



**OSAKA INTERNATIONAL SCHOOL OF KWANSEI
GAKUIN
PROGRESS REPORT**

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2018-2019

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

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 be informed, caring, creative individuals, contributing to the global community. We are committed to international education through the IB and Super Global High School frameworks.

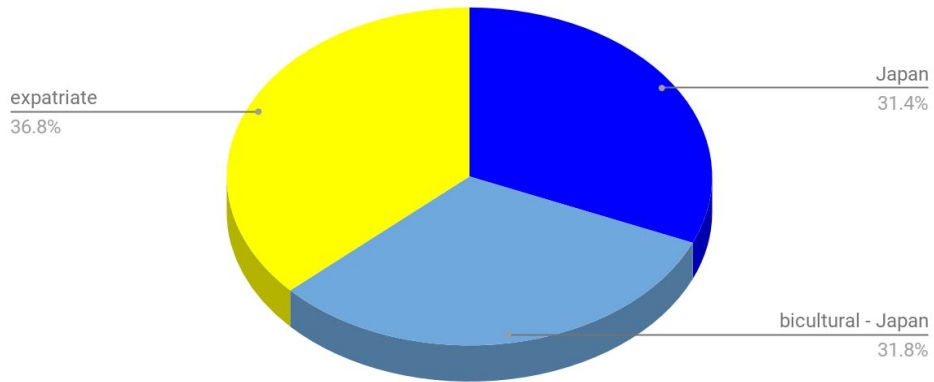
The nationalities of our students and parents can be broadly categorized into three main groups. The groups are as follows:

- A) both parents expatriates
- B) both parents internationally-oriented Japanese
- C) one parent Japanese and one parent expatriate.

The three groups are roughly one third each of the total and this has been generally true since the beginning of the school. The salient points from the Fall Trimester 2018 enrollment breakdown are as follows:

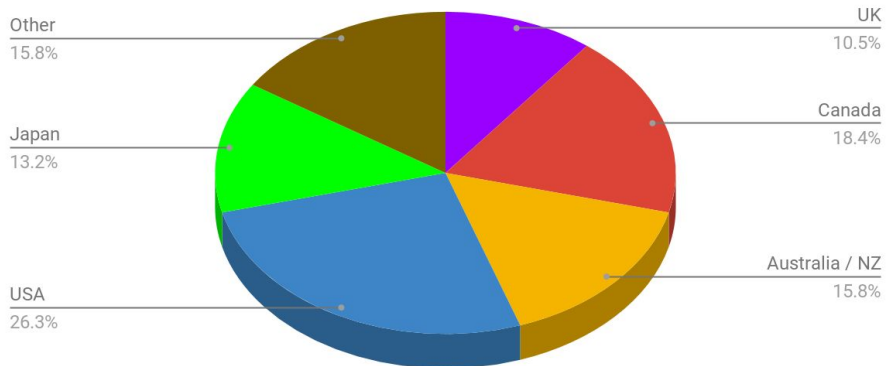
- 1) Koreans are the biggest foreign community at 14% of the total and this is a 5% increase since 2016. The next biggest communities are USA (7%) and China (7%).
- 2) There are seven more Chinese students than in 2016 and we are seeing more inquiries from Chinese families.
- 3) The largest group of expatriates marrying Japanese citizens are Americans. The second largest group are Chinese spouses.
- 4) The ratio of expatriates is slightly rising and bicultural students slightly declining.
- 5) There are 28 different nationalities total in the school

OIS Nationalities 2018-2019 (Nov. 2018)



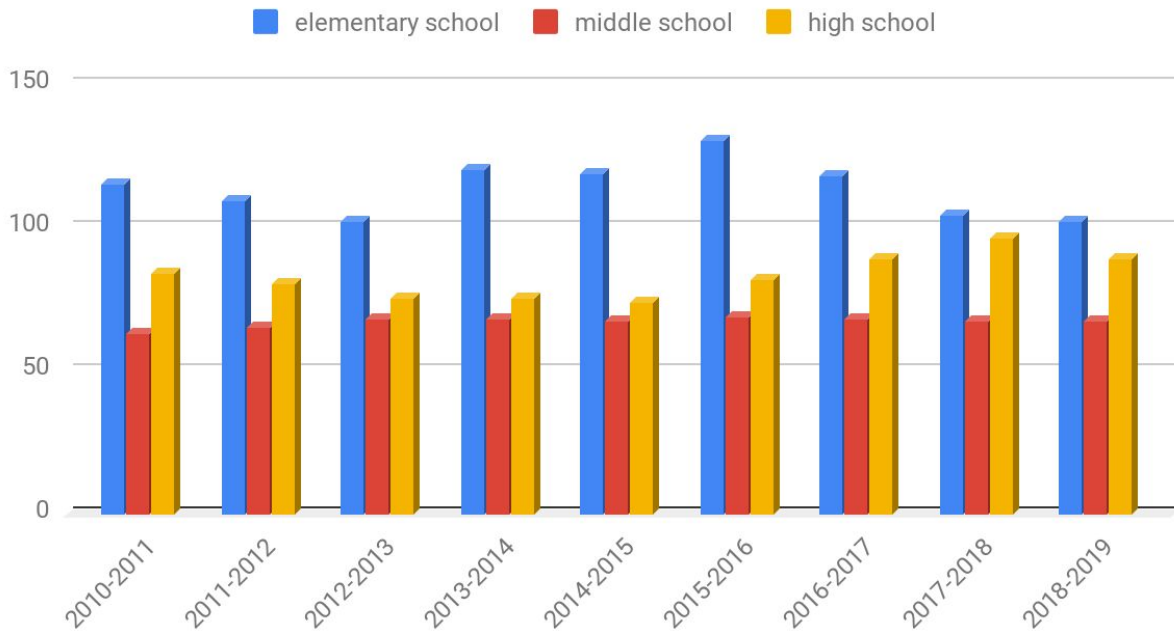
The average length of service at OIS of our 38 full-time faculty members is seven years. We average 5 full-time teachers leaving per year. The 2018-2019 school saw six new faculty members each from a different section of the school; one each in the mathematics, Japanese, counseling, PYP homeroom, physical education and technology. 76% of our faculty is married, 58% are female, and interestingly 41% of those married faculty are in bicultural relationships, which mirrors our student body. Below is the pie chart of the 11 total nationalities with no one group forming a strong majority.

OIS Full-time Faculty Nationalities - 2018-2019



Overall, we have a healthy student enrollment and started the 2018-2019 academic year at our historical (since 2010) average of 258 students. The goal is to reach 300 students by the end of the next action plan in 2022.

OIS Enrollment

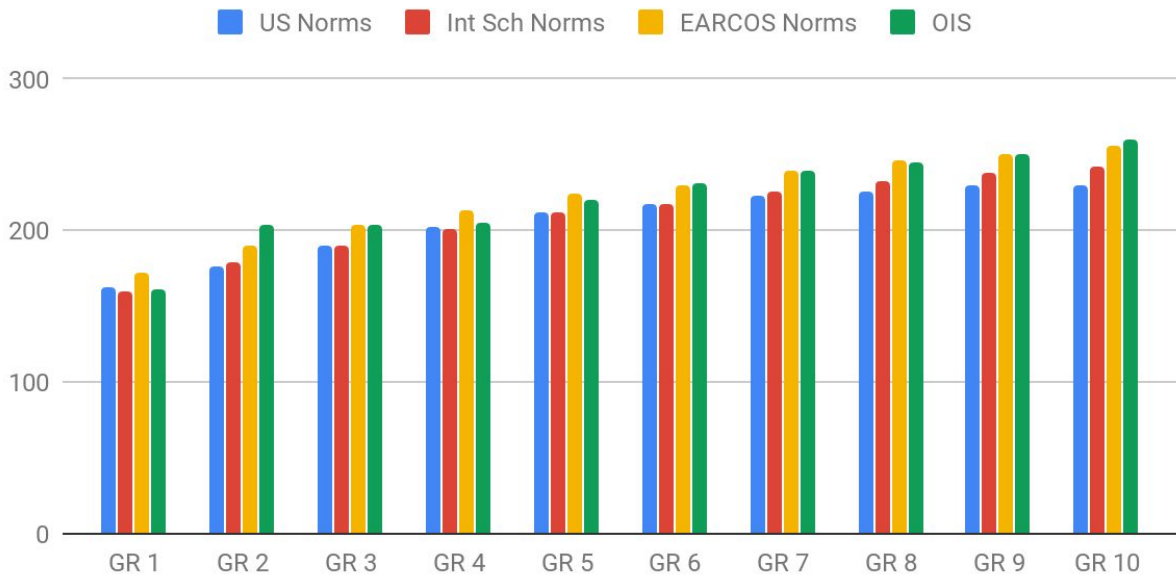


1. Achievement Data

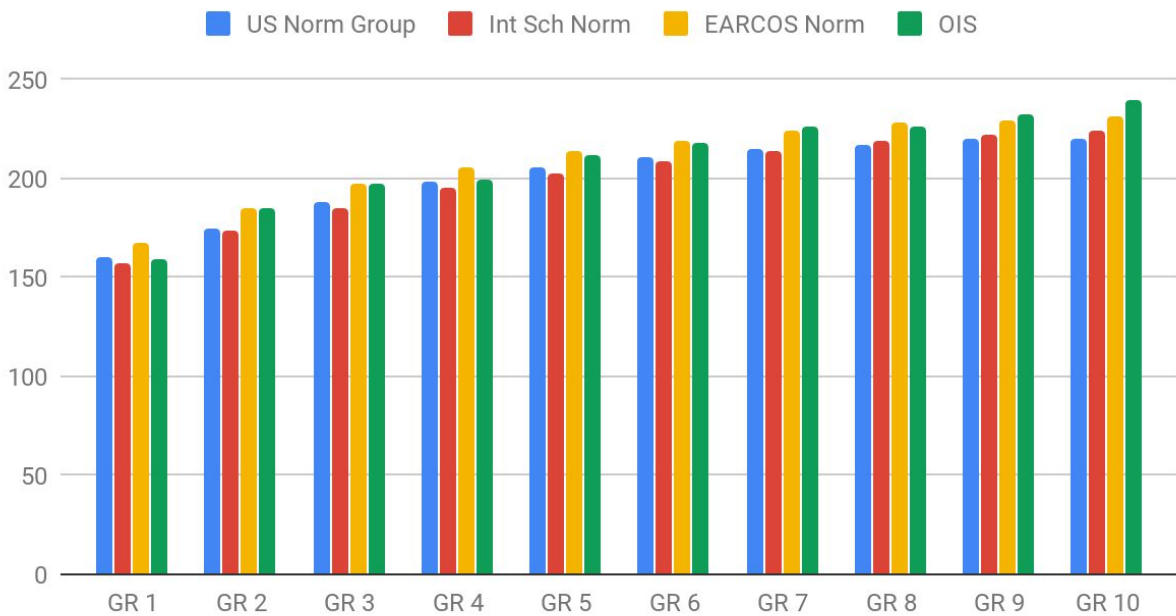
International Baccalaureate Examination Results: The graduating class of 2018 had the highest average score in the history of the school, 35.93. All of the 29 seniors completed and passed the full IB diploma (100% passing rate) with 10 earning bilingual diplomas. Seven of the students scored 40 or more points. Note that our school average of the last 26 OIS IB cohorts is 33.24 with a passing rate of 94.48%. Both of these percentages are higher than the world-wide averages of approximately 29-30 IB score 78% passing rate.

Measures of Academic Progress (MAP): Students from grades 1 through 10 complete MAP two times per year in mathematics and reading. This is our third school year using the assessment and we are starting to collect some long-term data. One area we will be focusing on in this action plan is tracking individual student growth over time and where MAP fits into our OIS assessment model. Below are the results on how we compare to different norm groups from the Fall 2018 testing session. We are examining how we use the large data set generated by this assessment with upcoming faculty meetings in the spring trimester.

OIS Fall 2018 MAP Mathematics Comparison with Norm Groups



OIS MAP Fall 2018 Reading Comparison with Norm Groups



Student surveys showed high levels of stress and not enough students feeling they could go to an adult on campus with a non-academic problem. Bolstering our student well-being program is a focus for the 2018-2019 school year.

II: Significant Changes and Developments

- **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.**

The new Technology Learning Coach (TLC) started work in the 2018-2019 school year. The TLC is responsible for technology integration K-12. This is a new position in that the previous Director of Technology had additional demands on his time such as website management, hardware and network responsibilities, teaching and other duties. These responsibilities have been assigned elsewhere so it is hoped the TLC will be effective in facilitating teachers and students integrating technology into the teaching and learning. He will be presenting a report of the state of technology integration in OIS teaching and learning in early 2019. He is also producing a digital citizenship curriculum.

We changed the structure of the Primary Years Programme (PYP) Coordination. In previous years, the elementary school (ES) principal was also the PYP coordinator. This year we are piloting a new staffing assignment. A new PYP Coordinator was hired and will team-teach grade 3 with the ES principal.

New faculty this year include the K-12 counselor, MYP science and mathematics teacher, physical education teacher and Japanese language teacher. There are also two new part-time art & design teachers.

As of August 2018, SOIS has changed its cafeteria contract and it is now being operated by Cezar's Kitchen. This change included updating the kitchen facilities, adding a salad bar and cafe area and offering three different set menus per day; international, vegetarian/vegan and Japanese. The focus on food and services provided is on offering fresh, locally prepared foods, lowering the amount of processed or unhealthy foods and expanding palates to new international flavors and dishes. In support of this many of the new staff members are also internationals from a variety of countries around the world.

Over 400 stakeholders completed a survey in November 2018 about their opinions on the new food provider. 45% responded positively and 25% responded neutrally regarding improvement from last year and the variety of the menu. 45% responded negatively or neutral (26%) regarding the quantity of food. 54.1% responded negatively or neutral (21%) regarding prices. The survey data including comments were shared with the head chef and measures will be taken based on the feedback.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in a review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**

In February 2019 there will be a full staff meeting to review MAP data from the Fall term and to examine how we will use the information to drive student learning and support. All teachers have had access to MAP data since the completion of the testing.

Elementary parents were given a printed copy of their child's MAP results along with a brief discussion of the data at the parent/teacher conferences in October. At the secondary level, the MAP results were uploaded individually to each student's Managebac account so that students, parents and teachers could have access to the data. Secondary parents were also invited to discuss the data at the parent-teacher conferences that were held in November. In the upcoming February meeting, we will be discussing how MAP should be shared, used and explained to all members of the community.

1. faculty meeting review of MAP December 2018
2. IB results within DP
3. feedback on Action Plan

- **Describe the process used to prepare the progress report.**

WASC coordinator and head of school led the preparations of the action plan. We discussed key areas to highlight and decided together how information would be gathered and expressed. We reviewed data, last year's report and elicited staff feedback on our action plan and ongoing initiatives. We also looked at feedback from all stakeholders, parents, staff and students, on the cafeteria as that was one of our most substantial changes since the accreditation visit in February 2018. In addition to this, we also looked at testing data, our MYP student wellness survey and home languages.

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

- **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.**
- **→ Note: *The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.***

Improving the learning spaces and school facilities were central to our action plan. Over the summer, the cafeteria kitchens and dining area were refurbished. A new international catering company took over running the cafe and food service. Several truckloads of old and damaged equipment, books and furniture were disposed of after the June 2018 earthquake.

The business office gave access to budget line items to the entire faculty and shared the capital expenses proposals.

The theme of the 2018-2019 school year for faculty and students is well-being. The OIS in-service sessions were devoted to pastoral care training and program development.

A larger proportion of the professional development budget was allocated to non-International Baccalaureate initiatives. This included Project Zero / Harvard School of Education online courses and an EARCOS Weekend Workshop, “The Teacher’s Role in a School-wide Pastoral Care Program.”

We need to address Global Competencies in the future.

V: Schoolwide Action Plan Refinements

- **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.**

We received feedback from faculty, parents and students on our school-wide action plan and incorporated the appropriate insights into the action plan. We refined the goals and timeline. We incorporated the goal of K-12 “Collaboration” from the three IB programmes into the school-wide action plan. We added enrollment and professional development goals based on feedback from the Kwansei Gakuin Educational Foundation.