

# **Mid-cycle Visiting Committee Summary Report**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

## **OSAKA INTERNATIONAL SCHOOL OF KWANSEI GAKUIN**

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

**Original Self-Study Visit: April 9-12, 2023**

**Date of Mid-Cycle Visit: April 7-8, 2026**

### **Visiting Committee Members**

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## **SUMMARY**

### **General comments about the school**

Osaka International School (OIS) of Kwansei Gakuin was established in August 1991, the same year as its sister school, Senri International School (SIS). The purpose of founding the two schools was to bring together returning, national, and international residents of the Kansai region with the best of Japanese and non-Japanese educational ideas, systems, and techniques.

OIS serves students in grades K-12 while SIS serves students in Grades 7-12. The two schools were originally founded under the governance of the Senri International School Foundation. In April 2010, the Kwansei Gakuin Educational Foundation (KG) merged with the Senri International School Foundation. Following the merger the schools changed their original names to the ones they are today, Senri and Osaka International Schools of Kwansei Gakuin.

OIS is a coeducational, college preparatory school and it was the first school in Japan to become authorized to offer three IB programs: Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP). OIS is a member of the Council of International Schools (CIS), the East Asia Regional Council of Schools (EARCOS), and the Japan Council of International Schools (JCIS).

OIS has a consistent enrollment of 270 students, representing approximately 200 different families. There are approximately 100 students in the PYP (K-5), 120 students in the MYP (Grades 6-10) and 50 students in the Diploma Program (Grades 11-12). Parents are business people, educators, diplomats, and art/music professionals. The students are from 18 nationalities; the most common first nationalities are Japanese, Korean, Chinese, and the USA.

OIS staff consists of 52 faculty and assistants from 12 different countries. The most common nationalities are Japan (25%), USA (23%), and Canada (13%). 56% of full time faculty is female while 80% of part time staff and classroom assistants are female. Over the course of this accreditation cycle, the devaluation of the Japanese Yen has caused disruption to the school's formerly stable staffing.

All full-time faculty at OIS are required to be certified to teach in Japan or in their home country. Teachers need to meet the local laws of where they are from to be a licensed teacher. Teachers have degrees in the subjects or grade levels they are contracted to teach. Approximately three quarters of the faculty have masters degrees.

In 2022-23, OIS altered its administrative structure. OIS administration now consists of the Head of School, the Principal for Student Learning, the Principal for Student Life, and the Deputy Head of Campus / Business Manager. Additionally there are Coordinators for the Diploma, Middle Years, and Primary Years Programs. These Coordinators are faculty who are given release time to fulfill these responsibilities.

**An updated summary of student academic progress and social-emotional well-being.  
Note implications of the data and identified student learner needs**

Student academic performance at OIS remains strong and continues to reflect a high level of achievement across programmes. IB Diploma results consistently exceed world averages, with recent cohorts maintaining strong outcomes and high participation rates. MAP data from 2024–2025 indicates positive growth across all grade levels in both reading and mathematics, with particularly strong gains in the primary years and sustained progress in mathematics through the middle and secondary years. By Grade 10, student performance is reported to exceed global benchmarks, suggesting that the academic programme is effectively supporting student learning over time and preparing students for the rigour of the Diploma Program.

While overall attainment and growth are strong, the data also highlights an important next stage of development for the school. A wide range of assessment data is collected, including MAP, WIDA, internal assessments, and teacher observations. However, the extent to which this data is used systematically to inform instruction, monitor individual student progress, and evaluate the effectiveness of interventions remains inconsistent. As a result, it is not yet fully clear how effectively the school is using data to ensure that all students, particularly those requiring additional support, are making appropriate progress over time. The continued development of consistent, schoolwide data practices will be an important factor in strengthening student outcomes moving forward.

In the area of social-emotional well-being, survey data indicates that students generally feel safe, welcomed, and supported within the school environment. Students report strong peer relationships and a positive sense of belonging, reflecting a school culture that is inclusive and supportive. These findings are consistent with observations of a respectful and caring community, supported by the school’s emphasis on shared values such as the “5 Respects.”

At the same time, the student well-being data also highlights some variation in student experience. While most students report positive relationships with staff, a notable proportion of responses fall within the “neutral” range when students are asked about their comfort in approaching adults or their level of engagement in learning. This suggests that, although the overall environment is positive, there is a need to strengthen consistency in student-teacher relationships and ensure that all students feel equally supported and confident in seeking help.

The school has made meaningful progress in strengthening learning support systems, including a shift toward more inclusive classroom practices through the introduction of Universal Design for Learning (UDL) and the ongoing development of Multi-Tiered Systems of Support (MTSS). Teachers described a move toward more proactive approaches within the classroom, with increasing confidence in adapting instruction to meet diverse learning needs. Students similarly identified multiple avenues of support, including access to teachers, after-school help, and structured support systems. Parents also noted that, in many cases, support systems are responsive and effective.

As these systems continue to develop, there is an opportunity to build greater consistency in how they are implemented across classrooms and divisions. Both staff and students indicated that experiences of support can vary, suggesting that continued work in embedding shared expectations and practices will further strengthen outcomes for all learners.

The data indicates that OIS is successful in promoting strong academic outcomes and maintaining a positive and supportive school environment. The next stage of development will focus on building consistency and deepening impact, particularly in how existing systems are implemented across the school.

There is an opportunity to continue strengthening the systematic use of data to inform teaching and learning, including the identification of student needs, the monitoring of progress over time, and the evaluation of interventions. This will support the school in ensuring that all students, particularly those requiring additional support, are making sustained and measurable progress.

In addition, as learning support systems such as MTSS continue to develop, a focus on consistent implementation across classrooms, alongside shared responsibility among all teachers, will further enhance the school's ability to support diverse learners.

From a social-emotional perspective, continued attention to strengthening student-teacher relationships will help ensure that all students feel known, supported, and comfortable seeking help. Ongoing development of structures such as homeroom systems and counselling services will support this work.

Finally, there is an opportunity to further integrate social-emotional learning, schoolwide learner outcomes, and ATL skills into everyday classroom practice, ensuring that these elements are consistently embedded within the academic programme.

Overall, OIS demonstrates strong academic performance and a positive, caring school culture. Continued focus on consistency of implementation, strengthening the use of data, and ensuring equitable access to support will further enhance outcomes for all students.

**Significant changes and/or developments and their impact on the school, students, and staff**

Since the previous WASC visit, OIS has experienced several significant changes and developments that have had a meaningful impact on the organisation of the school, the learning environment, and the experience of students and staff.

A key change has been the development of the school's administrative structure, particularly in relation to student support and well-being. The role of Principal for Student Life, which was temporarily unfilled during the 2024–2025 school year, has been re-established from August 2025, with a renewed focus and clarity of purpose. Greater emphasis has been placed on this role as a central point of contact for student support, particularly within the elementary school, as well as a leader in areas such as Diversity, Equity, Inclusion, Justice and Belonging (DEIJB) and social-emotional learning. Feedback from parents and students indicates that this role has already had a positive impact in strengthening communication, increasing visibility of support systems, and enhancing the overall approach to student well-being across the school.

The creation of the Student Support Coordinator position represents another significant development in strengthening the school's approach to supporting diverse learners. This role has helped to bring greater coherence and coordination to learning support, multilingual learner (MLL) support, and counselling services. It has also provided clearer leadership for the implementation of key frameworks such as Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL). As a result, responsibilities within the Student Support Team have become more clearly defined, and there is an increased sense of alignment and collaboration among staff working in this area. Teachers report growing confidence in supporting a wider range of learners within the classroom, and students have identified multiple avenues of support, reflecting a more accessible and structured system.

Further strengthening of leadership structures has taken place through the formal recognition of IB Coordinators and Heads of Department as mid-level leaders by the Kwansei Gakuin Foundation. These roles are now supported through stipends and clearly defined responsibilities, contributing to greater clarity in leadership, improved communication, and a more distributed model of decision-making. This development has supported greater alignment across programmes and departments, and has provided additional capacity for instructional leadership within the school.

The continued refurbishment of the campus has also had a visible and positive impact on the school environment. The completion of Phase III in 2023 and Phase IV in 2024 has resulted in significant upgrades to elementary classrooms, the student support centre, science laboratories, music rooms, and staff workspaces. These improvements have enhanced both the quality and functionality of learning spaces, supporting more flexible and modern approaches to teaching and learning. Students and staff report that these upgraded environments contribute positively to engagement, collaboration, and overall well-being.

At the same time, external economic factors have presented ongoing challenges. The continued weakening of the Japanese yen, combined with rising inflation and construction costs, has impacted both staffing and long-term planning. The decrease in the value of the yen has made it more difficult for the school to recruit and retain international teachers, particularly in a competitive global market. This greater turnover in staffing has stressed a system which has relied heavily on institutional memory and well-understood school systems. It has also resulted in delays to planned facility upgrades, with future phases of refurbishment, including improvements to art and specialist learning spaces, currently on hold while the school works with the Foundation to secure additional funding.

Overall, these changes reflect a school that is actively strengthening its structures, leadership capacity, and learning environment. The impact of these developments is evident in improved clarity of roles, increased coherence in student support systems, and enhanced physical learning spaces. At the same time, the school continues to navigate external challenges and is working to ensure that recent developments are sustained and further embedded in practice to support continued growth and improvement.

### **School's follow-up process and process used to prepare the mid-cycle report**

The development of the 2023-2028 Schoolwide Action Plan began in May 2023 by tasking teachers and staff with reviewing the 2023 Visiting Committee reports and prioritizing the recommendations. Staff worked in "home groups" to identify specific actions that could be taken by individual teachers, programs, or leadership to build on identified strengths and address growth areas. This input was synthesized into a cohesive five-year Schoolwide Action Plan centered on five core areas:

1. Safe environments for all (including child protection and DEIJB policies).
2. Learning environments (focusing on student support and data-driven systems).
3. Community and collaboration (teacher planning and parent engagement).
4. Sustainable systems (performance models and leadership structure).
5. A physical environment to be proud of (facilities and learning infrastructure).

Faculty meetings served as the primary means for implementing and monitoring the Schoolwide Action Plan by facilitating a cycle of structured collaboration, evidence collection, and professional growth.

Information about the Schoolwide Action Plan is shared in the Parent Portal and a separate website was created to highlight the focus areas in the action plan. The Head of School also gives periodic updates on the progress of the Schoolwide Action Plan in the monthly PTA meeting. In 2023, to provide an avenue for parent input during the creation of the self-study, the Parent

Advisory Council (PAC) was revived. Following the visit, the PAC continued to meet three times a year. Examples of how they supported in the implementation of the action plan included:

- Increasing community understanding of educational programs, school values, and OIS's relationship with its sister school and the Kwansei Gakuin foundation.
- Serving as a feedback mechanism by monitoring progress for the WASC mid-cycle report.
- Providing a formal structure for stakeholders to become involved in the school through committees and community events.
- Providing insight on developing and reviewing the parent surveys.
- Acting as a consultative body by providing advice on the final outcomes of the self-study and management issues related to school growth.

The WASC Mid-Cycle Self-Study Report was created during the 2025-26 school year:

- In August, faculty chose working groups and held initial meetings to set the year's agenda.
- From September to December, committees met monthly to review accomplishments and identify gaps between current status and the plan's aspirations.
- During the January in-service day, committees finalized the drafts for their section of the report.
- The Parent Advisory Council (PAC) then provided feedback regarding what was accomplished and what still needs attention.
- After all feedback from stakeholders was received, the Mid-Cycle Report was revised and the Action Plan was updated.
- The report was then shared with the community.

**Summary of progress on action plan that addresses student and school needs and growth areas for continuous improvement and impact on student learning.**

**Focus Group 1: Safe Environments for All**

Since the 2023 visit, the school has made clear and meaningful progress in strengthening systems to support a safe environment for all members of the community. Child protection, in particular, represents a significant area of development. Policies have been reviewed and updated, and there is now greater visibility and clarity around expectations. Training has been implemented for faculty, and OIS staff indicated that there is now a stronger shared understanding of procedures and responsibilities. Structures such as the Child Protection Team (CPT), visitor protocols, and background check processes are now more clearly defined and operational. The introduction of

student-facing resources, including child protection presentations and visual materials, has further supported awareness among students.

Focus group discussions with staff indicated that these systems are more embedded than in previous years, with increased confidence in responding to concerns and a clearer sense of collective responsibility. Parents also expressed confidence in the school's commitment to student safety and well-being, noting improved communication and greater transparency around school practices.

Survey data indicates that students generally feel safe and supported within the school environment, and the overall school culture is described as welcoming and inclusive. These findings were reinforced in student focus groups, where many students described teachers as approachable and supportive. Parent feedback similarly reflects increased awareness and understanding of school policies. Together, these developments represent a clear shift from the previous cycle, where systems were less formalised and less visible across the community.

At the same time, both survey data and focus group discussions highlight an opportunity to further strengthen consistency in student experience. While many students report positive relationships with staff, a notable proportion of students indicate that they do not always feel comfortable approaching an adult. In focus groups, this was reflected in mixed responses, with some students expressing strong trust in adults, while others noted that their experience can vary depending on relationships or context. Some elementary students also highlighted that peer interactions can impact their sense of safety, and that existing strategies for resolving conflict are not always consistently effective. These findings suggest that, while systems are in place, continued attention to strengthening relationships and ensuring consistency across classrooms will be important.

In the area of DEIJB, the school has taken important initial steps. A committee has been established, external frameworks such as the JCIS Inclusion Framework have been adopted, and professional development has been introduced, including a dedicated workshop led by the Principal for Student Life. Staff described growing awareness and engagement with DEIJB principles, and capacity in this area has strengthened.

However, progress in DEIJB remains at an early and developing stage. While there is increased understanding among staff, focus group discussions suggest that this work is not yet consistently reflected in classroom practice or curriculum. The school recognises the need to move from awareness-building toward more clearly defined policies, aligned practices, and measurable impact on student experience. This process is one that will take time, and the school team understands this challenge.

### **Continued Areas for Growth**

- Ensuring consistent ongoing understanding and implementation of child protection practices across all members of the community, including non-teaching staff, contractors, and volunteers.
- Developing ongoing and systematic training cycles to ensure that CP knowledge remains current and embedded over time.
- Strengthening student-teacher relationships so that all students feel confident approaching adults for support.
- Moving DEIJB work from awareness to clear policy, aligned practice, and measurable impact on student experience.
- Establishing clear indicators of success to evaluate the effectiveness of safe environment initiatives.
- Lanyards for all teaching staff on campus.
- Adjust the current student and parent survey to ask more probing questions about wellness, stress, mental health, and systems to support students.

### **Focus Group 2: Learning Environments to Help Everyone Succeed**

The school has made steady and purposeful progress in strengthening its learning environment, particularly in relation to supporting diverse learners. The appointment of a Student Support Coordinator has helped to clarify roles and responsibilities, and the development of the Student Support Team (SST) has created a more cohesive and structured approach to student support. Staff described increased clarity in how support systems are organised, as well as stronger collaboration between members of the support team. The school has also responded to recommendations from the Kento Center review by refining its systems and introducing frameworks such as Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), and Response to Intervention (RTI).

Focus group discussions with staff indicated growing understanding and use of these frameworks, particularly UDL, with teachers describing a shift toward more inclusive and proactive classroom practices. Many teachers noted increased confidence in adapting instruction to meet a range of student needs, and students also identified multiple avenues of support, including access to teachers, after-school help, and structured support systems. Parents similarly reported that support systems are generally responsive and that communication around student needs has improved.

Professional development has supported this work, including whole-staff training and ongoing opportunities to build understanding of inclusive practices. Systems for identifying and tracking student needs, such as the Request for Assistance (RFA) process and improved data collection structures, have also been strengthened. The school now has access to a wide range of data sources, including MAP, WIDA, internal assessments, and teacher observations, and there is

increasing awareness of the importance of using this data to inform decision-making. Teachers described using data to inform instruction at the classroom level, and there is a clear commitment to strengthening this area further.

MAP data shows consistent academic growth across grade levels, with particularly strong gains in the primary years and continued progress in mathematics through the middle and secondary years. These outcomes suggest that the school's instructional programme is supporting student learning effectively at a broad level.

However, while structures and systems have improved, their consistent implementation remains a key area for growth. Staff and leadership acknowledged that, although data is available, it is not yet used systematically across teams, and there is not a consistent approach to using data collaboratively to inform instruction or monitor student progress over time. Focus group discussions also highlighted that time, clarity of expectations, and varying levels of confidence with data can act as barriers to more consistent implementation.

Similarly, while MTSS and learning support systems are being developed, they are not yet fully embedded across the school. Staff noted that practices can vary between classrooms and divisions, and students also indicated that their experience of support can differ depending on the teacher. While there is increasing movement toward shared responsibility, learning support is still, at times, perceived as being led primarily by specialist roles rather than fully integrated into all classroom practice.

The teaching of schoolwide learner outcomes, ATL skills, and social-emotional learning is also still developing. While these elements are visible within pastoral structures and there is increased awareness among staff, focus group discussions and classroom observations suggest that they are not yet consistently integrated into subject teaching and everyday classroom practice.

Overall, the findings suggest that OIS has established strong systems and a clear direction for supporting student learning. The next stage of development will involve embedding these systems consistently across classrooms and strengthening the connection between data, instruction, and student outcomes.

### **Continued Areas for Growth**

- Embedding consistent implementation of MTSS and learning support practices across all classrooms and divisions.
- Strengthening the systematic use of data to inform teaching, intervention, and monitoring of student progress.
- Ensure that roles, responsibilities, and processes within MTSS and UDL are clearly defined and consistently understood, so that classroom teachers and student support services share responsibility for supporting diverse learners.

- Developing clear processes for tracking and evaluating the impact of interventions over time.
- Continuing to create a more structured and consistent approach to integrating the 5 Respects, IB Learner Profile, ATL skills, and social-emotional learning into classroom practice, to ensure greater consistency in instructional practices across the school.

### **Focus Group 3: Community and Collaboration**

As noted by OIS: Underpinning the goals above “is the belief that students learn better when they are connected to their community and their families are involved. We have always had a strong community and we have great examples of our students contributing to society beyond our campus. However, it is clear that we could do more to maintain and improve .... As a faculty, we need to be more overt in our collegial strategies to support learning. More work needs to be done to increase understanding of our place in our governing foundation and our relationship with SIS.”

#### **Goal A: Increase Teacher Collaboration**

Increased Collaborative Planning Time (CPT) has been implemented across the school. Each whole-school department has a scheduled, dedicated common planning time during the week for activities including curriculum planning, moderating student work, and evaluating units. Program-specific collaboration takes different forms across divisions. PYP planning groups meet once per unit to work on Units of Inquiry (UOI) under the PYP coordinator's leadership. The coordinator also has planning meetings with each homeroom teacher every two weeks. The school continues to develop and expand Interdisciplinary Units (IDU), which are required components of the MYP.

Comments from staff indicate that collaboration is having a direct and positive impact on student outcomes. Growth, however, can be made in formalizing meeting minutes, encouraging specialist involvement, and improved clarity between Admin and Heads of Department on the expected outcomes of meetings.

Peer observation was introduced through an informal pilot program. Most teachers participated in these observations, and feedback indicated the experience was very useful. The school has subsequently introduced TBO (Trust-Based Observation) and the peer-observation model, APE (Accessibility, Progress, Engagement) as potential pathways for formal and informal observations. Staff were positive about APE and that they learn well from their peers, often better than from admin when self-evaluating.

Collaboration with Senri International School (SIS) occurs through annual school camps. Prior to 2023, each school held camps independently. Since then, the spring camps have been combined

between the two schools. There is also an overnight camp in the fall with ninth graders from both schools and an ice breaking camp in the spring with the OIS 6th grade and the new SIS 7th graders.

#### Goal B & C: Community Understanding and Stakeholder Involvement

The school has implemented various initiatives to improve communication about programs, mission, and relationships with the Kwansei Gakuin (KG) Foundation and SIS.

Information sessions have increased in number and scope, covering topics such as college advising, IB programs, MAP assessments, the KG Foundation, and the relationship with SIS.

The Parent Advisory Council (PAC) was reestablished, and relevant articles are now included in the parent portal. Parent survey data from the review period shows 84% to 85% of parents report understanding the school's mission and vision.

Community engagement opportunities have expanded since the previous review. These include classroom celebrations, guest speaker programs, and parent volunteers at Creative Play Day. Since the last visit, the PTA has been a positive force in bringing the school community together. Parent-Teacher Association initiatives include events like the new family welcome, a community barbeque, halloween, among others. They also formed a digital wellness committee to work with the school to develop strategies for navigating tech with children.

#### **Continuing Areas for Growth**

- Offer Professional Development and purposeful meetings to help staff improve their collaboration skills.
- Continue the focus on both formal and collegial observations to make them more ingrained in the school culture.
- Increase teacher collaboration through internal professional development and collecting reflection data on the effectiveness of common planning time.
- Encouragement of specialists' involvement in staff collaboration time.

#### **Focus Group 4: Systems and Sustainability**

As noted by OIS, the main focus of Systems and Sustainability is “to develop systems to support school operations, faculty evaluation, professional development, innovation, faculty recruitment and policy implementation and review. This goal recognizes that the school does a lot of things well. This is partly because we have a strong faculty with a lot of history in the school. As we move towards the future, it is important that we systemize this shared understanding so that it is sustainable.”

#### Goal A: Performance and Evaluation Model

As formal evaluation procedures remain under revision, the school continues to use the old model with greater fidelity. The school has updated the Professional Growth Reflection template to include standards for teaching. Additionally, the school is experimenting with new systems like the Trust-Based-Observation (TBO) protocol, the Accessibility, Progress, Engagement (APE) Framework and peer observations. Additionally, the Head of School went through an evaluation process with the foundation prior to his reappointment to a new three year term in 2025. This included collecting feedback from the teachers.

**Goal B: Data Driven Approach to Professional Development**

To date, the use of systematic data to drive Professional Development is lacking. Discussions around linking data to PD decisions are "not yet part of the conversation," as PD remains primarily driven by IB compliance, action plan goals, and teacher areas of interest.

**Goal C: Systematic procedures for data collection and analysis.**

To improve data collection for innovation (Goal 4.c), a Data Committee was convened. They initially focused on developing a dashboard to make data points (MAP, IB results, reports) accessible in one place. The transfer of ownership of this project, coupled with changes to the school's network systems and databases, have disrupted the maintenance of this system, however. The Data Committee is now working on clearly defining what data means at OIS and developing data protocols for meetings.

**Goal D: Implements a policy review and revision cycle.**

In terms of systematizing operations, a policy review cycle is now implemented, resulting in the review and revision of the Assessment Policy in the 2024-25 school year to clarify homework expectations. However, some policy reviews have fallen behind schedule and more work needs to be done on ensuring that the cycle timelines are adhered to consistently.

**Goal E: Clarify and communicate the roles and responsibilities of the new leadership structure.** Clarifying administrative roles remains a need. This is particularly true with the arrival of the new Principal for Student Life. OIS needs to clarify and communicate the distinction between administrative roles and ensure they are adhered to by the community.

**Goal F: Clarify and communicate the roles of non-admin faculty positions of responsibility** Organizationally, significant progress was made in clarifying professional responsibilities. Non-administrative middle leadership positions have been approved by the governing foundation as stipended official roles. This provides clear definition and clarity to these critical roles, including heads of departments, academic affairs coordinator, admissions coordinator, DP coordinator, MYP coordinator, and PYP coordinator. While these middle leadership roles are now formalized, work is necessary to ensure these leaders are actively incorporated into the decision-making process so they can take ownership of their areas.

Goal G: Support hiring and retention of faculty and staff suited to the educational goals of the school.

The Head of School has initiated conversations with the foundation's leadership regarding the need to reconsider employment terms and conditions, sharing comparison data with them. This continues to be important as the value of the Japanese yen has decreased by 16% against the US dollar since the last visit, and 38% compared to five years ago. Since the school pays in Japanese Yen, its declining value against the US dollar has made recruiting teachers much more challenging. While there has been a slight increase in the payscale (1.24%), there has not been much progress in this area to this point. Concrete steps from the Foundation to adjust employment terms and conditions have not yet materialized, requiring continued advocacy by the administration.

### **Continuing Areas for Growth**

- Formalize the new teacher and staff evaluation models.
- Develop stronger systems of data analysis and use these systems to inform transparent decisions about Professional Development.
- Improve whole-school communication about how data is being used to inform schoolwide initiatives and actions.
- Continue to grow and develop the Data Committee by clearly defining what data means at OIS, developing data protocols for meetings, and developing systems for longitudinal data storage and analysis.
- Development of longitudinal data analysis and use for survey and perception data.
- Strive to adjust employment terms and conditions to strengthen OIS's recruitment and retention of qualified staff.
- Staff turnover is becoming more frequent. OIS needs to develop systems and procedures to ensure smooth transitions for new teachers and those changing roles.

### **Focus Group 5: Facilities**

This critical need seeks to improve the campus infrastructure and learning technology, fulfilling the aspiration to create a physical environment the community is proud of. This goal was already in progress during the 2023 full visit but it was included to ensure that we continue to renovate the campus buildings and the learning environment. The school is working to refresh outdated learning infrastructure and related equipment and address increasingly inadequate and deteriorating art facilities and outdated theater technology..

#### **Goal A: Renovation of Building Facilities**

The school has implemented much of its multi-phase refurbishment project which can only be done during the summer months.

- Phase III (Summer 2023) Completion: This phase completely remodeled and updated the elementary school classrooms and the student support center on the third floor.
- Phase IV (Summer 2024) Completion: This phase included the remodeling of the music rooms, the biology lab, and the other classrooms and teacher offices on the second floor that were not part of Phase III.

These renovations have had a direct and positive impact on the appearance of the building, have enhanced the school's beautification, and have created learning spaces that are used effectively. However, these improvements have also made the remaining unrenovated areas, particularly the art facilities, more visibly dated in comparison.

Construction for the summer 2025 was halted due to insufficient funds available to complete both the remaining OIS and SIS upgrades. The weak Japanese Yen had an impact on this situation. The school must continue to work with the Kwansei Gakuin (KG) Foundation to secure funding and ensure the entire facility is updated, focusing specifically on discussions for Phase V, which includes the highly needed art rooms on the third floor. The art rooms are constrained in size and storage capacity, which creates safety risks. Core furnishings and equipment, including cabinets, tables, and chairs, are deteriorating. This impacts the quality of student learning experiences, as not all students are able to participate in a full art curriculum due to these constraints. This particularly impacts the DP students.

#### Goal B: Renovation of Learning Infrastructure

Progress has been made in integrating necessary learning infrastructure updates alongside the facility renovations.

- Technology Integration: The upgrade to the biology lab and music rooms included some learning technology.
- IT Network Transition: The campus IT network was incorporated into the foundation in the summer of 2025.

Continued focus is needed to upgrade other vital infrastructure. Technology in the theater is outdated, particularly the sound system and related audio infrastructure required for performances, assemblies, and learning events.

#### Continuing Areas for Growth:

- Continue to work with the Kwansei Gakuin (KG) Foundation to secure funding and ensure the entire facility is updated, focusing specifically on discussions for Phase V, which includes the highly needed art rooms on the third floor. Such considerations should include upgrades for student safety as well as mitigating the impact on curriculum and student learning.

### **Schoolwide Strengths and Accomplishments**

1. Increased clarity in Administration roles.
2. Large impact from the Principal for Student Life within the PYP (Elementary School), for the development of DEIJB, and the growth in student support and wellness.
3. Increased clarity of the roles of mid-level management (IB Coordinators, Student Support Coordinator) as well as formal recognition of these roles by the KG Foundation.
4. Outstanding renovations of the building and learning materials for Phase III and IV.
5. Focus on Child Protection Policies and training for both OIS and SIS staff.
6. Creation of, and adherence to, the Policy Review Calendar and process.
7. Focus on Student Support with Professional Development, including external resources.
8. An active and engaged Parent Community, including the PAC and PTA.
9. Improved parent communication protocols.
10. Strong focus and adherence to the five key components of the school's WASC Action Plan.
11. An increasing use of peer observations in the teachers' growth model helps them to share best practices and develop new engagement strategies.
12. Engaged and comfortable students who confidently demonstrated strong understanding of their learning.
13. The school has responded to student survey data by revising the home room system

### **Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:**

- 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 systemic 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 DEIJB Policy.
  - e) School administration clarifies and communicates the roles and responsibilities of the new leadership structure.
  - 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.

**Additional Areas for Growth:**

No additional areas were identified.