

WASC

Substantive Change Report

Osaka International School
of Kwansai Gakuin

2012

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PREFACE

This self-study report was conducted as a result of the substantive change in governance that occurred at Osaka International School (OIS) on April 1st, 2010. On this date the Senri International School Foundation (SISF) was dissolved and merged with Kwansei Gakuin Foundation (KG). As a result the Board of Trustees of Kwansei Gakuin took over as the governing authority of the school. Like SISF, KG is a non-profit educational foundation. From September 2011 through to February 2012 this report was compiled. Focus Group A) Organization for Student Learning examined A1. Purpose, A2. Governance, A3. Leadership and A7. School Improvement Process. Focus Group D) Resource Management and Development examined D1. Resources and D2. Resource Planning. The report follows protocol and uses criteria, as prescribed by the Western Association of Schools and Colleges (WASC) *Focus on Learning Accreditation Manual, Overseas 2009 Edition*. The main goal of this report is to show the changes that have and will possibly take place as a result of new governance at OIS. This substantive change self-study is the first for OIS, which was first fully accredited by WASC in 1994.

For the substantive change self-study, OIS utilized two main focus groups – A) Organisation for Student Learning and D) Resource Management and Student Learning. “Areas of Strength” and “Areas of Growth Needs” are assessed at the end of each focus group findings. After a general orientation of the teaching staff regarding the WASC process staff chose Focus and Home groups. Focus Group A) started work in late September 2011 after an orientation meeting and Focus Group D) began their work two weeks later after their orientation meeting. Both focus groups utilized senri.ed.jp google doc’s account to record their findings, list and link their evidence, record meeting minutes and access general resources and organizational procedures. All data presented in this report is current, as of February 2012.

PROCESS AND TIMELINE FOR SUBSTANTIVE CHANGE REPORT

April 2011	WASC training at OIS with Marilyn George
September 2011	WASC Orientation Meeting with entire faculty Schedule set and initial groups formed Focus Group A) started “findings and evidence”
October 2011	School profile initiated, researched and drafted (updated in 2012 with current data) Focus Group D) started “findings and evidence”
November 2011	Focus Groups A) and D) carried out interviews and surveys to present findings and evidence at group meetings once a fortnight
December 2011	Focus groups completed findings and evidence on the 16 th of December Evaluation Committee Meeting 22 nd of December at Uegahara Campus
January 2012	Substantive Change report compiled and finalised
February 2012	WASC Visiting Committee dates set Substantive Change self-study report sent to WASC Visiting Committee 2-day visit schedule developed

FOCUS GROUPS AND HOME GROUPS

HOME GROUPS

Subject Area Groups for middle/high and elementary:

Science - Paul Stone, Wakaba Mori, Gerard Coleman

Math – Tony Walker, Briag Dupont, Jeff Killmer

English - Pete Heimer, Lora Vimont, Paula Dezem, Megan Castro, Dawn Inada, Leah Edens, Caroline Rennie, Paul Sommer, Lyn Melville-Rea

Humanities –Joanne Shatford-Adams, Michael McGill, Tara Cheney, Karen Killmer

Instructional Technology - Sammy Adams, David Barrett, Isaac Driver

Physical Education - Leanne Entwistle, Derek Entwistle, Rebecca Woodhouse

Art – Jennifer Henbest, Chris Meadows, Leanne Stephen

Music – Joe Scheivert, Michelle Hatch, Vernon Villapando

Japanese as Second Language - Nakae Osako, Miyuki Endo, Rie Matsuda

FOCUS GROUPS

A) Organisation for Student Learning Group

School Purpose, Governance, School Leadership, Staff, School Environment, Reporting Student Progress, School Improvement Process, Strengths, Growth Areas

Names - Peter Heimer, Wakaba Mori, Caroline Rennie, Jeff Killmer, Joanne Shatford-Adams, Derek Entwistle, Rebecca Woodhouse, Vernon Villapando, John Searle, Tara Cheney (10)

B) Curriculum, Instruction, and Assessment Group

What Students Learn, How Students Learn, How Assessment is Used, Strengths, Growth Areas

Names - Megan Castro, Lora Vimont, Michael McGill, Paula Dezem, Chris Meadows, Paul Stone, Miyuki Endo, Rie Matsuda, Paul Sommer, Leah Edens, Tony Walker, Isaac Driver (12)

C) Support for Student Personal and Academic Growth Group

Student Connectedness, Parent/Community Involvement, Strengths, Growth Areas

Names – Jennifer Henbest, Dawn Inada, Michelle Hatch, Nakae Osaka, Karen Killmer, Leanne Entwistle, Gerard Coleman, Lyn Melville-Rea, Cecilia Rawlins (9)

D) Resource Management and Development Group

Resources, Resource Planning, Strengths, Growth Areas

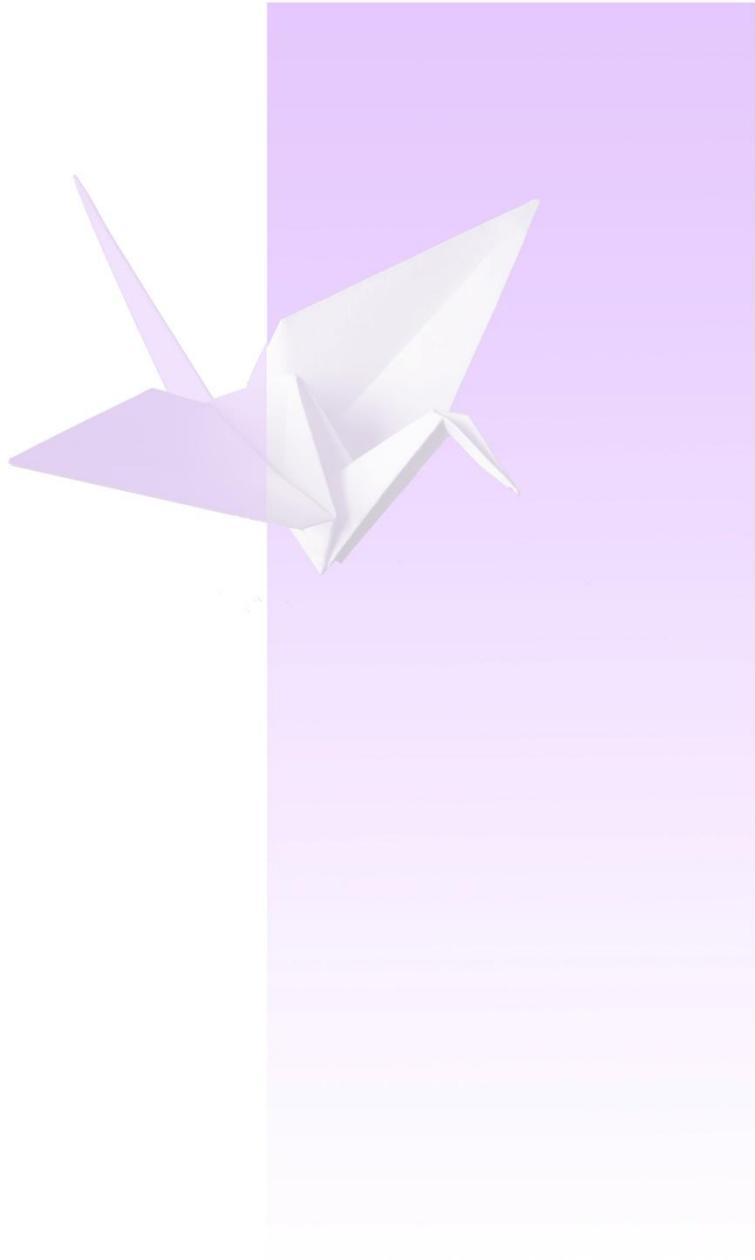
Names - Sammy Adams, David Barrett, Yvonne Barrett, Joe Scheivert, Briag Dupont, Leanne Stephen, Kurt Mecklem (7)

WASC Leadership Team: John Searle (Head), Kurt Mecklem (MS/HS Principal), Cecilia Rawlins (ES Principal), Tara Cheney (History teacher and Self Study Coordinator)

Foundation policy stipulates that the OIS evaluation committee comprise of: Head of school, principals, business manager, and office manager.

GLOSSARY

AISA	Asian International Schools Association
APM	Academic Planning Meeting
AOI	IB MYP Areas of Interaction
ASCD	Association for Supervision and Curriculum Development
ATL	Approaches to Learning (an AOI)
ATLAS	A programme for Educational Curriculum Mapping
CAS	Community Action and Service (part of the IB programme)
CIS	Council of International Schools
DP	IB Diploma Programme grades 11-12
DRA	Diagnostic Reading Assessment
EARCOS	East Asia Regional Council of Overseas Schools
ECIS	European Council of International Schools
ES	Elementary School (kindergarten – grade 5)
ETT	Educational Technology Team
HS	High School (grade 9-grade 12)
IB	International Baccalaureate
IBDP	International Baccalaureate Diploma Programme
IBO	International Baccalaureate Organisation
ISA	International schools Assessment (Standardized test)
JASCD	Japan chapter of the ASCD
JCIS	Japan Council of international Schools
K-12	Kindergarten through to grade 12
KA-KB	Kindergarten for 4-year-olds and 5-year-olds
KG	Kwansei Gakuin
LHR	Long Homeroom
MS	Middle School (grade 6 – grade8)
MUN	Model of the United Nations
MYP	IB Middle Years Programme (grades 6-10)
OIS	Osaka International School
OPAC	Online Public Access Catalog
PAC	Parent Advisory Council
PD	Professional Development
PE	Physical Education
POI	Programme of inquiry – school wide plan encompassing the UOIs
PSAT	Preliminary Scholastic Assessment Test
PTA	Parent Teacher Association
PYP	IB Primary Years Programme (grades K-5)
SAP	Schoolwide Action Planning
SAT	Scholastic Assessment Test
SIP	School Improvement Process (Committee)
SIS	Senri International School
SISF	Senri International School Foundation
SLR	Schoolwide Learning Results
SOIS	Senri Osaka International Schools
SRI	Scholastic Reading Inventory
TOK	Theory of Knowledge (part of the IB programme)
WASC	Western Association of Schools and Colleges



School and Community Profile

SCHOOL AND COMMUNITY PROFILE

1. INTRODUCTION

Osaka International School (OIS) was founded in 1991. With its sister school Senri International School (SIS) its founding purpose was 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. Senri International School is a category '1-ryo' school as defined under article 1 of Japanese education law, and as such offers a curriculum in Japanese authorized by the Japanese Ministry of Education. The schools were founded under the governance of the Senri International School Foundation, a non-profit education foundation.

These schools share a building, programs, curricula, and philosophies and vision. These are supported by statements of belief which shape the vision for the two schools. Please refer to the school website for further background.

OIS is a coeducational college preparatory school that educates students from kindergarten (age 4-5) through grade 12. OIS is accredited by the Western Association of Schools and Colleges. It was the first school in Japan to gain authorization to offer all three IB programmes - Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). The school's mission is to serve the international community of Kansai (the western region of Japan, including Osaka, Kyoto, and Kobe) by educating students to be informed, caring, and creative individuals contributing to a global community. OIS graduates primarily attend universities in the USA and in the UK in addition to Canada, Australia, Japan and various national universities.

Secondary students, from both schools, share classes in physical education, music and art. The students of near native fluency can take classes in English and Japanese in their respective sister school. Students from both schools also join for athletic teams, drama casts, and for choir, band, and orchestra groups. In September 2011 the enrollment at OIS was 249. SIS enrollment was 449.

OIS is a member of the Japan Council of International Schools (JCIS), the Council of International Schools (CIS) and the East Asia Regional Council of Schools (EARCOS). SOIS was a founding member of and is a participant in the Association of International Schools Activities (AISA) – an international activities conference - along with Yokohama International School, Seoul International School, and Korea International School.

2. LOCATION

OIS serves the Kansai geographical region, an area of approximately 20 million people. Located 15 kilometers north of downtown Osaka, the school is located in the city of Minoh. It is part of "Senri New Town," which was developed for the Osaka Exposition in 1970. Mino is considered an affluent district of Osaka. The neighborhood around the school has been developed extensively in the past 10 years, including the provision of housing, restaurants, and greater transportation infrastructure.

3. THE OIS COMMUNITY

The student body at OIS is represented by over 190 families. OIS parents are business people, educators, diplomats, and art/music professionals. About half of the OIS parents are permanent or long term members of the community. Many of these families are bi-cultural families that own a home within 10 kilometers of the school. Approximately 95% of OIS families pay their own tuition 5% of our families have their fees paid by a company or outside organization.

4. STUDENT BODY

The maximum OIS capacity is 280 students. This is a figure set in the school regulations which are submitted to the prefectural government.

The enrollment as of September 2011 was 249 students; with 98 students in Elementary School (K – Grade 5), 66 students in Middle School (grade 6 – grade 8), and 82 students in High School (grade 9 – grade 12).

The gender mix is 117 male students and 129 female students.

Class sizes as of September 2011 were as follows (KA – 4-year-olds and KB – 5-year-olds are separate classes)

280 Rec.#	10	12	14	16	18	20	22	24	24	24	24	24	24	24
Grade	KA	KB	G.1	G.2	G.3	G.4	G.5	G.6	G.7	G.8	G.9	G.10	G.11	G.12
249 Sept.#	4	11	14	16	18	15	20	24	23	19	19	24	18	20

For the school-year 2011/12, the number of new students was 11% of the total student body. It is forecast that annual change will remain at about 10-20% of the total student body. 27% of the student body has attended OIS for four years or more. 31% of the elementary student body has only attended OIS for their official schooling. 17% of the total student body has only attended OIS for their official schooling. 60% of the current senior class has attended all four years of high school at OIS. The average length of stay at OIS for the last 2 graduating classes was approximately 7 years.

4.1 NATIONALITY

The OIS student body is represented by over 20 nationalities. A large majority of families are dealing with more than one language in the school/home combination, with a number that speak three or more languages. 37% of the students hold dual nationality.

Table showing nationality/dual nationality

Bold indicates family's first stated nationality

Country	Dual nationality	Single nationality	Sub total
AUSTRALIA	4	5	9
		5	5
JAPAN	2		2
KOREA	1		1
U.K.	1		1
BRAZIL	2	1	3
		1	1
JAPAN	2		2
CANADA	8		8
	2		2
JAPAN	6		6
CHINA	1	6	7
NOT STATED	1	6	7
FRANCE	1		1
JAPAN	1		1
GERMANY	1	1	2
		1	1
JAPAN	1		1
INDIA	1	1	2
		1	1
JAPAN	1		1
INDONESIA	1		1
JAPAN	1		1
JAPAN	27	68	95
	12	68	80
AUSTRALIA	2		2
CANADA	1		1
INDIA	1		1
MEXICO	1		1
PHILIPPINES	1		1
SWEDEN	1		1
U.K.	2		2
U.S.A.	6		6
KOREA	2	38	40

	2	37	39
U.K.		1	1
MALAYSIA		4	4
		4	4
NETHERLAND	1		1
	1		1
NEW ZEALAND	1	3	4
		3	3
AUSTRALIA	1		1
PAKISTAN		2	2
		2	2
PHILIPPINES	1	2	3
	1	2	3
SINGAPORE	1		1
JAPAN	1		1
TAIWAN		4	4
		4	4
U.K.	13	1	14
	4	1	5
JAPAN	9		9
U.S.A.	36	12	48
	10	8	18
CHINA		1	1
JAPAN	26	3	29
Total	92	157	249

4.2 LANGUAGE BALANCE

English is either the first or second additional language of 86% of the student population

Bold indicates family's stated first language	Number of students
Arabic	1
English	1
Chinese	7
No stated second language	2
English	3
Japanese	2
English	100
No stated second language	10
Chinese	4
French	1
Japanese	74
Malay	3
Mandarin	1

Russian	1
Tagalog	3
Tamil	1
Urdu	2
German	1
English	1
Japanese	105
No stated second language	5
Chinese	1
Dutch	1
English	91
French	1
German	1
Indonesian	1
Korean	3
Turkish	1
Korean	32
No stated second language	4
English	17
Japanese	11
Malay	1
	1
Portuguese	1
English	1
Samoan	1
English	1
Total	249

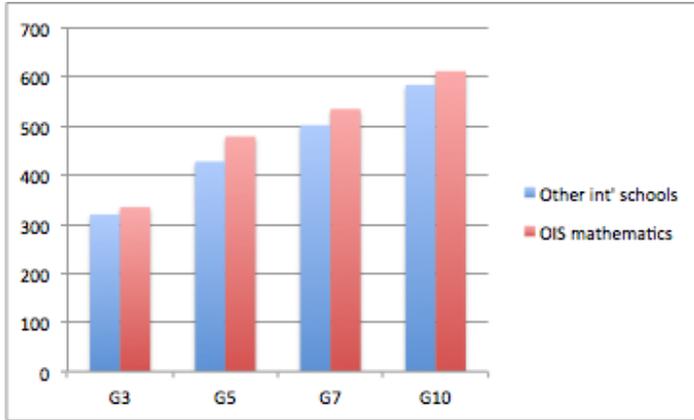
4.3 STUDENT PERFORMANCE

Comparison with other similar international schools

This section, part of an independent analysis of ISA test scores conducted at Ritsumeikan University, compares the test scores in terms of grade average scores at OIS against other international schools.

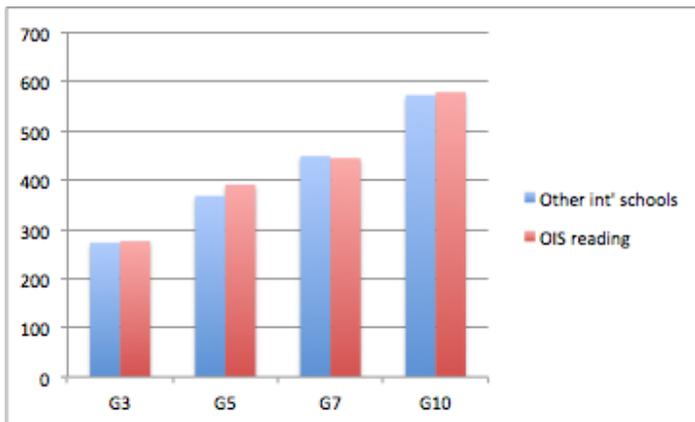
Mathematics

In all the four grades, OIS students constantly show higher overall mathematics scores than their counterparts in other international schools.



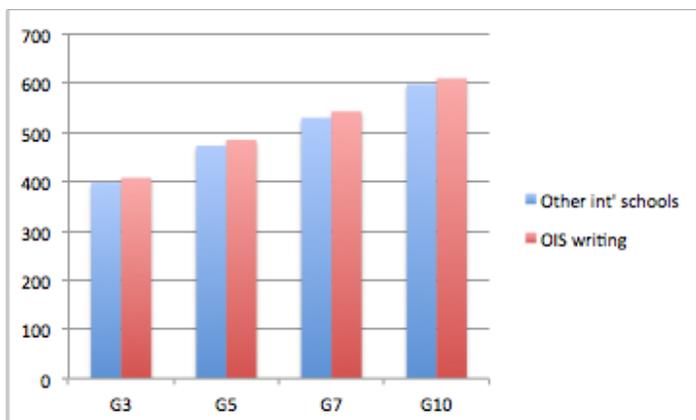
Reading

Across the four grades, the students in OIS and other international schools exhibit virtually identical reading scores.



Writing

In all the four grades, OIS students constantly show slightly higher overall writing scores than their counterparts in other international schools.



Summary

The comparative analysis on grade average scores indicate that OIS excels when compared to other similar international schools in mathematics and writing in all the grades from G3 through G10, whereas reading scores show no differences between OIS and other international schools.

A detailed analysis of academic performance can be seen in the [General WASC Evidence File](#).

At OIS, all senior students study IB Diploma courses, either as diploma candidates or as certificate candidates. The majority of students opt to study for the full diploma which is something that is encouraged and supported at OIS. During the 20 years of the school's existence, 66% of OIS seniors have opted to study as diploma candidates, with the remaining 34% as certificate candidates. Of the diploma candidates, 96.1% have been successful in obtaining the IB diploma. In 2011, 100% of the seniors studied for the IB diploma, with 90% of the candidates earning a diploma.

OIS IBDP Results					
Year	Graduates	Successful diploma candidates	Average points	Highest point total	Avg. subject score
1993	1	1/1	31	31	5.2
1994	9	6/7	33	38	5.19
1995	9	3/3	33	38	5.25
1996	8	3/3	37	40	6.08
1997	18	6/6	36	41	5.57
1998	16	6/7	34	38	5.36
1999	13	10/10	33	37	5.38
2000	17	9/10	34	41	5.47
2001	18	14/14	33	39	5.11
2002	15	10/10	30	36	4.93
2003	9	4/4	34	38	5.24
2004	19	14/14	34	40	5.46
2005	17	11/12	33	42	5.41
2006	20	14/15	33	37	5.30
2007	10	6/6	32	37	5.09
2008	12	12/12	33	40	5.26
2009	13	10/11	34	39	5.51
2010	10	10/10	31	38	5.19
2011	22	17/19	31	43	5.16
	233	149/155	33.46	38.3av	5.31av
		96.1% pass			

OIS SAT Results					
<u>year</u>	<u>#of graduates</u>	<u>Graduates that took SAT</u>	<u>math median avg.</u>	<u>verbal median avg.</u>	<u>total score</u>
2000	17	11	590	490	1080
2001	18	14	590	520	1110
2002	15	11	610	450	1060
2003	9	2	650	580	1230
2004	19	15	640	560	1200
2005	17	7	570	520	1090
2006	21	-s	math	reading	writing
2007	10	7	580	490	490
2008	12	8	590	512	480
2009	13	6	618	420	422
2010	10	8	550	490	500
2011	23	13	450	590	510

The majority of OIS graduates choose colleges and universities in the USA.

College Attendance for the Classes 1993 – 2011		
Academy of Art College	Liverpool Inst. Of Performing Arts (UK)	St. Lawrence University
Art Institute of Chicago	Mac Ewan College (Canada)	St. Mary's College
Ateneo De Manila Univ. (Philippines)	Macalester College – 2	Syracuse University
Barnard College - 2	Manhattanville College	TAFE College (Australia)
Berkley College of Music	Marymount College	UC Irvine
Boston University - 2	McGill University (Canada)	Union University - 2
Bryn Mawr College - 2	Michigan State University	Univ. of Bristol (UK)
Camosun College	New College Florida	Universidad De Navarra)Spain
Claremont Mckenna College	New Hampshire College	University of Alberta (Canada)
Clark University - 2	New York University	University of BC (Canada) - 4
Columbia University	North Carolina State University	University of Durham
CSU Northridge	Nottingham University (UK) - 2	University of Guelph (Canada)
Davis and Elkins College	Oberlin College - 2	University of Hawaii at Hilo - 2
Digipen Inst. Of Technology	Osaka Univ. of Art (Japan)	University of Massachusetts
Duke University - 2	Oxford University (UK) - 2	University of Melbourne
Earlham College	Parsons School of Design	University of Milan (Italy)
Elon University	Penn State University - 2	University of North Carolina
Embry Riddle Aeronautical Univ. - 2	Pepperdine University	University of Oregon - 2
Emerson College	Pitzer College	University of Puget Sound
Emory College	Purdue University	University of Redlands
Essex University (UK) - 2	Queen Mary University of London (UK)	University of San Diego
Florida Inst. Of Technology - 2	Queens University (Canada)	University of San Francisco - 2
George Mason University	Reed College	University of Tennessee
Harvard University	RMIT University (Australia)	University of Toronto (Canada)
Haverford College	Rochester Institute of Technology	University of Utah
High Point University	Rose Bruford College (UK)	University Of Victoria
Int'l Christian Univ. (Japan) - 2	St. Martin's College of Art & Design (UK)	University of Virginia
James Cook University (Australia)	San Diego Mesa College	Vanderbilt University
Kalamazoo College	Santa Monica College	Washington Univ. in St. Louis
Keio University (Japan) - 2	Savannah College of Art and Design	Wesleyan University
Kent Inst. Of Art & Design (UK)	Soka University of America - 2	Western Washington University - 3
King's College London (UK)	Sophia University - 4	Whittier College
Korea University	Sorbonne University (France) - 2	Willamette University
Lafayette College	Southern Methodist University	Williams College
Lake Forest College	St. Andrews University (UK)	Wolverhampton University
Langara College (Canada)	St. Hilda's at Oxford (UK)	York University (Canada)

5. STUDENT SUPPORT

Students are supported by a K-12 full time counselor who has responsibility for both college and guidance counseling.

The English support department consists of 4 faculty members who combine duties of language support for grades 1 -8 with other teaching and administrative responsibilities.

6. FACULTY AND ADMINISTRATION

The OIS faculty is comprised of 38 full-time expatriate faculty including admin, 3 national full-time faculty, and 4 part-time faculty. OIS is also served by expatriates working as: head of school, MS/HS principal, ES principal, business manager, counselor, and director of technology. The head librarian, admissions director, athletic/activities director, and IB programme coordinators also have teaching responsibilities. Approximately 62% of the full time OIS teachers have a Masters degree or higher. The ex-pat faculty averages 15 years of work experience, with an average longevity at OIS of 5 years. Of the 38 expatriate employees, 17 USA, 8 Australia, 6 UK, 1 New Zealand, 1 Brazil, 1 Fiji, 1 Philippines, 1 France, 1 Mexico, 1 Romania.

Before teaching at OIS, all teachers must have prior teaching experience, and they must be certified in their home country. All OIS teachers regularly attend IB workshops or other conferences and workshops and participate in a wide range of professional development activities

OIS administration is comprised of the head, MS/HS principal, ES principal, and the business manager.

7. SCHOOL CALENDAR AND SCHOOL DAY

The school year is comprised of 180 contact days. The first term (fall) begins in early September and ends in late November. The second term (winter) begins in December and ends in mid-March. The third term (spring) begins after spring break in early April and ends at the end of June. The school day runs from 8:30 – 3:30 (Kindergarten which previously finished at 2:00 is piloting a 3:30 finish). After-school activities finish at 4:30 for the ES students and at 5:45 for the MS/HS students.

8. FACILITIES AND TECHNOLOGY

The school's 17,000 square-meter facility includes: gymnasium, small gym, heated indoor swimming pool, bilingual library with over 55,000 volumes, 3 computer labs, 4 science labs, music rooms, planetarium, formal tatami room, tennis court, television studio, exercise and training room, theater, multipurpose all-weather field, and full-service cafeteria.

The library runs a fully automated system, in Japanese and in English. In addition to 55,000+ volumes, the library is home to over 60 periodicals, newspapers, and an expanding collection of digital media. The library's emphasis, apart from encouraging reading, is to develop information literacy by supporting students in locating, evaluating and using information.

The elementary mobile computer lab has 18 laptops. There are 2 complete mobile computer sets for MS/HS of 24 laptops each set, 2 computer labs on 3rd floor with 25 computers each. The Multi Media Lab is equipped with 10 computers. Networked laser printers have been installed in all labs. The library has 16 desktop computers and 20 laptop computers for student use. All school laptop connect to the school network through wireless routers

strategically placed around school. The wireless system is currently being upgraded to support wider use of hand held devices, and students’ personal laptops.

School network servers run Windows 2008 Version. Individual computers run Windows XP and Windows 7. All new computers run the Windows 7. XP computers will be phased out over the next few years.

9. CURRICULUM – LEARNING AND ASSESSMENT POLICY & GRADUATION REQUIREMENTS

Grades 6-10 use the MYP descriptor grading method with number grades. Refer to the evidence for details on grading at OIS.

In the PYP, narrative reports and check-lists are used to give feedback on student performance. Report cards have recently been updated to reflect PYP methodology.

The MYP assessment methodology was implemented in September 2003. This provides descriptive levels of achievement, measured on a number of criteria in each subject, in order to give detailed feedback on a student’s level of achievement. These multiple levels of achievement can be converted to a single IB general descriptor, using a scale like the MYP 1-7 scale. The 1-7 general grade descriptors are calculated at the end of the year for transcripts of students in grades 9-10. OIS uses this conversion scale for the benefit of US universities. OIS does not calculate percentages in each subject, nor does it rank students.

In the DP, grade 11 students are graded using the IB 1-7 scale based on subject criteria published by the IBO. The grade 12 students are currently assessed internally with moderated DP grades based on the IB 1-7 scale.

Courses are computed to determine the GPA for U.S.A. University-bound students; however, the MYP descriptor method of assessment is not designed to be converted into GPA or letter grades. International Baccalaureate courses and advanced (honors) courses do not receive extra weight in the computation of GPA.

GRADUATION REQUIREMENTS

Graduation Requirements 1 credit = 1 academic year of study

English	4 credits	Art	1 credit	All students must complete the Extended Essay or a senior writing/research project as well as satisfy the CAS (Creativity, Action, Service) requirements of the International Baccalaureate.
Humanities	3 credits	Info. & Design Technology	1 credit	
Science	3 credits	Physical Education/Health	2 credits	
Mathematics	3 credits	Theory of Knowledge	1 credit	
Language B	3 credits	Electives	<u>2 credits</u>	
Music	1 credit	Total:	24 credits	

10. CO-CURRICULAR ACTIVITIES

OIS is able to offer a wide and varied co-curricular program. The ability to offer such a range is in part assisted by its relationship with SIS which creates a larger student body to draw from. At the high school students can participate in the musical, the literary magazine (Tango), the multi-media production of the yearbook, Model United Nations, the Center (for relief efforts in Tohoku), service projects, stage crew, inter-scholastic sports, student council and tutoring.

In the middle school students participate in the musical, brain bowl, the literary magazine, inter-scholastic sports, martial arts, student council. In addition, an extensive list of clubs, coordinated by the student council, is available to students in the middle and high school.

In the elementary school students can participate in after school clubs which are offered on a block system, at four times in a year. Activities include abacus, yoga, martial arts, ballet, sports, arts and handicrafts.

11. GOVERNMENT RELATIONS

OIS is a private school operated by the Kwansei Gakuin education foundation, and is listed in Japan as a 'Miscellaneous School for Foreigners'. OIS is one of three schools operated by the foundation on this campus:

Osaka International School (OIS); K – Grade 12

Senri International Middle School (Grade 6-9)

Senri International High School (Grade 10-12)

The school meets all legal requirements for governance under Japanese law.

12. GOVERNANCE AND SCHOOL LEADERSHIP

The governance of the school changed in 2010 when the previous foundation, Senri International School Foundation (SISF), merged with the existing Kwansei Gakuin education foundation.

Kwansei Gakuin was founded in 1899, by an American missionary W.R. Lambuth, with the aim of training missionaries and educating young people based on the principals of Christianity. In 1910 the Canadian Methodist Church and the Japanese Methodist Church joined in the operation, and Kwansei Gakuin could open a college with literary and commercial courses in 1912. In 1929 Kwansei Gakuin moved to rural farmland which is presently the Uegahara campus in Nishinomiya. 3 years later it acquired the status of a full degree granting university.

Throughout its history Kwansei Gakuin has had a strong international emphasis. Kwansei Gakuin University is now an independent institution offering Bachelor, Master and Doctoral degrees in almost 40 different disciplines to around 20,000 students. There are 11 undergraduate and 13 graduate schools as well as an attached kindergarten, elementary school, junior and senior high school, Seiwa College and Junior college. It has seven campuses including Marunouchi in Tokyo. The Senri campus of Osaka International School and Senri International School is part of this education grouping. The university consistently achieves the highest academic standards among Japanese private universities and colleges.

The chair of the Board of Trustees is Yoichi Morishita, who was the President of Panasonic Corporation. The Board of Trustees has the overall responsibility for the successful running of the Foundation.

This responsibility is dispersed to the:

1: Chief Executive Administrator who oversees the administrative side of the foundation supporting the education which includes:

the finance department; assessment office; public relations office; general affairs department; personnel department; information systems department.

2: The Chancellor oversees the education provided by the foundation which includes:

Seiwa Junior College, KG High School, KG Junior High School, KG Elementary School, Seiwa Kindergarten, Seiwa College, the University, in addition to OIS and SIS.

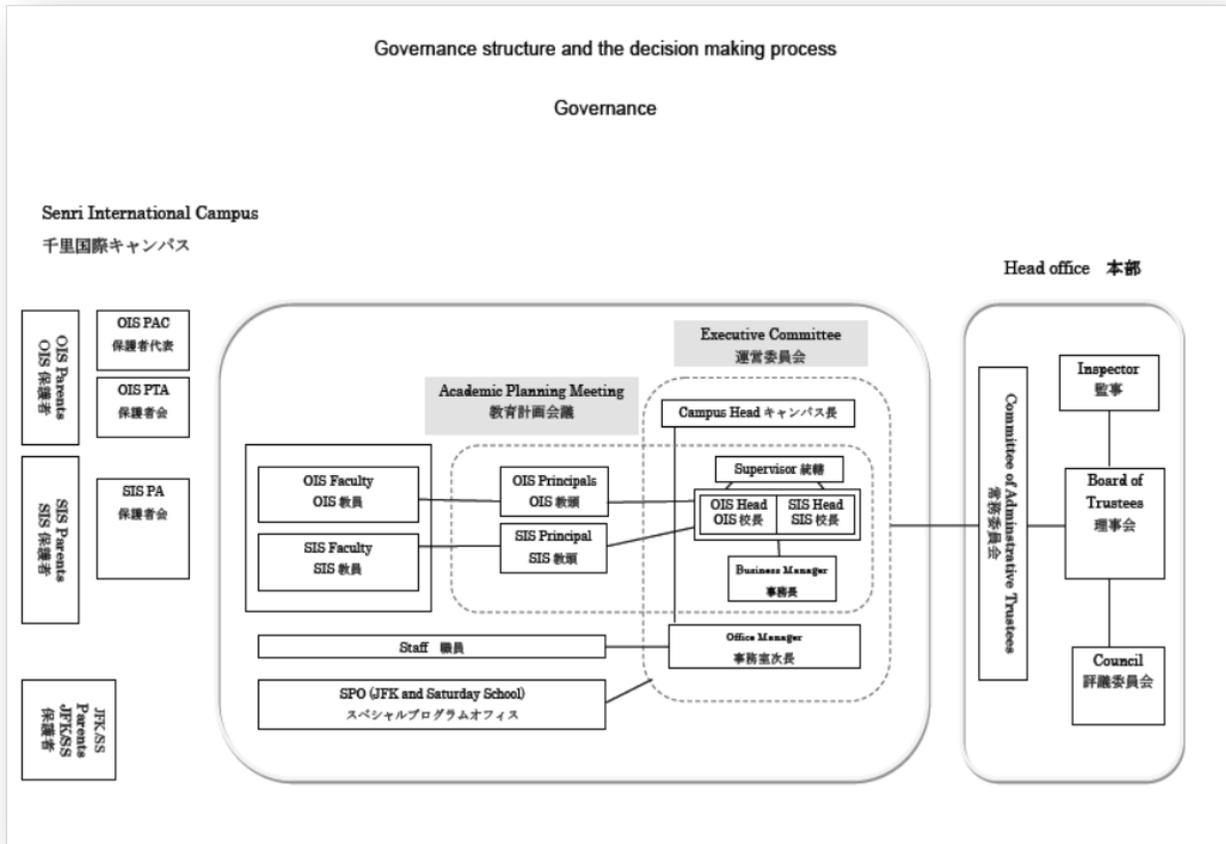
The running of each individual institution is the responsibility of the head of school. On the Senri Campus there are two groups charged with the assistance of coordinating planning and decision making to ensure that there is correlation between allocation of resources, student learning results and planning.

1. The Academic Planning Committee – two heads of schools, campus supervisor, principals from OIS and SIS, and the business manager. This group is charged with ensuring that planning and decision making is broad based and collaborative across the schools.
2. The Executive Committee – the two heads of schools, campus supervisor, head of campus, office manager, and the business manager. This group is charged with confirming and ratifying decisions concerning personnel and financial resource allocation and policy implementation and passing along reports and proposals to the next level of foundation governance.

In addition to this the OIS administration meets weekly in addition to numerous ad hoc meetings.

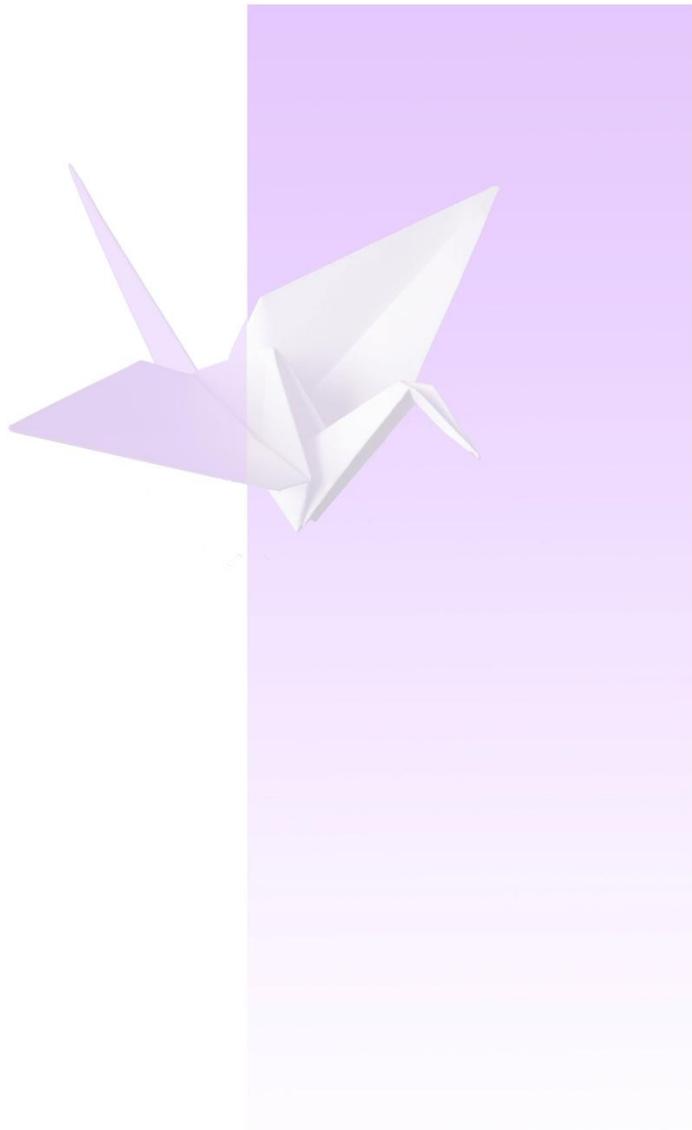
The positions and responsibilities of head of campus and campus supervisor are stipulated in the Kwansei Gakuin policy manual.

Please see the attached chart for a schematic representation:



13. FINANCIAL SUPPORT

Tuition and fees amount to 81% of total income (59% in 2006 at the time of OIS's last WASC evaluation), with the next largest contributor being income from special programs revenue (summer school, etc) at 13% (15% in 2006), and government subsidies at 3% (17% in 2006).



Organisation of Student Learning

A1 A2 A3 A7

A1. School Purpose

The school has established a clear statement of purpose that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted expected school wide learning results (school wide learner outcomes) that form the basis of the educational program for every student.

A1. FINDINGS

Osaka International School (OIS) has established a clear statement of purpose that is articulated through the 'statements of belief which inform our vision'. These are published in the OIS Faculty handbook and the OIS Student handbook. The handbooks are distributed to all students, families and teachers upon commencement at the school. The OIS philosophy is exemplified by the Senri Osaka International School (SOIS) mission statement which is "Caring, informed, creative individuals contributing to a global community". The statements of belief and mission statement underpin the educational programs of our school. The school wide Student Learning Results (SLR) are testament to this vision. Furthermore, faculty, staff and students work collegially towards the realization of the school mission and the school's SLR. Grade level and department teams' work and plan cooperatively to develop common assessments and best pedagogical practice further emphasizing both the school's mission and the SLR. The school's shared mission and purpose is further evidenced in the recognition given to student achievements at MS and HS level in the 3 areas of Academics, Qualities and Values.

There is a clear link between Kwansei Gakuin's (KG) mission statement and SOIS as the school's purpose and the SLR are aligned. These SLR are further defined by the extensive extracurricular activities available in all three I.B. programmes, school produced classroom posters, subject driven posters and bulletin boards, MS and HS advisory groups, and the school curriculum maps such as ATLAS. The student driven and teacher guided Student Council and Student Congress plus the implementation of the school's literary magazine all emphasize the School's purpose and vision.

Relevant student/community profile data is used to help students in their college and course selection.

The school provides many opportunities for representatives of the school community to be involved in the development/refinement of the school purpose and the SLR. Faculty, staff, students and parents work collegially in a variety of ways to help the realization of the school's mission, purpose, statements of beliefs, SLR, and Five Respects.

There is consistency between the school's mission, purpose, SLR and school program. The school mission statement and the SLR are closely aligned with the learner profile of the International Baccalaureate Organization (IBO). OIS offers all three IBO programmes: Primary Years Programme, Middle Years Programme, and Diploma Programme. The school mission and SLR are consistently embodied in all three programmes. The school successfully and effectively publicizes its mission, purpose and SLR to the students, parents and other members of the school community. It does this through a combination of methods: explanatory sessions, handbooks, websites, newsletters, e-mail updates, curriculum maps, conferences, assemblies, student awards, posters, displays, and other ways. Although the purpose and school learning results permeate the school, there is no process set aside for a regular review of either of these. Our merger with KG once again allowed us to carefully articulate our purpose and our school learning results.

A1. EVIDENCE

OIS Student Handbook; School Website; SOIS Mission Statement; Student Learning Results; School Handbook; The explanatory sessions held by the administration at Elementary/MS/HS level; The counseling dept.; The curriculum heads info. ; Parent teacher interviews. Student lead conferences. ; Back To School nights.; School newsletters; The Educator (newsletter); Interculture (school journal); Professional Development Policy; 5 Respects program; MS/HS awards for Academics/Qualities/Values; Schools2schools (Cambodian Charity); Kiva (Micro financing - Elementary CAS link); Movember (fundraising for Men’s Health); Habitat for Humanity; Tohoku Art bags; School Council/congress; Tango; School posters/notice boards; Councilor’s info. Sessions; Mission statement; Vision and purpose; Statements of belief; Student learning results; Five respects; Faculty Handbook; Faculty meetings; IBO programme-level meetings; WASC self-study; School Improvement Process (SIP) committee; Atlas curriculum map; Parent Teacher Association; Mission statement; Vision and purpose; Statements of belief; IBO learner profile; Administration “coffee meetings”; Student council; Student congress; Student homeroom advisory system; Explanatory sessions held by: --the administration at elementary/MS/HS levels --the counseling department --the curriculum coordinators (PYP, MYP, DP); School website (mission statement, purpose, statements of belief, SLR); The Educator school newsletter; Atlas curriculum map; Report cards; Parent-teacher conferences (middle school, high school); Student-led conferences (elementary school); Weekly MS and HS assemblies arranged around common themes; Annual end-of-year student awards given in recognition of student achievements in middle school and high school in the three areas of academics, qualities and values; Annual end-of-year student awards for high school: Governor’s Award, Council of International Schools Award, Dr. Fukuda Scholar-Athlete Award, Athlete-of-the-Year Award; Focus Group A) Evidence File; General WASC Evidence File

A2. Governance

The governing authority (a) adopts policies which are consistent with the school purpose and support the achievement of the expected school wide learning results (school wide learner outcomes) for the school, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

A2. FINDINGS

a)The governing authority (Kwansei Gakuin (KG - Board of Trustees) adopts policies which are consistent with the school purpose based on the premise that the mission statements of KG and Senri International School Foundation (the pre-merger foundation’s title) were complementary and could be used together. As this ideological relationship between mission statements exist the merger was able to take place. As the current business manager, Mr. Lewis, indicates, “If we assume that the policies of KG are in place to support their mission, then they should complement ours.... From an educational foundation perspective policies are operational guidelines that are passed through the Board of Trustees.”

b) The KG Board of Trustees supports the achievement of the expected school wide learning results by the fact that there was a merger between KG and the Senri International School Foundation (SISF). If this commonality did not exist between the KG Board of Trustees and SISF then the merger should not have taken place. According to Rev. Tabuchi the Merger Contract proves that the governing authority adopts policies which are consistent with the

school purpose and supports the achievement of the expected school wide learning results (school wide learner outcomes) for the school.

The KG Board of Trustees delegates the implementation of these policies to the professional staff by allowing autonomy for each Head of School within the KG educational foundation and so this autonomy also applies to OIS.

c) The KG Board of Trustees monitors results through utilizing the foundations evaluation committee *Kwansei Gakuin Hyoka Suishin linkai* for all KG schools (including OIS). This committee oversees a structure for self - evaluation within each school to concur with Japanese government legal requirements. According to the Head of the KG Foundation Department Foundation Section, Mr. Yukihiro Hamada and the Dean of Chaplains, Rev. Tabuchi academic results of students e.g. IB results, tertiary education admission and other successes are reported to the KG Board of Trustees. The “Inspectors (*Kanji*)” and “Council (*Hyogin-kai*)” monitors the KG Board of Trustees. Under Article 17 financial results and enrollment are also reported by the Inspectors to the Board of Trustees and then the information is evaluated and reported to the Education Department. The Evaluation Committee structure is explained latter in this section.

There are clear policies and procedures regarding the selection, composition and specific duties of the governing authority - in this case the Board of Trustees. Chapter 3, articles 6-16 from the Articles of Endowment (file point v in our evidence section) outline the clear policies and procedures in both English and Japanese. According to Rev. Tabuchi a comprehensive book of policies, the *Kwansei Gakuin Reikishu* explains in more detail what the Board of Trustees (and all KG schools) are required to do in any given situation. This is a book of regulations in its entirety is only available in Japanese.

There is no international school board at Osaka International School, and, according to an interview with Rev. Tabuchi, there is no possibility of such. A board, as this would negate the existing structure that is utilized by OIS. According to the current Business Manager, Mr. Lewis “...there is policy documentation that governs all of KG (*Kwansei Gakuin Reikishu*) and then specific Senri Campus Policy.” However, at the time of compiling this report the policy material did not all exist in English. The policy that does exist in English is being collated and in the future policy information will be translated from Japanese into English as priority dictates.

Rev. Tabuchi indicated in a recent interview that the merger contract and the policies which govern the KG Board of Trustees are based on “...respect for individuality and the fundamental principles of Christianity.” It is stated in the Merger Agreement: After the merger, Senri International Middle and High school and Osaka International School shall provide an education based on the principles of Christianity. (The Merger Agreement, January 22, 2009)

Review and refinement of our school’s purpose and SLR is delegated as the responsibility of each Head of School. OIS requested the alignment of all reports to be done at the same time (WASC, IB and the KG evaluation) and this was approved by the Evaluation Advancement Committee. According to Rev. Tabuchi the Board of Trustees reviews and refines the SLR and the school’s purpose through trusting each head of school to make changes or endorse the status quo. There is a great deal of autonomy provided for each head of school to do this; however, there are certain cases where autonomy is not given, for instance, in regard to financial decisions.

As the governing authority (KG Board of Trustees) is relatively new to the management of the school it is fair to say most members of the community are still coming to terms with their role. Most members of the school community are relieved that a financially sound and stable educational institution supports the infrastructure of the school. Rev. Tabuchi indicated that on paper the school community should understand the governing authority’s (Board of Trustees) role, but in reality it may be different. He exemplified this when he highlighted that a testing point will

be when the Board of Trustees validates a decision such as an increase in school fees to parents. Through the OIS and SIS administrators' Academic Planning Meeting and Executive Committee requests to the KG Board of Trustees role will become more evident.

There is a clear understanding about the relationship between the governing authority and the responsibilities of the faculty due to the individual contracts between the KG Educational Foundation and teachers. The Faculty Handbook provides operational guidelines for faculty. These documents help outline expectations for both parties.

The governing authority does not stipulate the content of evaluation for each school belonging to the KG Educational Foundation. Rather it allows each school the autonomy to set up its own Self Evaluation Framework. This framework is approved each year by the Evaluation Advancement Committee. The content for the self evaluation is decided by the OIS Self Evaluation Committee which is chaired by the head of school. However, the Evaluation Advancement Committee provides a structure for terms of the evaluation to meet Japanese government legal stipulations. When an evaluation is to take place the Evaluation Advancement Committee approves the framework with the KG Assessment Office (*Hyoka Jouhou Bunseki Shitsu*) then providing the administrative procedures for evaluation to occur. The Evaluation Advancement Committee is made up of educational administrators and this is chaired by the Chancellor. Japanese Law requires publication of the evaluation and the self evaluation must be published to all related parties. The school must also meet prefectural requirements in relation to evaluation procedures. Recommendations that are made via the Evaluation Advancement Committee and the recommendations need to be passed to the school for implementation. Please see document titled "2010 Osaka International School Self-evaluation framework" as pages 5,6 and 8 are in English.

In regard to evaluation, the Head of each school has a pivotal role. The Head is appointed with approval from the Board of Trustees and therefore the Board of Trustees decides whether to renew the heads contract. There are regulations for appointing a Head of School but there are no regulations for dismissal. Even though self evaluation is largely directed by the head of each school within the foundation there is "...no concept of evaluating the head..." Rev. Tabuchi Evaluation Meeting/Interview held at Uegahara Campus 22.12.2011. Rev. Tabuchi also indicated that there is a process for monitoring the Board of Trustees and that this is linked to two main goals: Mission Protection and Financial Stability.

A2. EVIDENCE

i) The KG Mission Statement; ii) The SISF Mission Statement; iii) Published Purpose of SOIS ; iv) School Wide Learning Results; Business Manager e-mail 7th of November, 2011; Merger Contract (yet to find an electronic copy - asked Steve - 30.11.2011); See Organisational Chart p.28 KG University Overview 2011-2012 and Organisational Chart (Hard Copy available in the Staff Common Room); 2010 Osaka International School Self-Evaluation framework (some parts in English but mostly in Japanese); Organisational Chart p.28 K.G. University Overview 2011-2012); Articles of Endowment of K.G. Educational Foundation 17.1 “Inspecting the business of the Foundation”; v) Articles of Endowment (See Focus Group A) Common Evidence File); Interview conducted November 17th 2011 with Rev. Tabuchi (Interviewers - Mrs. Wakaba Mori, Ms. Rebecca Woodhouse and Ms. Tara Cheney; Parent / Teacher discussion sessions after the merger; Professional Staff Type II Contract (see Focus Group A) Common Evidence File); Staff Handbook (see Focus Group A) Common Evidence File); Attach Steve’s most recent e-mail attachment “2010 Osaka International School Self-evaluation framework” pp.5,6 and 8; Evidence quoted from Evaluation Committee Meeting and interviews held at Uegahara Campus 22.12.2011; Focus Group A) Evidence File; General WASC Evidence File

A3. School Leadership

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the expected school wide learning results (school wide learner outcomes), (2) empowers the staff and (3) encourages commitment, participation and shared accountability for student learning.

A3. FINDINGS

The OIS leaders give final approval for the implementation of programs based on recommendations and proposals by working committees and departments. Therefore, timely decisions from administration are critical in mobilizing needed programs (within the specific time set) to effectively achieve the school wide SLR’s goals.

Faculty and staff are given opportunities to grow and are given the chance to voice opinions, ideas, and grievances. These are healthy indicators of staff empowerment. If these factors are effectively utilized the staff have the scope to help attain specific school goals. Regular meetings and in-service activities with the school administration encourage teachers to be committed and participative in the shared accountability for student learning. However, there are often conflicts in schedules between teachers attending meetings and sacrificing after school student learning time.

Teaching responsibilities are clearly outlined in several faculty handbooks. The following expectations and responsibilities are offered as a guide: Instructional responsibility, school and community responsibility, and professional responsibility. Each area of responsibility is further explained through a list of tasks each teacher will carry out. Another source of explanation of staff responsibilities is the Supervisory and Evaluation Handbook. In short, the purpose of staff supervision and evaluation at OIS is ultimately to improve student learning through facilitating teacher goal setting, self, peer, student and supervisor assessment, support and the identifying and refinement of teaching skills. Specific departmental expectations are outlined in departmental handbooks. The handbooks explain task specific duties and responsibilities as they pertain to each area of

expertise. To further clarify the responsibilities and relationships between staff and leadership several organizational charts are published in both the handbooks and stand alone documents. After a series of teacher interviews, (see evidence file below) all teachers responded that they have a clear understanding of their duties and responsibilities. Several cited the faculty handbook as a source of this understanding.

Operational and decision making practices are less clear. While there are policies in place to cover most procedural questions that may come up during the normal operations of the school, the surveyed teachers indicated that they are unclear about how decisions which go beyond the simple day to day operation of the school are made. All surveyed teachers admitted some ambiguity about the decision making policies and the grievance resolution practices.

There are effective structures in place for internal communication. The internal e-mail system, morning meetings, weekly updates, and staff meetings together provide ample communication between staff, teachers, and administration. Common planning time has been coordinated through the trimester teachers' schedules. Teachers are provided weekly common planning time per department. Additionally, newly scheduled grade level meetings provide teachers of each grade level time to plan and discuss grade level specific issues.

The sample of ten ES and MS/HS teachers from a variety of backgrounds and levels of experience at the school showed there is dissatisfaction with current problem/issue solving procedures. Most teachers indicated that the administration takes a "wait and see" approach to solving problems. The survey indicated a lack of decisive leadership when it comes to policy administration and problem solving.

A sample of teachers provided the following responses: 1. All surveyed teachers understood their responsibilities as outlined in the facility handbook, employment contract and with years of experience. 2. All surveyed teachers believe there are effective structures in place for communication. Examples of this are: e-mail system, morning meeting, staff meeting, weekly up-date, and a variety of small group meetings. 3. Teachers indicated that due to changes in administration it is less clear who to go to for answers. Some teachers said that it is often more time effective to go directly to the source of the problem/issue/question etc.

All surveyed teachers conveyed some ambiguity about the decision making policies and grievance resolution practices: Problems are not resolved – rather administration waits them out; e.g. "I'm sure there is a policy I just don't know about it, or what it says" e.g. "Clueless how decisions are made." Decision contrary to committee recommendation and without explanation; Plenty of time spent discussing issues and little seems to be resolved; e.g. I-Pad for grade 6 contrary to plan / committee recommendations with no explanation provided; e.g. accommodations for learning needs and/or social needs of some isolated students.

The processes and procedures for involving staff in shared responsibility and accountability to support student learning are effective.

The administration continually reviews existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning. During weekly academic committee meeting procedures and policies are reviewed. During these meetings issues are discussed and resolved in a way to best serve the students leaning needs. Additionally the administrator (Head of School) annually and formally reviews his performance. Part of this review includes self reflection and peer evaluation of his performance in meeting the student learning results.

A3. EVIDENCE

The Educator; Morning faculty meetings; Faculty Handbook; Minutes from faculty and student concerns meetings; Minutes from Academic Planning Committee; Authorization reports for PYP and MYP; Interdisciplinary unit planners; Curriculum maps; Moodle; Student work; Survey of parents, faculty and students; MS/HS Faculty Supervision & Evaluation Procedure handbook; Facility handbook; Departmental handbook - e.g. English Support handbook; Student Course & Teacher evaluation form; Grievance Resolution Policy; Governance Chart; Student Learning Results; Sample of teachers; Internal e-mail system; Morning meetings; Weekly updates; Staff meetings; Common planning time; Use of information technology through moodle for timely assessments and submissions of student requirements; Regular morning meetings with the school heads and teachers; Joint activities, collaborations with other departments within the school and with other schools; Parent-Teachers conference; Back-to-School Night; Weekly academic planning committee meetings; Annual HOS performance evaluation; minutes of meetings; staff interviews (4) ; [Focus Group A\) Evidence File](#); [General WASC Evidence File](#)

A7. School Improvement Process

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

A7. FINDINGS

From 2013 all evaluation visits are aligned, so the action plans can also be developed and aligned. For the purposes of this substantive change self study report reference is made to the action plans noted in the evidence section below. The variety of action plans provides proof that the school planning process is collaborative and broad-based including faculty, administration, parents and students, and that the commitment of the stakeholders is shown by who is/was responsible for completing the objectives.

Current analysis of student achievement of the expected school wide learning results is outlined in the evidence listed below. This information is used in planning throughout the school. However currently, there is no formal process that ensures the consistent correlation between this analysis and the school wide action plan.

In relation to 'academics' there is some analysis of standardized assessment data and external examination, however, internal report grades are not analysed for trends, strengths and weaknesses. The data analysis thus far has been mostly concentrated on tracking individual students, most often those at risk.

In regard to 'values' the Principals and the Guidance Counselor evaluate students. Ideas for instilling values occur during planning sessions and are based on the current needs of the student body. These are addressed during assemblies and Long Home Room (LHR). It is effective as it addresses the needs of the current students.

Planners for all IB programmes require teachers to explicitly include 'quality' attributes in teaching and learning activities. This is reflected in the programme action plans in reference to the learner profile in elementary; areas of interaction in MYP and Diploma TOK. The assessment criteria of all three programmes include these attributes. There are IB standards and practices that relate to students being balanced, reflective, communicators and risk takers, so if on reflection and analysis there are gaps in these areas, it will be reflected in the programme action plans.

There is considerable evidence to support the systems alignment of professional goals, teacher evaluation and strategic planning. On a school wide level the school has committed to aligning IBDP, MYP and PYP evaluation visits with the 6 year WASC review visit and incorporating the foundation annual reports into one seamless process. This decision ensures planning for the purpose of ongoing school improvement will be aligned in all areas of the school and assessment of the progress made on these plans will occur on an annual basis. The professional development policy has been reviewed within the last 18 months. In applying for professional development applicants are asked the link between their goals, the school's focus and the IB standards. The connection between teacher evaluation and strategic planning is not explicit and it is not clearly defined how one informs the other. Teacher 'evaluation' at OIS has been carried out through a goal setting process. Factors that teachers felt that are taken into account in their evaluation include achieving the goals that were established at the beginning of the year, assessment of IB diploma scores, feedback from colleagues including

administration or a general assessment of an overall contribution to school. There has been a shift within the last year toward drop in visits and peer discussions as research is revealing that these are effective in developing classroom practice in an experienced faculty. The value of a traditional evaluation method of observation and analysis of one class is not seen as effective. However the area of evaluation and its connection to goals needs greater clarification. Questions that arise include 'What criteria constitute a great teacher at OIS?' 'Apart from the principal who else could be included in the evaluation process to make it most effective?' 'What kind of evaluation is most effective for a relatively experienced faculty?' 'What kind of evaluation will most effectively support and enhance learning?'

Generally the correlation between the allocation of time/fiscal/personnel/ and material resources, the expected school wide learning results and school wide action plans is strong. Adequate planning time for teachers is highly valued and therefore adequate planning time is maintained as a priority.

The budget submission process is such that departments have considerable influence in purchasing to support the curriculum. These budget requests are needs based.

Adjustments have been made in the hiring of personnel as needs for greater support has arisen in different departments. For example, an extra math specialist was added this year at the request of the department and principal. A kindergarten assistant is added at times when this class achieves a certain enrollment threshold. The school advertises for and actively recruits teachers who can articulate support for the SLR and our mission statement.

The most recent example of a close correlation between resources allocation, the SLR's and various action plans can be seen in the support for increased mobile technology provision in the middle and high school.

The demand for greater provision came from faculty through the Technology committee and was supported by questionnaire data collected from faculty, students and parents. While initially the cost of this provision was planned to be borne by the families the foundation/board has supported an out of budget request for funds. This means that tablets for students can be purchased by the school as a trial in increasing access to the web for students. The goal of this provision is specifically to enhance student learning.

The professional development budget allocation has changed significantly in the past two years through discussion in the professional development committee comprised of administration, programme coordinators and teachers. This is a direct attempt to link the mission, the school focus, IB standards and individual teacher goals.

A further example of the correlation between resource allocation and various school action plans is the school's first capital campaign that was directly related to enhancing learning through the redesign of the courtyard creating an adaptable outdoor learning space. The literature supporting this investment related specifically to the SLR – creativity, communication, inquirers, thinkers. Students were involved in the initial request and the design of this space.

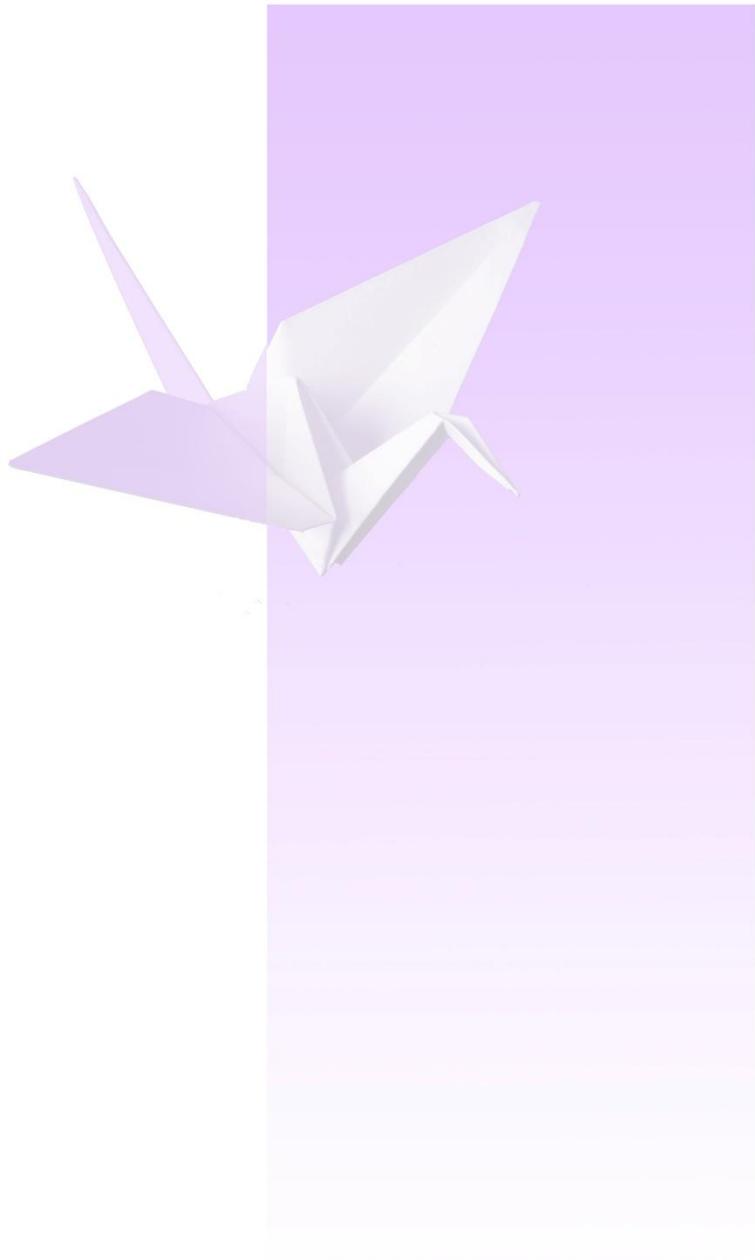
Further examples include the school's support of inter school cultural and sports exchanges, provision of dedicated English support teachers, counselor, dedicated trained teacher librarian K-12 and a well funded library.

A7. EVIDENCE

Analysis of technology questionnaire; PYP 2009-13 action plan, MYP 2009-2013 action plan, DP action plan; SIP committee midterm report; Yearly focus (admin meeting minutes); Copy of questionnaire; PAC meeting minutes; Parent surveys on programmes; Student congress/council minutes; Student evaluations: e.g. unit and course changes; PTA minutes: International Fair Committee; Student reports cards; Standardized test analysis e.g. ISA tests, SAT, PSAT, IBDP results, SRI reading lexile level check, DRA, standardized writing samples in 6-8; Grade level meetings; Faculty meeting minutes; Assemblies; In-school PD sessions; Student Council reports on sports day, school festival and other student run festivals; CAS and community and service projects; grade levels meetings; PD application process; Interview with teachers; PD application process; Professional development application sheet; Goal setting forms; Job advertisements; PD application guidelines; Introduce 1-1 Capital campaign goals; AISA philosophy; Director of activities job description; English Support job description (handbook); Counsellor job description; PD budget; Yearly LHR schedule; School PD / In-service days outline; Teacher resources in the library; Subscriptions to electronic database; Library budgets; Department budgets; Librarian job description;) [Focus Group A\) Evidence File](#); [General WASC Evidence File](#)

WASC Category A: Organization for Student Learning Areas of Strength and Growth Needs

Areas of Strength
<ul style="list-style-type: none"> a) OIS has a clear mission and purpose for the school b) KG established organization c) KG and OIS mission statement similar d) Staff understands position descriptions e) Clear avenues for communication f) Staff is encouraged to voice concerns g) Regular contributions to school action plans are made by a variety of share holders.
Growth Needs
<ul style="list-style-type: none"> a) Develop a clear process of translation between KG and OIS - key documents need to be translated into English b) Follow up to insure concerns are addressed i.e. status updates c) Better define link between teacher evaluation and resource allocation d) An overall school wide action plan needs to be renewed – made public and reviewed collaboratively e) Need to monitor student achievement in regard to the student learning results - subsequent sharing of findings with faculty and incorporation of these into the school wide action plan should be the responsibility of the ES/MS/HS Principals and written into the corresponding job descriptions f) Structured K-12 student self reflection on their achievement of SLR is needed g) Assessment data from grade reports must be easily accessible to review, discuss and take action (e.g. excel spreadsheet) h) The connection between teacher evaluation and strategic planning needs to be clarified



Resource Management and Development

D1 D2

D1. Resource Management

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results (schoolwide learner outcomes)

D1. FINDINGS

The resources available to the school "...are sufficient to sustain the school program ... purpose ... [and] ... the school wide learning results."

In relation to the SOIS library it is a shared resource between the two schools of Senri International School and Osaka International School of Kwansai Gakuin. The library was designed to play a central role for the school community and accommodates 110 students at any given time.

There are two distinct areas - Elementary and Secondary. Students in grade 5 may utilise the Secondary resources. The English Reference collection is located around the stairwell & Japanese collection along the back wall. There are 7 large sized tables for students to work at in the back corner of the library. Smaller tables originally designed for elementary use, are used almost exclusively by secondary students in the front corner of the library. At any one time the library can accommodate up to 3 class groups. A mezzanine level provides a quiet study area for senior SOIS students; a multimedia lab, and teacher reference materials, including audiovisual equipment.

The library uses Destiny web-based system for the English collection and Library One for the Japanese collection. The collection is classified according to the Dewey Decimal System or the Nippon Decimal Classification. All library computers access the Internet, OPAC Inquiry, online databases and other selected software which are all placed on the school intranet. Currently (2011) the total resource collection [1] stands at approximately 29,343 English and 38,535 Japanese items. The majority of stock is available for loan by our students. A wide variety of quality literature for all levels is provided in the collection. There are separate fiction areas for Pre-School and Primary Students (E / JF) and older Primary and Secondary students (FIC). Separate non-Fiction areas have also been established to cater for the two distinct areas of the school – Elementary and Secondary (no location code). Some Information books suitable for Preschool – year 2 are kept within a book box in the picture book area.

An *International* Collection of books in other languages has been established. This collection is gradually growing and remains a focus in the collection development of the library. Spine labels are used to clearly label the various languages. Bilingual books are also available among the main collection with a designated spine label. A variety of periodicals are available for primary, secondary and adult users of the library. These range from periodicals for recreational reading and for information. Fiction is frequently displayed in themes, for example Sakura Medal, Schools2Schools, new books and recent reads. Special displays are created for Japanese events that are celebrated throughout the year.

The library is open between 8.00am – 6.00 pm for the school community. There will be occasions when, at discretion of the Head Librarians or Administration, the library is closed earlier due to whole school events e.g. Parent/Teacher conferences, Maple Hall concerts or library practices such as inventory. After school, students and parents utilise this time for the purpose of homework, borrowing and leisure reading. The parent community is encouraged to utilise and borrow from the school library. Overall the library lends itself to flexible

and active use by class groups and individuals.

At the campus level, resources are allocated in a couple of different ways. The overall budget for OIS is ultimately developed and approved by the KG foundation. A general operating budget in which different departments are allocated funds is part of this. Consumable items and other teacher resources can be purchased at the request of teachers and other staff from this budget. To do so, teachers make a request through their principal which, once approved, is forwarded to the head of school and then the business office and the purchase is made. Throughout the fiscal year, this budget is monitored to ensure that all purchases fit within what was allocated. If adjustments need to be made to the operating budget, this is done with the approval of the KG finance section.

Around late October and early November, when the budget for the following year is being created, teachers are given the opportunity to request major purchases that would go beyond the normal operating budget. Principals make teachers aware of this through emails and faculty meetings and requests are first sent to them. Teachers are asked to justify their requests in terms of the school goals and their learning objectives. The principals compile a list of the requests from their schools which are then forwarded to the business manager who brings the requests to the Academic Planning Meeting (APM).

At the APM, all the requests are discussed and prioritized in light of the school goals and the overall needs for the school. Once the items have been prioritized, they are submitted to the Executive Committee for approval and from there to the KG finance section for approval along with the regular operating budget. The KG budget committee investigates those requests and gives final approval.

Teachers and leadership are involved in this process and have opportunities at various points in the process to give their input. In regard to “the relationship between the decisions about resource allocation, the school’s purpose and the achievement of expected school wide learning results, ” at the school level, this relationship exists but could perhaps be strengthened as the budget process evolves with the school’s new relationship with KG. Presumably when KG is making budget decisions they are taking this into account at the school level but also considering it in light of the overall needs of the different schools and universities in the foundation.

In relation to developing an Annual Budget the budget for OIS encompasses three distinct budget areas overseen by three separate groups: 1. Personnel Budget - managed by the KG Personnel Department 2. Facilities Budget - managed by KG Finance/ Facilities and General Affairs 3. Campus Educational Operations budget - managed within OIS. Each of these budgets has its own process for development and approval.

In regard to conducting an annual audit SOIS is audited annually by the firm of Tomatsu. KG undergoes an external audit three times a year. A report is written and published after each external audit process.

In conducting quality business and accounting practices (including protections against fraud) there are three main process areas: a) Interconnected goal setting protocol in business office b) Centralized personnel – offices and c) Authorization process: the school has a system of requiring multiple authorizations for any expenditures.

Overall, “...facilities are adequate to meet the schools purpose and are safe, functional and well maintained. For instance the Library has an annual library/resource centre budget that provides for the maintenance of, and additions to, the library/resource centre’s collection and equipment. The library budget is shared between the two schools/two library collections - English and Japanese. The library administration team submits a budget annually to the SOIS leadership team for approval. An inventory is conducted annually in the library to ensure

audit of school library resources.

Staff survey results indicate a broad range of responses determining whether “...the facilities are adequate to meet the school’s purpose and are safe, functional, and well maintained.” Each teacher is an expert in his/her department’s facilities and so they were able to give valuable insights into the strengths and weaknesses within each department. Please read the survey results on this [link](#) – this survey is also listed in the evidence section.

The library overall is a safe, functional and well-maintained resource. However, as the building ages (20 years) there are requirements to upgrade furnishings within the library environment. Earthquake stability bars were installed summer 2011.

All procurement of instructional materials goes through the regular channel of: a) Teacher - department budget coordinator - principal - head - business manager b) Using the request for payment forms. c) The school operations budget covers the purchases. Procedures are in place to acquire and maintain library resources.

Procedures are not evident or clear regarding the acquisition of audio-visual /support technology equipment.

In regard to the availability of resources to “...enable the hiring and nurturing a well qualified staff, including on-going professional development” it was found that staff appointments are made in accordance with the Foundation’s policies on equal employment opportunities and on the basis of an assessment of the suitability of applicants, taking into account: the nature of the duties/tasks to be performed by the person who is appointed; and the abilities, qualifications, experience and academic profile of applicants that are relevant to the performance of the functions of the position.

The policy is divided into 3 main areas: a) initiating the recruitment process and finding applicants b) screening and processing the candidates’ resumes and credentials and c) interviewing and other procedures when interviews cannot be arranged.

Osaka International School acknowledges the value of continued **professional development**. To promote opportunities for professional growth, the school provides funding or financial assistance for approved professional growth opportunities such as conferences, workshops and seminars. Faculty are required to attend certain courses as part of their professional responsibilities, and encouraged to pursue other opportunities as they present themselves.

OIS has a finite budget, therefore, guidelines are used to ensure appropriate school priorities are met; and funds are allocated accordingly. As a process to continue the professional development of teachers and staff OIS has established Goal Setting and Evaluation Procedures.

D1. EVIDENCE

\\fuzuki\Shared_Res\Budget\2011-12budget :Details of budgets per department; SOIS Library Procedures Manual; Files in Google docs D1a; AV 機器登録用; LIB バーコード表; pc list; Science lab equipment; WASC D Survey Results; Possible evidence: Request for Payment form, Work Order Request, budget line items or actual budget; Possible evidence: Copies of email/minutes soliciting budget requests; Possible evidence: Compiled budget requests; APM minutes; Flow Chart for Campus Educational Budget; 2012 Budget Schedule; Operating Manual for Business Practices; Diagram (flowchart) of how the budgets interact; Financial Guidelines Manual for Business Operations; External Audit schedule; Auditors Report; Financial Authorization forms; Financial Reports – public; Request for Payment documents; New plan for relocation of Kyomu; Overview of goal setting process in Business office; Library budget for 2011-12 ; See OIS Library Management Report; Staff survey results regarding IT Resources; Map of facilities; General safety records/ certifications; See Library Proposal for upgrading furnishings; Request for payment 支出伺 – Form; Faculty Handbook 2011pp. 24 – 27; WASC D Survey Results; Library Procedures Manual; Faculty and Staff Selection; Faculty Handbook; Professional Development Policy; Goal Setting; Evaluation Policy; PD Form ; Focus Group D) Information ; General WASC Evidence File

D2. Resource Development

The governing authority and the school leadership execute responsible resource planning for the future.

D2. FINDINGS

The Resource Development Plan for OIS is extensive and responsible in meeting student learning needs.

The Board of Trustees approves the annual budget for the Senri Campus based upon a post-merger six year simulation of income and expenditure. Expenditure within the foundation has three all encompassing areas: Personnel, Facilities and Services and Campus Educational operations.

1. Personnel costs: the foundation is committed to a personnel framework that stipulates a maximum number of full-time and part-time faculty.
2. Facilities: the finance, facilities and general affairs departments of the foundation are responsible for the long term planning in relation to the campus buildings, grounds and equipment. Plans are in place through to 2014 with annual review as part of the budgeting process.
3. The campus educational operations' budget is planned and implemented on an annual basis after reviewing the previous year's results and establishing need through consultation with those responsible for education provision.

All accounting is public and is part of the KG budget. An annual school evaluation is submitted to the foundation's evaluation advancement committee.

The school leadership and staff use research and information "...to form the master resource plan" in the following ways: a) Various research articles have been used in K-12 staff meetings and staff development days

(see evidence section for articles). b) Academic Planning Committee Report made after research and information from school staff and community c) Research from the Educational Technology Team (ETT) used to direct the growth of technology in the school. d) Departments / teachers submit budget requests for approval e) International Schools' Association (ISA) test results analysed for areas of need (for example, support staff and curriculum)

In regard to the effective involvement of stakeholders in the school's future planning all groups are utilised. For instance, the OIS school Administration values opportunities to work with parents in order to improve school climate and assist in providing a quality education within a caring and safe environment. Two Parent Associations exist: a) The Parent Teacher Association, PTA, of whom all parents and teachers are members. b) The other smaller group is the Parent Advisory Council, (PAC). These parents represent the general parent body and are able to bring issues to the administration as well as being asked to advise on some issues by administration. There is a set of By-Laws for each group.

The objectives of the OIS PTA are as follows: a) To promote the welfare of children and youth in home, school, and community. b) To provide support to the parent community through education, orientation, and other services. c) To create friendly social relationships and promote communication between the faculty, parents, and other associates of the school so that the parents and teachers may cooperate intelligently in the education of the students. d) To advance the education of the students at the school by providing funding and assisting in special projects for education at the school not normally provided through the school budget. e) To support such united efforts between the school and community as will secure for all students the highest advantages in physical, intellectual, and social education. The Objectives of the PAC include: a) To promote the welfare of children and youth in home, school, and community b) To represent the Parents of OIS students and be a link between the school and parents so that parents, administrators and teachers may cooperate intelligently in the education of children and youth. c) To help create a forum where parents can raise issues that concern the education of the students, in order to promote the growth and welfare of the students and of OIS. d) To act as a sounding board for issues that are raised by the administration, and give advice as needed. e) Assist OIS, where appropriate, with the development of "ACTION PLANS" for the continued development of the school.

School financial needs are met through a process of developing a budget with the KG foundation. This aspect of the budgeting process is not necessarily shared with the general public but the relationship has assured the public of the financial stability of the school. Financial reports for the foundation are made publicly available on the foundation's website and through a printed publication. These reports are also submitted to the prefectural government as part of their requirements for us as a school of the "miscellaneous" category. At times the school has identified needs that fall outside of the normal budgeting process and in these cases has turned to fundraising. In terms of fundraising goals, the school has appealed to the public and informed them through various means such as the Educator, the website, parent meetings, etc. For the recent courtyard project there was a considerable amount of support and the first phase of the project was able to be completed in a calendar year.

As is evidenced by the recent courtyard project the marketing strategies do effectively support the "...implementation of the developmental program." The marketing strategy for OIS is implemented externally and internally across three main areas. a) Community: Concerts; PTA activities - school festival; SIS Information Sessions/Open Days; Publications; Hosting sports tournaments; Rental of facilities e.g. Soccer tournaments; Saturday School and Just For Kids programmes b) KG: KG Alumni and KG Newsletters c) Corporate: Consular contact and liaison; Business contacts - e.g. Panasonic

D2. EVIDENCE

FACULTY PROFESSIONAL DEVELOPMENT FORM -- Osaka International School of Kwansei Gakuin; 2010 Osaka International School of Kwansei Gakuin:Self-evaluation study; FACULTY PROFESSIONAL DEVELOPMENT FORM -- Osaka International School of Kwansei Gakuin; 2010 Osaka International School of Kwansei Gakuin:Self-evaluation study; 1.(a) A 20 Year Road Map for the Future;(b) How the World's Most Improved School Systems Keep getting better- McKinsey Report; (c) 2011-Horizon-Report-K12; (d) IBO position paper: Learners without borders: A curriculum for global citizenship Irene Davy; 2. Academic Planning Committee Report: Position on Information and Communication Technologies at SOIS, December 2011; 3. (1) see Meeting Minutes of the ETT on the school Moodle;(2) sample Asus notebook and magnetic whiteboard trialed by the staff;4.?? 5. Results are available from the School Counsellor. In January the school will receive a report that will include the past several years, trends unique to our school compared to others, etc. We will then use this report with both parents and faculty; **Parent Advisory Council; Parent Teacher Association By-Laws;** (Evidence: online KG Campus Record) <http://www.kwansei.ac.jp/pr/attached/0000013704.pdf>); Educator articles, Courtyard Opening Ceremony invitations, other articles, website screenshots, etc.; Snapshots of school website; Saturday school enrolments; Documents/agendas form SIS open days; SOIS Alumni website; International Fair Programme; APC Minutes; KG Publications; KG Alumni - Heads presentations; Interculture; School Calendar - Visits/tours from other institutions; Membership of Educational bodies e.g. IBO, EARCOS; Focus Group D Information ; General WASC Evidence File

WASC Category D: Resource Management and Development

Areas of Strength
<ul style="list-style-type: none"> a) Currently the library has adequate facilities and resources b) Professional Development is organized and meets the needs of the faculty
Growth Needs
<ul style="list-style-type: none"> a) The relationship between the "...decisions about resource allocation, the school's purpose and the achievement of expected school wide learning results,..." exists at the school level but could be strengthened as the budget process evolves with the school's new relationship with KG. b) Procedures are not evident or clear regarding the acquisition of audio-visual /support technology equipment.