe. As firefighters, they bravely put out fires, learning about fire safety and teamwork. But the excitement didn't stop there! They explored the depths of a mine, searching for precious diamonds, and experienced life as postal workers, delivering mail throughout the city.

Of course, all this hard work came with a well-earned reward, just like in the real world, our young workers received payment for their efforts! With cash in hand, they were ready to enjoy the fruits of their labour. Some students chose to relax and get creative by making pottery, while others put their culinary skills to the test, crafting delicious chocolates, cakes, and pizzas.



It was an inspiring and educational day that brought learning to life in the most engaging way possible. Through this adventure, our students gained valuable insights into different professions, teamwork, and the importance of responsibility, all while having loads of fun!



We are incredibly proud of our young learners for embracing every experience with enthusiasm. Who knows? This trip may have sparked the dreams of some future firefighters, bakers, or artists!

5C NEWSLETTER

Mr Joshua David Exley

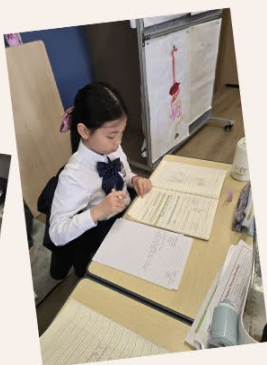
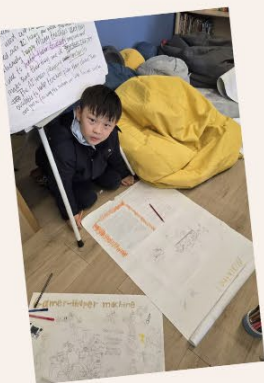
5C PROJECT Look What We Learned

Recently, 5C have been working on a project based around machines designed to help people. During this project, the students have created posters that feature instructions, a persuasive letter, a 3D model of their machine and an advert for the machine. The students have really engaged in this activity, with many dedicating their break times finishing their projects. In our next Computing project, the students will be using greenscreens to make videos persuading others to buy their machines.



ENGLISH Persuasive and Instructional Writing

In English class, the students first designed their machines and wrote instructions about how their machines work. They used fronted adverbials, imperative verbs and sequential vocabulary to enhance their writing. Following this, the students wrote persuasive letters to sell their machines. They focused on using persuasive techniques featured in AFOREST (alliteration, facts, opinions, rhetorical questions, emotive language, statistics and rule of three).

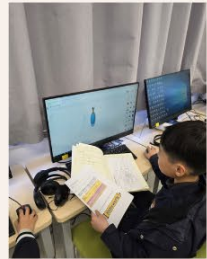
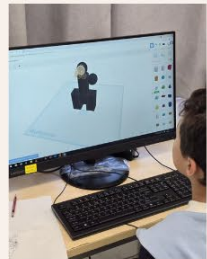
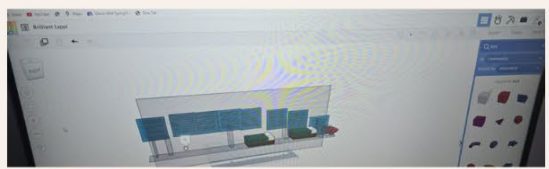
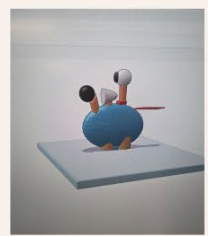
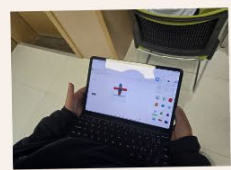




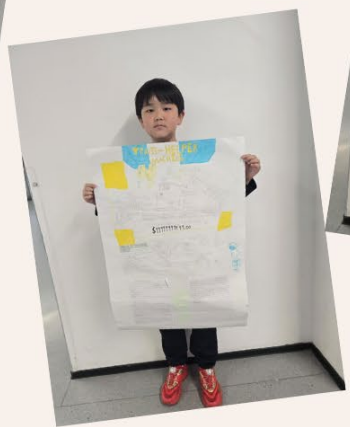
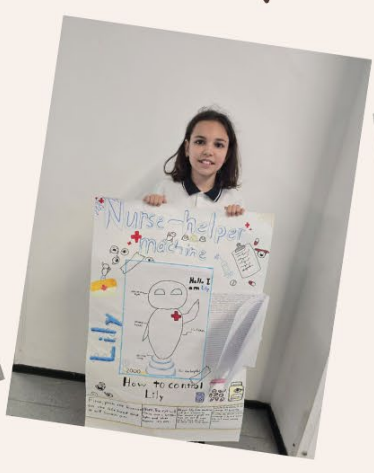
COMPUTING 3D Modelling

5C

During Computing lessons, the students have used a programme called 'tinkercad' to bring their machines to life. 'Tinkercad' is a 3d modelling programme that is used in computer-aided design. The students created some fantastic models that they added to their posters.



Persuasive Posters



Art of the Week

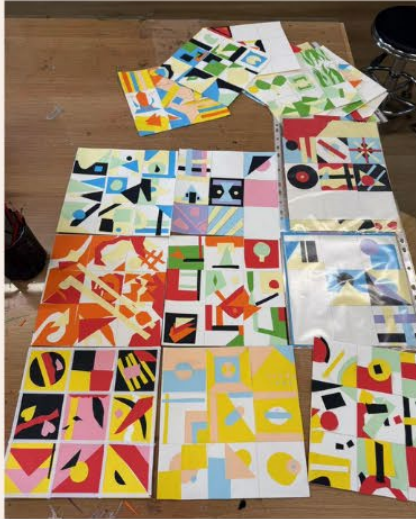
Ms Qian

Last week, I had the privilege of attending an enriching art training session in Shanghai, alongside fellow art educators from various international schools. The workshop was led by a seasoned British Primary school art teacher, whose two decades of experience in the field brought a wealth of knowledge and innovative teaching strategies to the table.

Throughout the training, we engaged in a multitude of art activities that not only refreshed our own creative spirits but also provided us with a plethora of ideas to invigorate our classroom instruction. From exploring new mediums to discussing the integration of technology in art, the sessions were a deep dive into the evolving landscape of art education. It is my hope that the insights gained will not only enhance my teaching practice but also inspire my students to reach new heights in their artistic endeavours.



This week, the Year 7 students have been diligently working on Bauhaus-inspired paper cuttings, a project that marries geometric precision with artistic expression. Their completed works are a testament to their focus and skill, displaying a sophisticated understanding of the Bauhaus movement's principles.



Meanwhile, our Year 4, 5, and 6 students have immersed themselves in the traditional Chinese art form of painting. With brushes in hand, they have created stunning pieces that reflect the beauty and subtlety of Chinese landscapes and flora. These paintings have been transformed into exquisite lanterns, blending the students' artistic talents with a touch of cultural craftsmanship.





PRIMARY TALENT SHOW 2025 AUDITIONS



☀️ Come to the Auditions for
This Year's
Primary Talent Show!

🎨 Talents We Love:

Singing | Dancing | Magic |
Instruments | Comedy | and
more!

📱 How to Join:

1. Scan the QR Code below.
2. Fill out the simple form!

It's Your Time to Shine



🌟 Open to all NBIS Primary students in Years 1-6 !

The deadline to apply is Tuesday, 25 March, 2025 .

Secondary Information Day



On March 13, 2025, NBIS warmly welcomed 10 prospective families to its annual Secondary Information Day, offering them a closer look at the enriching educational journey we provide. The event opened with a heartfelt speech from Principal Mr Philip Billing, who spoke about the importance of finding the right school—one that not only nurtures academic excellence but also fosters a sense of belonging.

Head of Secondary Mr Aaron Lowe led a campus tour, showcasing student achievements, academic programmes, experiential learning, and university destinations. He later provided an in-depth introduction to the Secondary curriculum and student life, with Assistant Head Ms Emily Zhang offering translation support and answering parents' questions.



A highlight of the day was the student Q&A session, where our secondary students actively engaged with parents, providing thoughtful and insightful answers that left them impressed. The event concluded with positive feedback, leaving families with a strong impression of NBIS's dynamic and welcoming environment.



Year 7&8

SCIENCE NEWSLETTER

Mr Martin Coetzee

Our Year 7 and 8 students are making great strides in their science journey, having recently embarked on their final strand of the year—Physics. So far, they've explored a range of fascinating topics and conducted some exciting experiments.

Year 7

Exploring the Building Blocks of Science



Year 7 students have been busy uncovering the secrets of matter. They successfully separated ferro-magnetic materials from non-ferromagnetic ones and witnessed the separation of liquids using a condenser, where they extracted food dye from water. Their learning has also spanned biological classification, as they explored species and dichotomous keys.

In chemistry, they tackled the periodic table, learning about element symbols, compound naming conventions, and the principles of acids, alkalis, and neutralisation. Each discovery has built upon their understanding of the world around them, making for an engaging and insightful term.



Year 8

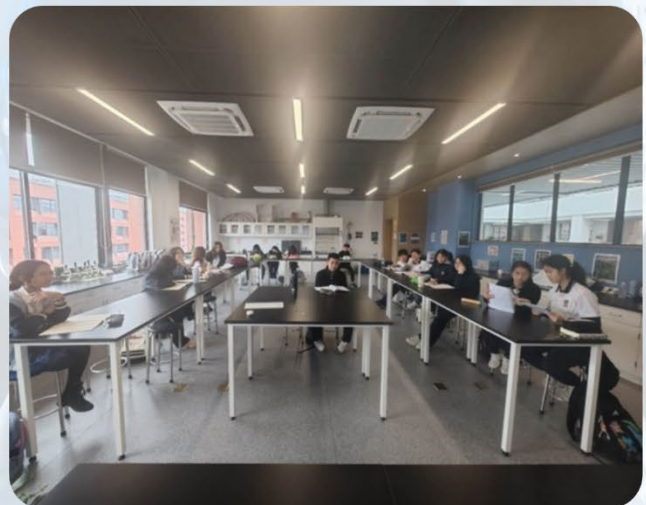
From Life to Forces

Year 8 students have had an exciting and dynamic year in science. Their journey began with biology, where they studied respiration and ecosystems, including an in-depth analysis of the Sonoran Desert and its unique habitats. They then moved into chemistry, investigating material properties, solubility, and the impact of temperature on dissolving substances.

The study of Earth's materials and cycles introduced them to the evolution of the atmosphere, comparing its early formation to its current state. One of the highlights of their chemistry unit was exploring metal reactions with oxygen—an experiment that led to an unexpected fire alarm triggered by Mr. Martin, much to the students' delight!

Most recently, Year 8 students have been diving into the world of physics, mastering calculations for speed, pressure, and force. They've enjoyed applying their knowledge to solve real-world problems, strengthening both their analytical and problem-solving skills.

With just a few months left in the school year, both Year 7 and 8 students continue to explore, question, and experiment, making science an exciting adventure every step of the way!



Expressive Arts Department - March News

MEET THE EXPRESSIVE ARTS TEAM - PART 1

At NBIS we are proud to have a vibrant team of capable teachers who are coming regularly together to promote the ARTS and CREATIVITY among our community.



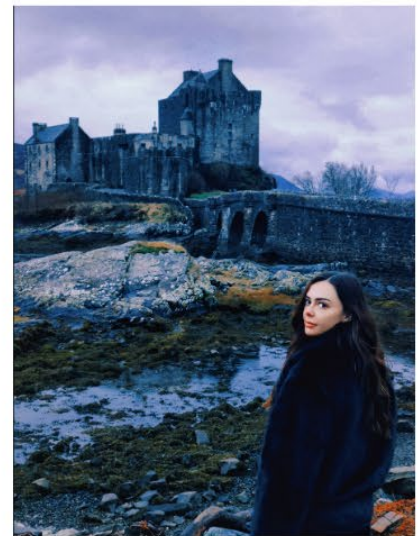
Who are we?



Interview with Ms Samantha Clegg Year 8 to 13 Art and Design Teacher

Why did you choose to study Art?

Art has always been my favorite subject in school, a passion I've had since childhood. Growing up in Scotland, a country famous for its beautiful landscapes and historic castles, my father, a talented artist, would frequently take me camping on weekends, where we would hike and take walks, stopping to sketch or paint these iconic landmarks. These experiences not only strengthened my love for art but also inspired me to pursue it as a career.



Why did you become a teacher?



I've always wanted to become an Art teacher. In high school, I was inspired by an art teacher whose words still resonate with me. She showed me how powerful art is as a way for students to express themselves. In my classroom, I aim to create a safe environment where students can explore, experiment, take risks, and truly express who they are in their artworks. Watching them develop their ideas and create artwork they're proud of is incredibly rewarding, and it's what continues to drive my passion for teaching.

What makes you unique as a teacher?

What makes me unique as a teacher is my extensive background in both the fashion industry and education, which has allowed me to develop a strong skill set in art, design, and teaching. I began my career in London, working as a student for renowned fashion designer Jonathan Saunders. This experience gave me valuable industry insights and strengthened my technical design and illustration skills. In my final year as a student, I showcased my own fashion collection at London Graduate Fashion Week, which refined my abilities in concept development, garment construction, and creative presentation.

After London, I moved to China, where I first worked for a fashion brand, designing and illustrating for the company. This industry experience deepened my understanding of commercial fashion and market trends. From there, I transitioned into education, teaching Fashion Design at the Fashion College here in Ningbo. I guided final-year students in designing capsule collections for Beijing Graduate Fashion Week and helped them refine their portfolios to apply for Universities and Jobs within the industry. A key part of my role involved the collaboration between Ningbo, China and Manchester, U.K., where students from both countries worked together on projects, blending cultural influences and creative approaches. Many of my students went on to work for major fashion brands in China such as, Peacebird and Youngor.

Through these experiences, I have developed a strong foundation in artistic expression, creative problem-solving, and technical design skills. My industry background allows me to bring a real-world perspective to my teaching, bridging the gap between education and professional practice. This journey eventually led me to teaching art, a role I truly love. Transitioning from fashion design to art education has given me the opportunity to help students develop key artistic skills, explore their creativity, and build confidence in their work. I focus on fostering creativity, encouraging experimentation, and guiding students in refining their techniques while creating portfolios that showcase their personal artistic voice. Seeing students grow as artists, developing their own unique styles, and producing work they are proud of is one of the most rewarding aspects of my career.



Which career avenues does your subject offer?

Studying IGCSE and A Level Art and Design opens doors to a wide range of creative careers. Students can pursue roles in fine arts, graphic design, fashion, interior design, architecture, illustration, animation, photography, and game design. It also leads to opportunities in media, advertising, film, and set design, as well as art education, and art therapy. Careers in creative direction, branding, and entrepreneurship are also possible, allowing students to apply their artistic skills in innovative ways. Art and Design fosters critical thinking, problem-solving, and creativity, preparing students for diverse and dynamic industries





Interview with Mr Sean Armstrong Year 7 Drama Teacher



Why did you choose to study Drama?

Although I did not formally study drama, I have always had a deep appreciation for the performing arts. In secondary school, I was heavily involved in music, playing the euphonium (baritone horn) in concert bands and performing at sports events. Our school also marched in various parades, which gave me firsthand experience in the discipline, teamwork, and creativity required in musical performance.

While I loved playing music, I found that my interests leaned more toward performance itself rather than music theory or composition, so I chose not to pursue music academically beyond secondary school. However, my passion for the arts continued in other forms. I participated in drama projects during university and actively sought opportunities to help others with their English while expanding my own linguistic knowledge.

Through studying German, Spanish, Japanese, and Chinese, I developed a deeper understanding of language structures and communication, which, in turn, enriched my approach to English. In my first year of university, I even took on a role in a German-language play, blending my love for language learning with performance.

As I grew into my teaching career, I came to appreciate how essential dramatic elements are in the classroom—whether for engaging students, fostering confidence, or making lessons more dynamic. My background in both music and drama has helped me bring an expressive, interactive approach to education, making learning a more immersive experience for students.



Why did you become a teacher?

While in university, I realized that I wanted a career where I could help people discover their own potential. I became especially interested in teaching as a way to support students in developing their language skills. After learning about opportunities to teach English abroad, I pursued degrees that would prepare me to teach effectively across cultures.

One of the most rewarding aspects of teaching is the opportunity to meet students from diverse backgrounds and learn about their languages, traditions, and perspectives. This exchange of ideas has made teaching not only a profession for me but also a lifelong learning experience.



What makes you unique as a teacher?

As a teacher with a background in literature and history, I have always been drawn to the power of storytelling. Although drama is a newer teaching focus for me, I enjoy exploring its connections to the narratives we analyse in literature. Having acted in a few plays myself, I appreciate how drama fosters creativity, collaboration, and confidence in students.



Beyond the classroom, my passion for photography also influences my teaching. I see storytelling not just in words but in images, and I encourage my students to engage with literature visually—analysing settings, tone, and symbolism as if they were composing a photograph. This approach has helped students develop a more nuanced understanding of texts and has made our discussions more immersive.

Though I have not formally studied drama, stepping into this role has been an exciting journey of discovery. I love watching students bring characters to life and develop their expressive abilities.

I look forward to growing alongside them and finding new ways to integrate drama into the Expressive Arts program.

Which career avenues offer your subject?

Drama opens doors to a wide range of careers beyond traditional stage and screen acting. Opportunities exist in television, film, commercials, corporate training videos, and live theatre. While advancements in AI may change aspects of the entertainment industry, the need for skilled actors, performers, and drama educators remains strong.

Beyond performance, drama equips students with valuable skills applicable to many fields. The ability to speak confidently in front of an audience, memorize and deliver content effectively, and empathize with others are assets in careers such as public speaking, broadcasting, law, education, and business. Whether students pursue acting professionally or use their dramatic training in other ways, drama fosters communication skills, adaptability, and creativity that are beneficial in any profession.





Interview with Ms Isidro Santos Galindo Year 7 to 13 Music Teacher



Why did you choose to study Music?

I decided to study music because it was a domain that could allow me to have a versatile and long career. I always liked to do and create things and music allows me to create sound while doing music. I have always been a social and curious person and music is perfect for that, as you usually make music with other people and also travel and discover new places! Thanks to music, I've met people from many nationalities and I've performed in plenty of countries.



Why did you become a teacher?

I love to see how students react when they become aware of their own improvement: that smile is unique. Both my parents are teachers and I've seen the lifestyle that teaching can give you so, somehow, it was a natural step in my career to become a full-time teacher sooner or later.

What makes you unique as a teacher?

I've taught in different environments since I was studying at university, but I've always given most of my energy to perform until I joined NBIS. I love knowledge and I consider music as life itself in such a way that I even started a PhD project years ago about music and neuroscience.

Music is connected with everything in life:
you just need to find the right connection to be
able to understand and unlock its potential.



I believe that performing and teaching music is an endless symbiotic spiral: improving your practical skills and understanding of music empowers you to teach at a higher level and standard. Moreover, when teaching a variety of pupils with different approaches and skills, you have to bend your knowledge to fit their specific situation and this allows you to discover new ways of learning that can be applied when facing new challenges as a performer.



Which career avenues offer your subject?

There are so many different options when you study music. The main ones are, of course, becoming an international artist and music teacher, but there are many more. If you like to perform, you could aim to be part of an orchestra, a modern band, or become a studio musician. If you enjoy creating, you could become a classical music composer, a contemporary music producer, or write soundtracks for movies and video games. If you are fond of music history and analysis your path could lead for example to careers such as musicologist or conductor.

As I mentioned before, I believe that music is life itself and, as in life, the possibilities are endless.

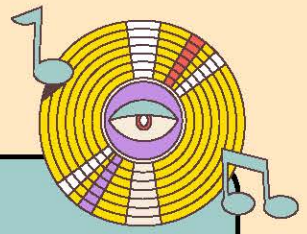
"Arts education not only enhances students' understanding of the world around them, but it also broadens their perspective on traditional academics. The Arts give us the creativity to express ourselves, while challenging our intellect. The Arts integrate life and learning for all students and are integral in the development of the whole person."

Dr. Terry Bergeson, Superintendent of Public Instruction, Washington State

Stay tuned for more insights into the teachers who make our team truly special!

Ms Nausicaa Giavarra
Head of Expressive Arts





SPIRIT WEEK

24TH-28TH, MARCH 2025



PAY ¥10 PER DAY OR
¥35 FOR ALL DAYS!



FRIDAY IS FREE!



24

Monday

PYJAMA DAY

be cozy and relaxed by wearing your pyjamas all day!

25

Tuesday

CELEBRITY DAY

dress up as a famous star!

26

Wednesday

FORMAL DAY

put on your most elegant attire!

27

Thursday

DUO DAY

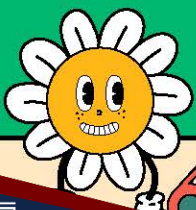
two people choose an outfit that matches!

28

Friday

SONG DYNASTY

dress in clothes from the Song Dynasty
as part of Chinese Culture Day!





NBIS Weekly Menu



Sample Dishes





NBIS Weekly Menu The Week of March 17th to 21st, 2025

	Monday	Tuesday	Wednesday	Thursday	Friday	
Lunch Menu	Braised Beef Steak	Bamboo Shoot with Roasted Pork	Curry Chicken with Potatoes	Soybean Stewed Pork Trotters	Spiced Beef	
	红烧牛排	笋烤肉	土豆咖喱鸡	黄豆焖猪蹄	五香牛肉	
	Corn with Diced Pork	Grilled Sausage	Mushroom Pork Slices	Oyster Sauce Beef	Colorful Diced Chicken	
	玉米肉丁	烤香肠	香菇肉片	蚝油牛肉	五彩鸡丁	
	Salted Crispy Chicken	Sesame Chicken Drumstick	Crispy Fried Drumstick	Fried Fish Fillet	Spicy Stir-Fried Pork	
	盐酥鸡	芝麻鸡腿	香酥琵琶腿	烤鸡腿	炸鱼排	
	Stir-Fried Pork with Green Peppers	Boiled Sliced Pork in Chili Sauce	Spicy Blood and Tofu Stew	Pork Slices with Pickled Vegetables	Stir-Fried Pork with Celery	
	尖椒小炒肉	水煮肉片	毛血旺	酸菜肉片	芹菜炒肉	
	Roasted Potatoes	Steamed Dumplings	Sweet Potato Roast	Taro with Scallion Oil	Peppered Baby Potatoes	
	烤土豆	蒸饺	烤红薯	葱油芋艿	椒盐小土豆	
	Stir-Fried Cauliflower	Stir-Fried Broccoli	Stir-Fried Cauliflower	Stir-Fried Broccoli	Stir-Fried Cauliflower	
	炒花菜	炒西兰花	炒花菜	炒西兰花	炒花菜	
	Stir-Fried Greens	Stir-Fried Cabbage	Stir-Fried Bok Choy	Dumplings	Stir-Fried Noodles	
	炒菜心	炒五号菜	炒鸡毛菜	水饺	炒青菜	
	Stir-Fried Yellow Noodles	Tomato Scrambled Eggs	Spicy Tofu	Green Beans and Corn Kernels	Stir-Fried Macaroni	
	炒意面	西红柿炒蛋	麻辣豆腐	青豆玉米粒	炒通心粉	
	Hairy Shrimp	Braised Shrimp	Clams	River White Shrimp	Salt and Pepper Shrimp	
	长毛虾	红烧虾	花蛤	江白虾	椒盐虾	
	Small Yellow Croaker	Cod	Jade Sole Fish	Small Yellow Croaker	Chopped Chili Fish Chunks	
	小黄鱼	鳕鱼	玉秃鱼	小黄鱼	剁椒鱼块	
	Stir-Fried Chicken Chunks	Winter Melon with Pork Ribs	Sliced Boiled Pork	Shredded Pork with Garlic Sauce	Stir-Fried Bacon with Green Peppers	
	生炒鸡块	冬瓜排骨	白切肉	鱼香肉丝	青椒炒培根	
	Winter Melon Pork Rib Soup	Old Duck with Bamboo Shoot Soup	Black Chicken Mushroom Soup	Clam with Luffa Soup	Potato Pork Rib Soup	
	海蛎冬瓜汤	老鸭冬笋汤	乌鸡香菇汤	花蛤丝瓜汤	土豆排骨汤	
	Fruit	Fruit	Fruit	Fruit	Fruit	
	水果	水果	水果	水果	水果	
	Snack Menu	Scrambled Egg with	Egg Pancake	Boiled Egg	Steamed Dumplings	Radish Shred Pancake
		鸡蛋饼	叉烧包	水煮蛋	蒸饺	萝卜丝饼
		Orange	Apple	Pear	Longan	Strawberry
		橙子	苹果	香梨	桂圆	草莓
		Egg Waffle	Jam Toast	Cranberry Dried	Cake	Bear Cookies
		鸡蛋仔	果酱面包片	蔓越莓干	蛋糕	小熊饼干



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 04/01/2026 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 01/03/2026 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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