

General School Data

Osaka International School of Kwansei Gakuin

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

Tel: 072-227-5050

**Chief administrator August 2014 – Mr Bill
Kralovec**

Enrollment as of June 2014 - 260

Report compiled by John Searle Head of School 2008-2014

ii. Brief School Description

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 (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 2014 the enrollment at OIS was 260. SIS enrollment was 488.

2. Organization, governing structure and financial base

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, and Korea International School.

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.

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. Like SISF, Kwansei Gakuin is a non-profit 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 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 is consistently grouped among the highest academic ranking private universities and colleges in Japan.

2.2 Governance

The chair of the Board of Trustees is Ashira 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 Kwansai Gakuin policy manual.

2.3 Financial base

Tuition and fees amount to 81% of total income (59% in 2006 at the time of OIS's previous full 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).

3. Student served

3.1 School Capacity

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 2014 was 260 students; with 119 students in Elementary School (K – Grade 5), 67 students in Middle School (grade 6 – grade 8), and 74 students in High School (grade 9 – grade 12). The gender mix is 120 male students and 140 female students.

Class sizes as of September 2014 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.

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
11	16	18	18	17	19	20	24	22	21	22	18	15	19	260

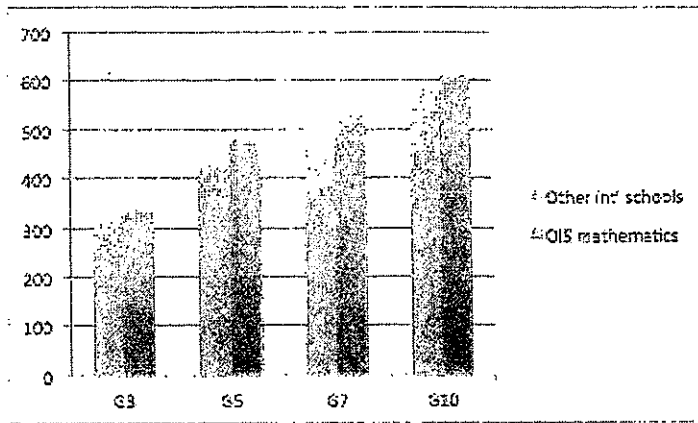
3.2 Student Performance

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

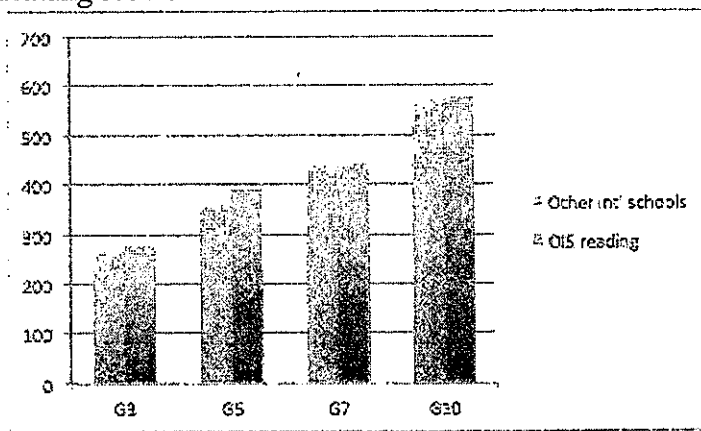
Mathematics

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



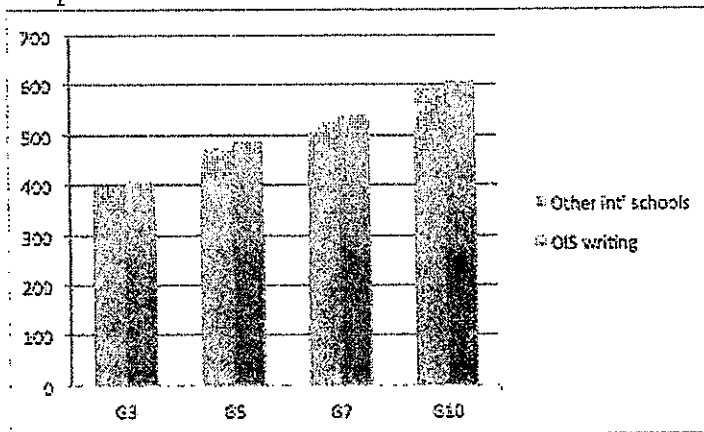
Reading

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.

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 22 years of the school's IB exams, 73% of OIS seniors have opted to study as full diploma candidates, with the remaining 27% as certificate candidates. Of the diploma candidates, 94% have been successful in obtaining the IB diploma. In 2014 all students in the senior class who sat the full Diploma successfully passed the exams and the class average score was 35. Below (table 2) are the yearly results for OIS diploma programme exams. The next table (table 3) are the yearly results for the College Board SAT, an exam used by many US universities for admission.

table 2

	Graduating Class	# of Seniors	# of Diploma Candidates	# Successful Diploma Candidates	Average Total Points	Highest Score	Avg. Subject Score
	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
	TOTALS	308	226	213			
	AVERAGES	14.00	10.27	9.68	33.16	38.59	5.33

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
Avg.		10.25	571	522.75	507.75	1601.5

The majority of OIS graduates choose colleges and universities in the USA. Below is a list of university acceptances for the Class of 2014.

Japan

Tokyo University
Osakā University (3)
Waseda University (4)
ICU (International Christian University)

United Kingdom/Europe

Durham University
Jacobs University
University of Bath
University of Bristol
University of Kent
University of Sheffield
University of Leeds
University of Manchester

United States

Boston University
California State Channel Islands
Lehigh University
New York University
NYU Abu Dhabi
Northeastern University
Ohio State University
Pacific Lutheran, with Presidential Scholarship
Pennsylvania State University
San Diego State University

Pennsylvania State University
San Diego State University
UC Berkeley
UC Irvine
UC San Diego
UC Santa Barbara
UC Santa Cruz
UC Los Angeles
University of St. Louis, Missouri
University of Southern California
Virginia Tech

Canada

Carleton University (2)
Queens University
University of British Columbia (5)
University of Toronto (3)
University of Victoria

Singapore

Yale-NUS

3.3 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 is provided for students from grade 1 through to 10. The department consists of 2 full-time members and 3 other faculty members who combine duties of language support for grades specific grade levels with other teaching and administrative responsibilities.

4. Faculty and Administration

The OIS faculty is comprised of 33 full-time expatriate faculty including admin, 5 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 33 expatriate employees, 10 USA, 8 UK, 7 Australia, 3 Phillipines, 2 Canada, and 1 each from New Zealand, France, and Brazil.

Before teaching at OIS, all full time 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.

4. Curricular program

In grades 11 & 12, OIS uses numbering, letter grades, and quality points for determining GPA. Grades 6-10 use the MYP descriptor grading method with number grades.

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 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

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.

5. Major changes and impacts on the school since the last visit

Since the March 2013 full visit a number of key changes have been made. To support the process of school improvement the faculty member who acted as the WASC coordinator throughout the initial study has been given release time to help coordinate the school's continued efforts and work on the school-wide plan. As part of this process the committees which collected evidence for the initial study have been retained with new faculty members being assigned to committee membership. This process will be reviewed again in the coming school year. This has been done to ensure that broad involvement in the on-going process is maintained. Students have been involved in the understanding and communication of the school-wide action plan through poster designs. Parents have been included into the process through questionnaires and meeting minutes.

The school has created a new position in the middle and high school for learning support. This will allow English support to be extended to grade 10 in addition to providing greater expertise in provision for students with exceptional needs. In addition, a part-time Design teacher has been added to the faculty. This position was originally part of the Director of Technology's assignment and was changed to give this position time to develop the overall technology vision for the school. In addition, an extra part time Japanese teacher was employed to allow release time for the new IB Diploma coordinator who is a member of the JSL department.

The school has been able to move closer to the enrollment target of 280 and in August 2014 will probably start with its highest enrollment at the beginning of an academic year. The elementary and middle schools are now full with waiting lists at some grade levels. The overseas exchange program (Global Futures Program) implemented to increase diversity in the high school will also positively affect enrollment. The school successfully supported its initial intake of two students from Switzerland and the US for a year in the school. The school now has an official arrangement with a recruiting agent and also contact with various groups through the foundation's alumni organization and through established school explanation meetings overseas, all with the aim to enroll increasing numbers into this program.

The school shifted to an alternative reporting database during this academic year. This has allowed for a redesign of the reporting of student attainment and has the potential to connect reporting, assessment, communication and curriculum mapping.

As part of the on-going efforts to include the programme coordination as part of the Leadership Team, in addition to the merger of the coordinator and principal positions the job description of the DP coordinator's now defines how pedagogical leadership relates to this role.

Six faculty members left as of June 2014 including the head of school. These faculty members have been replaced with well qualified and experienced personnel.

iii. School accomplishments

1. Introduction

In March 2013, the school undertook a 3 programme IB evaluation with the WASC accreditation as the first combined visit for a school in Japan, hosting a visiting team of eight.

The findings of all groups have been compiled into one school wide action plan for resource management purposes and to allow the school to concentrate its efforts on one plan.

In relation to this report the following comments however relate mainly 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 (minutes, documents, Manage Bac, Atlas)
- In general curriculum articulation has been led by the division principals (job description)
- It is recognized that the formation of a pedagogical leadership team with specific responsibility for curriculum articulation K-12 may support this school wide goal and this will be explored in this academic year with the new administration team

Impact on school wide learning results

Knowledgeable - Acquire and apply in depth knowledge and develop understanding across a broad and balanced range of disciplines.

Reflective - Give thoughtful consideration to one's own learning and experience to be able to assess and understand one's own strengths and limitations.

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

- Presentations have been given at faculty meetings in relation to the ISA testing results (minutes)
- A new reporting database has been used from the 2013/14 academic year which has promoted discussion and agreements on assessment within departments and grade levels and across schools. (database, report cards)
- A number of calendars have been created for IB assessments including an extended essay calendar (relevant documentation)
- DP assessment aligns with the requirements of the programme (documentation)

Impact on school wide learning results

Reflective – Give thoughtful consideration to one's own learning and experience to be able to assess and understand one's own strengths and limitations.

Direct positive impacts with steady progress on student learning of academic areas are expected. Students will know why they are being assessed, how they are being assessed and what the results mean.

- 2.3 **Coordinate and implement increasing amounts of technology between school on the one campus to enhance student learning according to a developed technology plan**
- A detailed analysis of the wifi provision was carried out by the provider, Smart Technology, which has been acted upon and budget provision made for continued improvement. (report)
 - The position of Director of Technology has been enhanced by inclusion into the foundation K-12 Technology committee, and through increased release time.(schedule)
 - The medium term vision and supporting plan is still to be developed in detail but has been under discussion for a year since the full evaluation visit. However development in hardware provision through laptop replacement in both labs, enhancement of the visual arts department provision through creation of a 'design studio' and extension of the middle school 1 to 1 tablet trial is part of this vision development and has taken place. (budget plans)
 - The comprehensive professional development plan and in class support will all increase from August 2014 with greater release time for this position

Impact on school wide learning results

Thinkers – Make connections between ideas, disciplines, cultures, and modes of expression to solve complex problems and make reasoned ethical decisions.

Inquirers - Approach new situations with curiosity, and acquire the skills necessary to conduct inquiry and research, demonstrating independence in learning.

- 2.4 **Develop a marketing strategy to effectively communicate the unique character of OIS with one aim toward full enrollment**
- The heads of school meet once a trimester with the core planning team of the foundation in order to explain and discuss progress on the Strategic Plan 13-16 (schedule, minutes)
 - The school has trialed advertising in different media (budget)
 - The Global Futures Program successfully completed its first year. The school has now developed a formal relationship with a recruiting agent. OIS is now represented at SIS's overseas explanation trips. (agreements)
 - Teaching assistants provision is now part of foundation policy from kindergarten to grade 2 (policy)
 - The transfer policy between OIS and SIS has been redefined to allow OIS to plan further ahead to fill spaces created by a student moving to SIS. (policy)
 - OIS has support SIS in grant applications for the Super Global High School and with IB Diploma applications from SIS students (documentation)
 - Language B English will be an option for grade 11 students to allow for a greater diversity of applicants to high school (schedule)

Impact on school wide learning results

Caring - Demonstrate empathy, compassion, and respect towards the needs and feelings of others, and develop a personal commitment to action and service.

Open minded – Understand and appreciates one's own culture and personal history, and remains open to the perspectives, values and traditions of other individuals and communities.

Principled - Commit to the well being of oneself and the immediate and global

communities whilst demonstrating honesty, integrity and responsibility for one's actions and the consequences that accompany them.

Continue to develop as internationally minded citizens in an open minded, multicultural educational environment. Students will experience that there is always more than one way to do things, more than one way to learn and that there will always be a variety of opinions on every topic.

2.5 Continue and 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 (Strategic Plan)
- Regular trimester meetings are held with the core planning team of the foundation in addition to weekly Supervisor and monthly Executive committee meetings with foundation staff (Minutes)
- 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 formalize its 'Head of School' recommended place for an OIS senior to enter KG. The first student is accepted to KG University and will be starting in April of 2015.
- The school is making progress with updating the web site and to publicize who the KG Foundation personnel are in relation to OIS and what role they play.

Impact on school wide learning results

Communicators - Understand and express ideas and information confidently and creatively through a variety of modes of communication.

Risk takers - Approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies.

The expectation is that students feeling more connected to the KG Foundation and knowing that there are secure structures in place that link OIS and the KG Foundation.

2.6 Continue to provide timely training for teachers so that the IB programme is properly supported according to expected standards in PYP, MYP and DP

- A centralized register of faculty professional development has been established to complement records kept by the programme coordinators (register)
- All recommendations from the visiting committee concerning IB training have been addressed, including diploma teachers and part time teachers. (PD records)
- The professional development budget has been increased over the past two years and allocation of funds has been redefined to ensure IB requirements are met, that there are discretionary funds for supporting other PD and there is provision for hosting workshops at the school. (budget)

Impact on school wide learning results

Knowledgeable - Acquire and apply in depth knowledge and develop understanding across a broad and balanced range of disciplines

This has a direct impact on student learning and faculty collaboration