



OSAKA INTERNATIONAL SCHOOL OF KWANSEI GAKUIN

INTERIM PROGRESS REPORT

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

Date of most recent visit: April 2023

Interim report date: June 2024

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

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I: General School Data

Include the following:

- School Name
 - Telephone and email
 - Chief administrator of school
 - Current grade span and enrollment.
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Osaka International School of Kwansei Gakuin (OIS)

4-4-16 Onohara-nishi,

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OIS is a K12 school serving students from 4 years old until graduation.

The school curriculum is based on the International Baccalaureate program. We offer PYP from kindergarten to grade 5, MYP from grade 6 to grade 10, and DP from grade 11 to grade 12. Our grade levels are equivalent to those used in North America.

As of June 2024, there are 285 students enrolled in the school.

II: Brief School Description

- Organization governing structure and financial base
 - Students served, enrollment, grade span
 - School purpose, including the schoolwide learner goals
 - Curricular program emphases
 - Significant changes or conditions impacting the school improvement process since the last visit/report.
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There have not been any significant changes or adjustments at our school that have had a significant impact on the school's ability to work on the school improvement process since the visiting team was here in April of 2024.

School Description

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, which bring different cultural lenses, strive for our community members to achieve our mission, which is to be: 'Informed, caring, creative individuals, contributing to the global community.'

The two school system was intentional at the founding of the school and was integral to the design of not just the community but the building itself. The schools were founded by a consortium of regional businesses which were developing this area of northern Osaka in the 1980s to be a research center. It was felt that integral to this would be an international school to attract foreign talent and a Japanese school focused on returnees to attract Japanese professionals back home from working overseas. The consortium set up a non-profit education foundation to operate the campus and bring this concept of "two schools together" to fruition. In 2010, that foundation merged with the long established Kwansei Gakuin Educational Foundation so that the school is now operated by them. The KG foundation is non-profit and includes Kwansei Gakuin University, a junior college, a local high school, middle school, elementary school and a kindergarten. There are over 25,000 students at the various institutions in the foundation. By comparison, there are approximately 800 students in the two schools on our campus (referred to as the Senri International Campus in the foundation) and currently 285 students at OIS.

In this document, the Kwansei Gakuin Foundation is referred to as "KG" or "the foundation".

"Two schools together" manifests itself in a variety of ways. From our shared programs of visual arts, music and PE to our shared activities such as clubs, sports teams and student council,

students from the two schools interact in a variety of ways. The mission and vision statements are the same for both schools.

Mission Statement: informed, caring, creative individuals contributing to a global community.

Both schools also share fundamental expectations for community behavior that are grounded in the “**5 Respects**”. It is our philosophy that our community will function well and does not need a long list of rules if everyone follows the 5 Respects.

- Respect for self
- Respect for others
- Respect for learning
- Respect for the environment
- Respect for leadership

School wide learner outcomes

The OIS learner outcomes are based on the IB learner profile although because “creativity” is part of our mission statement, we have included that from middle school. We divided the attributes into three categories, Academics, Values, and Qualities.

Academics includes, knowledgeable, thinkers, inquirers, and creative. Caring, open-minded and principled make up values. While, Qualities are balanced, reflective, communicator, and risk-taker.

There have been various iterations of this in posters and other literature on campus. In the middle and high school grade level awards are given annually based on the three categories and they are referenced in goal setting, reflection and other homeroom activities.

III: Progress on the Schoolwide Action Plan

- **Comment on the accomplishment of each schoolwide action plan section/goal (critical areas for follow-up or major recommendations have been integrated within the schoolwide action plan).**
 - **Indicate how the school through the plan and actions has accomplished each of the critical areas for follow-up/major recommendations based on the visiting committee report from the self-study visit.**
 - **Cite evidence including how progress under each goal or section has impacted student learning, i.e., the accomplishment of one or more schoolwide learner outcomes/major student learner needs.**
 - **Particularly discuss progress since the last interim report. Include an explanation where no progress has been made or the critical area for follow-up has not been part of the schoolwide action plan.**
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During the WASC self-study, leading up to our visit in April 2023, OIS identified three focus areas for our action plan. Working with the visiting team, we identified two more for a total of five focus areas for this 5 year cycle. Here are the five focus areas. The first three were identified prior to the visit and the last two were identified in consultation with the visiting committee.

1. Safe Environments for All
 - a. Ensure that the new child protection policies are understood and implemented by all community members through education and training.
 - b. Create and implement a diversity, equity and inclusion policy.
2. Learning Environments
 - a. Evaluate and modify the school's learning support structures to ensure the school is meeting the diverse learning needs of its students.
 - b. Develop a systematic process of utilizing data to make decisions about learning support systems
 - c. Improve the teaching of the school wide learner outcomes, ATL skills, and social emotional learning into the regular classroom lessons.
3. Community and Collaboration
 - a. Increase collaboration amongst teachers to meet instructional planning goals.
 - b. Increase community understanding of educational programs, the school's values and mission, and OIS's relationships with its sister school and foundation.
 - c. Create more opportunities for parents and other stakeholders to become involved through committees, community events, and classroom support.
4. Systems and Sustainability
 - a. School administration develops and implements a Performance and Evaluation Model for administration and faculty.
 - b. School administration and leadership implements a data-driven, schoolwide approach to professional development to support the implementation of strategic priorities such as learning support for all students.

- c. School administration develops and implements comprehensive and systematic procedures for data collection and analysis to inform school decisions for innovation and transformation.
- d. School administration develops and implements a policy review and revision cycle. Implicit in this is to develop and implement systems to train staff to implement all policies for the entire school community. Focus areas include the Learning Support Policy, Inclusion Policy, Child Protection Policy, and Diversity, Equity and Inclusion Policy.
- e. School administration clarifies and communicates the roles and responsibilities of the new leadership structure.

Following the visit, we added two more items to the action plan under this goal. They are:

- f. School administration clarifies and communicates the roles of non-admin faculty positions of responsibility with the school structure and how this fits within the structure referenced in 4E.
- g. The school administration and the foundation consider employment terms and conditions to ensure that they support hiring and retention of faculty and staff suited to the educational goals of the school.

5. Facilities

- a. The school continues with its plan to renovate facilities. This includes the refurbishment of SIS classrooms, the faculty and staff working environment, and the OIS / SIS shared educational spaces such as the music and art rooms and the science labs.
- b. The school develops a plan to renovate vital learning infrastructure which has become outdated. This includes equipment and technology to support teaching and learning in music, art, science, and digital media productions.

All of the items listed above are recommendations for improvement, none were considered “critical areas for follow-up”. In this first year since the visit, progress has been made on these recommendations, however, some have had higher priority than others. No one goal has been achieved in this first year since the visit, however progress has been made in each of the five areas identified through the self study process and we are on track to achieve our goals through the cycle.

Progress in each area is outlined in the following pages.

Goal Area	Actions to date	Commentary
1.a. Safe environments / Child protection ensure that child protection is understood and a part of our school culture	All OIS teachers have now had training in child protection from Childsafeguarding.com. Most other adults working on campus have had basic training in their own language. Age appropriate presentations were made to students at various grade levels about child protection. The child protection office from the municipality our school is located in, presented to faculty about rules and procedures in Japan. Members of the child protection team have participated in training on Japanese law in this area sponsored by the Japan Council of International Schools.	There has been a clear focus on this area through the year so that more people are aware of the policy and the steps to take if there are concerns and we have had a number of issues raised with the Child Protection Team some of which have been carried over to the child protection offices of the city the child lives in. In the January parent survey, 84% of parents said they have read and understood the policy. This is all clearly an improvement from where we were at the start of last school year but keeping this focus will require ongoing attention. In the next year we will need to review our policy and adapt it to the changing Japanese legal environment.
1.b. Safe environments / Create a DEIJ policy	The goal this year was to convene a committee that would explore the needs of our community and outline a plan for creating a policy in the coming years. This committee was convened and an action plan has been drafted, classifying tasks as short-, mid-, or long-term. Members of the committee also participated in developing a framework for the Japan Council of International Schools.	The action plan needs to be followed through with a goal of having a policy written at the end of the 2024-25 school year with implementation steps after that.
2.a. Learning environment / learning support structures	There have been two main focus areas in this first year of the cycle with regards to learning support structures. The first is to review and clarify our systems. The learning support team reviewed our program based	In the first area, there was a faculty meeting clarifying the learning support system on May 22. This was an update from a meeting a year earlier. It is clear that we need to continue to develop understanding of our student support policies and continue to develop them moving forward.

Goal Area	Actions to date	Commentary
	<p>on an existing consultation we had and then used meeting time to clarify the procedures with faculty. This process also resulted in the appointment of a learning support coordinator.</p> <p>The second area was to identify PD for teachers to ensure a shared understanding for expectations in this area. After consideration, we've contracted with Lead Inclusion to work with our teachers on Universal Design for Learning (UDL) and Response to Intervention (RTI) tiers.</p>	<p>In the second area, Lee Ann Jung from Lead Inclusion ran an online workshop for leadership, middle leaders and some teacher volunteers on April 3. She will return for two days of workshops and meetings on UDL in September with everyone. Working with her, we will continue to develop our plan for incorporating UDL into our unit planning over the next 4 years.</p>
2.b. Learning support / Utilizing data	<p>This goal is closely related to goal 4c. For both goals, a data committee was convened that met several times through the year to identify data that is available and develop ways to make it accessible for education decisions. The committee developed a dashboard so that many data points, MAP, reports, IB results, etc. are available in one place.</p>	<p>While the student support team and admin makes use of this data regularly, the next step is to make it part of the conversations that occur with teachers in a more systematic way. The data committee will be focused on this in the coming year.</p>
2.c. Learning support / improve teaching of learning outcomes, ATL skills, SEL, etc.	<p>For the first year of the accreditation cycle, it was decided that we would prioritize other areas first. We will revisit this goal at the end of the next school year.</p>	
3.a. Community & collaboration / teacher collaboration	<p>We have continued to ensure that each department has a common planning time during the week where they can meet to plan together, moderate student work, and evaluate each other's units, among other tasks. PYP planning groups meet on a</p>	<p>In the coming year, we need to continue this progress by ensuring that the meetings are used well and are an established part of our planning process. A clear schedule of grade level team meetings with meeting protocols also needs to be established for the coming school year.</p>

Goal Area	Actions to date	Commentary
	regular basis to work on their units of inquiry (UOI) under the leadership of the PYP coordinator. We have been less successful with grade level team meetings in secondary. They have occurred, but irregularly. We have had success in expanding our Interdisciplinary Units (IDU) as required by the MYP.	We also need to continue to follow the Program Development Plan (PDP) for MYP interdisciplinary units to ensure they are properly implemented.
3.b. Community & collaboration / increase community understanding of our programs	This goal was related to emerging from the pandemic and ensuring that parents who were not allowed on campus were given more opportunities to come to campus and understand our programs. We have included more information sessions on college advising, the IB programs, MAP, the foundation, and our relationship with our sister school. We also revived the Parent Advisory Council (PAC) and included articles on the above topics in our newsletters. In the latest parent survey, 85% of the parents said they understood the mission and vision of the school.	We still need to keep this at the forefront of our communication and seek ways to involve more parents in school events. Parents tend to show less interest as their children get older so identifying ways to bring more in could be a focus moving forward.
3.c. Community & collaboration / Create more opportunities for stakeholders to be involved	While it is clear that we are doing more in this area since the pandemic ended, we need to be more systematic in how we are planning and tracking this area. We have had many more classroom celebrations, guest speakers, field trips, parents involvement in PTA and the PAC, etc. but we need to track it better.	Tasks to do include updating our parent expertise log, developing a schedule for when and how often parents should be invited to unit culminating celebrations and other types of events. By having this systematically tracked and planned for, we will be able to set clear goals for improving in this area.
4.a. Systems & sustainability /	We've been using the old model this year with an eye towards keeping it, revising it, or developing a	We will revise our model for the coming school year, based on the feedback that comes back in the survey.

Goal Area	Actions to date	Commentary
performance and evaluation for admin and faculty	new system. Preliminary feedback from a recent faculty meeting indicates that some teachers would like to have more feedback on their teaching than they are receiving now. There will be a more formal survey at the end of the school year. The head is working with the foundation and board representatives to develop an evaluation process for that role. Once that is established, a similar model will be implemented for the principals.	Preliminary discussions have revolved around involving middle leaders more in this process to ensure that everyone is receiving feedback in a timely manner but this will be confirmed as we prepare for the next school year. The heads evaluation discussion will continue into the next school year.
4.b. Systems & sustainability / Data for PD	To this point, the data committee has concentrated on making student learning data more accessible to teachers and discussions around PD and data are not yet part of the conversation.	This will be something to look at once we have made more progress with goals 2.b. and 4.c. To date, most decisions about PD are related to the requirements of the IB programs.
4.c. Systems & sustainability / Data to inform school decisions	This goal is closely related to goal 2b. For both goals, a data committee was convened that met several times throughout the year to identify data that is available and develop ways to make it accessible for education decisions. The committee developed a dashboard so that many data points, MAP, reports, IB results, etc. are available in one place.	While the student support team and admin makes use of this data regularly, the next step is to make it part of the conversations that occur with teachers in a more systematic way. The data committee will be focused on this in the coming year.
4.d. Systems & sustainability / Policy review and revision cycle	We have a policy review cycle in place and this year we focused on reviewing the assessment policy. It was revised, rather than rewritten and the revisions were related to clarifying homework expectations as part of assessment.	We need to ensure that we continue to follow this review cycle so that policies continue to be up to date and reflect the current needs of the school. Policies scheduled to be reviewed next school year include the language policy and the inclusion policy. In addition, we will need to revisit the technology appropriate use policy with more recent

Goal Area	Actions to date	Commentary
		development in AI.
4.e. Systems & sustainability / Roles and responsibilities in new leadership structure	it is clear that more work needs to be done to ensure the system is understood and implemented appropriately. While the principals have worked this year to improve the system and make the roles clearer, feedback in faculty meetings and other venues shows that much more work needs to be done in this area.	With the start of the 2022-23 school year we started a new structure for leadership that included a principal for student learning, a principal for student life and a head of school in place of an elementary principal, secondary principal and head. The main goal was to eliminate redundancy and ensure a consistent approach to and implementation of policies and procedures across our small school. In that sense, there have been some benefits to the system but it is clear that work still needs to be done with community members, particularly faculty, to increase understanding and with leadership to ensure that the system is actually working so that their work is supported.
4.f. Systems & sustainability / Roles and responsibilities of non-admin faculty positions of responsibility	Middle leadership positions (heads of departments, IB program coordinators, admissions coordinator, learning support coordinator) have been approved by the governing foundation as stipended official roles. This has given definition and clarity to these positions to community members.	While the roles are established and include descriptions, work still needs to be done to incorporate these middle leaders into the decision making process and ensure that they are able to take on responsibility for their area. We also need to ensure that the pedagogical leadership team which includes admin, the three IB coordinators, the student support coordinator, and the director of academic affairs is able to function as a true team in leading the school forward.
4.g. Systems & sustainability / consider employment terms	In meetings with the foundation board chair and with the foundation finance department, the head has raised this issue and shared comparisons to other schools in Japan and abroad. While the	We will need to continue these conversations with the foundation and make a decision on the best way forward.

Goal Area	Actions to date	Commentary
and conditions	foundation has expressed understanding of the need to reconsider employment terms and conditions, there have not been concrete steps in this area yet.	
5.a. Facilities / continue renovation	The multi-phase campus renovation project has continued since the visit. Renovations can only be done during the summer. In the summer of 2023, phase III was completed. This included the student support center on the third floor, and the elementary school classrooms. All of those areas were completely remodeled and updated since the visiting team was here. Phase IV will happen this summer and will include the music rooms, the biology lab and the other classrooms and teacher offices on the second floor that were not included in phase III.	We will need to continue to work with our foundation to ensure that the entire facility is updated and prepared to adapt to our needs for the foreseeable future. This will include discussions of phase V during the upcoming school year.
5.b. Facilities / renovate and update learning infrastructure	There has been some progress in this area. The upgrade to the biology lab and music rooms will include some learning technology although this is not the primary focus of that project. Our campus IT network will transition to the foundation in the summer of 2025 and a committee is working on planning that transition. We are still in discussion with the foundation about upgrading other areas such as the technology in the theater and art rooms.	This will need to be a continued area of focus as we work through the campus refurbishment. The initial goal of the refurbishment was to upgrade the appearance of the existing facility. Learning technology was not in the scope of the plan. Since the self-study, we have been working with the foundation to develop this area, too. Some steps have been taken, but we will need to continue this focus through the coming years of the action plan.

