



SYDNEY JAPANESE  
INTERNATIONAL  
SCHOOL

# 2018

# ANNUAL REPORT





Nurturing Excellence

# Table of Contents

Theme 1: A message from key school bodies .....	3
Theme 2: Contextual information about the school and characteristics of the student body .....	7
Theme 3: Student outcomes in standardised national literacy and numeracy testing.....	12
Student outcomes in Japanese Assessment of Languages Competence tests.....	14
Theme 4: Teacher professional learning, accreditation and qualifications ....	16
Theme 5: Workforce composition.....	18
Theme 6: Student attendance and retention rates .....	19
Theme 7: Enrolment policies.....	21
Theme 8: Other school policies.....	24
Theme 9: School determined priority areas for improvement .....	29
Theme 10: Initiatives promoting respect and responsibility.....	32
Theme 11: Parent, student and teacher satisfaction.....	33
Theme 12: Summary financial information.....	35
Theme 13: Publication requirements.....	37

# Theme 1: A message from key school bodies



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## A message from the Principal

In 2018, SJIS followed our educational aim “To help each student reach their potential, and develop into a rich-at-heart individual who is ready to create a new era”. I would like each student to be able to contribute to society in the future as an internationally-minded person in Japan and around the globe. I also hope for them to become a person who is committed to world peace and its development.

My aim is to develop each student’s understanding about their own culture and history in order for them to deepen their appreciation of other countries, to respect others’ ideas and values, and to communicate effectively while cooperating with people around them. This year we incorporated more activities than in previous years, across the Japanese and International Divisions, to promote and develop an attitude of living in harmony.

In 2018, our enrolments fluctuated from approximately 190 to 230 students. Many students at SJIS are children of expats from Japan and it is common for sudden return orders to be issued by companies. Although it is not an ideal situation, when we would like to see the long term development of students, we adjusted our teaching to cater to such changes.

We as a school improved this year thanks to our students’ perseverance and hard work. 2019 marks the 50<sup>th</sup> anniversary of the foundation of SJIS. We will continue to grow as a unique and ideal school that provides education in a way that precedes other Japanese schools in the world and enables international exchange within our own school community.

*Mr Shinya Ikawa*

*Principal*





## A message from the Head of International Division

2018 was the beginning of our fiftieth year at Sydney Japanese International School (SJIS). It gave us a good reason to look back on the school's history and learn from its strong traditions and success. As we plan for the next 50 years, I often wondered about the life force that has given our school such vitality and strength.

Since the school's inception there have been countless celebrations, language festivals, Sports Days, concerts, fairs and special ceremonies. 2018 was no exception, with a dance program, overnight excursion to Canberra and Super Science Day. There were also events with other international schools including the debating tournament, International Sports Day, Book Week performance and soccer tournament.

Remarkably, thousands of students and their families have passed through our doors. The teachers have ardently educated the children here and paved the way for their success. The PTA (Parents and Teachers Association) have actively participated in the planning of school events and created a strong sense of community. Undoubtedly, these unique events, staff, students and families have created the multicultural school we are today.

This year Sydney Japanese International School attracted many families and educators worldwide. Our unique school structure and dual curriculums continued to receive broad interest. Visitors were keen to learn about our unique learning environment and innovative teaching and learning practices.

Through others' eyes and firsthand experience, I can truly say that SJIS is a wondrous school. I have admiration for the staff who everyday create a safe and caring environment here. The teachers are passionate educators who want to open up the world to the students. Our students are friendly, inquisitive and proudly bilingual. Our hope for them, now and in the future, is to be confident and curious learners; to be creative, resilient, empathetic adults who enjoy life and contribute to society.

In 2018 I have seen the life force of the school and been proud to be a part of it. As we move into the future, it is clear that the influence of this School reaches far beyond our local area, impacting the global community.

***Mrs Jodie Hoenig*** BSc, DipEd, MEd Lead, COGE, ISTAA Council

***Head of International Division***







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## A message from the PTA

2018 was a very successful year for the Parents and Teachers Association of the Sydney Japanese International School. As the representative of parents and guardians, the PTA played an important role in fundraising and many school events for our children.

One of the most significant and largest events was the Fun Fair in October, although there were many other events such as the school disco, the Year Six farewell party and the tea towel & eco bag fundraising. Not only did students and families join this festival, but the general public too, and they had a great time viewing demonstrations of school clubs as well as visiting stalls and activities around the playground. With huge cooperation from a Steering Committee and Class Representatives, the PTA had very successful fundraisers and contributed to the school. Donations were utilized to purchase Google Chromebooks, change the fluorescent lamps to LED light, upgrade the tuck shop and renovate the PTA room. This creates a much more comfortable educational environment for students in future.

We would like to thank all parents and guardians in SJIS for their continued support and their voluntary contributions. SJIS celebrates its 50<sup>th</sup> anniversary in 2019 and we look forward to another successful PTA in the coming year.

*Keisuke Sugihara*

President of SJIS PTA



## Theme 2: Contextual information about the school and characteristics of the student body



### Our Mission

Sydney Japanese International School (SJIS) is one school offering two curriculums: Japanese and Australian.

Authorised by the Japanese Ministry of Education, Culture, Sports, Science and Technology, and registered by the New South Wales Education Standards Authority, SJIS provides a unique education which exceeds the regular Japanese and Australian curriculums.

We develop our students to be '*Kakehashi*'\* (bridges), which connect communities and cultures, contributing both locally and to the broader global society by virtue of their exceptional bilingual abilities and cross-cultural understanding. We cultivate this experience at the SJIS campus, in a serene environment surrounded by the natural beauty of Sydney.

SJIS is dedicated to nurturing the individual learning needs of our students. We provide an enriched learning environment that empowers young people to succeed.

### Our Vision

*Two curriculums, one school, leading to the future.*

To actively nurture our students to become mindful leaders of the future. We encourage them to be *Kakehashi*, connecting cultures, communities and countries, as the next generation of global citizens.





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## Our Values

### Courtesy

Act in a courteous manner towards others.

### Honesty

Be truthful and sincere in all your relations with others.

### Responsibility

Assume responsibility for your obligations, your actions and your belongings. Be punctual and wear the school uniform proudly.

### Justice

Seek the fairest and most just way for all.

### Generosity

Consider others in your daily activities and be generous in your thoughts, deeds and words.

### Perseverance

Continue in a course of action even in the face of difficulty.

### Respect

Be respectful of others, yourself and your environment.







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## Characteristics of the student body

Sydney Japanese International School has two Divisions registered by the New South Wales Government. The International Division is for Kindergarten to Year Six. The Japanese Division is a school of a prescribed kind for foreign nationals or children of foreign nationals from Years One to Junior High School. Thirty seven percent of enrolments are in this Division.

In 2018 the population of the **International Division** was 130 students. The gender split was 48% boys and 52% girls. Approximately 27% of these students came from a household where both parents are Japanese, another 19% had no Japanese background, and 54% of the students have one parent or grandparent from Japanese backgrounds.

In 2018 the Population of the **Japanese Division** was 75 students. The gender split was 52% boys and 48% girls. 71% of students were children of expats from Japan and 29% had dual citizenship or held Australian permanent residency status.

Students enrolled in the Japanese Division must be a Japanese citizen or a child of a parent who is a Japanese citizen. If students hold *'other countries citizenship'* (other than Australian), and have been taking Japanese education, they may also be eligible to enrol into the Japanese Division (*this is on a per case basis*).



## Class Sizes 2018

Class	Boys	Girls	Total
Kindergarten Koala	10	9	19
Kindergarten Wallaby	8	10	18
Year 1- International	10	7	17
Year 1- Japanese	8	7	15
Year 2- International	12	4	16
Year 2- Japanese	9	10	19
Year 3- International	6	13	19
Year 3- Japanese	8	4	12
Year 4- International	4	7	11
Year 4- Japanese	5	4	9
Year 5- International	10	8	18
Year 5- Japanese	7	6	13
Year 6- International	3	9	12
Year 6- Japanese	0	0	0
Year 7- Japanese	0	1	1
Year 8- Japanese	1	4	5
Year 9- Japanese	1	0	1
<b>Total</b>	<b>102</b>	<b>103</b>	<b>205</b>

## Senior school destinations

The graduating Year Six students of 2018 went on to study at the following high schools:

- Roseville College
- Chatswood High School
- Wenona School
- Killarney Heights High School
- Roseville College
- Telopea Park High School (Canberra)
- North Sydney Girls High School
- Cammeray Girls High School
- Willoughby Girls High School



## Theme 3: Student outcomes in standardised national literacy and numeracy testing



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### National Assessment Program - Literacy and Numeracy (NAPLAN) summary 2018

Students are tested in reading, writing, spelling, grammar and punctuation & numeracy in Years 3 and 5. In every group, and in most testing areas, the Sydney Japanese International School (SJIS) is substantially above all Australian schools. SJIS is also above the assessment of students' performance in like-for-like schools with similar profiles of educational advantage (SSSG).

A brief summary of the 2018 results for each cohort is provided below, showing the comparison between School and State performance in Literacy and Numeracy. Literacy is measured by performance in Reading, Writing, Spelling, Grammar and Punctuation. Numeracy results are based on the assessment of Data, Measurement, Space & Geometry, Number, Patterns & Algebra.

The comparative measures of proficiency are noted below for the top 2 bands reported for NAPLAN testing.

Years	3 School	3 State	5 School	5 State
Reading	80%	55.9%	62.5%	40%
Writing	72%	49%	16.7%	16.6%
Spelling	88%	52.8%	75%	37.8%
Grammar & Punctuation	84%	51.8%	66.7%	38.2%
Numeracy	80%	44.7%	66.7%	33%

\* A more detailed record of the results can be obtained from the [MySchool website](#)



# Student outcomes in Japanese Assessment of Language Competence tests



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ACER (Australian Council of Educational Research) conducts the ALC (Assessment of Language Competence) annually. The test is designed for upper primary to high school students learning Japanese. In 2018, 29 SJIS students from Years Four to Six participated in this assessment, and once again, outstanding results were achieved in all four levels.

	High Distinction	Distinction	Credit	Participation
<b>Primary</b>				
SJIS	40%	60%	0%	0%
<b>Certificate 1- Listening</b>				
SJIS	70%	30%	0%	0%
<b>Certificate 1 - Reading</b>				
SJIS	33.5%	50%	16.5%	0%
<b>Certificate 2 - Listening</b>				
SJIS	50%	50%	12.5%	0%
<b>Certificate 2 - Reading</b>				
SJIS	37.5%	50%	12.5%	0%
<b>Certificate 3 - Listening</b>				
SJIS	10%	60%	30%	0%
<b>Certificate 3 - Reading</b>				
SJIS	10%	60%	30%	0%



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# Theme 4: Teacher professional learning, accreditation and qualifications



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## Professional Learning

The International Division teachers and English as a Foreign Language (EFL) teachers focused their professional learning on Creating a Fully Differentiated School. All teaching staff participated in a series of tailored Teacher Training Australia (TTA) workshops and professional coaching sessions. The priority was to design programs and find actionable ways to help students demonstrate their learning.

As part of the Professional Learning Plan, teachers used Educator Impact (EI) 360 degree feedback tool. Teachers gathered data about their teaching competencies and set evidence-based goals. They devised individualised Professional Development Plans and will complete a second, targeted cycle of feedback in 2019.

The School administrative and teaching staff completed First Aid Training to develop the skills and knowledge required to provide a first aid responses to a casualty.

The School administrative and teaching staff also attended a Child Protection Legislation workshop, presented in English and Japanese. The aim was to know and understand the School's Child Protection policy and our responsibilities as employees of SJIS. The School's mission is to ensure strategies for the care and protection of all children K-9 are applied by all staff.

In addition the following professional learning activities were undertaken by staff during 2018:

Description of the Professional Activity	Number of staff participating
National Symposium on Japanese Language Education	6
NSW Cross-Sectoral Japanese Teachers' Conference	2
Languages K-10 syllabus workshop	4
Incorporating Intercultural Language Learning in the Classroom	1
Japanese Language Education Seminar	1
Literacy Kindergarten programming	5
Adjudication for Debating	1
Creating STEM Units of Learning K-6	1
Music – Orff and ukulele workshop; open band rehearsal	2
Student Wellbeing – Understanding Student Anxiety; The Steps to Movement; Sexual Health Education: Working It Out	4
Most Likely to Succeed, Project Based Learning	2
Independent Primary Schools Heads Association (IPSHA) umbrella group meetings – Early Childhood; K-2; Art; Gifted and Talented; Innovation and Technology; Learning Support; Languages	12



## Teacher Accreditation

Level of Accreditation	Number of Teachers
<i>Conditional</i>	0
<i>Provisional</i>	1
<i>Proficient Teacher</i>	19
<i>Highly Accomplished Teacher (voluntary accreditation)</i>	0
<i>Lead Teacher (voluntary accreditation)</i>	0
Total number of teachers (NB: not including the Japanese Division)	20

## Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from higher education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	19
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

## Theme 5: Workforce composition



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Teaching staff	33
Full time equivalent teaching staff	27.9
Non-teaching staff	13
Full time equivalent non-teaching staff	9.5

We are not specifically aware of the backgrounds of staff nor the employment of Indigenous staff.



## Theme 6: Student attendance



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### Attendance Rates for the International Division

Class	%	Class	%
Kindergarten	94.4	Year 4	97.3
Year 1	92.9	Year 5	94.7
Year 2	94.7	Year 6	96.6
Year 3	94.8	Whole School	95.1%

### Non-attendance

The school has a comprehensive **absentee policy and procedures** by which it:

1. monitors the daily attendance/absence of students,
2. identifies absences from school and/or class(es),
3. follows up unexplained absences,
4. notifies parent(s) and/or guardian(s) regarding poor school and/or class attendance,
5. transfers unsatisfactory attendance information to student files.

SJIS supports parents by monitoring student attendance and helping to address attendance issues when they emerge:

1. Rolls are marked on Sentral every morning in Homeroom Time by classroom teachers by 10:00.
2. If a child is absent from school, a parent or carer is expected to send an app notice or email by 9:00 to the class teacher/school.
3. If SJIS has not received notification of an absence by 10:00, the Executive Assistant rings parents to confirm the absence. The Executive Assistant will then update details to Sentral and pass them on to the class teacher.
4. Parents are expected to update the school regarding an ongoing pupil illness. When the child is absent, parents must send a school App notice or email to the teacher indicating the reason for the illness and the date(s) when absent.
5. In the case that students have an unexplained absence or a trend emerges for lateness and absence, the Head will discuss appropriate actions with parents/carers to resolve any attendance issues. To further help resolve a student's non-attendance, SJIS can request assistance from the Association of Independent Schools (AIS).





### Enrolment Policy

1. Applications for enrolment may be made by the parent/carer(s) of students from all backgrounds to commence at Sydney Japanese International School
2. Students enrolling into Kindergarten in the International Division must be five years of age on or before 31 July of the year of commencement. Children who begin Year 1 in the Japanese Division must reach their sixth birthday by 1 April of the year of commencement. All children who enrol in the Japanese Division are required to have Japanese citizenship.
3. **VISA** - it is a requirement of the school that families have the correct visas to legally live, work or study in Australia. The school does not accept applicants on a tourist visa.
4. The School will base any decision about offering a place to a student on:

#### Family relationship with the school

- sibling of a current or ex-student;
- parents who enrol their children at this school should especially understand and want to take advantage of the unique qualities inherent in a bilingual and multicultural environment
- hold attitudes, values and priorities that are compatible with the School's ethos

#### The student:

- the contribution that the student may make to the school
- the student's reports from previous schools or prior to school service

*Continued on next page*



### The school

- ability to meet the special needs or abilities of the student including the ability to master a foreign language
- vacancies in the year group
- suitability for the year group in which he/she applies

### Other considerations

- order of receipt - when the application to enrol and payment of the application fee are received by the school
  - students who relocate to Sydney from overseas or interstate
5. The School will meet with parent/carer(s) and conduct an assessment of the student before offering a place.
6. The School has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place to a student.
7. Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, the student and the parent/carer(s) acting consistently within the School ethos and observing all behavioural codes of conduct as well as other requirements of the School which are applicable from time to time.



# Enrolment procedure



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## Before applying for enrolment parent/carer(s) should read:

- the enrolment section on the school website
- the Enrolment Policy
- the Current Fees Schedule

All are available on the School's website and from the School

## All applications for Enrolment must be

- on the school's official application form
- signed by the parent/carer(s)
- sent to the enrolment officer email [registrar@sjs.nsw.edu.au](mailto:registrar@sjs.nsw.edu.au) or submitted directly to school

lodged with the applicable non-refundable application fee, paid to the accounting department at the school when the application is lodged.

When the Application is received, the Principal and the Deputy Principal of International Division at the school will consider it based on the school's enrolment policy criteria and:

- advise the parent/carer that the student must attend an assessment and the parent/carers must attend an interview,
- advise whether it will make an offer of enrolment, or
- advise the parent/carer(s) that the student's name will be placed on a waiting list and an offer made if a place becomes available

If the School makes an Offer of Enrolment or Conditional Offer of Enrolment the parent/carer(s) must sign an acceptance of the offer and of the conditions of admission on the forms provided and pay an enrolment fee and a refundable school bond.

If an offer of enrolment is accepted, not less than four months' notice must be given if the parent/carer(s) decide not to proceed with the enrolment to give the School time to fill that position. If the required notice is not given, one term's fees will be charged.

The School must be informed of any change of address or contact details after an offer (or conditional offer) of enrolment is made.

## Theme 8: Other school policies



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A summary of policies for student welfare, anti-bullying, discipline and complaints and grievances is provided here. The full text of policies can be accessed on the school website. Policies are also stored on the school server for all staff usage, as well as the Staff Handbook issued to new staff. No changes were made to these policies in the reporting year.

Sydney Japanese International School aims to provide a safe and supportive environment for its students to learn in.

### Student Welfare

#### Anti-Bullying Policy

##### Rationale

School is, and should be, a safe and happy place for our students' education. Each child has the fundamental right to their physical, academic and social development at school. A child's school life will be influenced by others, and it is our aim to promote positive relationships through our programs, values and code of conduct.

As teachers, we are significant role models and will set clear and explicit rules on what is acceptable behaviour and what is not acceptable.

The School defines bullying as a pattern of behaviour by a person or group towards another person which is designed to hurt, injure, embarrass, upset or discomfort that person; it is a form of abuse.

The teaching staff recognise that bullying behaviour takes many forms and can occur in any school. Teachers are aware that there are some social behaviour situations which need to be vigilantly supervised and treated to prevent the development of more serious problems.

##### Resolution

All teachers are firmly committed to putting an end to acts of bullying:

- Victims of bullying will be supported; bullies will be counselled
- Programs will be integrated into the curriculum that specifically address issues of bullying
- Positive peer interactions will be encouraged
- Negative or aggressive interaction will not be accepted

The procedure for dealing with bullying is set out in the Student Welfare– Anti-Bullying Policy on the School's website, School server and Staff handbook.





# Child Protection Policy

## Rationale

Sydney Japanese International School is committed to the legislative requirements contained in the Acts that relate to child protection in New South Wales.

The focus of this policy is the school's preventative and proactive approach to safeguard students in our school and community. It details our duty of care in the protection of children from 'reportable conduct'. The procedures followed must be in accordance with all relevant legislation, and will take into account other appropriate practices and guidelines aimed at the protection of children. The school's policy and procedures will be amended from time to time to take into account amendments to Child Protection authorities, legislation and regulations.

The Child Protection Policy sets out the school's policy in broad and general terms. The procedure for allegations of reportable conduct is set out in the Student Welfare – Child Protection Policy on the School's website, School server and Staff Handbook.

## Discipline Policy

### Rationale

The Sydney Japanese International School perceives discipline as a necessary part of successful education rather than a separate entity. Good discipline is achieved through the co-operative efforts of the entire school community, each member of which should become familiar with this policy document.

This document aims to provide a consistent code of appropriate conduct that guides the School on the most effective methods of student management. The policy aims to deal with student self-esteem, self-regulation and individual development, all of which affect classroom management and discipline. The disciplinary strategies are based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.

The policy clearly states that use of corporal punishment is not permissible at any time at the Sydney Japanese International School. Corporal punishment is prohibited by the School and the School does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

## Goals and Objectives

The school aims to promote and implement at all levels:

1. The best possible learning opportunities for each individual.
2. The development of co-operative behaviour and effective inter-personal relationships.
3. A pursuit of self-discipline and social responsibility.
4. An increased awareness of self and a greater concern for others.
5. An understanding of the code of conduct that defines the ideal SJIS student.
6. An awareness of the need to maintain law and order.

The school regards discipline as the shared responsibility of all members of the school community. Each component of this community shares a concern for the well-being of the individual and the overall success of the School.

The details are set out in the Student Welfare – Discipline Policy on the School’s website, School server and Staff Handbook.



# Complaints and Grievances Policy



## Rationale

The school endeavours to maintain and improve the services and overall education it provides to its students. In consideration of the total management of this goal, the school recognises the value and rights of all school community members and allows for the expression of opinions, complaints, and grievances.

The school places a very high priority on its efforts:

- To maintain a safe and supportive environment for its students and staff
- To improve the services and education provided

## Aim

The policy sets out to identify the procedures each community group may undertake to inform and express complaint and grievances to school management. All members of the community must adhere to the terms and conditions of enrolment and the Code of Conduct which guides all behaviours within the school. Community members must therefore measure their expressions accordingly.

The policy has in place processes for dealing with complaints and grievances raised by students, teachers, staff, parents and/or carers. These processes are based on, as appropriate, principles of procedural fairness.

## Expressing a complaint or grievance

Complaints and grievances may be made when it addresses the practices which assure the safe operation of the school and the general well-being of its students, staff and parents. The purpose of making a complaint or grievance is to alert the school to a problem which, in the opinion of the person making the complaint, should be addressed. The procedures that each group must follow are set out in the Complaints and Grievances Policy on the School's website, School server and Staff Handbook.

Parents can raise a concern, as appropriate, to the classroom teacher, Deputy Principal, Head of International Division or the Principal. Parents may express concerns directly to the School in person, in writing or by telephone call and not by any other means. In the first instance, matters of concern about a student must be expressed to the classroom teacher. Matters of concern about the school management must be expressed to the Deputy Principal or Head of International Division either by letter or a meeting. If a complaint or grievance is not addressed satisfactorily, a parent may lodge a complaint or grievance with the Principal and/or the Board of Directors in writing.

The School will respond and manage the complaint or grievance with procedural fairness. On receipt of a grievance the School will determine the best method of handling the grievance. It will generally advise both persons of the likely steps that will be undertaken by the School; collect any additional information the School considers necessary; advise the School's response and if appropriate, any proposed action to be taken.



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Other supporting policies are available from the school for:

- Exemption from attendance
- Homework
- ICT Acceptable Use
- Marketing
- Medications
- Movement of Students from Division to Division
- Nut Free
- Occupational Health and Safety
- Premises and Facilities
- Privacy
- Responsible Person Policy
- Social Networking
- Student Support Services
- Sun Protection



## Theme 9: School determined priority areas for improvement



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In 2018, Sydney Japanese International School commenced its fiftieth year. This prompted reflection, as we examined the school's history and envisioned the future. The priority areas for improvement were centered on our School's foundations, facilities and marketing. Our purpose is to offer a world-class education in an environment which nurtures excellence.

### School Foundations

The school has a breadth of aims, code of conduct, values, ideal teacher and ideal student. This year there was extensive consideration and review of these aspects of the school. The overriding priority was to identify the school's strengths and areas for rejuvenation and development. The school's vision, mission, and priority areas received extensive attention, with the support of the Association of Independent Schools. These are due to be finalised and launched in 2019, to coincide with the school's fiftieth anniversary.

### Teaching and Learning

The school is committed to continually developing expert teachers and achieving excellence in the students' performance. For teachers this involved employing high-quality teaching staff, optimizing professional learning and attaining proficient teacher accreditation for all teachers. For students, the focus was on providing differentiation strategies to cater for all students. A Student Analytics Teacher was employed to examine a range of performance data and collaborate with teachers to provide data driven improvement strategies. Teachers explored innovative practices and integrated digital technologies into their programs. They also conducted a feasibility study for a new Kindergarten literacy program. The intention in 2019 is to implement a structured, evidence-based program to increase the chances for all Kindergarten students to succeed in reading, writing, speaking, listening and comprehending English. Consideration will then be given to literacy resources and programs for the older year groups.



## Facilities, Infrastructure and Security

In 2018, there were a number of facility upgrade projects for the buildings and premises.

These included:

**Relocation & Renovations** - construction of a Multi-Purpose room in place of the Audio Visual room, a new Learning Support classroom, a new Japanese tea room, a new tuck shop, renovation of the PTA room, installation of air conditioners in the office building and an interactive whiteboard in the Music room and concrete footpath improvement near the Music room

**Security upgrade to classrooms and the Assembly Hall** – installation of internal locks, shatter proof film, bullet-proof glass and roller blinds, roller shutters and grids for the specified windows.

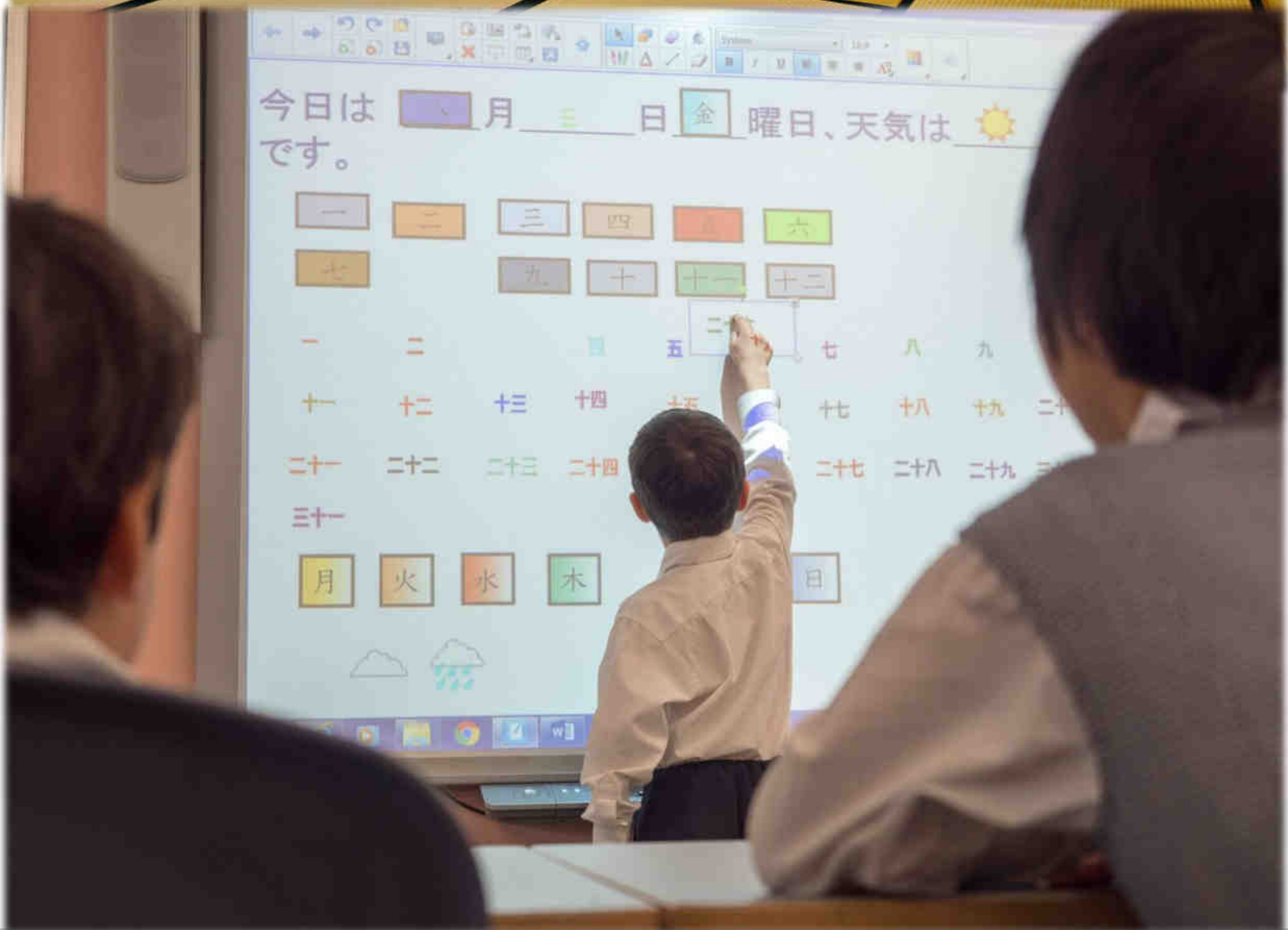
In 2019, a sizeable budget has been allocated for new fencing, driveway and car park improvements and waste water management. Furthermore, the new playground for Kindergarten and the meeting room renovation are underway. New school signage and the main gate are also to be redesigned.

## Communication and Marketing

The Marketing and Enrolments team focused on digital and social media and introduced a new responsive website in 2018. This delivered and encouraged a greater number of prospective families to attend Open Days. The school secured the highest number of Kindergarten enrolments in 2018.

Various works related to Information and Communication Technology were also completed. These included upgraded Wi-Fi in all classrooms, change of domain name and the introduction of a School Application for mobile devices. Google Classroom commenced for Year 5 and Year 6 of the International Division and all High School students were provided with Chromebooks. A School Survey was conducted to support the improvement of school projects.

In 2019, further priority areas for improvement are planned. The marketing team will continue to improve the data management systems for enrolments and alumni and also organise a creative Open Day. The use of Google classroom will be expanded to Year 3 and Year 4 of the International Division and iPads are to be provided for Japanese Division students and teachers. The school will introduce a new EAL/D (English as an Additional Language or Dialect) program and employ additional Teacher Aides. All of these improvements are designed to enhance and extend the teaching, learning and community experiences at Sydney Japanese International School.



## Theme 10: Initiatives promoting respect and responsibility



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Sydney Japanese International School promotes respect and responsibility through its core values. The school values are of respect, responsibility, courtesy, honesty, justice, generosity and perseverance. For SJIS, respect involves being respectful of others, yourself and your environment. At the school, responsibility is assuming responsibility for your obligations, your actions and your belongings as well as being punctual and wearing the school uniform proudly.

These values are modelled, taught and learned through daily school experiences. In the classrooms and playground the students are encouraged to demonstrate these qualities in their interactions with one another. They are also developed through Charities, Interschool events, Mixed Lessons and special occasions. Mixed Lessons bring together students and teachers from the International Division and the Japanese Division in various classes. These take place in Music, Physical Education, Visual Arts and Coding. The students also integrate for Mixed Lunch, Tomonowa, whole school assemblies, special performances, Sports Day, School Concert, language festivals and ceremonies. Students are encouraged to communicate with one another, develop friendships and learn from each other's experiences. This develops an appreciation of a range of cultures, beliefs, families and other countries.

Students are also given leadership positions and opportunities to develop responsibility on multiple occasions and in different ways. Captains are elected in Year 6 to specifically represent the school on formal and informal occasions. Additionally, students are involved in conducting assemblies, being bus captains and bus buddies, presenting welcome speeches at the Entrance Ceremony and Welcome Ceremonies, presenting new term resolutions at Opening Ceremonies, conducting charity events and other initiatives. Most notably, the qualities of respect and responsibility are shown in the students' interactions with their peers and teachers and in the application to their school work. This is complemented by the teachers' collaboration and respect for one another at all times.





## Theme 11: Parent, student and teacher satisfaction



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Parents', students' and teachers' feedback has been instrumental in the leadership and management of the school. Each group was surveyed this year to ascertain their satisfaction and vision for the School.

**Parents** were invited to participate in a survey with a remarkably high rate of 96 completions. This provided extensive and constructive feedback through open-ended questions and a 5 point rating scale. Items included:

How satisfied are you with the class programs?

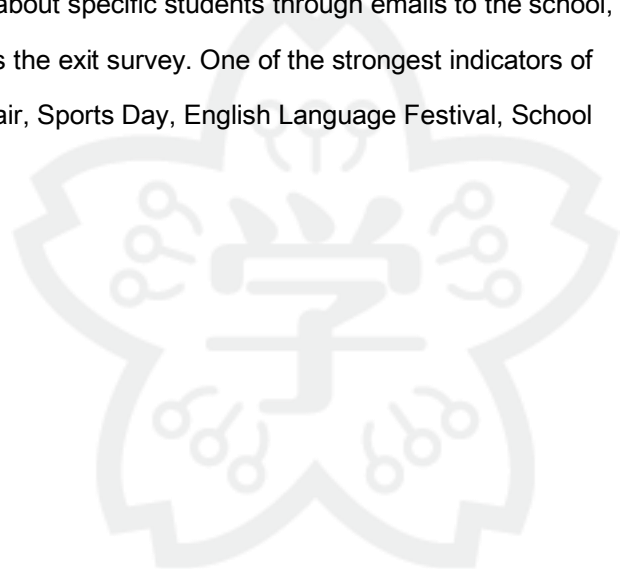
What are your expectations of SJIS in regard to ICT?

What improvements would you like to see in the facilities?

How satisfied are you with the PTA activities? What do you think could be improved?

Provide an overall rating of the school **80.49%**

Parents' satisfaction is also gauged through their involvement in school activities. All families are members of the Parents and Teachers Association (PTA). Some volunteer to be Class Representatives and members of the Steering Committee, Bus Committee, Japanese Division Committee and International Committee. They meet regularly with the School leadership team. Discussions raised this year included the: school disco, Fun Fair, PTA donation, school facilities and bus organisation. Further feedback was also raised about specific students through emails to the school, phone calls, scheduled interviews, meetings by request as well as the exit survey. One of the strongest indicators of parent satisfaction this year was the high attendance at the Fun fair, Sports Day, English Language Festival, School Concert and the Japanese Language Festival.



**Students** from Kindergarten to Year Nine provided specific feedback about their satisfaction in class. Through the Educator Impact (EI) survey they responded 304 times to items including:

When I don't know what to do in class my teachers help me;

My teacher teaches me useful things;

My teacher makes class fun;

My teacher cares about me;

I feel safe in my teacher's class;

My teacher helps me be the best I can be;

My teacher tells me when I do something well;

My teacher gives me regular feedback on my work;

My teacher treats me with respect



Students provided very positive feedback about teachers. Results overwhelmingly indicated that teachers' strengths are Developing Relationships. This was closely followed by Managing the Classroom; Communicating Effectively and Providing Feedback. Other teacher competencies rating **above 75%** are Setting Objectives; Building Relevance and Calibrating Difficulty. The biggest opportunity is for Driving Surface and Deep Learning (**75%**).

More informal feedback of student satisfaction was provided through teacher and student interactions as well as school events. Students presented new term's resolutions, farewell speeches, graduation speeches and assembly presentations which gave insight into their strong school satisfaction.

**Teachers** provided ongoing feedback about their School satisfaction in multiple ways. These included daily morning meetings and the annual school evaluation. All teachers are also members of a number of school committees and assumed one or more organisational duties in the school. Regular meetings were held to enable staff discussion, planning and reflections of teacher satisfaction. The groups include the Chief Committee; Life Committee; School General Affairs Committee; International Division staff meetings; Japanese Division staff meetings and whole school staff meetings. The general focus this year has been on developing a collaborative school, within and across Divisions.

## Theme 12: Summary of financial information

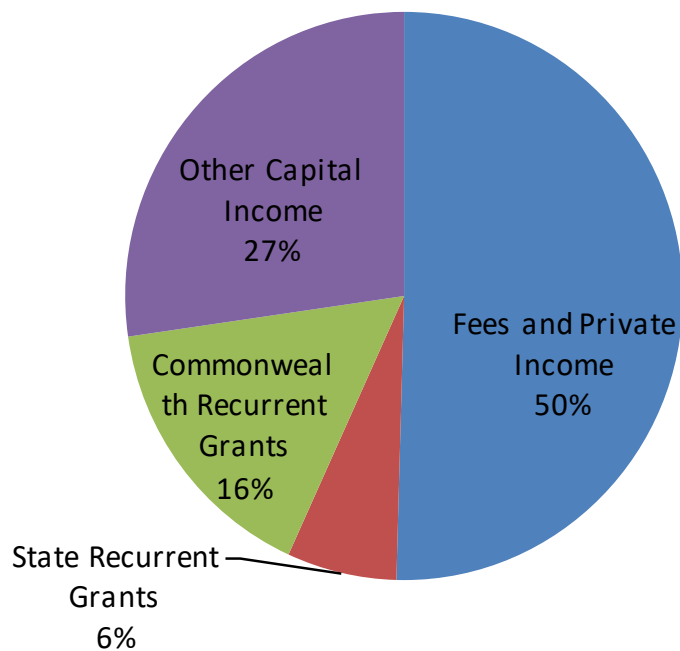


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### Capital Income

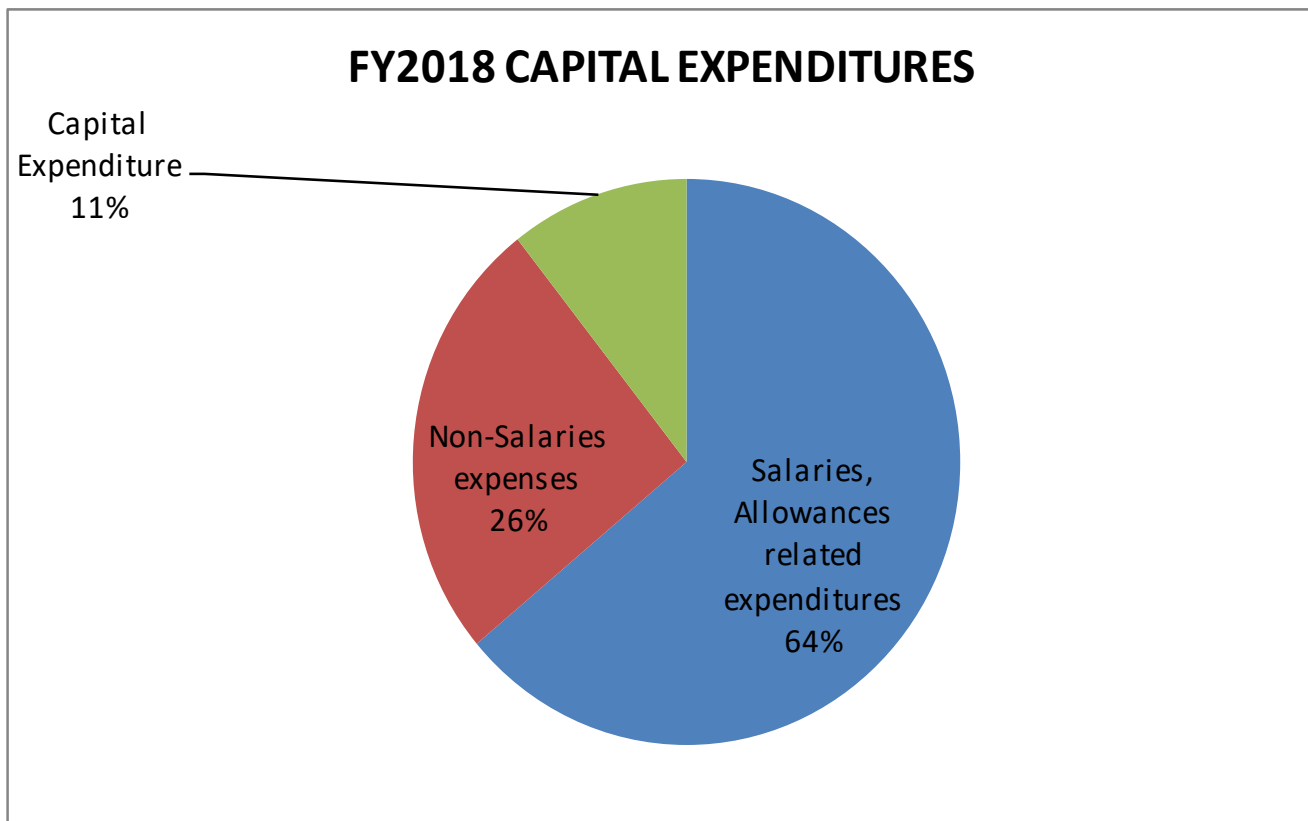
Item	%	Amount
Fees and Private Income	50%	2,506,222
State Recurrent Grants	6%	316,022
Commonwealth Recurrent Grants	16%	790,677
Other Capital Income (inc Building Fund)	27%	1,355,760
<b>Total</b>	<b>100%</b>	<b>4,968,681</b>

### FY2018 CAPITAL INCOME



## Capital Expenditure

Item	%	Amount
Salaries, Allowances related expenses	64%	3,412,950
Non-Salaries expenses	26%	1,362,760
Capital Expenditure	11%	565,610
<b>Total</b>	100%	5,341,320



# Theme 13: Publication requirements



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The 2018 Annual Report was published by 30 June 2019 and has been made available to the New South Wales Education Standards Authority.

The report is available to the public at [www.sjs.nsw.edu.au](http://www.sjs.nsw.edu.au)





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