OSAKA INTERNATIONAL SCHOOL

MID-CYCLE PROGRESS REPORT

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Virtual Visit dates: April 22-23, 2021

Accrediting Commission for Schools
Western Association of Schools and Colleges

APPENDIX

Copies of Hyperlinked Evidence

I: Student/Community Profile Data

Introduction:

The 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 from 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 school is owned and operated by Kwansei Gakuin through a foundation that includes Kwansei Gakuin University and a group of eight schools. In this report, the governing bodies of the school and governance structure are usually referred to as 'the foundation' or sometimes just 'KG'.

The information provided in this section is intended to provide an overview profile of the students and community of Osaka International School.

The school mission and our schoolwide learner outcomes:

During 2019-20, discussions between OIS and SIS admin took place to agree on the content of a mission poster that would summarise our schoolwide learner outcomes for both schools. Features of the poster are:
- Text includes the school Mission, the Five Respects, the IB Learner Profile and the KG Motto.
- The five respects are widely used in SIS and to some extent also used in OIS to help learners develop appropriate learning behaviours.
- The IB learner profile is used K-12 in OIS and also used in SIS, where students are exposed to it in the shared programmes and in SIS Five Respects classes. We sought approval from the IBO to include the learner profile in a whole school poster, even though SIS is not an IB school.
- The KG motto, 'Mastery for Service' is included, but not featured prominently. As part of our development plans for 2021 and beyond, we will be aiming to continue raising awareness of KG within our community. There is further information about this goal in section 5 of this report.

The SOIS Mission poster is shown below:

Senri and Osaka International Schools of Kwansei Gakuin

The SOIS Mission is to develop:

Informed, caring and creative individuals contributing to a global community.

The Five Respects

self   others   environment   learning   leadership

The IB Learner Profile

knowledgeable   inquirers   communicators   caring   balanced

thinkers   principled   open-minded   risk takers   reflective

SOIS is part of the KG group. KG motto: Mastery for Service

Community Profile:

OIS Summary	
Students: Enrollment: 271 Students with dual nationality: 81 Total number of nationalities: 29 Number of 1st Languages: 14 First language English: 34% First Language Japanese: 42%	**Faculty**: Total: 51 Full time teachers: 38 Part time teachers: 9 Assistants: 4 Average stay: 8.7 years Nationalities: 11

a) Student and Parent Nationalities:

The nationalities of our students and parents can be broadly categorized into three main groups. The groups are as follows:

    A) both parents non-japanese
    B) both parents internationally-oriented Japanese
    C) one parent Japanese and one parent non-Japanese.

The three groups are roughly one third each of the total and this has been generally true since the beginning of the school.

After Japanese, our largest groups are Korean, American and Chinese respectively. The percentage of Korean and Chinese students remains unchanged from 2018, but USA is up from 7% to 9.6%. Although China is still at 7% our admissions team report regular expressions of interest from China, particularly since the coronavirus pandemic began.

There are 81 students in OIS with dual nationality. For most of those students, one of their passports is Japanese. There are only six students who have dual nationality but neither passport is Japanese. In total, OIS students have 29 different nationalities by passport.

b) Student 1st and 2nd Languages:

The two charts below show students' preferred 1st and 2nd languages at the time of admission. There are a total of 14 languages in the two groups, with just the main ones shown below. Some students also speak more than two languages regularly.

Student Language 1 - Oct 2020

Indonesian 0.8%
Hindi 1.9%
Korean 10.0%
Chinese 8.1%
Japanese 41.9%
English 34.2%
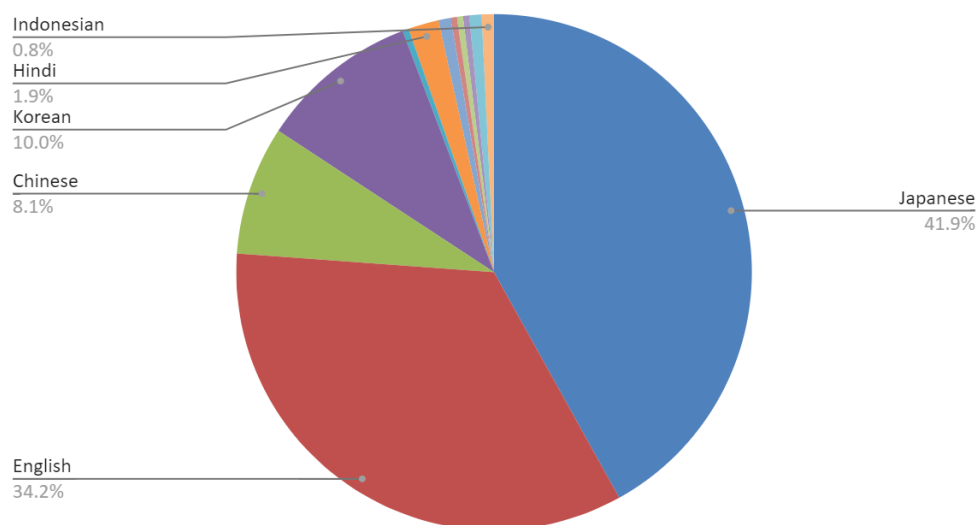
Student Language 2 - Oct 2020

Russian 2.1%
Korean 3.0%
Chinese 4.7%
Japanese 26.2%
English 59.7%
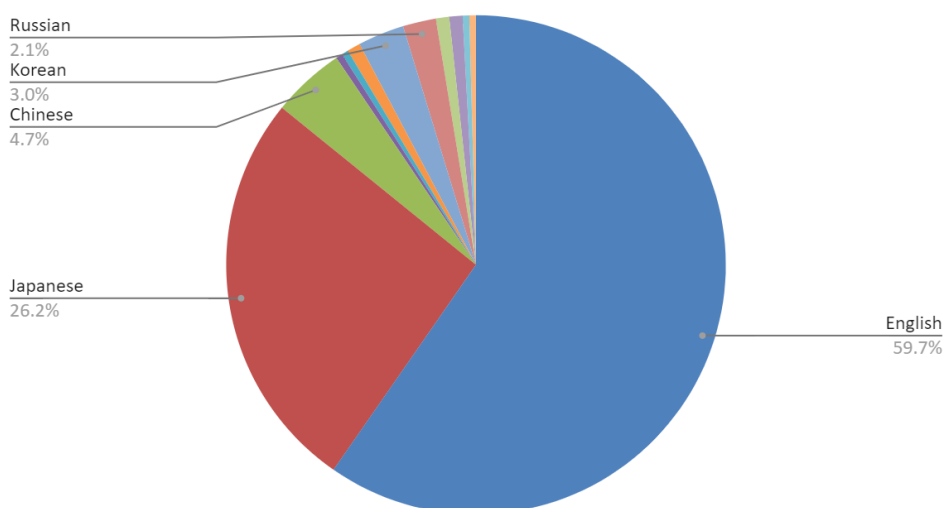
c) Faculty Profile:

The average length of service at OIS of our 38 full-time faculty members is 8.7 years. Altogether, the full time teachers have given a total of 304 years service to the school.

OIS has low faculty turnover and in the 2019-20 academic year 3 full-time teachers left the school and two part time teachers. In the 2020-21 academic year, the following new members joined:

- Full time teachers: PE, SEL Counselor, College Counseling/Learning Support
- Part time teachers: Art, Japanese, Music (maternity leave cover), PE (sabbatical/leave of absence cover)
- Learning Assistant: Grade 2

The graph below, showing our faculty nationalities indicates that the faculty is an internationally diverse group. There are 11 different faculty nationalities in OIS:

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Faculty by Nationality - Nov 2020
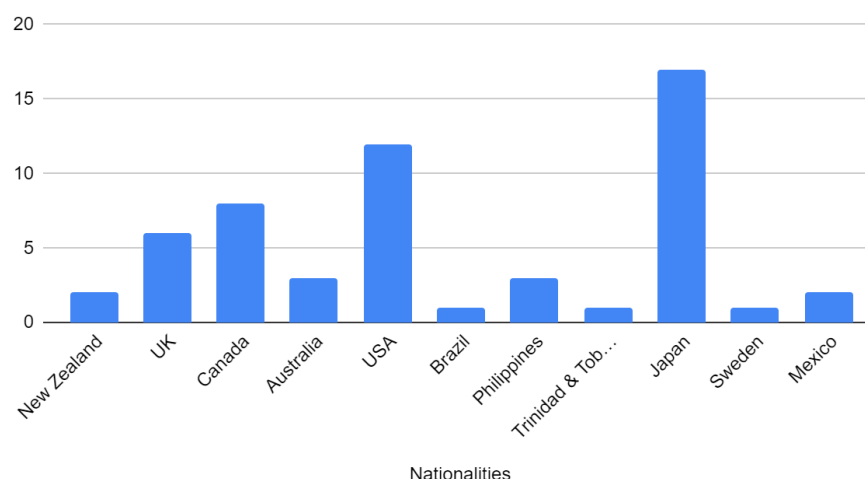
d) Enrollment:

Overall, current student enrollment remains strong, but we did see a minor decrease in comparison to the previous academic year. As of February 2021, we have 271 students which is above our historic average. Over the past 10 years our average enrollment has been 258 students.

In December 2020, the foundation revised our full capacity target downwards from 300 to 280 at the same time as raising the SIS capacity target upwards to 530. This revision means that at present, OIS is operating at 97% of its target capacity. The longer term implication of this change is that the new target capacity of 280 should be a more achievable goal for the school to aim for, taking into account that we are a single form entry school and with the limitations we have on the range of high school options that can be provided at present.

Coronavirus impact on student enrollment:

It is noteworthy that the impact of coronavirus has led to some turnover in the student population and also caused uncertainty for many families going through the admissions process. Enrolment information from the Japan Council of International Schools shows that the majority of member schools have reported lower enrolment in the 2020-21 academic year. In this context, OIS has fared quite well, possibly because we have been attractive to a number of returnee Japanese families who have come back to Japan for safety and security.

e) Coronavirus Guidelines

In March 2020, the school switched to distance learning for the spring trimester. Elementary students returned to the campus in June and from August 2020, all students have been back on campus. Safety measures and social distancing have been a continual focus for the school and our Coronavirus Safety Guidelines are published to the community and updated regularly, as needed. We also publish and update as needed our Criteria for Required Absence.

Many aspects of our teaching and learning have adapted successfully to the safety guidelines. With regard to after school activities and events there have been significant changes in the types of activities on offer and a general reduction of the duration of after school programmes.

Assessment Data:

a) International Baccalaureate Diploma - Class of 2020 Results:

All students in the class of 2020 graduated and received an OIS High School Diploma. 21 of the 24 students enrolled in the class registered for and passed the full IB Diploma. Nine students received a bilingual Diploma, and the average score for the cohort was 36 points, which is well above the global average of 29 points.

The table below outlines the average and highest scores in each subject area;

Subject	# of candidates	Average		Highest grade received
		OIS	World	
Group 1				
English A HL	16	5.56	5.13	7
English A SL	7	5.71	5.44	6
Japanese A HL	3	6.67	5.87	7
Japanese A SL	6	5.83	5.82	7
Group 2				
Japanese B HL	7	6.43	6.17	7
Japanese B SL	3	6.33	5.14	7
Japanese ab initio SL	2	6.50	5.23	7
Spanish ab initio SL	6	6.17	5.08	7
Group 3				
History HL	6	5.50	5.25	7
History SL	2	6.00	4.69	6
Economics HL	11	5.44	5.34	7
Economics SL	4	5.75	4.97	7
Business Management HL	1	7.00	5.30	7
Psychology SL	1	5.00	4.76	5
Group 4				
Biology HL	10	5.90	4.71	7
Biology SL	8	5.13	4.44	7
Chemistry HL	5	5.80	4.92	7
Chemistry SL	3	5.33	4.33	6
Physics HL	5	5.50	5.29	7
Physics SL	-	-	-	-
Group 5				
Maths HL	3	5.33	5.04	7

Maths SL	12	5.64	4.79	7
Maths Studies	8	5.25	4.45	6
Group 6				
Music HL	-	-	-	-
Music SL	4	6.50	4.97	7
Visual Arts HL	1	3.00	4,21	3
Visual Arts SL	2	5.00	3.85	5

Core (% of candidates by grade)	A	B	C	D
ToK	4%	57%	29%	10%
EE	33%	24%	33%	10%

The graph below shows the last 10 years of results and illustrates how our DP programme consistently achieves an average score above that of the world average.

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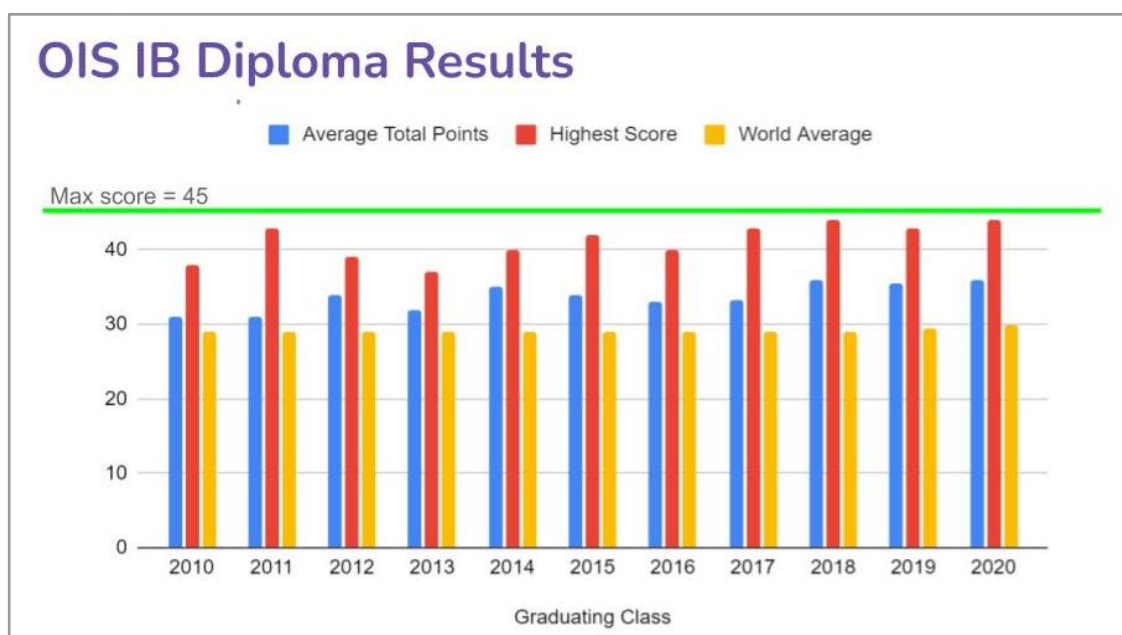
b) IB MYP Personal Project results

At OIS, MYP candidates receive certificates for the Personal Project and do not participate in eAssessments. Since the launch of MYP: The Next Chapter, the size of the cohorts have ranged from 19 to 24 students, while the completion rate for the Personal Project has ranged from 90% to 100%. From 2018 to 2020, our candidates consistently perform above world average, with some students being awarded the highest possible results.

Table 1. Results for cohorts since MYP: The Next Chapter

	Examination session	Grade, minimum	Grade, maximum	Grade, average	World average[1]
Class of 2020	May 2018	3	6	5	3.81
Class of 2021	May 2019	3	7	5	3.75
Class of 2022	May 2020	3	6	5	3.86

[1] *Data for World averages were extracted from the MYP Statistical Bulletin published annually.*

Graph 1. Comparison of Personal Project results
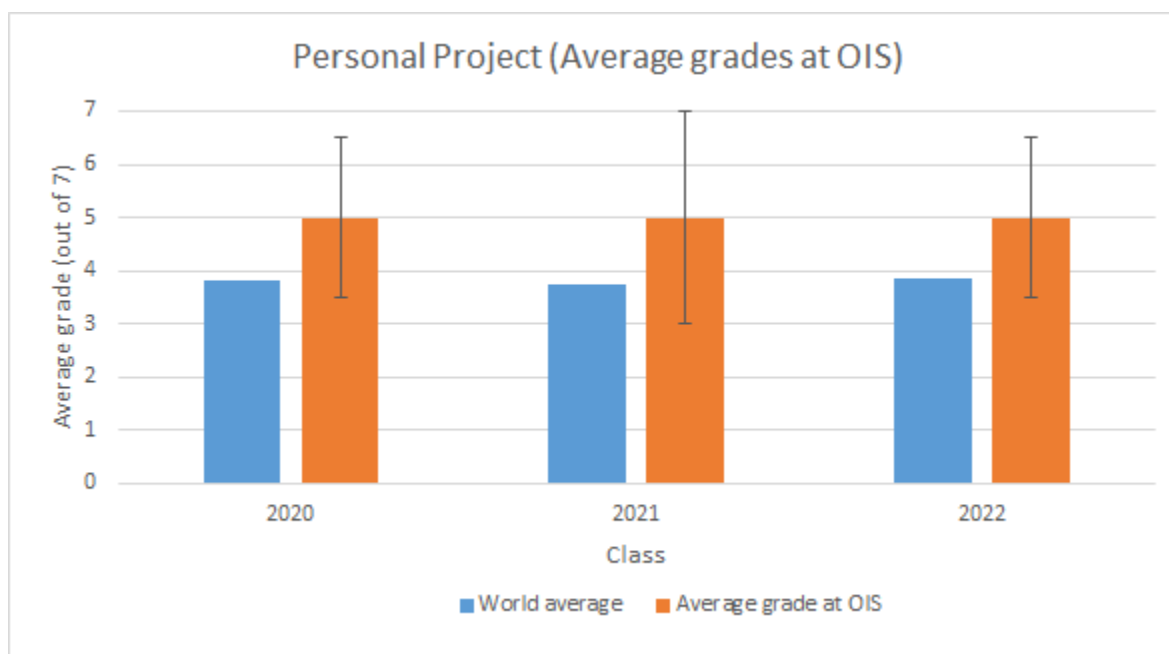
Error bars were constructed to show the range of results at OIS

c) Measures of Academic Progress (MAP Growth): 2018-2020

OIS has used MAP Growth as the school's standardised assessment tool for the past five years. Students from grades 1 through 10 usually complete MAP Growth assessments two times per year in Mathematics and Reading. Grades 6 to 10 also do the Language Use assessment.

Our action plan identified two areas to focus on regarding MAP: the tracking of individual student growth over time and where MAP fits into our OIS assessment model. Further information about this is included in Sections 3 and 4 of this report. In terms of whole school data, the charts below are an example to show how OIS compares in achievement in 2018 and in 2020.

OIS Fall 2018 MAP Mathematics Comparison with Norm Groups

OIS Fall 2020 MAP Mathematics Comparison with Norm Groups
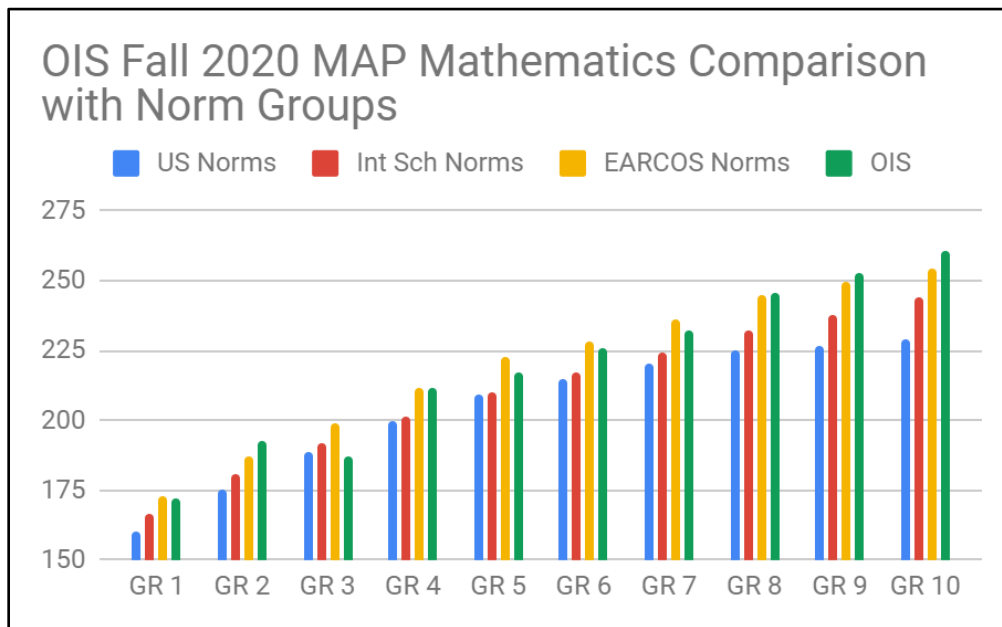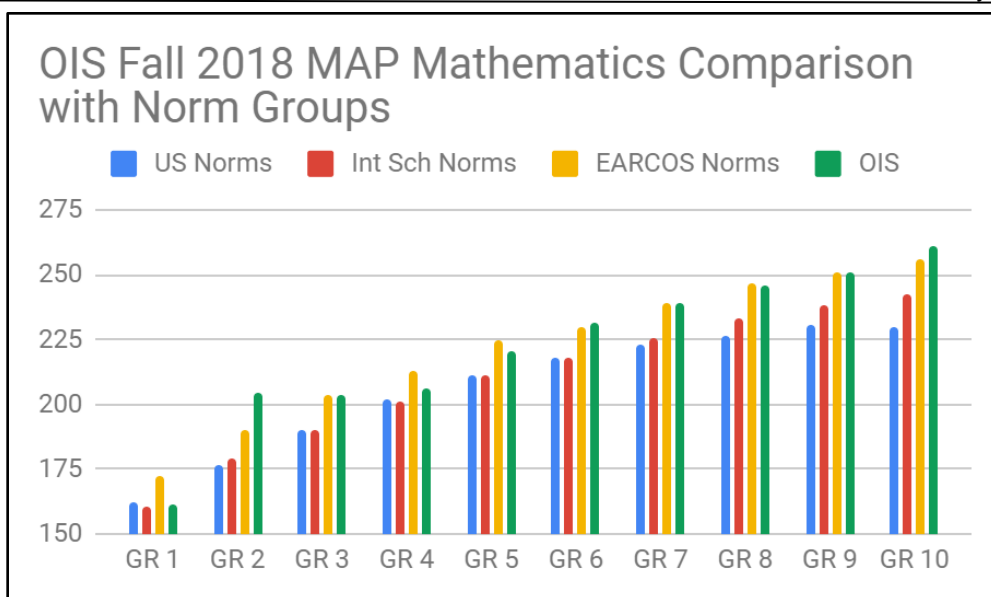
This type of chart enables us to compare how our data aligns with other norm groups over time and consider the significance of the similarities and differences. Generally, OIS mean scores are high and similar to those of other EARCOS schools. However, it can be seen that in some instances, both in 2018 and 2020, there is a significant difference. Differences between our mean RIT scores and other metrics is quite likely due to our small sample size, which means that a few 'outlier' results can significantly affect the OIS mean score. However, if a persistent pattern was visible year on year, or if there were other anomalies, that could indicate a different cause. Going forwards, OIS should continue to be mindful of this when communicating summary data or data containing mean scores.

By beginning to systematically look at individual data such as the graph on the right, OIS is beginning to understand the growth of each student over time. The evidence of our recent review shows that almost all students in the school are achieving expected levels of growth, or above expected levels of growth.

Our review of individual data has also helped to inform our understanding of the summary data. For example, other factors which have influenced our mean data can be traced students leaving and new students joining with different skill levels, or younger students in particular may not be familiar with the technology used, or may not have previous experience of MAP or any form of online assessments.
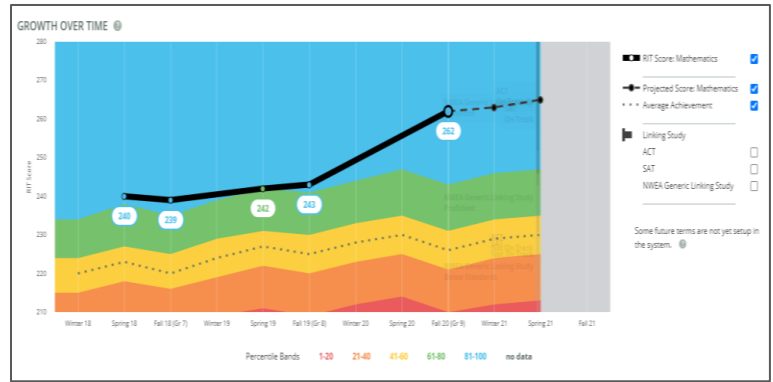
Further details of how OIS is developing its assessment model to include more effective use of our data sources is included in section 4 of this report.

Critical Learner Needs

Wellbeing & Academic Stress:
An area which has been identified by the school as a wellbeing issue is to reduce academic pressure and stress.
This is a critical learner need that has been raised as an issue of concern and evidenced through student surveys and in discussions with students.

Over the past two years a wide range of actions have been taken in response to this, including:

- Increasing counselor support from one full time person to 1.5
- Student surveys twice a year with questions targeted at stress related issues
- Reflection on survey data and teacher discussion in faculty meetings
- Information and advice on responding to stress given to students in MYP assembly and during middle and high school homeroom times.
- Info and advice regarding stress and responding to stress shared with all parents.
- Parent information event about MYP assessment included guidance about grades and the downside of focusing on grades as opposed to learning.
- Discussion with parents about stress (Parent Education Committee meeting, spring 2020).

Being Balanced:
Going forwards, it has been noted that the topic of academic stress links closely to one of our schoolwide learner outcomes, which is to be 'balanced' learners. Perhaps this is a lens through which we can continue to address this issue and make a clear connection between our SLOs and this important wellbeing issue.
By focusing on balance, we can:
- Emphasise how we are aiming for a better balance between study and leisure, or between work and life.
- Show the learning benefits of aiming for deep learning and progress, rather than just grades.
- Show how reducing stress and becoming more balanced supports success in school as well as lifelong learning.

Thinking about wellbeing and being balanced in KA-KB.

II: Significant Changes and Developments

> **Guidance:**
> - Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
> - Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Introduction:

Most school programmes and systems are continuing much as before and there have been few changes in enrollment and staffing. There has been a significant change to the boarding programme, which the visiting team should be aware of:

Boarding

a) Changes to the OIS Boarding Programme:

The OIS boarding programme has always been very small in scale and in the 2019-20 academic year, there were six students, all of whom were high school students. Three came from within Japan and three were international students with the Global Futures Programme (GFP). In addition, there were approximately twenty SIS boarding students who shared the dormitory.

Since the start of 2020, the admission of new boarding students has been suspended pending implementation of measures to address some of the nine areas of concern listed in our 2018 WASC evaluation report, particularly the safeguarding measures. This situation is intended to be temporary and KG has approved plans to hire a female live-in house parent to begin in April 2022. This will be in addition to the current house parent, Mr Sagara. The new position is intended to address one of the key issues raised in the 2018 report. OIS will aim to admit a new intake of boarders and GFP students for the 2022-23 academic year.

Prior to the reopening of the programme, there will also be discussion about how to address some of the other issues raised by the WASC Evaluation Report, such as those regarding the cultural life of the boarders and the overall nature of the boarding experience. Further comment on this topic is in Section 5 of this report below.

b) Impact of Coronavirus on Boarding:

In early 2020, it was intended that although we would not be admitting new students, our current boarding students would continue in the school through to graduation. However, the impact of the pandemic was that the OIS boarding programme has now reduced to a single grade 12 student, who is male and a weekly boarder. We believe the programme provides appropriate levels of safety and wellbeing for this student and on that basis, we may consider admitting other students whose family circumstances and educational needs are similar.

Regarding the other OIS boarding students from the 2019-20 academic year, due to the coronavirus two of the students were unable to return to Japan from their home countries and two others had to leave because the coronavirus caused significant changes in their parents' situations. (There was one other boarder who was a grade 12 student who graduated in the summer of 2020.)

Staffing Changes

There have been several changes to roles and responsibilities since 2018. We still have the same number of employees in the school, but the balance has changed in several key areas:

a) PYP Coordinator

The role of PYP coordinator was combined with that of elementary principal. This did not support distributive leadership and it was agreed with the head of school that the roles would be split when an opportunity arose to change staffing. In August 2018 a newly appointed PYP coordinator took on the teaching of grade 3 which is shared with the principal. Both teach a 50% timetable. In this way leadership is broadened and the principal is more involved in teaching the programme. This has helped to foster a strong community in the elementary school.

b) Counselling

The school counselor role from 2018 to 2020 was held by one teacher who divided her time between college counseling and social and emotions counseling. This was very challenging to balance for one person and there was evidently more support needed for social emotional counseling. It was also difficult to achieve a balance in the role due to the seasonal nature of the college counseling work load and only one person available for both functions. The role has now been divided into one full time Counselor (Social and Emotional Learning) and one 50% role of University and Career Guidance. In total, it represents a 50% increase in counseling support in the school. The full time SEL counselor position also includes some class teaching of Personal Social and Health Education in the MYP programme and in-class engagement / co-teaching of wellness and PSHE topics in the PYP.

c) MYP Coordinator

The MS/HS Principal role also included the role of MYP coordinator which was a challenge to manage, particularly due to the large number of students, parents and teachers that the principal needed to work with on pastoral care issues. To facilitate a greater emphasis on wellbeing and pastoral care, in 2019 we decided to separate the MYP coordinator role from the Principal role, and it has now been passed to another teacher as a 50% responsibility.

d) Tech Coach & Librarian Roles

The tech coach role was discontinued in the summer of 2020. The reason for doing this was that OIS was not able to hire any additional teachers to achieve the changes described above regarding the counselling and MYP coordinator roles. A decision was taken to prioritise those changes and to try adapt to working without the tech coach role as it was previously being done.

Between August 2018 and June 2020, the tech coach role was carried out by a technology teacher who provided a mix of IT services and pedagogical support. In practice the IT services occupied a significant amount of the role.

As of August 2020, the role of our librarian has changed to include pedagogical coaching and technology integration in learning. There is a new job description for the role, which now has the title Teacher-Librarian/ Technology for Learning Coach.

Overall, we still feel there is a gap in the school for IT support, data management and for technology support for learning.

III: Ongoing School Improvement

Introduction:

In this section, we have outlined how we are reviewing student achievement data, such as IB Diploma, MAP or MYP data. This section also includes information about how we have been implementing and monitoring the OIS schoolwide action plan and the process of preparing this report.

Reviewing Student Achievement Data

a) Tracking and analysing DP results and DP student progress

Each year in August the DP faculty meet to review and discuss the previous cohort's exam results. This includes identifying any outliers (students whose course grades differ by 2 points or more from the predicted grade, or whose total score differs by 3 points or more from our overall prediction). This provides an opportunity for the faculty to determine if there are any general learning points to be gleaned from the results, although it is also important to recognize that some of the differences may be explained by personal circumstances, or unconditional offers from universities in the US. The IB also provides feedback to any teachers whose IA assessments deviate from the accepted parameters, and these are discussed by the DP coordinator and the teachers involved.

In 2020, we took the extra step of collating and comparing all predicted grades and final outcomes per subject over the past five years, as the DP candidates' grades were determined by a combination of internal assessment scores, predicted grades, and the school's historical accuracy with predictions. The overall picture was very strong, which is one reason why 66% of our DP results in 2020 matched our predictions, and another 20% increased by one or more points. By contrast, many DP cohorts in other schools experienced a substantial downgrade in final grades from their predicted scores.

Tracking the progress of the cohort over the two years is done though trimester faculty meetings, when any students experiencing personal or academic challenges are discussed, and through the DP coordinator reviewing each student's report at the end of each trimester.

b) MAP Growth: Reviewing and Using MAP Assessment Data

OIS is in its 5th year of using the MAP Growth assessments. We are currently using Mathematics and Reading from Grade 1 to 10 and also Language Usage from Grade 6 to 10. This section is about how we are reviewing MAP Growth data, making use of it and engaging stakeholder groups.

MAP Data Driven Dialogue:

A key part of the assessment goal in our schoolwide action plan is 'to demonstrate to the school's key stakeholders incremental improvement in student achievement over time'. As part of the process of achieving this goal, it was decided to begin using a data driven dialogue (DDD) protocol to help structure the review of data and the analysis process.

In December 2020 the curriculum leadership team carried out a DDD using all MAP data from G1 to 10. The essential questions we were trying to find answers to were as follows:

- What difference is our education making to our students? Can we see the 'value added' OIS effect?

- To what extent does the data match our assumptions and observations in the classroom?

- How has distance learning during the Spring of 2020 affected student growth?

- Is there a correlation between MAP results and IB MYP/DP data?

- Are there similarities between students in similar quadrants across the grade levels?

Outcomes & report:

The following link is a report of the process we followed. It also describes our outcomes and contains a table of suggested actions and responses following our review and analysis. Link to the DDD report.

Other MAP Review Processes

This section describes engagements with stakeholders in reviews of MAP student achievement data. The four main stakeholder groups are teachers, students, parents and the KG foundation.

Teachers:

Teachers have been given guidance on how to review MAP data in faculty meetings. For example, earlier in this academic year our Grade 5 teacher provided some training to the elementary team on using the NWEA website to access the different reports about students and how to interpret the numbers. Teachers have been encouraged to review their students' data and discuss together. Looking ahead, in the spring of 2021, we are planning for a whole faculty meeting to share with teachers about our developing use of assessment data across the school. We will also share some of the findings from our MAP data driven dialogue of December 2020 and about how we can disseminate and use the data driven dialogue technique to improve learning.

Students:

The MAP 'family report' was exported for all students and uploaded to their Managebac accounts for both the student and their parents to review. Depending on the age group, some teachers discussed the data with students in class and how it showed their learning growth over time.

Parents:

Parents are notified in advance about MAP testing and provided with information about the tests. The results are shared with them through Managebac. They also have opportunities to ask questions and test data may be referred to in parent teacher conferences.

Parents have also been informed annually about summary data observations by email updates. In particular, we aim to draw attention to two features of the data: firstly, that OIS students typically perform above US norms, and secondly, that over time most OIS students make better progress than predicted by MAP growth projections.

Learning updates: in a learning update to parents on Dec 13th 2020, based on our MAP data driven dialogue the week before, parents received information about the process and about some of our findings. In particular, we knew from parent meetings during the spring trimester that there was concern about whether the months of distance learning due to the pandemic had slowed student learning growth. We looked at the data for evidence of a 'pandemic dip' in our and were able to report to parents as follows:

> *Among the many interesting things we learned through the [data driven dialogue] process was that with just a few exceptions, there was very little evidence in the data of a dip in learning that could be due to the pandemic and distance learning in the spring. Based on the test data, the significant majority of students had made normal progress or good progress in mathematics, reading and language use.*

This is an example of the kind of data informed, whole school information that we hope to continue to find and share with parents.

KG Foundation:

Every fall, KG schools each give a presentation to the KG council which is a gathering of trustees and directors who gather usually four or five times a year to process and approve foundation business.

- In 2019, the OIS head of school presented summary data of our IB DP exam results and MAP comparison data.
- In 2020, summary data of IB DP and Map was presented with comparison to norm data and other schools.
  Council members were also shown how we are developing the use of quadrant data and charts of individual growth over time to analyse student learning in OIS and to plan learning improvements.

c) MYP
Reviewing student achievement in the MYP occurs through the following modalities:

1. Ongoing review within an academic year

a. for students in each class

As per the "Assessment in the MYP" policy, teachers are expected to practice responsive teaching. Typically, a pre-assessment is used at the beginning of a teaching unit in order to inform planning. Formative assessments are used throughout the unit in order for teachers to adjust their teaching. Such assessments do not only provide information for teachers; teachers provide descriptive and quantitative feedback to students and parents through ManageBac.

Where issues arise, teachers are encouraged to hold conferences with students, their parents / guardians and other teachers in order to clarify expectations and provide a multi-faceted approach in supporting the student. Further, feedback is provided not only for academic achievement but also for ATL Skills, which are designed to help students succeed in the MYP Programme and beyond.

b. for students who require Learning Support

Not specific to the MYP Programme, the school has procedures in place in order to identify, discuss and design a more inclusive experience for students who require Learning Support. Different stages in the procedure require involvement from various stakeholders:

● Teachers and the Learning Support team identify students in need of support and collect information to form a clearer picture of the students' situations (e.g. academic grades, ATL skills, classroom observations).
● Once students have been identified, an initial meeting is set with the student and parents / guardians. The aim is to come up with support strategies at school and at home.
● Students are then monitored for success and their status reviewed regularly.

c. for a cohort, as a whole

At least once a trimester, teachers of a particular cohort (grade level) will meet and discuss the cohort's strengths and emerging issues. When MAP data is available, this is viewed to see if it matches teachers' observations or students' academic achievement levels and provide insight on strategies to support the cohort as a whole. Issues discussed include, but are not limited to, academic skills, ATL skills, class dynamics and socio-emotional well-being.

2. Final report at the end of each academic year

In addition to trimester reports, each student is given a final report at the end of the academic year. This report is generated using practices of standardization and assessment as outlined in the "Assessment in the MYP" document. Copies of the report are available to families in ManageBac. At the time of writing, the Principal, MYP Coordinator, College Counselor, Social-Emotional Counselor and Learning Support teacher are planning a series of workshops with parents in order to help them interpret these reports and understand grading in the MYP.

3. Review of Personal Project results at the end of MYP Year 5

At the time of writing, the MYP Coordinator and Personal Project Coordinator have begun a regular review of historical Personal Project data. This is used to inform reflections on how the Personal Project is implemented at OIS and to compare our performance with other MYP schools. A meeting with MYP faculty has been scheduled annually in order to present this data for interpretation and for reflecting on its implications on our practice.

Implementing and monitoring the schoolwide action plan

a) KG Assessment Office - Annual Cycle

The process of implementing and updating the OIS schoolwide action plan is embedded in the process by which all schools in the KG group are assessed on an annual cycle. The cycle consists of four meetings a year to review progress on our schoolwide action plan. The schedule is approximately as follows:

KG School 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. The following link is to the OIS Medium Term Plan from August 2020. Note that in this process, 'medium term' means half way through the year. (As can be seen from the Medium Term Plan, a significant number of the updates on our action plan show clearly the impact of the coronavirus pandemic on our ability to progress.)
November	**4th Quarter Check** Heads of school attend a meeting to report on ongoing action plan progress and any changes.

The KG school assessment cycle described above is beneficial to OIS, because it ensures that the school admin team regularly reflects on our action plan, identifies progress and considers factors hindering progress.

b) Faculty monitoring and input:

Each year (2018, 19, 20) the action plan has been shared with faculty members for discussion.
The purpose has been to enable the faculty to reflect on the goals and discuss issues or recommend actions that support progress towards the goals. The format of the meetings, discussion, feedback and input from faculty has taken several different forms over the years including, whole faculty meetings, committee or discussion groups, email distribution and comment.

To a considerable extent the coronavirus pandemic has caused some of the changes of approach described above. It has

also caused the school to try to limit the expectations of faculty members to participate in collaboration at the whole school level on monitoring and implementation of the schoolwide action plan. For many faculty members, the past year has been characterised by needing to focus on basics, preserve energy and try to keep the school operating as smoothly and close to normal as possible for the students. Some committees have been meeting on a regular basis in this academic year, but they have been voluntary for teachers. The required participation in schoolwide action planning has been deliberately limited to a few activities. This may continue to be necessary in the remainder of the pandemic.

After our WASC Mid-Cycle Visit in April 2021, we will aim to settle on a year round schedule for faculty engagement, such as at least one or two meetings per trimester to check in on progress and ensure monitoring and input is ongoing and systematic.

c) Implementation, monitoring and the design of the OIS Schoolwide Action Plan:

There are a variety of practical approaches that have been used to monitor the implementation of the plan:

- Individual feedback - groups or leaders survey faculty, students or parents to collect feedback for monitoring and to guide implementation.

- Discussion Groups - Groups of teachers drawn from different sections of the school meet periodically to reflect on and give input to the plan.

- Standing Committees or action groups - set up to plan and take action in different areas and meet on a regular basis. (Eg Learning Support, Wellbeing, Literacy.)

- Coordinators - Individuals assigned responsibility for an action plan goal and can develop their own plan and schedule for achieving the goal.

The groups or individuals working to implement the plan sometimes experience difficulties or hindrances to implementation due to the design of the plan. This is noticeable in the case of goals that are dependent on factors that OIS faculty or admin members may not be able to control or direct. For example, OIS goals that relate to our facilities and resources can be more difficult to implement because OIS is not a standalone school but is integrated with SIS and both are part of the larger KG operational framework. By contrast, goals relating to classroom practices for learning and teaching can be much more easily acted on and given a clear timeline for implementation. Going forwards, as the schoolwide action plan is developed further, the leadership team can continue to consider this topic. It may be beneficial for us to highlight the goals that we feel can be reliably delivered on a predictable schedule and to be cautious about including goals that depend on external factors and may not be actionable.

Process for Preparing the Progress Report

At the beginning of the 2020-21 academic year we announced that we were looking for a faculty member who would like to take on the role of WASC Coordinator for the school. There was some interest in the position, but after further discussions, no volunteer to take it on at this time. In early October 2020, it was time to begin the process of compiling the report and it was decided that the leadership team of the school (principals, IB coordinators and the head of school) would share the responsibility of assembling the report and seek input from different sections of the school and different departments.

a) Timeline

The timeline for the report process was as follows:

OIS WASC Mid-Cycle Report Timeline 2020-21		
Week Beginning	**Event / Task**	**Detail / Notes**
Mon 26 Oct	Timeline & report process planning. Plan for stakeholder engagements.	Discuss in admin & curriculum team meetings
Mon 2 Nov	Update demographic data in Section 1	Student nationalities and languages ok. Recent assessment data needed. Also analysis of implications for learner needs.
Mon 2 Nov	Confirm stakeholder engagements	Curriculum Team discussion
"	Timeline & report process planning	Curriculum Team discussion
"	Update action plan	Leadership team to add updates over the next two weeks. Possibly colour code comments for clarity? PYP is blue. Review together when done.
Mon 9 Nov	Section 4 update on boarding programme development.	Will reopen from April 2022
Mon 16 Nov	Student Support Services meeting	Possibly on Tue 17th in period 7. Purpose of meeting - to develop the structure of the student support services team, roles responsibilities etc.
Mon 23 Nov	Curriculum team to review updates to action plan - Friday 27th Nov	
"	Finalise Strategic Plan summary doc	The summary doc for teachers will facilitate teacher discussion in December.
Mon 30 Nov	Share Strategic Plan summary doc with teachers.	
Mon 7 Dec	Write draft of section 2 - Significant Changes and Developments	

"	Complete Section 1 and include assessment data	
"	Set up whole faculty meeting	Format: whole group zoom. Breakout rooms for discussion of each section of the schoolwide action plan. Google doc note taker docs for minutes of meeting discussions to be recorded.
Mon 14 Dec	Whole Faculty meeting	Feedback from committees and faculty reflection on Section 4 of the report - Critical Areas for Follow Up - from 2018 accreditation visit). Input from this session will enable a draft of Section 4 to be written.
"	Review notes from the whole faculty meeting.	Curriculum team meeting - Fri 18 Dec
Mon 21 Dec		
Mon 28 Dec		
Mon 4 Jan	Complete draft of section 5 and share example of Section 4 topic (personnel).	
"	Send Strategic Plan summary to parents as prep for feedback meetings.	
Mon 11 Jan	Check in on section 4 progress and confirm topics for writeup. Share drafts of sections 1, 2 and 5 for report team review.	
"	Parent zoom for feedback on progress of action plan.	
Mon 18 Jan	Complete Full Draft and share with teachers.	Delayed until Fri 29 Jan
Mon 25 Jan	Jan 27 - Whole faculty meeting - reflect on draft.	Postponed to Feb 3.
Mon 1 Feb	Incorporate feedback from faculty into report.	
Mon 8 Feb	Complete Full draft 2 and share.	
Mon 15 Feb	Finalise report and proofread	If ok, upload by Friday 19th.
Mon 22 Feb	Upload to WASC site.	(Mock DP exams are during this week)
Fri 26 Feb	**Report submission latest possible deadline!**	
Mon 1 Mar	Visit Prep	
Mon 8 Mar	Visit Prep	
Mon 15 Mar	Spring break	

Mon 22 Mar	Spring break	
Mon 29 Mar	Spring break	
Mon 5 to Wed 21 April	Visit Prep	Submit school tour video and 6 class visit videos: ES x 2, MS x 2, HS x 2
Thur 22, Fri 23 Apr	WASC Mid-Cycle Virtual Visit	Visiting Committee Chair: Gary Davis

b) Summary of stakeholder engagement

Early on in the report preparation process, as can be seen from the timeline above, the report writing team discussed some options for stakeholder engagements and this document was produced to summarise those. Mid-cycle report: How can we engage all stakeholders?

During the process of creating the report, some but not all of the options discussed were implemented:

● Parents were informed of progress periodically by email. The purpose of the WASC Mid-Cycle Report and the importance of parent feedback was communicated. Details of the action plan were also shared and all parents were invited to a meeting to give feedback on school progress.

Feedback on progress meeting with parents.

● Teachers were informed that progress was ongoing by email and periodically in updates from the principals. Many teachers were involved in responding to questions or providing information to the report writing team, particularly teachers whose area of responsibility is closely related to goals in the action plan.
Teachers participated in two full faculty meetings to discuss school progress in relation to the action plan goals and to give feedback. Finally, teachers were also involved in helping to finalise the text and were sent two drafts and an 'almost final' version of the text before it was submitted to WASC. The report writing team was always open and responsive to comments on the text from teachers.

Pandemic impact on stakeholder engagement:
Due to the need to support our community to focus on learning during the pandemic and to ensure the school continued to operate smoothly, stakeholder engagement with some other groups (students, SIS, staff) was at a low level

and the groups were only either informed that the process was taking place or given information about the completion of key stages. The board however, through the Executive Committee, was actively involved in monitoring, requesting periodic updates and was given notice of different stages of progress.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

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Guidance:
- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Introduction

Following the 2018 WASC Evaluation report and the IB authorisation report, the school created an action plan incorporating the four critical areas identified by WASC for follow up and three additional areas for development. (This plan is also referred to as our strategic plan.)

The four WASC critical areas for follow up are as follows:
(ref p.59 to 64 of the WASC Evaluation Report 2018)

1. Improve the school's facilities.
2. Implement a more transparent resource allocations and budget management process.
3. Formalise and refine the school's assessment model.
4. Develop an organised and effective school learning support program.

Additional areas selected by the school to include in the 2018-23 schoolwide action plan:

5. Collaboration
6. Enrollment
7. Personnel

In this section, the development and structure of the schoolwide action plan is outlined, followed by a detailed comment and analysis of progress on each of the seven sections of the plan.

Development of the Schoolwide Action Plan:

To produce the schoolwide action plan, in the 2018-19 academic year faculty members collaborated to develop guiding questions and then a goal statement was written for each of the seven action plan areas. Then further sub-goals added which aimed to clearly identify the types of actions needed in each area.

For example, the first goal is to improve the school's facility and the guiding questions were:

- *How do we create that "wow" factor for our campus?*
- *How do we develop and reimagine existing spaces to achieve the original vision of our campus design?*
- *How do we create a facility that can evolve and adapt with rapidly changing developments in education?*

Based on these questions, the goal statement written for section 1 of the action plan is as follows:

FACILITIES: To have a campus that is attractive with a 'wow' factor, that is delightful to prospective families and current community members and improves teaching and learning. The main action will be to complete a Facilities Needs Assessment and Implement the Senri Campus Improvement Plan.

Following this overall goal, the facilities section then includes six additional sub-goals, each of which will be addressed within the duration of the plan.

Action Plan Summary Documents

- [Strategic Plan Summary 2018-22 (for faculty)](#)
  This summary provides commentary and rationale for the plan and includes the guiding questions for each section. It also links to relevant sections in the last WASC evaluation report and in the OIS Action Plan.
  It was given to teachers in the fall of 2020 to help prepare them to give their feedback on our current progress towards the action plan goals.

- [Strategic Plan Summary 2018-22 (for parents)](#)
  This is a modified version of the above document. It was shared with the parent community to remind them of our action plan goals and to provide supporting information for discussions about our current progress.
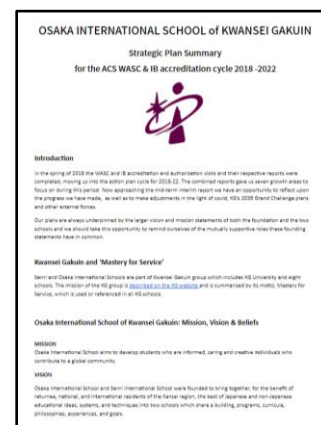
Analytical Comments on the Accomplishment of Each Schoolwide Action Plan Section

The following comments are written by members of the OIS leadership team and are based on consultation with and feedback from faculty members. Notes from faculty discussions in December 2020 and January 2021 are available to view by the WASC Visiting Committee on request. Additional feedback from parents and students has also helped to inform the comments on each action plan section.

1. FACILITIES

The 2018-2019 OIS Action Plan was tasked with addressing the visible ageing of the facilities, and adding more visible indicators of our learning outcomes and pedagogy to welcome and inform the school community and visitors to the campus. The action plan also outlined the need for a consultation process by which faculty could provide input to the foundation's strategic plans to improve the campus facilities over the next few years.

Specific steps have been taken to address these points, and several outcomes have already been achieved:

·   *Dispose of unused items that are cluttering hallways and storage areas*

Throughout 2018-2019 staff were encouraged to submit requests for the removal of unused resources that were cluttering the classrooms and storage areas. A substantial quantity of old furniture, AV and computer equipment, outdated books, and material that had been in storage for many years was disposed of. As the disposal of electronic items requires payments of recycling or collection fees, this required an allocation of funds.

Most areas remain relatively clutter-free, and the purchase of charging carts for classrooms throughout many classrooms in the school has helped to manage some computer wiring concerns. However, there are still some resources in storage areas that need to be disposed of in a second round of cleaning. In 2020-2021

·   *Visibly celebrating the mission, values and accomplishments of the school community throughout the building*

Specific measures identified to achieve this objective included hanging posters, banners, and photos around the school. The intention is to establish a clearer identity to visitors and the school community, linked to our mission, learning outcomes, and the IB learner profile.

A new missions and values poster was developed by the admin team, and placed in classrooms and other key locations around the school. Discussions continue for funding for banners and photos to add colour to the campus and celebrate student achievements.

Other objectives are much larger in scale and have a longer timeframe:

·   *Adding color in ways envisioned by the architect that are professionally designed in a cohesive manner*
·   *Establishing designated areas for quiet student study, group work and socialization to take pressure off the library*
·   *Create a Facilities Needs Assessment and Senri Campus Improvement Plan*

These objectives have been integrated into the foundation's 2039 Campus Grand Challenge Plan, a US$360 million investment in KG's various campuses that will be rolled out in stages. Work completed so far includes the installation of air conditioning in the school gym, refurbishment of the computer labs, refurbishment of the cafeteria's kitchen equipment, replacement of the elevators, and installation of LED lighting throughout the school.

After a lengthy consultation process involving all stakeholders, including several joint faculty meetings with SIS, phase one of the campus reform plan began in 2020 with the replacement of the sports field. Phases 2 and 3, a plan to refurbish the library and classrooms, will commence in the summer of 2021.

2. RESOURCES

The 2018-2019 OIS Action Plan aimed to *"implement a more transparent resource allocations and budget management process"*. Steps have been taken to address this. For example, the process for budget requests and persons responsible for portions of the annual budget have been outlined in the OIS Faculty Handbook. However, the extent to which these steps have been effective are not clear. Feedback from faculty indicates that there is still room for improvement in terms of transparency.

The said aim was further refined into two goals:

"Define and communicate annual budget allocations in the OIS Operations Budget."

Initial steps taken to address this were to review previous spending and share financial data from the Business Office with OIS faculty using Google Sheets. Not all faculty members know how to access these Sheets. There is a lack of consistency across departments regarding how these Sheets are used. For example, the SOIS Science department meets regularly during the year to discuss budget expenditure, but this is not consistent practice across the school. School leadership should ensure that: (1) all faculty can easily find budget documents and (2) all departments and divisions regularly refer to these documents when discussing purchasing and expenditure.

"Publish and communicate effectively the annual capital expenses budget with a detailed priority list of all submission requests."

Actions taken since the previous visit were to share the Annual Capital Expense Requests with faculty and staff. Priorities are then discussed in Admin meetings, and the faculty is notified of requests that are going forward or not. There is not enough evidence to suggest that these actions satisfy the intent of "communicating effectively". Faculty members still struggle to find the appropriate budget documents and it is unclear how the rationale behind (non-)approval is communicated to the faculty. School leadership should consider improving: (1) accessibility of documents related to annual capital expenses, (2) the most effective mode of communicating decisions *and rationale* with faculty, (3) the chain of communication between the KG Foundation and OIS faculty and (4) who is responsible at each step of the communication chain.

Further, the processes for budget approval, purchasing approval, resources allocation and use of the annual capital expenses budget is not publicly available. At the time of writing, there is no document that clearly and effectively outlines these processes for faculty to refer to. Section 5 of the OIS Faculty Handbook ("Supplies, Purchasing and School Services") requires review and appropriate amendments.

Although transparency regarding budget allocations and expenditures has improved, further transparency is required regarding processes and decision-making. Such documentation should: (1) include timeframes and the person(s) responsible at each step in order to build accountability and (2) be easily accessible to faculty and regularly referred to by school leaders and faculty leaders.

3. ASSESSMENT

a) Guiding Questions & Goals

Through the process of developing the schoolwide action plan in 2018-19, the faculty identified three guiding questions for consideration:

- *How do we use assessment data to demonstrate incremental student achievement over time?*
- *How do we ensure this is happening for all students including those who need language support or have other learning needs?*
- *How do we report this information to stakeholders and use it to guide teaching and learning decisions?*

We consider that some progress has been made to achieve the goals set at the last visit. The OIS assessment model is founded on the assessment policy which is based largely on IB PYP Programme Standards and Practices and the MYP From Principles into Practice. This policy explains the variety of ways student growth is assessed and reported. It was in draft form at the time of the last visit and is still under review since online learning had to be implemented last year. The new MYP coordinator is leading this review and it will be continued by PYP and DP subsequently.

b) Comments on Progress

3.1 Define and communicate how the MAP (Measures of Academic Progress) assessment data will be used by faculty and students and how it will be shared with parents.

> In April 2018 key representatives of PYP, MYP and DP attended a MAP Bootcamp to learn more about how to utilize the assessment data. From their feedback and guidance MAP results are analysed by teachers in a range of ways. Elementary teachers devote a faculty meeting in October to comparing how classes perform to inform modification of teaching strategies and resources. This has been in conjunction with the review of the language curriculum begun in 2019 and still in progress.

> Admissions use MAP tests as a standard for all applicants from G1 to G10. Data is discussed and used to help confirm acceptance / placement of students. In the elementary school reporting of MAP results is regularly done each academic year in the following ways: MAP results from the two periods of testing in September/October and in June are shared with parents through Managebac and are discussed at PYP parent/teacher conferences.
> In the middle and high schools reporting of MAP data has been done in the following ways: (1) Analysis of MAP data by M/HS Principal has been used to examine trends within grade levels, performance relative to US norms and international school(EARCOS) norms. (2) Sept 2019, MAP data showing OIS performance from G1 to G10 presented to KG Council.

3.2 Due to a small student population and transient nature of our student population, focus on individual student performance growth over time, in addition to the regular comparisons with norm groups outside of OIS.

> The Curriculum Leadership Team spent 4th December, 2020 on a data driven dialogue using the National School Reform Faculty protocol. This analysis will enable us to identify individual progress and trends. MAP data from 2019 shows that OIS outperforms US norms in all grade levels. One of the aims of DDD analysis is to identify the 'OIS value added' amount, i.e. individual progress above expected norms.

Other ways that student progress is monitored over time include: student profiles, records of concern and report cards. Student profiles and records of concern are created and maintained by the learning support department.

3.3 Clarify what Schoolwide Learning Objectives (SLO) and/or global competencies we will be teaching and how they will be assessed. [Propose change from 2021 to use the WASC term 'Schoolwide Learner Outcomes'.]

Prior to the 2018 WASC accreditation visit, OIS adopted the IB learner Profile as its schoolwide learner outcomes as described in the previous report. International Mindedness has also been identified as an important SLO and in January 2020, during the International Mindedness workshop with the Jump Foundation students and faculty worked together to create a school definition of international mindedness. The definition was intended to be used to guide teaching, learning and assessment of international mindedness from Kinder to Grade 12. A range of events across the year have been identified and targeted to enhance the learning of IM across the school. Trained student leaders led workshops for PYP students during Language/International-mindedness Week February 2020 and October 2020. The library has purchased resources to support International Mindedness and relevant books on diversity, equity and inclusion have been integrated into units of inquiry.

We are working on developing our other SLOs incorporating the school mission, the IB Learner Profile and the specific ACS-WASC defined global competencies, which include the following:
1. The use of concepts, knowledge, skills and languages of various disciplines to research current global issues;
2. The understanding of the interdependence of economic, political, technological, environmental and social systems worldwide;
3. The understanding of multiple perspectives;
4. The valuing of diversity;
5. The ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies;
6. Engaging responsibly in action and service to improve conditions both locally and globally;
7. The ability to function effectively in an interdependent world.

3.4 Adopt clear entry, exit and growth benchmarks for English Language Learners in the OIS English as an Additional Language program.

Implementation of the WIDA assessment programme began in the 2019-2020 academic year and the PYP EAL teacher (Cary Mecklem) did the WIDA self-training. It is currently being used to help identify which students should enter and exit the PYP EAL program in grades 1 to 5 as well as to show how EAL students are progressing through the EAL levels. The WIDA assessment programme has levels from 1-6 and the PYP EAL programme supports students in Levels 1-4. A WIDA experienced teacher and trainer has been appointed as the new School Counselor for August 2020.

What are the EAL levels?				
EAL support occurs in Grades 1-5				
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding
Description of EAL level	Entering students know and use minimal social language and minimal academic language with visual and graphic support.	Emerging students know and use some social English and general academic language with visual and graphic support.	Developing students know and use social English and some specific academic language with visual and graphic support.	Expanding students know and use social English and some technical academic language.
Level of Support	Substantial support The EAL teacher supports students 2-4 times a week through push-in or pull-out sessions.	Substantial support The EAL teacher supports students 2-4 times a week through push-in or pull-out sessions.	Moderate support The EAL teacher supports students 1-2 sessions a week through push-in sessions.	Periodic support The EAL teacher supports students as needed.

Benchmarks in WIDA terms are now used to assess support levels for individual elementary students. (Eg Levels 1 and 2 can receive pull-out and push-in support. Levels-3-4 receive push-in support. EAL students above Level 4 are monitored until they are able to access the PYP programme with the support of the homeroom teacher and then they are exited from EAL support.) The PYP EAL teacher meets weekly and plans with each class teacher to check on the growth of each student and plan for individual support along with co-taught lessons.

In the middle and high school, EAL support is provided as part of the role of the learning support teacher. An OIS EAL Policy is being drafted to replace the EAL handbook. It describes when and how EAL support is provided across the school.

3.5 Faculty, students and parents use ManageBac in a more consistent manner to communicate curriculum development and student achievement.

> Managebac is used consistently by faculty, parents and students as the central learning management system. All planning of the curriculum for PYP is on Managebac. MYP and DP use Managebac to some extent. Parents access reports to see student progress on Managebac. Turnitin integration has been added to the system to automatically check assignments for plagiarism. In the 2019-20 academic year, Middle and High School began taking class attendance with Managebac.

4. LEARNING SUPPORT

a) Guiding Questions and Goals:

Guiding questions:

- *How do we redevelop and define the existing support roles, policies and structures to create a comprehensive learning support program?*
- *How do we ensure that we are meeting the social, emotional and learning needs of all of our students?*
- *How do we define "pastoral care" and how do we ensure all teachers have the training and support they need to properly implement it?*
- *How do we develop and present "learning support" as positive in the greater community?*
- *How do we develop a system to determine whether a class has room for an applicant with learning needs?*

Action plan goals:

4.1 Define the roles and responsibilities of the learning support team.

4.2 Define what is pastoral care at the PYP, MYP and DP levels. Look at current practices and implement improvements.

4.3 Reevaluate the delivery and adequacy of counseling and guidance services in the areas of social-emotional needs and student well-being.

4.4 Reevaluate the college and career preparation program.

b) Comment on Progress:

While strides have been made, this is an area where progress has been hampered somewhat by staffing changes since the last visit and the pandemic and it will be a continued area of focus moving forward.

Since the last visit we have had some personnel changes in the learning support team and other related challenges that have slowed progress towards the learning support goals. However, we feel confident that the approach we are now taking to planning and implementation through our regular working group meetings (see below) will facilitate effective progress to be made both in the shorter and longer term.

There have also been personnel changes in counseling and the counselor has changed twice since the last visit. The new ideas and insights they have brought have allowed us to make some positive steps in our pastoral program but there is still room for improvement in defining the roles and responsibilities of the teachers and counselors and ensuring that we are using the time well. With the departure of the previous counselor, the counselor's roles were split between a full time social emotional counselor and a half time college career counselor. Because of the pandemic, the social emotional counselor who started this year was not able to enter the country and had to work from a distance for the first trimester. One of the main reasons for splitting the roles and hiring this particular counselor was to help improve the pastoral program. She has plenty of expertise in this area but being outside of the country has made it harder for her to have an impact but we look forward to seeing progress in this area now that she is on campus and gaining more understanding of the program.

As the teacher comments in the recent meeting suggest, we would have hoped to have had more progress by this point in the accreditation cycle. However, with the return and arrival of key faculty, the splitting of the college and social emotional roles, and the work of the review committee, we expect to see continued positive growth in these areas.

In spite of some of the challenges there have been some positive developments in the last few years in this area. The following are some examples:

- We have developed a more systematic approach to record keeping by maintaining shared Google Drive folders for each year group. However their consistent use is a continued area for development.

- By splitting some roles, we have clarified that the counselor is primarily responsible for the social emotional needs of the students and the pastoral program while the learning support teacher focuses on the reducing barriers so that all students have equal access to the curriculum. There is considerable overlap between these two areas and the principals work with both to evaluate students identified with potential learning needs, and determine a plan for following up. As staff returns, more work on defining roles and responsibilities will be a continued area of improvement.
- We have also separated college careers counseling from the social emotional counseling role and created a separate half time position. This is currently assigned to a teacher who is splitting time between this and learning support.
- In the middle and high school, a weekly meeting takes place between the counselor, learning support teacher, and principal to review concerns and plan the next steps. In elementary a similar meeting takes place which also includes the English as an Additional Language (EAL) teacher.
- The elementary school now uses the WIDA test to help evaluate the English language level of students in grades 1 to 5. Bringing this into the middle and high schools is currently being considered.
- The former ATL classes in grades 7 and 8 are now being taught by the counselor with a focus on PSHE. There are plans to expand this into grades 6, 9 and 10 next year.
- The number of outside organizations offering educational psychological services and counseling in the Kansai area have grown considerably. We have been able to recommend such services to some of our families and are looking to establish more formal links with organizations such as the Kento Center.
- Working with other international schools in Kansai, we have established the Kansai Regional University Fair (KRUF) which attracts international university representatives to our region of Japan after they attend the Kanto Plains fair in Tokyo. In September 2019, 125 college representatives attended the fair on our campus. The 2020 fair was canceled because of the pandemic.

In addition, we are continuing to review the policy and publish guidelines for learning support and the roles of the various faculty members involved. For the 2020-2021 school year, a working group consisting of the head of school, both principals, the current learning support teacher, the counselor and the PYP English as an Additional Language (EAL) teacher are meeting to review and update the procedures further with a goal of revising the Inclusion Policy by the end of the year. Soon, other stakeholders will be invited to participate in this review. Once that review is completed, we will publicize it in our community to help raise awareness and the positive aspects of the program. We expect that by this time next year considerable progress will have been made on our action plan.

5. COLLABORATION

a) Guiding questions and goals

Guiding questions
- *What does collaboration look like in a small school when most teachers do not have a colleague teaching the same subject or grade level?*
- *How can teacher collaboration improve student learning and student wellbeing?*

Action Plan Goals

5.1 PYP: Align units of inquiry between grade levels. This would include KA with KB, grade 1 with grade 2, grade 3 with grade 4. Develop close ties between grade 5 and grade 6.

5.2 MYP Every teacher is involved in at least one official documented Interdisciplinary Unit (IDU).

5.3 DP: All DP faculty agree upon a scope and sequence for learning Approaches To Learning (ATLs) within the curriculum. Integrate TOK into all subject areas.

5.4 OIS K-12 Shared vision of teaching and learning by incorporating and celebrating IB philosophy and practice

b) Comment on Progress:

We consider that significant progress has been made by restructuring leadership in both the elementary and secondary sections. The roles of PYP and MYP coordinator have been separated from those of the principals.

In August 2018 a highly qualified PYP coordinator was recruited to OIS. She shares the teaching of G3 with the principal. This enabled the principal to be an integrated part of the teaching team. Collaborative meetings run by the coordinator were more clearly focused on the curriculum and its development. This can be seen in minutes of those meetings.

In August 2020 one of the MYP teachers took on the role of MYP coordinator following interviews with interested internal candidates. This enables the principal to focus more time on collaboration with the sister school, SIS. Collaborative meetings run by the coordinator are now more frequent and clearly focused on curriculum development. Changes are being made to the curriculums by the IB in 2021 so the coordinator will act upon these.

The DP coordinator is working on developing a scope and sequence of teaching ATL skills with teachers. There is also potential for the new requirements of the TOK course to develop collaboration between teachers of different subjects. The enormous changes to exams caused by COVID19 have significantly hampered developments in collaboration in the DP.

The curriculum leadership of the school now comprises a broader range of experienced personnel who meet as a regular forum on a weekly basis, with the head of school to plan and discuss articulation.

Since August 2019 the PYP units have been taught on a two year cycle which enables teachers of two grade levels to meet with the PYP coordinator and plan together each week. This has significantly improved collaboration in our small school. It has also enabled single subject teachers to contribute more often to planning. Weekly faculty meetings have also become more focused on an exchange of pedagogical ideas as the Enhanced PYP has been implemented since August 2019. This has been enhanced by nearly all PYP teachers taking the workshop Creating Cultures of Thinking.

A schoolwide review of the language curriculum has been led by the librarian since August 2019. A team representing PYP, MYP and DP teachers have updated the PYP benchmarks so far. The work continues.

The librarian has also become the technology coach this academic year. She teaches and advises teachers on the development of ATL skills across the school. Her modelling of lessons helps to ensure continuity in the teaching of key

skills.

Collaboration between the teachers of grade 5 and 6 has developed with some meetings organized by the coordinators. Students also share their learning across the grades to support their development.

In the MYP Programme, teachers have grade-level meetings at least once per trimester. These meetings are scheduled and planned by the MYP Coordinator and Principal, often in coordination with the Student Support team. These meetings are used to discuss student concerns and strategies. These meetings often begin with teachers briefly sharing what they are teaching in order to identify potential interdisciplinary connections.

Further, the MYP faculty have been working in mixed groups this year on reviewing and updating the "Assessment in the MYP" policy to reflect the IBO's new Programme Standards and Practices. Feedback has been targeted at edits and providing examples of current practices that are reflected in teaching and learning. Meetings for interdisciplinary units have been planned for the remainder of the school year in order to plan units following the new guide on Interdisciplinary Learning from the IBO which was released in February 2021.

Helping to build a whole school mindset of collaboration and international-mindedness was the training of student leaders by JUMP. Their workshops in January 2020 enabled all teachers to be led by students and to collaborate in a unique way together. The teenage leaders then educated classes throughout the school in February 2020 then again in September 2020 as part of the annual International-mindedness Week. In the elementary school students really benefited from these experiences.

6. ENROLLMENT

a) Personnel Guiding Questions & Goals:

Through the process of developing the schoolwide action plan in 2018-19, the faculty identified three guiding questions for consideration:

Guiding questions:
- *What makes OIS unique and attractive to families?*
- *How do we build on our unique relationship with SIS to fully realize the founding vision statements and increase our stature as a unique international school?*
- *How do we develop a strategy to get this message out to potential students both in Japan and abroad?*

Action Plan Goal (6.1)
- *To work towards and sustain enrollment at full capacity (280).*

b) Comment on Progress

Boarding and IB Diploma:

As described in section 5 below on action plan refinements, this goal was modified in late 2020, revising the capacity target downward to 280. To achieve the goal, the strategy developed in 2018 for boosting enrollment was focused on promoting the boarding programme, both within Japan and marketing internationally as the Global Futures Programme (GFP).

The school believes that there is additional capacity in the IB diploma programme and that cohorts of 25 to 30 students would be manageable, although there could be challenges to overcome in certain subjects that all students do or a large number of them. Developing the boarding programme for high school age students would feed into the available capacity in grades 11 and 12.

Proposals on improvements to the boarding programme (also described in section 5 below), in response to the 2018 WASC report, will enable promotion of the programme and the GFP to begin again in 2022. The coronavirus situation has also made international boarding less attractive and less practical at this time, but hopefully in 2022 that situation will also be different, enabling the school to confidently promote the boarding programme.

Admissions:

In terms of achieving the enrollment target number, the school is currently at approximately 97% of target capacity and there is a steady stream of new applicants coming into the admissions office. Due to the transient nature of some of the international community it is expected that students will continue to leave at a similar rate and so the role of the admissions office is central to helping sustain enrollment.

The admissions process at OIS is very thorough and aims to secure families and students who will be a good match for the school and ideally, stay for a long time. There have been some developments in our approach recently:

- Use of MAP tests in reading and mathematics for students from G1 to 10
- Non verbal test changed from the Leiter 3 non-verbal assessment to the Naglieri Nonverbal Ability Test, which is felt to be more suitable for our needs, particularly with students who have low levels of English.
- Coronavirus measures have led us to experiment with remote testing
- Recently agreed to ensure a minimum of working days between acceptance and starting in school

There is communication at each stage of the admissions process between the admissions office, the principals, and the learning support and EAL teachers to try to ensure that we admit students that we believe we can support in the classroom. Teacher concerns expressed about the challenges of new student inclusion are being addressed in the following ways during the admissions process:

- Previous school reports and references are reviewed carefully. All comments about learning support needs or behaviour issues are discussed by the admissions team and usually followed up by email or phone call for discussion, by either the admissions team, the principal or head of school, depending on the circumstances.

- Support needs for candidate students are discussed with the student support services team to try and ensure we do not admit more students than we are able to support in the classroom. Principals sometimes also discuss the class situation with homeroom teachers and discuss the needs of potential new students. In the past year there have been several students that the school has decided to not accept because either the support teachers had full schedules or because the class profile was such that further support needs were not advisable for that group at that time.

- Test scores and feedback from the family meetings and interview are reviewed in final decision meetings, which include some or sometimes all of the people who have been involved in the interview.

- Sometimes the school requests certain types of support be provided at home prior to entering the school or on an ongoing basis, or we may request an external assessment to help in the decision making process or to ensure a smooth transition into the school.

Generally, the admissions team is very mindful of the issues involved for successful inclusion and continues to refine the

process.

Marketing:

OIS is currently developing a marketing strategy for 2021-22 which is also coronavirus safe. It includes:

- targeting the two main age groups where capacity exists: Kindergarten and IB DP
- improving our website and content
- encouraging the support of parent networks to distribute marketing content
- distribution of physical promotional material
- defining and implementing a sustainable social media policy
- partnership with international recruitment agencies

As a result of these activities over the coming months, we hope to be able to detect increases in inquiries for admission to the target age groups.

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7. PERSONNEL

a) Guiding Questions & Goals

Through the process of developing the schoolwide action plan in 2018-19, the faculty identified two guiding questions for consideration,

Guiding Questions:

- *What are the factors that contribute to attracting and retaining outstanding teachers?*
- *What structures and systems in the school can ensure that teacher needs and concerns are recognised and responded to appropriately?*

When the goals were written for the action plan, provision of professional development opportunities was identified as a key objective and thus the 2019 action plan goal for this section is as follows:

Action Plan Goal (6.2):

- *Increase professional development opportunities for faculty outside of IB-related development, such as instructional technology, inclusion and assessment.*

b) Comment on Progress:

We consider that this goal is currently being met and the evidence for this is in the minutes of the PD Committee, the expenditure of the PD budget and the balance and range of approved PD opportunities in each budget cycle.

The PD Committee consists of the OIS leadership team (principals & coordinators) and two teacher representatives, one of whom is also the EARCOS representative. The PD Committee meets periodically during the year to consider applications for PD and in each meeting the committee refers to the objective of the goal to try and ensure that a balance of both IB and non-IB professional development opportunities are approved.

The table below shows, the range of PD approved so far in the current financial year:

PD Requests and Approvals 2020-21

APPROVED PD			
Date discussed	Whole school or individual	Topic	Dates
2020-05-20	Whole School	Comprehensive Sexuality Education - with Susie March	Cancelled
2020-12-15	Individual	Subject specific seminar: MYP Projects (Online)	2021 March 03 to 31
2020-05-20	Individual	MYP Math	IB Training, Online Course
2020-11-30	Individual	EARCOS - Women in Leadership	Feb. 25th or March 4th, 2021
2020-11-30	Individual	Women in Leadership with Dr. Fran Prolman From the Learning Collaborative	1/28/2021, 2/4/2020, 2/28/2020, 3/4/2020
2020-12-03	Individual	EARCOS: Women in Leadership	1/28/2021, 2/4/2020, 2/28/2020, 3/4/2020
2020-08-25	Individual	Project Zero Teaching Strategies for Playful Learning	Cancelled
2020-08-25	Individual	Project Zero Teaching Strategies for Playful Learning	Cancelled
2020-08-25	Individual	Project Zero Teaching Strategies for Playful Learning	Cancelled
2020-08-25	Individual	Project Zero Teaching Strategies for Playful Learning	Cancelled
2020-05-20	Individual	Project Zero Creating Cultures of Thinking	Cancelled
2020-05-20	Individual	Project Zero Creating Cultures of Thinking	Cancelled
2020-05-20	Individual	Project Zero Creating Cultures of Thinking	Cancelled
2020-05-20	Individual	Project Zero Creating Cultures of Thinking	Cancelled
COMPLETED PD			
	Individual	SSS_Economics	April-May 2020
	Individual	SSS_Music	April-May 2020
	Individual	SSS_ToK	April-May 2020
	Individual	SSS_ToK	April-May 2020
	Individual	ToK	Winter 2020

2020-06-11	Individual	PYP Making space for learning (Cat. 2)	IB Training, Online Course
2020-06-11	Individual	Heads of School/IB coordinators: Delivering the MYP curriculum	June 24 - July 22
2020-05-20	Individual	College Councillor and support from Michelle Vogel as an honorarium	August- Nov 2020

There are additional courses still to be approved from this financial year's budget, which expires at the end of March, but it can be seen that there has been a balance of IB workshops and non-IB courses approved.

The largest slice of the 4 million yen budget was allocated to non-IB, whole faculty PD on Comprehensive Sexuality Education Through The Lens of Child Protection. Unfortunately, due to the pandemic, this has been cancelled, but it does mean that additional funds are available for the last quarter of this financial year for other PD to go ahead.

This balanced approach to PD allocation was also in evidence in the previous academic years, 2018-19 and 2019-20. A substantial amount of the PD budget was allocated to non-IB workshops, such as Harvard Project Zero workshops and a whole faculty PD workshop on international mindedness delivered by the Jump! Foundation (picture right). The whole faculty training is referred to in the Feb 2020 update to the schoolwide action plan and some follow up actions were indicated.

Comment on Other Personnel Considerations:

In addition to goal 6.2 of the schoolwide action plan, the minutes from faculty discussions in December 2020 indicated that there are a number of other personnel considerations implied by the guiding questions that could also become the focus of action plan goals in the future. These topics will be discussed further in future faculty meetings. It is likely that there will be additional action plan goals added and these will be reported as action plan refinements in future WASC reports.

V: Schoolwide Action Plan Refinements

> **Guidance:**
> - Comment on the refinements made to the single schoolwide action plan since the last self study visit to reflect schoolwide progress and/or newly identified issues.
> - Include a copy of the school's latest updated schoolwide action plan.

Comment on refinements made to the schoolwide action

Since the schoolwide action plan was created, a number of the original 'Year 1' actions have been carried out. In years 2 and 3, some additional actions have been added to either go further in relation to a particular strand of action, or to respond in another way to the original goal, thus deepening the school's range of responses to the goal.

It can be seen from the updates to the action plan that many of the additional actions intended for Years 2 & 3 have been discontinued due to the impact of the coronavirus. During the months of distance learning in the spring trimester of 2020 and throughout the 2020-21 academic year, the OIS leadership team has sought to minimise pressure on teachers as they cope with working through the pandemic. This means that many initiatives which might normally have gone ahead have been paused and will be reconsidered in the future when the health and safety situation allows.

In relation to the goals of the action plan, there have been two significant changes:

- Change to the enrollment goal:
  The recent reduction of our school enrollment target has been described in Section 1 above. The action plan has since been updated with a draft modified goal as follows: 'To work towards and sustain enrollment at full capacity (280).' This revised goal is a draft, pending discussion and approval.

- New OIS boarding programme development goal/s:

  The school has begun the process of addressing the issues raised in the 2018 report. As outlined in the substantive change section above, new admissions to the programme have been suspended until changes can be implemented.

  The 2018-19 schoolwide action plan did not include goals for developing the boarding programme, so it is proposed that in 2021 a boarding programme section be added to the schoolwide action plan. The new section, goal and actions are in draft phase, pending discussion and approval. If approved for inclusion, further sub goals and actions will be added to this section during 2020, based on this planning document: Response to 2018 WASC Report - Boarding Programme Issues. This will enable the school to prepare to re-launch the programme in 2022.

  KG is also in the process of changing the contracted providers for all its management / maintenance of residential accommodation, which is primarily university accommodation. Some consideration has been given to how this will relate to the management of OIS accommodation, which can be seen in this document: SOIS Dorm Development and Management. There is further work to do on this before it will come clear how the new management arrangements relate to the school's efforts to address the full range of boarding issues identified for action.

Newly Identified Issues

a) Health, Safety and Wellbeing:

The coronavirus pandemic has necessitated a very large number of actions to be taken in the past 12 months and all members of the school community have needed to respond and implement many changes to school practices. The current school coronavirus guidelines indicate the range of topics that have been addressed and acted on. Throughout this time, a large portion of meeting time at board and admin level has been dedicated to planning for, or responding to pandemic related issues.

Feedback has been received from all stakeholders and it has highlighted some underlying issues for the school to address in relation to health, safety and wellbeing. These issues could be expressed in the form of long term development goals and could be incorporated into this action plan. The WASC visiting team may be able to consider this issue during the visit and give advice.

b) Kwansei Competencies:

The KG Assessment Office process of assessing the school and setting development targets, usually follows the same goals as our schoolwide action plan, so that our reporting processes are aligned. However, KG has requested OIS and SIS in 2021 to develop actions towards an additional goal relating to the ethos and identity of the KG organisation. The goal is as follows:

Visibility of Kwansei Gakuin as an integrated educational organization along with permeation of the Kwansei Gakuin identity: OIS to become visibly aligned with the Kansai Gakuin identity in terms of providing education based on the principles of Christianity, promoting Mastery for Service, and the KG Global Competencies.

Kwansei Competencies

A wide breadth of knowledge and depth of expertise	An appreciation for diversity	Critical and logical thinking skills	The ability to act independently	The ability to pursue lifelong learning
The ability to build rich human relationships	The ability to reconcile conflicting values	The tenacity to overcome hardships	The enthusiasm to transform society	Integrity and dignity

OIS admin have begun working towards this goal by comparing the KG Global Competencies and the OIS Schoolwide Learner Outcomes, as shown in this document: Student Learning Outcomes: KG and OIS.
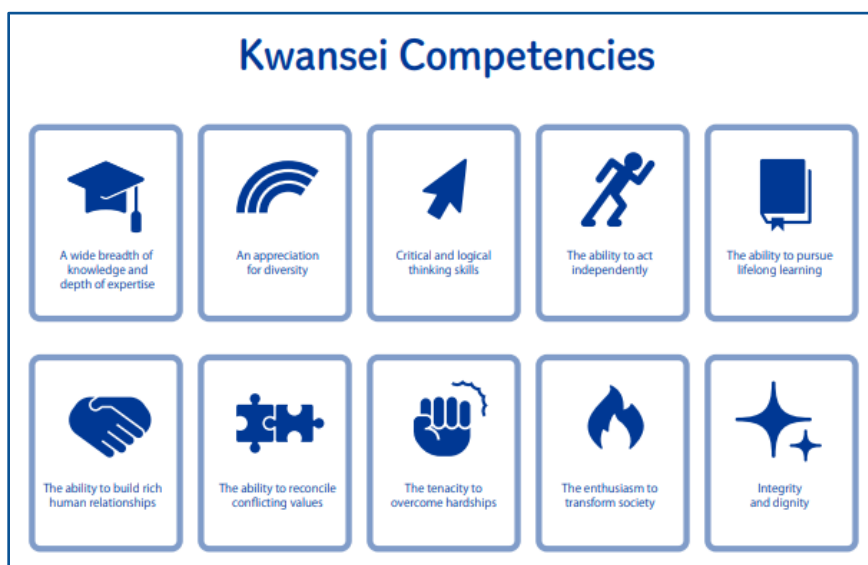
As indicated at the end of the document, it seems that it will be necessary/helpful to make the topic of SLO development into a separate section of the schoolwide action plan with its own goals and actions from 2021 onwards. Comment or advice from the WASC visiting team on this topic will be appreciated.

In any case, it will be necessary during 2021 to begin the communication process. The first step will be to inform faculty members about the new goal, provide a discussion opportunity and to begin considering the types of actions that may enable us to progress towards the goal.

Latest schoolwide action plan

Here is a link to the OIS Schoolwide Action Plan 2018-22. It is a spreadsheet of goals, actions and comments on progress.

This document shows the updates for the years 2019, 2020 and 2021. The updates are done annually in January / February according to the timeline of the KG assessment and reporting cycle as described in Section 3.b of this report.

At the time of writing this report, each strand in the plan can be read horizontally to see the progress and actions over three years.

APPENDIX - Copies of Hyperlinked Evidence:

- SOIS Covid Safety Guidelines for Winter 2020
- Criteria for required absence from school
- Data Driven Dialogue Report - Dec 2020
- OIS KG Medium Term Plan 2020
- How can we engage all stakeholders?
- Response to 2018 WASC Report - Boarding Programme Issues
- SOIS Dorm Development and Management
- Strategic Plan 18-22 Summary for Parents
- Strategic Plan 18-22 Summary for Faculty
- Student Learning Outcomes - KG and OIS
- Teacher Librarian - Technology for Learning Coach - Job Description
- OIS WASC Action Plan 2018-23

SOIS COVID Guidelines WINTER TRIMESTER 2020/21
SOIS COVIDガイドライン2020/21年冬学期

Goals 目標	**To develop systems and procedures which ensure the safe delivery of on-campus educational programmes during the Coronavirus pandemic.**	新型コロナのパンデミックにあってもキャンパスでの教育活動を安全に実施するためのシステムとプロセスを策定する。
Masks マスク	A properly fitting mask covering the mouth and nose should be worn at all times, (exceptions include situations like eating or drinking).	鼻と口を覆う適切なサイズのマスクを常に着用し、予備も携帯しておくこと。（飲食時などを除く）
Ventilation 換気	The number of people using a room will comply with the number designated as its ventilation capacity. Mechanical ventilation should always be on. Doors and windows should be left open whenever possible. Otherwise open every 30 minutes. Please bring extra layers of warm clothing for the colder months.	教室を使用する際の人数は、その部屋の換気能力に応じて設定された許容人数を遵守すること。 エアコンの換気は常時オンにしておく。 ドアや窓は可能な限り開けたままにしておくが、不可能な場合には30分ごとに換気を行う。 冬に向かい寒くなるので温かい服装を用意してください。
Hand washing 手洗い	Hands MUST be washed thoroughly on entering the school and before eating and washed/sanitized regularly throughout the day.	学校に入る際や食事の前には丁寧に手を洗うこと。頻繁に手洗いや手指消毒をすること。
Social distancing ソーシャルディスタンス	**Classrooms** - 1 meter distance with masks (unless partitions are in place) **Hallways** - Masks must be worn and students should act sensibly to avoid unnecessary close contact. **Lunch** - This is a high risk activity as masks are removed. Students should face forward and eat only at the designated desks/chairs. Where there are no designated desks/chairs, keep a distance of 2 meters.	教室－マスクを着用して、1メートルの距離を保つこと。（パーティション使用時を除く） 廊下－マスクを着用すること。生徒は不必要な密を避けて、良識を持った行動をすること。 昼食 － マスクを外しているので感染リスクが高いことを理解すること。生徒は全員前を向いて、指定された机/椅子に座って食事をすること。指定された机/椅子がない場合は２mの距離を保つこと。

General Behaviours　基本的な行動		
Arriving at school **登校時**	On arrival, all MS/HS students should immediately wash their hands with soap and water. ES students should use hand sanitizer in the genkan.	中学生・高校生は登校してHR教室に入る前に、必ず手洗い場に備え付けのハンドソープで手洗いをすること。 小学生は玄関の消毒ジェルを使用。
Health/Temperatur **e** **Checks** **体調/体温チェック**	The online health check form must be completed before coming to school each morning. Attendance is acceptable if symptoms are due to allergies or other pre-existing conditions.	毎朝家を出る前に健康チェックフォームにオンラインで記入する。 症状が明らかにアレルギーや持病などに起因する場合は登校可能である。
Walk on the right **廊下の歩き方**	Walk on the right side of corridors and stairs inside school while maintaining sensible social distancing.	校内では廊下や階段の指定された側（右）を歩き、出来るだけソーシャルディスタンスを保つようにする。
Entry/exit doors **教室への出入り**	Entry and exit doors are designated for classrooms.	教室などでは入り口のドアと出口のドアは指定通りに使用する。
Water Fountain **冷水機**	Water fountains can be used to fill water bottles but do not drink directly from them. Do not share water bottles.	冷水機から直接水を飲むことはできない。個人の水筒に水を補充する目的にのみ使用できる。くれぐれも水筒の共有はしないこと。
Bathrooms **トイレ**	To lessen congestion during passing times, MS students should be allowed to use bathrooms in lessons time. Wait outside until a toilet or sink becomes available.	移動時間の混雑を避けるため、中学生には、授業中のトイレの使用を許可する。 個室や洗面台が空くまで外で待つこと。
Personal health **kits**	Prepare a kit consisting of wipes, hand sanitizer, spare masks and a thermometer (optional) to	ティッシュ、手指消毒液、マスク、体温計（可能なら）

個人のヘルスケア用品バッグ	bring to school each day. Taking responsibility for your own safety is important.	などを入れたヘルスケア用品バッグを各自で用意すること。個々人の責任の意識を高めましょう。
Absences 欠席	If you are feeling unwell or have a fever, please stay home. Such absences will be counted as a required absence. Detailed guidelines are for <u>required absence here</u>. As a general rule, absences from concerns about COVID-19 will be treated as regular absences.	少しでも体調がすぐれない時や発熱がみられるときは登校せずに自宅で過ごすこと。この理由での欠席は「<u>出席停止</u>」の扱いとなる。 原則として、COVID-19への心配のための欠席は通常の欠席扱いとする。

Health Center 保健室		
Basic Guidelines 基本的な方針	Students may not use the Health Center bed or come for a rest during school time as a general rule. If students get sick after they come to school, they should go home immediately even if they don't have a fever. The nurse will contact the family before sending students home.	原則として、生徒は保健室でベッドなどを使用して休息をとることはできない。 もしも、登校後に体調不良（発熱がない場合でも）になった場合、当該生徒はすぐに帰宅させることとなる。帰宅させる前には、保護者に電話やSOISmail を利用して連絡をする。
How to use the Health Center 生徒の保健室利用方法	Only 1 student can enter the Health Center at a time. Use the intercom to get permission to enter. If another student is in the Health Center the student should wait outside. The health center bathroom may not be used.	保健室で対応できるのは、1度に1名限りとする。 部屋の外に設置されたインターホンを押して、入室の許可を得てから入る。保健室の中に他の生徒が居る場合

		は、保健室の外で待つことになる。保健室内に設置されているトイレを使用することはできない。
Quarantine area 隔離場所	The rooms in front of the Kindergarten classes are a quarantine area. ES students will be supervised in quarantine.	玄関左手のOIS幼稚園の手前の部屋を、登校後に体調が悪くなった生徒のための隔離部屋とする。OIS小学生が使用する際には必ず監督教員をつける。

Classroom Protocols　普通教室使用における指針		
Social distancing ソーシャルディスタンス	Regular classrooms have a capacity of 25 students with masks and 1 meter social distancing. The default setup should be with all students facing forward for MS &HS	マスクを着用し１メートルの間隔を取ることで25人まで収容可能。中学生・高校生の教室の机の基本配置は全員が前を向く状態とする。
Panels パネル	Panels should be used if students need to sit closer than 1 meter to each other.	１メートルより近い距離での会話をするためには必ずパネルを使用する。
Desks/Chairs 机と椅子	Chairs should be 1 meter apart. Students should wipe down the seat and desk before sitting at a new one. No carpet meetings in ES.	１メートルの距離を取る。生徒は新しい席に着く際に自分の使用する椅子と机を拭く。 小学生はカーペットに座っての活動は行わない。
Resources 用具	Should not be shared. If sharing is unavoidable, the item should be wiped with sanitizer after each use. Devices should not be shared.	共有しない。 共有がやむを得ない場合は、必ず使用後に消毒をする。 クロームブックなどの機器も共有はしない

Protocols for Specific Areas　特別教室使用における指針		
Theatre シアター	2 meters of social distancing when playing an instrument in music classes. All doors (back and side) remain open at all times.	楽器演奏の際は、2メートルソーシャルディスタンスをとる 全てのドア（後方と横側）を開放しておく
Bandroom バンドルーム	With removal of masks to play instruments, 2 meters social distancing is required.	演奏のためにマスクを外す際は 2 メートルの距離を取る必要がある。
Chorus room コーラスルーム	Chorus classes will be held in the 3rd floor conference room and the cafeteria. 2 meters distance required with masks when singing.	コーラスの授業は 3 階会議室とカフェテリアを使って実施する。歌唱の際はマスク着用で 2 メートルの距離 をとる。
Art 美術室	Students will spread between different art rooms. Partitions required. Use your own equipment as much as possible. Sanitize before use if sharing.	生徒は複数の美術教室に分散して授業を受ける場合がある。生徒の座席の間にパネルを設置する。個人所有の画材を使用することとし、共有する際は消毒する。
Pool プール	Practise safety measures prepared by PE teachers.	体育科教員により綿密な安全対策が準備されている。
Gym 体育館	PE teachers control the use and sanitizing of equipment.	体育科教員により、体育館の使用計画、器具の消毒手順など詳細の安全対策がとられている。
Sabers Fitness area	Closed.	当面使用することができない。
Changing rooms 更衣室	Only a limited number of students can use. Follow your PE teacher's instructions.	通常の更衣室は限られた人数だけが使用可能。詳細は体育の授業時に確認すること。

Lunch/Cafeteria 昼食/カフェテリア	Eat only at the designated desks/chairs, face the same direction,no speaking when eating. Cezars will provide pre-ordered obentos.	飲食の際は指定された机/椅子に着席する。対面式ではなく一方向を向くように席を配置。食事中の会話はしない。 カフェテリアではお弁当を販売。
Lounge/courtyard 生徒ラウンジ/中庭	2 meters social distancing, facing the same direction necessary when eating.	飲食の際は２メートルのソーシャルディスタンスをとる。向かい合わせにならずに一方向に席を配置。
Playground/Field/ Sky Court スカイコート/フィールド	1 meter social distancing, no equipment (balls, frisbees, etc)	１メートルの間隔を取り道具（ボールやフリスビーなど）は使わない。
Library 図書館	1 meter of social distancing at all times. Screens for big tables. Open until 18:00.	常に1メートルの間隔を取る。大テーブルにはパネルを使用。18:00まで開館する。
HFL	Cooking is possible with masks and 1 meter distancing. 2 meters distance when eating.	調理の際はマスク着用で１メートルの距離を、食事の際は2メートルの距離をとる。
Labs 理科実験 室	Plastic panels to be used on lab desks.	実験テーブルにパネルを置くことで、感染予防を行う。
Dorm 寮	Dorm guidelines have been shared with dorm students and families separately.	寮のガイドラインが別途存在し、寮生とその保護者に共有されている。

Daily Schedule 日々のスケジュール

DAILY SCHEDULE	**Morning HR -** 10 minutes **Passing time -** 10 minutes **Lesson times -** 5 minutes shorter than normal	朝の**SHR -** 10分間 授業間の移動時間 - 10分間 授業時間 **-** 授業を5分短くする
Patrols パトロール	From 8:15 teachers will monitor homerooms. Teachers will patrol and check student behaviour during the busy lunch periods.	8:15から担当教員は、生徒の登校の様子を見守る。教員はランチタイムに校内を交代で巡視し、生徒の行動、安全を確認する。

School Bus　スクールバス

Only pass holders can use the bus. Sit in designated seats. ES supervisor sits in the front seat. Hands to be sanitized on entering the bus. Wear a mask. Do not talk. No eating or drinking.	定期券を持っている人だけが利用できる。あらかじめ指定された席に着席する。小学生の監督者は前方の座席に座る。乗車の際に手指を消毒しマスクを着用する。会話、飲食は禁止。

Activities

Clubs クラブ	MS/HS club activities will be held with safety as the number one priority and adjustments made accordingly. No WJAA or AISA tournament participation. No inter school sports activities in 2020 (may change in the new year depending on the situation) ES after-school activities will resume. Numbers will be reduced to ensure health and safety.	中学生・高校生のクラブ活動は運営するが、生徒の安全を最優先して通常とは違う形式となる。 WJAAとAISAの活動は、冬学期も実施しない。今年いっぱいは他校との交流試合は実施しない。（状況によっては年明けに変更の可能性あり） OIS小学生の放課後の活動も再開するが、生徒の安全確保のために活動の種類は制限する。

| **Private lessons**
音楽の個人レッスン | Private music lessons will not take place on campus for the time being. | 当面はキャンパスにおいては実施しない。 |

When an Infection is Confirmed 感染者が出た場合		
Measures to take **対応**	We will determine who the infected person has been in contact with and take action as stipulated by the Public Health Center. Please see the MEXT Guidelines and flow chart.	保健所の指導に従い濃厚接触者を特定して必要な措置を取る。その際の流れは文科省のガイドラインにあるものを以下にリンクしているのでご参照のこと。 フローチャート（文科省ガイドラインより）
School closure **休校にする場合**	In the event that school closure is necessary, we will transition to distance learning as smoothly and quickly as possible.	万一臨時休校の必要が生じた場合は、出来るだけ迅速に遠隔授業に切り替えて授業を継続する。
Informing the **community**コミュニティ **への連絡**	Identities of infected individuals will not be disclosed.	個人名はもとより個人が特定されるような情報は提供しない。

School Visitors 訪問者		
Campus visitors **訪問者の方へのお願い**	All visitors need to have an appointment or permission from an administrator before entering. Visitors should follow the measures in this Guide for Visitors.	キャンパスに入っていただく方には、SOIS管理職チームの事前の確認や許可が必要です。訪問者の方にはこちらの表記の訪問者の方へのお願いを事前に読んで対応していただくことをお願いします。

Further Info:

MEXT Guidelines for schools - 学校における新型コロナウイルス感染症 に関する衛生管理マニュアル ～「学校の新しい生活様式」～ (2020.9.3 Ver.4)

https://www.mext.go.jp/content/20200903-mxt_kouhou01-000004520_1.pdf

SENRI & OSAKA INTERNATIONAL SCHOOLS

You can prevent the spread of COVID-19!
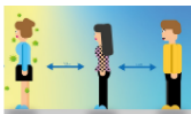
Take Responsibility for your Safety and our Community

Wear a mask put it on before entering the building and use it at all times (except when eating or drinking)

Prepare for well-ventilated rooms by dressing for the cold.

Wash hands with soap and water at the entrance hall sinks as soon as you enter school.

Maintain social distance at all times.

DO YOUR PART – BE SAFE – SABERS SAFE

【出席停止の基準 Criteria for required absences from school】 **Updated 14 January 2021**

		状況 / Situation	処遇 / Action	出席停止の期間 / Period of absence		備考 / Notes
				開始日 -First day of absence	登校再開日 - Return to school	
①		感染が判明した Diagnosed with virus	出席停止 Required absence	感染がわかった日 Date of diagnosis	医師などが登校を許可した日 The day the health care provider allows the student to attend school	
②	生徒本人 Student	②a 保健所により濃厚接触者と認定された Identified as a close contact of an infected person by the Public Health Center.	出席停止 Required absence	濃厚接触者と認定された日 Date identified as a close contact	保健所が指示した期間を経過してから As directed by the local Public Health Center	感染が判明した場合は、①の扱いとする If the student is found to be infected, the student will be treated as (1).
		②b 保健所の判断によりPCR検査を受けた Instructed to take a PCR test at the direction of the Public Health Center		PCR検査受診が決定した日 Date of the PCR test		
		②c 保健所の判断には至らなくても、感染の可能性が高いと考えられる状況にある Is in a situation where close contact is suspected and you are awaiting clarification	出席停止 Required absence	その状況になった日 すでに登校していた場合はQルームにて確認をしてから帰宅。 Date became aware of situation If the student is at school they should go to the quarantine room and be sent home.	感染の可能性がないと分かった日 Depending on outcome	保健所の判断が入る段階になれば、②aまたは②bの扱いとする 大阪府の週平均感染者数が拡大傾向にあるとき(12月14日現在）は、COCOAの接触通知を受けた場合も出席停止とする。COCOAの接触通知を受けた場合は帰国者・接触者相談センターに確認し、PCR検査を受ける必要がないと判断された場合は登校可能となる。 When the Public Health Center becomes involved, the student will be treated as in ②a or②b In the case of a notification from the COCOA app, If the Covid 7-day moving average rate of infection in Osaka prefecture is increasing (Dec 14): required absence. If you receive a COCOA contact notification, check with the Returnee and Contact Person Consultation Center, and if it is determined that you do not need to undergo PCR testing, you may attend school.

③		発熱などの風邪症状がある Has fever or cold like symptoms	出席停止 Required absence	症状が出た日 The day the symptoms appear	解熱剤等を使用せずに、風邪の症状がなくなる/平熱に戻った3日目より Third day after the student has been fever/symptom free without medication. (2 days at home with no fever/symptoms)	
④		海外から日本に入国 Entering Japan from overseas	出席停止 Required absence	検疫所の指示に従い、指定の期間は自宅待機 Stay at home for a specified period of time as directed by the quarantine officer.		
⑤		校内や登下校での感染が不安で欠席する Self-imposed absence due to concerns about infection	通常の欠席 Regular absence			特別な事情がある場合は学校に相談してください Please confer with the school if there are special circumstances.
⑥		感染が判明した Diagnosed with virus	出席停止 Required absence	同居家族の感染がわかった日 From the day that the family member's infection is diagnosed	保健所が指示した期間 As directed by the local Public Health Center	
⑦	同居家族 Cohabiting family member	⑦a 保健所により濃厚接触者と認定された Identified as a close contact of an infected person by the Public Health Center.	出席停止 Required absence	濃厚接触者と認定された日 Date identified as a close contact	保健所が指示した期間を経過してから As directed by the local Public Health Center	当該家族の感染が判明した場合は、⑥の扱いとする If a family member is found to be infected, the criteria in (6) will be applied.
		⑦b 保健所の判断によりPCR検査を受けた Instructed to take a PCR test at the direction of the Public Health Center.		PCR検査受診が決定した日 Date of the PCR test		
		⑦c 保健所の判断には至らなくても、感染の可能性が高いと考えられる状況にある Is in a situation where close contact is suspected and is awaiting clarification	出席停止 Required absence	その状況になった日 すでに登校していた場合は翌日 Date became aware of situation	感染の可能性がないと分かった日 Depending on outcome	保健所の判断が入る段階になれば、②aまたは②bの扱いとする 大阪府の週平均感染者数が拡大傾向にあるとき(12月14日現在）は、COCOAの接触通知を受けた場合も出席停止とする。 When the Public Health Center becomes involved, the student will be treated as in ②a or②b In the case of a notification from the COCOA app, If the Covid 7-day moving average rate of infection in Osaka prefecture is increasing: required absence
⑧		同居家族に発熱など風邪の症状がある A family member living with the student has a fever or other cold symptoms.	大阪府の週平均感染者数が拡大傾向にあるときは出席停止	症状が出た日 The day the symptoms appear.	解熱剤等を使用せずに、風邪の症状がなくなる/平熱に戻るとなった翌日 The day after the family member has	学校にご確認ください。(現在は拡大傾向にあります：11/17現在。12月14日) Please confirm with school (as of 17

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			If the Covid 7-day moving average rate of infection in Osaka prefecture is increasing: Required absence		been fever/symptom free without medication.	November, of 14 December, infections are increasing)
⑨		海外から日本に入国 Entering Japan from Overseas	登校可能 Able to come to school			

教職員は、上記の状況にある場合すぐに学校に知らせてください。その後人事課の判断を待つことになります。

Teachers and staff members should notify the school if any of these situations apply to them and await a decision from the personnel office.

OIS Data Driven Dialogue - Report

Date: Dec 4, 2020   **Participants:** KM, CM, SA, IS, MJ

Protocol: Link to slides for the Data Driven Dialogue.

Objective:
For the curriculum leadership team to review and analyse MAP Growth data for the Fall 2020 session using a data driven dialogue protocol.

Process:
Using a data driven dialogue protocol we,
1. Looked at the comparison quadrants from G2 to G10 showing class results for Mathematics, Reading & Language Use.
2. Reviewed all individual growth charts from G1 to G10 in Mathematics.
3. Reviewed all individual growth charts from G1 to G10 in Reading.
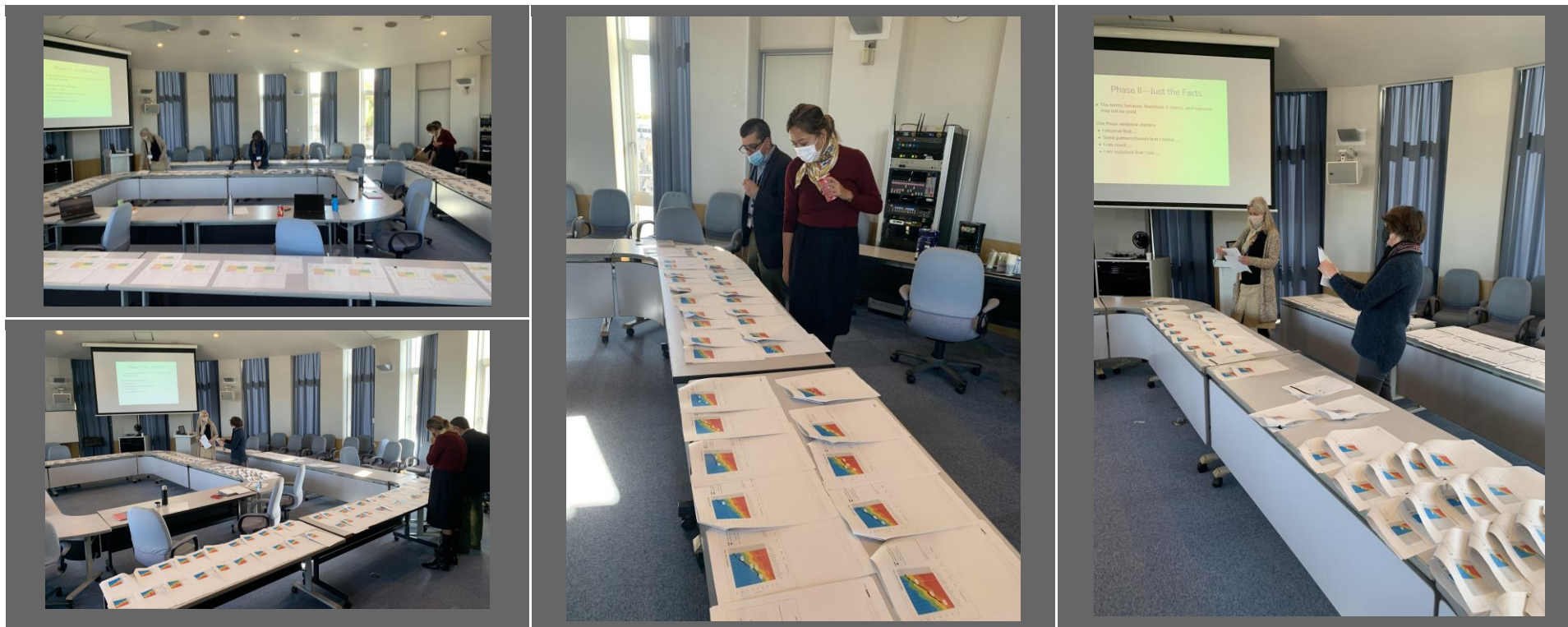
Our Essential Questions:

1. What difference is our education making to our students? Can we see the 'value added' OIS effect?

2. To what extent does the data match our assumptions and observations in the classroom?

3. How has distance learning during the Spring of 2020 affected student growth?

4. Is there a correlation between MAP results and IB MYP/DP data?

5. Are there similarities between students in similar quadrants across the grade levels?

Mathematics Inferences:

- The students seem to be generally ok and doing well, but there are a few that we need to look at. In general, there is growth.
- Data seems to be matching observations in class.
- In HS, not streaming for mathematics may be benefitting all in the cohort to make progress across the spectrum of mathematics skills.
- Additional MYP/DP data needed to make a comparison of MAP being an indicator of DP success.
- There are some indications of a possible pandemic dip in Grade 3.

Reading Inferences:

- No clear correlation between Mathematics and Reading achievement or progress.
- Not much evidence of achievement or growth being impacted by COVID / distance learning. Some evidence in G3.
- "Summer slumps" in reading are more apparent, compared to more steady upward trajectories in Math.
- In Elementary, some students go to Japanese summer school, which may keep Math growth going but not Reading
- Over the course of a number of years, there is long-term growth for all.

Suggested Actions / Targets:

	Action / Target	Additional comments	Next steps
1	Collecting & Organising Assessment Data: ● More consistent data export, handling and storage ● Export quadrant charts for Fall and Spring test sessions and save in grade level Google Drive folder ● Refine types of data that are collected and stored	Family report is shared with parents via ManageBac. Student profiles are available in grade-level Shared Google Drives. PYP has Reading Probes for G5 that can be handed over to G6.	Class breakdown by RIT and Learning Continuum in grade-level shared folders Ensure that ROCs have ownership that can easily be passed on from ES to MS
2	Analysis: ● Use a DDD to analyse MAP data after each test season. ● Consider working in separate ES and MSHS groups, or separate Mathematics and Reading/Language Use groups.	Whole-school or programme DDD workshop?	Whole-school faculty meeting on assessment data and emphasize it is part of

	- Looking for common issues across grade levels (Grade 2 and beyond) - Tracking cohorts through the years (Quadrant chart) - Consider using MAP to set achievement / growth targets. - Use MAP to provide a more balanced view of student achievement	M. Nicholl, K. Bertman and T. Jones attended training on interpreting MAP data.	the schoolwide Action Plan - Spring trimester. (MJ) Involve trained faculty in planning.
3	Planning & Collaboration: - Use MAP data to inform planning units (Learning Continuum) or transitions, e.g. G7 to G8 English - Learning Support / EAL: Use MAP data to help build remedial or recovery plans. - Use MAP data in collaborative meetings, such as MS/HS grade level meetings - Use an MS/HS meeting for Quadrant Chart - Elementary shared unit planning - More collaboration between Grade 5 and Grade 6 - Professional learning re: Learning Continuum, Class breakdown - Sharing what we learned about where students end up (Grade 10) useful for elementary as well as MSHS.	Departments can be encouraged to check Learning Continuum before planning units or when academic concerns in a cohort arise. MYP opens meeting by showing Class breakdown by RIT	
4	Parent Communication / Education: - Help students and families in understanding the Student Profile and the Family Report. - Parent session: Starting with assessment in MYP, could lead to MAP Family report eventually	Brodie and Stephanie allot a class for G6 and G7 to understand their Student Report	

WASC Mid-cycle Report Process 2020-21: How can we engage all stakeholders?

Stakeholder groups:
1. Faculty
2. Parents
3. Students
4. SIS
5. Staff
6. KG

Engagement Strategies:
1. Communication - on WASC and progress - report and visit.
2. Focus group discussions - to gather qualitative data
3. Surveys on specific topics - to gather quantitative data

Stakeholder group	Strategy	Engagement	Date	Follow up in mid-cycle report	Follow up date by
Faculty	Communication	'WASC News' updates in weekly communications to faculty from the leadership team.	Beginning Sun 25 Oct	Collate updates and include a link to the summary of updates doc in the report.	Fri 19 Feb
Faculty	*Focus group*	*Possible school section discussion re any issues specific to: PYP, MYP, DP*	*Nov / Dec ?*	*Minute the discussions. Write up summary comments for inclusion in the report.*	
Faculty	Focus group	Whole faculty cross programme groups to discuss Section 4 progress (critical areas for follow up).	Wed 16 Dec	Minute the discussions. Write up summary comments for inclusion in the report.	Fri 15 Jan
Faculty	*Survey*	*Possible whole faculty survey:* *Faculty responds to statements on a 1-5 scale - quantitative data.* *Include some comment boxes for qualitative data.*	*Jan ?*	*Include the survey questions in the report and summary data.*	

		c. 10 statements in total?			
Faculty	Focus group	Whole faculty cross programme groups - reflection on report Section 4 draft	Wed 27 Jan	Minute the discussions. Review and edit the report.	Mon 8 Feb
Parents	Communication	'WASC News' in HOS weekly email to parents	Beginning Sun 1st Nov	Collate updates and include a link to the update doc in the report.	Fri 19 Feb
Parents	Communication	Parent Info Event: Zoom meeting open to all about school accreditation, WASC and the reporting / visit process. Particularly recommended for families new since 2018.	Early January	Include links to the presentation and details of parent Q&A in the report.	Mon 30 Nov
Parents	Focus Group	Education Committee zoom discussion re school progress in terms of wasc identified areas for follow up.	Late January		
Parents	*Survey*	*Possible survey to reach out for feedback from a wider group and to collect quantitative data.* *USe PTA parent rep network to encourage responses.*	*Early Jan*	Include the survey questions in the report and summary data.	*Late Jan*
Students	Communication	MS/HS - brief info provided on WASC accreditation: what it is and how it helps us. (Eg info could be presented in a short homeroom or long homeroom and an opportunity for questions.) Explain briefly about the role of the focus groups and the survey in enabling the student view to be heard.	Dec		
Students	Focus Group	Discussions of 2018 wasc report critical areas for follow up with small groups of students of different ages. Perhaps 5 to 7 students in a group. Four different groups: Upper Elementary, Middle, High.	Dec	Minute the meetings and include summary of key points in the report.	End of Jan

Students	Survey	For G4 upwards. Students respond to statements on a 1-5 scale - quantitative data. Include some comment boxes for qualitative data. c. 10 statements in total?	Dec		
SIS	Communication	Communicate report process and progress to SIS admin and teachers. Provide open-ended offer to give further info and respond to questions.	Monthly beginning last week of Oct.		
Staff	Communication	Communicate report process to SOIS staff. Provide open-ended offer to give further info and respond to questions.	Nov		
KG	Communication	Executive Committee - communicate report process and progress to the Executive Committee regularly.	Beginning in November	Summary description in the report.	By mid Feb
KG	Communication	KG Assessment Office - provide verbal and written updates on progress as required by the Assessment Office annual calendar.	Ongoing	Include description KG Assessment Office process and the OIS action plan in the WASC mid-cycle report. Also include the KG AO calendar of meetings and reporting.	By mid Feb

OIS / KG Medium Term Plan

<table>
<tr><td colspan="3"></td></tr>
<tr>
<td>中期計画
（2019〜2021）</td>
<td>大阪インターナショナルスクール

責任者名:Myles Jackson</td>
<td>各学校での承認
年　月　日　　会議体名</td>
</tr>
</table>

【3年間の運営方針】3 year operational objectives	【3年後のありたい状態】 State 3 years from now
１．人材育成、教育の方針 Human resource development, educational objectives KG school motto → OIS school mission Mastery for Service → Informed, caring creative individuals contributing to a global community. OIS will deliver a high quality K-12 education based upon the curricular framework of the three IB (PYP, MYP, DP) programmes. IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	Clear understanding from the whole community of the mission, the goals of the school and its role within the foundation.
２．児童・生徒獲得の方針（箇条書きもしくは文章で） Objectives for student enrollment ● Local and international recruitment 　Advertising and outreach 　Overseas recruiting fair/agent relations ● All grades at or above published numbers 　K-2 and 11, 12 in particular	To have met the goal of a 300 student population for OIS.

３．中期的な課題（箇条書きで） Medium term topics

Medium term topics drawn from the work done with WASC and IB as well a recognition of operational issues important to the long term future of the school.

1. Facility improvement
2. Resource management - budget transparency
3. Assessment
4. Learning support structure
5. Professional collaboration
6. Enrollment
7. Personnel & professional development

【重点施策】main strategies (中期的課題を解決するための重点施策を箇条書きしてください。「中期総合経営計画」の実施計画がある場合は、第1順位にしてください。優先順位の高いもの5つ程度）	【中期総合経営計画　実施計画】として取り組むものに○。
1 Visibility of Kwansei Gakuin as an integrated educational organization along with permeation of the Kwansei Gakuin identity OIS to become visibly aligned with the Kansai Gakuin identity in terms of providing education based on the principles of Christianity, promoting Mastery for Service, and the KG Global Competencies.	○
2 Facility improvement Senri Campus facility improvement plan	
3 Enrollment Advertising targeting local community Advertising and recruitment targeting overseas students (GFP) Clear goal for 2019 incoming head of school	
4 Assessment & Learning Support Commitment to systems for monitoring and managing assessment (MAP, ManageBac) system to support assessment practice. Professional development for all components.	
5 Personnel and professional development Expand professional development opportunities. Consider terms of employment within the context of Japanese international schools as well as further afield in Asia and beyond.	

【3年間の取り組み状況（中期計画）を測る指標】

Indicators for measuring the status of three-year initiatives (the medium-term plan)

1. KG alignment
2. Annual surveys to parents, teachers and students. A range of questions about campus facilities.
3. Maintain high enrollment.
4. Data driven dialogues based on standardised test data (MAP) used to set targets.
5. All full time faculty, leadership and governance team members take part in annual professional learning.

指標名 indicator	指標の定義 Indicator definition	2019年度	2020年度	2021年度
1 OIS of Kwansei Gakuin identity Education and identity permeation	Number of OIS education programs and student permeation			School year 2021: Conducted once a term at each grade level/percentage of permeation 70%
2 Annual surveys to parents, teachers and students. A range of questions about campus facilities.	Percentage of stakeholders 'satisfied' or 'very satisfied' in every category.	<Goal> 50% ＜Performance＞ Not achieved yet: Planned for end of school year (spring 2020).	<Goal> 70% ＜Performance＞ 1. Due to coronavirus, the 2020 campus improvement plans for genkan and library renovation are postponed. 2. Sports field replacement has been successfully completed during July & August. 3. Stakeholder survey re facilities postponed due to coronavirus.	<Goal> 90% ＜Performance＞
3 Maintain high enrollment and aim for 80%+ boarding capacity, in balance with SIS numbers.	a) Enrollment consistently at or above 280. b) GFP at or above 5 students.	<Goal> 280 students including 5 GFP ＜Performance＞ Achieved in December 2019.	<Goal> 290 students including 10 GFP ＜Performance＞ Due to coronavirus, considerable volatility in international student enrolment. Sept 2020 enrolment at **265**.	<Goal> 300 students including 15 GFP ＜Performance＞

		OIS GFP Boarding programme suspended due to coronavirus. At present there are n**o GFP students.**. OIS Local boarding programme: **1 student.** Reduction due to coronavirus related issues. Post corona: boarding programme expansion depends on possibility of WASC standards alignment.	
4 Data driven dialogues based on standardised test data (MAP) used to set targets.	Annual whole school attainment targets for individual growth to be set for: 1) Maths and 2) Reading or Writing.	<Goal> a) Targets set for 2020. b) OIS average attainment above international school norms.	<Goal> a) Targets reached for maths & reading/writing. b) Average attainment above international school norms.	<Goal> a) Targets reached for maths & reading/writing. b) Average attainment above international school norms.
		＜Performance＞ Spring 2020 MAP tests cancelled due to coronavirus. Comparison with previous learning data not possible.	＜Performance＞ MAP tests for Grade 1 to Grade 10 scheduled for October 2020. Data analysis by OIS Curriculum Leadership Team will take place in Nov / Dec and targets identified. Repeat process planned for May/June 2021 and comparison of data sets.	＜Performance＞
5 All full time faculty, leadership and governance team members take part in annual professional learning.	Professional Development can be: internal or externally delivered.	<Goal> 1 day	<Goal> 2 days	<Goal> 3 days
		＜Performance＞ Goal met:	＜Performance＞	＜Performance＞

|		January 2019 Weekend PD workshop Jump! foundation. All OIS full time teachers took part.	From December 2020 to March 2021, all OIS full time teachers will receive equivalent of two full days of PD training in CSE (Comprehensive Sexuality Education). Workshop leader: Susie March. www.susiemarch.com	

【目標や実績を踏まえた次年度に向けた展望】（2019年10月時点）

Outlook for the next year

As the incoming Head of School, I have been evaluating our current situation with regard to the OIS Action Plan 2018-23. The targeted areas for improvement were highlighted in our WASC and IB accreditation reports. Progress is currently being made in each of the target areas and the specific goals set out in this document will help to drive continued school improvement into the future. They provide a clear and measurable focus for our school development.

We are also reviewing all other areas of school operations: administration, teaching and learning. Our general school planning will ensure that all other school activities necessary for WASC & IB will remain secure and exceed required quality levels.

Mid-Cycle Comment (Sept 2020)
All OIS plans have been impacted by the coronavirus. We expect that managing the coronavirus situation will continue to be a primary focus of the school for the remainder of the 2020-21 academic year and beyond. For this reason, it is we will maintain our focus on our long term planning objectives as we go through the pandemic and aim for continuity and stability.

取り組みの全体像（イメージ） Overview of plan (image)

OIS School-wide Action Plan - Focus Areas
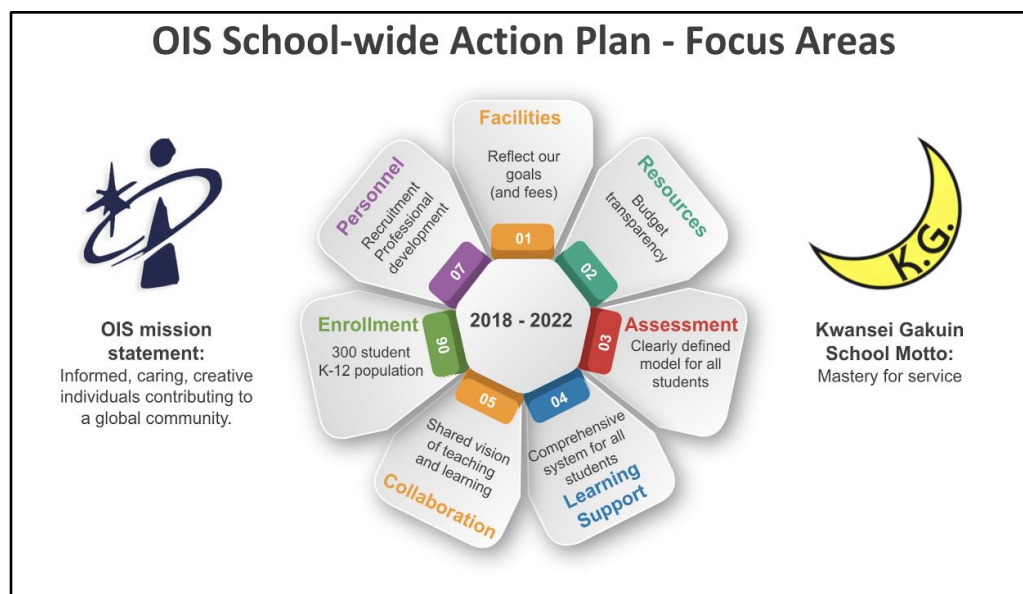
Link to OIS Action Plan: Pre-corona OIS Action Plan. Last update Feb 2020

以上

以上

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2018 WASC Report - Boarding Programme Issues WASC報告書　寮制度についての問題点

Key Issues to address　解決すべき問題	Possible actions to address issues 考えられる解決策	Notes / comments/ actions
1. The Visiting Committee agrees with the suggestion of Focus Group F that dorm students complete a questionnaire annually to evaluate the program and provide feedback to the school's leadership. This type of questionnaire should also be extended to the parents of dorm students. WASC学校訪問委員会は、寮生に対して、寮制度の評価と学校管理職へのフィードバック提供のために、毎年アンケート調査を実施すべきであるとのフォーカスグループFの提案に同意する。同様のアンケート調査は寮生の保護者にも実施すべきである。	Annual student feedback survey and parent survey. Use feedback for improvement planning 年に1度保護者と生徒にアンケート調査を実施。フィードバックに基づいた改善策を策定	
2. The Visiting Committee recommends that the school's leadership reevaluate the adequacy of faculty training and qualifications for their assigned positions. WASC学校訪問委員会は、学校管理職が、教職員研修とおのおのの職務に対する資格の妥当性について再評価すべきだと提言している。	Evaluate the adequacy of training and qualifications of dorm employees in relation to WASC standards. (see standards below) WASC基準（下記参照）に準拠した寮職員の研修と資格の妥当性を評価する	
3. The OIS leadership should ensure that there are a sufficient number of international activities that promote and engage dormitory students in cultural interactions. As stated in the 2017 Substantive Change report, simply providing shared living space and providing opportunities without encouraging interactions are inadequate. OIS管理職は、寮生の文化的交流参加を促進するに足る充分な数の国際的な活動を保証する必要がある。2017年の重点変革事項報告書で述べられているように、共有の生活スペースを提供するにとどまり、相互交流を促進することなく機会を提供するだけの現状は不十分である。	Establish a programme of activities for boarders. 寮生対象のアクティビティプログラムの設置	
4. The 2018 Visiting Committee reiterates the recommendation in the 2017 Substantive Change report that OIS needs to ensure that it is meeting its pastoral care responsibilities in supporting boarding school students. 2018年のWASC学校訪問委員会は2017年の重点変革事項報告書に記載のOISが寮生をサポートする際の心のケアを充分に行うことの必要性について繰り返し述べている。	Write a plan pastoral care provision in relation to WASC standards. (see standards below) WASC基準（下記参照）に準拠した心のケアプランの構築	
5. The outsourcing contract for maintenance and security has left the school with some care issues for dorm students.		

寮母機能と警備を外部委託したことにより寮生ケアの面で弊害が発生した。		
6. The provision for the welfare and care of students under the outsourcing and dorm parent model is not as good as it could be. 寮生の心の安定とケアという面において、外部委託と寮長という仕組みは上手く機能していない。		
7. The lack of a contracted female caregiver at the dormitory itself is surprising. 寮に直接雇用の寮母が存在しないことは驚くべきことである。	Hire a female caregiver to run the dorm full-time. 寮を担当するフルタイム寮母の雇用	This has been approved to take place in April 2022. She will live in the 1st floor apartment in the dorm building, near the main entrance.
8. The out-of-office hours provision for sick students appears limited. 病気で学校を休む生徒に対する時間外のケアは限られている。		
9. The inability of sub-contracted staff to give students guidance and supervision is of concern. 外部委託スタッフは生徒を指導・監督できないことが懸念事項だ。		

WASC Standards for boarding programmes are as follows:

寮制度に関するWASC基準は以下の通り

Category F1. - Boarding Program (Japanese follows/日本語版は次ページにあります）
- The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.
- The boarding program embraces the school's vision, mission, and supports student achievement of the schoolwide learner outcomes.
- There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and schoolwide learner outcomes. There is a well-established appeal process related to decisions made related to students in the boarding program.

- There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.
- The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.
- The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.
- There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.
- There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.
- The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.
- The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.
- There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school's mission, vision, and schoolwide learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.
- There is a process for an ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.
- The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology, etc.

Category F1. - Boarding Program　カテゴリーF1. 寮制度

- 学寮制度は、学校の設立目的を尊重し、学校の教育プログラムを補完し、生徒個人の成長および学力向上に寄与するものである。
- 学寮制度は、学校のビジョン、ミッションを尊重し、学校の求める学習者像への達成に向けて生徒をサポートする。
- 学寮制度が学校のミッションやビジョン、学校の求める学習者像に沿って十分に明文化された学校の到達目標や規程、手順と整合性があることを諮る委員会を置く。学寮制度の元で下された寮生への処分に関して、不服申立てができる確固とした制度があるものとする。
- 学寮制度のあり方は運営母体、管理職、教職員、生徒、保護者からの理解と完全なサポートを得るものとする。
- 運用手順と制度の導入は学寮制度の到達目標を支持し、安全衛生管理対策を包括する。

- 学寮制度で雇用する職員は、寮生の安全、健康的で健全な育成環境を確保するために、寮生の年齢やニーズに応じた、経験豊富で、性格、能力、知識を備えた的確な人材であるべきである。

- すべての学寮職員は、継続的に指導され、評価され、専門的な研修の機会が与えられるべきである。

- すべての学寮職員には、学寮制度の到達目標に向けて確実に対応できるように、必要に応じたサポートが提供される。

- 学寮制度の在り方は、生徒の多様性と個人的なあるいは学習上のニーズに呼応し、それを尊重すべきである。

- 学寮職員は寮生をあらゆる面でサポートするために、保護者あるいは親権者と密接に連携し、定期的に連絡を取り合う。保護者または学校の法的権限下にある寮生の明確なあるべき姿やその監視方法を含む。

- 学習面や生活面でのサポートについて計画的なプログラムがあり、それらは寮生にとって不可欠なものであると同時に、学校のビジョン、ミッション、学校の求める学習者像を支えるものである。学寮職員は教員と連携し、カウンセリングによる心のサポートを行うあるいは推奨することが職務のひとつである。

- 学校の到達目標に関連する学寮制度の全項目について継続的に評価するプロセスが存在すること。この評価は入念に策定された短期および長期計画の実施において学寮職員を助ける役割を担う。

- 健全に機能する学寮とは以下の観点で学校の到達目標に基づく定期的な評価を実施すべきである。寮生数に対する職員数の割合、寮生ひとり当たりの個人居住面積、医療サポート・洗濯・食事・交通手段・テクノロジー等の基本的なサービス。

Boarding Programme - proposals for meeting WASC standards

	Item	Full time / Part time	Description
1	Female house parent	Full time	School to appoint a female, live-in house parent to provide care. ・Should have training in related issues, such as child protection, and demonstrate an understanding of WASC standards. ・Hours: mornings before school, after school and at weekends. Systematic checking on the wellbeing of students & monitoring of academics. ・Fluent in English & Japanese ・Plan and lead programme of activities.
2	Assistants /house parent	Part time	The assistant house parent is on duty during the House Parent's days or evenings off. ・Male or Female. ・Fluent in English & Japanese
3	Intern	Part or Full time	A live-in intern with skills in an academic area, eg science, music or sports. (A resident artist is another possibility.) ・Female. ・The intern lives in the dorm. ・works in the school but lives type position would usually just pay a small rate in return for accommodation.
4	Programme leadership		・A principal to have overall responsibility for leading and managing the boarding programme. ・Monitoring student wellbeing. ・Planning programme development. ・Annual programme evaluation.
5	Activites, trips and events.		・Weekend opportunities for shopping, outdoor activities & cultural experiences. ・Social activities - movies, celebrations etc.
6	Greater access to facilities		・Evening & weekend access to facilities for sports, arts and study.

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2	Assistants /house parent	Part time	The assistant house parent is on duty during the House Parent's days or evenings off. ・Male or Female. ・Fluent in English & Japanese

2017年3月まで「嘱託事務職員（第1類）」が本業務を担当。実働7時間（勤務を朝、夕方～夜間に2分）　週5日勤務。
「アルバイト職員」2名が上記職員の不在時間を補完。①実働6.5時間（中間通し）週1日（土）勤務。②実働8時間（勤務を朝、夕方～夜間に2分）週2日勤務。3名体制で1週7日のハウスマザー常駐体制を組んでいた。年間500万程度の人件費。

【課題】
・改正労働基準法（労働時間設定改善法改正等含む）等により、より厳格な就業管理がともめられる中、直接雇用はリスクが高い。
・千里国際キャンパス関係規定によると、出張旅費規程が適用されるのは2010年以降継続して雇用されている嘱託事務職員となっており、当該役割を嘱託事務職員で検討する場合、研修のための出張等の取扱いなど、規定改正を行う必要がある。専任事務職員として雇用する場合も、現在の規程内での運用は難しい。
・最低賃金の改正により、人件費は当時よりも増額することが予想される。

Boarding Programme - proposals for meeting WASC standards

	Item	Full time / Part time	Description
1	Female house parent	Full time	School to appoint a female, live-in house parent to provide care. ・Should have training in related issues, such as child protection, and demonstrate an understanding of WASC standards. ・Hours: mornings before school, after school and at weekends. Systematic checking on the wellbeing of students & monitoring of academics. ・Fluent in English & Japanese ・Plan and lead programme of activities.
2	Assistants /house parent	Part time	The assistant house parent is on duty during the House Parent's days or evenings off. ・Male or Female. ・Fluent in English & Japanese

Until March 2017, "Temporary Administrative Staff (Type 1)" was in charge of this job. Working 7 hours (morning and from evening to night), 5 days a week.

Two "part-time staff" supplement the absence of the above staff. (1) Working 6.5 hours (intermediate), 1 day a week (Saturday). (2) He worked 8 hours a day (2 minutes during the morning and evening to night), and worked 3 days a week, working 7 days a week. About 5 million labor costs per year.

【Challenge Point】

・While stricter employment management is required by the revised Labor Standards Law (including the revision of the Working Hours Setting Improvement Law), direct employment has a high risk.

・ According to the Senri International Campus-Related Regulations, the Travel Expenses Regulations apply only to contracted clerks who have been continuously employed since 2010. It is necessary to revise regulations, such as the handling of business trips. Even when hiring as a full-time clerk, it is difficult to operate within the current rules.

・Due to the revision of the minimum wage, labor costs are expected to be higher than at the time.

	Item	Full time / Part time	Description
3	Intern	Part or Full time	A live-in intern with skills in an academic area, eg science, music or sports. (A resident artist is another possibility.) ・Female. ・The intern lives in the dorm. ・works in the school but lives type position would usually just pay a small rate in return for accommodation.

・千里国際キャンパス関係規程においてどの雇用形態に合致するのか検討する必要がある。
・寮の住込みについては、ハウスマスターの居住空間の他には管理人が常駐する空間の仮眠室2部屋しかない状態であり、仮にこのようなスタッフを住込みで雇う場合、寮の改修を伴うため、収支改善の具体策とともに要望を出す必要がある。

	Item	Full time / Part time	Description
4	Programme leadership		・A principal to have overall responsibility for leading and managing the boarding programme. ・Monitoring student wellbeing. ・Planning programme development. ・Annual programme evaluation.
5	Activites, trips and events.		・Weekend opportunities for shopping, outdoor activities & cultural experiences. ・Social activities - movies, celebrations etc.
6	Greater access to facilities		・Evening & weekend access to facilities for sports, arts and study.

・寮費に加えて徴収する必要がある。SIS生の取扱いをどうするのか？

	Item	Full time / Part time	Description
3	Intern	Part or Full time	A live-in intern with skills in an academic area, eg science, music or sports. (A resident artist is another possibility.) ・Female. ・The intern lives in the dorm. ・works in the school but lives type position would usually just pay a small rate in return for accommodation.

・It is necessary to consider which employment form fits in the Senri International Campus Regulations.
・ For dormitories, there are only two nap rooms where the manager resides in addition to the house master's living space.
It is necessary to make a request together with concrete measures to improve the income and expenditure.

	Item	Full time / Part time	Description
4	Programme leadership		・A principal to have overall responsibility for leading and managing the boarding programme. ・Monitoring student wellbeing. ・Planning programme development. ・Annual programme evaluation.
5	Activites, trips and events.		・Weekend opportunities for shopping, outdoor activities & cultural experiences. ・Social activities - movies, celebrations etc.
6	Greater access to facilities		・Evening & weekend access to facilities for sports, arts and study.

・It must be collected additional dormitory fee. How about SIS students in dorm?

寮の運営体制

生徒寮の管理の基本的な内容

1. 居住環境の維持（日常清掃など）
2. 寮生の管理（教育的側面、日常の体調管理、見守り）
3. 設備面のメンテナンス

責任者
・SIS 校長（Educational leadership）
・OIS 校長（Educational leadership）
・SIS/OIS 事務長（Business office）

- ハウスマスターはOIS生含め寮全体の管理責任者
- 夜間の緊急時対応の学校側第1対応者

女性のハウスペアレンツ
【役割】①朝・晩の生徒の心身の状態チェック
　　　　②寮における交流事業、教育的な事業の企画・推進
　　　　（主として週末の対応）
【条件】・日、英に堪能
　　　　・WASCなどが設ける研修に参加できること

2.寮生の管理業務のうち、主としてGFPの生徒を中心に責任を持つ
加えて、
GFP生を在留資格「留学」として受け入れるにあたっての諸業務（市役所での住民登録 ・健康保険の加入等）

保護者

- 日常のやり取り
- 緊急時対応

寮運営／管理リーダー
House Parents
・ハウスマスター（1名）
・ハウスマザー（1名）

- 日常業務報告
- 緊急時報告
- 設備面の不備等報告

委託契約
委託契約先の業者を変更

-生徒の生活面についても管理できるノウハウを持つ業者に変更する。
-日・英対応可能な方。

寮の管理業務のうち、
1. 居住環境の維持および
2.日常の寮生の管理を行う

- 寮内の交流促進
- 教育的指導
- 悩み等の相談対応

Dorm "Akebono"
Students

- 寮環境の維持
- 寮生の日常見守り
- 交流事業補助

Dormitory Management System

Basic contents of dormitory management
1. Maintenance of living environment (daily cleaning, etc.)
2. Dormitory management (educational aspects, daily physical condition management, watching over)
3. Equipment maintenance

Responsible person
・SIS principal（Educational leadership）
・OIS principal（Educational leadership）
・SIS/OIS office manager（Business office)

- House master is responsible for the entire dormitory including OIS students
- First responder in the school for nighttime emergency response

Female House Parents
Role: 1) Morning and evening students' mental and physical condition,
2) Planning and promotion of dormitory exchange and educational business(Mainly on weekends)
Conditions: English and Japanese fluently
Able to attend the WASK workshop

Mainly manages GFP students Plus we would like to do such works as below
- Various tasks for accepting GFP students as "College Student" status of residence
- Residence Procedure At the city Hall (Resident registration , Health insurance, etc.)

**Management / Operation leader
House Parents**
・House master（1 person）
・House mother（1 person）

Guardian

- Daily exchanges
- Emergency correspondence

- Daily work report
- Emergency report
- Insufficient equipment reports

**Consignment contract
Change of Contract Company**
- Change to a company that has the know-how to manage student life.
- Those who can speak Japanese and English.

**Basic contents of dormitory management
Contents No.1 and part of No.2**

- Promotion of exchange in the dormitory
- Educational guidance
- Consultation for trouble

Dorm "Akebono"
Students

- Maintain dormitory environment
- Dormitory life watch
- Exchange business assistance

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1　入寮者の受入に関する業務　★要確認
　①入居者セットの準備・配布
　②居室設備・共有施設の使用方法、インターネットの接続方法の説明
　③メールボックス、表札、下駄箱のネームプレートの付け替え
　④寮内規則説明
　⑤非常時の避難方法説明
　⑥入居日の鍵引き渡し
　⑦学校様への受入事務終了の連絡（日報にて）
　⑧入居前の基本設備点検（水回り・空調・電気灯の動作確認）

2　寮生の状況管理
　①門限延長届の受理
　②外泊届の受理

3　日常業務
　①郵便物、宅配物等の仕分け配布（メールボックスの管理）
　②外来者の受付、電話の対応
　③宅配便の預かり、代引き金の預かり、支払い代行
　④鍵預かり
　⑤管理業務日報の作成、報告
　⑥施設・備品・消耗品の破損・紛失状況等の確認（巡回点検）。
　⑦部屋のエアコンや電灯等の点検。
　⑧共用部の清掃業務（作業基準表別表※）、ごみ出し、ごみ集積場（寮前）の管理
　　※洗濯室の整理・整頓、掃除。キッチンの洗い物の皿等の整理・整頓、掃除
　　　浴室の整理、掃除
　　　週に1度？程度…窓掃除、高所の掃除、水廻りのカビキラー、パイプ掃除
　⑨体調の悪い生徒への軽食手配
　⑩病院への付き添い　（日中のみ）
　⑪機械警備の操作（閉寮時等）

4　寮生の疾病・怪我など緊急時の対応・報告
　①急病者の状況確認、学校様への報告
　②近隣病院の案内
　③急病者の救急手配
　④関係各所への緊急連絡

5　退寮手続き
　①居室の破損・汚損・紛失等点検、記録（明らかに目視で確認できる程度）
　②鍵の回収
　③貸し出し備品の回収
　④居室における残留物の撤去（学校様より指示）
　⑤居室の簡易な清掃、学校様への報告
　※2019年度より　特別・退室後清掃費用を確保・対応できるようにしている
　（特別清掃）
　　　・カーペット洗浄、フローリング調シート洗浄ワックス作業
　　　・浴室、シャワーユニット特別清掃（洗浄及びカビ除去、防カビ在塗布）
　　　・トイレ特別清掃（便器洗浄、床面洗浄）
　　　・共用キッチン水廻り清掃（シンク洗浄）
　　　※小便器尿石除去
　（退室後清掃）
　　　・1室片側のみ退室の場合
　　　床面除塵清掃（家具等移動し、床前面を除塵）
　　　家具一式拭き上げ（ベッド、机、椅子、棚）
　　　扉、窓拭き上げ（窓は内窓のみ）
　　　・一室退室の場合
　　　床面除塵清掃（家具等移動し、床前面を除塵）
　　　家具一式拭き上げ（ベッド、机、椅子、棚）
　　　扉、窓拭き上げ（窓は内窓のみ）
　　　カーテン洗濯（取り外し、洗濯、取り付け）
　　　エアコンフィルター2枚　除塵含む

6　寮内イベントの実施に関する業務
　①資料掲示
　②会場説明・撤去、参加予定者の確認、受付、撮影
　③会場清掃補助
7　防災に関する対応
　①天災、火災、犯罪等緊急事態発生の際は、一次対応を行うと共に、速やかに関係者に連絡する
　②台風時等の対策（荷物などの撤去、窓閉め）

　┌─────────────────────────┐
　│青字部分追記
　│青色掛け部分は項目を追加
　│黄色掛け部分は委託業者に依頼するか確認が必要な部分
　└─────────────────────────┘

1．Work related to accepting dormitories ★ Confirmation required
① Preparation and distribution of resident set
② Explanation of how to use room facilities and shared facilities, and how to connect to the Internet
③ Replacement of name plate of mailbox, nameplate, clog box
④ Explanation of rules in the dormitory
⑤ Emergency evacuation instructions
⑥ Delivery key on the day of entering
⑦ Notification of the end of acceptance work to the school (by daily report)
⑧ Basic equipment inspection before moving in (water supply, air conditioning, operation check of electric light)

2．Dormitory status management
① Receipt of curfew extension notification
② Acceptance of Overnight Notification

3．Daily work
① Sorting and distribution of mail, home delivery, etc. (mailbox management)
② Reception of outpatients, telephone support
③ Delivery service, cash on delivery, payment service
④ Key storage
⑤ Creation and reporting of management daily reports
⑥ Confirmation of damage / loss of facilities, equipment and consumables (patrol inspection).
⑦ Check the air conditioner and lights in the room.
⑧ Cleaning work in common areas (work table separate table *), garbage extraction, management of garbage collection point (in front of dormitory)
* Cleaning, tidying and cleaning the laundry room. Arrangement, tidying, and cleaning of kitchen dishes, Organizing and cleaning the bathroom
Once a week? Degrees: Window cleaning, high altitude cleaning, mold killer around water, pipe cleaning
⑨Arrangement of snacks for students who do not feel well
⑩Companion to the hospital (Daytime only)
⑪Operation of mechanical security (when closing a dormitory, etc.)

4．Emergency response and reporting such as dormitory sickness and injuries
① Confirm the status of sudden illness and report to school
② Guide to neighboring hospitals
③ Emergency arrangements for the suddenly ill
④ Emergency contact to related places

5．Dormitory procedure
① Inspection and recording of damage, stain, loss, etc. in the living room (to the extent that it is clearly visible)
② Key recovery
③ Collection of rental equipment
④ Removal of residue from living room (instructed by school)
⑤ Simple cleaning of living room, report to school
* From fiscal 2019, we have been able to secure and respond to special and post-room cleaning costs.
(Special cleaning)
・Carpet cleaning, flooring sheet cleaning wax work
・Bathroom and shower unit special cleaning (washing and mold removal, anti-mold application)
・Toilet special cleaning (toilet bowl washing, floor washing)
・Common kitchen cleaning around sink (sink cleaning)
※ Urine urine removal
(Cleaning after leaving the room)
〈When leaving one room on one side only〉
・Floor dust removal cleaning (moving furniture etc., dust removal on the floor front)
・Wipe up furniture set (bed, desk, chair, shelf)
・Cleaning of doors and windows (windows are inner windows only)
〈In case of leaving one room〉
・Floor dust removal cleaning (moving furniture etc., dust removal on the floor front)
・Wipe up furniture set (bed, desk, chair, shelf)
・Cleaning of doors and windows (windows are inner windows only)
・Curtain washing (removal, washing, installation)
・ 2 air conditioner filters (dust removal included)

6．Work related to the implementation of events in the dormitory
①Posting materials
②Venue explanation / removal, confirmation of prospective participants, reception, shooting
③ Venue cleaning assistance

7．Disaster prevention
①In the event of an emergency such as a natural disaster, fire, crime, etc., take the primary measures and promptly contact relevant persons
② Countermeasures in case of typhoon (removal of luggage, closing windows)

青字部分追記
青色掛け部分は項目を追加
黄色掛け部分は委託業者に依頼するか確認が必要な部分

OSAKA INTERNATIONAL SCHOOL of KWANSEI GAKUIN

Strategic Plan Summary (Parents)
for the ACS WASC & IB accreditation cycle 2018 -2022

Introduction

In the spring of 2018 the WASC and IB accreditation and authorisation visits and their respective reports were completed, moving us into the action plan cycle for 2018-22. The combined reports gave us seven growth areas to focus on during this period. Now approaching the mid-term interim report we have an opportunity to reflect upon the progress we have made, as well as to make adjustments in the light of covid, KG's 2039 Grand Challenge plans and other external forces.

Our plans are always underpinned by the larger vision and mission statements of both the foundation and the two schools and we should take this opportunity to remind ourselves of the mutually supportive roles these founding statements have in common.

Kwansei Gakuin and 'Mastery for Service'

Senri and Osaka International Schools are part of Kwansei Gakuin group which includes KG University and eight schools. The mission of the KG group is described on the KG website and is summarised by its motto, Mastery for Service, which is used or referenced in all KG schools.

Osaka International School of Kwansei Gakuin: Mission, Vision & Beliefs

MISSION
Osaka International School aims to develop students who are informed, caring and creative individuals who contribute to a global community.

VISION

Osaka International School and Senri International School were founded to bring together, for the benefit of returnee, national, and international residents of the Kansai region, the best of Japanese and non-Japanese educational ideas,

systems, and techniques into two schools which share a building, programs, curricula, philosophies, experiences, and goals.

ACHIEVING THE MISSION

We use The Five Respects and the IB Learner Profile to help OIS learners develop the necessary behaviours for achieving the mission of the school. These are summarised in the poster below.

Accreditation Cycle 2018 to 2022 - a review

The image below shows the timeline for our WASC and IB accreditation processes.

OIS SCHOOL DEVELOPMENT PLAN:

Drawn from the 2018 WASC and IB, the following seven areas have been selected as the focus of our school development through to the next accreditation in 2022-23.

1. FACILITIES

This is a key goal because it has the potential to help improve other goals like enrollment and attracting quality personnel. Through its 2039 Grand Challenge, Kwansei Gakuin has committed to investing significant funds to improve our campus. As a school and with our colleagues at SIS, we need to ensure that the improvements are aligned with our mission and vision and incorporate agreed upon expectations for international schools.

Link to facilities comments in the 2018 WASC Evaluation Report

Guiding questions for development:
- *How do we create that "wow" factor for our campus?*
- *How do we develop and reimagine existing spaces to achieve the original vision of our campus design?*
- *How do we create a facility that can evolve and adapt with rapidly changing developments in education?*

OIS Facilities Goal:
- *To have a campus that is attractive with a 'wow' factor, that is delightful to prospective families and current community members and improves teaching and learning. The main action will be to complete a Facilities Needs Assessment and Implement the Senri Campus Improvement Plan.*

2. RESOURCES

Many teachers commented to the visitors that the process for explaining purchase decisions and the amount of budget that teachers have to work with was unclear. The system is opaque and heavily involves the finance office at KG. Adding clarity is the goal in this area.

Link to resources comments in 2018 WASC Evaluation Report

Guiding question for development:
- *How can the budget and ordering process be more transparent?*

OIS Resources Goal:
- *Implement a more transparent resource allocations and budget management process. The main action will be to define and communicate to faculty members the annual expense submissions, process of prioritisation and budget allocations in the OIS operations budget.*

3. ASSESSMENT

We have several different assessments on campus. Examples include the MAP, PSAT, SAT, IB Diploma Exams, WIDA, etc. The issue here is to align them into a clear model for all students in which assessment informs teaching and learning and the model is transparent to all stakeholders. We also need to be sure we have tools to assess how well our students are meeting our Schoolwide Learning Objectives.

Link to assessment comments in the 2018 WASC Evaluation Report

Guiding questions for development
- *How do we use assessment data to demonstrate incremental student achievement over time?*

- *How do we ensure this is happening for all students including those who need language support or have other learning needs?*
- *How do we report this information to stakeholders and use it to guide teaching and learning decisions?*

OIS Assessment Goal

- *Refine the OIS Assessment Model. Reevaluate and formalize the school's assessment model to demonstrate to the school's key stakeholders incremental improvement in student achievement over time.*

4. LEARNING SUPPORT

OIS is making significant progress in this area in terms of adding a support teacher and other structures to help students who are struggling or have identified learning needs. We are at a stage where we need to consolidate these into a coherent, aligned program that incorporates all areas of learning support - pastoral care, English language support, counseling, etc. - that includes and involves all faculty and is shared with all stakeholders.

[Link to learning support comments in the 2018 WASC Evaluation Report](#)

Guiding questions for development

- *How do we redevelop and define the existing support roles, policies and structures to create a comprehensive learning support program?*
- *How do we ensure that we are meeting the social, emotional and learning needs of all of our students?*
- *How do we define "pastoral care" and how do we ensure all teachers have the training and support they need to properly implement it?*
- *How do we develop and present "learning support" as positive in the greater community?*
- *How do we develop a system to determine whether a class has room for an applicant with learning needs?*

OIS Learning Support Goal

- *Develop a more systematic and effective Learning Support (Inclusion) Program. Define for faculty, students and parents a well-organized, systematic effort of intervention and support for all students.*

5. COLLABORATION

Learning is more effective when teachers plan collaboratively. In IB programmes, collaborative planning is essential because the programmes are built on the understanding that learning is a holistic continuum without borders between subjects and that we are educating the whole child rather than specific aspects of an individual's development. IB documentation also specifies that teachers must plan collaboratively for both subject planning and whole school programme development. To achieve this, OIS teachers are increasingly using meetings at all levels to plan curriculum collaboratively and to share information effectively among all teachers working in particular grade levels (horizontal collaboration) and also across the school (vertical collaboration).

Guiding questions for development

- *What does collaboration look like in a small school when most teachers do not have a colleague teaching the same subject or grade level?*
- *How can teacher collaboration improve student learning and student wellbeing?*

OIS Collaboration Goal:

- *To build collaborative teams across grade levels and subject areas.*

6. ENROLLMENT

Competition for expatriate families and returnees in Kansai and Japan is strong and we need to continue to make our school a distinct and attractive option. Anecdotally, many applicants to our school say that what attracted them is our unique connection to Japanese culture with our sister school, SIS. Other comments include that we are a small school with big activities, again through our relationship with SIS. The most effective tool for recruitment and marketing are referrals from current and past families and thus we need to maintain our strong programs and develop our facility to ensure our reputation continues. We could also seek to make the Kansai community and the wider world more aware of us and what makes us unique, relative to other international schools and local schools offering the IB programs.

Guiding questions

- *What makes OIS unique and attractive to families?*
- *How do we build on our unique relationship with SIS to fully realize the founding vision statements and increase our stature as a unique international school?*
- *How do we develop a strategy to get this message out to potential students both in Japan and abroad?*

OIS Enrolment Goal

- *To work towards and sustain enrollment at full capacity (280).*

7. PERSONNEL

In order to continue recruiting and retaining outstanding teachers, the school is aiming to provide a range of professional development opportunities, including required IB training and other training that supports the objectives of this plan and the mission of the school. Continued support for teacher health, safety and wellbeing is also a high priority and this has been highlighted during the coronavirus pandemic.

Guiding questions for development

- *What are the factors that contribute to attracting and retaining outstanding teachers?*
- *What structures and systems in the school can ensure that teacher needs and concerns are recognised and responded to appropriately?*

OIS Personnel Goal

- *Increase professional development opportunities for faculty outside of IB-related development, such as instructional technology, inclusion and assessment.*

OSAKA INTERNATIONAL SCHOOL of KWANSEI GAKUIN

Strategic Plan Summary (Faculty)
for the ACS WASC & IB accreditation cycle 2018 -2022

Introduction

In the spring of 2018 the WASC and IB accreditation and authorisation visits and their respective reports were completed, moving us into the action plan cycle for 2018-22. The combined reports gave us seven growth areas to focus on during this period. Now approaching the mid-term interim report we have an opportunity to reflect upon the progress we have made, as well as to make adjustments in the light of covid, KG's 2039 Grand Challenge plans and other external forces.

Our plans are always underpinned by the larger vision and mission statements of both the foundation and the two schools and we should take this opportunity to remind ourselves of the mutually supportive roles these founding statements have in common.

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systems, and techniques into two schools which share a building, programs, curricula, philosophies, experiences, and goals.

BELIEFS THAT INFORM THE VISION

When the school was established the founders identified six beliefs that continue to inform our vision for the school. and these shared values are:

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 the opportunities 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.

ACHIEVING THE MISSION

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This is a key goal because it has the potential to help improve other goals like enrollment and attracting quality personnel. Through its 2039 Grand Challenge, Kwansei Gakuin has committed to investing significant funds to improve our campus. As a school and with our colleagues at SIS, we need to ensure that the improvements are aligned with our mission and vision and incorporate agreed upon expectations for international schools.

Guiding questions
- *How do we create that "wow" factor for our campus?*
- *How do we develop and reimagine existing spaces to achieve the original vision of our campus design?*
- *How do we create a facility that can evolve and adapt with rapidly changing developments in education?*

Link to accreditation report - Link to action plan

2. RESOURCES

Many teachers commented to the visitors that the process for explaining purchase decisions and the amount of budget that teachers have to work with was unclear. The system is opaque and heavily involves the finance office at KG. Adding clarity is the goal in this area.

Guiding question - How can the budget and ordering process be more transparent?

Link to accreditation report - Link to action plan

3. ASSESSMENT

We have several different assessments on campus. Examples include the MAP, PSAT, SAT, IB Diploma Exams, WIDA, etc. The issue here is to align them into a clear model for all students in which assessment informs teaching and learning and the model is transparent to all stakeholders. We also need to be sure we have tools to assess how well our students are meeting our Schoolwide Learning Objectives.

Guiding questions
- *How do we use assessment data to demonstrate incremental student achievement over time?*
- *How do we ensure this is happening for all students including those who need language support or have other learning needs?*
- *How do we report this information to stakeholders and use it to guide teaching and learning decisions?*

Link to accreditation report - Link to action plan

4. LEARNING SUPPORT

OIS is making significant progress in this area in terms of adding a support teacher and other structures to help students who are struggling or have identified learning needs. We are at a stage where we need to consolidate these into a coherent, aligned program that incorporates all areas of learning support - pastoral care, English language support, counseling, etc. - that includes and involves all faculty and is shared with all stakeholders.

Guiding questions
- *How do we redevelop and define the existing support roles, policies and structures to create a comprehensive learning support program?*
- *How do we ensure that we are meeting the social, emotional and learning needs of all of our students?*
- *How do we define "pastoral care" and how do we ensure all teachers have the training and support they need to properly implement it?*
- *How do we develop and present "learning support" as positive in the greater community?*

● *How do we develop a system to determine whether a class has room for an applicant with learning needs?*

Link to accreditation report - Link to action plan

5. COLLABORATION
PYP Action Plan

Learning is more effective when teachers plan collaboratively. In IB programmes, collaborative planning is essential because the programmes are built on the understanding that learning is a holistic continuum without borders between subjects and that we are educating the whole child rather than specific aspects of an individual's development. IB documentation also specifies that teachers must plan collaboratively for both subject planning and whole school programme development. To achieve this, OIS teachers are increasingly using meetings at all levels to plan curriculum collaboratively and to share information effectively among all teachers working in particular grade levels (horizontal collaboration) and also across the school (vertical collaboration).

Link to WASC action plan Link to MYP action plan

Guiding questions
● *What does collaboration look like in a small school when most teachers do not have a colleague teaching the same subject or grade level?*
● *How can teacher collaboration improve student learning and student wellbeing?*

6. ENROLLMENT

This is the key priority for the short-term and long-term future of the school. Competition for expatriate families and returnees in Kansai and Japan is strong and we need to make our school a distinct and attractive option. Anecdotally, many applicants to our school say that what attracted them is our unique connection to Japanese culture with our sister school. Other comments include that we are a small school with big activities, again through our relationship with SIS. The most effective tool for recruitment and marketing are referrals from current and past families and thus we need to maintain our strong programs and develop our facility to ensure our reputation continues. But, we also need to be sure that the Kansai community and the wider world is aware of us and what makes us unique relative to other international schools and local schools offering the IB programs.

Guiding questions
● *What makes OIS unique and attractive to families?*
● *How do we build on our unique relationship with SIS to fully realize the founding vision statements and increase our stature as a unique international school?*
● *How do we develop a strategy to get this message out to potential students both in Japan and abroad?*

7. PERSONNEL

In order to continue recruiting and retaining outstanding teachers, the school is aiming to provide a range of professional development opportunities, including required IB training and other training that supports the objectives of this plan and the mission of the school. Continued support for teacher health, safety and wellbeing is also a high priority and this has been highlighted during the coronavirus pandemic.

Guiding questions
- *What are the factors that contribute to attracting and retaining outstanding teachers?*
- *What structures and systems in the school can ensure that teacher needs and concerns are recognised and responded to appropriately?*

Student Learning Outcomes: KG & OIS

KG Student Learning Outcomes:

a) The KG Mission is as follows:

Kwansei Gakuin, as a learning community based on the principles of Christianity, inspires its members to seek their life missions, and cultivates them to be creative and capable world citizens who embody its motto, "Mastery for Service," by transforming society with compassion and integrity.

b) The KG Motto - Mastery for Service:

The KG university website is specific about the meaning of the motto.
https://global.kwansei.ac.jp/about/mission
     It states that 'Mastery for Service' refers to service to god. It is demonstrated by the service actions that people carry out.

c) The Kwansei Competencies:

According to the KG website, 'The Kwansei Competencies, which comprise the knowledge, skills and quality of character that all students should acquire by the time of graduation - irrespective of their department - are positioned as the underlying bedrock of education at the university. Every student at Kwansei Gakuin should gradually acquire these Competencies and continue to build on them.'

Kwansei Competencies

A wide breadth of knowledge and depth of expertise	An appreciation for diversity	Critical and logical thinking skills	The ability to act independently	The ability to pursue lifelong learning
The ability to build rich human relationships	The ability to reconcile conflicting values	The tenacity to overcome hardships	The enthusiasm to transform society	Integrity and dignity

OIS Student Learning Outcomes:

The SLOs for OIS consist of four main ingredients:

1. The SOIS mission - 'Informed, caring and creative individuals contributing to a global community.'
2. The 5 Respects - Self, Others, Environment, Learning, Leadership
3. IB Learner Profile - required for all IB schools
4. International Mindedness - required for all IB schools

The Kwansei Competencies and the OIS student learning outcomes have many concepts in common. It may be that OIS is already developing the Kwansei Competencies, but using different terms. Data gathered to monitor and evaluate the OIS student learning outcomes could also be used to show how the KG competencies are being taught and learned.

3. Comparison between the Kwansei Competencies and the OIS student learner outcomes:

Guiding Question - To what extent are Kwansei Competencies currently embedded in learning at OIS?

Kwansei Competency	Connections with OIS SLOs or practices: - the concepts may not be identical, but there may be connections in the way we teach and learn about them	Is the KG Competency covered by our SLOs or other programme?
A wide breadth of knowledge and depth of expertise	● Mission - Informed ● LP - Knowledgeable	Yes
Appreciation for diversity	● Mission - caring ● LP - open-minded, caring ● IM - yes ● Respects - respect for others	Yes
Critical and logical thinking skills	● LP - thinkers	Yes
The ability to act independently	● LP - risk takers, inquirers ● Student centred learning & inquiry based learning	Yes
The ability to pursue lifelong learning	● The LP as a whole - The IBO explicitly designed the LP to be a guide for becoming a successful lifelong learner. Their view is that if a student can demonstrate all 10 attributes, then they are likely to become a successful lifelong learner. ● Student centred learning & inquiry based learning	Yes
The ability to build rich human relationships	● Mission - caring ● LP - caring, communicators ● 5 respects - respect for others	Yes

	Also, many other activities in school are designed to encourage this on a day to day basis, but also through activities such as camps, community service, buddy systems etc.	
The ability to reconcile conflicting values	● International mindedness ● LP - open-minded, communicators, principled, reflective	Yes
The tenacity to overcome hardships	In many subjects and age groups, teachers promote tenacity, persistence, determination, resilience. ● ATL - self-management - practice responding positively to failure ● Growth Mindset	Yes
The enthusiasm to transform society	● Service programmes: PYP Actioneers, MYP Service & Action, DP CAS ● 5 respects - respect for leadership ● Jump! Foundation - leadership training	Yes
Integrity and dignity	● LP - principled ● 5 respects - respect for self	Yes

Observation: If OIS implements its SLOs well, then all KG SLOs would be effectively integrated. However, raising awareness among stakeholders of the connection to the KG SLOs will still require some specific actions, such as effective communication about the goals, the process and the outcomes.

Additional topics for follow up:

- IB mission & respect for faiths

- OIS Continuum of exposure / knowledge about KG

- Consider suitable activities, such as MS or HS trip to KG, or homeroom/assembly presentations about KG.

- Develop suitable goals and actions for 2021 onwards to work towards achieving the objectives set by KG.
  Consider incorporating this topic into the schoolwide action plan as a separate SLO section. (Currently, a number of SLO topics are already embedded in the action plan, such as in the facilities section (1.3).

SENRI & OSAKA INTERNATIONAL SCHOOL

Teacher-Librarian/ Technology for Learning Coach - Job Description

Purpose:
The main function of the Teacher-Librarian/ Technology for Learning Coach at OIS is to promote the development of the learner's relevant ATL skills and various literacies by providing leadership and support for learning. This will encompass the coordination of library services and resources as well as the application of educational technology tools in collaboration with the faculty. The Teacher-Librarian/ Technology for Learning Coach at OIS is expected to actively promote and support OIS's mission and values and be aligned with IB pedagogy.

In practice, the two aspects of this role are highly integrated, however in part 2 of the description below some additional points are included that relate specifically to the Technology for Learning role and digital literacy.

1. IB Teacher Librarian

Teaching and Learning
- Collaborate with teachers across all 3 programs to ensure library and tech curriculum skills are integrated into units and lessons.
- Collaborate with the PYP, MYP & DP Coordinators to develop the library's central role in learning at OIS, in line with the criteria for IB authorisation and the objectives of the action plans for each programme.

- Provide leadership related to all literacy and information literacy needs
- Develop and implement library and technology scope and sequence
- Develop and implement activities to enhance student learning
- Plan and conduct workshops for the community in response to identified needs
- Develop relevant print and digital book collections to support all 3 programs
- Develop literacy program and policy to support reading development
- Support faculty through co-planning, co-teaching, modelling and observing literacy practice in the classroom

Community Support
- Reading promotion such as book weeks and author visits, connection to school wide events
- Professional development for teachers on the use of online resources and ATL research and communication skills.
- Participate in induction for new teachers.
- Parent workshops

Program Administration
- Circulation and Processing:
    - Develop procedures for circulation and the processing of new resources
    - Maintain and develop relevant library policies
- Staff
    - Collaborate with SIS Teacher-librarian to ensure library systems are effective
    - Collaborate with SIS Teacher-librarian to ensure library environment supports community learning
    - Train support staff in procedures as needed
- Collection Development
    - Work with SIS Teacher-librarian to develop the collection
    - Use statistical data to maintain and weed out-dated and worn materials
    - Identify gaps in the collection for new purchase and replacement
    - Develop relevant print and digital book collections to support all 3 programs
    -
    -
- Budget
    - Identify gaps in the collection and online resources and select resources accordingly
    - Contact vendors to request quotes, invoices, arrange payment and for support
    - Maintain budget records
- Cataloging
    - Ensure the standardization of cataloguing
    - Adjust settings to ensure collection is accessible to community
    - Train support staff to maintain a level of quality

2. Technology for Learning Coach

Teaching and Learning
- Collaborate with teachers across all 3 programs to ensure library and tech curriculum skills are integrated into units and lessons.
- Develop a digital literacy curriculum in collaboration with IB Coordinators and teachers, with a particular focus on supporting ATL development across the IB programmes and the International Society for Technology in Education (ISTE)
- Support faculty through co-planning, co-teaching, modelling and observing to support effective learning and

use of technology skills
- Systematically gather qualitative and quantitative data to assess progress and set targets for further development.
- Establish regular use of pilot projects to assess new technologies and resources prior to further investment or roll out across the school.
- Source and share relevant apps and programs to support all 3 programs
- Develop digital literacy program and policy to support development of digital ethical citizens

Community Support
- Provide professional development for teachers on different apps that can be used to promote learning in their curriculum
- Actively promote school through social media and encourage and model posts for faculty
- Host parent workshops to support understand of information and digital literacy

Program Administration

Development:
- Through regular meetings of the OIS Technology Committee, enable teachers to share in the process of digital learning development. Make minutes available and share actions with teachers and admin. Include details of actions in the OIS Action Plan.
- Identify apps and software that can support technology for learning integration, bearing in mind benefits for teaching and learning.
- Gather and analyse data to assess usage of subscriptions and apps for learning
- Ensure there are balance of apps used across all 3 programs
- Collaborate with the business office and the admin team in regards to hardware requirements.

Budgets:
- Collaborate with the admin team to supervise the effective use of the technology budget.
- Analyze data of usage and observational data to help inform budget decisions.
- Contact vendors to request quotes, invoices, arrange payment and establish a relationship for support with support from the Finance Department

Accreditation:
- Provide feedback on technology for learning development for the purpose of WASC accreditation and IB authorisation.

Last updated: August 2020

OIS WASC Action Plan 2018-23 (2020 Update)

The plan below is a plan for re-accreditation with WASC and re-authorisation with the International Baccalaureate. Based on the 2018 WASC & IB reports, seven specific areas for action were identified for improvement and 25 goals were set. They are the focus of the plan below.			
Note: (1) For the OIS Action Plan to be effective, all other aspects of school operations and education provision should continue at the same high level that existed in 2018. (2) The school has separate curriculum action plans for each IB programme (PYP, MYP & DP) and there is also an IB mandated planning process for developing those plans. Inevitably, there are many areas of this OIS Action Plan that overlap with the PYP, MYP and DP plans.			

	2018-19		Feb 2020	Feb 2021

01 FACILITIES: To have a campus that is attractive with a 'wow' factor, that is delightful to prospective families and current community members and improves teaching and learning. The main action will be to complete a Facilities Needs Assessment and Implement the Senri Campus Improvement Plan.

FACILITIES (Feb 2020) / FACILITIES (Feb 2021)

	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/ Progress 2018-19	Achievements/Progress 2019-20	Suggested next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22
1.1	Disposing of unused items that are cluttering hallways and storage areas	All staff along with encouragement by the administration. SOIS Head of Facilities	Years 1 & 2 - faculty and staff move unnecessary items to the pool area - schedule periodic disposal dates Year 2 - major clearout of storage areas in the school	Funding for disposing of electrical equipment and large items	SOIS	Substantial removal of old furniture, electrical items, out-dated books and other items.	Many areas now relatively 'clutter free' and remaining so. Reorganization of classrooms and hallways due to COVID helped streamline furniture.	In June-July 2020 some unused items still in storage could be disposed of so that other unnecessary items still in offices, classrooms or other areas could be moved to storage. Tech clutter is still a concern: untidy wiring and adaptors	Progress on rewiring was interrupted by the campus closure. However, old electrical items and furniture continue to be disposed of periodically.	Regular (2x per year?) disposal dates. Tidying wiring over the summer break.

								can be made safer and some outdated tech items could be disposed of.		
1.2	**Adding color in ways envisioned by the architect that are professionally designed in a cohesive manner**	KG foundation facilities Head of Facilities	contracting a professional to coordinate color schemes in the building	Senri Campus Grand Challenge 2039 (through the foundation) - Senri Campus Improvement Plan	SOIS		Redevelopment plans for the campus presented by the Takenaka Corporation include exciting, colourful designs that also respect ideas that were part of the original conception of the building. (See further details in section 1.5 below).	The design submission and approval process ongoing. The first phase of the work is expected to begin in July 2020.	Progress was interrupted by the campus closure. Work on the library is expected to start in 2021, a year later than planned.	Further discussions in joint SOIS faculty meetings of classroom redesign options and plans.
1.3	**Visibly celebrating the mission, values and accomplishments of the school community throughout the building**	SOIS administration Athletic and Activities Director Head of Facilities Interested Faculty & Staff	Designate areas in the school to celebrate the mission and vision of the school. Permanent banners to celebrate the mission. Define procedures to	Funding for banners, photos (may also come under the Senri Campus Improvement Plan)	SOIS		A new mission and values poster for SOIS is in draft. Some details still to finalise. Aiming to complete and be approved by APM in April 2020.	The SOIS Mission poster will be put in all OIS classrooms, on the website and in common areas. Large format (framed or laminated) versions to go in the genkan, gym, library and other large spaces.	The first version of the SOIS mission poster was placed in classrooms and many shared spaces throughout the school.	i) Continue to seek funds and designs for banners, photos, and displays to illustrate student learning and achievements. ii) clarify responsibilities for producing and maintaining these resources.

			install and hang things on walls throughout the school					-	Banners. 1) APM Discussion about banners to determine which aspects of the mission, vision and values should be featured and where. 2) Design process to be determined eg designs by students and timeline for creation, selection and display. 3) Request 2020 budget allocation.		
								-	Photos: 1) Request 2020 budget allocation 2) Committee for selection of photos to be printed. 3) Purchase of frames 4) Display: create photo gallery areas where students teachers and visitors can enjoy seeing student SOIS learning, achievement and community events.		
								-	Facilities management. APM and EC discussion to: 1) Articulate and define link between high quality learning and highly flexible approach to visual modification of hallways and		

							classrooms through painting, banners, photos, displays and installations. 2) Clarify roles, responsibilities and approval process.			
1.4	**Establishing designated areas for quiet student study, group work and socialization to take pressure off the library**	SOIS administration Head of Facilities Librarians Interested Faculty & Staff	Faculty Forum Design and implement areas for students to congregate throughout the school that are currently not used efficiently	OIS PTA & SIS PA Funding for furniture Senri Campus Impovement Plan	SOIS	Focus on two Facilities per year	Improved student areas are being planned as part of Phase 2 of SCIP (Senri Campus Improvement Plan) in the 2020-21 academic year.	1) Clarify intended uses of Grade 11 & 12 student time outside of lessons. (What do we expect them to do in their 'free time'?) This will inform plans for a balance of study & relaxation spaces.	No significant change from 2020-2021; work on the campus improvement plan was interrupted, and is due to resume in 2021.	Identify areas for G11 and G12 students to study in collaboration with SOIS admin, to make the most effective use of available spaces.
1.5	**Create a Facilities Needs Assessment and Senri Campus Improvement Plan** **Following through with the major library renovation project and adding genkan to the improvements to begin**	KG Foundation Facilities Department SOIS administration Senri Working Group SO	Report and Design Plan submitted to Foundation Spring 2019	Estimating cost of $750,000; (Senri Campus Improvement Project)	SOIS		Coordination on SCIP between SOIS and KG is being led by Steve Lewis the Deputy Head of Campus. The Takenaka Corporation has presented designs for Phase 1: Genkan and Library renovation. Awaiting approval for summer 2020 for work to begin.	Phase 2: classrooms and hallways designs are also in development and these may be ready to go ahead in the summer of 2021.	No significant change from 2020-2021; work on the campus improvement plan was interrupted, and is due to resume in 2021.	

| 1.6 | Suggestions from faculty Focus Group E "boarding" | David Algie (chair) and focus group E | extend the early childhood playground over the parking lot, creating more space

extend the lower mezzanine level across the genkan

Improve the "curb appeal" of the school and identify to the community that we are an international school | | SOIS | | Some faculty suggestions changes to structure and appearance of the building are being incorporated into SCIP. | Feedback and design share: 1) Share with faculty the final designs for Phase 1 - Library and Genkan, intended to go ahead in 2020. (2) Share draft designs for Phase 2 - classrooms and corridors - to show which faculty ideas are being carried forwards and developed further by the design team. | No significant change from 2020-2021; work on the campus improvement plan was interrupted, and is due to resume in 2021. | As per 2020-2021;

i) Share with faculty the final designs for Phase 1 - Library and Genkan, intended to go ahead in 2021.

ii) Share draft designs for Phase 2 - classrooms and corridors - to show which faculty ideas are being carried forwards and developed further by the design team. |
| | | | | | | | - | Curb appeal: 1) Confirm which phase of SCIP will include intallation of colourful, large format signs for the outside of the school. 2) APM to discuss providing a design brief to help ensure balance of branding & appropriate text. How will signs appropriately represent OIS, SIS & KG and also in both English and Japanese. | | |

2018-19	Feb 2020	Feb 2021
	RESOURCES	RESOURCES
2.0 **RESOURCES: Implement a more transparent resource allocations and budget management process.**	**RESOURCES**	**RESOURCES**

	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements /Progress 2018-19	Achievements/Progress 2019-20	Next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22
2.1	Define and communicate annual budget allocations in the OIS operations budget	KG foundation and Deputy Head of Campus OIS principals and department heads monitoring various department and other budgets	Review past two years spending Create detailed OIS line items and share with appropriate personnel Track through the year expenses and report back to stakeholders Repeat and refine as needed	Financial data from business office Google Sheets to track financial data PD for department coordinators and other leaders of budget line items	SOIS	Business office shared folders tracking the various line items in the budget with OIS administration. Folders shared with teachers. (winter trimester 2018-2019)	Google sheets allow teachers and admin to transparently monitor budget expenditure month by month.	Include description and relevant links in OIS Faculty Handbook update (May-June 2020)	Google Sheets continue to be updated monthly.	Ensure that faculty knows how to access these documents, e.g. use Shared Drive or feature links prominently in regular communications. Consider updating Faculty Handbook Section 5.
2.2	Publish and communicate effectively the annual capital expenses budget with a detailed priority list of all submission requests	Administration: Deputy Head of Campus & Head of School	On a yearly basis, share the spreadsheet with equipment and facility submissions and results Devote 1 faculty meeting yearly to discuss the rationale behind the decisions		SOIS	2018 Financial Year Capital Expense Requests shared with faculty and staff	Annual capital expense requests are collated and shared with subject teams. Priorities are then discussed in admin meetings. Faculty are notified of requests that are going forward, or not.	Improve feedback: The list of approved/non-approved items is transparent for faculty. We can continue to improve communication to faculty of decision rationale, eg by meeting with subject coordinators to review outcomes	No progress since previous year.	Construct a clear and sustainable process for how decisions are communicated to faculty, e.g. annual capital expenses presentation, communicating with department heads. Include timeline and who is responsible to ensure accountability.

			Share submissions timeline with faculty and encourage feedback throughout the process					together.		Consider updating Faculty Handbook Section 5.

	2018-19						**Feb 2020**		**Feb 2021**	
03	**ASSESSMENT: Refine the OIS Assessment Model** **Reevaluate and formalize the school's assessment model to demonstrate to the school's key stakeholders incremental improvement in student achievement over time.**						**ASSESSMENT**		**ASSESSMENT**	
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements /Progress 2018-19	**Achievements/Progress 2019-20**	**Next steps 2020-21**	**Achievements/Progress 2020-21**	**Suggested next steps 2021-22**

| 3.1 | Define and communicate how the MAP (Measures of Academic Progress) assessment data will be used by faculty and students and how it will be shared with parents. | MAP assessment ad hoc committee

Inclusion Coordinator

Technology Learning Coach | Key personnel attend MAP Boot Camp (April 2018)

Committee develops OIS-MAP assessment policy

K-12 faculty meeting access | PD funding for committee members and other faculty as needed

Time for committee to work | OIS | Reports shared with parents through Managebac and at PYP parent/teacher conferences. | Reporting of MAP data: (1) Analysis of MAP data by M/HS Principal has been used to examine trends within grade levels, performance relative to US norms and international school norms. (2) Sept 2019, MAP data showing OIS performance from G1 to G10 presented to KG Council. | Curriculum leaders to spend 4th December on a data driven dialogue using the National School Reform Faculty protocol. | | |

| | | | | | | | Admissions: MAP tests used as standard for all admissions from G1 to G10. Data discussed and used to help confirm acceptance / placement of students. | Admissions MAP Feedback: MAP tests are sometimes a very unfamiliar task for students going through the admissions process and the context in which the students take the tests is also very unfamiliar. The test data may not accurately reflect the student's typical level of achievement. We should 1) Gather some feedback from teachers to compare MAP estimates with the actual level observed by teachers. 2) Compare the admissions MAP data produced by student with the next set of data taken when they are an established student. 3) Use feedback to determine a margin of error for admissions MAP data. | | |

								-	OIS Assessment Policy: admin & IB Coordinators to review the topic, define scope of policy and set a timeline and process for policy development. (April-May 2020)		
								~~Whole School Targets: June 2020, a group of admin and coordinators will analyse MAP data using a Data Driven Dialogue protocol. The intended outcome of the process is to identify targets for learning improvement in mathematics or language.~~	1) Feedback and review the DDD process. (2) Consider inclusion in OIS Assessment Policy as an annual activity. Consider use by other subject groups or grade level teams. (3) Determine what targets or data trends to share and how to shae with selected stakeholder groups.		

3.2	**Due to a small student population and transient nature of our student population, focus on individual student performance growth over time, in addition to the regular comparisons with norm groups outside of OIS.**	Head of School, Principals, Coordinators	~~Summer 2020 Data Driven Dialogue training and first implementation. Thereafter, annual process.~~		OIS		DDD analysis as described above will enable us to identify individual progress and trends. MAP data from 2019 shows that OIS outperforms US norms in all grade levels. One of the aims of DDD analysis is to identify the 'OIS value added' amount, ie individual progress above expected norms.	Next year, we may be able to communicate data derived, value added success stories to our community and in our marketing.		

3.3	Clarify what Schoolwide Learning Objectives (SLO) and/or global competencies we will be teaching and how will they be assessed. [Propose change from 2021 to use the WASC term 'Schoolwide Learner Outcomes'.]	Faculty, coordinators	Select and promote a small, key list of "global competencies", describe them and how they will be assessed	Planning time Communication with other WASC schools to find best practices	OIS and ideally SIS		SLO 1: International Mindedness. In January 2020 - Students and faculty worked together during the International Mindedness workshop with the Jump Foundation to create a school definition of international mindedness. The definition will be used to guide teaching, learning and assessment of international mindedness from Kinder to Grade 12. A range of events across the year have been identified and targeted to enhance the learning of IM across the school. Teachers are noting IM in their planners and IB programme coordinators are able to use this, combined with class visits etc, to monitor the extent to which IM is being actively taught/ developed across the school. Trained student leaders led	1) Clarify other SLOs for OIS (eg key words of the school mission, or the IB Learner Profile). 2) IB Learner Profile next steps. Clear and effective displays of the IB Learner Profile needed in all OIS teaching rooms, including the gym, and in public areas. NB: Visiting Committee recommends that increased attention be given to assessing and reporting student outcomes on the specific ACS/WASC defined global competencies, which include the following: 1. The use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2. The understanding of the interdependence of economic, political,		

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							workshops for PYP students during Language/International-mindedness Week February 2020 and October 2020.	technological, environmental and social systems worldwide; 3. The understanding of multiple perspectives; 4. The valuing of diversity; 5. The ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6. Engaging responsibly in action and service to improve conditions both locally and globally; 7. The ability to function effectively in an interdependent world.		

| 3.4 | Adopt clear entry, exit and growth benchmarks for English Language Learners in the OIS English as an Additional Language program. | EAL teacher

principals/co ordinators

Interested faculty

Inclusion specialist | Develop a continuum with well-defined benchmarks

Describe process of entry and exit for EAL

Coordinate with inclusion program | Curricular material (eg - WIDA)

Professional development

Time to plan | OIS | English language learners in the mainstream classrooms with Dr. Mike Bostwick (August 2018) | WIDA assessment programme has been purchased and the EAL teacher (Cary Mecklem) has had WIDA training and begun to use it to assess EAL students. A WIDA experienced teacher and trainer has been appointed as the new School Counselor for August 2020. | 1) Set benchmarks in WIDA terms for allocating EAL support. (Eg Phase 1 only to receive pullout support. Phase 1-4 receive push-in support and above phase 4 , exit the programme and no individual support from EAL teacher.) 2) OIS EAL Policy doc to replace the EAL handbook and describe when and how EAL suport is provided. | | |
| 3.5 | Faculty, students and parents use ManageBac in a more consistent manner to communicat e curriculum development and student achievement . | Administratio n working with faculty

Technology Learning Coach | Produce clear guidelines for teachers inputting curriculum, scheduling, assessments, etc.

Improve format of reporting achievement

Hold a sixth grade boot camp (Manage Bac, Service as Action, Google Suite, etc.)

Possibly Integrate | Professional development

Planning time | OIS | | 1) Almost all planning is now in Managebac. 2) Teacher assessments for summative tasks are all in MB. 3)'Turnitin' integration has been added to MB to automatically check assignments for plagarism. 4) From February 2020, Middle and High School class attendance is being trialled with MB. 5) Online learning: in the event of a | Consider how to do longitudinal analysis of MB learning data to track students year on year. If not possible within MB, we can consider solutions using data export from MB. | | |

			attendance into Manage Bac Integrate Turnitin.com into Manage Bac				school closure, eg due to a health emergency, such as the coronavirus, our plan is to use MB and G-Suite to deliver online learning.			

	2018-19						Feb 2020		Feb 2021	
04	LEARNING SUPPORT: Develop a more systematic and effective Learning Support (Inclusion) Program. Define for faculty, students and parents a well-organized, systematic effort of intervention and support for all students.						LEARNING SUPPORT		LEARNING SUPPORT	
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress 2018-19	Achievements/Progress 2019-20	Next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22

4.1	Define the roles and responsibilities of the learning support team.	Inclusion specialist, counselor, EAL teacher, technology learning coach, librarian ad hoc committee Administrative representative Admissions director	Currently, we have inclusion and EAL policies, and we want to expand it to include other support personnel; because of limited staffing, look at current roles and find the best use of the time of our personnel PD for faculty regarding how they can support and use our learning support program Align admissions policies and personnel with our learning support program	Time needed for the committee to do its work	OIS	SAT/ACT testing coordinator role assigned to non-OIS personnel (August 2018) Technology Learning Coach hired (August 2018)	October 2019: Admin discussions regarding line management for whole school roles: counselor, librarian, learning coach, inclusion specialist and EAL teacher.	Confirm lines of reporting for new SEL Counselor and College Counselor. (August 2020)		
							November 2019: Revision and updates to the Inclusion Specialist Job Description. The new post holder, Margot Goto began in January 2020. Current role is focused on learning support needs.	Finalise the Inclusion Specialist Job Description. (April 2020)		
							EAL Policy revision in progress to include use of WIDA assessment tool. Also updates to the EAL programme entry and exit procedures are ongoing.	(1) Finalise EAL Entry & Exit Procedures, April-May 2020. (2) Draft EAL Policy - share with faculty by June 2020.		

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								Jan 2020: New draft version of the OIS Counselor Job Description created.	New Job description will be finalised in discussion with the new post holder before August 2020.		
								Jan 2020: decision that from August 2020, the tech coach role will not be a full time role and the responsibilities will be in part covered by modifications to other roles.	May 2020: confirm allocation of tech/learning coach responsibilities for August 2020.		

| 4.2 | Define what is pastoral care at the PYP, MYP and DP levels. Look at current practices and implement improvements. | Administration working with faculty members | Produce a program with clear goals, roles, responsibilities, structure, timetable | | OIS and ideally SIS | EARCOS Weekend Workshop & Faculty In-service devoted to pastoral care and well-being. (January 2019)

Ad hoc committee leading working on the program 6-12. (February - June 2019

OIS faculty 6-12

OIS ES PYP coordinator & principal with counselor designing and implementing social and emotional | (1) November 2019: the admin team and the school counselor began work on an OIS Pastoral Care and Wellbeing Policy. (2) Nov 2019: Head of School and Elementary Principal attended a 2 day workshop on CSE, Comprehensive Sexuality Education with Susie March. (3) April 3-4, 2020: CSE professional development workshop for OIS faculty with Susie March. | (1) Create draft policy for distribution and feedback by June 2020 and aim to finalise by November 2020. The long timeline is to enable input from the new SEL Counselor and initial feedback on new PSHE programme in development. (2) PSHE-CSE curriculum draft outline. (3) PSHE-CSE resource list, budget and orders for 2020-21 academic year. (4) Timetable for PSHE - April 2020. (5) Survey faculty attitudes to CSE pre and post CSE workshop. (March-April 2020). | | |
|---|---|---|---|---|---|---|---|---|---|---|

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						learning program.				

| 4.3 | Reevaluate the delivery and adequacy of counseling and guidance services in the areas of social-emotional needs and student well-being | The counselor working with the administration | SWOT analysis

Meetings to prioritize responsibilities with the role and find solutions for an appropriate workload

Ideas from focus group "growth mindset, CAS support, well-being collaboration, positive education" | | OIS and ideally SIS | Hosted an EARCOS weekend workshop on pastoral care. | Counselor Role - Social and Emotional Learning. (1) Sept-Oct 2019: Need for additional SEL Counseling support identified. (2) Nov 2019: Tech Coach role modified to enable increased SEL time for counselor. (3) Jan 2020: Discussion with KG regarding additional SEL support. (4) Feb 2020: Full time SEL Counselor and PSHE teacher appointed for August 2020. | August-December 2020: Supported by the curriculum leadership team and the admin team, the counselor develops and implements PSHE curriculum, monitors student support needs, reflects on Pastoral Care & Wellbeing Policy. | | |
| | | | | | | | Change to MHS Principal Role. Feb 2020 - decision to separate the MYP Coordinator role and the MHS Principal role from August 2020. This will facilitate increased time for student support and pastoral care | Continue to work cosely with the SEL Counselor and monitor student wellbeing. | | |

							provision.			
							3) April 3-4, 2020. Whole faculty PD on CSE, Comprehensive Sexuality Education (see 6.2 below). This training is designed to contribute to a better collective understanding of student wellbeing issues.	a) Faculty to consider CSE in their curriculum areas: alignment of content goals, selection of books, resources, activities and events. (b) Faculty to collaborate with the counselor, IB coordinators and admin to embed CSE as appropriate.		
							-	Consider growth mindset training for Middle and High School faculty and students as an objective for the 2020-21		

							academic year.		
							One Campus Approach. (1) Oct-Dec 2019: Student issues indicate that closer alignment between OIS and SIS in personal and social learning is desirable. (2) April 2020 - SIS Head of School and SIS Counselor to attend OIS workshop on Comprehensive Sexuality Education.	April-June 2020. OIS & SIS teams to: (1) Compare approaches to personal and social learning in OIS & SIS. (2) Consider identifying Campuswide Learning Objectives for CSE. (3) Target future resources towards ongoing development. (4) Develop campuswide surveys and other methods to understand and monitor learning and attitudes in personal and social issues. (5) Seek to align child protection practices and policies across		

							the SOIS campus. (6) Communicate with all parents about whole campus developments in this area. (7) Give feedback to KG on campus level actions regarding child protection issues and the development of personal and social learning programmes.		

4.4	**Reevaluate the college and career preparation program.**		Explore a 2 Schools Together model		OIS		Time allocation: (1) As noted in 4.1 above, the tech coach role was modified in Nov 2019 to enable additional support for college and career guidance. (2) From August 2020, college and career guidance will be a 50% role in order to facilitate provision of services.	Recruitment (due to current post holder leaving in July 2020) March 2020 - Head of School and MHS Principal to revise the OIS College and Career Guidance Job Description and recruit new position for August 2020.		
							(1) One Campus Approach. SIS and OIS collaborating regularly to support student college and career prep. (2) Nov 2019, OIS & SIS collaboration to host the Kansai Regional University Fair.	Nov 2020, SOIS to host KRUF again. SIS & OIS college and career guidance team to continue looking for opportunities to collaborate.		

2018-19	**Feb 2020**	**Feb 2021**

05	Collaboration: to build collaborative teams across grade levels and subject areas						COLLABORATION		COLLABORATION	
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress 2018-19	Achievements/Progress 2019-20	Next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22
5.1	PYP: Align units of inquiry between grade levels. This would include KA with KB, grade 1 with grade 2, grade 3 with grade 4. Develop close ties between grade 5 and grade 6.	PYP Coordinator All part-time and full-time teachers MYP Coordinator (grades 5-6)	2018-2019 KA and KB aligned 2019-2020 1 and 2, 3 and 4 2018-2020 grade 5 align with MYP expectations. (grade 5 and grade 6 teacher)		OIS		Aug 2019: PYP units aligned as planned (KA-KB, 1-2, 3-4). Feedback positive so far due to benefits for collaboration in planning and learning.	G5-6 transition. Continue to align expectations regarding concepts, content and ATL skills.		
5.2	2. MYP Every teacher involved in at least one official documented Interdiscipli	MYP Coordinator MYP teachers	2018-2019 accomplish this task.		OIS		IDUs exits in some subject areas. Further progress on pause as IBO requirements for IDUs are due to change in 2020.	August 2020: Consider new IDU guidance and aim to embed across the MYP programme during the 2020-21 academic year.	Little progress since last year.	MYPC to account for current IDUs. Training MYPC + 1 teacher by end of 2020-2021. Consider training teachers and using MYP time in 2021-2022.

	nary Unit (IDU).								
5.3	3. DP: All DP faculty agree upon a scope and sequence for learning Approaches To Learning (ATLs) within the curriculum. Integrate TOK into all subject areas.	DP Coordinator DP teachers TOK teachers	2018-2019 complete this action step.		OIS		Approaches To Learning: (1) PYP, MYP & DP coordinators are collaborating to ensure ATLs are developing K to 12. (2) MYP & DP faculty have reviewed ATL skills together and have chosen to focus on developing a continuum of learning in the research skills category. This process is being led and supported by the Librarian. [The ATL development strategy is to focus on selected skill sets over the coming year, rather than trying to develop all ATL	(1) Librarian to expand outreach work as learning coach to align research practices and skills across the school. This will include collaborative planning and in-class coaching, or modeling in MYP & DP. (2) Monitor, gather data and evaluate a) progress on ATL implementation b) Learning improvement in targeted skill areas.		

							skills simultaneously.] (3) In the PYP, ATL currently being embedded in planning and teaching, supported by collaboration between ES Principal, PYP Coordinator and Librarian.			
5.4	**4. OIS K-12 Shared vision of teaching and learning by incorporati**	All faculty members led by administration team	Create opportunities (time & space) to meet. publicize/docum		OIS & SIS		Meeting time. Weekly PYP meetings supporting effective collaborative planning practices.	Establish regular adequate meeting time for MHS faculty collaboration and professional learning.		

ng and celebrating IB philosophy and practice		ent faculty department/subject meetings and extend these groups to elementary teachers MS/HS - systematize grade level teams and meetings Define what is collaboration at OIS and the responsibilities of faculty Create database of parent and teacher special skills and expert knowledge (led				Differentiation. Nov 2019: OIS faculty collaborated to create a definition of differentiation and a rubric showing key expectations for differentiating teaching and learning in line with IB guidelines.	Teaching for Learning Policy. May to September 2020. The differentiation rubric will be one component of the policy, along with other key skills and practices. Aligned with the IB's Approaches To Teaching, the OIS Teaching For Learning Policy will clarify expectations and provide a foundation for focused reflection on and effective evaluation of teaching and learning.		

			by admissions)				-	Professional Learning Model - Reflection, Self Evaluation & Target Setting. From August-Dec 2020, develop and practice using a draft framework for teaching and learning improvement.		
							Enhanced PYP: During this academic year, increased use of parents in the curriculum planning to bring in community experience and expertise.	1) Continue to build on PYP progress in 2020-21. (2) Consider the level of parent engagement in the MHS and look for opportunities for enhancement.		
							-	Shared Programmes & Part Time Teachers. Together with SIS and KG, identify an approach to ongoing professional learning and		

							collaboration that will support all teachers working in the IB programmes to meet programme requirements.		

	2018-19						Feb 2020		Feb 2021	
06/07	Enrollment, Professional Development, Other						Enrollment, PD, Other		Enrollment, PD, Other	
	Goal	Person(s) Responsible	Actions/Timeline	Resources needed	OIS / SIS /SOIS issue	Achievements/Progress 2018-19	Achievements/Progress 2019-20	Next steps 2020-21	Achievements/Progress 2020-21	Suggested next steps 2021-22

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6.1	Draft Goal 2021: To work towards and sustain enrollment at full capacity (280). [NB: this goal was originally expressed as 'Enrollment to 300 K-12' as of Dec 2020 this target has been reduced.]	OIS administration Admissions department Business office	Promotion of school across all grade levels to increase the number of applicants for places.		OIS / SIS /SOIS issue		December 2019, enrollment reached 280. At the time of reporting, February 2020, enrollment is at 276 and will likely go above 280 again in April. Note: There are 8 available spaces in Grade 11 and 12, however, these are unlikely to be filled at this point in the course, making 292 the practical capacity at this time - Feb 2020.	(1) Marketing plan for the IB Diploma programme. This is where it is believed there is significant capacity for growth. (2) Continue to communicate between OIS, SIS and KG regarding admissions issues, eg challenges relating to filling OIS classes to capacity while maintaining balanced international cohorts with high levels of English. (3) Continue to discuss a range of approaches to balancing SOIS income and expenditure. Aim to identify achievable targets that effectively address root causes of	Enrollment target changed: In December 2020, KG reduced the target number of students for OIS to 280. In January 2021 enrollment will be 265 to 270.	1) Change the wording of the enrollment goal to: 'Work towards and sustain enrollment at full capacity of 280.' (2) Continue to monitor enrollment trends.

							imbalance.		
							Boarding programme (five OIS high school students): Further capacity exists and some demand, but the WASC report identifies 9 areas for improvement in the OIS boarding programme. OIS has made an outline plan for	Continue discussion with KG and make decisions regarding either: progress to meeting WASC standards, or phasing out the OIS boarding programme.	1) New admissions to the boarding programme suspended until April 2022, except in special circumstances. 2) New section of the schoolwide action plan created for the boarding programme.	See Boarding section below.

						meeting the requirements.				
								New OIS website in development. Feedback from new parents indicatrs the website and word of mouth are the primary sources of information about the school. It is hoped the new site will help to drive enrollment.	Consider creating an online form on the new website for admissions applications.
6.2	**Increase professional development opportunities for faculty outside of IB-related developme nt**	OIS professional development committee		OIS PD 'budget' is currently 4 million yen allocated from our operational budget.	OIS	Harvard Project Zero Online Course completed by 9 faculty members (December 2018)	PD Committee approved a balance of IB and non-IB PD in the 2019-20 academic year.	Commit to continue to ensure an appropriate baance in each academic year. Consider an approximate target of 50-50 split between IB related PD and	PD Committee has approved a balance of IB and non-IB PD in the 2020-21 academic year.	Communicate to faculty an annual summary of approved/receiv ed PD and/or budget expenditure.

nt, such as instructional technology, inclusion and assessment.					EARCOS Weekend Workshop and In-service day hosted by the school about pastoral care (January 2019)		non-IB related PD.		
						1) January 2020, all faculty had 1 or 2 days PD with the Jump! Foundation on international mindedness, which is a core component of all IB programmes. The workshop was sponsored by EARCOS (4,000 USD).	PD follow up: 1) A school definition of international mindedness was created, but is not yet finalised. 2) Teams of teacher and student facilitators are working on building international mindedness into more school events and teaching and learning in the classroom.	No further action on this PD at this time.	Keep under review

								2) April 3-4, 2020, all faculty will have two days of training on Comprehensive Sexuality Education (CSE) with Susie March. This PD is very important for improving pastoral care, wellbeing and child protection across the school.	2. a) Counselors and Admin to work on new pastoral care and wellbeing policy for the school. b) Development of a K-12 Personal Social and Health Education curriculum for OIS, which will embed CSE learning for all students. c) PSHE classes to be timetabled for Grade 6 to 12 from August.	Due to coronavirus, the CSE training was postponed from April 2020 to December 2020, and then postponed again indefinitely. If the circumstances allow in the next academic year, the course can be rescheduled.	No further action on this PD at this time.
								3) Harvard Project Zero. Several more have done the course in the 2019-20 academic year.	3) A group of 5 or 6 more teachers from ES, MS, HS to take the course in the autumn of 2020.	Due to coronavirus, Project Zero courses did not take place as scheduled in the fall of 2020.	No further action on this PD at this time.

6.3	Make all handbooks, guidelines, manuals, regulations, etc. more accessible to key stakeholders.	OIS administration Business Office personnel	Hard copies of handbooks placed in the staff lounge (June 2018) Single portal for online access		OIS		School policies are being updated and will in future be categorised as 'Campus Policies' if they describe practices that are unique to SOIS and 'KG Policies' if they apply to all KG schools. Policies updated or in progress during 2019-20 include:	Create two shared google drives for OIS policies. One is for faculty, including internal procedure documents, such as the faculty Handbook. The other drive is for parents and will include all policies that they should have access to.		
							1) SOIS Identity Badges	Finalise and publish policy (March 2020)	This action point has been delayed due to the pandemic.	Keep under review
							2) SOIS Crisis Response	Finalise and publish policy (March 2020)	Finalising and publishing has been delayed.	Keep under review
							3) OIS Inclusion Policy	Finalise and publish policy (March 2020)	This action point has been delayed due to the pandemic.	Keep under review
							4) OIS EAL Policy	Share new draft, April 2020	This action point has been delayed due to the	Keep under review

											pandemic.	
								5) OIS Pastoral Care and Wellbeing	Draft by May 2020.	This action point has been delayed due to the pandemic.	Keep under review
								6) Revision of guiding statements section of the Faculty Handbook to clarify the role of the 5 respects and the IB learner profile across the campus.	Updated Faculty Handbook publish in May-June 2020.	Completed in August 2020.	N/A
								7) Teaching for Learning Policy	Create draft framework for TfL Policy. (May-September 2020)	This action point has been delayed due to the pandemic.	Keep under review

6.4	Communicate to parents more effectively the philosophy, curriculum, methods, etc. of the International Baccalaureate.		Workshops Events Newsletters		OIS		Jan 2020: Parent consultation framework established to improve communication with parents. The 'OIS Parent Education Committee' will meet monthly to discuss educational issues. Issues will be fed back to principals, coordinators and faculty for consideration. Meeting notes are shared as google docs to the whole community.	Feedback and evaluation - June 2020. There will be meetings in March, April, May and June. After this time, feedback from parents will be evaluated and plans for the 2020-21 academic year will be determined.	The Parent Education Committee (PEC) was established in February 2020. Four meetings were held between February and June and feedback from discussions was shared with all parents. In the autumn of 2020, when students returned to the campus, the meetings were put on hold while the school focus is on panedmic management.	Keep under review
							Jan - Feb 2020: Admin discussion regarding the frequency and range of parent information and the workshops / events provided. There are already quite a few meetings during the year regarding	Annual cycle to be clearly articulated as a whole school parent education plan. Summary information to be shared with parents by the end of June 2020.	This action point has been delayed due to the pandemic.	Keep under review

						PYP, MYP and IB DP.			

08	**[New draft action plan item - Jan 2021] Boarding Programme Draft Goal: to meet or exceed the WASC standards for boarding programmes.**								
	Goal	**Person(s) Responsible**	**Actions/Timeline**	**Resources needed**	**OIS / SIS /SOIS issue**	**Achievements/Progress**			
8.1	Hire a full time female dorm parent.	SOIS Admin	Write a job description for the role. Consider the management/ supervision for the role and the programme. Advertise and recruit. Ensure the accommodation is suitable.	Appropriate level salary. Possibly, accommodation modifications needed, or furniture etc.	SOIS	As of Dec 2020, KG has given approval for the new position to begin in April 2022.			
					SOIS				

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