



OSAKA INTERNATIONAL SCHOOL OF KWANSEI GAKUIN SELF-STUDY REPORT

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**ACS WASC Focus on Learning Accreditation Manual
2020 International Edition**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

- 1. The involvement and collaboration of all staff and other stakeholders to support student achievement**
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
- 3. The analysis of data about students and student achievement**
- 4. The assessment of the entire school program and its impact on student learning in relation to the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, major student learner needs, and ACS WASC criteria**
- 5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

Introduction

Osaka International School of Kwansei Gakuin (OIS) was the first school in the IB Association of Japan, Korea and Taiwan to be authorized to offer three curricular programmes of the International Baccalaureate (IB) in 2004. Since 1991 we have served the international and internationally-oriented community in northern Osaka. We are distinct from other international schools because of our Two Schools Together ethos, in which we share a mission, vision, campus and education with Senri International School of Kwansei Gakuin (SIS). Both schools, which bring different cultural lenses, strive for our community members to achieve our mission, which is to be: 'Informed, caring, creative individuals, contributing to the global community.'

The two school system was intentional at the founding of the school and was integral to the design of not just the community but the building itself. The schools were founded by a consortium of regional businesses which were developing this area of northern Osaka in the 1980s to be a research center. It was felt that integral to this would be an international school to attract foreign talent and a Japanese school focused on returnees to attract Japanese professionals back home from working overseas. The consortium set up a non-profit education foundation to operate the campus and bring this concept of "two schools together" to fruition. In 2010, that foundation merged with the long established [Kwansei Gakuin Educational Foundation](#) so that the school is now operated by them. The KG foundation is non-profit and includes Kwansei Gakuin University, a junior college, a local high school, middle school, elementary school and a kindergarten. There are over 25,000 students at the various institutions in the foundation. By comparison, there are approximately 800 students in the two schools on our campus (referred to as the Senri International Campus in the foundation) and currently just under 280 students at OIS.

In this report, the governing body of the school and governance structure are usually referred to as 'the foundation' or sometimes just 'KG'. While the official name of our school is Osaka International School of Kwansei Gakuin and our sister school is Senri International School of

Kwansei Gakuin, they are commonly referred to as OIS and SIS respectively. When referring to both schools at once, the phrase “Senri and Osaka International Schools” is usually used and SOIS is the common abbreviation.

“Two schools together” manifests itself in a variety of ways. From our shared programs of visual arts, music and PE to our shared activities such as clubs, sports teams and student council, students from the two schools interact in a variety of ways. The mission and vision statements are the same for both schools.

Mission Statement: informed, caring, creative individuals contributing to a global community.

Beliefs which inform our vision

The Vision for our schools is best revealed by statements of belief. Each statement is intended for all of our schools' divisions, from elementary through grade 12.

I. Two Schools Together

1. We believe that it is important for the two schools to continually explore ways to come together because this brings great benefit to our students.
2. We believe that the closeness of the schools is so important that it is the central part of our vision.

II. Exchange of Ideas

1. We believe that our schools should be a place where ideas, particularly educational ideas, are freely exchanged among faculty, parents, and students.
2. We believe the diversity of experiences of our faculty, parents, and students should be celebrated and the free exchange of ideas will enhance this celebration.

III. Understanding of Cultures

1. We believe that our schools should be deeply involved in the culture of our host country in study, appreciation, and understanding.
2. We believe that our schools should also be involved with the relationship between the culture of Japan and the surrounding cultures of Asia and the rest of the world.
3. We believe that since our community is composed of so many cultures, our schools should be a place where intercultural understanding is modeled, studied, and celebrated.

IV. Learning

1. We believe that the special nature of our schools should encourage students to be well-rounded, creative individuals, responsible thinkers and doers, and this is why we believe our programs should be full of choices, special programs, and innovative structures.
2. We believe that one of the key responsibilities of our schools is to encourage students to learn how to learn and to carry this kind of learning into adulthood.

V. Common Ground

1. We believe that our schools should represent a common ground between Japanese and non-Japanese ideas, practices, beliefs, and traditions.

VI. Model

1. We believe that our two schools should exist as a model for others.
2. We believe that one of our goals is to demonstrate new ideas, practices, techniques, and systems to other schools around Japan and the world.

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Both schools also share fundamental expectations for community behavior that are grounded in the “5 Respects”. It is our philosophy that our community will function well and does not need a long list of rules if everyone follows the 5 Respects.

1. Respect for self
2. Respect for others
3. Respect for learning
4. Respect for the environment
5. Respect for leadership

School wide learner outcomes

The OIS learner outcomes are based on the IB learner profile although because “creativity” is part of our mission statement, we have included that from middle school. We divided the attributes into three categories, Academics, Values, and Qualities.

Academics includes, knowledgeable, thinkers, inquirers, and creative. Caring, open-minded and principled make up values. While, Qualities are balanced, reflective, communicator, and risk-taker.

There have been various iterations of this in posters and other literature on campus. In the middle and high school grade level awards are given annually based on the three categories and they are referenced in goal setting, reflection and other homeroom activities.

Self-study process

2021-2022 school year

OIS has changed its head of school twice since the last full visit. The self-study for this report began under the previous head, Myles Jackson, during the 2021-22 school year. For various reasons, he decided to set up a steering committee rather than appoint an individual as WASC coordinator.

Twice during the school year, teachers participated in virtual WASC self-study training with consultant Alana Steward. Focus groups were created and time was spent in faculty meetings and in-service days [looking at data](#) and other activities. A parent survey was conducted and teachers, working through their home groups (subject departments in MS/HS and as a group in elementary) answered questions on the IB standards and practices and other areas of our program.

The steering committee decided that focus group A would meet during this school year and the other groups would begin in August of the 2022-23 school year. Focus group A began meeting from January and worked on collecting data and answering the prompts in their section of chapter 3. However, the head of school at the time made a decision not to include

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representatives in the focus group from the foundation or the administration. This meant that while the teachers worked very hard to report on those standards as they understood them, they did not have a clear enough understanding of the foundation and how the admin team interacts with them to properly address the prompts.

2022-2023

There was a lot of hard work that took place in 2021-2022 and with the IB process in particular, a lot of progress was made. Unfortunately, in terms of WASC, the documentation that existed didn't match up to the effort that was expended. While the teachers worked very hard on collecting data, reviewing it, and participating in other meetings, tangible results like a draft of chapter 1 or 2 did not exist.

The new head of school, Kurt Mecklem, met with Alana Steward and then with her and Marilyn George twice to apprise them of our progress and seek advice. They assured us that while we were behind in the process, completing it properly was still possible.

Steps taken at this time included the [faculty discussing the accomplishments](#) at the school since the last visit; the drafting of chapter 1 of the report; beginning the drafting of chapter 2; reorganizing the [focus groups](#) (some teachers were moved around and new teachers were added); and having focus groups start collecting data and writing their sections of chapter 3. This included focus group A which now included the head of school and the deputy head of campus whose job it is to liaise with the foundation.

When completing chapter 3, it was agreed that the focus groups would use the following adverbs to address the criteria in order to give consistency across the report: Completely, Significantly, Partly, Not at All, Insufficient Evidence

Other developments included the reconvening of the [Parent Advisory Council](#) (PAC) which had not met since 2018. This was done to help get feedback and parent voice in our process. Two student surveys were conducted, one on our [program](#) and one on [well-being](#). A group of student volunteers was convened to [analyze the survey results](#). A new [parent survey](#) was also conducted.

The faculty should be commended for their time and effort because by the end of January 2023, drafts of chapters 1, 2 and 3 were completed and the leadership team had done the [preliminary work](#) to come up learner focused goals for chapter 4.

The draft of the learner focused goals were shared with the faculty on January 27 and teachers broke into their home groups in a meeting on [February 1](#) to discuss them and offer feedback. (We also reviewed the latest version of chapter 2 in that meeting.) There was general agreement that the learner focused goals identified by the leadership team would be a suitable

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pathway for moving forward. The three goal areas are: community environment, learning environment, and safe environments for all.

The learner focused goals, the newest version of chapter 2, and the [strengths and growth areas](#) from chapter 3 were shared with the [PAC](#) on [February 3](#). They agreed that the learner focused goals were a good way to organize our planning for moving forward. They did have some questions and comments about the identified growth areas and strengths that we should consider in developing our plans. (See chapter 4.)The learner focused goals were also shared with a MS/HS student committee on [February 10](#) and with other groups of parents on [February 14](#) and 16. There was general agreement in those meetings that the identified goals provided a good framework for moving forward but that seeing how they are developed in the action plan was important.

On February 22, we had a full faculty meeting where teachers broke into their home groups to review chapter 4 and develop actions they could take as individuals and groups in the focus areas. Following this meeting, drafting of the action plan began. The report was also being cleaned up so that it is ready for upload to the WASC portal.

A draft action plan was completed at the end of February and shared with the teachers in March. It is based on the learner needs identified in this report with certain items carried over from the previous plan. It is our intention to update the action plan after the visit taking into account recommendations of the visiting team.

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas* of follow-up from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.

Significant Developments since the last visit:

Administrative structure

Starting with the 2022 school year OIS altered its administrative structure. Prior to this, the school had an elementary principal, a middle and high school principal and a head of school. With the start of the current school year, that was altered so that OIS now has a K-12 principal for student learning, a K-12 principal for student life and a head of school ([administration diagram](#)). The reasoning behind this was to ensure a consistent approach and remove redundancy for programs that go across the school. It will take some time before we can truly evaluate the effectiveness of this on student learning but anecdotal feedback has been positive. Both positions were filled with internal appointments. The principal for student life, Ms. Stephanie Alcantara had been a middle school math and science teacher and the MYP coordinator. Mr. Stephen Frater moved from high school economics and DP coordination to the principal for student learning.

Head position changes

The head of school has changed twice since the last full visit and once since the mid-term visit. Bill Kralovec was the head of school during the last full visit. He was replaced by Myles Jackson in 2019 who came from a school in South Korea. He was the head of school for the mid-cycle visit. In 2022, Mr. Jackson was replaced by Kurt Mecklem who was an internal appointment. Previously, he had been the middle and high school principal.

IB Coordination

At the time of the last full visit, MYP coordination was the responsibility of the middle and high school principal and PYP coordination was with the elementary principal. All three coordinators are now separate from the principal roles and are faculty who are given release time to fulfill the responsibilities of the roles.

Learning support

At the time of the last visit, we had one elementary EAL support specialist, one K12 learning support teacher, and one SEL counselor who also worked as our college counselor. We still have the EAL support specialist and the learning support teacher but we have added a new position that is divided between learning/EAL support and college career counseling. This has increased the amount of learning support available and allowed our full time counselor to concentrate on social and emotional learning.

Communication

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Some changes have been made to ensure clearer communication with stakeholders. There is now a parent portal with weekly updates and a faculty portal also with weekly updates from the head of school, principals and program coordinators.

Dormitory

With the onset of COVID, we stopped accepting students into the dormitory and there are currently no OIS students residing there. It is still being used by our sister school, SIS. There are no plans to start accepting students into the dorm except in exceptional circumstances because in its current structure, it does not meet our expectations. This has implications for our ability to accept students from overseas who are not resident in Japan. In the past this made for a more diverse student body in grades 11 and 12.

Cafeteria

Since the last visit, the cafeteria has been remodeled and we have changed vendors to Cezars Kitchen.

Kento Center

Since the last full visit the [Kento Center](#) has emerged as a resource for helping us with supporting students with learning needs. We now have an English speaking resource for ed-psych testing, the opportunity for students to visit for individualized support and they have organized a network for support teachers to meet and share information. We have used their consulting services to help evaluate our program. Having English language learning support resources in the Kansai area is a significant development since the last full visit. It has provided an opportunity for us to better understand and teach certain members of our community.

Coronavirus response

As noted in our mid-cycle progress report, we went to distance learning in March of 2020 when all schools in Japan were directed to close. Since the Fall 2020 trimester, we have largely remained open with regular classes but limited extracurricular activities. In May of 2021 we shut down for a few days around Golden Week because there were some cases that could not be properly traced. In the 2021-2022 school year and this year, we've largely operated classes normally following our [Sabers Safe protocols](#) and [criteria for required absences](#).

For the 2021-2022 school year, all clubs and activities were internal without competing with other schools. Beginning in the fall of 2022, we started actively participating in our local sports league, WJAA. In early February 2023 we began participating in our international league, AISA. We hosted a high school girls basketball tournament with 5 other schools from Yokohama, Korea and Taiwan. Our HS boys basketball team and our swim team went to Seoul and our math team and student council went to Jeju Island, South Korea for a math competition and leadership conferences.

Schoolwide Critical Areas for Follow-up (Growth Areas for Continued Improvement) and Reflection and Analysis of Follow up

At the time of the last full visit there were seven follow-up areas identified. These were: improving the school's facilities, implementing a more transparent budget allocation process, formalizing and refining the school's assessment model, developing an organized and effective school learning support program,

collaboration, enrollment, and personnel. With the mid-cycle visit, the [visiting team and school leadership](#) agreed that the last three items could be eliminated and that the school should focus on the first four.

Improve the School's Facilities

([Action plan link](#))

Our campus is in the middle of a multi-phase refurbishment project. Since the last full visit, the field has been resurfaced and a basketball surface and hoops were added; air conditioning was added to the gym; the library and genkan (foyer) were remodeled; and the third floor classrooms and hallways were remodeled. In the summer of 2023, the elementary classrooms and counseling center will be remodeled and other areas of the building such as the art rooms and science labs will be refurbished in coming summers. Discussions are currently underway with the elementary faculty on how best to utilize their space to assist the architects in reenvisioning the use of their area on the second floor.

Phase 1 and 2 of the [refurbishment](#) have addressed clutter in the genkan, library and third floor and the redevelopment of the rest of the campus will likely continue this process.

As part of the facility renovations, we are still discussing the best way to incorporate presentation of student work and other displays. However, we have used the more open hallways for events such as the ToK exhibition ([photo link](#)).

The refurbishment of the library and classrooms have increased the use of color while still maintaining the architectural integrity of the building.

We will continue to discuss additional refurbishment plans with our governing foundation and address how best to use the new classrooms. As the project continues, there is the possibility to add further functionality to the campus to support teaching and learning. Elements of this can be incorporated into the community and collaboration section in the next action plan but facilities does not need to be its own focus area.

Implementing a more transparent budget allocation process

([Action plan link](#))

The budgeting process and how to order supplies are described in the [faculty handbook](#), which also includes links to the [department budgets](#). The spreadsheets in the budgets folder are updated monthly. The budgets folder is also linked in on the [Faculty Update](#) website and available through a quick search on the SOISMail Google Drive. In March of 2022, the end of the 2021 fiscal year, several of the departments still had money remaining in their budgets and reasonable purchases have not been refused.

While a few departments such as [art](#) were significantly over budget and were asked to be conservative with further requests, the school was still able to support them with the purchases necessary to deliver their program of study

Purchases of instructional supplies that are procured locally, usually arrive the next day or shortly thereafter. If the supplies are coming from overseas it can take considerably longer. This is especially true since the start of the pandemic.

The above description refers to what can be characterized as “consumable” items. “Capital” items follow a different process in which requests are submitted to principals in the fall, are then organized and

prioritized by the campus admin and submitted to the facilities and finance office at the foundation. When it is time to submit requests, information is shared with the teachers on the [Faculty Update](#) website (see September 16, *From the Head*). It is likely this process that has caused the most confusion in the past because the reasons for decisions aren't always clearly communicated to our campus from the foundation's budget committee and, in turn, to the teacher who made the original request. In recent years, capital items purchases have been limited because of the campus refurbishment. We will continue to strive to have open communication on budget related matters, this is not likely to be an area of focus moving forward.

Formalizing and refining the school's assessment model [\(Action plan link\)](#)

Since the last full visit and the mid-term visit progress has been made in this area although there are aspects of the goals that still need to be developed.

In addition to sharing their children's results, we have continued to inform parents via writing in the [Portal](#) (see September 30) and emails about MAP and why we do it. However, now that the school is opening up to visitors again, we can organize some in-person workshops on MAP and how it can be used by parents to understand their child's development. The most recent parent survey did not include any questions about parents' understanding of MAP. In the upcoming survey, we will evaluate parent understanding in this area.

The MAP website provides means to track individual students and these test results are often used by the student support team when investigating whether students who have been identified by teachers need additional support. Conversations about students in student support or collaboration meetings often include reference to their MAP results, but this could be done in a more systematic way, and this is an area we will continue to work on.

We are now using WIDA assessments and the WIDA levels to evaluate student English language level and determine how much support they should receive. This data is compared to MAP data and other assessments we've introduced like Dibbles to give a better understanding of students' English language development. In the 2021-22 school year, WIDA was given to students in middle and high school who had had concerns raised about their English language proficiency.

We have continued to implement annual surveys to parents, year 5 PYP students, MYP students, and graduating seniors about well-being, mental health, and other issues.

Develop an Organized and Effective School Learning Support Program

There have been significant changes to how the overall learning support program is staffed since the last full visit which are noted above and in the [mid-cycle visiting committee report](#) which ultimately have led to a clearer definition of roles and more faculty time devoted to learning support.

There has been more outreach with individual parents whose children have been identified as having possible needs, as evidenced by families seeking outside testing to identify needs. However, work still needs to be done to increase trust and awareness as some parents are still hesitant to have their children formally evaluated and/or share results. Parent outreach will need to continue now that we are opening the campus more to visitors.

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During the pandemic, most of our PD was focussed on meeting IB expectations and completing online workshops. We still need to conduct more professional development in the area of inclusion for mainstream teachers. Learning support teachers and EAL support teachers will be setting PD goals.

Clarifying and defining the learning support program has been a key focus since the mid-term visit. Much of the 2020-2021 school year was focused on rewriting the Inclusion policy in a process that involved the principals and the members of the learning support team. We hired the [Kento Center](#) to help us evaluate our program and identify ways to move forward. In fall of 2022, the learning support team has focused on distributing our limited human resources to ensure the needs of tier 3 students are met first.

Prior to the 2022-2023 school year, student support was approached from the perspective of elementary or middle and high school so the approach wasn't always consistent across all levels. Beginning in August 2022, the K-12 learning support team (EAL support, learning support, counseling and admin) have been meeting on a weekly basis to distribute resources, follow up on Requests for Assistance (RFAs), and to take a team approach to supporting students with identified needs.

As described above, the learning support team has incorporated more formal assessment to monitor students' progress and help identify needs. This includes using WIDA to assess language levels which allows for allocation of teaching resources based on student needs. The team has also used other assessments such as Dibbles to assess reading levels. They continue to triangulate this data with teacher observations and MAP results to identify students who may need additional support.

The elementary school is in the process of implementing the Wilson Reading System in younger grades and Just Words with a cohort in grade 5 that has consistently been below grade level in reading.

The school does not currently have a "shadow teacher" policy or other means to incorporate one on one interventions for students with very high needs. This is an area to explore as there are at least two students who have been identified as having needs beyond what the current team is able to provide.

The school is exploring using the elementary classroom assistants in a more focused way to assist students with high needs. This could include teaching some of the Just Words lessons or other focused 1 on 1 interventions under the guidance of the learning support teachers.

Overall, significant strides have been made in the area of student support but there is still work to be done. This includes increasing understanding of the roles of learning support teachers and the role mainstream teachers should play in learning support and EAL development. Student support should be an area of continued focus moving forward.

Ongoing Follow-up Process

Shortly after the last full visit, the head of school and WASC coordinator left OIS. This, along with the onset of the pandemic that same school year meant that a focus on the action plan was not as robust as it should have been with all stakeholders. Still, as described on pages 20 and 21 of the [mid-cycle progress report](#), the head made annual reports to the foundation on the progress of the action plan and meetings did occur with faculty on elements of the action plan particularly after the start of 2020-21 school year.

During this time, the head of school suggested making changes to the action plan but the faculty and other administrators felt that it was important to follow the process established by the last full visit.

Leading up to the mid-cycle visit, there was a clearer focus on the action plan and in consultation with the visiting team it was decided that the action plan would be narrowed down to the four critical growth

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areas described above and collaboration, enrollment, and personnel would be removed. An [updated action plan](#) was developed.

Since that time, the annual schedule of updating the action plan and reporting on its progress to the Kwansei Gakuin Assessment Office has been followed.

KG Schools Annual Assessment Cycle	
January	Action plan updating: Schools update their action plans and begin to prepare their annual report.
Feb/March	1st Quarter: Annual Report Heads of School submit a brief annual report to the KG Assessment Office on the school's key goals, progress in the past year and actions going forwards.
May	2nd Quarter Check Heads of school attend a meeting to report on ongoing action plan progress and any changes.
August	3rd Quarter: Medium Term Plan At the mid-cycle point every year, the school submits a medium term plan reporting on progress.
November	4th Quarter Check Heads of school attend a meeting to report on ongoing action plan progress and any changes.

[Official schedule](#)

Because the head is required to report on our plans, the governing body is informed of the action plan and the schools progress. The head has also met with the chairman of the board of trustees to discuss school goals moving forward. The awareness of this process at OIS could be elevated.

In reviewing this process, there are items that have been added to the action plan or other initiatives that had limited input from stakeholders. It is clear that as we emerge from the pandemic and with new leadership of the school, we will need to have a clearer focus on involving all stakeholders in review and discussion of the action plan.

Critical areas for follow-up not currently in the action plan

Two areas that are related to learning support but are not directly referenced in the action plan include improving the pastoral program and continuing to develop our child protection policies.

With the start of the 2022 school year, we made significant changes to the [MYP pastoral care program](#). This resulted from the work of a pastoral care committee that [met](#) weekly for most of the 2021-2022

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school year. It is too soon to fully evaluate the effectiveness of the new plan but it appears to be starting positively. At this point there have been no changes to the pastoral care program in DP or PYP.

Gaining a cross-cultural understanding of child protection on our shared campus has been challenging as it has required translating international expectations into a Japanese context. We have made significant progress in this area in that we have a bilingual policy and code of conduct that is acceptable to both schools. Further training of faculty, staff and parents is planned using resources from childsafeguarding.com once they publish their new videos in late October. We also need to do more with raising student awareness and we will be taking concrete steps to address this in student assemblies and classes in November 2022.

The following three areas were eliminated from the action plan at the mid-cycle visit.

Collaboration - In addition to the [accomplishments](#) cited by the mid-cycle visiting committee, all secondary teachers now have one common planning time period scheduled during the week. This allows for curriculum planning, moderation of student assessments, and other tasks as required by the MYP and DP.

In the PYP, units of inquiry are now taught on a two year cycle in grades 1 and 2 and in grades 3 and 4. This has helped to overcome the challenge of only having one teacher per grade level as it gives the teachers in those grades a planning partner and helps ensure a more consistent approach.

Collaboration in the context of the larger community will still be part of our new action plan.

Enrollment - We have continued to maintain an enrollment near 280 students without quite reaching that number. (See chart in chapter 2).

Personnel - There were a significant number of resignations during the 2021-2022 school year relative to previous years (chart in chapter 2) largely due to the pandemic. In exit conversations, many of those leaving stated that the pandemic had them rethinking their goals or had increased their desire to be closer to home. Four of the departing teachers were either retiring or leaving the education profession for an extended period of time. There are a couple of other teachers reaching retirement age in the coming years. The numbers of departing teachers are lower this year with 5 teachers departing.

The international economic outlook and the weakness of the yen may make recruiting challenging this year.

Chapter II: Student/Community Profile and Supporting Data and Findings

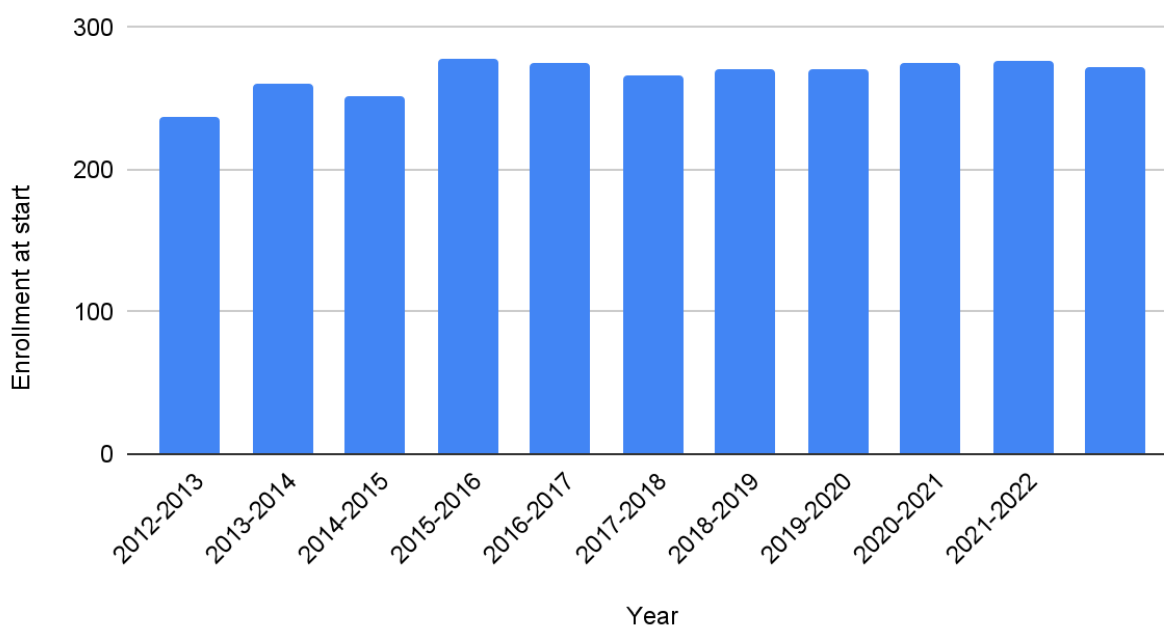
Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

Student demographics

Like most schools, the pandemic has posed challenges for OIS, although it did not have a direct impact on our enrollment numbers.

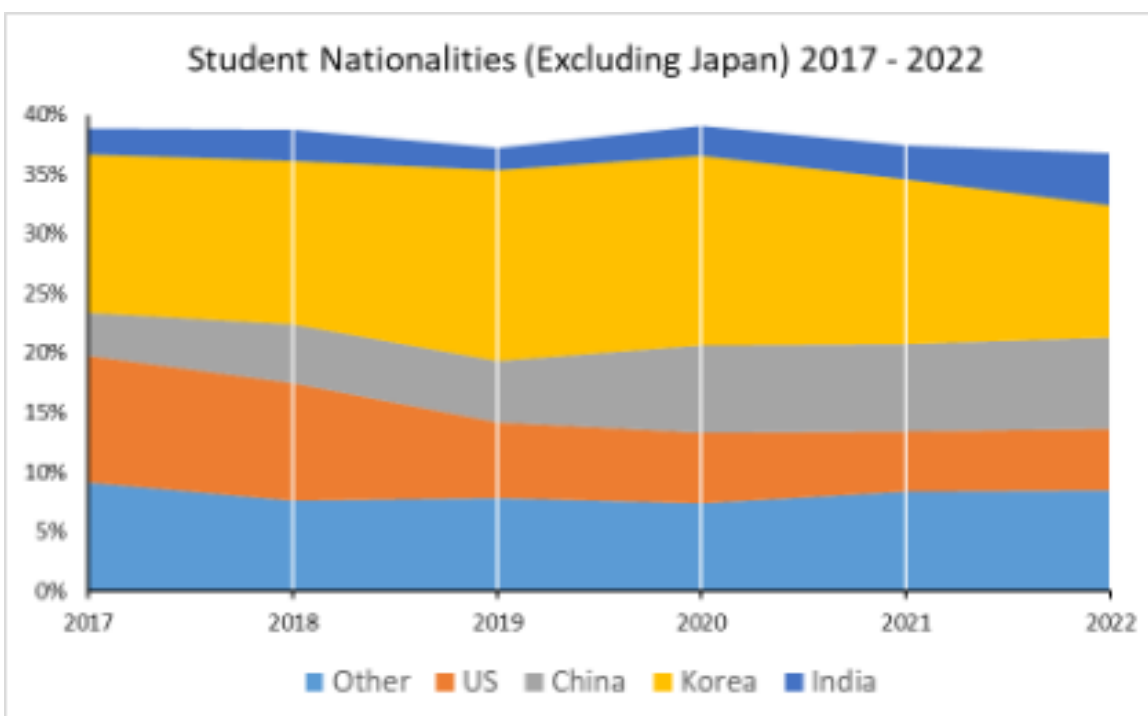
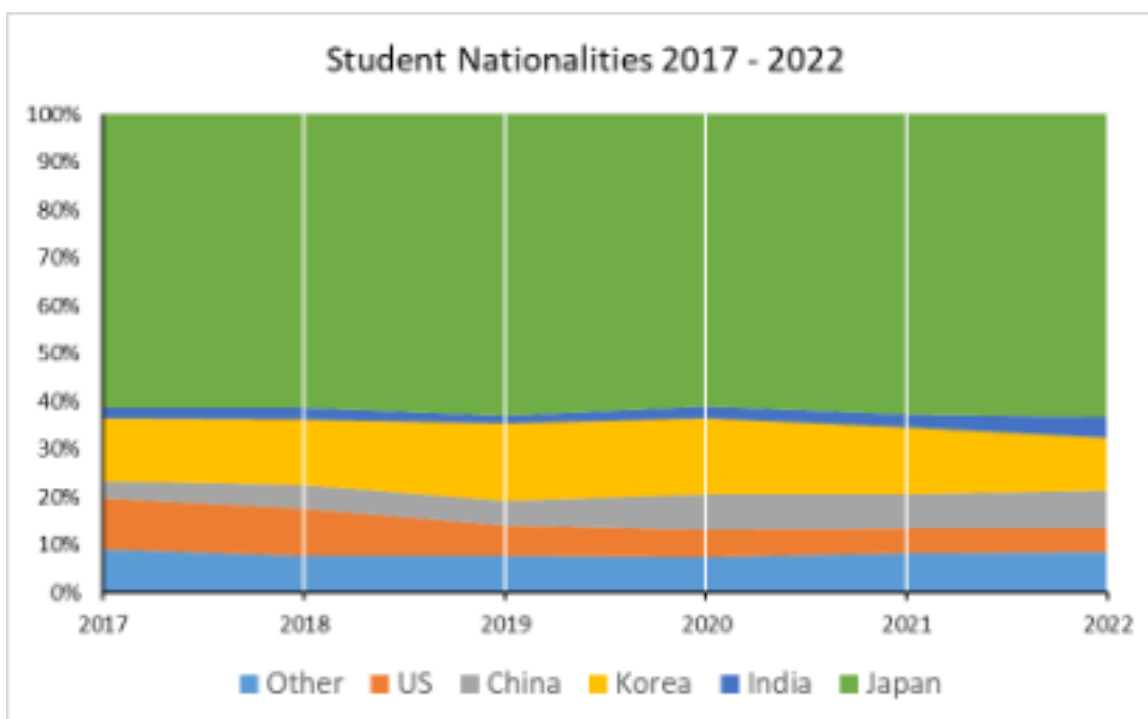
Enrollment at start of each school year



For the last ten years we've maintained an average starting enrollment of 266 students and over the last 5 years, that number has been higher (272).

Student first nationalities (as reported to Osaka prefecture in April of each year) have shown some slight fluctuations over the last five years. After Japanese, our most common nationalities are Korean, Chinese,

and the United States. This is a shift from the mid-cycle visit when there were more Americans than Chinese. Many of the students in our school are bicultural but the following charts are based on the students' self-selected first nationality.



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While as an overall percentage of the school population, their numbers are small, both the Indian (6 to 12) and Chinese (10 to 21) populations have doubled in the last five years. At the same time the population of USA citizens has halved (29 to 14) and the number of Koreans has decreased slightly from a high of 43 to 30 this year. The admissions department reports a sharp increase in the numbers of Chinese families inquiring about our school. While they do not keep statistics on inquiries, only those who make an application, they estimate currently 60% to 70% of inquiries are from Chinese families. We also noticed more inquiries from Japanese families returning to Japan but the actual increase in Japanese students is not very significant.

Overall, OIS fared quite well during the pandemic and did not see a significant decrease in enrollment. Other schools in the Japan Council of International Schools reported a decline in numbers but we held steady. There are probably a variety of reasons for this but one likely explanation is that OIS families come from a variety of backgrounds and there isn't a large number of students coming from a single employer.

Our biggest national group is Japanese. Ninety two students have Japanese as their sole nationality. Most of those are from families that lived overseas and returned to Japan. Of students who identify as having two nationalities, the majority have Japanese as one of their nationalities.

		NONE	JAPAN	AUSTRALIA	BRAZIL	CANADA	Chile	CHINA	Denmark	France	HONG KONG	India	Indonesia	Ireland	Italy	Kenya	Korea	Mexico	NEW ZEALAND	PHILIPPINES	RUSSIA	SINGAPORE	Ukraine	U.K.	U.S.A.	Vietnam	Totals
F i r s t N a t i o n a l i t y	AUSTRALIA		3																								3
	BANGLADESH	1																									1
	BRAZIL		1																								1
	CANADA		3																								3
	CHINA	23		1																							24
	GERMANY	1	1																								2
	Ghana	1																									1
	INDIA	9																									9
	INDONESIA	3	1																								4
	Ireland	2																									2
	ISRAEL		2																								2
	Italy	1	2																								3
	JAPAN	92		1		1	1	3	2	1	2	2	1	1	1	1	3		1	1	2	1	1	2	16	1	137
	KOREA	27			1																				2		30
	MALAYSIA	3																									3
	New Zealand	1	3																								4
	PHILIPPINES	1																									1
	Russia	2																									2
	SINGAPORE	2	1																								3
	TAIWAN	1																									1
	THAILAND		2																								2
	U.K.	2	1																								3
	U.S.A.	14	15			1		1										1						1			33
	Totals	186	35	2	1	2	1	4	2	1	2	2	1	1	1	1	3	1	1	1	2	1	1	3	18	1	274

Fortyfive bi-national students have Japanese as their first nationality with sixteen of those having American as their second nationality. Thirtysix students have Japanese as their second nationality while fifteen of those have American as their first. This makes the Japanese and American combination the

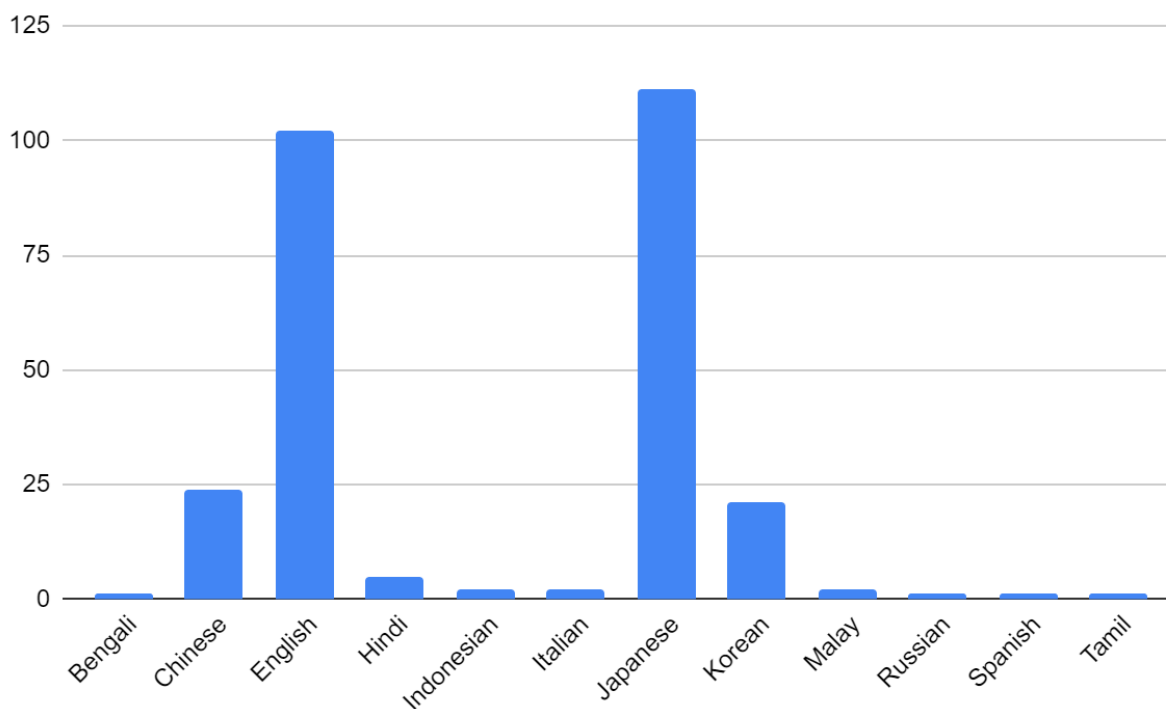
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largest bi-national group in the school. In all, 31 nationalities are currently represented in the student body although 8 of those are only represented as a second nationality.

Language data

	Second Language																	
	Twi	Turkish	Tamil	Tagalog	Spanish	Russian	Nepali	Mandarin	Korean	Indonesian	Hebrew	Hindi	German	Chinese	Bengali	Japanese	English	None
First Language	Bengali																1	
	Chinese															2	19	1
	English	1	1	1	2	1	1	1	3	1	2	2		7	1		65	11
	Hindi																5	
	Indonesian															2	2	
	Italian															2		
	Japanese								3		1		1		4		96	4
	Korean																16	1
	Malay																2	
	Russian																1	
	Spanish																1	
	Tamil																1	

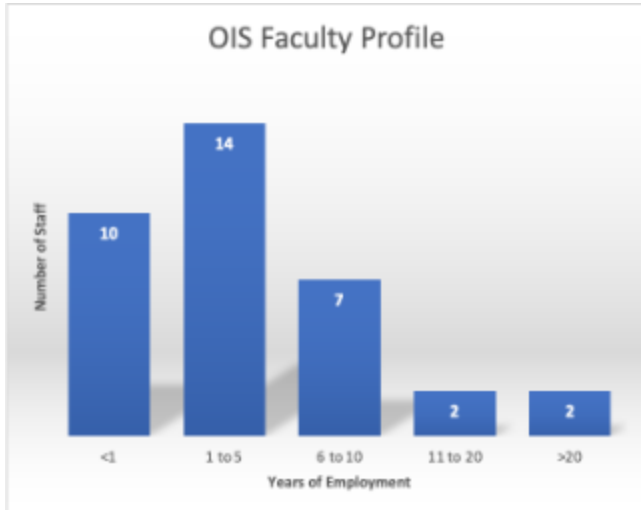
Self Identified First Language



The two most common first languages in the school are Japanese and English followed by Chinese and Korean. This is a shift from the previous self-study where Korean speakers outnumbered Chinese

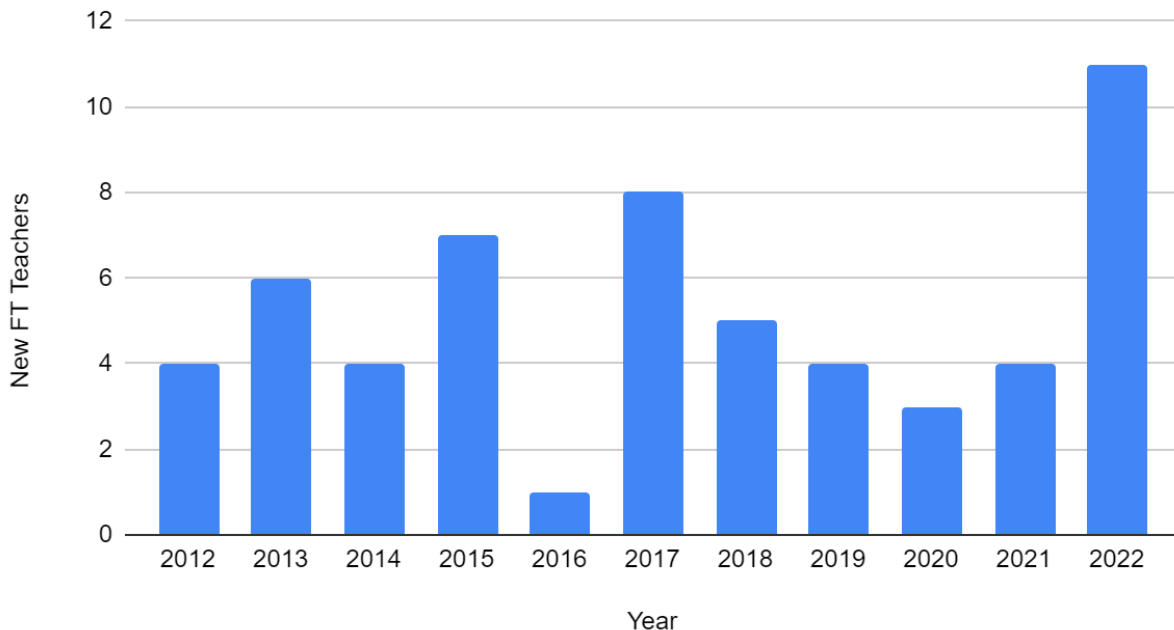
speakers. The fact that less than half of the students have the language of instruction as their native language means that we need to consider how we ensure that all students can access the curriculum.

Faculty demographics



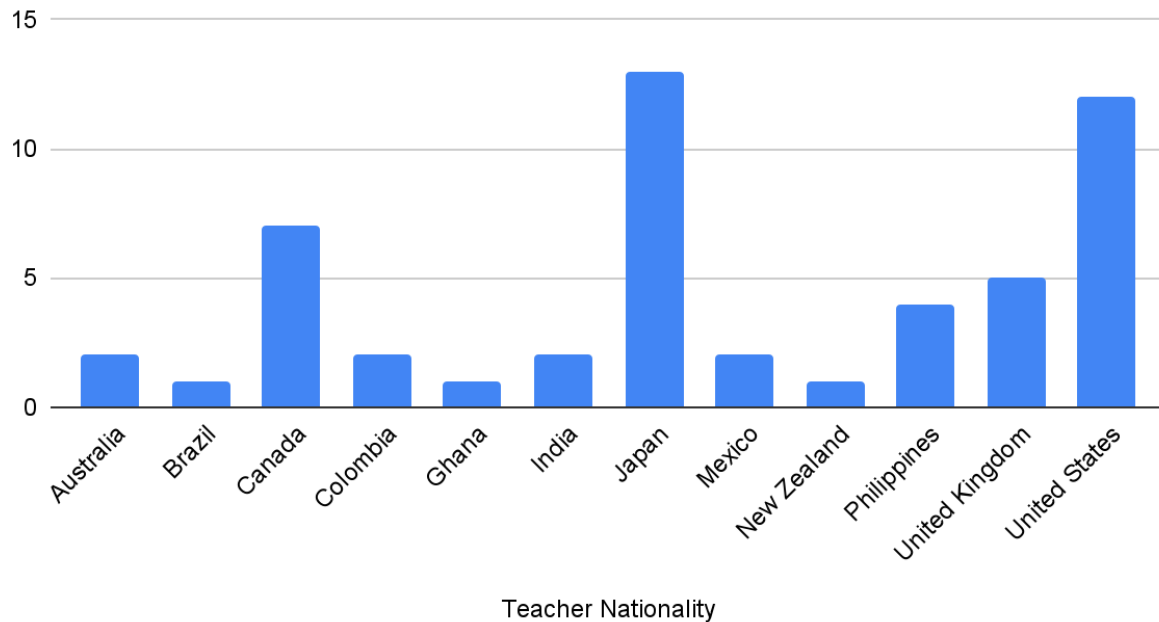
OIS has generally had low faculty turnover through the years. As the world emerged from the pandemic, a larger number of teachers than normal decided to leave the school. Four of these were either retiring or stepping away from education for a while. Others indicated they wanted to be closer to home while the rest wanted a new position elsewhere. This has decreased our overall average length of stay in the school from 8.7 years at the time of the mid-cycle visit to ?

New FT Teachers by year



When hiring teachers, OIS seeks to have a highly qualified teaching staff that is representative of a variety of backgrounds. We have a relatively diverse faculty but this is an area to further explore or formalize as we develop a DEIJ policy.

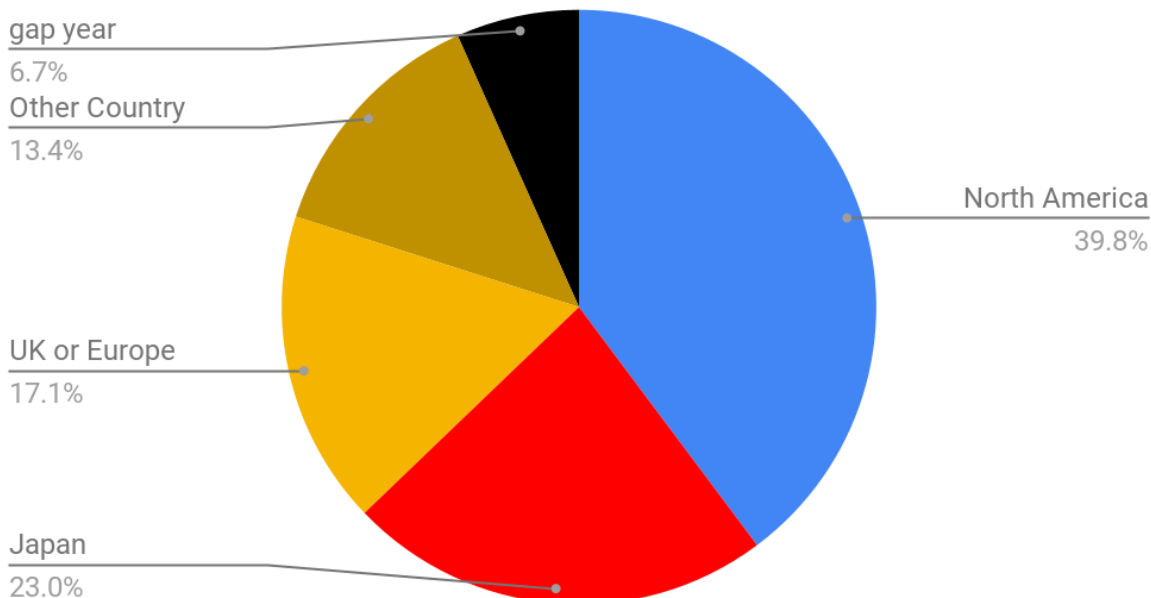
Teacher Nationality



This chart includes part time faculty and assistants. Japanese citizens make up our largest nationality group followed by US citizens. Canadians are the only other group that includes more than five teachers. The current three person admin team is composed of citizens from the US, the Philippines, and the UK.

University matriculation

OIS University Matriculation 2010 - 2022

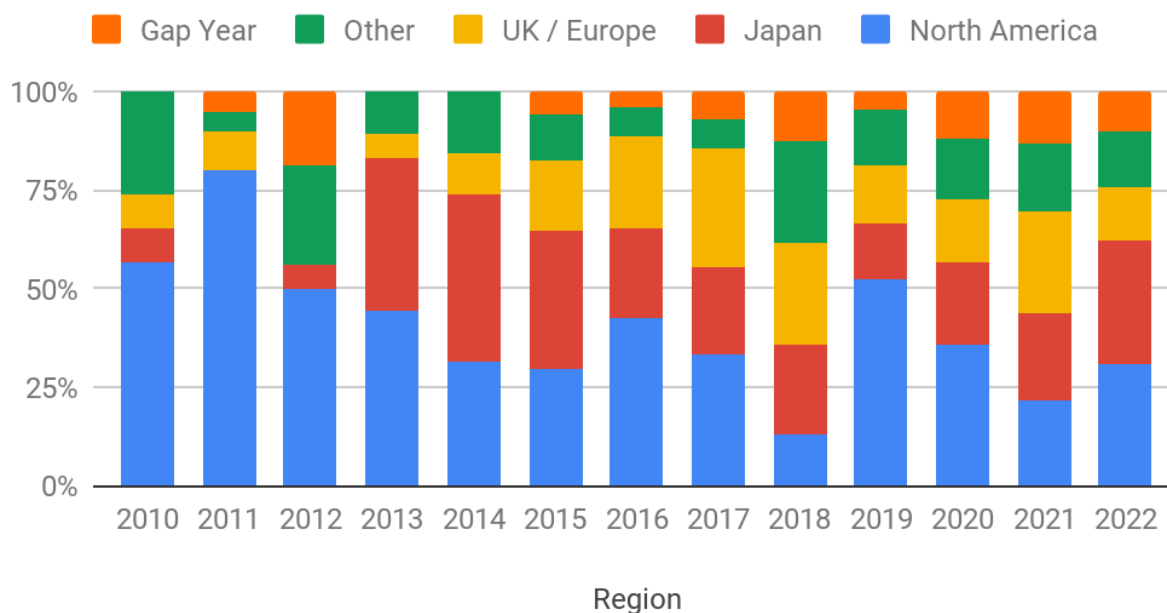


Since 2010, just over 40% of our graduates have matriculated to universities in North America. The second largest group is universities in Japan. Primarily, our students are entering Japanese universities that have programs in English. During this time period there has been a push in Japan to open more English language programs in Japan. This has opened more opportunities for our students to study locally rather than going abroad. Prior to 2013, studying in Japan was relatively rare but the numbers have increased. This is also true of the number of students choosing to study in the UK or Europe. The Netherlands is the primary destination for our alumni who study in Europe. The increase in those numbers corresponds with a decrease in students choosing North America. The “other” category includes universities in other Asian countries and Australia. A list of recent matriculations is included in our school profile on the [college guidance section of our website](#).

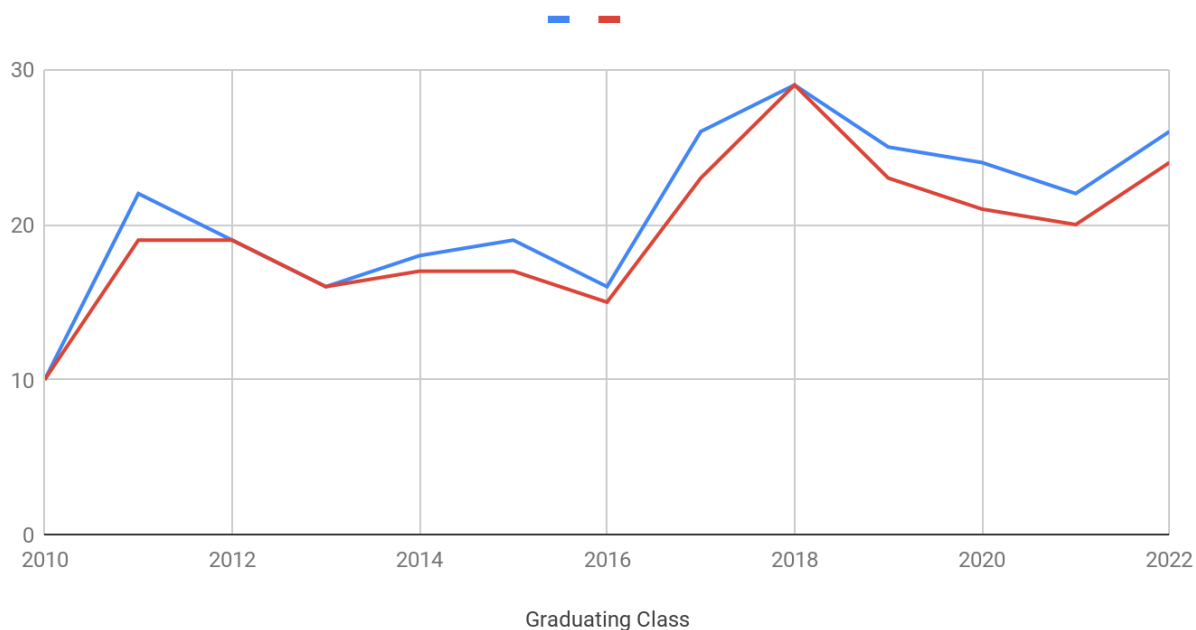
The increased popularity of other countries has meant that our college career advisor has had to develop an understanding of the expectations for admission there. Our students, especially those who complete the IB Diploma have tended to be competitive in their admissions and typically have been accepted to multiple universities and thus have a choice of where to go.

One area that needs to be improved is tracking our students after entrance to university.

North America, Japan, Other and Gap Year

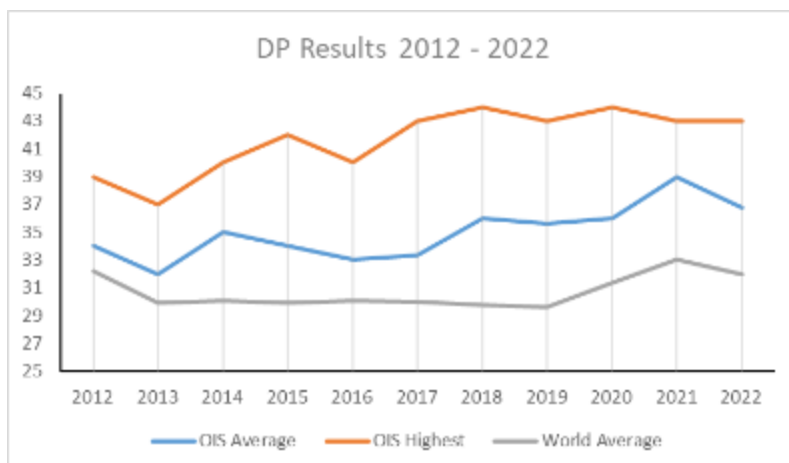


Number of Seniors and number of Diploma Candidates by year



Student Outcome Data

Diploma Program Results



Even though the school allows all students the opportunity to take the IB Diploma Programme, OIS continues to maintain strong student results

In 2022, out of a graduating class of 25, 23 opted to do the full IB Diploma program. In addition one student from the sister school, SIS, took the IB courses at OIS for a total of 24 DP candidates. All of the students earned

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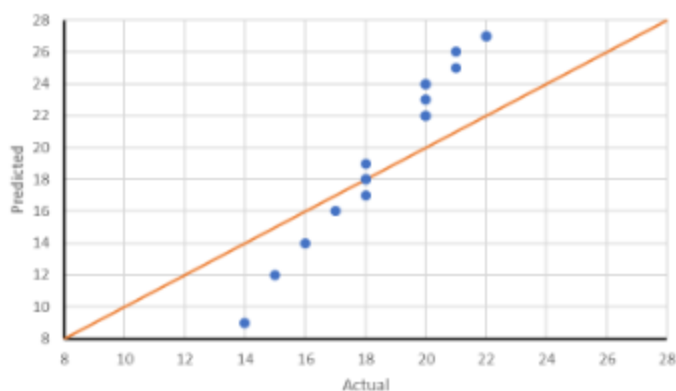
the diploma with an average of 37 points while 40% achieved 40 or above and 30% earned a bilingual diploma.

In 2021, 20 out of 22 seniors took the full IB Diploma with all 20 earning the Diploma. They had an average score of 39 with a high score of 43. Over the years, the OIS average has fairly consistently stayed several points above the world average.

While OIS will counsel students on their best path forward, the school does not stop students from doing the full IB diploma. As long as they meet deadlines and other requirements, they are allowed to continue the program. The fact that without screening, the majority of our students are quite successful is a testament to their hard work and the support they are receiving from their teachers both in and outside of class. There are students who we've questioned whether the IB Diploma program was the best path forward considering the stress and anxiety that is often associated with completing the program. Most of our students insist upon staying on that track which is indicative of the student culture. Explaining why students choose to do the diploma even when it is not recommended could be a result of peer pressure, the perception that not doing the IB diploma isn't that much different than doing it, a combination, or something else. This is an area to further explore as we evaluate how we are supporting students. .

IB MYP Personal Project results

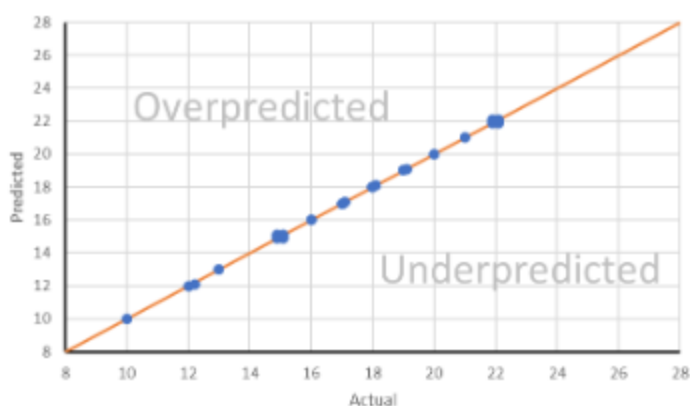
2021 Personal Project Predicted vs Actual Grades



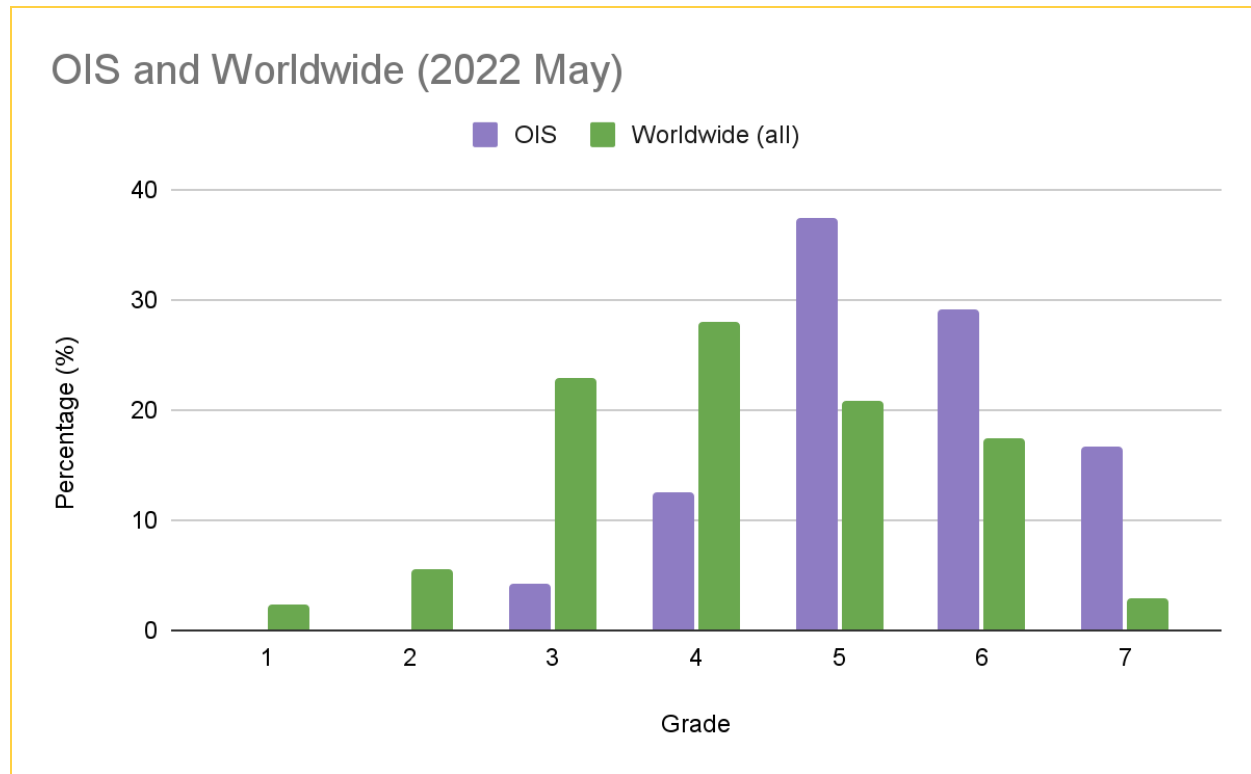
For the last several years, the IB has tended to moderate our personal project results towards the middle. Our highest scores were moderated down while our lowest scores were moderated up, as seen in the first graph on the left.

In 2022, however, none of our predicted results were moderated and our internal marking matched the final results.

2022 Personal Project Predicted vs Actual Grades



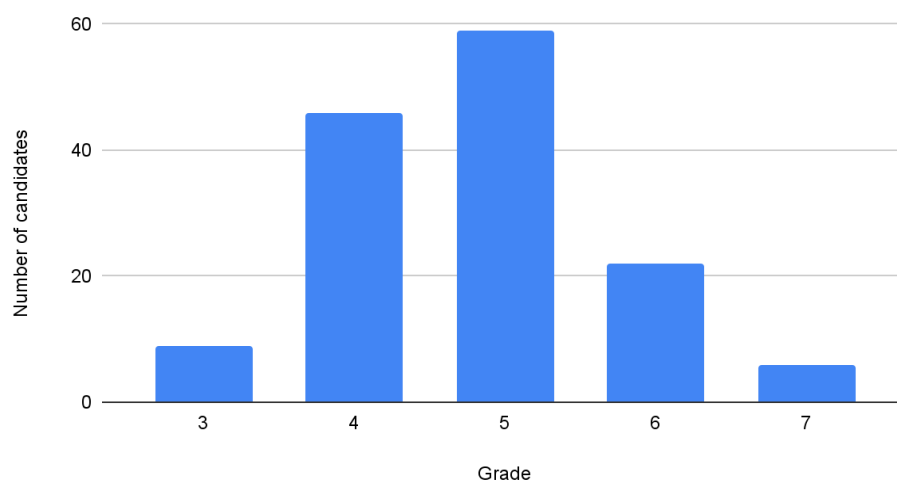
While the highest and lowest scores were allowed to stand this time, the overall distribution has not changed much over the years. Anecdotally, it has been suggested that personal project results are a good predictor of results in the IB Diploma. We have not been able to show this statistically. In most cases, our students seem to outperform their MYP results. This might be indicative of a culture shift that happens as our students transition to the DP. This may need further exploration.



Data source: MYP Statistical Bulletin, May 2022

OIS results compare favorably to worldwide results on the personal project as this graph from last year's cohort indicates. The fact that our results were strong without being moderated is a sign that our standardization process is working. The following graph shows our moderated results over previous years. They are consistent with our most recent results which indicates that our students are performing well relative to their peers in other schools.

Distribution of marks (IB Assessed Grades, 2016-2022)

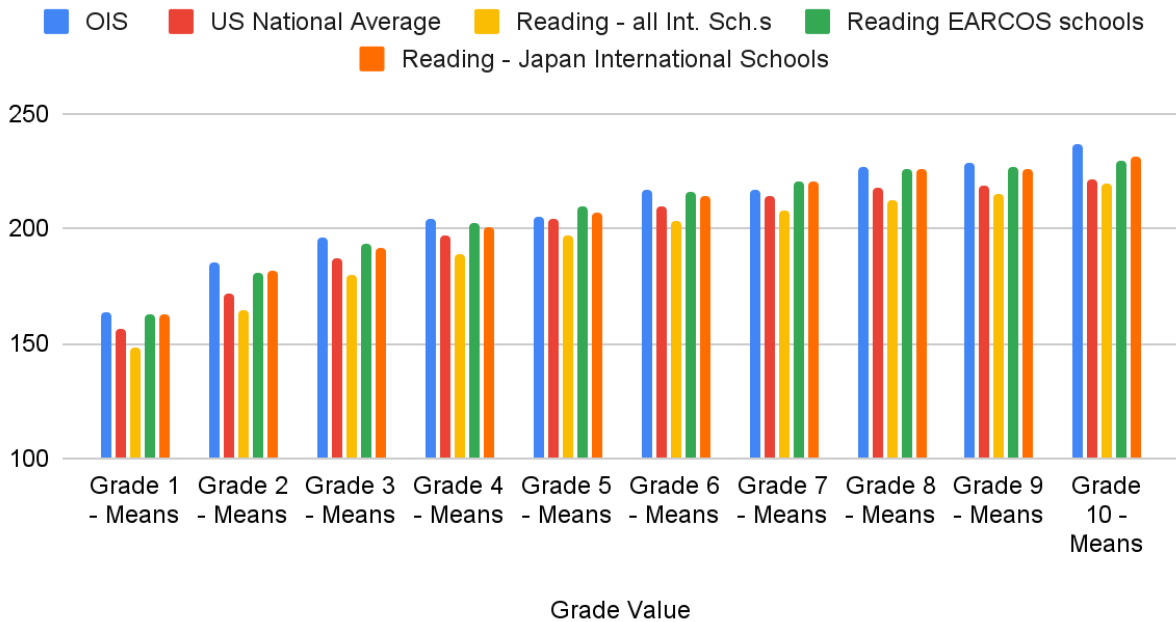


Standardized test results

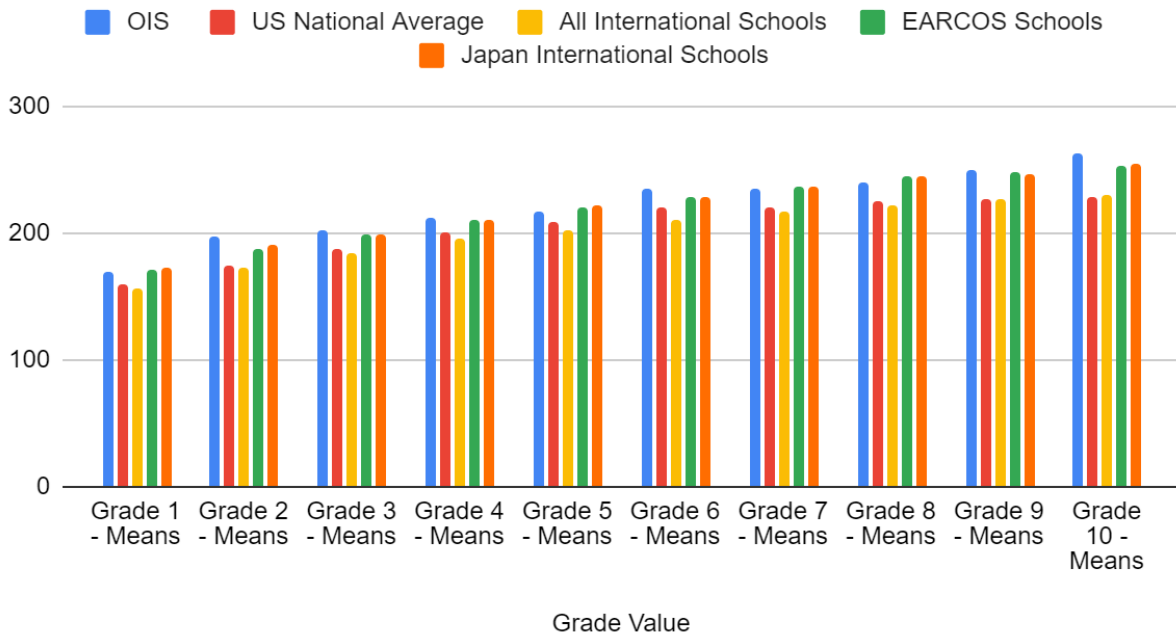
A much lower number of our students are taking the PSAT and SAT in recent years as they are mostly only useful in North America and most universities there have made such standardized tests for admission optional. Only students who feel they will do well enough to have an advantage have been taking it so analysis of those results are not likely to give us much indication of how the students are doing as a whole. In 2021-2022, six students took the SAT I and they had a composite score average of 1363.

We continue to use the NWEA Measure of Academic Progress (MAP) for our students in grades 1 to 10 twice a year. As the following two charts indicate, when taken in aggregate, OIS grade levels compare favorably on the MAP to other cohorts as reported by the [NWEA](#). This indicates that as a whole, OIS students are on track when compared to students in the US, students in other international schools around the world, students in schools that are members of the East Asia Regional Council of Schools (EARCOS), and international schools in Japan that administer the MAP.

OIS means compared to other cohorts - MAP Reading

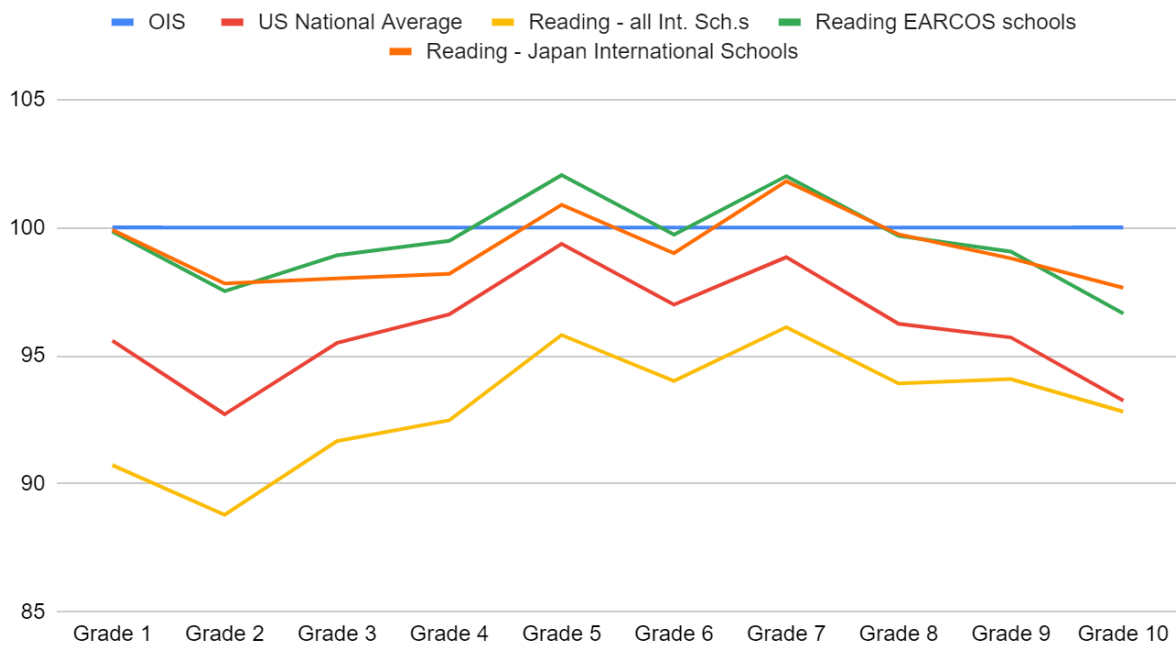


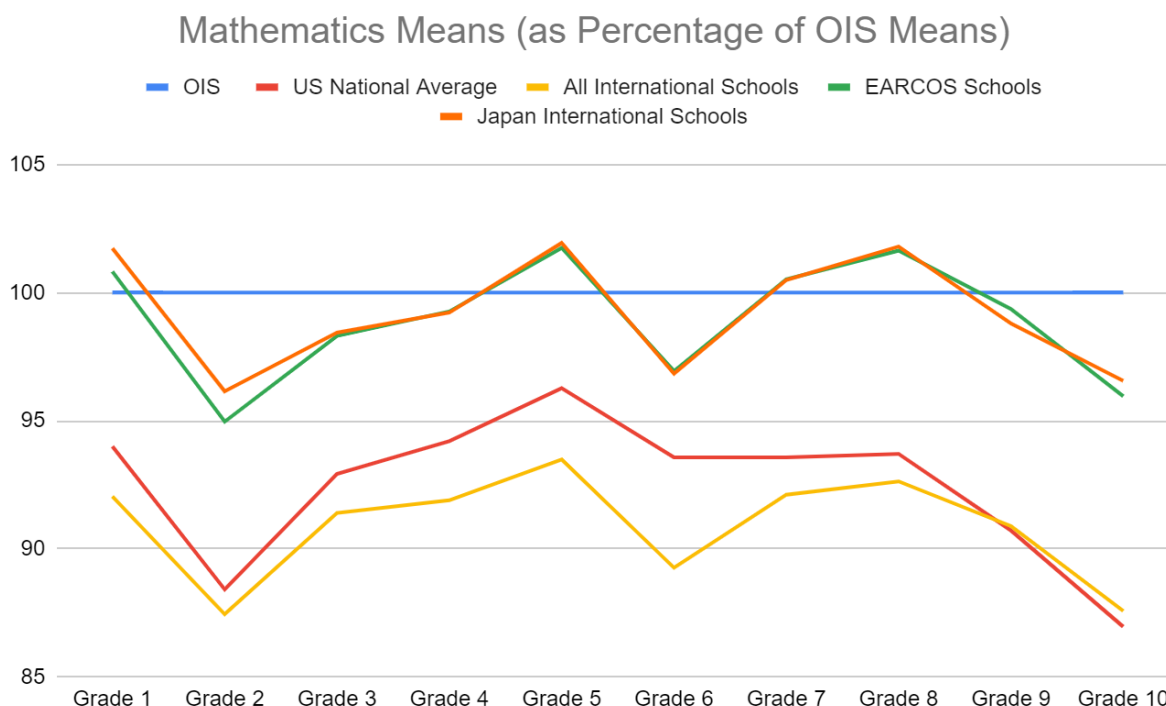
OIS Means compared to other cohorts - MAP Math



These graphs have the same information in a different format which may make the data more accessible.

Reading Means (as Percentage of OIS Means)

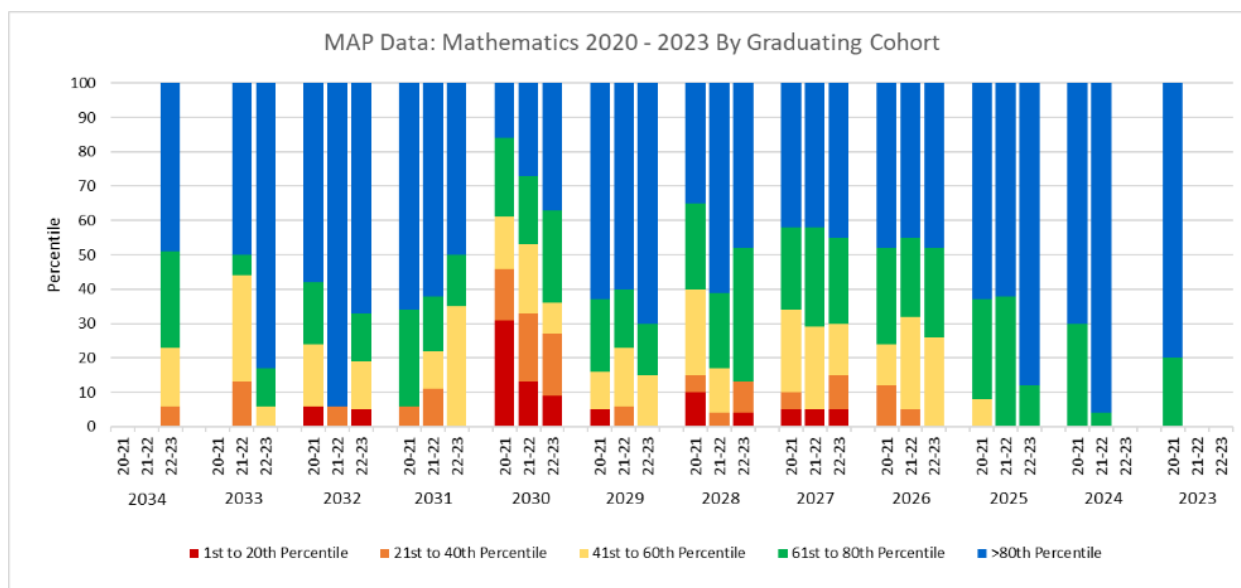
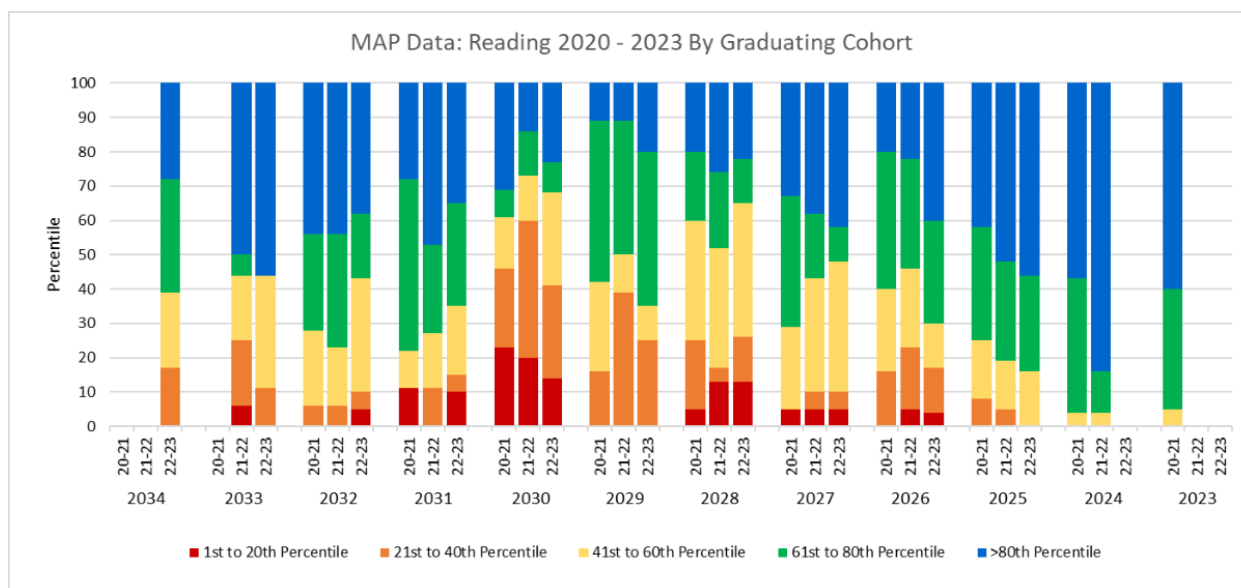




While these graphs give us a big picture view of our students' achievement, they do not tell us what is happening on an individual level. The next set of graphs look at change over time and also indicate the percentage of students performing below expectation.

The graphs below aggregate achievement on the MAP as compared to their published norm groups over three years for each cohort. Students in grades 1 to 10 take the MAP in the fall and spring. Thus, the current grades 1, 2, 11, and 12 do not have three full years of data. These graphs are based on the fall assessments. While the graphs attempt to account for the change in the cohort they do not take into consideration the departure and arrival of some students. We are also a small school with no more than 25 students in each grade that participates in the MAP.

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In general, in both reading and math, the students appear to make progress over time. This data indicates that there are students who are not achieving at the same level as their peers and likely need more support to ensure they are able to achieve at a higher level. The current grade 5 class (2030) seems to have a more substantial number of students who are scoring in the lowest percentile group (below 20) and this is true to a lesser extent in the current grade 7 class (2028). Both of these classes have been a point of discussion amongst the learning support team (see the next section). The grade 7 class in particular has shown less consistent improvement over time. We are a small school and it is more important for us to understand the individuals behind the numbers than focus on the overall statistics. The teachers who teach the grades with students scoring in that lowest percentile band, know who those students are. Those students typically are the ones with identified learning needs who receive extra support. However, there are several students who may be at the high end of that band or are just outside of it that require support, focused interventions or differentiation that move beyond the resourcing available in the current structure. In some cases we've been able to mitigate this. For example, there is

currently an assistant in grade 5 to help address the higher level of need in the cohort even though an assistant at that level is not typical for our school. In other cases we have not been able to commit additional resources and this needs further discussion.

Student Support

As described in chapter 1, our student support team has grown since the last visit. It includes a social/emotional counselor, an elementary EAL teacher, a full time learning support teacher and a role that is split between college careers counseling and learning & English support.

The student support team has spent much of 2022-2023 trying to redefine its procedures to make them consistent across grade levels. There is a faculty meeting scheduled on our in-service day April, 2023 to update teachers on the procedures.

The MAP Data indicates that for the most part, our students are successful when compared to norm groups. However, we do have students who are working below grade level as defined by the published norms of the MAP. We have a number of students who have been identified as needing learning support either because of their English language proficiency or because of other learning needs. The following chart shows the number of students in each cohort who are identified as needing language support.

Students are identified as needing language support by teachers, intake testing and/or MAP results. The learning support team uses WIDA to assess identified students and levels them using that data along with observational data. They categorize students based on the 6 WIDA levels which determines the amount of direct support a student receives from the team. The ideal amount of support is noted in the chart although it hasn't always been possible to meet this at all levels of the school and this support. This is not usually one on one support, the students are served in groups.

When a student has been diagnosed with a particular learning need, the learning support team creates an Individual Learning Plan (ILP) in consultation with the family and based on the recommendations in the diagnostic report. OIS uses ILP rather than IEP because our plans are not a legal document in the same way they are in the US. The following chart shows the number of students with an ILP.

It is clear from these two charts that there are a couple of classes (g3, g5, g7) with particularly high learning needs. There is some crossover between the two charts. For example in grade 5 three of the students with ILPs are also receiving language support. Particularly in grade 5 and grade 7, a higher level of need is reflected in the MAP data above.

More of a challenge for our learning support team and other faculty are those students who do not have an official diagnosis but have been identified through a combination of teacher observation, their work, and/or MAP results as a concern. The process of identifying learning support needs is described on [page 7 of our Inclusion Policy](#). It is clear that this process is time consuming so that much of the time in learning support team meetings is dedicated to discussion of these students and planning on how to gather more

information, work with teachers to support them and plan next steps with parents. In some cases this process will lead to a recommendation for diagnostic testing but for others this isn't deemed appropriate. While these students do not have a specific diagnosis, they may receive additional support to help them catch up or other support such as participating in the Just Words program. This program was added as a tier 2 intervention to target gaps in literacy. This redacted [document](#) shows the number of students the learning support team is working with.

That document includes another category of student support, those students receiving counseling on a regular basis. From the sheet, it can be seen that many of the students who are identified as needing counseling support are also students who have been identified in other categories described above.

We have done a lot to systemize our student support program which is the result of a lot of hard work from the members of our team. However, this is still likely to be an area of focus moving forward.

Perception data

Student perception

OIS has been conducting MYP student surveys for [several years](#) now. In fall 2022 students in MYP and DP answered two surveys, one on [wellbeing](#) and one on the [programs](#). A student group worked with the student life principal to analyze some of the survey results and documentation from those meetings can be [found here](#).

Wellbeing

In general students report a positive sense of wellbeing. For example, 60% to 80% agree with statements like "students care about each other", "there is at least one adult on campus that I feel comfortable talking to", or "when I have a problem there is someone I can talk to". While it is clear that the majority of the students feel positive about the relationships, there are around 10% who disagree or strongly disagree with these types of statements and another 10% to 15% who say they do not know. This indicates that more could be done to reach these types of students. While the surveys are anonymous, it is likely that the support team may already be aware of many of the students who answered this way but there could also be others who faculty have not picked up on.

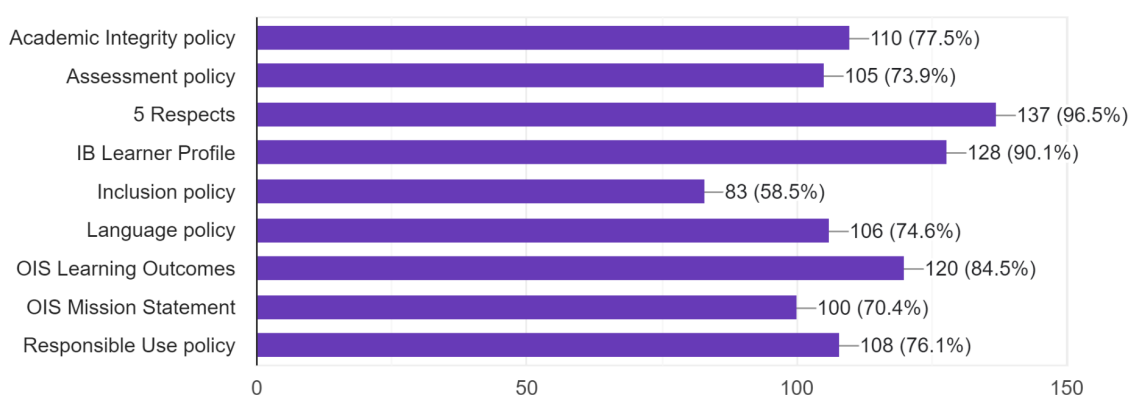
When it comes to questions about individual students' habits or feelings, the results, while still largely positive, include more negative responses. For example, about a quarter of students disagree or strongly disagree with the statement, "I have energy and time to spend on things I enjoy (self care)". Almost half disagree with the statement, "I get the recommended amount of sleep for my age group." The number disagreeing with these types of statements indicate that we could likely be doing more in this area.

Program

In reviewing the program survey, a high percentage of students indicate they are familiar with our learning outcome goals, five respects, the IB learner profile, etc. They are also familiar with our policies.

Check all that apply. I am familiar with the:

142 responses



Further questions reinforce this. This is good to see because while we have discussed these things they perhaps could have more emphasis in publications and other documentation.

Questions dealing with learning, such as ATL skills, understanding the assessment criteria and collaboration indicate that most students understand the programs and feel they are given appropriate opportunities to demonstrate their learning. As with wellbeing, there is a minority of students who disagree with these types of statements. So while the answers are quite positive, more work could likely be done to reach those students.

When it comes to supporting learning, 80% to 90% agree with statements like, “I have access to enough resources to be successful”, “I receive meaningful feedback that helps me to understand what I need to do to improve”, and “learning at OIS prepares me for the future”. About 10% of students disagree with those statements.

Parent perception

In the most recent survey ([November 2022](#)), parents were asked questions in several different categories. These include *student wellbeing*, *teaching and learning*, *campus and community*, *pandemic response*, and *mission purpose and implementation of the IB programs*. The last two categories were not part of previous parent surveys and were added specifically to address needs of the WASC and IB self studies

and concerns raised by a group of vocal parents about the school's response to the pandemic. At the time of this writing 108 families completed the survey which is about half of the current number in the school.

Student wellbeing

The parent perception of student wellbeing is generally positive, with around 80% reporting that their child enjoys being at OIS and that their teachers care for them. The understanding of the IB Learner Profile and five respects is slightly less positive with just under 70% stating they help their child be a more effective learner. Similarly, just under 70% report that their child is respected and cared for by other students. Several parents noted that they are unsure for each of these questions while somewhere between 3 and 7 parents disagreed with the statements. While this is generally positive, it is clear from the comments that there are a few parents who have some strong negative feelings.

Teaching and learning

Again, the results in this section are largely positive with most parents either agreeing or strongly agreeing with the statements. However, there were significantly more choosing option 3 (out of 5 choices) in this section which means that they do not have enough information to either agree or disagree with the statements. In some cases this is to be expected as certain questions relate to programs such as learning support and English support that do not include all families. Some of the specific comments also show that there may be a misunderstanding of the goals and purposes of these programs. A general conclusion is that this is an area where the school could do more to raise awareness about its teaching and learning programs especially now that we are emerging from the pandemic.

Campus and community

The first four questions follow a similar pattern to the previous sections with 70% to 80% agreeing with the statements with the others choosing 3 or disagree or strongly disagree. However, when it comes to the relationship with SIS, KG and the input of stakeholders the opinions are much more dispersed. This indicates that OIS likely needs to raise the profile of those three relationships in the community. Particularly with stakeholders, the relationship suffered during the pandemic so this should be an area moving forward.

Pandemic response

There is a very vocal section of the parent community who disagrees with the school's response to the pandemic. OIS has been working closely with its sister school, SIS and the foundation in developing its pandemic response which largely follows the recommendations of the Japanese government. The government is taking a more conservative approach than many other countries when it comes to mask recommendations and other advice. However, the survey indicates that most parents are in support of the policies in place. Still, there are a significant number of dissenters, particularly when it comes to masks where 30% disagree or strongly disagree with the mask mandate.

Mission, purpose and implementation of the IB programs

This section was added to this most recent version of the survey to ensure we were data on points raised in the WASC and IB self study documents that we didn't feel were addressed strongly enough in previous versions of the survey. As such, it contains a wide variety of topics. For the next accreditation cycle, we will rewrite the survey to ensure it addresses all topics in a concise way and track that data throughout the cycle. In general, the parent perceptions in these areas are quite positive but there are a few issues to address. For example, a significant portion (33%) report that they are unsure about or haven't read the child protection policy. There was also similar uncertainty about learning support, the school's support of wellbeing, and the policies required by the IB.

Summary of parent perceptions

It would appear that the school could do a better job of communicating about its programs and the opportunities available at the school. With the start of the 22-23 school year, we've made changes to our official communications which likely are not reflected in the survey. However, with the easing of the pandemic it is important to create opportunities to bring the parents back on campus to volunteer and for presentations and workshops to help them understand more deeply what is happening here.

Summary

A couple of themes seem to be arising from the development of this chapter.

One area is student support. As noted in that section above we still need to develop better systems to ensure we are reaching those students who do not necessarily have identified learning needs. MAP data seems to support this. While most students are at or above grade expectations when compared to the MAP's published norm groups, there are students who are well below expectations. It is also clear from that data that this is true for a significant number of students in a couple of classes.

Also, while both parent and student surveys indicate that the majority of our students feel supported and connected to our school, there are a minority of students who feel the opposite. While it may be near impossible for everyone to feel comfortable, this is an area we should continue to work on. Our goal with our pastoral program has always been that there should be at least one adult that every student feels comfortable talking to. The surveys indicate that this is mostly true but there is still room for improvement.

Taken together, student support is still one area we can focus on.

Another need that arises from the survey data is that we could be doing a better job of communicating and building a sense of community. Now that we are emerging from the pandemic, we need to take opportunities to develop these aspects of our program.

Appendix

- A. [Student well-being survey results 2022](#)
[Student program survey results 2022](#)
[Student survey analysis by student groups](#)
[MYP Survey data since 2017](#)
- B. [Parent survey 2022](#)
- C. [Master Schedule and timetables](#)
- D. [The school mission statement](#)
[OIS Faculty Handbook](#)
[Faculty Update Website](#)
[Parent Portal Website](#)
[Public Website](#)
- E. [Student parent handbook](#) (with graduation requirements on page 23)
- F. [DP Results since 1993](#)
[Personal Project Results since 2016](#)[Campus budget folder](#)
- G. [Glossary of terms unique to OIS](#)

Chapter III: Self-Study Findings

For each criterion, respond to the indicators and related indicator framing questions for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

→ Note: The criteria categories are:

- A. Organization for Student Learning
- B. Curriculum, Instruction, and Assessment
- C. Support for Student Social-Emotional and Academic Growth
- D. School Culture, Child Protection, and Parent/Community Involvement
- E. Residential Life, if applicable.

Category A: Organization for Student Learning

What currently exists in relation to our aspirations for students?

How do we know what is effective for all students' learning and well-being?

What needs to be changed to continuously improve all students' learning and well-being?

Directions:

- *Discuss and ensure understanding of the criterion and the indicator framing questions.*
- *Determine what evidence needs to be analyzed.*
- *Summarize findings and explain how the findings are supported by analyzed evidence.*

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes* that reflect defined global competencies and form the basis of the educational program for every student.

(Note: school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples of schoolwide learner outcomes include: every student will demonstrate knowledge and understanding of diverse cultures that foster tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

A1.1. Clear and Coherent Student-Focused Purpose Statement

Indicator Framing Questions:

To what extent has the school established a clear, coherent purpose statement that is student focused and impacts the development of the schoolwide learner outcomes and the identified global competencies?

To what extent is the purpose statement congruent with a belief that all students can learn, demonstrate global competencies and are prepared for postsecondary opportunities?

Findings	Supporting Evidence
<p>The school has, to a significant extent, established a clear, coherent, student-focused purpose statement.</p> <p>The school's mission statement is shared with its sister school, SIS, and was written at the time of the schools' founding in 1991 and describes the attributes the school should aim to develop in its students. It remains the statement that underpins all educational activities on the campus.</p>	<p>"Our mission is to develop "informed, caring, and creative individuals contributing to a global community."</p> <p>The school mission statement</p> <p>The clarity and coherence of the statement is reinforced by the inclusion of our student learning outcomes.</p> <ul style="list-style-type: none"> • "informed": IB results (DP results, personal project results, MYP graduation statistics) report MAP results. (available in chapter 2)

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	<ul style="list-style-type: none"> • “caring”: CAS, service activity documentation. • “creative” concert footage, music compositions, art exhibition etc., but also unit plans will show that creativity is practiced across all subjects. • “..who contribute to a global community” Service activities and CAS that have positive impacts on a global stage (EJAAD, One student’s work with Kenyan refugees, another’s support for Nepal schools, etc.) • It’s not clear to all teachers on this committee what the KG motto “Mastery for service” means . Some of us think it should be reviewed and changed (specifically the word “mastery”). However, if “service” in this case means serving others, the CAS and service activity documentation is evidence that our students are engaged in this. <p>Mission and Motto from our foundation</p> <p>“Our mission at Kwansei Gakuin, as a learning community based on the principles of Christianity, is to inspire our members to seek their life missions, and cultivate them to be creative and capable world citizens who embody our motto, "Mastery for Service," by transforming society with compassion and integrity.” Kwansei Gakuin’s mission</p> <p>The KG motto “Mastery for service” is on display around the school.</p>
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To what extent is the purpose statement congruent with a belief that all students can learn, demonstrate global competencies and are prepared for postsecondary opportunities?

Findings	Supporting Evidence
<p>The evidence provided shows that to a significant extent, the school has a statement congruent with a belief that all students can learn, demonstrate global competencies and are prepared for postsecondary opportunities. To completely match these descriptors, more evidence/documents about OIS students would need to be provided.</p> <p>In 2010 OIS’s establishing educational foundation, the Senri International School Foundation (SISF), merged with the Kwansei Gakuin Educational Foundation (KG). The</p>	<p>Learn: “informed” Global competencies: “contributing to a global community” Postsecondary opportunities “informed...creative...contributing...”</p> <p>Critical skills of self-driven learning practiced through Personal Projects.</p> <p>College/university acceptance records show our students are well prepared for this aspect of post-secondary life. (Chapter 2)</p> <p>Some evidence we don’t have that would be valuable is how alumni who have graduated from</p>


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<p>merger went ahead on the basis that SISF's mission statement was congruent with that of KG.</p> <p>It is implicit in the wording of the mission statement that the school believes all students can learn (to become informed, caring, creative) and that they can take this learning to "contribute to a global community". The contribution can take place while they are enrolled in the school, but there is an expectation that they can take all these attributes into their post-secondary lives.</p>	<p>college/university and moved on into their careers feel that the school and its mission has prepared them for this aspect of their lives.</p>
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A1.2. School Program Consistent with School Purpose

Indicator Framing Questions:

To what extent are the school's programs, systems, policies, and practices consistent with the school purpose, the schoolwide learner outcomes and identified global competencies?

Findings	Supporting Evidence
<p>The evidence provided suggests that the school's programs, systems, policies etc. are significantly consistent with the school's purpose, learner outcomes and global competencies. To completely fulfill this, more evidential documents about PYP, MYP, and DP links, the schoolwide learner outcomes would need to be provided.</p> <p>Schools programs: The IB curricular framework of the PYP, MYP and DP are implemented with the learner outcomes and competencies as their goal.</p>	<p>Schools programs: The IB curricular framework of the PYP, MYP and DP.</p> <p>Systems: ManageBac unit plans and the overviews generated by Kurt and Stephanie should show that the MYP program is consistent with the schoolwide learner outcomes and identified global competencies. (Is the same thing happening for PYP and DP?)</p> <p>Systems: Job descriptions for each role within the school?. Add samples.</p> <p> Admin structure_final.jpg</p> <p>Policies: Link to language, inclusion, academic integrity, assessment policies, HS Diploma versus DP routes to graduation.</p>

A1.3. School Community Involvement in Development, Revision and Refinement of the Purpose Statements

Indicator Framing Questions:

How effective are the processes for engaging the entire school community in the development, revision and refinement of the school's purpose, schoolwide learner outcomes, and global competencies?

Findings	Supporting Evidence
There is insufficient evidence provided to indicate the effectiveness of the processes described above. The current mission and vision were developed at the schools' founding and there are no current plans to revise the mission statement or schools' purpose.	<p>The school provides many opportunities for representatives of the school community to be involved in the development/refinement of the school purpose and the SLR. Faculty, staff, students and parents work collegially in a variety of ways to help the realization of the school's mission, purpose, statements of beliefs, SLR, and Five Respects.</p> <p>The KG motto and mission statements are featured in the school entrance and in or around some classrooms so that it can be viewed by students, teachers and visitors.</p> <ul style="list-style-type: none"> • Mission statement • Vision and purpose • Statements of belief • Student learning results • Five respects • Faculty meetings • IBO programme-level meetings • WASC self-study • School Improvement Process (SIP) committee • Parent Teacher Association • Administration "coffee meetings" • Student council • Student congress • Student homeroom advisory system

A1.4. Communicating and Understanding the School's Purpose Statements and Schoolwide Learner Outcomes

Indicator Framing Questions:

How effective are the school's communication approaches to ensure all members of the school community are knowledgeable of the school's purpose and the schoolwide learner outcomes?

Findings	Supporting Evidence
<p>The evidence supplied here suggests that the school's communication approaches are effective. A variety of evidence has been supplied in support of this.</p>	<p>School homepage https://www.senri.ed.jp/osaka-international-school/about https://www.senri.ed.jp/osaka-international-school/learning</p> <p>Managebac</p> <p>MAP test - twice annually: fall and spring</p> <p>Learning updates Parent Survey Question regarding this https://sites.google.com/soismail.jp/oislearningupdates/fall-trimester-2021-22</p> <p>Example of an elementary class portal - updated weekly</p> <p>The report writing handbook provides evidence for many of the points below.</p> <p>Parent survey result on</p> <ul style="list-style-type: none"> • teacher feedback • Communication • Section on mission, purpose, IB <p>Report card and conferences Elementary report - twice annually written and shared through Managebac MS/HS report - three times a school year at the end of each trimester through Managebac (grades and comments). Parent teacher conference Elementary - three times a year MS/HS - once a year</p> <p>The learner outcomes are posted in each classroom of OIS.</p>

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To what extent are students, parents, and other members of the school and host community able to demonstrate an understanding and commitment to the school's purpose?

Findings	Supporting Evidence
Survey data indicates that parents and students are at least partly committed to the school's purpose and this is backed up by the actions of our students in their learning and service activities.	<p>Students participate in Service as Action this is recorded on Managebac. Service as action reports as recorded in Managebac. These show students' commitment to being "caring" as referenced in the school mission statement.</p> <p>Service as Action general materials linked here.</p> <p>Section on mission, purpose, IB in the parent survey</p> <p>Student survey on the program</p>

[TOP](#)

A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

A2.1. Selection, Composition, and Duties of Appointed/Elected Board (only for appointed or elected boards)

Indicator Framing Questions

How clear are the policies and procedures regarding the selection, composition, and specific duties of the governing board?

Findings	Supporting Evidence
The policies and procedures are significantly clear in the document. However awareness among stakeholders of these policies and procedures is only partial.	<p>Acts of Endowment - main document</p> <p>English translation, original Japanese</p> <p>Chapter 3 Articles 5-13 relate to the structure of the governing board of the foundation</p> <p>Acts of Endowment - supplementary rules</p> <p>English translation, original Japanese</p> <p>Articles 13-17 are of direct relevance to the running of the Senri Campus. Head of Campus, OIS Head of School, Deputy Head of Campus all sit on the Committee of Administrative Trustees.</p> <p>OIS Head of School is a member of the Council.</p>

A2.2. Professional Development of Potential and Current Board Members

Indicator Framing Questions:

To what extent are prospective and current board members provided professional development in the principles of effective boardmanship and knowledge of current research on effective schools and skills essential to effective international school governance?

How effective is the training of the potential and current board members in strengthening their knowledge of international school governance?

Findings	Supporting Evidence
Potential and current board members are not trained at all to strengthen their knowledge of international school governance.	There is no targeted professional development for trustees of Kwansei Gakuin.

A2.3. Written Policies and Procedures Defining the Board's Roles and Responsibilities

Indicator Framing Questions:

How effective are the written policies and procedures in defining the board's roles and responsibilities?

To what extent does the board regularly review its written policies and procedures?

How effective are the processes for communicating the board's roles and responsibilities to ensure the staff and school community understanding of them?

Findings	Supporting Evidence
<p>How effective are the written policies and procedures in defining the board's roles and responsibilities?</p> <p>The written policies are significantly effective in defining the board's roles and responsibilities. There may be room for more specificity and detail about how these affect OIS.</p>	<p>Roles and responsibilities</p> <p>Acts of Endowment - main document English translation, original Japanese</p> <p>Article 15 - Matters that require a decision of the Board of Trustees Article 22 - Matters that require approval from the Council Article 23 - Matters that require opinion of the Council</p> <p>Acts of Endowment - supplementary rules English translation, original Japanese Review of written policies and procedures</p>
<p>To what extent does the board regularly review its written policies and procedures?</p> <p>According to these documents, the board reviews its written policies and procedures significantly regularly.</p>	<p>Acts of Endowment - main document Chapter 8 - Changes to Rules on Acts of Endowment First published - 7 January 1950 Latest amendment - 1 April 2021</p> <p>Acts of Endowment - supplementary rules Chapter 8 First published - 12 May 1950 Latest amendment - 1 April 2022</p> <p>The above relate to the Acts of Endowment. Other policies are reviewed separately.</p>
<p>How effective are the processes for communicating the board's roles and responsibilities to ensure the staff and school community understanding of them?</p> <p>The processes of communicating the board's roles and responsibilities could be described as partly effective. New teachers have the board's roles and responsibilities summarized for them during orientation. Organizational charts such as the one provided opposite are</p>	<p>Organizational chart Acts of endowment Head and principals' newsletters</p>

available for teachers to review. Newsletters (such as those supplied opposite) give some information about these matters. However, there is little specific evidence as to how effective these processes are, and the category A committee feels these are best described as partially effective.	
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A2.4. Policies and Procedures to Ensure Child Safety and Welfare

Indicator Framing Questions:

To what extent does the governing authority/ownership demonstrate commitment to child safety and welfare through a clear and appropriate definition of child abuse and implemented policies, procedures and responsibilities roles to respond appropriately if children are harmed or if allegations of harm to children are made?

To what extent is there clarity about the governing authority/ownership's responsibilities to ensure child safety and welfare?

To what extent is the training of the governing authority/ownership on child safety and welfare effective?

Findings	Supporting Evidence
<p>To what extent does the governing authority/ownership demonstrate commitment to child safety and welfare through a clear and appropriate definition of child abuse and implemented policies, procedures and responsibilities roles to respond appropriately if children are harmed or if allegations of harm to children are made</p> <p>Given that Kwansei Gakuin have accepted the Senri Campus Child Protection Policy that we here at SOIS have devised and implemented, and given that this policy does meet the descriptors above, the governing authority significantly demonstrates commitment to child safety and welfare. The Senri Campus Child Protection policy adds a layer of detail specific to the requirements of an international school in addition to those laid out in the foundation-wide documentation.</p>	<p>Senri Campus specific policy</p> <p>Senri Campus Child Protection Policy Approved in 2022 at the Academic Planning Committee and then at the Senri Campus Executive Committee.</p> <p>Foundation policies and documentation</p> <p>Kwansei Gakuin Campus Harrassment Prevention Regulations. Kwansei Gakuin Campus Harassment Consultation Centre regulations Kwansei Gakuin Campus Harassment Investigation Committee Rules</p> <p>The foundation has legal counsel on call to advise and act on its behalf at all times. The scope of this support is not limited to child safety and welfare issues.</p>
To what extent is there clarity about the governing authority/ownership's responsibilities to ensure child safety and welfare?	

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<p>The Senri Campus Child Protection Policy gives a significant amount of clarity about the governing authority/ownership's responsibility.</p> <p>The combination of the foundation-wide policy and the Senri Campus-specific one further demonstrates this.</p>	
<p>To what extent is the training of the governing authority/ownership on child safety and welfare effective?</p> <p>The governing authority is not trained on child safety and welfare at all.</p>	

A2.5. Role of the Governing Authority/Ownership and Relationship with Professional Staff

Indicator Framing Questions:

To what extent does the governing authority/ownership limit its actions to policy making and strategic planning, authorizing the administration to implement the decisions?

How does the school leadership determine if there is a clear understanding about the relationship between the governing authority/ownership and the professional staff and how is this maintained and further developed as needed?

How effective is the process to develop and maintain a clear understanding of the role of the governing authority/ownership in contrast to the responsibilities of the professional staff?

Findings	Supporting Evidence
<p>To what extent does the governing authority/ownership limit its actions to policy making and strategic planning, authorizing the administration to implement the decisions?</p> <p>The governing body significantly limits its actions to policy making and strategic planning.</p>	<p>OIS action plan Senri Campus/Osaka International School organisational chart Folder containing progress documentation fro fiscal 2022 including:</p> <ul style="list-style-type: none"> • School evaluation requirements - WASC/IB accreditation • Plans and annual progress reports to foundation assessment office
<p>How does the school leadership determine if there is a clear understanding about the relationship between the governing authority/ownership and the professional staff and how is this maintained and further developed as needed?</p> <p>The school leadership partly addresses the understanding about the relationship between the governing body and professional staff. Documents are available in drives for teachers to read. New teachers are given an overview of</p>	

the relationship when they first arrive in orientation, etc. However, there is little evidence provided here that the school leadership is <i>determining there is a clear understanding</i> of this relationship.	
<p>How effective is the process to develop and maintain a clear understanding of the role of the governing authority/ownership in contrast to the responsibilities of the professional staff?</p> <p>The evidence here suggests that the process might be partly effective. Teachers have access to all the documents provided opposite, which potentially allows for teachers to review the role of the governing ability in contrast to the responsibilities of staff. However, none of these documents explicitly outline a process for developing and maintaining a clear understanding of this, especially within the wider school community.</p>	

A2.6. Stakeholder Involvement in Decision-making

Indicator Framing Questions:

To what degree does the governing authority/ownership seek and consider stakeholder input into major decisions that affect the school?

Findings	Supporting Evidence
<p>The evidence here suggests the governing authority partly seeks and considers stakeholder input into major decisions. There is an expectation by the governing authority that major decision requests from the school represent a consensus, or at least, an understanding from the stakeholders in the school. While there is little evidence to support this premise, this may be the fault of the school rather than the governing authority.</p> <p>Students, parents and other stakeholders have had input into certain major decisions that affect the school such as the Child Protection Policy. In other cases, such as school renovations and the restructuring of school leadership, stakeholder input has hardly been sought or considered at all.</p>	<p>Senri Campus/Osaka International School organisational chart</p> <p>Role of APM and EC</p>

A2.7. Relationship of Policies to the School's Purpose

Indicator Framing Questions:

To what extent do the governing authority/ownership's written policies and financial/educational plans support the school's purpose?

To what degree is the governing authority/ownership involved in the regular review and refinement of the school's purpose to ensure that their written policies and financial/educational plans are aligned to the purpose?

Findings	Supporting Evidence
<p>Depending on how article A.1— "The purpose of the school shall be to provide primary and secondary education in English, based on the principles of Christianity, and to provide a multicultural education, developing individuality and talent, fostering wisdom, action and fraternal spirit, and cultivating internationally sensible human resources."—is interpreted, written policies seem to significantly support the school's purpose. While there is a significant overlap between these elements and the elements of the OIS mission statement, they are not a complete match.</p> <p>Wording of the KG vision on the KG 2039 website is similar. It is apparent that the written policies are guided by principles that significantly match the school purpose.</p> <p>Financial/education plans also support the school's purpose to a significant extent.</p>	<p>Official school regulations (<i>gakusoku</i>) - translation for reference. Original documentation is in the foundation's policy book and submitted to Osaka Prefecture.</p> <p>Folder containing most recent versions of planning documentation</p> <p>Long term plans (<i>chui-keikaku</i>) annual submission from school to foundation School evaluation requirements - WASC/IB accreditation Medium term planning documentation</p> <p>Long term foundation vision documentation KG 2039 website</p> <p>Foundation working group committee - summary from 2018 on the future of the Senri Campus (renovation and medium term plans were approved, in part, as a result of these considerations)</p>

A2.8. Involvement of Governing Authority/Ownership in Monitoring the School's Progress

Indicator Framing Questions:

To what extent is the governing authority/ownership informed about and involved in the monitoring, evaluation, and accomplishment of the Schoolwide Action Plan, the review of student performance, overall school programs and operations, and the operations/fiscal health of the school?

Findings	Supporting Evidence
<p>The evidence provided shows that the governing authority is completely informed about and significantly involved in the monitoring, evaluation and accomplishment of the Schoolwide Action Plan.</p>	<p>Most recent summary document from the head of school to the foundation (March 2022) Folder containing progress documentation fro fiscal 2022 including:</p> <ul style="list-style-type: none"> School evaluation requirements - WASC/IB

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	<p>accreditation</p> <ul style="list-style-type: none"> Plans and annual progress reports to foundation assessment office <p>Reports of progress on the action plan, along with the other documentation and reports are published on the school's website once they are approved by the foundation's assessment office.</p>
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A2.9. Effective Complaint and Conflict Resolution Procedures

Indicator Framing Questions:

How effective are the governing authority/ownership's complaint and conflict resolution procedures in addressing all stakeholder issues and concerns?

Findings	Supporting Evidence
<p>The documents here provide somewhat detailed rules and regulations for harassment prevention, consultation and investigation.</p> <p>To the degree that these are detailed, they are partly effective. There isn't a significant amount of evidence here for how effective procedures are in addressing <u>all</u> stakeholder issues and concerns.</p>	<p>Foundation policies and documentation</p> <p>Kwansei Gakuin Campus Harrassment Prevention Regulations.</p> <p>Kwansei Gakuin Campus Harassment Consultation Centre regulations</p> <p>Kwansei Gakuin Campus Harassment Investigation Committee Rules</p> <p>The foundation has legal counsel on call to advise and act on its behalf at all times. The scope of this support is not limited to child safety and welfare issues.</p>

A2.10. Effectiveness of the Processes and Procedures to Evaluate the Chief Educational Leader of the School

Indicator Framing Questions:

How effective are the procedures used by the governing authority/ownership to evaluate the chief educational leader who oversees the school and reports to the authority?

Findings	Supporting Evidence
<p>There is no evidence of formal evaluation procedures.</p>	<p>Appointment policy</p> <p>The head of school makes reports to:</p> <ul style="list-style-type: none"> The Board of Trustees The KG Council The Foundation's assessment office <p>There are no formal evaluation procedures for the heads of schools in the Kwansei Gakuin Foundation. The head reports to the chancellor of the foundation and the head of campus.</p>

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	The head of campus has requested feedback from faculty on administrator effectiveness.
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A3. School Leadership Criterion

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

A3.1. Responsibilities of Leadership and Staff Defined in Written Policies and Handbooks

Indicator Framing Questions:

To what extent are administrator and staff responsibilities, operational practices, decision-making processes and relationships clearly defined through written policies, charts, and handbooks?

To what extent are these policies, charts, and handbooks reviewed and understood by leadership and staff?

Findings	Supporting Evidence
<p>Responsibilities for administrators and staff are significantly defined in writing. There is a lack of evidence as to how often and how effectively these documents are reviewed and understood by leadership and staff.</p> <p>The Faculty and Staff code of conduct clearly outlines expectations of faculty conduct.</p> <p>The OIS Academic Integrity policy (which is still a work in progress during April 2022) will clearly define responsibilities, roles and expectations in regard to academic integrity.</p> <p>The OIS Responsible Use Policy outlines responsibilities for teachers and administrators, and processes regarding the use of technology at school.</p> <p>The report writing handbook clearly defines report writing expectations. This is supplemented each year with the document outlining expectations when each task needs to be completed.</p> <p>Leadership took part in working on the Academic Integrity policy, through the participation of Stephen and Kurt on the committee in the latter stages.</p>	<p>Administration structure</p> <p>The SOIS Faculty and Staff Code of Conduct</p> <p>OIS Academic Integrity Policy</p> <p>OIS Responsible Use Policy</p> <p>Report writing handbook. Report dates</p> <p>Faculty Handbook 2022-23</p>

A3.2. Leadership Responsibilities for Child Protection

Indicator Framing Question:

How clearly defined are the leadership responsibilities for child safeguarding and welfare?

How effective is the formal training on child safeguarding and duty of care for the leadership?

To what extent does the code of conduct and written guidelines define appropriate behavior of adults toward children, and children towards other children both on and off school premises, including the use of technology, and is annually reviewed and revised as appropriate?

How effective are the implementation of the child protection policies and procedures by school leadership in the day-to-day operations of the school?

Findings	Supporting Evidence
Written policies for appropriate behavior are significantly defined in the updated child protection policy and faculty code of conduct. Presentations have been made to parents and students on child protection and there are plans for teacher training but more work can be done to embed this into the day to day operations of the school. This is an area that will need to remain a focus moving forward.	<p>SOIS Faculty and Staff Code of Conduct</p> <p>Child Protection Policy (English version)</p> <p>2022 Child Protection policy implementation plan</p> <p>Disclosure guidelines (linked in the CP policy)</p> <p>Draft policy was linked in the Faculty Handbook at the beginning of the year and in the September 16 Teacher Update site.</p> <p>Childsafeguarding.com will have updated their training videos in mid-November, after which all adults on campus will be required to watch the version best suited to their role.</p> <p>KG Harassment Policy</p> <p>OIS Responsible Use Policy</p> <p>Presentations on child protection</p> <ul style="list-style-type: none"> • Parent meeting on January 19 • Grades 11 & 12 - read and discussed the actual policy • Grade 9 & 10 presentation • Grade 7 & 8 presentation • Slides for younger grades with adjustments based on the level

A3.3. Involvement of Staff in Shared and Collaborative Leadership

Indicator Framing Question:

How effective are the processes and procedures for involving staff in shared responsibility, actions, collaborative structures, and accountability to focus ongoing improvement on student learning and teaching?

How do the actions of leadership and staff demonstrate a focus on successful student learning?

Findings	Supporting Evidence
<p>Involvement of staff in shared and collaborative leadership has been partly effective.</p> <p>In recent years, some administrators have continued a strong tradition of involving faculty in making decisions about how to improve learning and teaching at the school. Other members of the administration team have taken a “top down” approach to this, deciding on what needs to be the focus for improvement in student learning and teaching on behalf of everyone. There has been room for more consultation with teachers as to what needs to improve.</p>	<p>Meeting schedule</p> <p>Meeting minutes and agendas</p> <p>The learning updates,</p> <p>Educator</p> <p>Teacher update website</p> <p>MSHS update website</p> <p>December Educator</p>

A3.4. Effective Internal Communication Processes and Procedures

Indicator Framing Questions:

How effective are the internal communications processes and procedures to: a) ensure that faculty and staff are informed on a regular basis, b) facilitate planning, and c) address issues and conflicts?

Findings	Supporting Evidence
The evidence suggests that the internal communications processes and procedures are completely effective.	Daily bulletin b) facilitate planning Faculty Meeting Dates The meeting calendar c) address issues and conflicts MS/HS update (2018 to 2022) New K12 update website (from 2022) Drive file with slides and notes from MS/HS faculty meetings prior to this year Website used for faculty forum in 2018 in which teachers were asked for input on campus refurbishment. It includes links to the groups' notes and ideas. Slides from that meeting Library vision meeting (happened in 2016 but influenced the architects plans for remodeling). Slides from that meeting Thoughts from the previous librarian

A3.5. Promoting a globally-minded School Culture

Indicator Framing Question:

How do school leadership and staff promote a globally-minded school culture interconnected to the world and evaluate its effectiveness?

How are all students supported to reach high levels of learning through an equitable and broad-based globally-minded school culture?

Findings	Supporting Evidence
Significantly The high levels of learning our students reach is evidenced by the school's IB results. The support they get to reach these high levels of learning is evidenced in multiple ways.	<ul style="list-style-type: none"> • Student learning support. • After-school help provided, such as the student success center, math support after school, etc. • MYP unit overviews • The elementary curriculum, with its units of inquiry based on "Sharing the Planet", and activities such as KA and KB learning about different festivals and celebrations from around the world. Much of this is documented in OIS Learning Updates The English and Japanese A curriculum in grades 6-12, with its strong international flavor. There is plenty of World Literature in grades 6-12. Also, the authors, directors etc. are diverse. Managebac unit plans will show this.
The broad-based globally-minded culture school culture can be evidenced in multiple ways.	

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<p>Several students and programs have won international awards in recognition of their contributions.</p>	<ul style="list-style-type: none">• In history: “Modern World History” is taught. All history is taught from an internationally minded perspective. Managebac unit plans will show this.• MYP Service as Action and DP CAS coordinators have promoted and organized service and volunteer activities which are often international in scope. globally-minded initiatives led by students such as virtual Kenyan slum visit have been supported by leadership and faculty (as evidenced by a long home room dedicated schoolwide to this).• Awards connected to these student initiatives are announced on the school website.• The Service website has evidence and photos of various service activities that have taken place.• CAS and Service & Action records and materials will show this. E..g The OIS Service as Action Handbook.• Other globally-minded initiatives like EJAAD have been led by faculty and supported by leadership.
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A4. Staff Criterion

Qualified staff and leadership and facilitate student achievement of the desired outcomes: student academic standards, schoolwide learner outcomes, global competencies, and major student learner needs. There is a systematic approach to continuous improvement through orientation and ongoing professional learning on student performance data, student needs and research.

A4.1. Policies and Procedures Related to Qualified Personnel

Indicator Framing Questions:

How effective and clearly understood are the written employment policies and procedures to ensure proper hiring of current and potential staff for each program according to statutory requirements, position qualifications, and international experience?

How effectively are all the school's personnel policies consistently adhered to and clearly understood by leadership and all staff to support a positive globally-minded culture and environment?

Findings	Supporting Evidence
The school significantly meets this requirement. The handbook is up-to-date as are the teacher qualifications, although there are some discrepancies in regard to language.	SOIS Faculty and Staff Code of Conduct Teacher qualifications/training. Faculty Handbook 2022-23

A4.2. Child Protection Safeguards in Recruitment, Training and a Code of Conduct


Indicator Framing Questions:

How effective are the recruitment policies which include rigorous background screening checks, work policies and procedures, including training, to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults?

How effective are the regular, systematic professional trainings for all faculty, staff, contractors, service providers, volunteers and visitors on student safeguarding, child abuse prevention, recognition, intervention and reporting?

(This includes staff working at boarding facilities, homestay, residential arrangements, and involved in excursions, trips, and student exchanges.)

How effective are the processes for all faculty, staff, volunteers, outside contractors, parents and students to understand and to abide by the written code of conduct?

Findings	Supporting Evidence
Partly: The school has in-depth policies that are aligned with international standards and Japanese law but more work needs to be done with teacher and staff training and embedding these policies into the school culture. The school requires contact with references regarding child protection with new employees but needs to explore more robust background checks that are inline with relatively strict Japanese privacy laws. See the JCIS letter linked on the bottom right.	<p> Child Protection Policy (Bilingual) 221024</p> <p>An online course with Susie March was planned for April 2020, but was postponed because of the pandemic. She was going to work with the school online in the following year but there were concerns about the timing of the course and time commitment in the context of COVID.</p> <p>Administrators have been participating in online workshops on child protection and Japanese law and other workshops at conferences.</p> <p>To date, there has not been regular, systematic professional training for all faculty, staff, contractors,</p>

	<p>service providers, volunteers and visitors on student safeguarding, child abuse prevention, recognition, intervention and reporting. The school has purchased credits from Childsafeguarding.com to train all teachers and staff but the release of the videos, which were originally slated for November 2022 have been postponed. Assuming they are available the plan is for teachers to take the video courses on the in-service day in April 2023.</p> <p>Information on background checks in Japan from the Japan Council of International Schools</p>
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A4.3. Supervision and Evaluation Promoting Professional Growth

Indicator Framing Question:

How effective are the supervision and evaluation procedures to promote professional growth of staff that supports high-quality learning and teaching and prepares students to be globally competent?

Findings	Supporting Evidence
Partly - The document is detailed and relevant regardless of its age, however a review is needed to ensure that it is still in line with current teaching practice and mission and that it is being implemented properly.	<p>Details in the Professional Growth Protocol document.</p> <p>The meetings were occurring in MSHS through 2021-2022 but less regularly in the current school year.</p>

A4.4. Staff Actions/Accountability and Collegial Strategies to Support Learning

Indicator Framing Questions:

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs?

How effective are the collegial strategies used to implement innovations and encourage improvement such as shadowing, coaching, observation, mentoring, and professional learning communities?

Findings	Supporting Evidence
<p>Insufficient Evidence There is a lack of evidence supporting the points above. There is limited tracking throughout the whole of school to support all programs. There is little evidence of coaching mentoring or developing learning communities. Anecdotally, many of these things are happening and most teachers can point to examples of things they've done but the collection of evidence needs to be more systematic to ensure it is happening.</p>	<p>Margot Goto leads regular meetings to involve faculty in shared responsibility and actions to support student learning, especially for students of concern. Meeting minutes links below:</p> <p>All MSHS departments have common planning time that is used regularly.</p> <p>Grade 9&10</p> <p>Last year's grade 10 (This year's grade 11) meeting Class of 2028</p> <p>2022-23 Meeting Calendar</p>

A4.5. Support and Measurable Effect of Professional Learning

Indicator Framing Questions:

How effective is ongoing professional learning in enhancing the capacities and the competencies of the administrators and teachers to design and implement research-based instructional practices that meet all students' learner needs?

How effective are the processes to determine the measurable effect of professional learning, support, coaching and mentoring on student learning?

Findings	Supporting Evidence
<p>Significantly - Significant resources are spent to train teachers and the document tracks training over a teachers employment highlighting training accessed with dates provided.</p> <p>Measuring the impact of that training is an area to explore.</p>	<p>Professional development is made available through IB workshops, EARCOS events, job-alikes, etc. Records for this are evidence that ongoing professional learning is occurring for faculty members. This document details professional development teachers have had access to in recent years.</p>

A5. School Improvement Process Criterion

The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

A5.1. Schoolwide Action Plan Aligned to Desired Outcomes

Indicator Framing Question:

To what extent is the schoolwide action plan a) aligned to the student learner needs and the other desired outcomes, i.e., schoolwide learner outcomes, global competencies, and academic standards and b) guides the work of the school community?

Findings	Supporting Evidence
The schoolwide action plan is completely aligned to the student learner needs and the other desired outcomes, i.e., schoolwide learner outcomes, global competencies, and academic standards and b) guides the work of the school community.	Schoolwide action plan developed after previous visit

A5.2. Stakeholder Involvement that is Broad-based, Collaborative and Shows Commitment

Indicator Framing Question:

To what extent is there broad-based and collaborative involvement and commitment to the schoolwide action plan by the stakeholders, including the leadership, staff, students, and parents?

Findings	Supporting Evidence
Partly - With the transition of heads and the pandemic, there was limited commitment to the action plan that included all stakeholders. While there were accomplishments as noted in the plan, and categories that were eliminated at the mid-cycle visit, more could have been done to make it more collaborative. This will be a focus moving forward.	Schoolwide action plan Mid-cycle report

A5.3. Alignment between all Resources and Implementing the Schoolwide Action Plan

Indicator Framing Question:

To what extent is the allocation of time/fiscal/personnel/material resources aligned with implementing the schoolwide action plan?

Findings	Supporting Evidence
Partly -Significant resources have been spent on the upgrade of facilities and certain departments have spent time and money on aspects of the plan such as upgrading learning support. However, there needs to be more evidence of this. Much of this year's meeting time has been spent working on this self-study which will ultimately drive the future action plan.	Time: Wednesday is now set aside for meetings that are supposed to align with implementing the schoolwide action plan. Meeting minutes would be evidence of this. Meeting schedule . Kento Center consultancy meetings Report from Kento Center

A5.4. Innovation and Transformation of the School

Indicator Framing Questions:

How effectively does the school leadership, staff and other stakeholders a) reflect and evaluate what currently exists, b) analyze research and c) determine what programs should be strengthened and/or redesigned to be more creative, forward thinking and responsive to current and future student needs and interests?

How effective and regular are opportunities for leadership, faculty and staff a) to reflect and evaluate their implemented innovative practices b) to assess the impact of innovative practices on students' learning and well-being and c) to modify and refine practices to increase effectiveness of learning for all students and staff?

Findings	Supporting Evidence
Partly - While there are numerous meetings where discussions of programs and individual and department innovations take place there is limited evidence of evaluation of how well those practices are working. Many of the meetings this year were focused on the self-study and thus putting in a framework for the future.	<p>MYP/DP teachers met <i>individually</i> with Kurt three times a year to reflect and evaluate when he was principal. Kurt keeps a record of these meetings, that can be made available as evidence.</p> <p>Learning support consultancy follow up.</p> <p>Here is an example of common planning time meeting minutes. for the English department where some discussion (such as in the first meeting documented) is reflecting on practices in order to increase effectiveness.</p> <p>PYP grade level team meetings evaluate Units of Inquiry for success and effectiveness.</p>

A6. Adequate and Sufficient Resources and Resource Management

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs. The school has developed policies, procedures, and internal controls for managing the financial operations that meet local laws, accepted international practices, and ethical standards.

A6.1. Resource Allocation to Support the School Purpose, Desired Outcomes and the Schoolwide Action Plan

Indicator Framing Question:

To what extent are resources allocated to support the schools' purpose, desired outcomes and the development and implementation of the Schoolwide Action Plan?

Findings	Supporting Evidence
<p>Resource allocation is facilitated through a system that is significantly connected to the development and implementation of the schoolwide action plan.</p> <p>Faculty still feel that this process is not transparent or clear enough.</p>	<p>Resources are allocated through a process of planning, evaluation and reflection.</p> <p>The medium-term plan documentation (since 2019) for OIS is based upon the Schoolwide Action Plan.</p> <p>Budget and resource allocation is approved by the foundation on the basis of resources being required to run and develop the school's programs in line with the Schoolwide Action Plan.</p> <p>Medium term plan documentation 2019, 2020, 2021, 2022 (not yet approved)</p> <p>Progress and evaluation</p> <p>Annual progress reviews - published on the school's website each spring: 2018, 2019, 2020, 2021, 2022</p> <p>Faculty questionnaire</p>

A6.2. Financial Practices, Budgeting, Annual Audit, and Fiduciary Responsibilities

Indicator Framing Questions:

How effective is the school in developing an annual budget, conducting an annual audit (internal, external), and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds?

To what extent does the governing authority/ownership ensure that there are adequate financial resources and reserves to sustain the school in the event of a potential school closure or interruption and/or economic fluctuation and uncertainty?

To what extent are leadership, teachers, and staff involved in the resource allocation decisions?

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Findings	Supporting Evidence
<p>The school's practices in developing a budget, auditing, and conducting appropriate accounting practices are effective to a significant degree.</p> <p>As with A6.1 these processes are not clear enough or transparent to faculty and staff.</p>	<p><u>Financial practices</u></p> <p>As a school operating under the auspices of an educational foundations in Japan, all financial operations are governed by the educational foundation accounting standards law from the Ministry of Education Ordinance No 18 of 1971</p> <p><u>Budgeting</u></p> <p>The schoolwide action plan and it's updates are submitted to the foundation as part of annual planning and evaluation processes (as in A6.1). The school's plans are acknowledged in this way.</p> <p>Each year the foundation's budget creation cycle begins in April with a request from the finance section to each school to summarize its main budgetary themes for the next fiscal year. OIS uses the schoolwide action plan and overarching goals to support this submission.</p> <p>Based upon these submissions the foundation then produces an overall document for the entire foundation.</p> <p>In August schools are then asked to consider facility, equipment purchases and general expenses needs for submission and consideration for the upcoming fiscal year.</p> <p>The budget drafts for the entire foundation are created and initially approved at the foundation's budget committee. The head of OIS is a member of this committee.</p> <p>Budgets for the upcoming fiscal year are finally approved at the March Board of Trustees meeting.</p> <p>Faculty have access to department budget information which is updated at the end of each month so that they can monitor balances and purchases.</p> <p>Department budget folder</p> <p><u>Audits</u></p> <p>The foundation has full-time staffed internal audit office, which is responsible for internal auditing of operations. They visit the campus and carry out</p>

	<p>on-site inspections on an occasional basis.</p> <p>External audits of the foundation and campus operations are implemented by Deloitte Tohmatsu Audit and Assurance.</p> <p>OIS is receipt of subsidies as an international school from Osaka Prefecture. An audit of programs and operations is required and is carried out by the prefectural government each year.</p> <p><u>Faculty and administrative involvement in resource allocation.</u></p> <p>Through the processes outlined above school's admin and faculty play an integral part in resource allocation. Department budget implementation carried out through a process of approval from faculty request through admin, office and foundation finance section approvals.</p>
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A6.3. Safe, Functional and Well-maintained Facilities

Indicator Framing Question:

How effective are the processes used by the leadership and governing authority/ownership to ensure that the school's facilities are adequate, safe, functional and well-maintained to support the educational program and provide a positive learning environment?

Findings	Supporting Evidence
<p>Significant progress has been made in improving facilities following the previous accreditation cycle.</p> <p>Systems are in place to a significant degree to ensure adequate, safe, functional and well-maintained facilities to support the educational program and provide a positive learning environment.</p> <p>Over the coming years the renovation process will continue to build on the progress that has been made.</p> <p>A review of some emergency exit equipment needs to be completed.</p>	<p>Responsibility to ensure adequate, safe, functional and well-maintained facility lies with the foundation's facility department.</p> <p>Building maintenance, security and cleaning is outsourced to Hankyu-Hanshin building management. A full-time facilities manager is a member of the campus office staff and coordinates day-to-day requests for repairs, cleaning, and other maintenance tasks.</p> <p>The previous accreditation cycle recommended a review of facility and as a result a large-scale, multi-year program of campus renovation was undertaken with a ¥10 billion budget allocation as part of the foundation's facilities investment plan.</p> <p>As an organization with more the 50 employees Japanese labor law requires than an occupational doctor is appointed by the school to check on safety of the working environment. He visits on a monthly</p>

	<p>basis, covering different areas each time so as to have inspected the entire campus during the year. His findings are reported to school's admin and to the foundations health and safety committee. Example report.</p> <p>Facility staff members (office staff, maintenance, guards, cleaning staff etc.) (OIS Faculty Handbook see Facility)</p> <p>Earthquake, fire and lockdown drills take place once a term. Reviews from faculty have pointed out some shortcomings in equipment and procedures on some emergency exits.</p>
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A6.4. Child Protection Policy and Application in Facility Building and Design

Indicator Framing Question:

How effective are the school's processes to ensure that the building and facility design, layout and use support child protection and safety and complies with the legal and ethical international requirements within the host country?

Findings	Supporting Evidence
<p>The school's processes completely comply with legal and ethical requirements of the host country. There is significant level of compliance with international norms, but this is an ongoing process as part of the campus renovation and implementation of the child protection policy.</p>	<p>School buildings need to conform with prefectural and national guidelines for schools. As the building renovation process continues, the contractor's (Takenaka Corporation) compliance department ensures that the building meets current standards.</p> <p>Each year a report on the building, its structure, along with any changes need to be submitted to Osaka prefectural government as part of school compliance requirements.</p> <p>Child Protection Framework Current documentation for the development of the child protection policy</p>

A6.5. Sufficient Resources to Support and Retain a Well-Qualified Staff

Indicator Framing Questions:

To what extent are there sufficient time, personnel, materials, and fiscal resources available to enable the hiring, support, professional learning and retention of a well-qualified staff for all programs, including online instruction?

How effective are the resources used to support professional growth, learning, coaching and mentoring of staff to achieve the desired outcomes for all students?

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Findings	Supporting Evidence
<p>Significantly met this indicator as there is time, materials and fiscal resources to hire, support and professionally develop well-qualified staff.</p> <p>Professional Development committee to decide how to allocate PD money to staff, meets 3x/year</p>	<p>Hiring follows similar practices used in many international schools with all positions being advertised on the school's vacancies' page and listed with Search Associates.</p> <p>Professional learning is coordinated through the PD committee which prioritises and allocates budget and other resources</p> <p>Senri Rules of Employment PD application form Professional development handbook</p>

A6.6. Instructional Materials and Equipment, Acquisition, Adequacy and Maintenance

Indicator Framing Question:

How effective are the policies/procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction?

Findings	Supporting Evidence
<p>Effective to a significant degree</p> <p>The Business Office processes requests quickly, and the continuous running of technology tools and software shows that they are acquired and maintained. The policies and procedures for acquiring and maintaining materials and equipment could be made more efficient through digital forms.</p>	<p>Once the annual budget is decided the amounts allocated to individual departments are approved at the Academic Planning Meeting.</p> <p>All orders and requests are approved through department coordinators, principals and the head of school before being actioned by the business office</p> <p>The Library website showcases a range of tools and resources, evidence that there are procedures for acquiring and maintaining library resources.</p> <p>Google Suite for Education, ManageBac, Seesaw, NWEA MAP testing , TurnItIn, databases and other subscriptions support learning.</p> <p>Orders are processed through the purchasing department.</p>

A7. Ongoing Resource Planning, Implementing and Monitoring

The governing authority/ownership and the school leadership execute responsible planning to ensure the sustainability of the school's program and operations in the face of planned and unplanned future needs.

A7.1. Broad-based and Collaborative Planning for Long-range Resources

Indicator Framing Questions:

To what extent does the school's long-range resource planning ensure the availability of appropriate resources to support the school's purpose, desired outcomes, and the schoolwide action plan?

How effective are the school planning processes to ensure that they are broad-based, collaborative, and foster commitment of all stakeholders to the school's vision?

Findings	Supporting Evidence
<p>The school's long-range planning partly ensures the availability of appropriate resources.</p> <p>The evidence of the effectiveness for the school's long-range resource planning can be seen in the 3rd floor renovation and in the library itself, which is now a much better resource for "developing...informed individuals."</p>	<p>The medium-term plan documentation for OIS is based upon the Schoolwide Action Plan.</p> <p>Medium term plan documentation 2019, 2020, 2021, 2022 (not yet approved)</p> <p>Progress and evaluation</p> <p>Annual progress reviews - published on the school's website each spring: 2018, 2019, 2020, 2021, 2022</p>

A7.2. Adequate Compensation, Staffing and Reserves

Indicator Framing Question:

How effective does the governing authority/ownership provide adequate compensation to faculty, administrators and staff while balancing a reasonable accumulation of reserves to take into consideration other unknown contingencies, including longevity of staff?

Findings	Supporting Evidence
<p>Compensation to faculty appears to be adequate based on the remuneration package and current standard of living.</p> <p>Global economic instability has led to a weakened yen, tax burdens are significant (especially for those faculty in receipt of school fee support) and the change to PMAC for medical and pension provision has led to a less attractive package than previously. This may impact recruiting.</p>	<p>As a large educational foundation, Kwanasei Gakuin has significant reserves to support the Senri Campus and OIS through unknown contingencies.</p> <p>Benchmarking has taken place between a group of JCIS schools, but not in the past few years. OIS has always been in the upper half of the compensation packages.</p> <p>Enrollment of new faculty into the promotion and mutual aid corporation for private schools in Japan</p>

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	(PMAC) has changed terms and conditions for new and transitioned faculty (an issue common to all Japan-based international schools).
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A7.3. Informing the Community and/or Governmental Authorities about the School's Financial Plans and Needs

Indicator Framing Question:

How effective are the governing authority/ownership and school leaders at informing the public and/or appropriate governmental authorities of the financial plans and needs of the school?

Findings	Supporting Evidence
<p>There is significant evidence of reporting from the governing authority.</p> <p>There have been community requests for publication of OIS-only finances. KG does not publish school-by-school results.</p> <p>Highlighting of the reports that KG does publish along with the compliance measures it does meet would help with community understanding of the nature of OIS within the larger foundation.</p>	<p>The foundation's activity and financial reports are published publicly each year in line with Japanese educational foundation law requirements.</p> <p>KG business report and financial situation</p> <p>Reports are submitted in line with prefectural requirements to Osaka prefectural board of education.</p> <p>Future plans and initiatives are published (largely relating to university activities).</p>

A7.4. Marketing Strategies to Support the School

Indicator Framing Question:

How effective are the marketing strategies to promote the school within the greater community and support the decisions to develop new programs and increase student enrollment?

Findings	Supporting Evidence
<p>The school's admissions department continues to respond to a constant stream of enquiries from families interested in sending their children to the school.</p>	<p>During the current accreditation period the OIS website was moved to FinalSite for stability and functionality.</p>

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<p>Student activities have been publications of regional educational organizations and in local and national press.</p> <p>Word of mouth and website bring most enquiries.</p> <p>Updating and maintaining social feeds and the main website remain an area of focus.</p>	<p>SOIS hosts (in non-pandemic times) public events, including Open Days, the International Festival, and public performances (music/drama) which highlight the curricular opportunities available to prospective students. During the COVID-19 pandemic, online streamed performances were added.</p> <p>SOIS Calendar</p> <p>EARCOS IBO</p>
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Category A: Organization for Student Learning Summary Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's organization based on the Category A criteria affect the impact on student learning?*

Evidence suggests that the school has a significantly clear sense of purpose in supporting students to become "informed individuals". Significantly clear documentation and communication about the school's purpose is provided to the school community; there is room for continuous improvement in evaluating how well different stakeholders have understood this information, and in providing them with opportunities for input as the purpose is reviewed and refined.

There is significant alignment between the written values and policies of the governing body and the school's purpose. This alignment allows the governing body to support the school in its efforts to nurture informed, caring, creative individuals contributing to a global community.

The school is significantly well resourced to hire, support and professionally develop well-qualified faculty. An area for continued growth is for these teachers to be consulted more consistently and effectively on major decisions related to student learning.

Progress has recently been made in consolidating a written Child Protection Policy. Effective communication of this policy to the entire school community and appropriate formal training for staff is now needed.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category A, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. Our handbook, policies, and guidelines are up to date, clear, and readily available. (A4.1)
2. There are effective communication approaches to ensure all members of the school community are knowledgeable of the school's purpose and the schoolwide learner outcomes. (A1.4)
3. There are adequate resources for supporting the hiring and retention of staff, including ongoing professional development. (A6.5)
4. There are effective internal communication processes and procedures to ensure that faculty and staff are informed on a regular basis; to facilitate planning; and to address issues and conflicts. (A3.4)
5. We are well-resourced in regard to teaching materials and other materials required to achieve the school's purpose of educating "informed individuals". This is evidence of the board's financial commitment to the school's purpose. (A2.7)

Growth Areas for Continuous Improvement

1. We need more clarity, transparency, and evidence to demonstrate implementation of Staff Actions/Accountability and Collegial Strategies to Support Learning. We are actively doing this, but evidence needs to be more visible. (A4.4) and how we ensure that we are innovating to improve the school and reflecting on that (A5.4).
2. The entire school community needs to be included more in the processes of the development, revision and refinement of the school's purpose, schoolwide learner outcomes, and global competencies(A1.3)

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3. While the approaches to communicating the school purpose to stakeholders seem clear and effective, there needs to be more evidence supplied to make judgments about how well students, parents and other members of the school and host community are able to demonstrate understanding and commitment to this purpose. In particular, more comprehensive evidence is required about parents and other community members in regard to this issue. (A1.4)
4. There needs to be more evidence of effective formal training on child safety, and new documents need to be made clear to students and the school community. Our handbook, policies, and guidelines are up-to-date, but effective implementation of these documents is in the process of being reviewed and understood by leadership, faculty, students, parents, and other community members in school. This process needs to be completed. (A3.2)
5. There needs to be more involvement of staff in shared and collaborative leadership. (A3.3)
6. The school needs to be more in line with international standards for child protection. (4.2)
7. The transparency of developing a budget (including reserves) and budget allocation processes from the owner organization needs to be improved (A6.2 and A7.2).
8. Stakeholders need to have a clearer and more detailed understanding of the roles and responsibilities of the board in relation to the school, and this understanding needs to be monitored over time. (A2.3)
9. Stakeholder input on major decisions needs to be sought and considered more consistently and effectively. (A2.6)

Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- *Determine what areas within the schoolwide action plan need to be addressed in relation to the Organization for Student Learning Criteria.*
- *Identify important next steps (i.e., modifications and/or additions) within the schoolwide action plan that will strengthen the desired outcomes for students.*

There are no areas within the current schoolwide action plan that need to be addressed in relation to the Organization for Student Learning Criteria. The Category A committee recommends that some or all of the Growth Areas for Continuous Improvement be adapted and added as goals in the new action plan.

Category C: Support for Student Personal and Academic Growth

What currently exists in relation to our aspirations for students?

How do we know what is effective for all students' learning and well-being?

What needs to be changed to continuously improve all students' learning and well-being?

Directions:

- Discuss and ensure understanding of the criterion and the indicator framing questions.
- Determine what evidence needs to be analyzed.
- Summarize findings and explain how the findings are supported by analyzed evidence.

C1. Student Social-Emotional and Academic Support Criterion

Students are provided with a system of support services that meet their academic and social-emotional needs. Students are also provided with activities, opportunities and/or programs within the school and community that further accomplish the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

C1.1. Indicator: Support for the Social-Emotional and Learner Needs of ALL Students

Indicator Framing Questions:

How effective are the school's strategies to review both schoolwide and individual student learner needs and to provide appropriate services and programs?

How adequate and effective are the personalized social-emotional and career/academic programs to support all students in such areas as health, career and personal counseling, and academic assistance?

Findings	Supporting Evidence
Based on the current procedures, the school's strategies to review both schoolwide and individual student learner needs are <i>significantly effective</i> . Furthermore, based on the data received through parent and student surveys, the personalized social-emotional and career/academic programs <i>significantly</i> support all students. However, due to limited human resources, students with higher needs are prioritized over those with mild to moderate needs. As indicated above, we have a <i>significant</i> number of tools and strategies to review both schoolwide and individual student learner needs and provide appropriate services and programs. However, more time and faculty-wide training is needed to help triangulate the data to meaningfully inform support and classroom practices. There has also been some feedback from a few teachers about the length of time needed to review learner needs. Although this feedback has occurred during a period of transitioning to the new Learning Support Procedures, this should be an area of focus as we continuously reflect on our practices.	Student Support Procedures (Learning, EAL, and Social-Emotional) The Student Portrait (filled out by parents KA-5, filled out by the students G6-12) Counseling Center College and Career Counseling program Request for Assistance (RFA) MAP testing NNAT3 Non-verbal College Guidance web page Student surveys & we reach out to students in response to their answers on the survey Buddy System for new students DIBELS KB-G5 Student Success (after school room where students can study & get help from teachers and peers)

	MYP/DP Pastoral Overview PROBE BLUE reading comprehension assessment - Comprehenz PM Benchmark Literacy Assessment Cengage Australia Grade level meeting sample at the start of the year (redacted) Weekly Student Support Team meetings (minutes not linked for student privacy)
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C1.2. Indicator: Personalized Approaches and Strategies

Indicator Framing Question:

How effectively are the schoolwide and personalized approaches to learning implemented by leadership and staff so that ALL students progress in achieving the desired outcomes?

Findings	Supporting Evidence
<p>All students are assessed by the same success criteria and schoolwide and personalized approaches are implemented in order to help students progress in achieving those outcomes. Homeroom and content teachers collaborate in regular meetings in order to support students with ILPs and English as an Additional Language (EAL) needs. Staff and leadership are <i>significantly effective</i> in providing personalized approaches and strategies by way of communicating across departments and in grade level meetings and with the support systems consistently collaborating with homeroom and content teachers. The most recent report from Building Quality Curriculum (BQC) complimented OIS for its implementation of differentiation strategies (Tier 1 support based on the Multi-Tiered Support Systems framework). Looking ahead, we are working towards offering curriculum modification for a small number of students with ILPs.</p>	<p> Student Support Procedures (Learning, EAL, and Social-Emotional) Wilson Reading System/Fundations MAP testing WIDA MODEL Online DIBELS Requests for Assistance (RFAs) </p> <p>Summary - Improvements</p> <div> <div> <p>2017</p> <ul style="list-style-type: none"> Content could be improved by aligning with the MYP subject-group aims, key concepts and related concepts. Should develop clear and specific strategies for <i>differentiation</i>. </div> <div> <p>2022</p> <ul style="list-style-type: none"> Teachers are familiar with the current subject guides and include prescribed concepts, contexts and approaches to learning skills in their planning. School is to be complimented on its implementation of <i>differentiation</i> strategies. </div> </div> <p>2022 January 26</p>

C1.3. Indicator: Alignment of Curricular and Co-Curricular Activities

Framing Question:

To what extent are the **curricular** and **co-curricular** activities aligned with academic standards, schoolwide learner outcomes as well as local and/or global actions and service opportunities?

Findings	Supporting Evidence																				
<p>Curricular alignment</p> <p>The schoolwide learner outcomes are closely linked with the IB learner profile. Curricular alignment to these outcomes is <i>clear</i> throughout every programme and between programmes, particularly through successful implementation of the PYPX and MYP Personal Project. In the PYP, in particular, reference to schoolwide learner outcomes is reflected <i>consistently</i> in teacher language and reports. Further, <i>significant progress</i> has been made in aligning the PYP literacy curriculum with Common Core standards via the scope and sequence. The same is currently being applied to mathematics as a result of a curriculum review.</p> <p>In the MYP units, there has been <i>significant progress</i> in identifying global context explorations and <i>some progress</i> in providing local or global opportunities for service. Although student awards related to the outcomes are given at the end of the year, in both the MYP and DP more explicit alignment to academic standards and learner outcomes could be made; teacher language and reports refer more frequently to the school mission and ATL Skills.</p> <p>Almost 80% of MYP students, for example, (strongly) agree that their learning connects to local and global issues.</p> <p>Suggestions for next steps:</p> <ul style="list-style-type: none"> ● Highlight PYP consistent reference to learner outcomes as best practice ● Continue with aligning to standards and evaluate ● Revive or strengthen service opportunities in POI ● In MYP, expand on work done with global context explorations into possible service connections <p>Co-curricular alignment</p> <p>Use of schoolwide learner outcomes remains a <i>consistent</i> practice in the PYP, although more local and global opportunities for service could be revived and connections to learner outcomes could be more explicit. MYP Service as Action activities, DP CAS projects and the program of clubs, activities and programs continue to provide plenty of opportunities for local and global action. Recently, <i>more consistent</i> reference to, and emphasis on, service learning</p>	<p>PYPX linked to SDGs</p> <p>PYP POI</p> <p>MYP Personal Project results</p> <p>MYP Personal Project Intro</p> <p>PYP Literacy is Common Core Aligned</p> <p>PYP Math continuum sample</p> <p>MS Math S&S sample</p> <p>PYP report sample</p> <p>PYP Curriculum MB analytics</p> <p>MYP Curriculum MB analytics</p> <p>DP Curriculum MB analytics</p> <p>Building Quality Curriculum (BQC), December 2016</p> <p>Building Quality Curriculum (BQC), April 2021</p> <p>My learning connects to local and global issues. 142 responses</p> <table border="1"> <caption>My learning connects to local and global issues (142 responses)</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>57%</td> </tr> <tr> <td>Agree</td> <td>22.5%</td> </tr> <tr> <td>Disagree</td> <td>11.3%</td> </tr> <tr> <td>Strongly Disagree</td> <td>9.2%</td> </tr> <tr> <td>Don't know</td> <td>9.2%</td> </tr> </tbody> </table> <p>Summary - Strengths</p> <table border="1"> <thead> <tr> <th>2017</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Engaging and rich statements of inquiry Included ATL skills in unit planners Formative assessments align with knowledge, skills and summative assessment Thoughtful reflections across all three phases of teaching. </td> <td> <ul style="list-style-type: none"> Teachers are familiar with current subject guides, concepts, contexts and ATL skills. 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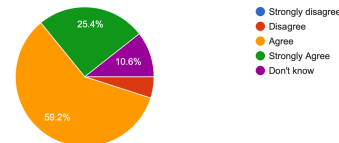
outcomes has been made in the MYP. It is important to note that some activities involve SIS (which is not an IB school); thus more emphasis is placed on our shared mission, 5 Respects and values. Beginning in 2022-2023, more explicit connections between the learner outcomes, the mission and service learning outcomes will be made with MS/HS camps, grade trips and outdoor learning experiences.

Almost 85% of MYP students (strongly) agree that they engage in meaningful action through service learning.

Suggestions for next steps:

- Align use of service learning outcomes across programmes
- Revive or strengthen service opportunities in PYP ASA
- Have students refer to learner outcomes in portfolios and reflections

I engage in meaningful action through service learning.
142 responses



Summary - Continue improvement

2017

- Need to identify specific **global context exploration** for deeper understanding and application.
- Include a brief description of each **resource** and its relevance to the unit.
- Include a wider variety of **resources** that represent culturally appropriate and diverse points of view...

2022

- Need to identify specific **global context exploration** for deeper understanding and application.
- Include a brief description of each **resource** and its relevance to the unit.
- Include a wider variety of **resources** that represent culturally appropriate and diverse points of view...
- Include more details in **summative assessment tasks**.

2022 January 26

[SOIS CAPS \(clubs, activities, programs\) website](#)

[PYP ASA sample](#)

[PYP Actioneers](#)

[SOIS Service website](#)

[DP CAS Handbook](#)

[MYP Service as Action Handbook](#)

[TANGO Newspaper](#)

Math Competitions

MUN

[Rainbow Week](#) (Passcode for video: 4AWfTc#.)

[Student Advocacy Group](#)

World Scholar's Cup

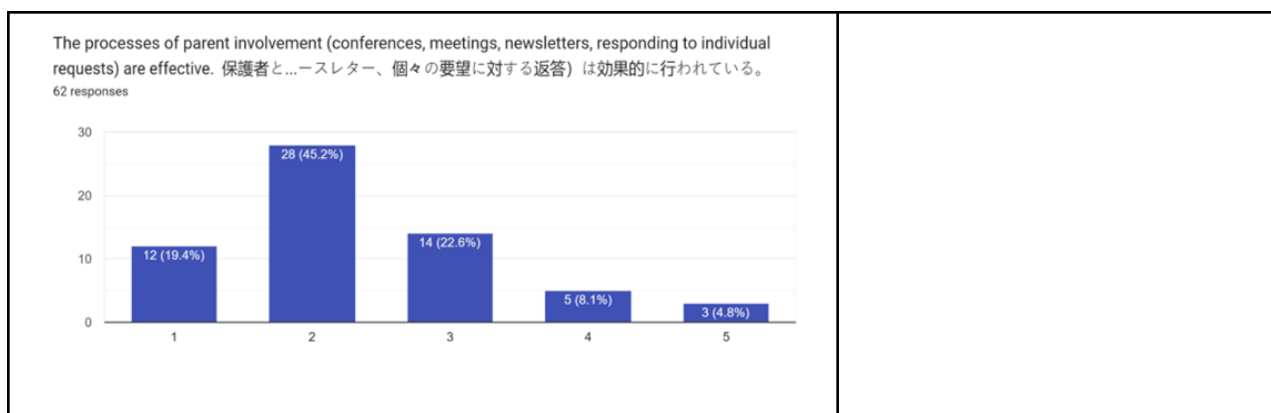
[SOIS MS Service Festival](#)

C1.4. Indicator: Student Involvement in Curricular/Co-Curricular Activities

Indicator Framing Question:

How effective are the school's processes for regularly evaluating student involvement in curricular/co-curricular activities, such as projects on global issues, joining networks, service learning, and exchanges?

Findings	Supporting Evidence																		
<p>School provides <i>significant</i> club activities available for all students. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, environmental issues, global issues and a sense of culture and community, monitored by teacher activity in charge. These activities are evaluated by consistent attendance, involvement, academic achievement and aspirations for continuing these activities in future. HSSC proposed <i>significant</i> activities where students are involved. It is evident the participation of students per each grade. Info can be tracked with the forms. LHR/ Homeroom advisers completely oversee the projects (CAS, Personal Project, Exhibitions) in small groups weekly. Science teachers guide students completely in the Group 4 Project based on Global Issues.</p> <p>The school offers opportunities and activities both in and outside of the classroom that lead to relevant action and connection ...機会や国際的な活動につながるような機会や活動を提供している。 62 responses</p> <table><tr><th>Rating</th><th>Number of Responses</th><th>Percentage</th></tr><tr><td>1</td><td>17</td><td>27.4%</td></tr><tr><td>2</td><td>25</td><td>40.3%</td></tr><tr><td>3</td><td>14</td><td>22.6%</td></tr><tr><td>4</td><td>3</td><td>4.8%</td></tr><tr><td>5</td><td>3</td><td>4.8%</td></tr></table> <p>Principals and coordinators regularly monitor student engagement; teachers are <i>partially</i> informed about students' participation in Curricular and Co-Curricular activities in the general staff meeting (Monday's morning). School provides to parents continuous <i>significantly</i> personalized communication about students enrolled in both Curricular and Co-Curricular activities, through the homeroom comment & significantly through OIS Educator newsletter. School <i>significantly</i> encourages students' participation in global community projects. Although OIS does not offer foreign exchange programs for its students, they have opportunities to learn, and build new relationships through immersive contexts at international conferences and competitions (e.g. AISA, World Scholars Cup, MUN).</p>	Rating	Number of Responses	Percentage	1	17	27.4%	2	25	40.3%	3	14	22.6%	4	3	4.8%	5	3	4.8%	<ul style="list-style-type: none">• ManageBac for links to service activities• Group 4 projects• Department meetings minutes• ManageBac for CAS• CAS data• MYP Service coordinator• Club activities• MUN, WSC, GIN, JUMP• PYP POI• MYP Portfolio instructions• Sample MYP Portfolio• Sample student portrait• OIS Educator newsletter• Rena Kawasaki, was awarded the 2022 International Children's Peace Prize for her pioneering work to increase child participation in politics, environmental protection, and society in Japan and across the world.• EJAAD awarded by EARCOS (Richard Krajczar Humanitarian Award)• Tamami Ono - EARCOS Global Citizenship Community Service Grant• EARCOS Global Citizens• MYP Pastoral Program
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C1.5. Indicator: Empowering Student Voice and Student Self-Advocacy

Indicator Framing Questions:

To what extent do students have the opportunity to deepen their sense of self and make personal and community connections that are meaningful and relevant and become advocates for their own needs and supports within a culture of student safety and well-being?

How effective is the school in responding to student thoughts, perceptions and experiences to modify and enhance student support services, programs and activities for all students?

Findings	Supporting Evidence
<p>Students <i>significantly</i> deepen their senses of self and establish meaningfully relevant personal and communal connections through an array of in-built IB activities (PYPX, Personal Project, and CAS), student-led leadership organizations like MSSC, HSSC, School Festival, and Sports Day, and a series of SEL/PSHE and ATL stand-alone courses and the partially integrated pedagogical approaches from on-site teachers; however, not all teachers integrate the ATL and SEL skills in their subjects in a consistent manner so it could still be improved on.</p> <p>The school's college counseling service <i>significantly</i> responds to student thoughts through Bridge U, where students create long lists of interested programs and colleges and the school invites colleges on-campus based on student interest, and the accessible one-on-one college consultation provides tailored, satisfactory services. Availability of on-site SEL counseling service <i>significantly</i> offers a safe place for students to voice-out their needs, concerns, achievements and to find support outside school when necessary. Moving forward, an area of improvement will focus on increasing awareness on the benefits of SEL counseling on establishing sustainably healthy wellbeing and renewing the partially negative perception of receiving SEL counseling.</p>	<ul style="list-style-type: none"> • Student advocacy group • Rainbow Week Committee minutes, esp how it started • Units/activities related to SEL or PSE • MYP Portfolio • HSSC Reflections • TANGO • Workshop with parents on mitigating grade stress based on survey data • College and career-readiness workshops based on student stress levels around college application • Procedure for starting clubs and service activities • Inventory of clubs and service activities • ATL skills classes • Choice in student involvement in the School Festival • SNS, an on-boarding HSSC responsibility, is completely student-run • MYP Portfolio instructions • Sample MYP Portfolio • Sample student portrait

Category C: Support for Student Social-Emotional, and Academic Growth Summary Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's support for student social-emotional and academic growth based on the Category C criteria affect the impact on student learning?*

The school's support for student social-emotional and academic growth *significantly* impacts student learning and reflects the value placed on personal growth and student agency. This is supported by student and parent survey data and levels of student engagement (in both academic and co-curricular programs). Students' sense that they are safe and supported is reflected in their relationships with adults and the classroom atmosphere.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category C, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. As a school, we actively seek deeper understanding of students' needs and aim to support them. Also, we provide opportunities for students to voice their opinions to affect change of their environment.
2. Curricular and co-curricular activities - Students have access to a wide variety of learning experiences that allow them to develop their sense of self, increase confidence and extend learning beyond the classroom.
3. Student-centered - Student support systems and procedures are inclusive, student-centered and strengths-based.
4. Student agency and empowerment - The number of student-led activities reflect the value that is placed on student voice. Some of these activities have gained international recognition.

Growth Areas for Continuous Improvement

1. Streamlining support procedures, effectively sharing them with stakeholders to improve understanding of the systems in place.
2. Improve on synthesizing the data findings with more efficiency and alignment, and apply the feedback for more tailored improvements.
3. Changing student perception of accessing support services such as counseling and learning support.
4. Consistency in ATL and SEL course integration - SEL and ATL skills can be more seamlessly integrated in classes rather than stand-alone courses. This will also aid Tier 1 student support.

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Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- *Determine what areas within the schoolwide action plan need to be addressed in relation to Support for Student Social-Emotional and Academic Growth.*
- *Identify important next steps (i.e., modifications and/or additions) within the schoolwide action plan that will strengthen the desired outcomes for students.*

Previous action plan item	Next steps / modifications / additions
1. With appropriate student, parent, and faculty input, assess the effectiveness of the structure, composition, and outcomes of the school's Learning Support program.	Continue to include a related question in faculty, parent and student surveys
2. Increase efforts to define for students, parents, and teachers the roles and responsibilities of the staff members who serve in Counseling and Guidance and Learning Support.	<ul style="list-style-type: none"> ● Make documents accessible. ● Conduct parent and faculty workshops to describe the structure of Learning and Student Support. ● Construct a more regular schedule of parent information sessions: Learning Support, EAL, SEL, ATL skills, etc. Consider how to increase attendance and/or accessibility (esp in terms of language) of these resources. ● Especially for middle school students, increase visibility of support teachers in classrooms.
3. With appropriate faculty, parent, and student input, reassess the adequacy of the human resources allocated to the Learning Support efforts.	<ul style="list-style-type: none"> ● Reassess the number of students we can reasonably provide services to, especially at Tier 2 and Tier 3. ● Assess alignment of admissions policy and practices with student support capacity. ● Consider robust professional development of faculty in differentiation to establish consistent and confident Tier 1 support by all teachers (for both learning and SEL needs).
4. To the extent possible, ensure that the faculty appointed to lead the Learning Support program have the expertise and ongoing professional development to meet LS students' needs.	<ul style="list-style-type: none"> ● Currently doesn't seem feasible considering the case load of each member of the student support team. ● Upskill the Student Support team in particular systems / frameworks / strategies for learning and SEL support. ● Refer to next steps identified above (#3).
5. Review the clarity and intent of all school policies related to the Learning Support program and finalize the staff's review of the Inclusion Policy.	<ul style="list-style-type: none"> ● Inclusion policy has been reviewed. ● Learning support practices document needs a final review by the Student Support team and then faculty (before the end of 2022-23).

Category D: School Culture, Child Protection, and Parent/Community Involvement

What currently exists in relation to our aspirations for students?

How do we know what is effective for all students' learning and well-being?

What needs to be changed to continuously improve all students' learning and well-being?

Directions:

- Discuss and ensure understanding of the criterion and the indicator framing questions.
- Determine what evidence needs to be analyzed.
- Summarize findings and explain how the findings are supported by analyzed evidence?

D1. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, equity, a commitment to child protection, trust, caring, professionalism, support, and high expectations for ALL students.

D1.1. Indicator: Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students

Indicator Framing Question:

How effectively does the school demonstrate mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences?

Findings	Supporting Evidence
Based on student and parent surveys, activities organized by faculty and students, and conversations, the school is <i>significantly</i> demonstrating these qualities. The survey responses received indicate positivity towards a culture of mutual respect. However, in each of the surveys there are a minority of community members who would disagree. There have also been some incidents that show there is still room for improvement. The Child Protection Policy has been successfully updated and has been introduced to the school community. The school doesn't currently have a DEIJ policy so this is a current focus.	<p>Applicable Policy Documents and Evidence</p> <ol style="list-style-type: none"> 1. Child Protection Policy (2022) 2. OIS Inclusion Policy 3. Admissions Policy 4. Student-parent handbook (2022-2023) 5. Parent Survey Results 6. Student Survey results on our programs 7. Student Survey results on well-being 8. SOIS Website: Shared 5 Respects - community wide 9. MS/HS Pastoral Care System 10. Buddy classes, e.g. reading groups between grade levels in PYP and between PYP and SIS English classes. 11. Rainbow Week Activities 12. Student Advocacy : Actioneers Minutes 13. Request for Assistance (formerly Record of concern) (Doc template) 14. Referral for counseling (Form) 15. Student support at-a-glance (2021-22) 16. When to refer to a counselor 17. The Educator Newsletter 18. PTA <p>Students</p> <ul style="list-style-type: none"> • 5 Respects Committee across two schools (6)

	<ul style="list-style-type: none"> • Student Council across the two schools • Elementary School Actioneers (like a student council) (10) • MS/HS Student Council • ES/MS/HS Pastoral Care System • Learning Support and EAL support to meet various learning needs (2, 12, 13, 14, 15) • Designated Bathrooms (1) • Equitable admissions practice (3) • Casual Smart Dress Code (4) • Camp Program MS/HS • Shared Campus • OIS Service Website <p>Faculty</p> <ul style="list-style-type: none"> • Faculty handbook (2022-23) • New Faculty Orientation/Onboarding • Medical Check-Up on Campus • KG Stress Test and assigned Occupational Doctor • Admin Open Door Policy • Work Contracts/KG Policy Documents • Faculty/Staff Stress and mental health check <p>Parents/Community</p> <ul style="list-style-type: none"> • Parent Portal • PTA (17) • PAC (Parent Advisory Council) has just been reactivated • New Family Orientation Day • ES Back to School Night • MSHS Back to School Night /other Community night • International Fair • Concerts/Performances/Theatre • Volunteers/Experts • Guest Speakers • Elementary to middle school transition - Session for parents • MSHS Parent Teacher Conferences • ES Student Led Conferences • Parent Involvement in HS Graduation <p>Camp documents</p>
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D1.2. Indicator: Student Social-Emotional Well-Being

Indicator Framing Question:

How effectively does the school support and foster student social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and help develop a range of skills for school and life?

Findings	Supporting Evidence
The range of evidence available indicates that the school is <i>significantly</i> demonstrating these	<ol style="list-style-type: none"> 1. SOIS Website 2. OIS Inclusion Policy

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<p>qualities. The school effectively supports the social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and helps develop a range of skills for school and life. The counselor provides 1-1 counseling and is available to the parent and teacher community as well. Currently, the learning support team and coordinators are working on embedding social emotional standards vertically within the curriculum for each grade level in the PYP. It remains an area in which we have made progress, but there is more to do before we cover all areas of well-being, and reach every stakeholder.</p>	<ol style="list-style-type: none"> 3. Child Protection Policy 4. Request for Assistance (formerly Record of concern) (Doc template) 5. Referral for counseling (Form) 6. Student support at-a-glance (2021-22) 7. When to refer to a counselor 8. Survey Results 9. Calendar link for School counselor appointment available + provides classroom support with focused lessons/sessions 10. ES/MS/HS Pastoral Care System 11. Homeroom Advisory/ Morning Meetings in ES 12. Planning Doc for Buddies Classes (in OIS and sometimes across with SIS) 13. New Student Orientation Buddy System 14. Learning Support and EAL support to meet various learning needs (2, 4, 5, 6, 7) 15. KG founded with Christian values, but open to all faiths, values, and beliefs https://global.kwansei.ac.jp/about/mission 16. Planning Doc for After School Activities/Clubs: Gardening, Yoga, Cookings/baking, Ikebana
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D1.3. Indicator: Culture of Teacher Innovation and Support

Indicator Framing Questions:

To what extent does the school demonstrate a culture which supports and encourages teachers to use innovative approaches which enhance student learning?

How effective is the leadership at promoting a positive culture at the school amongst staff and faculty?

Findings	Supporting Evidence
<p>The school demonstrates a culture of <i>significant</i> support and encourages teachers to use innovative approaches which enhance student learning. This is indicated particularly in the documents pertaining to professional growth and EARCOS participation. The range of evidence gathered suggests leadership is committed to building positive and effective relationships amongst staff and faculty. Leadership have shown commitment to maintain positive school culture through their supportive nature and approaches, as well as clear direction with the implementation and follow through of both current and updated policies and procedures school wide.</p>	<ol style="list-style-type: none"> 1. Google Suite/Apps for Education 2. PD Application form (from April 2022) 3. Professional development handbook (2019-20) 4. Professional growth (2015-16) 5. Responsible Use Policy (2022) 6. IB Framework 7. Approaches to Learning 8. Teaching and Learning 9. Purposeful integration and implementation of technology 10. Job-a-like sessions/workshops: 11. EARCOS Rep: this website 12. Collaboration with IB Coordinators (see Principals-Programme Coordinators' bi-monthly meeting, and see IB Coordinators for evidence) 13. Access to technology and Tech Coaches- Form to request support

D1.4. Indicator: Safe, Clean, and Orderly Environment

Indicator Framing Questions:

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How effective are the school's existing policies and procedures to continually ensure a safe, clean and orderly environment that nurtures learning, including effective operating procedures for internet safety?

Findings	Supporting
<p>The school is <i>significantly</i> committed to the students safety and clean environment by having different policies and procedures that are evident in daily routines, infrastructure, security team, cleaning services and health policies. Relevant information is communicated to parents and students through various channels of digital communication (email, class blog/website, OIS parent portal)</p> <p>Current renovations aim to create improved and innovative learning spaces for students, teachers and the community. These renovation plans are discussed in detail during collaboration meetings to ensure that the best decisions are with consideration of all stakeholder interests' in mind.</p> <p>Security settings on the school's Google domain provide age-appropriate levels of access to the internet, browser settings on school Chromebooks, and some specific Goggle workplace applications. The school periodically provides dedicated sessions for students about cyber safety at the library.</p>	<p>5 Respects Shared 5 Respects Sabers Safe COVID Health Policies COVID policy and updates communicated via website and email https://senriedjp.finalsite.com/covid19-resources Masks, sanitizers/disinfectant available around the school Restorative practices / Behaviour Policy Fire Drill/Lockdown Drill, Earthquake Drill Facilities - if something is broken, it is fixed quickly 1 way in/out of the building Security guards on duty (who have been in school a long time they know the MHS students from Elem) Responsible use policy students learn cyber safety through digital citizenship lessons with librarian and/or tech coaches Supervision/Duty schedule where students are supervised RFA's are filled out by teachers when there is a student concern Request for Assistance (formerly Record of concern) (Doc template) Safe spaces - guidance counselor's office Bus system School Bus 1.pdf KENTO centre testing partnership 3rd floor renovations- bright and organized spaces Cleaning company Building facilities (inside and outside) are well maintained</p>

D2. Child Protection Criterion

The school has an effective child protection program that includes a clear definition of child abuse, policies and practices, training for stakeholders, and reporting procedures within the legal and cultural context of the host country.

D2.1. Indicator: Definition of Child Protection

Framing Questions:

How aligned is the school's definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation, inappropriate behavior of children towards other children and online child protection, with internationally recognized child protection standards as found in the resources of the International Centre for Missing and Exploited Children (ICMEC)?

To what extent is the school cognizant of the legal context of the host country?

Findings	Supporting Evidence
SOIS Child Protection policy is significantly aligned with applicable Japanese laws and the following principles as outlined by the International Task Force on Child Protection and based on the United Nations Convention of the Rights of the Child (UNCRC).	<ul style="list-style-type: none"> - Child Protection policy - Student-Parent Handbook - Faculty Code of Conduct
SOIS is cognizant of the legal context in Japan. Administrators have participated in legal workshops hosted by the Japan Council of International Schools	

D2.2. Indicator: Policies, Practices, and Written Guidelines for Child Protection

Indicator Framing Questions:

To what extent are the school's policies, practices and the written guidelines (code of conduct) for appropriate and inappropriate behavior of adults towards students, students towards adults, and students towards other students understood and followed by all?

To what extent are the school's policies and practices followed to ensure the safety and welfare of all students, including, excursions, trips and student exchanges and, if applicable, within boarding facilities, homestay and residential arrangements boarding?

Findings	Supporting Evidence
<p>The school's policies on behavior are significantly well understood by adults and students.</p> <p>Most students behave in accordance with the five respects and the school code of conduct; few students are called in for serious disciplinary meetings each year.</p> <p>The main area for improvement is in updating the Dorm supervision and behavior policies. We do not currently have students in the dorm and do not have any plans to add them, however, if we do this will need to be addressed.</p>	<p>Student-Parent handbook must be read & signed and returned at the beginning of the school year to ensure understanding and compliance. The 5 respects are imbedded in the student, teacher, and parent expectations</p> <p>2022-23 Parent Survey Results</p> <p>RoC procedures to identify students potentially at risk</p> <p>SOIS Faculty and Staff Code of Conduct</p> <p>One-on-one meetings, after-school activities and trips</p> <p>Sabers Parent Permission Form</p> <p>Excursions and trips require signed</p>

	<p>parental approval and include Risk assessment form to start from April Excursions, camps and field trips are age appropriate. Camps in 2023 and Beyond</p>
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D2.3. Indicator: International Norms of Child Protection

Indicator Framing Questions:

To what extent does the school understand and adapt to international norms of the families it serves as well as the community in which it resides?

To what extent does the school comply with the international legal and ethical expectations and requirements regarding child abuse within the country in which it resides?

Findings	Supporting Evidence
<p>The school completely complies with international and national norms and requirements.</p> <p>All parents/guardians and students acknowledge and consent to follow the rules outlined in the student-parent handbook at the beginning of the year.</p> <p>School policies on norms and behavior adhere to, and in some cases, exceed the standards in Japanese laws, and are consistent with the United Nations Convention of the Rights of the Child.</p>	<p>Child Protection policy</p> <p>Student-Parent Handbook This handbook provides guidance on the policies and procedures that students and parents are expected to follow, as well as some background information on our curriculum, school events, and the support systems in place at OIS to support our students.</p> <p>Faculty Handbook</p> <p>Faculty Code of Conduct The purpose of the Code of Conduct is to describe the ethical behavior standards for all adults to ensure the safety and wellbeing of students.</p> <p>Managebac behavior notes</p> <p>School Belief and Five Respects These clearly emphasize tolerance, standards of behavior, and our expectations for adults and students.</p> <p>KG legal team</p>

D2.4. Indicator: Curricular Programs for Child Protection

Indicator Framing Question:

How appropriate are the school's age-appropriate programs and activities that focus on child-protection including topics such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behavior, neglect and negligent behavior, self-harm, safety away from home, commercial exploitation, and disclosing abuse as defined by the United Nations Convention on the Rights of the Child and/or the International Center for Missing and Exploited Children (ICMEC) www.icmec.org/education-portal/?

Findings	Supporting Evidence
<p>Clubs, activities, programs and sabers sports are age-appropriate and aligned with the Child Protection policy.</p> <p>The responsible use policy expectations for behaviors are differentiated and are age appropriate.</p> <p>Our curriculum significantly addresses and teaches various child-protection topics pertinent to the different grade levels, including bullying, digital citizenship/online safety, physical and sexual abuse, etc.</p> <p>The OIS MYP Pastoral Program significantly addresses the well-being of students by supporting student development, fostering healthy relationships, and addressing grade-level needs.</p>	<p>SOIS After-School CAPS</p> <p>Responsible Use Policy</p> <p>Presentations on child protection</p> <ul style="list-style-type: none"> • Parent meeting on January 19 • Grades 11 & 12 - read and discussed the actual policy • Grade 9 & 10 presentation • Grade 7 & 8 presentation • Slides for younger grades with adjustments based on the level <p>2022-23 MYP Pastoral Program</p> <p><i>DP:</i></p> <p>Grade 12 Life Skills</p> <p>The life skills 3-day program for Grade 12 includes learning basic safety and wellbeing, cooking skills, self defense, dating, etc that raises awareness to help students when they enter university or wherever they go in the future.</p> <p><i>MYP:</i></p> <p>ATL classes run by the school counselor/tech support and teachers (grade 8 lessons and performance indicators)</p> <p>SHR and LHR, flex time (pastoral program) - advisors address student concern</p> <p><i>PYP:</i></p> <p>Sex education program - G5+</p>

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	<p>PYP Anti-Bullying program, led by principal and school counselor (to all elementary classes, presented to parents) on a three year cycle helps educate and raise awareness and guides student behavior.</p> <p>PYP Digital Citizenship program, led by principal and school counselor (to all elementary classes, presented to parents)</p> <p>PYP Program of Inquiry covers concepts like human rights, interactions, and social emotional learning (specifically the WWE and HWEO units)</p>
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D2.5. Indicator: Reporting of Child Protection Disclosures

Indicator Framing Questions:

How effective are the school's structured procedures for reporting suspected or disclosed maltreatment or abuse?

To what extent do reporting procedures include identifying actions to be taken by specific individuals, including informing appropriate authorities?

Findings	Supporting Evidence
<p>The school has significantly succeeded in updating its child protection policy in order to ensure our procedures are clear, effective, and consistently followed. The introduction of the revised policy is in its final stages, after which we will be able to monitor its use.</p> <p>The school has a structure of procedures that effectively addresses reporting of suspected maltreatment or abuse.</p> <p>It clearly identifies the steps or actions and the concerned individuals.</p>	<p>Child Protection policy Section 1 (2D) Notify child protection team and follow up</p> <p>Student-Parent Handbook Counselling Centre (pg.17) and Anti-Bullying Policy (pg. 19).</p> <p>Members of the child protection team, particularly the counselor, head of school, and principals can discuss specific incidents of communicating with appropriate authorities but we will not publish that information.</p> <p>Faculty Handbook</p> <p>2022-23 MYP Pastoral Program - Advisors address student concerns</p>

D3. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community engagement and involvement is integral to the school's culture and established support system for students.

D3.1. Indicator: Consistent Parent Involvement

Indicator Framing Questions:

In order to build a culture of collaboration, how effective are the strategies and processes for the consistent and appropriate involvement of parents as active partners in the student learning process and understanding the desired outcomes?

How effective are these strategies and processes for involving non-English speaking parents and/or online parents?

Findings	Supporting Evidence
<ul style="list-style-type: none"> The school has long fostered a collaborative relationship with parents, particularly on major events such as festivals, exhibitions, and grade-level events. Active on-campus participation was severely affected by COVID restrictions, however efforts by the administration and the parent community to rebuild old links, and to find new avenues for cooperation, are underway. The school has developed a streamlined and regularly updated communication system to keep parents informed about campus events, and their child's academic progress. However, some parents are not so active in being part of those communication systems and they would not know about their child's academic growth till they find out that the child has some sort of issues. Email communication systems work significantly with parents with a student who has an issue to address. 	<ul style="list-style-type: none"> Teacher-parent conference https://sites.google.com/soismail.jp/mshs-conferences-2022f/home Student led conference https://www.senri.ed.jp/osaka-international-school/learning/elementary-school Communication through managebac (Report card and Behavior notes) https://osakais.managebac.com/teacher 3 ways conference OIS portal https://sites.google.com/soismail.jp/oisparents/home?authuser=0 Back to School night https://sites.google.com/soismail.jp/mshs-btsn2022/home?authuser=0 Parent Teacher association (PTA) https://www.senri.ed.jp/osaka-international-school/school-life/pta Educators https://drive.google.com/drive/shared-drives Parent and other expert guest speakers (see page 13 of The Educator for an example) (Grade 3 Ikebana lesson photo) https://app.seesaw.me/blog/oisg3/#/ OIS has a log of parent expertise

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<ul style="list-style-type: none"> Seesaw provides significantly opportunities for ES parents to check upon what is going on at school PYPX has been a significant opportunity for the entire school community to celebrate the students' academic achievement. The school can organize interpreting services available partly for the homeroom teachers when they need to communicate with non-English speaking parents at the events of parent-teacher conferences. 	<p>but it needs to be updated</p> <ul style="list-style-type: none"> Student Portal (ES Class website) https://sites.google.com/soismail.jp/oisparents/pyp?authuser=0 PYP parent volunteers to help the school teachers with class activities Soismail communication Seesaw https://app.seesaw.me/#/class/class.423fbeee-e2f8-4d3d-a7c5-c3563e191bfd PYPX https://sites.google.com/soismail.jp/oisparents/pyp/g5-exhibition-pyp?authuser=0
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D3.2. Indicator: Use of Community Resources

Indicator Framing Question:

How effective is the school's use of community resources, such as professional services, partnerships, service learning, speakers etc., of the host country and beyond to support student learning?

Findings	Supporting Evidence
<ul style="list-style-type: none"> The school collaborates partly with an organization outside of school to provide assessment services when the students have some sort of learning difficulties. Once a student is identified by the support team as needing additional testing, they will recommend the family contact the Kento Center. It is up to the parents to follow up and share the results with the school. The school has also contracted with the Kento Center to evaluate our program and give us advice for improving our program. PYP/MYP partly used local resources. This is due to the limitation of going outside the campus caused by Covi-19 lockdown or restriction. As those restrictions subsided, the school is gradually going back to the pre-coronavirus time when we made great use of local resources in the host countries significantly such as visiting museums and government offices as 	<ul style="list-style-type: none"> Kento Center (Developmental Disability Administration provider) https://kentocenter.org/ School field trips (Grade 5 field trip to Shigaraki) https://app.seesaw.me/blog/oisg5/#/ Guest speakers (Persian Dance Video) https://app.seesaw.me/blog/oisg3/#/

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<p>a part of the unit study.</p> <ul style="list-style-type: none"> • We invite parents/people from the local community who have expertises in certain fields to share their knowledge and experiences as a guest speaker significantly but we lost those opportunities for the past three years because of the Covid-19. • DP provides opportunities partly for service learning. G11 students have been to Cebu (Philippines), Cambodia and other places as a part of the IB Diploma program to help local people to improve the issues they are facing but we lost these service trip opportunities for the past three years because of the Covid-19. 	<ul style="list-style-type: none"> • OIS G11 Service learning trips https://docs.google.com/document/d/1t2Ph_U5GZfGckqmK7-wWGVpD7LNde3UuBI3202Kj8nY/edit • DP CAS https://drive.google.com/drive/folders/1NNn3MgpwhRxErZV4VHm0f91Lf3zwmZQI https://drive.google.com/drive/shared-drives
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Category D. School Culture, Child Protection, and Parent/Community Involvement

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's culture, child protection, and parent/community involvement based on the Category D Criteria affect the impact on student learning?*

Evidence indicates that we have a culture of mutual respect that fosters a healthy learning environment. We have clearer child protection policies in place and a history of parent involvement. While evidence indicates that there is a positive impact on learning, there are still students and parents, according to the surveys, who indicate more negative feelings. The majority seem to be quietly satisfied with the school's performance or efforts in this area, however there have also been some isolated incidents that indicate there is always room for improvement. Parent involvement also suffered during the pandemic and while we have child protection policies in place, more can be done to integrate them into our overall culture.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category D, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. The school demonstrates mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences.
2. The school effectively supports and fosters student social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and help to develop a range of skills for school and life
3. The school demonstrates a culture of support and encourages teachers to use innovative approaches which enhance student learning.
4. The school is committed to the students safety and clean environment by having different policies and procedures that are evident in daily routines, infrastructure, security team, cleaning services and health policies.
5. SOIS Child Protection policy is significantly aligned with applicable Japanese laws and the following principles as outlined by the International Task Force on Child Protection and based on the United Nations Convention of the Rights of the Child (UNCRC).
6. The school's policies on behavior are significantly well understood by adults and students.
7. The school understands and adapts to international norms of the families it serves as well as the community in which it resides.
8. The school's curriculum and extra-curricular activities significantly address various child-protection topics pertinent to the different grade levels, including bullying, digital citizenship/online safety, physical and sexual abuse, etc.
9. The school has significantly succeeded in updating its child protection policy in order to ensure our procedures are clear, effective, and consistently followed.
10. Results from the parent/student surveys, so far, have been positive. Families seem happy with the school culture. Students are happy to come to school.

Growth Areas for Continuous Improvement

1. The school has developed a communication system to keep parents informed about their child's academic progress. However, some parents are not so active in being part of those communication systems.
2. We invite parents/people from the local community who have expertises in certain fields to share their knowledge and experiences as a guest speaker significantly but we lost those opportunities for the past three years because of the Covid-19.
3. The learning support team and coordinators are working on embedding social emotional standards vertically within the curriculum for each grade level in the PYP.

Next Steps: *Use the prioritized strengths and growth areas for continuous improvement above to...*

- *Determine what areas within the Schoolwide Action Plan need to be addressed in relation to the School Culture, Child Protection, and Parent/Community Involvement.*
- *Identify important next steps (i.e., modifications and/or additions) within the Schoolwide Action Plan that will strengthen the desired outcomes for students.*

The previous action plan identified collaboration amongst faculty as a growth area, and whilst progress has been made in this area, the goal should be modified to include collaboration with other stakeholders, particularly the parent community, as we emerge from the pandemic.

We need to continue to ensure that all students and stakeholders feel that their well-being is being addressed by our policies and program. A minority indicate that they do not feel that their particular grievances are being resolved, however, so there remains more work to be done here.

While great progress has been made on child protection this should remain a focus moving forward.

Determine and implement a comprehensive DEIJ policy

A revised and reintroduced digital citizenship series of workshops for students and parents is needed.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile, progress, and Focus Group findings.

Following a review of our progress since the last visit, an analysis of data following the completion of our school profile, and the work of the focus groups, we have identified three learner focused areas for improvement. These are: the learning environment, community and collaboration, and safe environments for all.

As described in the preface, after completing the focus group work in chapter 3, the WASC Leadership team met to go over [their findings](#), chapter 2, and other data resulting in the formation of three learner focus goals. These were then shared with [teachers](#) in their home groups, (who also [reviewed chapter 2](#)), [parent groups](#) and student groups for feedback. The parents in the Parent Advisory Council (PAC) meeting found the organization of the strengths and growth areas confusing so a [new document](#) with potential guiding questions was created for subsequent meetings with parents and students.

A few ideas came from the conversations with the parents. One suggestion that came out of the PAC was to consider resources for staffing, particularly in elementary where not all grades have assistants. In the first general parent meeting there was a discussion of how the school could do a better job of highlighting its accomplishments, particularly with regard to student results. In the second meeting, there was a discussion around the fact that attendance at the meeting was low (there were fewer than ten parents). As they discussed, it would be better if more parents attended events and we discussed how to encourage this. Overall, the parents and students were quite receptive to the goals the leadership team identified and saw them as providing a general framework for moving the school forward.

Learning environment

As noted in chapter 2, we have implemented a new homeroom structure in the MYP. In the coming months we will need to evaluate its effectiveness and look at whether similar structures or strategies should be expanded to PYP and DP. Focus group C suggested that we can be doing a better job of integrating social emotional learning (SEL) and approaches to learning (ATL) skills into our regular classroom lessons rather than stand alone classes or isolated activities. We can point to many examples from student [reflections](#), service activities and recognition from external organizations of our students living up to the ideals of our [student learner outcomes](#) (IB profile) but we could explore other ways to measure this.

Learning support systems (in previous reports referred to as inclusion or SEN) were part of our [last action plan](#). As noted in chapter 1, we have made some good progress in this area in terms of staffing and developing systems. However, it is clear that there is still work to be done and that it should remain a focus moving forward. This is borne out in the analysis of MAP and learning support data in chapter 2, where we can see that there are classes with students who require high levels of support as well as students in other classes who require low to moderate levels of support.

The [IB self-study](#) using the Programme Standards and Practices (PSP) also concludes that reviewing systems for identifying student needs, fostering social, emotional and physical well-being of students, and

using student data for informing the operation and quality of support programs are areas for further development (PSP 2.1, 3.1, 3.2, 4.2, 4.3). The continued need for the development of learning support systems was also pointed out by focus group C, which noted that support procedures needed to be streamlined and made clearer to stakeholders. Like the IB report, focus group C also concluded that data could be better used to provide feedback and improve the program. They also suggested that reducing the stigma amongst students and parents around receiving support also needs to be addressed.

In home group discussions and in the PAC meetings, particularly when discussing chapter 2, the high number of student needs in particular classes was discussed and recognized as an area that should be addressed. Prior to this school year there were different approaches to identifying learning needs and addressing them in elementary and MS/HS. While we have done a lot of work to create clear [procedures](#) that go across the school and a process for [requesting assistance](#), these are still unfamiliar to many stakeholders. There is a meeting planned for the April in-service day to go over these procedures with faculty but more will need to be done with other stakeholders. Both members of the learning support team and the other teachers noted in their home group discussions that following through on the procedures takes a considerable amount of time.

Learning support has been a challenging area in which to demonstrate progress. Over the last ten years we have made significant human resources additions. In 2011, we had the equivalent of a full time EAL teacher in elementary, three teachers whose main role was teaching English literature and/or humanities who were offering English support a few hours a week in grades 6, 7, or 8, and a counselor who split her time between social emotional counseling and college advising, and no classroom assistants. Since that time, we have added classroom assistants from kindergarten to grade 2 when the numbers in those classes passed a certain threshold and to other grades when circumstances have required special support. We have added two additional positions: a learning support teacher and a teacher role that is split between learning support and college counseling leaving the full time counselor to concentrate on social and emotional learning. That means we have doubled our full time teachers dedicated to support (counseling, learning support, EAL) to four. We also have assistants working in kindergarten, grades 1, 2, and 5.

In spite of adding resources, we still seem to be facing the same challenge of providing adequate support to students who need it. Adding resources has likely raised expectations which suggests that in moving forward, the answer is to also look at our systems and be strategic about adding resources so that we are doing so efficiently. We also need to continue conversations of how students exit the program so that it does not continually grow and what impact this has on admissions decisions. Developing and evaluating our systems has been a focus this year but will need to continue and be planned for as we write our action plans.

Community and collaboration

Underpinning this goal is the belief that students learn better when they are connected to their community and their families are involved. We have always had a strong community and we have great examples of our students contributing to society beyond our campus. However, it is clear that we could do more to maintain and improve as we emerge from the pandemic. As a faculty, we need to be more overt in our collegial strategies to support student learning. More work needs to be done to increase understanding of our place in our governing foundation and our relationship with SIS. This was highlighted in a parent

meeting where none of the parents present indicated that they really understood our relationships with the foundation and our sister school.

For much of the pandemic, we limited parent access to campus and many events were either canceled or conducted online. As we emerge, it is clear that we need to do more to recapture some of what was lost. At the same time, recommendations coming from focus group A indicate that we could do more to increase community understanding of how decisions are taken and improve processes for stakeholder input. As noted in chapter 1, we have a new admin team and there are new teachers on campus. We have already changed how we communicate with families by adding a website portal and increasing parent meetings, but as focus group D pointed out, we could do more to encourage parent participation. As noted above, this was also highlighted by parents who attended meetings for information on the WASC process. Community is part of our mission and our founding vision statements. The meeting with the PAC supported the idea of increasing community engagement to encourage conversations happening behind the scenes to come out into the open.

The IB section of the self-study also indicated that there could be improvement in community collaboration. Areas that were highlighted included interdisciplinary teaching in the MYP, increasing parent understanding of the characteristics of the programs and how the school implements them, and better use of parent and community resources to extend, develop and enhance the programs and student learning (PSP 4.1, 4.4, 5.1, 5.2).

This is an area we've already been working on this year. We've had more parent meetings including grade level meetings in elementary, revived the PAC, and held information meetings on the accreditation process. Significantly more parents have been attending PTA meetings since January and it is more common to see parents on campus now than it was in the previous three years. This is still an area where direct action can be taken to ensure that we are systematically making this happen.

Safe environments for all

This goal will aim to build on the work we have done with child protection and to extend it to be intentional in providing a safe, tolerant and inclusive environment for all our students, and by extension everyone on campus including faculty members, non-teaching staff, contractors and volunteers.

As focus group D pointed out, we have made great strides in developing our existing procedures around child protection into a coherent policy that meets international standards. However, as committee A noted, there is still work to be done especially with education and training. The IB report also suggests that work can be done to improve the policies that safeguard student and teacher social and physical well-being (PSP 3.2). This is important enough that it needs to be part of our action plan moving forward.

We sense that there is an ethos of tolerance and respect for diversity. However, similar to where we were with child protection, we should have a clearer understanding of where we are with this and have policies and procedures in place to ensure that we are following these beliefs. So, in addition to ensuring we are implementing child protection well, this goal will also encompass development of a Diversity, Equity, Inclusion and Justice (DEIJ) policy.

Chapter V: Schoolwide Action Plan

- A. Revise the schoolwide action plan.**
- B. State any additional specific strategies to be used by staff within each subject area/ support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

A. The action plan developed after the last visit can be seen [here](#). With the transition between heads and the pandemic some of the focus on the plan was lost. However, there were still some significant accomplishments, particularly around facilities but in other areas as well. There were some things that were added to that plan without a lot of discussion amongst faculty and other stakeholders. For these reasons, we have decided to create a [new action plan](#) and carry over some relevant items from the previous plan into the new one. The new action plan is organized around the three focus areas identified in chapter 4. They are *the learning environment*, *community and collaboration*, and *safe environments for all*. We will also be taking steps to ensure our self-evaluation process returns to the robust and inclusive standards we customarily aimed for previously. We anticipate revising the action plan after the visit based on the recommendations of the team.

B. Following the visit we will organize our faculty meeting schedule to ensure that various aspects of the plan are being achieved on schedule and to adjust the plan as necessary. This will include faculty members serving on committees to oversee various objectives identified in the plan such as developing a DEIJ policy and evaluating the learning support program.

C. The plan will form the structure for ongoing development of the school by serving as a reference point for faculty meetings and professional development allocations. At least twice a year, we will use faculty meeting time to discuss accomplishments and adjustments needed to the plan to ensure we are reaching our goals. This will include reaching out to other stakeholders including the PAC and other parent representatives and student groups to evaluate progress in our plan.