A co-educational school providing bilingual and bicultural education for children of all nationalities
The 2014 school year was a very successful one for the International Division of the Sydney Japanese International School. The profile of the International Division continued to grow, with new programs and directions introduced, while our proven performance in the academic areas continued to be a feature. The staff and students worked together throughout the year on the major school events, which were shared with our supportive school community.

A continued focus area in 2014 was environmental education and sustainability. Students learned about sustainability through the operation and maintenance of their own vegetable gardens. Worm farming and composting were introduced to reduce waste in the school, with students involved in every step from conducting the initial waste audit to preparing the beds and caring for the plants. This project was partially funded through a Live Life Well grant.

Academically, it was another strong year. 2014 saw fantastic results in NAPLAN, with both Year 3 and Year 5 averaging in the top two bands across most areas. There was also strong participation in the ICAS Competitions with many students recognised for their achievements. The senior students once again participated in the Maths Olympiad program.

Our students achieved highly in Japanese Language, evidenced by the outstanding levels attained in the ACER Japanese Language Testing program, with all Y4-6 students achieving High Distinction, Distinction or Credit. Japanese culture was promoted with the annual Japanese Language Festival, the Yasakoi Soran dance on Sports Day, and calligraphy lessons, as well as the usual celebration of festivals and Japanese cooking classes, which provide rich and authentic contexts in which to foster language development and cultural awareness.

The library continued to be a dynamic learning centre, open for student use at lunch times with more computer technology incorporated. Student completion of the Premier’s Reading Challenge was over 90% for International classes.

We look forward to continued development and progress, with close collaboration with the Japanese Division of our school. It is this bicultural school environment which provides us all with such incredible opportunities in which to learn and grow.

Allan Meadows, Deputy Principal
A Message from the PTA

Once again the International Division PTA has provided valuable support during 2014 and the parent community proves to be an important resource to the school by providing additional opportunities and supplies.

Many parents have provided voluntary hours to assist with activities and projects that have included: attending regular PTA meetings; organizing a coffee van/refreshments at sports day, school concerts, providing a sausage sizzle at the student disco; the preparation and distribution of school concert DVD’s; the creation and sale of tea towels and apron mementos; organising farewell parties for all Year 6 students; open days and of course the very profitable school fete.

PTA fundraising has been very successful, allowing the International Division to purchase items including the purchase and installation of a new Smart Board (JFL classroom) and projector upgrades (KP, 2-3).

It is our hope that these new resources will be greatly utilized and appreciated by students and staff at school for many years to come.

Additional funds remain in the PTA account to supplement activities and requirements in 2015.

We would like to thank all parents for their continued support and their tireless voluntary contributions. We look forward to another successful PTA year in 2015.

The PTA Committee

(Images of PTA members and fundraising activities)

Articles for the Fete in local media, such as Manly Daily.

Parents running the very popular ‘Haunted House’ on Fete day.
Student Population

Sydney Japanese International School consists of two divisions with separate registration with the Board of Studies.

Special school registration is granted to the Japanese Division, where approximately 45% of the student population studies from grade 1–9.

The International Division, under normal BOS K-6 registration, carries a student population of 101 (2014). The gender split in the International Division is 49% boys, 51% girls. Approximately 30% of these students come from a household where both parents are Japanese, another 20% have no Japanese background, and 50% of the students have one parent or grandparent from Japanese backgrounds.

Enrolment Numbers

Enrolment numbers increased in 2014. With the added focus on marketing and promotion from 2014, it is expected that numbers in the International Division will remain constant or increase steadily in 2015 and beyond.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>106</td>
<td>91</td>
<td>88</td>
<td>101</td>
</tr>
</tbody>
</table>

Attendance Rates

<table>
<thead>
<tr>
<th>Class</th>
<th>%</th>
<th>Class</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YK</td>
<td>93.8</td>
<td>Y3</td>
<td>96.5</td>
</tr>
<tr>
<td>Y1</td>
<td>95.5</td>
<td>Y4</td>
<td>94.8</td>
</tr>
<tr>
<td>Y2</td>
<td>93.9</td>
<td>Y5</td>
<td>93.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Y6</td>
<td>95.4</td>
</tr>
</tbody>
</table>

Destination of Graduate Students

The graduating Year 6 students of 2014 went on to study at the following high schools:

- Cammeraygul High School
- Davidson High School
- Gyousei High School
Teaching Staff

Staff Information
Sydney Japanese International School consists of an experienced and enthusiastic staff who constantly seek to provide engaging and targeted learning activities for each student, guaranteeing students reach their academic potential.

In 2014, the International Division had 6 FTE teachers and 5 part-time teachers. There were four single stream classes and two composite classes formed in 2014 as a result of student numbers.

Staff Attendance and Retention
In 2014 we said farewell to Ms Soowan Young and welcomed Mrs Rebecca Lisle. We are proud to retain many teachers who have been with us for many years.

Qualifications and Development
All teaching staff meet the professional requirements for teaching in NSW schools. All staff attend weekly communication meetings and regularly attend professional development forums. The 2014 teaching staff comprised:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Class Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Support Teacher</td>
<td>1</td>
</tr>
<tr>
<td>JFL Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>1</td>
</tr>
</tbody>
</table>

Summary of Qualifications:

<table>
<thead>
<tr>
<th>Qualification / Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Teachers</td>
<td>7</td>
</tr>
<tr>
<td>B Ed / Degree Equivalent</td>
<td>11</td>
</tr>
<tr>
<td>Other Graduate Degree</td>
<td>1</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>1</td>
</tr>
<tr>
<td>Proficient Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Provisionally Accredited</td>
<td>2</td>
</tr>
</tbody>
</table>
School Achievements and Activities

Introduction
In addition to the academic learning programs of the school, SJIS continues to provide students with a varied and engaging program of activities and events. Students are fortunate to be provided a range of opportunities and experiences including concerts, external performers and ceremonies. All of these events provide the students with positive developmental, cultural and social advantages.

Cultural Events
The students participated in a number of cultural events that exposed them to elements of Australian, Aboriginal and Japanese traditions. These included a visit from an Aboriginal performing group, an Anzac Day Ceremony, and Japanese events including a language festival, concerts, festivals, traditional dancing, tea ceremonies, and cooking classes.

Japanese Language Festival
The annual Japanese Language Festival is one of the highlights for the International classes. This is not only a showcase of the Japanese language skills of the International class children, but also introduces traditional Japanese folktales and songs to the performances.

ALC/ICAS
Once again, students from Years 4-6 were encouraged to take the Japanese ALC (Assessment of Language Competence) run by ACER with outstanding results.

A large number of students from Year 2-6 opted to participate in the ICAS (International Competition Assessment of Schools) in subjects including: science, mathematics, writing, spelling and English.

We are proud to have many high achieving students who received distinction and high distinction certificates for their efforts.
Social Emotional Learning

In 2014, a focus area was the Social Emotional Learning Program ‘You Can Do It’.

The program teaches children a number of different skills that they need to be successful and happy at school and in their lives. The Five Foundations (Keys) were introduced and implemented into daily lessons over the school year, those being Confidence, Persistence, Organisation, Getting Along and Resilience. The foundations were promoted at International Assemblies, and parents were encouraged to use the language of You Can Do It at home, with weekly updates and reports in the newsletter.

Music and Concerts

All students participated in the school music program and continued to develop skill in reading music, playing instruments and building team skills through group performance. The school concerts were extremely successful and entertaining with all students performing in both a bilingual stage performance and a music concert.

Sports Day

Our annual Sports Day saw students, teachers and parents coming together to enjoy a day full of sports, games and fun. The students all displayed excellent behaviour and team work on the day.
School Achievements and Activities

Integration

International Sports Day
As annual hosts of our International Sports Day, it was once again a pleasure to welcome students from Alexander Primary School, Galstaun College, Italian Bilingual School and German International School. Students competed together in colour teams with representatives from every school, participating in a fun day full of Japanese flavoured sports games and activities. This program is a successful and valuable addition to the yearly calendar and eagerly anticipated by all schools involved.

High School Integration
Another annual integration event is the language and culture exchange with Newcastle High School students, where activities such as origami, tea ceremony and calligraphy are shared and Japanese lunch boxes (bentos) enjoyed. A visit to the Japanese tatami room creates the perfect atmosphere to introduce Japanese culture to our guests. This program also offers homestay opportunities for our high school students.

Inter Schools Debating
The annual Inter Schools Debating Competition was a great success in 2014 with Y5 and Y6 students participating, learning valuable debating skills and gaining public speaking confidence. Other schools to compete were John Colet, Alexander Primary, Galstaun College and the German International School. After 4 rounds and a final, the end of debating season party was thoroughly enjoyed by the debating teams of all schools involved. The SJIS debating team did extremely well, finishing runners up in the competition.

Students enjoying International Sports Day
Educational Assessment Programs

National Assessment Program (NAPLAN)

In the National Assessment Program (NAPLAN), SJIS was able to maintain a high standard across academic areas in 2014.

SJIS students were able to achieve results in the upper bands, which put them on par or above statistically similar schools, and well above national averages in all areas.

Although results in NAPLAN were high, the information gained through this assessment can assist us to identify areas in need of consolidation to help us continue to improve the academic strength of our students.

We recognise the challenge of students from the Japanese Division who participate in NAPLAN (based on the Australian curriculum) while studying the Japanese curriculum, and who have only one

Language Competence (ACER)

In 2014 the International Division participated in the Language Certificate Program offered by ACER. This assessment looks at foreign language development among our students who speak Japanese as a second or foreign language. Certificate 1 is designed for Upper Primary students, while Certificates 2 and 3 are for Secondary students.

Once again, Year 4, 5 and 6 students achieved highly with every student receiving Credit, Distinction or High Distinction awards in Japanese Language.
Overall NAPLAN Results

Following are tables that show performances in Literacy and Numeracy tests compared to those by similar schools and all schools average. Also included are the 2012 and 2013 school years.

The Year 3 NAPLAN results for 2014 in both Literacy and Numeracy are extremely pleasing, outscoring statistically similar schools by some margin. Year 5 also performed strongly, with levels attained above those of statistically similar schools. In particular, the Numeracy scores in Year 5 were significantly higher to those students from similar schools.

2014 Overall NAPLAN Summary

Fifteen Year 3 students (12 International Division, 3 Japanese Division) and twelve Year 5 students (11 International Division, 1 Japanese Division) participated in the National Assessment Program in Literacy and Numeracy in 2014.
Year 3 NAPLAN Results

Reading
100% of SJIS students were placed in the top three bands, with 60% of our students scoring in the top band.

Spelling
100% of SJIS students were placed in the top three bands, including 80% of students in the top two bands.

Writing
100% of SJIS students were placed in the top three bands, with 87% of students in the top two bands.
Year 3 NAPLAN Results

Grammar and Punctuation
73% of SJIS students were placed in the top band, compared with 51% for Similar Schools and 27% for All Schools.

Numeracy
Approximately half of SJIS students were placed in the top band, compared with 31% for Similar Schools and 15% for All Schools.
Year 5 NAPLAN Results

Reading
100% of SJIS students were placed in the top three bands, with 87% placed in the top two bands.

Spelling
100% of SJIS students were placed in the top three bands.

Writing
SJIS students were placed in the middle two bands.
Year 5 NAPLAN Results

Grammar and Punctuation
82% of SJIS students were placed in the top two bands, with 64% in the top band, significantly higher than Similar Schools (38%) and All Schools (11%).

Numeracy
100% of SJIS students were placed in the top three bands, with nearly half of all SJIS students scoring in the top band, compared to 26% for Similar Schools and 9% for All Schools.
ACER Assessment Japanese Language 2014 Overall Results

ACER (Australian Council of Educational Research) conducts the ALC (Assessment of Language Competence) annually. The test is designed primarily for high school students learning Japanese. In 2014, 21 SJIS students from Y4-6 participated in this assessment, and once again, outstanding results were achieved at all levels.

100% of students taking Certificate 1 achieved High Distinction, Distinction or Credit.
100% of students taking Certificate 2 achieved High Distinction, Distinction or Credit.
100% of students taking Certificate 3 (highest level) achieved High Distinction, Distinction or Credit.

In total, 29% of SJIS students achieved High Distinction, which is made up of the top 5% of all students participating.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 1 - Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJIS</td>
<td>16.7%</td>
<td>66.7%</td>
<td>16.7%</td>
<td>0%</td>
</tr>
<tr>
<td>All Schools</td>
<td>11.2%</td>
<td>30.5%</td>
<td>43.3%</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

| Certificate 2 - Reading |
| SJIS        | 42.9%            | 14.3%       | 42.9%  | 0%            |
| All Schools | 12.2%            | 23.6%       | 45.7%  | 17.7%         |

| Certificate 2 - Listening |
| SJIS        | 57.1%            | 28.6%       | 14.3%  | 0%            |
| All Schools | 13.4%            | 23.9%       | 46.0%  | 15.2%         |

| Certificate 3 - Reading |
| SJIS        | 22.2%            | 44.4%       | 33.3%  | 0%            |
| All Schools | 12.4%            | 25.1%       | 47.0%  | 13.5%         |

| Certificate 3 - Listening |
| SJIS        | 11.1%            | 88.9%       | 0%     | 0%            |
| All Schools | 11.8%            | 27.0%       | 46.7%  | 13.7%         |
School Targets 2014 and Beyond

Inter Division Management Policy
The International Department Management Policy is based on the Educational Aims of the department in collaboration with school wide goals and objectives.

Each year the previous year’s Management Plan is checked to note any progress, achievements and needs. Ongoing or incomplete plans and strategies are then considered for the following year.

All strategies are developed in consultation with staff and parents, with guidance provided by the Executive Committee.

Inter Division Educational Aims
- To develop individuals who can appreciate cultural differences through their integration and study of the language and customs of Australia and Japan
- To provide a standard of education which reflects the abilities and potentials of each student, while at the same time developing their learning skills, enabling them to successfully continue their studies at secondary school.
- To encourage individuals to become responsible, self-disciplined students, with regard for the opinions and beliefs of self and others.

Looking to the future
- In 2014 we made improvements to our website in navigation, functionality and largely a slick modern appeal. To maintain our rankings on search engines, we will maintain that information on the site (both English and Japanese) is continually refreshed. Video content will be a major focus for the upcoming year. We will monitor our rankings and act effectively to seek a first rate listing for prospective families searching for bilingual schooling and education in Australia. Our market research identifies that our website is still our most effective marketing tool for enrolments.
- Focus on the teachers and their professional development, so they are able to take responsibility for planning dynamic programs, in an engaging manner, looking especially at their skills in curriculum planning and development, along with ICT. With the implementation of the Australian Curriculum in 2014-2016, ensure teachers are workshopped sufficiently in changes to Key Learning Areas and programming for the new syllabuses.
School Targets 2014 and Beyond

- In the past year the enrolments team has delivered an increase in the number of marketing events staged both on campus or offsite. We have provided multiple opportunities for prospective families to hear in person the benefits of choosing a SJIS education. By staging monthly events we have already seen an increase in the number of registrations that will stretch from enrolments in Kindergarten 2015 to 2019 and beyond.

We have strengthened our ties with surrounding preschools through a strategically planned road show in which we showcase our target audience the benefit of a bilingual education.

We maintained a direct mail promotion to libraries, playgroups, community venues and day care centres. Flyers which are sent quarterly to be placed at reception promoting upcoming open days.

Our public relations strategy also garnered print articles in publications such as Sydney's Child and Manly Daily, as well as Japanese publications Nichigo Press and Japaralia.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>ACTIONS TO BE TAKEN</th>
</tr>
</thead>
</table>
| **Newsletter**                           | *Inform parents about events and news from each class and improve communication across all divisions of the school.*  
  *Complete Kakehashi newsletter each week.*  
  *Distribute electronically to all families.*  
  *Distribute to all staff.* |                                                                                                                                              |
| **Assessments and Record Keeping**       | *Identify students who may be in need of support in literacy and numeracy. Consolidate student assessment data and profile each student.*  
  *Conduct Waddington (Y1/2 Reading), Torch (Test of Reading Comprehension Y3-6)  
  SASpelling(Y3-6), PAT Maths (Y3-6)* |                                                                                                                                              |
| **Learning Support**                     | *Support students with weakness in literacy and numeracy.*  
  *Student Services Team to use assessment data to identify students requiring support. Develop Individual teaching plans to address identified student needs and evaluate. Provide support.* |                                                                                                                                              |
| **Workplace Health and Safety**          | *Prepare and maintain safe environments for school and school events.*  
  *Incorporate WHS agenda into Life/Safety to enhance consultative processes. Report WHS matters at monthly staff meeting—safety reports, emergency procedures, accident reports, risk assessments.* |                                                                                                                                              |
| **Teacher Accreditation**                | *New Scheme Teachers to complete their accreditation to Proficient Teacher.*  
  *Assign supervisors to New Scheme Teachers and collaboratively prepare required evidence to assist NST’s submit documentation to Institute.* |                                                                                                                                              |
| **Professional Development**             | *Support and inform innovative and reflective practice.*  
  *Participate in professional development activities run through AIS or other, specifically to implement Australian Curriculum from 2014-2016.* |                                                                                                                                              |
| **Attendance, Reporting, Student Welfare** | *Utilise Sentral Education software.*  
  *Create reporting templates using Sentral in which classroom and language teachers can directly input data and comments.* |                                                                                                                                              |
### Specific Aims of the International Division

<table>
<thead>
<tr>
<th>Portfolios</th>
<th>Use portfolios in Terms 1 and 3 (with parent interviews). Use report cards for Terms 2, 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Purchase Mathletics licences for all students in the Inter Division. Explore possibility of creating home tasks. Offer Mathletics to students from Japanese Division. Trial Maths Online.</td>
</tr>
<tr>
<td>NAPLAN / ICAS</td>
<td>Give students practice in previous NAPLAN and ICAS tests prior to taking tests and provide specific preparation lessons for Y3 and Y5. Give orientation to Japanese Division students taking NAPLAN and ICAS.</td>
</tr>
<tr>
<td>Computers, Technology</td>
<td>Utilise PTA donations to fund a new Smart board for JFL room and to upgrade projectors.</td>
</tr>
<tr>
<td>Inter Assemblies</td>
<td>Include music, student work, class items and technology in Inter Assemblies. Encourage parents to attend by including assembly schedule in Kakehashi newsletter.</td>
</tr>
<tr>
<td>Peer Support</td>
<td>Y5/6 to buddy YK children. Plan lessons/activities to foster relationships between students.</td>
</tr>
<tr>
<td>Enrolment</td>
<td>Continual promotion of our events to the north shore community continued with a specific focus on how often we try to reach our target market and through which medium. Providing multiple avenues (print media, direct mail flyer, roadside banner, SJIS community word of mouth etc) to reach our target audience .</td>
</tr>
<tr>
<td>Promotion of International Division</td>
<td>Create new brochures and distribute. Update website, Update Prospectus, Organise press releases for special activities and achievements</td>
</tr>
</tbody>
</table>
### Road Safety

**K-2 Road Safety Day**

Create roads, crossings, flashing lights and street signs with students on bicycles/scooters and as pedestrians to teach the basics of road safety (transform basketball court to street course).

### Leadership Opportunities

Provide opportunities for Y6 to develop and demonstrate leadership.

Y6 - organise events/activities for International Department. Y6 organise and run weekly Inter Assembly. School Captains to visit Parliament House for morning tea, Garden Island for HMAS Kuttabul Memorial.

### Integration with Other Schools

Provide opportunities for Integration with other schools.

*International Sports Day, Inter Schools Debating Competition, Indoor Soccer Tournament at German School.*

### Literacy

To develop confidence and skills in alphabet - reading and writing vowels, consonants and blends.

Develop greater reading proficiency from Early Stage 1.

Assess English Language Levels of Japanese Students in Jpn Div. and measure improvement.

Implementation of Jolly Phonics program (YK)

Implementation of guided reading and home reading programs (1-6)

Implementation of Reading Eggs Program (K-6)

Lunch with the Stars (Book Week), Author visit K-2.

Participate in National Simultaneous Storytime

Japanese Division students participate in TOEIC Bridge Testing Program.

### You Can Do It! Program

Integrate social and emotional learning to promote well being of all students.

Optimise social, emotional and academic development of all students to lead to improved student outcomes.

Educate/involve parents in YCDI by regular updates in Kakehashi.

### Environmental Education/Sustainability

Inter students learn about the importance of sustainability and healthy lifestyles through the setting up, operation and maintenance of their own vegetable gardens.

Consult with gardening specialists (Kimbriki) to maintain garden beds and include an education program (workshops) for children on sustainability (worm farming, composting) and maintaining their own gardens.
Financial Summary

### Capital Income

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees and Private Income</td>
<td>50%</td>
<td>1,898,132</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>6%</td>
<td>211,622</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>12%</td>
<td>473,764</td>
</tr>
<tr>
<td>Other Capital Income (incl Building Fund)</td>
<td>32%</td>
<td>1,243,606</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>3,827,124</strong></td>
</tr>
</tbody>
</table>

### Capital Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, Allowances, related expenses</td>
<td>70%</td>
<td>2,527,270</td>
</tr>
<tr>
<td>Non-Salaries Expenses</td>
<td>27%</td>
<td>983,386</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>3%</td>
<td>119,219</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>3,629,875</strong></td>
</tr>
</tbody>
</table>

### Accounts 2014

The Financial Accounts for 2014 show that salaries, allowances and related expenses equaled 70% of total expenditure. Income from attending students and private sources equates to 50% of total income and we are thankful to all families, business and government for continued support.

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting and can be obtained by contacting the executive management committee.
STAFF

Front Row:  Kana Tada, Arisa Baba, Allan Meadows, Hiroto Aoyama, Kazuo Kakutani, Kenji Kikuchi, Yasuhiro Yamanaka, Masayo Hanaoka, Megumi Sawagashira
Second Row: Kuniko Sheather, Sappho Dalziell, Hiroshi Yoshikawa, Akiko Konrai, Hideto Otake, Vanessa Simpson, Tamami Richardson, Kiyomii Shinozuka
Third Row: Masako Strenger, Tina Nguyen, Jennifer Heenan, Noriyuki Saito, Craig Stewart, Diana Johnson, Nesta Luxton
Fourth Row: Masashi Niiya, Judith Deadman, Shuichi Tamaki, Kiyoyuki Tsutsui, Lisa Ess, Rebecca Lisle, Yoshinobu Shimamoto