



SYDNEY JAPANESE
INTERNATIONAL
SCHOOL

Nurturing Excellence

2016

ANNUAL REPORT

Sydney Japanese International School

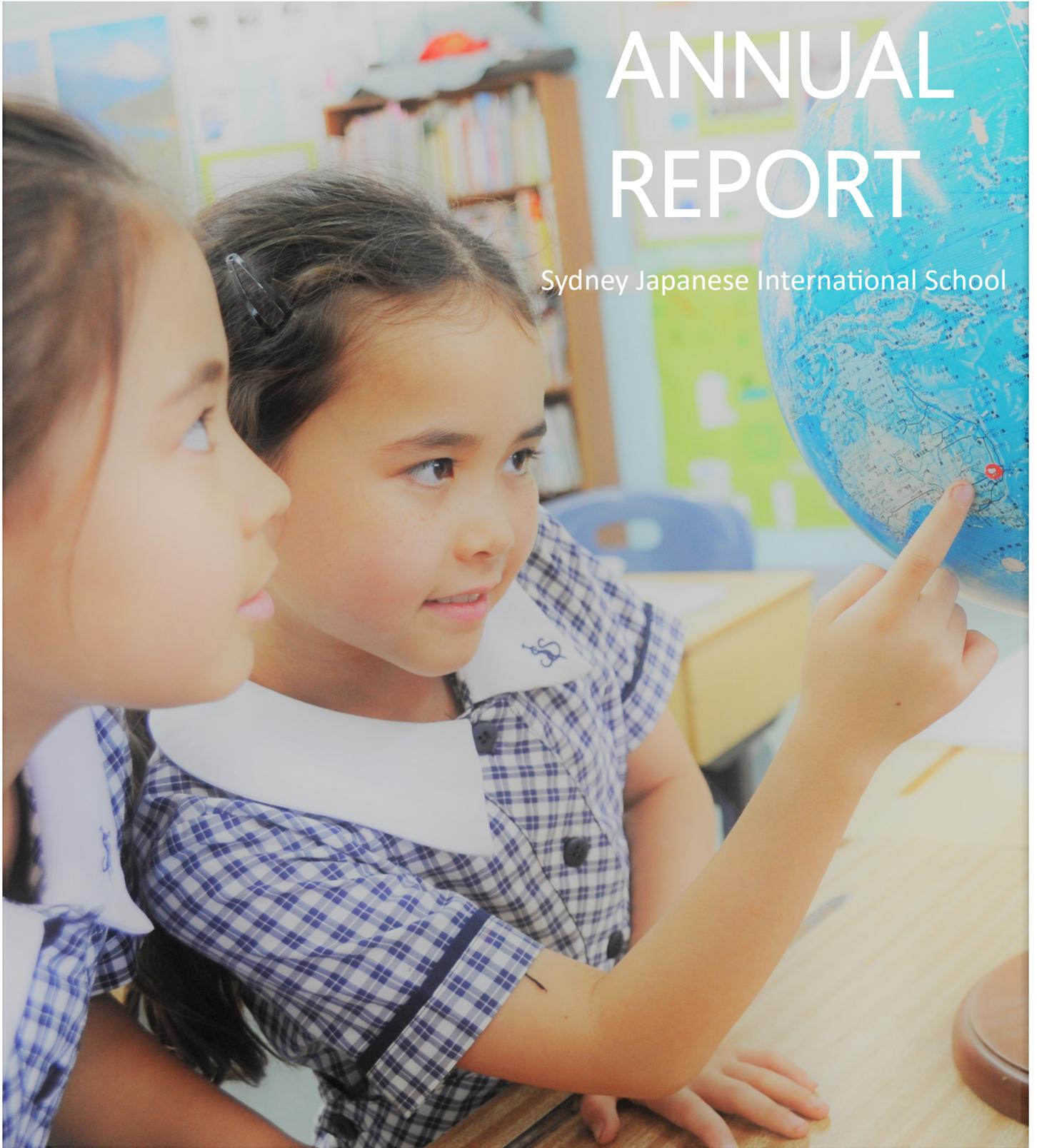


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A message from the Principal

My role at Sydney Japanese International School is to provide world-class education for students according to the NSW curriculum and to ensure a suitable educational environment for the students.

In 2016, our school focused on four priority areas.

These were:

1. The revision and update of the school's programs in all Key Learning Areas
2. Implementing K-6 teaching and learning programs according to the new NSW syllabuses
3. Upgrading the school's facilities and resources to accommodate the growing needs of our school
4. Increasing the security of the school to ensure safety at all times

In 2016, the Sydney Japanese International School was proud to host a number of special events and festivals. A particular highlight was our visit by the world renowned Japanese pianist, Mr Nobuyuki Tsujii. SJIS also presented a martial arts exhibition by the Japan Budokan. Additionally we were very proud of the Japanese Doll display, School Concert and Japanese and English Language Festivals.

With these focuses and experiences for the International Division of the Sydney Japanese International School, our students and their families had another impressive year.



The graduating 2016 Inter. students are all very accomplished and were accepted to their school of choice for Senior School. Some of the students decided to continue in the High School, Japanese Division of SJIS.

In future years, I am looking forward to seeing the growth of the International Division. With strong marketing strategies and campaigns, we hope to welcome students from all nationalities to our school.

By developing a strong sense of trust between the school and its parents, we will endeavor to increase enrolments and dissolve composite classes. If we achieve all this then we can be proud that we have fulfilled our goals as educators.

Mr Masamichi Miura

Principal

Sydney Japanese International School

A message from the Deputy Principal



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The 2016 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 and enrolment numbers increased. The staff and students worked together throughout the year on the major school events, which were shared with a supportive school community.

Academically, it was another strong year, with 2016 seeing outstanding results in NAPLAN, for both Year 3 and Year 5. There was strong participation in the ICAS Competitions with many students recognised for their achievements. The senior students participated in the Maths Olympiad program and reached the final of the Inter Schools' Debating Competition.

Once again, International Division 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 whole school EISA dance on Sports Day, and calligraphy lessons, as well as the usual celebration of festivals and Japanese cooking classes, which provided rich and authentic contexts in which to foster language development and cultural awareness.

With the final implementation of the new NSW curriculum for the Australian syllabus, teachers were able to attend a number of important professional development and training forums to assist them.

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

Sydney Japanese International School



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A message from the PTA

2016 was a strong year for the International Division of the Parents and Teachers Association (PTA). We fulfilled our role in supporting, promoting and fundraising for the school through regular meetings and events. With a Steering Committee and Class Representatives, the PTA played a pivotal role in representing parents and linking them to the school.

The highlight of the year was the annual school fete. It showcased many of the school's special activities and was a prominent attraction in the wider Japanese community. All families were involved, with more than 2000 people attending, to see the karate, Shodo and cheerleading demonstrations among many activities. Other popular PTA events were the Year Six farewell party and end of year disco.

None of this success would have been possible without the support of those parents who gave generously of their time. As a result of their efforts, we managed to significantly increase the PTA's financial reserve. We look forward to working together with the school to purchase resources for the betterment of the school.

We thank all those who supported the PTA over the year and we wish the incoming PTA every success in the coming year.

Vice President

PTA International Division

Sydney Japanese International School





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School contextual information



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Sydney Japanese International School is dedicated to enriching the education of children, by offering our students a world-class education which connects them to the global community.

We nurture students' development through our unique, world-class bilingual and bicultural program. We pride ourselves on our school's diverse community and international perspective. Working together in a caring and stimulating learning environment, we maintain high expectations for academic excellence and extra-curricular participation, whilst offering strong learning support. SJIS students are encouraged to learn and grow in an enriched environment, emerging as confident global citizens of the world.

Our International Division is open to students of all cultural and religious backgrounds and follows the NSW Education Standards Authority while also providing daily language studies to enrich the students and enhance their learning. We have made significant advances in second language teaching and learning, with students taught to read, write and speak a non-alphabetised language that challenges their thinking and develops the cognitive benefits of greater problem solving, analytical skills and lateral thinking. Our students emerge as confident global citizens who are ready to embrace the many opportunities open to them.

Our Vision

The students, parents and teachers of SJIS become global citizens, able to interact with others in our global community with purpose and integrity

Our Mission

SJIS seeks to achieve academic excellence in all key learning areas with an emphasis on second language learning. We aim to foster the culture and traditions of all societies by developing awareness of cultural differences through cross-cultural learning.

Our Values

Courtesy: Act kindly and in a courteous manner towards others.

Honesty: Be truthful in all relations with others.

Responsibility: Assume responsibility for your obligations and belongings, for being punctual.

Justice: Seek the fair and just way for all and be willing to compromise.

Generosity: Be generous and giving.

Perseverance: Try your best in all endeavors.

Respect: Everyone at SJIS has the right to teach and to learn in an environment of mutual respect and tolerance. Show respect to others, yourself and the environment.

Student outcomes in standardised national literacy and numeracy testing



National Assessment Program- Literacy & Learning (NAPLAN) summary 2016.

Students tested in reading, writing, spelling, grammar, punctuation & numeracy in Years 3 and 5. In every group, and in every testing area, the Sydney Japanese International School (SJIS) was substantially above the state and NSW Association of Independent School NSW (NSWAIS), average.

A brief summary of the 2016 results for each cohort is provided below, with table and graphs showing the comparison between School and State performance in Literacy and Numeracy. In the analysis “Literacy” results have been obtained by averaging student performance across the domains of: Reading, Writing, Spelling, Grammar and Punctuation. “Numeracy” results are based on the combined numeracy results reported in individual student NAPLAN reports.

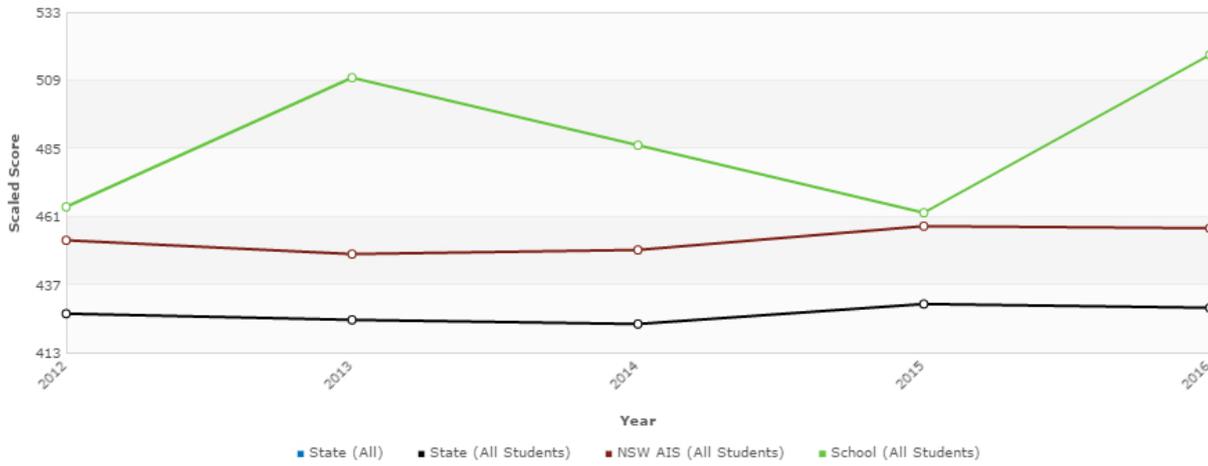
The comparative measure of proficiency are noted below for the top 2 bands reported for NAPLAN testing.

Years	3 School	3 State	5 School	5 State
Reading	90%	52%	64%	39%
Writing	95%	54%	50%	19%
Spelling	86%	55%	57%	33%
Grammar & Punctuation	90%	53%	64%	41%
Numeracy	86%	39%	71%	31%

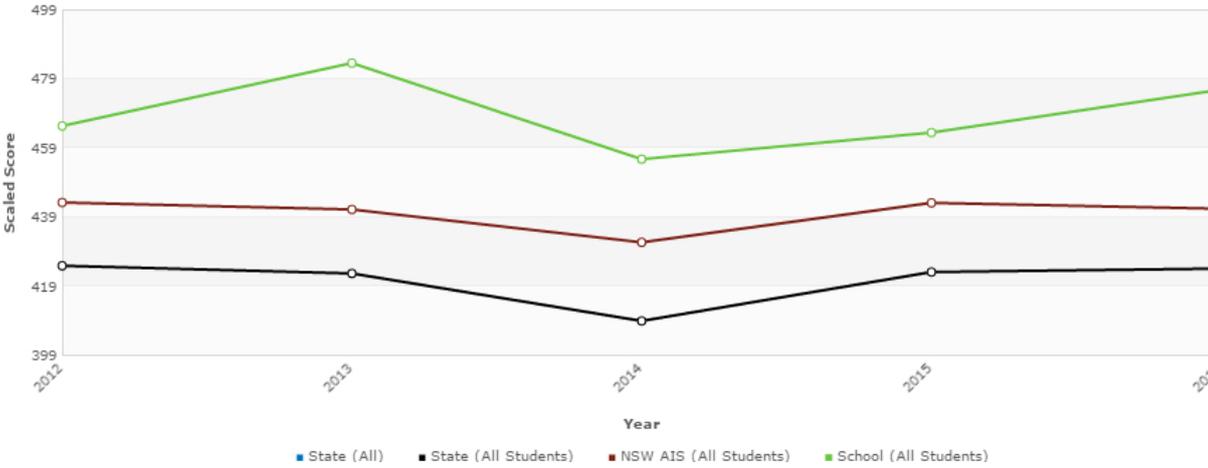
The trend for Years 3 & 5 SJIS students from 2012 to 2016 in all tests is represented in the graphs below. Every graph reflects an upward trend and growth for Year 3 for students' literacy and numeracy.

A more detailed record of the results can be obtained from the MySchool website www.myschool.edu.au

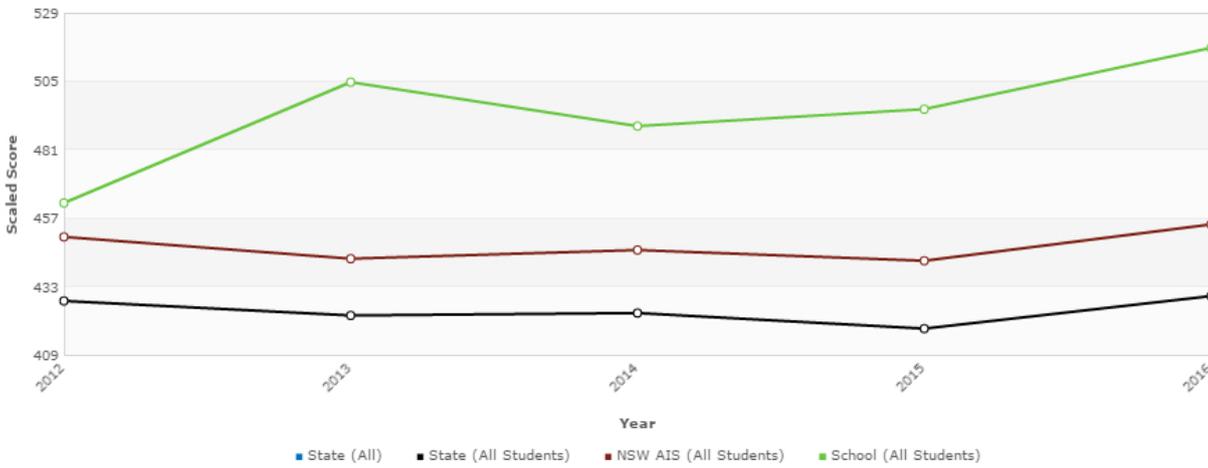
Trend for NAPLAN 2016 Year 3 All Students in Reading



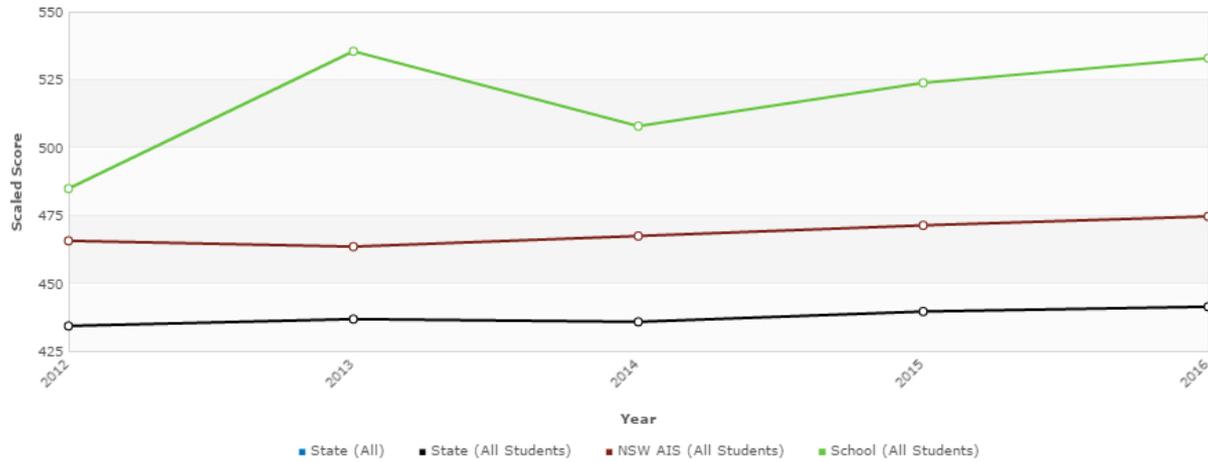
Trend for NAPLAN 2016 Year 3 All Students in Writing



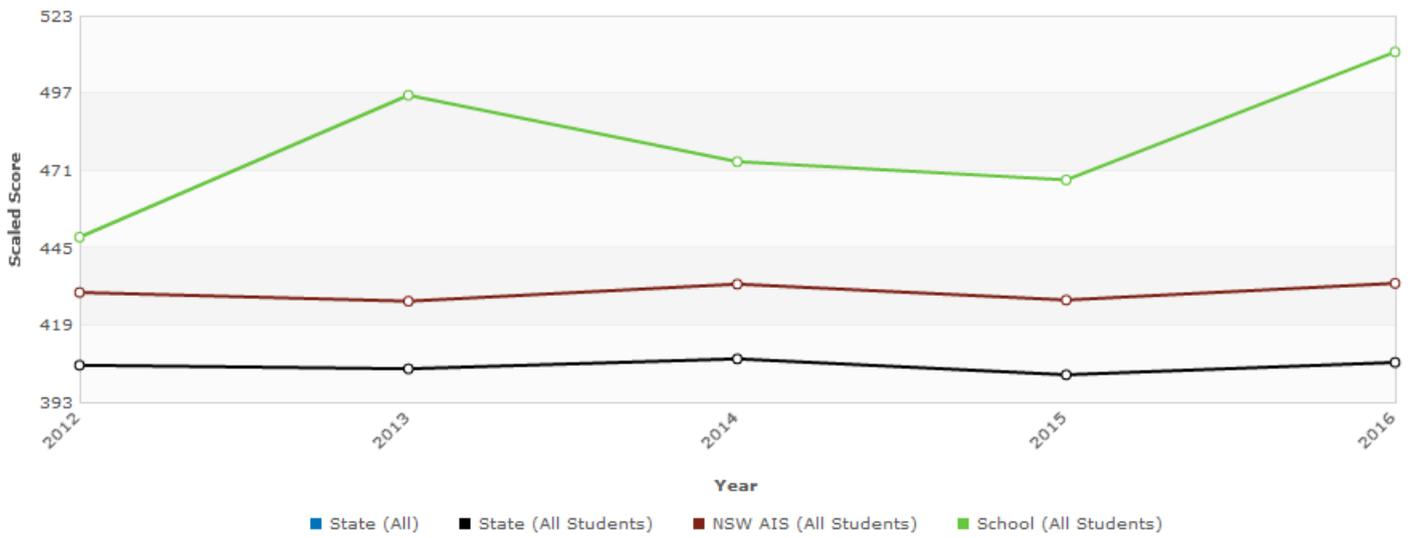
Trend for NAPLAN 2016 Year 3 All Students in Spelling



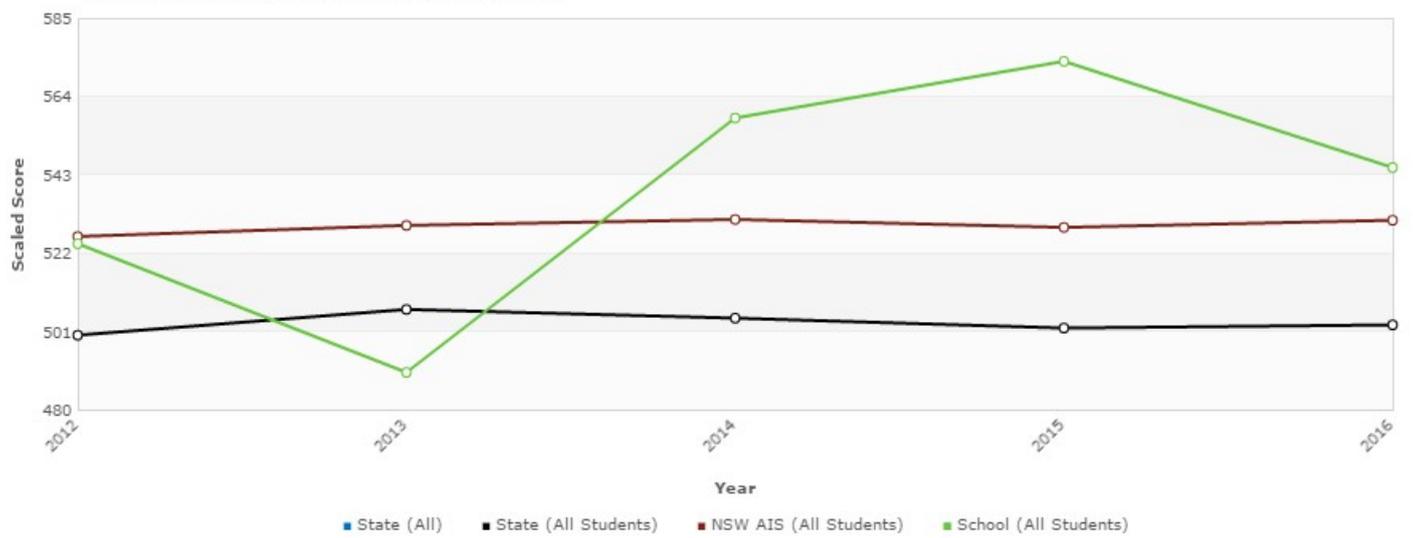
Trend for NAPLAN 2016 Year 3 All Students in Grammar & Punctuation



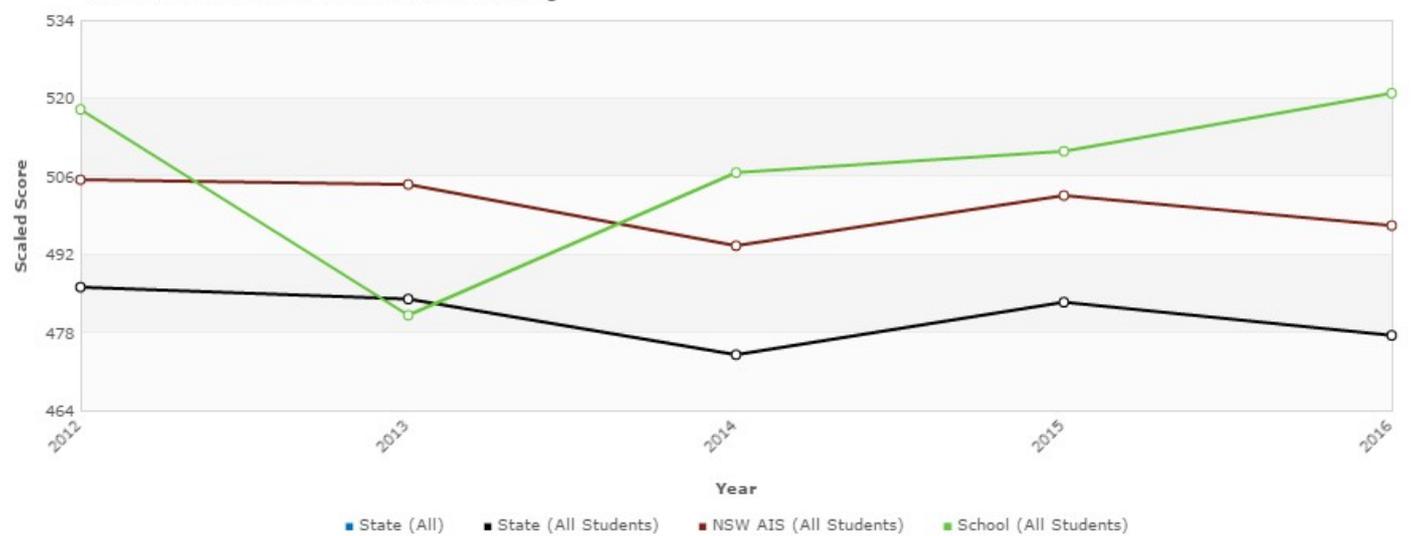
Trend for NAPLAN 2016 Year 3 All Students in Numeracy



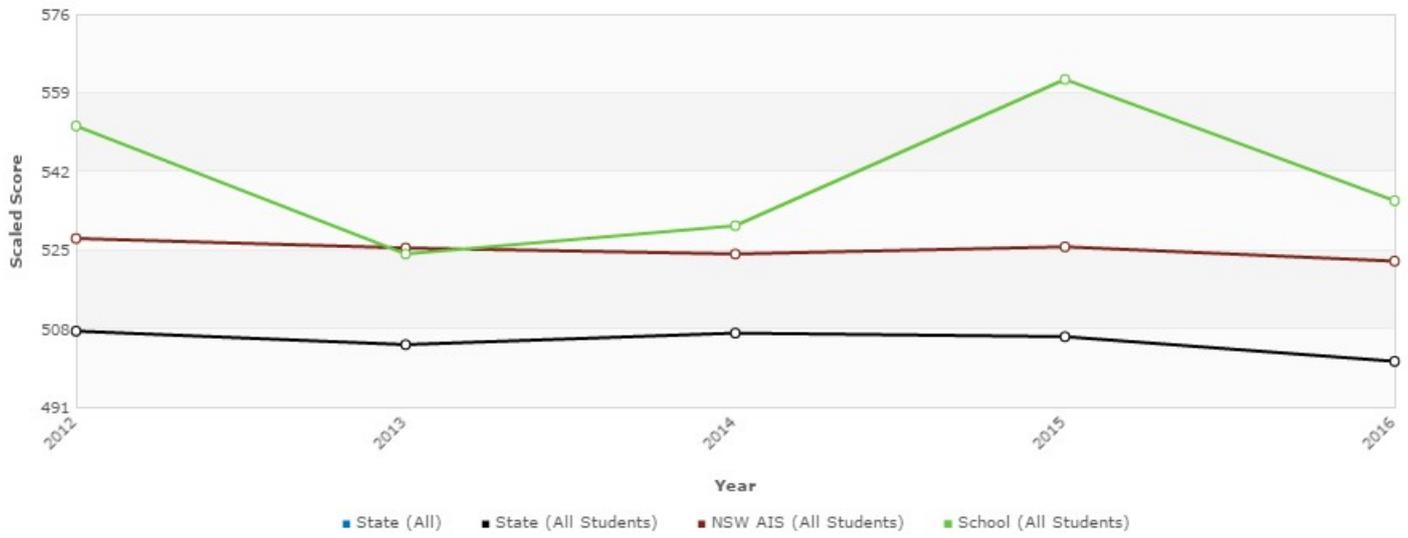
Trend for NAPLAN 2016 Year 5 All Students in Reading



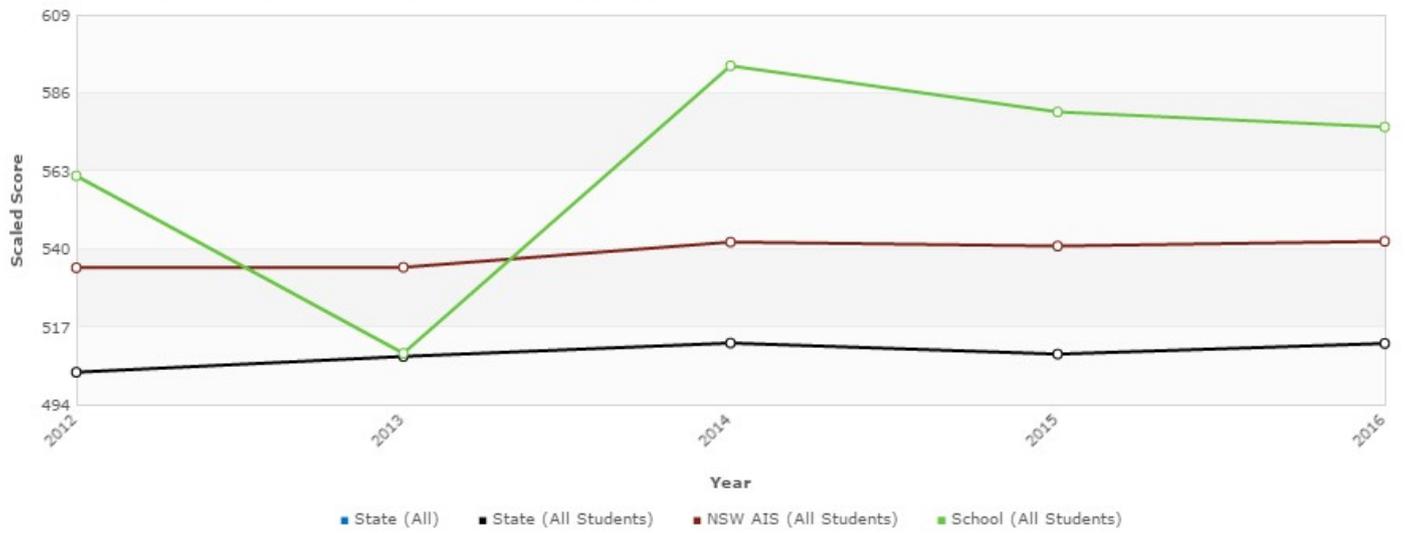
Trend for NAPLAN 2016 Year 5 All Students in Writing



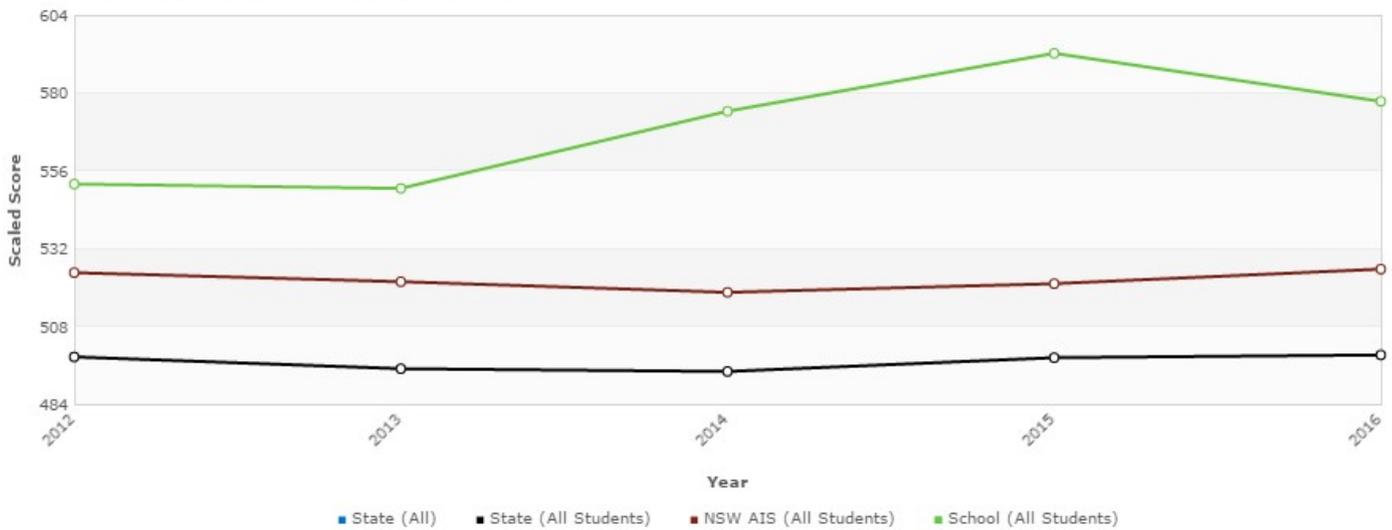
Trend for NAPLAN 2016 Year 5 All Students in Spelling



Trend for NAPLAN 2016 Year 5 All Students in Grammar & Punctuation



Trend for NAPLAN 2016 Year 5 All Students in Numeracy



Student outcomes in Japanese assessment of language competence



ACER Assessment Japanese Language 2016 Overall Results

ACER (Australian Council of Educational Research) conducts the ALC (Assessment of Language Competence) annually. The test for upper primary is designed for high school students learning Japanese. In 2016, 26 SJIS students from Years 4-6 participated in this assessment, and once again, outstanding results were achieved at all levels.

100% of students taking Certificate 1 Listening achieved High Distinction or Distinction.

100% of students taking Certificate 1 Reading achieved High Distinction or Credit.

100% of students taking Certificate 2 Listening achieved High Distinction, Distinction or Credit.

100% of students taking Certificate 2 Reading achieved High Distinction, Distinction or Credit.

100% of students taking Certificate 3 Listening achieved High Distinction, Distinction or Credit.

	High Distinction	Distinction	Credit	Participation
Certificate 1 - Listening				
SJIS	80%	20%	0%	0%
Certificate 1 - Reading				
SJIS	20%	0%	80%	0%
Certificate 2 - Listening				
SJIS	63.6%	27.3%	9.1%	0%
Certificate 2 - Reading				
SJIS	36.4%	27.2%	36.4%	0%
Certificate 3 - Listening (Highest level)				
SJIS	45%	45%	10%	0%
Certificate 3 - Reading (Highest level)				
SJIS	11.1%	55.6%	33.3%	0%



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Teacher qualifications and professional learning



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Details of all teaching staff are listed here together with their professional learning for 2016. These teachers (as defined by the Teacher Accreditation Act 2004) were responsible for delivering the curriculum as described by the Education Act 1990 in terms of numbers in the following categories:

- I. Teachers having teacher education qualifications from high education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines... **17**
- II. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications.. **1**
- III. Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must be employed to teach in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and has not had a break from teaching for five or more years.....**0**

Description	Organisation	Participants
The AIS Annual Briefing Steps Schools Only	AIS	1
A Focus on Orff including the Orff on Ukulele as well as some favourites	I JAM Music	1
Differentiation in the Classroom: A Proactive, Common Sense Approach	AIS	1
Our Past and our Place: NSW History and Geography K-6	AIS	1
Code Club Teacher Training (Scratch)	Code Club	1
Art in the Primary Classroom	AIS	1
Picture Book Philosophy: Thought Provoking questions in English K-6	AIS	1
Working Mathematically Unpacked for K-2	AIS	1
Geographical Inquiry in K-6	AIS	1
Planning and Programming: NSW Syllabus for the Australian Curriculum Mathematics K-6 Online Module	AIS	1
Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 Online Module	AIS	1
Assessment and Reporting	AIS	11
Total	3	22



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Workforce composition

Teaching staff	18
Full time equivalent teaching staff	14.74
Non-teaching staff	15
Full time equivalent non-teaching staff	9.9

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



Characteristics of the student body



Sydney Japanese International School (SJIS) consists of two divisions, each with separate registration with the New South Wales Education Standards Authority (NESA).

Special school registration is granted to the Japanese Division (School of a Kind), where approximately 41% of the student population studies from Grades 1– 9.

The International Division, under normal NESA K-6 registration, carries a student population of 123 (2016). The gender split in the International Division is 51% boys, 48% girls. Approximately 36% of these students come from a household where both parents are Japanese, another 17% have no Japanese background, and 47% of the students have one parent or grandparent from Japanese backgrounds.

Class Sizes 2016

Class	Boys	Girls	Total
Kindy K	8	5	13
Kindy W	11	3	14
Year 1	17	14	31
Year 2	8	11	19
Year 3	9	4	13
Year 4	2	10	12
Year 5	2	10	12
Year 6	6	3	9
Total	63	60	123

Attendance rates and management of non-attendance



Attendance Rates

Class	%	Class	%
YK	94.2	Y4	95.0
Y1	94.3	Y5	93.5
Y2	91.5	Y6	95.2
Y3	96.0	Whole School	94.2%

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 between 8:30-8:50.
2. If a child is absent from school, a parent or carer is expected to telephone the office between 8:30 and 9:45am.
3. If SJIS has not received notification of an absence by 9:45am, 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 returns to school, parents must send a note 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 Deputy Principal 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).

Senior school destinations



The graduating Year Six students of 2016 went on to study at the following high schools:

- Sydney Japanese International School
- Marist College Eastwood
- The Hills Grammar School
- Normanhurst Boys High School
- Brigidine College
- Manly Selective High School



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Enrolment policy and Admissions

The Sydney Japanese International School, International Division, is open to all children whose parents seek for them an education that is consistent with the philosophy and ethos of the school, provided it has the resources to meet the child's particular needs. Parents who enrol their children at this school should especially desire the unique qualities inherent in a bilingual and bicultural environment. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment.

Enrolment applications are processed in order of receipt and payment of the registration fee. Places are not offered until the procedure is complete and authorization has been received from the Principal.

The school accepts enrolment applications for children from all backgrounds. We encourage applicants with strong aspirations in the scholastic areas as well as those showing potential in music, sport or other ancillary activities.

Student enrolment is not based solely on an entrance examination, however an indication of past academic performance is discussed with parents at the time of the enrolment interview and the school conducts an assessment.

The school reserves the right to assess the suitability of each student seeking enrolment. If it is felt the school cannot meet the needs of an enrolling student, an enrolment offer may be declined.

Enrolling a child at SJS

Kindergarten children will be admitted at the beginning of the school year if they reach their 5th birthday by the following 31st of July. Children who will attend Year 1 in the Japanese Division must reach their 5th birthday by the 1st of April. Applications are considered in the order that forms, together with registration fees, are received. It may be necessary, particularly at Kindergarten level, to have a waiting list. It is recommended that families begin the enrolment process as early as possible to avoid disappointment. Priority will be given to siblings of current students and special consideration will be given to families who have moved into Sydney from overseas or intrastate within 12 months of the start of school.

For those entering all other grades applications for enrolment are considered based on sufficient vacancies in the year group, as well as a child's suitability for the school or year group in which he/she applies.

Movement from one division to another

SJIS does not encourage students to move from one Division of the school to another but acknowledges that in some circumstances a transfer may be considered. Parents requesting to move their child from the Japanese Division to the International Division or vice versa must complete an 'Application to Transfer' and present this to the Principal at least 5 weeks prior to the end of term. The decision remains with the school and will consider all factors, foremost being the well-being of the student.



Student Body

The school has 225 students in the International and Japanese Divisions. There are approximately equal numbers of boys and girls throughout the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including English speaking and language backgrounds other than English. Further details are available on the MySchool website www.myschool.edu.au

Monitoring and Evaluation

All policies are subject to ongoing revisions to reflect changes in legislation and improvements. The Schools policies are made pursuant to the registration and legislative requirements.

Details of the Enrolment Process will be provided by the school and available on the school website www.sjis.nsw.edu.au/international



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Other school policies

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. There were no changes 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

1. Anti-Bullying Policy

Rationale

School is, and should be, a safe and happy place for the education of our children. Each child has the fundamental right to be a part of the physical, academic and social development that takes place within the school. A child's school life will be influenced by others, and it is our aim to promote positive peer interaction through constructive teaching strategies.

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 within our school in both divisions. Teachers are aware that there are some social behaviour situations which need to be monitored immediately so as 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 interaction 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.



2. 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 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 detailed procedures will be amended from time to time to take into account amendments to 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.



3. Discipline

Rationale

The Sydney Japanese International School perceives discipline as an integral part of 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 document.

This document aims to provide a consistent code of appropriate conduct that guides the school community (parents, students, staff) on the most effective methods of student management. The policy aims to deal with the self-esteem, self-discipline and individual pupil development, all of which affect the areas of classroom management and discipline.

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 institution.

The details is set out in the Student Welfare – Discipline Policy on the school's website, school server and Staff Handbook.



4. 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 caring environment for its students and staff
- To improve the services and education provided for the school community

Aim

The policy sets out to identify the procedures each community group may undertake to inform and express complaints and grievances to school management. All members of the community must adhere to the code of conduct which guides all behaviours within the school and therefore must measure their expressions accordingly.

The policy has in place processes for dealing with complaints and grievances raised by students, teachers, staff and/or parents. These processes will incorporate, 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.



Other supporting policies are available from the school for:

- Sun Protection
- Student Support Services
- Premises and Facilities
- Nut Free
- Medications
- Leave of Absence
- Homework
- Exemption from Attendance
- Absentees
- Safety and Maintenance
- Marketing

Priority areas for improvement and school initiatives



The Sydney Japanese International School has planned priority areas for improvement. With anticipated growth in enrolments, we have selected improvement in the areas of facilities, communication and marketing strategies, professional development and teaching programs.

Facilities

In 2016, there were a range of improvements made to the facilities including a new shade sail for the playground, new desks for the computer room, and new air conditioning and heating systems for all classrooms.

For 2017, more will be done to improve the general school facilities, with plans to renovate the foyer area and relocate the tuck shop and uniform shop. The Audio Visual room will be converted to a multipurpose classroom space.

Marketing

In the past year the Marketing/ Enrolments team has delivered an increase in the number of marketing events staged both on campus or offsite. This has provided multiple opportunities for prospective families to hear about the benefits of choosing an SJIS education. By staging monthly events we have already seen an increase in the number of registrations that will stretch enrolments in Kindergarten 2017 to 2020 and beyond.

In 2016, renewal of the school's branding was an emphasis. The school logo was redesigned and all school branding was changed to reflect this.

The Kakehashi newsletter will be reformatted and updated. It will include the new school logo, school colours and motto as well as photos, 'teacher features' and school highlights. This Kakehashi will no doubt increase readership by parents, students, teachers and prospective families.



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Professional Development

With an increasing focus on school improvement and the professional teaching standards, teacher accreditation will be a focus area in 2017. Orientation will be provided to existing teachers prior to the 2018 implementation of accreditation requirements for all teachers (ETAMS).

Teaching Programs

A new learning support program was implemented in 2016, with the Learning Support teacher focusing on small groups utilising the MultiLit program. Many students, particularly those from a non-English speaking background, have made significant progress in their rates of Literacy through this intensive program. Other students have also benefitted in their participation in the Reading Tutor Program. These programs will continue in 2017 and beyond.





Dimensions

Sydney Japanese International School promotes values education in the following areas:

Cultural Awareness – celebrating diversity in our school and community

Inter-school Programs – combining with local schools for events

Cultural Exchange – corresponding with and visiting other schools

Student Welfare – reflecting our school vision, mission and values

Human Rights – respecting the rights of all humans and developing morals and ethics

Community Partnerships – developing citizenship and working with local organisations

Leadership – building respect and taking responsibility

Curriculum – exploring values across learning areas and teaching our school values

Peer Support – students supporting other students in developing self-esteem and belonging

Actions

SJIS values the importance of respect and responsibility amongst its students, staff and parents. This is demonstrated by:

- Recognising students as active citizens and community members with a range of rights and responsibilities
- Encouraging responsibility and recognising the need for considered judgement and actions based on ethical considerations
- Encouraging students to have a positive sense of self-worth and self-awareness, and optimism about their lives and future
- Encouraging respect for others and an acceptance of students' right to hold different views, opinions and beliefs
- Providing opportunities for students to explore, reflect on and further develop their personal values

Measures

Specific measures taken to develop and sustain respect and responsibility at SJIS are:

- PDHPE programs and lessons
- Ongoing class discussions
- You Can Do It! Wellbeing program and awards
- Class groupings
- 'Mixed lessons' with International and Japanese Divisions in PE, Music and Visual Arts
- Class assembly items
- Principal's and Deputy Principal's messages and assemblies
- School captains' and students' voices in assemblies and ceremonies
- Interschool Sports Day and debating
- Bus buddies





At Sydney Japanese International School, we encourage and welcome our communities' feedback and interaction.

Parents interact with the school in many and various ways. Most notably, parents volunteer for the Parents and Teachers Association (PTA) which comprises three committees – the Steering Committee, the Bus Committee and the International PTA Committee with Class Representatives from every class. Additionally, parents are able to express their satisfaction with the school in questionnaires, parent teacher interviews as well as emails and telephone calls to staff members. They also have opportunities to be involved in the school at the annual fair and by attending the annual class information sessions, observation lessons, Sports Day, School Concert, Japanese Language Festival, school ceremonies, performances and carnivals.

Student satisfaction is measured by their evaluations, reports and reflections following learning activities, school events and special performances. Students are encouraged to speak to their teachers, Deputy Principal and playground duty teachers with their concerns, questions and feedback.

For teachers, regular meetings facilitate the sharing of information. These include the daily morning meetings, weekly faculty meetings and inclusion in committees. The school organisation requires teacher involvement and feedback in many committees, including Events, Curriculum, School General Affairs, General Affairs, Public Relations, Life, Professional Learning, Daily Life, Health and Safety and Bus.

Specific descriptions of teacher satisfaction are recorded in the annual School Evaluation survey. In general, they provide constructive and detailed feedback about program evaluations, student progress, enrolments, facilities, resources, security, marketing, school publications, excursions, timetabling, information and communication technology, professional learning, school systems and class groups. For each of these items, solutions were proposed by teachers and measures planned for change.

Summary of financial information

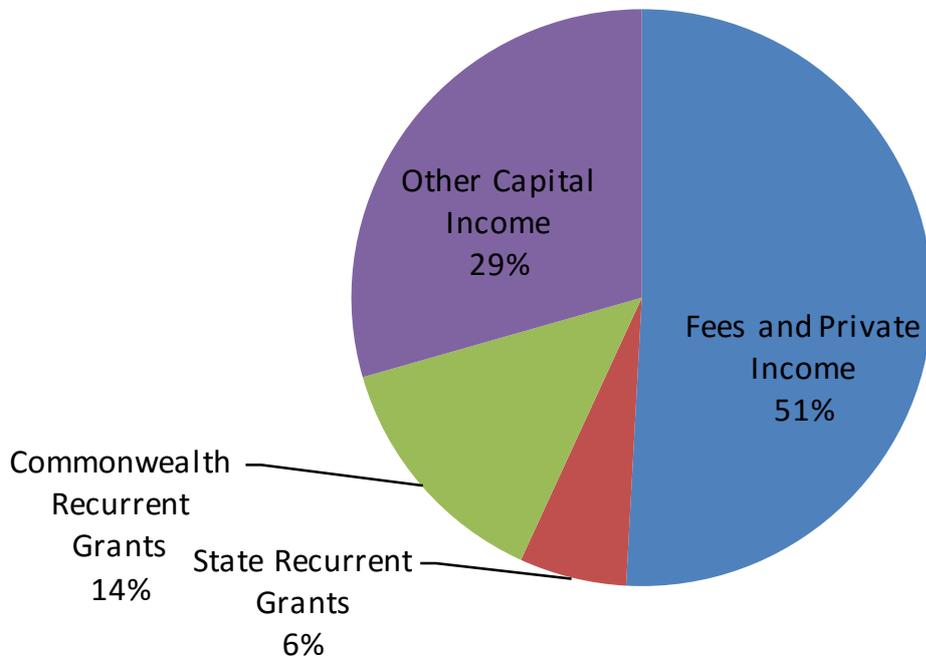


Nurturing Excellence

1 CAPITAL INCOME

Item	%	Amount
Fees and Private Income	51%	2,309,806
State Recurrent Grants	6%	271,350
Commonwealth Recurrent Grants	14%	622,911
Other Capital Income (incl Building Fund)	29%	1,337,309
Total	100%	4,541,376

FY2016 CAPITAL INCOME

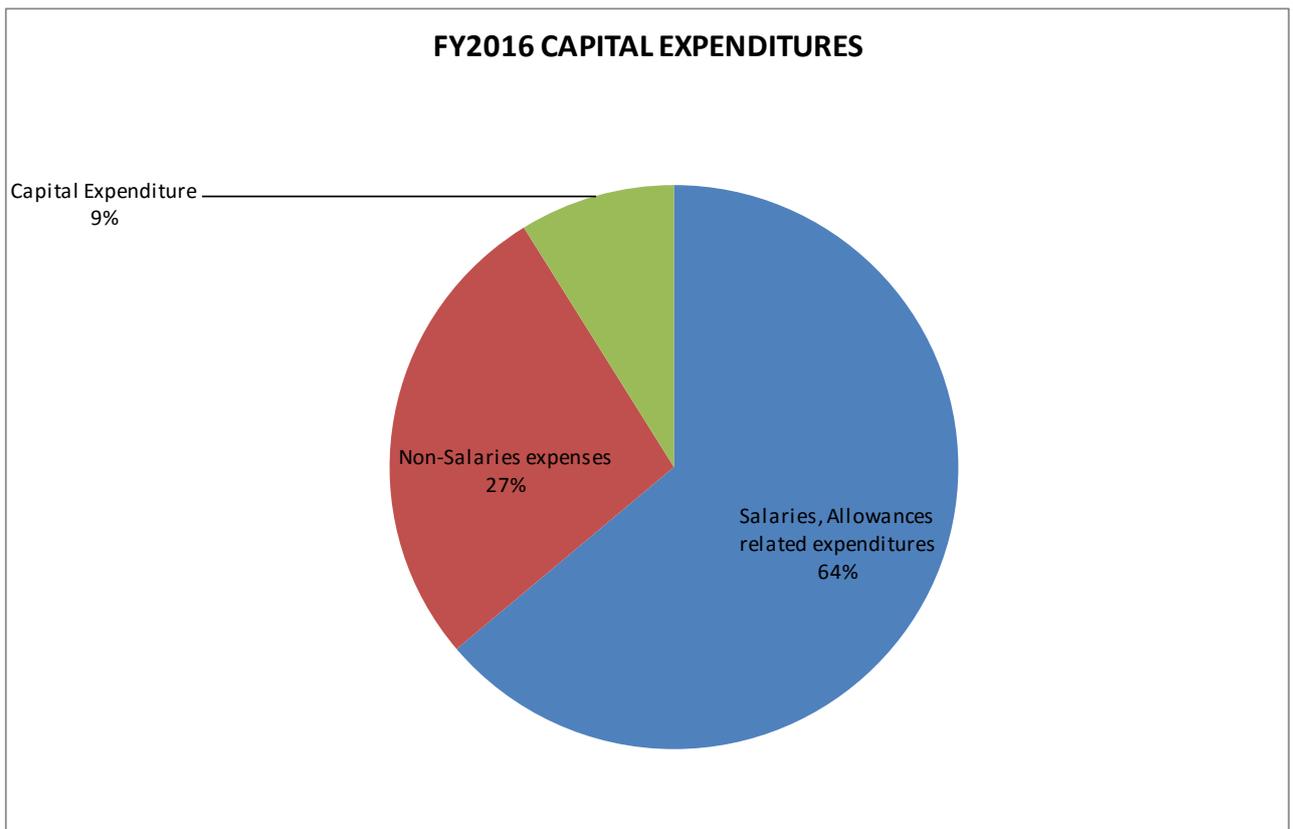


Summary of financial information



2 CAPITAL EXPENDITURES

Item	%	Amount
Salaries, Allowances related expenditures	64%	2,993,662
Non-Salaries expenses	27%	1,280,339
Capital Expenditure	9%	415,042
Total	100%	4,689,043



Publication requirements



The 2016 Annual Report was published by 30 June 2017 and has been made available to the New South Wales Education Standards Authority.

The report is available to the public at www.sjis.nsw.edu.au



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