

2015 Annual Interim Progress Report

Accrediting Commission for Schools
Western Association of Schools and Colleges



Osaka International School of
Kwansei Gakuin



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1. General School Data

Osaka International School of Kwansei Gakuin

**4-4-16 Onohara Nishi,
Mino-shi,
Osaka 562-0032
Japan**

Tel: 072-227-5050

Enrollment as of 1 September 2015 - 265

Report compiled by Bill Kralovec Head of School 2014 - present

2. Brief School Description

2.1. Type of school

The Osaka International School of Kwansei Gakuin (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-jyo’ 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, which educates students from kindergarten (ages 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 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, creative individuals, contributing to a global community.

The “Two Schools Together” concept reaches its apex with our secondary school students. Middle school and high school students from both schools, share classes in physical education, music and art. The extracurricular program is also shared with activities including: Model United Nations, drama and athletics. The students of near native fluency can take classes in English and Japanese in their respective sister school. As of 1 September 2015 the SIS enrollment was 498.

2.2. Organization, governing structure and financial base

2.2.1. Organization

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). OIS 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, Korea International School and Busan International Foreign School as a trial member.

OIS is a private school operated by the non-profit, Kwansei Gakuin Educational 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 (K – Grade 12)
Senri International Middle School (Grade 7-9)
Senri International High School (Grade 10-12)

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

The governance of the school changed in 2010 when the previous foundation, Senri International School Foundation (SISF), merged with the Kwansei Gakuin educational 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 principles of Christianity. In 1910 the Canadian Methodist Church and the Japanese Methodist Church joined in the operation, and Kwansei Gakuin opened 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 schools, Seiwa Junior College. It has seven campuses including one in the Marunouchi area of Tokyo. The Senri International Campus comprising Osaka International School and Senri International School is part of this education grouping. The university is consistently grouped among the highest academic ranking private universities and colleges in Japan.

2.2.2. Governance

The chair of the Board of Trustees of the Kwansei Gakuin Foundation is Akira Miyahara. 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.

There is also an active and popular Parent Teacher Association that regularly meets with OIS administration, mostly for the planning of school events, but also to exchange ideas and opinions about the school.

2.2.3. Financial base

Tuition and fees amount to 85% of total income (81% in 2010), with the next largest contributor being income from special programs revenue (summer school, etc) at 10% (13% in 2010), and government subsidies at 3% (3% in 2010).

3. Students served

3.1. School enrolment

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

Class sizes as of September 1 2015 are indicated by the lowest line in table 1 (KA – 4-year-olds and KB – 5-year-olds are separate classes). The middle line of numbers indicates the target class size at each grade level to incrementally achieve full enrollment. These target numbers can be exceeded depending on applications to a particular grade level. Exceeding the target enrollment number is decided through discussion between the admissions office, administration and classroom teacher.

Current enrollment is 265 students; with 119 students in Elementary School (K – Grade 5), 65 students in Middle School (grade 6 – grade 8), and 81 students in High School (grade 9 – grade 12). The gender mix is 128 male students and 137 female students. During the 2014-2015 school year, we lost 21 students and gained 13 students, dropping from a start of 259 to a finish of 251. Table 2 has the enrollment for the past 6 years.

table 1

KA	KB	1	2	3	4	5	6	7	8	9	10	11	12	Total
10	12	14	16	18	20	22	24	24	24	24	24	24	24	280
12	14	19	20	18	19	17	23	23	19	21	21	24	16	265

table 2

	2010	2011	2012	2013	2014	2015
OIS enrollment	250	259	249	236	253	265

3.2. Student performance

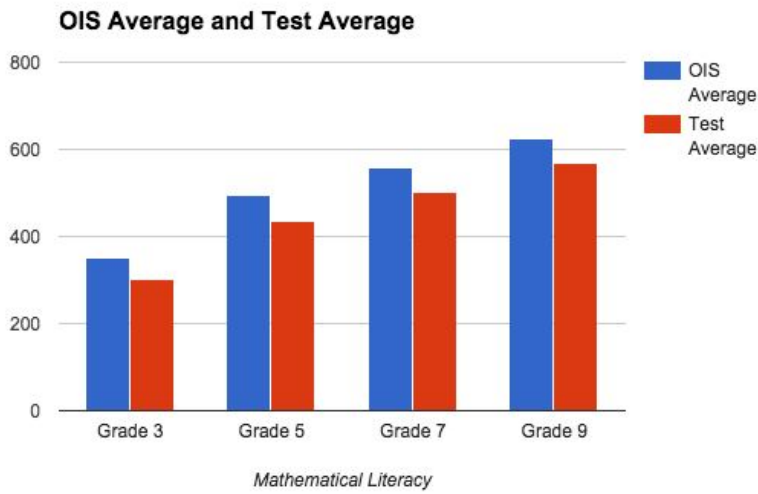
An indicator of school quality is to compare our student testing results with students in other schools.

International Schools Assessment (ISA)

Below are the results of October 2014 assessment that students in grades 3, 5, 7, and 9 complete annually. There were 114 international schools in 39 countries that took part in the 2014 test. Over 30,000 students scores are compared at four different grade levels in mathematical literacy, reading and writing proficiency.

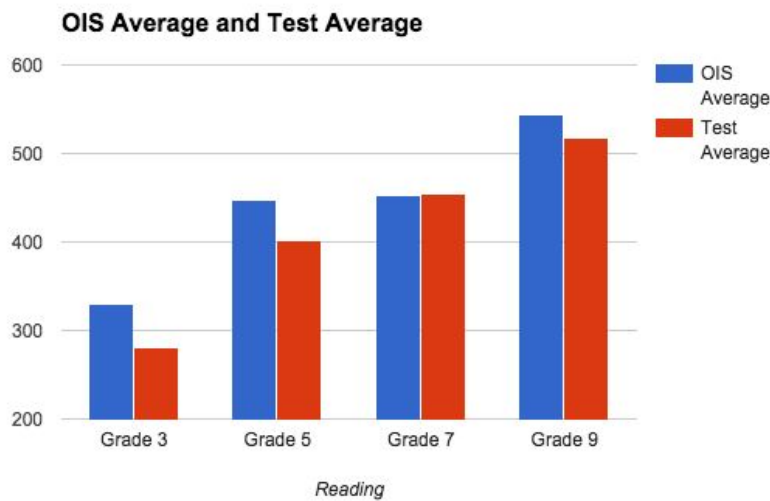
Mathematical Literacy

Of the three areas tested, OIS students perform best in mathematical literacy compared to their peers in international schools, with scoring 50 points above the overall test average..



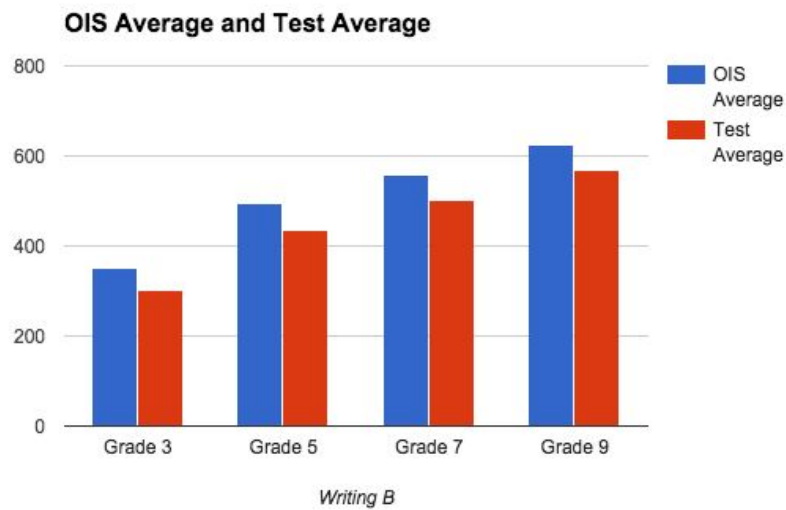
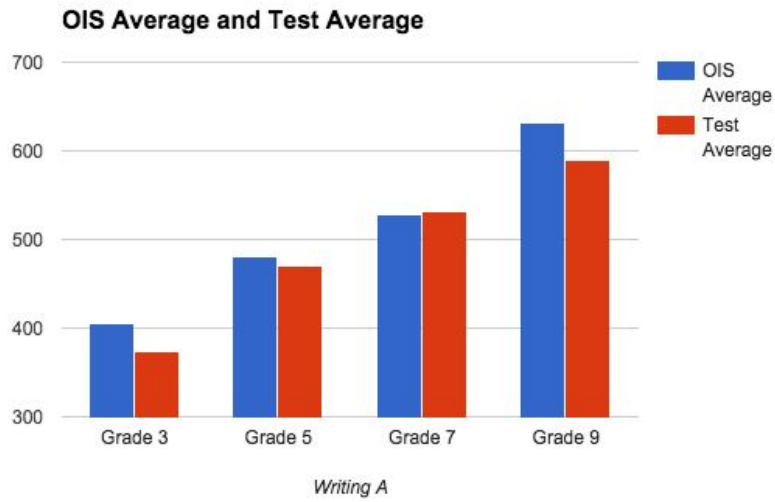
Reading

OIS students perform higher than their peers in reading, except grade 7, where they perform at about test average level.



Writing

In all the four grades, OIS students constantly show slightly higher overall writing scores than their counterparts in other international schools in exposition/argument writing (writing B) and generally on the same level in narrative/reflective writing (writing A).



International Baccalaureate (IB) Diploma Programme (DP) / College Board SAT

All OIS grade 11 and 12 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. In the past 5 years of the school's IB exams, 94% of OIS seniors have opted to study as full diploma candidates. Of the diploma candidates, 90% have been successful in obtaining the IB diploma since 2011. The class of 2015 results are in line historically with our IB scores. The class average of 32.65 was ahead of world average. Below (table 3) are the yearly results for OIS diploma programme exams since our first cohort in 1993. The faculty are also looking at the accuracy of our predicted grades. All but two of the subject areas averaged less than 0.5 difference from the actual score.

table 3

	<i>Graduating Class</i>	<i># of Seniors</i>	<i># of Diploma Candidates</i>	<i># Successful Diploma Candidates</i>	<i>Average Total Points</i>	<i>Highest Score</i>	<i>Avg. Subject Score</i>
	1992						
1	1993	1	1	1	31	31	5.2
2	1994	9	7	6	33	38	5.19
3	1995	9	3	3	33	38	5.25
4	1996	8	3	3	37	40	6.08
5	1997	18	6	6	36	41	5.57
6	1998	16	7	6	34	38	5.36
7	1999	13	10	10	33	37	5.38
8	2000	17	10	9	34	41	5.47
9	2001	18	14	14	33	39	5.11
10	2002	15	10	10	30	36	4.93
11	2003	9	4	4	34	38	5.24
12	2004	19	14	14	34	40	5.46
13	2005	16	12	11	32.66	42	5.41
14	2006	20	15	14	33	37	5.3
15	2007	10	6	6	32	37	5.09
16	2008	12	12	12	32.8	40	5.26
17	2009	13	11	10	34	39	5.51
18	2010	10	10	10	31	38	5.19
19	2011	22	19	17	31	43	5.16
20	2012	19	19	15	34	39	5.37
21	2013	16	16	15	32	37	5.19
22	2014	18	17	17	35	40	5.62
23	2015	19	17	15	32.71	42	5.34
	TOTALS	327	243	228			
	AVERAGE	14.22	10.57	9.91	33.14	38.70	5.33

The next table (table 4) are the yearly results of OIS students since 2007 of the College Board Scholastic Aptitude Test (SAT). This exam is used by most US universities for admission. The class of 2015 had an average SAT score of 1,83115, significantly higher than the world average score of 1490

table 3

Year	# graduates	# graduates who took the SAT	Math Median	Reading Median	Writing Median	Total Score
2007	10	7	580	490	490	1560
2008	12	8	590	512	480	1582
2009	13	6	618	420	422	1460
2010	10	8	550	490	500	1540
2011	23	13	450	590	510	1550
2012	20	14	600	570	580	1750
2013	16	13	520	540	500	1560
2014	18	13	660	570	580	1810
2015	19	13	657	579	595	1831
Avgs.		10.25	571	522.75	507.75	1601.5

University Acceptances and Matriculation

The final measure of student performance are the university acceptances and eventual matriculation of the the graduates. We are seeing a growing trend of our students staying in Japan to study as opposed to going abroad. Japanese universities are increasing the number of English language programs and with an aging Japan, we expect universities to be seeking more foreign students in the future. We are proud of OIS students acceptances into selective universities, but we have a philosophy of “best fit” for each student. Below is a list of university acceptances for the Class of 2015 with matriculations in bold.

Japan

Osaka University
Waseda University (3)
ICU (International Christian University) (2)
Sophia University (6)
 Keio University
Doshisha University (2)

United Kingdom/Europe

University of Edinburgh
 University of Newcastle
 University of Sheffield
 University of Leeds
 University of Manchester (2)
Instituto Marangoni, Milan Italy

United States

Boston University (2)
 Boston College
 Northeastern University (2)
 Hamilton College
New York University - Abu Dhabi (2)
(full scholarships)
 Pennsylvania State University

Syracuse University
Rensselaer Polytechnic Institute
 UC Riverside
UC Berkeley (2)
UC Irvine (2)
 UC Santa Barbara
 UC San Diego

UC San Diego (2)
Drexel University
University of Denver
University of Chicago
Tufts University
University of Rochester
Barnard College, Columbia University
University of Hartford (CT)
Clark University (MA)

UC Los Angeles
University of Southern California
University of Pennsylvania
University of Michigan
Ohio Northern University
Whitworth University (WA)
Juniata College (PA)
Alfred State College (NY)
Minerva Schools at KGI

Other

Lahore Institute of Fashion & Design
Yale-NUS (Singapore)
University of British Columbia (2)

3.3. Student support

Students are supported by a K-12 full-time counselor who has responsibility for both college and guidance counseling. English support is provided for students from grade 1 through to 10. The English support department consists of 2 full-time members and 3 other faculty members who combine duties of language support for specific grade levels with other teaching and administrative responsibilities. In the 2014-2015 school year, OIS added a full time learning support specialist.

4. Faculty and administration

The OIS faculty is comprised of 32 full-time expatriate faculty including admin, 5 national full-time faculty, and 7 part-time faculty. OIS is 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. The average length of stay at OIS of faculty is 6 years and the median length of stay is 4 years. Nationalities represented in the 37 full-time employees are as follows: 10 USA; 7 UK, 7 Australia, 5 Japan, 3 Phillipines, 2 Canada, and 1 each from New Zealand, France, and Brazil.

5. Curricular program

In the PYP, a written report is given in all subject disciplines with an effort grade and a progress grade for Grades 1 to 5. A written narrative accompanies these grades.

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 MYP & 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. MYP students receive a final grade at the end of year while DP students receive a final grade at the end of each trimester.

Graduation requirements

Subject	Credits Needed
English	4
Humanities	3
Sciences	3
Mathematics	3
Language B	3
Music	1
Art	1
Technology	1
Physical Education/Health	1
Theory of Knowledge	1
Electives	2
Total Credits	24

1 credit = 1 full academic year of study

All students must complete the extended essay, as well as satisfy the CAS (Creativity, Action, and Service) requirements of the IBDP.

6. Major changes and impacts in the 2014-2015 school year

The school has been able to move closer to the enrollment target of 280 and as of September 2015, will start with its highest enrollment at the beginning of an academic year. Several grade levels are full and waiting lists/pools are being developed. School leaders are looking at the cultural, social and linguistic diversity of the student body in order to maintain our commitment to the IB concept of “international-mindedness.”

The school made a marketing effort in the Global Futures Program (GFP). The GFP uses our dormitory facilities for international high school students studying at the school on student visas. It is our aim through this program to increase our student numbers and diversity in the high school. We have five students enrolled in the program from four different countries as of September 2015. In the 2014-2015 school year we did not have any GFP students. The school is developing a program to support and sustain the Global Futures Program with an eventual goal of 10-15 students.

Building on the “Two Schools Together” concept, it is a goal of OIS to include more SIS students as full IB Diploma Programme students. Many meetings between the two schools were held during the 2014-2015 school year. The Senri International School received two MEXT (Japan Education Department) grants to develop international programs. This helps the expansion of the DP. We aligned the high school schedules to facilitate SIS students taking OIS DP courses. Three SIS students enrolled, an increase from one in 2013-2014. Based on parent information events, more SIS students will enroll next school year.

8 faculty members left as of June 2015 including the elementary school principal/PYP coordinator. These faculty members have been replaced with well qualified and experienced personnel.

7. School accomplishments

1. Introduction

Since the publication of the WASC accreditation report in July of 2013, the school formed its School Wide Action Plan and Strategic Plan (2013-2018) and has been working towards the goals in these documents. The comments below relate to the major WASC findings.

2. Comment on accomplishment of each school wide action plan

2.1 **Establish an organizational structure with specified roles to ensure that vertical articulation in all curriculum areas from K-12 is regularly reviewed and strengthened**

- Work has continued on planning, design of units and articulation within each division of the school. We continued moving from use of the school servers and Atlas to ManageBac. (documents, ManageBac, Atlas)
- The K-12 faculty revised and adopted a set of Learning Principles to help them come to a common understanding of what is learning. (documents)
- A pedagogical leadership was established and they hold regular meetings to improve curriculum and student learning. (minutes)
- The use of Google Apps for Education is used extensively for collaboration among faculty and administration.

2.2 **Create and implement a K-12 system approach for developing and utilizing formative and summative assessments in order to monitor academic progress and provide timely feedback**

- Teachers participated in presentations at faculty meetings analyzing performance on the International Schools Assessment. Data from the current and historical testing results were presented. (minutes, documentation)
- We hosted a consultant from Cognition Education and completed a one-day workshop on Visible Learning based on the work of New Zealand education professor John Hattie.

2.3 **Continue to provide timely professional development to support teachers according to the expected standards in PYP, MYP and DP linking this to the continuing development of each person's effectiveness in the school.**

- OIS hosted nine PYP Asia Pacific Regional workshops in categories 1-3. Many OIS faculty members participated.
- The professional development committee, consisting of teachers and administrators, published a new handbook which describes the philosophy, timelines, procedures and finances of the OIS professional development. (documentation)
- We are continuing to maximize professional development funds by moving to online courses, hosting consultants and being financially prudent with hotel choices.

2.4 Coordinate and implement increasing amounts of technology between school on the one campus to enhance student learning according to a developed technology plan

- An Educational Technology Team consisting of teachers and administrators developed a Digital Citizenship curriculum. It will be delivered through a series of workshops.
- The faculty adopted a technology skills curriculum.
- The 1:1 middle school iPad pilot program was completed. The school decided to go with classroom sets for middle school students for 2015-2016. A BYOD. (Bring Your Own Device) policy was developed in the high school. (budget, documents)

2.5 Develop a marketing strategy to effectively communicate the unique character of OIS with one aim toward full enrollment

- Development of a new website is in progress and set to go online during the autumn of 2015. High quality images, clear descriptions of programs and a more user-friendly English and Japanese language menus are featured in the new website design.
- The Global Futures Program successfully enrolled five students for the 2015-2016 school year. OIS is represented at SIS's overseas explanation trips. (agreements)
- A total of four SIS students are enrolled as full IB diploma students this year. The high school schedules of the two schools are aligned to facilitate students taking classes with either school. (schedule)

2.6 Continue to expand the communication between the KG Foundation and OIS by developing an enhanced structure in order to broaden the number of people working in regular collaboration between the Foundation and OIS

- The development of the OIS Strategic Plan 13-16 was closely tied to the foundation umbrella plan. OIS will be adopting a KG medium-term plan 2015-2018 to fit within the foundation's medium term plan. (Strategic Plan)
- The campus hosted a KG Board of Trustees meeting for the first time since the 2010 merger in November 2014.
- Translation of policy to English has taken place slowly. However as policy is constantly being updated the mechanism for ensuring that the English is also updated is not yet in place. This therefore has been responsible for slowing the whole process. A recommendation is that translation takes place on a needs basis rather than the goal being to translate everything. (Policy documentation)
- OIS will formalized its 'Head of School' recommendation process for OIS graduates to enter KG. The first student is successfully enrolled in the KG University School of Human Welfare Studies.
- More publication materials from KG are published in English, the university has a new English website, and representatives from OIS are attending more meetings and events at the Uegahara campus. The new OIS website will feature a foundation web page explaining the benefits.