Upon completion of the 2012 Osaka International School self-evaluation

John Searle, head of Osaka International School

Building on the previous year's Substantive Change report, the 2012 self-evaluation process for Osaka International School has provided a fundamental opportunity to assess the effectiveness of our programs and the support for learning. We participated in a pilot study whereby the five evaluations for which we are accountable (IBPYP, IBMYP, IBDP, WASC, KG) were brought together in one process. In February 2013 we hosted evaluators from the IB and WASC and they spent four days at the school analyzing our self study report and drawing concluding areas of commendation and areas for further growth. The main areas under analaysis were: curriculum, instruction and assessment; support for student personal and academic growth; and resource management and development.

While a number of broad areas of strength have been recognized, there are still areas of growth into which we need to put continued efforts.

Significant findings from the pilot study:

The visiting team recognized the aspirational nature of the relationship between OIS and its sister school SIS and the alignment of mission and action.
They confirmed from the self study the need to continue development of: vertical and horizontal articulation of the curriculum; the development of collaborative planning time; the development of school wide action plans including ICT, language support and special educational needs; clarification of positional authority for the IB coordinators; the music program structure and aims;

GENERAL SCHOOL-WIDE AREAS FOR FURTHER GROWTH

Areas of Strength
Osaka International School: Has a dedicated team of professional staff who work collaboratively to meet the needs of students and the school community and provide outstanding educational opportunities for all.   Has effectively synchronized their accreditation cycles for both WASC and IB leading to an aligned single action plan providing focus and coherency in the school improvement process.   Has worked collaboratively with Kwansei Gakkuin (KG) and SIS to effectively implement a merger that has benefited the school and the students served.   Has strengthened communication and collaboration between OIS and SIS, particularly in SOIS combined activities and co-curricular offerings.   Has initiated the use of a curriculum database as an increasingly necessary and meaningful tool for curriculum mapping and storage of curriculum materials and documents.   Has improved the physical grounds and school maintenance so that the facilities better meet the needs of students. Maintenance is conducted regularly and the school facility is well managed due to a dedicated staff.   Has implemented a successful capital campaign through the support of the school community to modernize the courtyard in an aesthetically pleasing and functional way that provides a location for students to work, relax and perform.

Growth Needs

Osaka International School needs to continue to…

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

Coordinate and implement increasing amounts of technology between the two schools on the one campus to enhance student learning according to a developed technology vision.

Develop a marketing strategy to effectively communicate the unique character of OIS in order to attract increased enrollment to maximize the capacity of the school and improve communication to the community.

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.

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

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

Continue to implement the recommendations of the IB visit that will strengthen and improve the IB programme.

We receive the official reports from WASC and IB in April, after they have been ratified by their respective boards. From these official reports the goal is to write our school wide action plans by June 2013, that will provide the school with priorities for development through to 2017. These plans will be continually reviewed and modified and reported annually to the foundation and to WASC and IB.
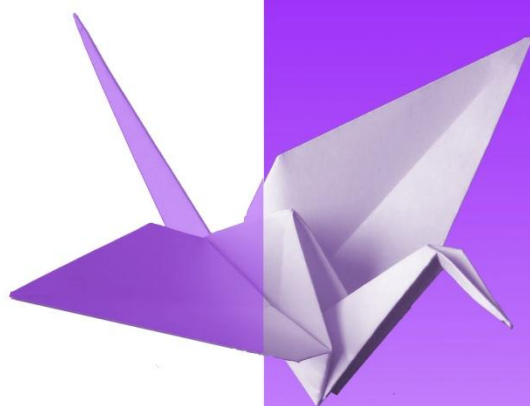
The development of these plans should be done in partnership with the foundation to maximize the effectiveness and relevance for both parties (expressed in the Growth Needs to "*Continue and expand the communication between the KG Foundation and OIS …'*) and reflected in the second half of the foundation's overall 10 year strategic plan.
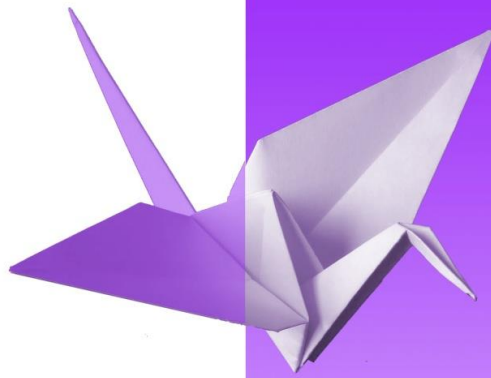
WASC
&
IB
PYP, MYP, DP
reports

Osaka International School
of Kwansei Gakuin

2013

WASC REPORT

Osaka International School
of Kwansei Gakuin

2013

CONTENTS

This Western Association of Schools and Colleges (WASC) Report includes three areas: a Substantive Change Report submitted in January, 2012; an IB Self-Study analysis (see WASC section A6) and section B); and thirdly, an analysis of WASC sections A4, A5 and section C). During 2011 a Substantive Change Report was compiled 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 December 2012 this report was compiled. The report follows protocol and uses criteria, as prescribed by *(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, illustrate the strengths and areas of growth within the school and meet the WASC and IB self evaluation requirements. Ultimately, the report aims to provide a thorough self study of the school, from a variety of perspectives, so that the quality of learning can continue to improve for each student attending Osaka International School of Kwansei Gakkuin.

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" were assessed at the end of each focus group findings. After a general orientation session regarding the WASC process, staff chose Focus Groups and elementary staff joined MS/HS Home Groups. Focus Group A) started work on A1), A2), A3) and A7) in late September 2011 after an orientation meeting and Focus Group D) began their work two weeks later. As part of a Collaboration In-Service Day, Home Groups addressed criterion B) Curriculum, Instruction and Assessment via an online survey. These Home Groups continued to add to their findings from the 9th of February, 2012 through to June, 2012. Then, Focus Group B) utilized their findings from the IB Self Study and added material to their WASC sections, in a series of six meetings from September to November, 2012. Focus Group A) completed sections A4) and A5) after also,a series of six meetings on the 24th of September, 2012. Focus Group C), Support for Student Personal and Academic Growth, conducted ten meetings from the 8th of March, 2012, till the 15th of November, 2012. During these meetings focus group members recorded their findings and evidence in relation to the criterion prompts and worked in sub groups to conduct student surveys and gather required information. Focus Group D) revisited their findings and evidence at a meeting on the 6th of November, 2012 and updated their analysis of Resource Management at OIS.

All groups utilized senri.ed.jp google drive account to record their findings, list and link their evidence, record meeting minutes and access general resources and organizational procedures. OIS was first fully accredited by WASC, in 1994. All data presented in this report is current, as of December, 2012.

PROCESS AND TIMELINE FOR SUBSTANTIVE CHANGE AND FINAL WASC 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 16th of December Evaluation Committee Meeting 22nd of December at Uegahara Campus
January 2012	Substantive Change report compiled and finalized
February 2012 February, 9th 2012	WASC Visiting Committee dates set Substantive Change self-study report sent to WASC Visiting Committee 2-day visit schedule developed Home Groups started criterion B) Curriculum, Instruction and Assessment
March, 8th 2012	Focus Group C) Support for Student Personal and Academic Growth, started meetings
June, 2012	Home Groups finished adding to section B) survey
September, 2012 September, 24th 2012	Focus Group B) Curriculum, Instruction and Assessment utilized their findings from the IB Self Study and added material to their WASC sections, in a series of 6 meetings Focus Group A) completed A4) and A5) sections
November, 5th 2012 November, 6th 2012 November, 15th 2012	Focus Group B) completed findings and evidence Focus Group D) updated their analysis of Resource Management at OIS. Focus Group C) completed findings and evidence

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 (Teacher and WASC Staff Coordinator)
Foundation policy stipulates that the OIS evaluation committee comprise of: Head of school, principals, business manager, and office manager.

(*) Not currently teaching at OIS

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 (ATLAS Rubicon)
BTSN	Back to School Night
BYOD	Bring Your Own Device (for school computer/net access)
CAS	Community Action and Service (part of the IB programme)
CASE	Council of Advancement and Support for Education
CIS	Council of International Schools
DP	IB Diploma Programme grades 11-12
DRA	Diagnostic Reading Assessment
EAAIBSH	East Asia Association of IB School Heads
EARCOS	East Asia Regional Council of Overseas Schools
ECIS	European Council of International Schools
EE	Extended Essay
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
IOC	individual Oral Commentary (IB English A: Language and Literature)
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
MOA	Moderation of Assessment
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
PTC	Parent Teacher Conferences
PYP	IB Primary Years Programme (grades K-5)
SAP	Schoolwide Action Planning
SAT	Scholastic Assessment Test
SEN	Special Educational Needs
SIP	School Improvement Process (Committee)
SIS	Senri International School
SISF	Senri International School Foundation
SLR	Schoolwide Learning Results
SMART	Specific, Measurable, Attainable, Relevant and Time-sensitive (goals)
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
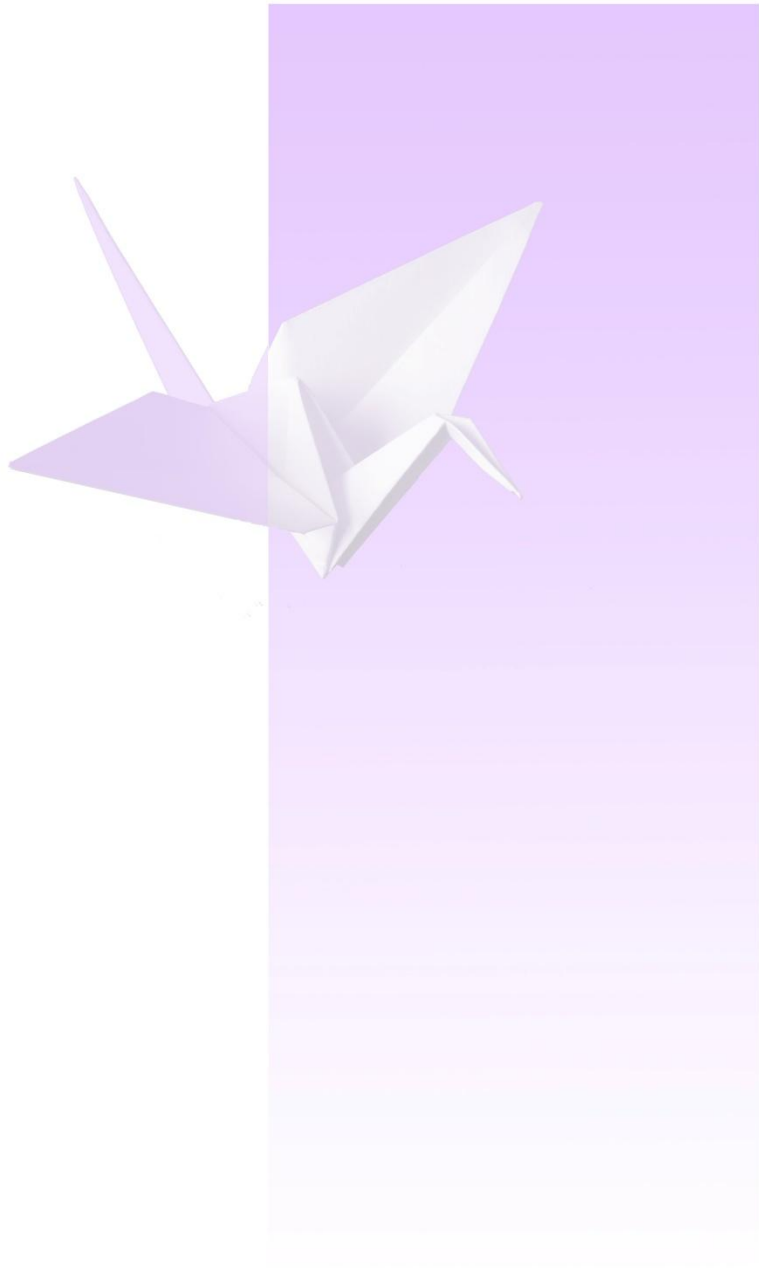
School and Community Profile

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-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 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 January 2013 was 243 students; with 105 students in Elementary School (K – Grade 5), 68 students in Middle School (grade 6 – grade 8), and 70 students in High School (grade 9 – grade 12).

The gender mix is 111 male students and 132 female students.

Class sizes as of January 2013 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
243 Jan.#	12	13	14	16	17	18	15	22	26	20	16	18	20	16

For the school-year 2012/13, the number of new students was 16.4 % of the total student body. It is forecast that annual change will remain at about 10-20% of the total student body. 25% of the student body has attended OIS for four years or more. 51% of the elementary student body has only attended OIS for their official schooling. 42% of the total student body has only attended OIS for their official schooling. 94% 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.

The OIS student body is represented by over 24 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. 30% of the students hold dual nationality.

Table showing nationality/dual nationality

Bold indicates family's first stated nationality

OIS student population by nationality Source: OIS student register November 2012		
Nationality 1	**Nationality 2**	**Total**
AUSTRALIA		5
BRAZIL		2
CANADA		5
CHINA		6
FRANCE		1
GERMANY		3
INDIA		4
INDONESIA		2
ITALY		2
JAPAN	JAPAN	80
	AUSTRALIA	2
	CANADA	1
	GERMANY	1
	INDIA	1
	MEXICO	1
	PHILIPPINES	4
	RUSSIA	1
	SWEDEN	1
	U.K.	1
	U.S.A.	9
JAPAN Total		102
KOREA		40
MALAYSIA		1
NETHERLAND		1
NEW ZEALAND		5
PAKISTAN		2
PHILIPPINES		3
SINGAPORE		1
TAIWAN		4
U.K.		12
U.S.A.		46
Grand Total		**247**

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

OIS student population by registered first language of family Source: OIS student register November 2012		
Language 1	**Language 2**	**Total**
Arabic		1
Chinese		7
English		93
German		2
Hindi		1
Indonesian		1
Italian		2
Japanese	Japanese	6
	Dutch	1
	English	92
	French	1
	German	1
	Indonesian	1
	Korean	2
	Russian	1
	Turkish	1
Korean		33
Samoan		1
Grand Total		247

**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.
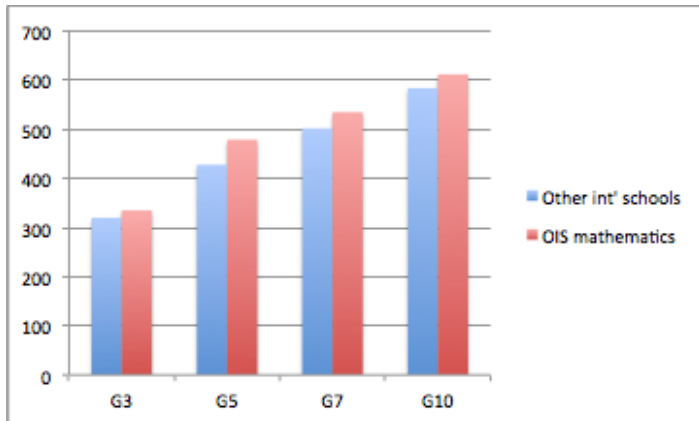
Reading

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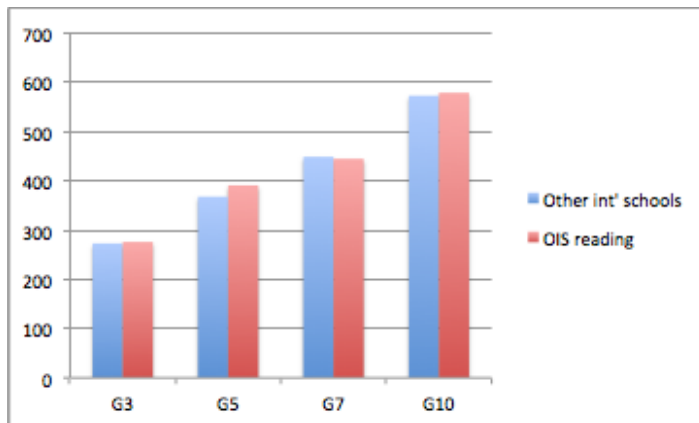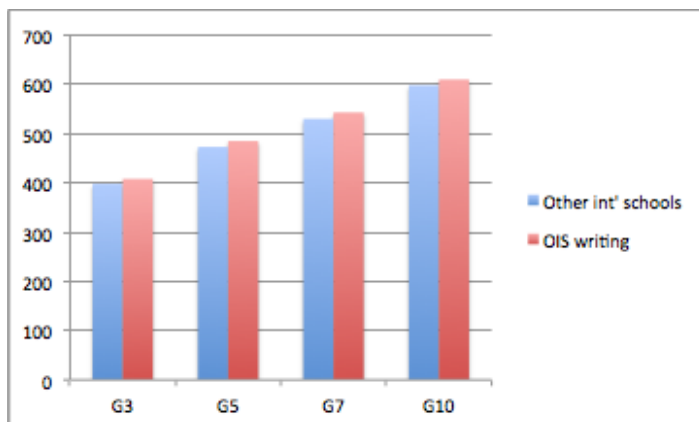

Writing

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 2012, 100% of the seniors studied for the IB diploma, with 79% 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
2012	19	15/19	34	39	5.37
	252	164/174	33.15	38.6av	5.32av
		94.25% pass			

OIS SAT Results					
year	#of graduates	Graduates that took SAT	math median avg.	verbal median avg.	total score
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 36 full-time expatriate faculty including admin, 4 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 67% 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 36 expatriate employees, 17 USA, 6 Australia, 5 UK, 1 New Zealand, 1 Brazil, 1 Philippines, and 1 from France. There are three part time expatriate employees: 1 Mexico, 1 Fiji and 1 from 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	2 credits	
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:

Governance structure and the decision making process

Governance
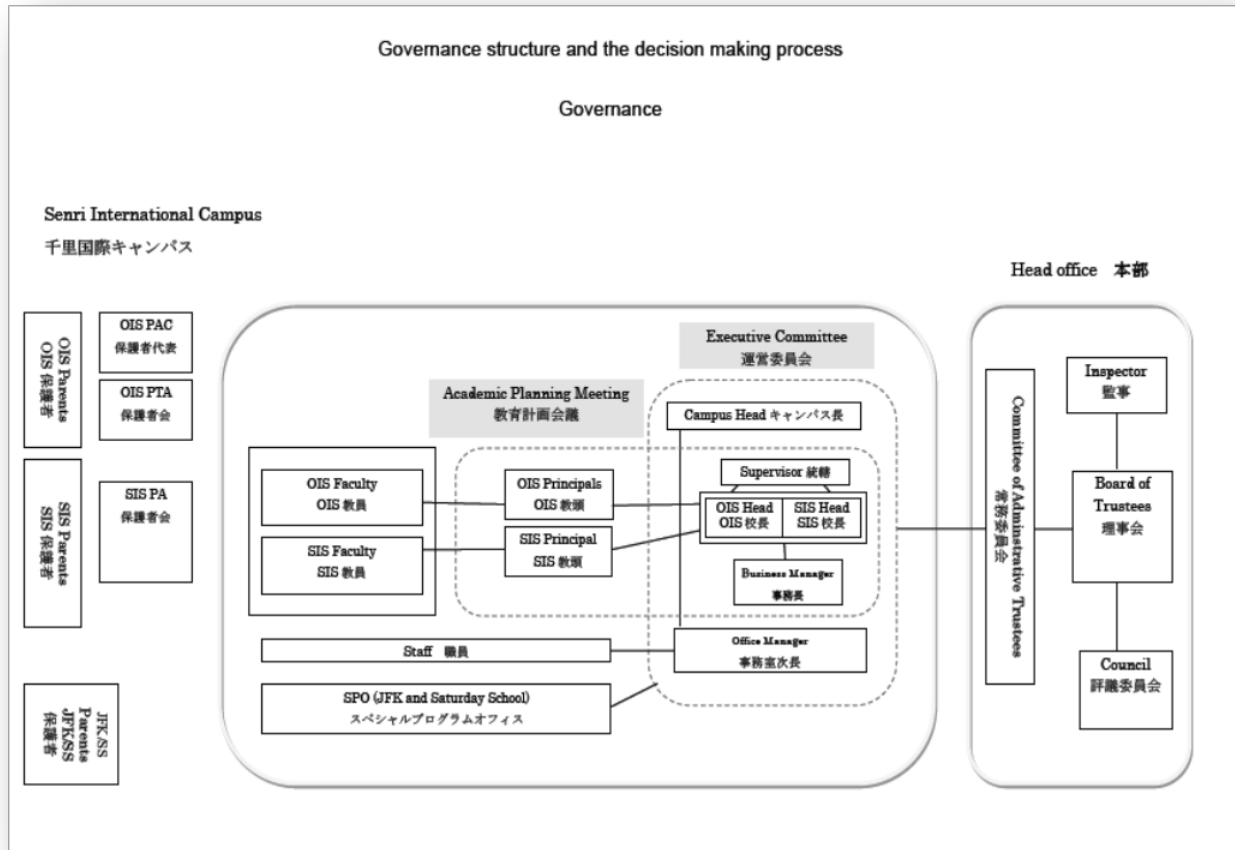
13. FINANCIAL SUPPORT

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).