



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 2025

**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,

Mino-shi, Osaka 562-0032 Japan

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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 2025, there are 288 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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The only change since the visiting team was here in April of 2024 that had an impact on the school improvement process is that one of the three key administrators, the principal for student life, had to step down for health reasons. While we tried to fill the position during the school year, it became clear that the right candidate would not be available until the start of the 2025-26 academic year. This meant that the coordinators, principal for student learning, and head of school needed to fill the gaps that were left by the vacancy. While we still made progress on our school improvement plan, as is articulated below, this made it more challenging.

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 from around the Kansai region on our campus 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 (KG) 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, in addition to our campus. 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 288 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 continuous improvement, that were developed by us and the visiting team. In the two years since the visit, progress has been made on these recommendations, however, some have had higher priority than others. No one goal has been fully achieved 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	We have continued to make progress in this area as we seek to fully embed this into the culture of the two schools on campus. We reviewed and made minor updates to our child protection policy and faculty code of conduct this year. All OIS teachers have had training in child protection from Childsafeguarding.com, and many teachers will be updating that training in the coming year. Other adults working on campus have had basic training in their own language. We continue to give age appropriate presentations annually to students at all 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. Additionally, counseling sessions have been conducted, posters identifying the Child Protection Team (CPT) have been put up, and actions related to toilet segregation have been implemented. There is also heightened community awareness as indicated in parent surveys. The school has also been conducting background checks on new hires with Avvanz .	There has been a clear focus on this area since the visit. Stakeholders 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, 83% of parents said they have read and understood the policy. This is all clearly an improvement from where we were at the start of the cycle, but keeping this focus will require ongoing attention.
1.b. Safe	With changes in administration and some other	The action plan needs to be followed through with a goal

Goal Area	Actions to date	Commentary
environments / Create a DEIJ policy	events, we have not made as much progress in this area as we would have liked. Still, we have sent representatives to training and discussions on this issue with the Japan Council of International Schools (JCIS). This has led to us contributing to and adopting the JCIS Inclusion Framework . While the committee did meet this year, this is still an area to continue developing.	of having a policy written at the end of the 2025-26 school year with implementation steps after that. What was called the “inclusion policy” addressed the needs of neural divergent students. That policy is also up for review and we made a decision to incorporate it into the DEIJ policy.
2.a. Learning environment / learning support structures	At the start of the cycle, there were two main focus areas with regards to learning support structures. The first is to review and clarify our systems. The learning support team reviewed our program based 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. 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. Lee Ann Jung conducted a two day workshop on our campus this year. Other actions and developments include, centralizing student data in the Request for Assistance (RFA) Log, which has been upgraded with full class lists, links to RFAs, links to Individualized Learning Plans (ILPs), notes, information from the	While a lot of work has been done in developing student support, this is still an area of continued focus. There are still high expectations for what can be accomplished, but it will take some time to fully meet those expectations. Tasks for next year include: -Developing a Student Case File (SCF) for every student, which will serve as a place for teachers to record anecdotal and observational data that can be used in conjunction with more formal data for decision making. - Update the internal and public websites regarding student support. -Write a Student Support Handbook which will detail the structure and organization of student support, roles of members, contact information, a description of inclusion at OIS, and MTSS. -There has been a heavy focus on Universal Design for Learning (UDL) this year. Looking ahead, the focus for next year will shift more heavily towards MTSS, data utilization, and progress monitoring. -Give more comprehensive training around MTSS (which

Goal Area	Actions to date	Commentary
	weekly Student Support Team (SST) meeting, and a specific request for assistance feature. The SST evaluated the support system using a Multi-Tiered Systems of Support (MTSS) rubric. Based on this evaluation, the school is developing a 5-year plan for rolling out MTSS as its primary support system. Updates on these processes have been shared via the Weekly Update and during the June 11, 2025, faculty meeting.	includes UDL and RTI).
2.b. Learning environment / Utilizing data	This goal is closely related to goal 4.c. As noted there, the data committee met fewer times this year but we have made progress in this area in other ways. More data is being collected and used. The student support team has been using data more explicitly from test scores, reports, etc. to more clearly identify student needs. The levels for Multilingual Learners (MLL) have been revised and the use of data is part of this. As described in 2.a above, efforts are being made to triangulate data from assessments like MAP and WIDA, with observational data from teachers along with other information like grades and writing samples.	The use of the Student Case File and RFA log should help with developing this area. The Data Committee can also play a role in developing procedures to make data use in these areas more consistent and systematic.
2.c. Learning environment / improve teaching of learning outcomes,	For the first year of the accreditation cycle, it was decided that we would prioritize other areas first. In a recent meeting, the head of school and counselor discussed ways to move this goal forward in the	We will begin working on the steps described at left early in the school year.

Goal Area	Actions to date	Commentary
ATL skills, SEL, etc.	coming year. This included forming a working group to create an action plan and identify areas where these skills are already being taught.	
3.a. Community & collaboration / teacher collaboration	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. Department members indicate that this has been happening. PYP planning groups meet on a 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 and this is something we need to develop next year. We have had some success in expanding our Interdisciplinary Units (IDU) as required by the MYP. It is clear from this that collaboration meetings are taking place across programs and departments. We also experimented with peer observations with most teachers taking part. In end of year meetings with admin, most teachers who took part reported this to be a useful experience.	In the coming year, we need to continue the progress we made by ensuring that meetings are used well and are an established part of our planning process. A clear schedule of grade level team meetings in MSHS with meeting protocols also needs to be established. 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	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 still need to keep this at the forefront of our communication and seek ways to involve more parents in school events. This includes mapping out when such events are already taking place, so we can identify

Goal Area	Actions to date	Commentary
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, 84% of the parents said they understood the mission and vision of the school. Teachers have been inviting parents in for end of unit activities on a regular basis in elementary school, which gives parents an opportunity to understand the programs. New activities have been created in the middle and high schools, which provide a similar opportunity. This includes DP Core Day, and a grade 9 Writing Celebration.	shortcomings and ensure that all age groups have opportunities for parent engagement. 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 (as described in 3.b above), 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.. Teachers have been creating more opportunities for parent engagement, and student opportunities have been provided through camps, field trips, creative play day, and Rainbow Week. Our PTA is also making great efforts in this area by hosting events such as the new family welcome and teacher appreciation lunch.	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.

Goal Area	Actions to date	Commentary
4.a. Systems & sustainability / performance and evaluation for admin and faculty	We continued using the old model this year with more fidelity. There have been discussions with faculty about replacing it or building more teacher observations into the existing model. The head of school experimented with the Trust Based Observation (TBO) protocol. He observed several teachers using this model. Faculty also experimented with peer observations. The feedback in mid and end of year teacher meetings was largely positive. Peer observations will likely continue but not as a formal part of the evaluation process. Teachers have indicated they would like a more formal process for observations in faculty meetings and other conversations. We plan to continue to develop this more fully during the upcoming year.	We will continue making adjustments to our model for the coming school year. We will experiment more with TBO and other models. We will also continue with peer observations, although this will not be part of a teacher's evaluation. We have had some discussion about involving coordinators more in this process to ensure that everyone is receiving feedback in a timely manner. This will be discussed further in the fall. Having two administrators this year, rather than three, likely hindered our progress on this goal.
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	The data committee met fewer times this year but we have made progress in this area in other ways. More data is being collected and used. This includes collecting writing samples throughout the elementary to help develop a shared understanding of writing expectations across the curriculum. Departments are continuing to moderate student work. The student support team has been using	Systematic use of data is still an area where the school can improve. We have more data points, and more understanding of how to use it, but developing a clear plan for moving forward, will be the challenge moving forward.

Goal Area	Actions to date	Commentary
	data more explicitly from test scores, reports, etc. to more clearly identify student needs. The levels for Multilingual Learners (MLL) have been revised and the use of data is part of this.	
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 language policy. This process will continue into next school year, with the policy being finalized in the fall. We decided that the existing inclusion policy will be incorporated into the work we are doing on the DEIJ policy. There is still work to be done to finalize these, but overall, we are following the cycle as it is written and will continue to do so.	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. Next year, the main focus will be on the Mid-Cycle report. We will continue with the policy discussions we are already having (Language and Inclusion/DEIJ), and then restart the review cycle in 2026-27 with the Academic Integrity policy.
4.e. Systems & sustainability / Roles and responsibilities in new leadership structure	This goal became a non-issue this year because, as mentioned at the start of section II, on page 2, we were missing a principal for health reasons. With only one principal and the head, there was less concern about distinguishing the administrator roles. We will have a new principal for student life starting in August, and discussions have already started with her about the philosophy behind the roles and ways to ensure they are clear to everyone.	With the arrival of the new principal for student life, we will need to keep a clear focus on distinguishing the roles, especially in the beginning of the year. With the absence of a student life principal this year, people are used to bringing most issues to the principal for student learning. It will be important to rebuild the distinction between the roles and ensure that the principals are adhering to it.
4.f. Systems & sustainability / Roles and responsibilities of non-admin faculty positions of	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	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

Goal Area	Actions to date	Commentary
responsibility	positions to community members.	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 and conditions	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 foundation has expressed understanding of the need to reconsider employment terms and conditions, there have not been concrete steps in this area yet. As of June 1, there were changes to the board structure, including the board chair. Discussions will have to continue in this new context.	We will need to continue these conversations with the foundation and make a decision on the best way forward.
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 happened this past summer (2024) and included the music rooms, the biology lab and the other classrooms and teacher offices on the second floor that were not included in phase III. With the weak yen and increasing	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.

Goal Area	Actions to date	Commentary
	Japanese inflation, costs have been higher than anticipated. Construction is on hold for this coming summer as we work with the foundation to develop funding for future projects, including, most importantly, the art rooms on the third floor.	
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.