



SYDNEY JAPANESE
INTERNATIONAL
SCHOOL

2017

ANNUAL REPORT





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Theme 1: A message from key school bodies

A message from the Principal

This has been a notable year at Sydney Japanese International School. There was an increasing focus on the success and growth of the International Division. The teaching staff was 15 head strong and lead by the newly appointed Deputy Principal of the International Division, Mrs Jodie Hoenig.

Mrs Hoenig has 24 years in education, with extensive leadership and teaching experiences across a broad range of independent schools and year groups. She has numerous undergraduate and post-graduate university qualifications which make her well-suited to the position at Sydney Japanese International School (SJIS). Her leadership responsibilities at the School have been focused on ensuring quality teaching and learning for students, leading teacher professional development, resourcing strategically and building relationships with the whole school community.

Working with the K-6 teachers, Mrs Hoenig's first task was the application for registration and accreditation of the School. The New South Wales Education Standards Authority (NESA) scrupulously inspected the programs, policies and the school campus and granted the maximum 5 year registration until 2022. The endorsement by NESA acknowledged the expertise and professionalism of all the teaching and administrative staff in the International Division. I am grateful to the teachers for their commitment to nurturing excellence at SJIS. My gratitude extends to all the staff, students, PTA and parents who ensured the safety, wellbeing and academic strength for all students in our bilingual school this year.

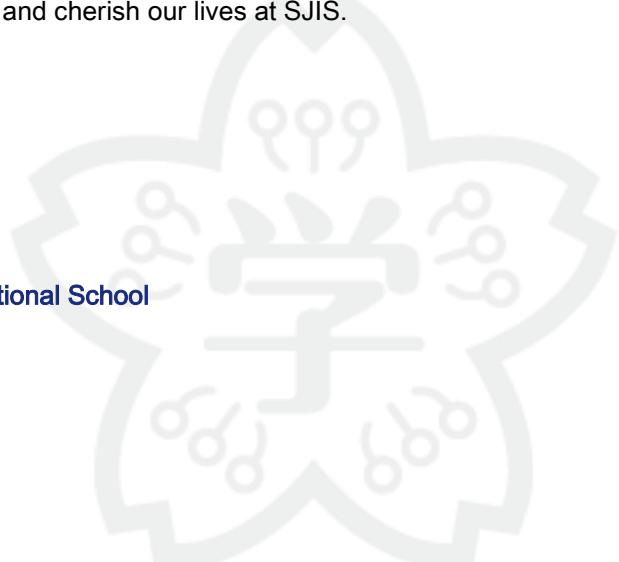
May the next five years see the school grow and flourish, our bonds strengthen and our students continue to succeed. Let's be encouraged to greet one another respectfully and cherish our lives at SJIS.



Mr Masamichi Miura

Principal

Sydney Japanese International School





Nurturing Excellence

A message from the Deputy Principal

It has been such a privilege to be appointed to Sydney Japanese International School as Deputy Principal of the International Division. From the outset, the unique and inspiring qualities of the school were immediately evident. Foremost was the harmonious environment in which the students and teachers seamlessly integrate two cultures and two languages into daily life. The school's 48 year history is reflected in the respect and high regard it shows for the education and care of its students and for the appreciation of others. The teachers embrace the school's heritage and multiculturalism, as they teach the New South Wales syllabuses in all Key Learning Areas.

The school's merits were accentuated as the year unfolded. The International Division was especially recognised for its curriculum and awarded the maximum period of registration granted by the New South Wales Education Standards Authority. This was mirrored by the students' overall success in external assessments and competitions. The Year 3 and Year 5 cohorts performed substantially higher than State Schools in NAPLAN. The Stage 3 debating team won the inter-schools competition and individual students were recognised for their high achievements in the NATA Young Scientists of the Year Award, ICAS assessments, Maths Olympiad and soccer tournament.



The year was marked by one special event after another. The stand out highlights were the Sports Day, the Japanese Language Festival, the Fun Fair, the Cross Country Carnival, the School Concert, the Year Six Farewell and the Graduation Ceremony. The festivity, team work, planning, pride and shear fun brought all these occasions to life. There were also numerous incursions and excursions that enhanced the students' enjoyment of learning and extended their school experiences. These were the Road Safety incursion K-3; dance program; ceramics program; author visit by Suzanne Gervay; Stage 3 overnight excursion to Vision Valley; Channel Seven Sunrise appearance and special performances each term.

We were also honoured to attract many internationally acclaimed guests to our school. SJIS welcomed Japanese Astronaut Mr Soichi Noguchi, JAL engineers, pilots and ground crew and Japan AFL Samurai players. The community also showed its support for other organisations with successful charity events for; Surfrider, Room to Read, Fred Hollows Foundation and The Salvation Army.

It's been a wonderful year thanks to the talent and effort of our dedicated staff, students, PTA and parents and the support of the school board. Let's not forget, though, how extraordinary every day has been at SJIS in 2017!

Mrs Jodie Hoenig

Deputy Principal International Division

Sydney Japanese International School





A message from the PTA

The PTA derives its name from Parents and Teachers Association which is generally in every school in Japan. People involved in education, such as guardians and teachers, join the PTA and the association aims to provide beneficial activities for the school and all of the school children.

The PTA in SJIS has the Steering Committee. The committee members conduct periodical steering committee meetings which play an active role in promoting a better educational environment for our children.

The PTA conducted several volunteer activities for the school in 2017, such as library book covering, school disco coordination and tea towel & eco bag fund raising. The biggest activity was the “Fun Fair” in October, which was a fun fundraising event for children featuring Japanese style festivities. The PTA office bearers and their reinforcements coordinated various activities in this festival such as the Japanese tea ceremony and Ikebana workshop as well as the individual stalls. It was a very successful fundraising event but its contribution to the children’s fun and creation of unforgettable memories was even bigger.

I am very proud that I have worked for the PTA in SJIS as a president. SJIS has a mix of cultures and a variety of life styles more than any other school in Australia or in Japan. With this diversity, our PTA has served well to form bridges between the school, parents and guardians in SJIS. It is a successful example of the fusion of Japanese and Australian cultures.



Toru Koizumi

President of SJIS PTA



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



School contextual information

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 (NESA), 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.

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.



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 for students from Years One to Junior High School. Forty three percent of enrolments are in this Division.

The population of the International Division is 123 students. The gender split is 54% boys and 46% girls. Approximately 27% of these students come from a household where both parents are Japanese, another 19% have no Japanese background, and 54% of the students have one parent or grandparent from Japanese backgrounds.

Class Sizes 2017

Class	Boys	Girls	Total
Kindy K	11	5	16
Kindy W	11	4	15
Year 1	14	5	19
Year 2	9	13	22
Year 3	6	6	12
Year 4	9	7	16
Year 5	3	8	11
Year 6	4	8	12
Total	67	56	123



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Senior school destinations

The graduating Year Six students of 2017 went on to study at the following high schools:

- Sydney Japanese International School
- Mater Maria
- Wenona School
- St Andrew's Cathedral School
- Balgowlah Boys
- Roseville College
- Killara High School
- NBSC Manly Selective Campus
- Cammeray Girls High School
- Willoughby Girls High School



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



National Assessment Program - Literacy and Numeracy (NAPLAN) summary 2017

Students are tested in reading, writing, spelling, grammar and punctuation & numeracy in Years 3 and 5. In every group, and in every testing area, the Sydney Japanese International School (SJIS) was above or substantially above all Australian schools.

A brief summary of the 2017 results for each cohort is provided below, 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. They included 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	71%	51%	69%	40%
Writing	94%	53%	23%	18%
Spelling	88%	53%	54%	38%
Grammar & Punctuation	94%	62%	69%	36%
Numeracy	100%	43%	54%	33%

Sydney Japanese International School's NAPLAN results are considerably higher than State Schools in all areas of literacy and numeracy. The trend for students in Years 3 and 5 from 2012 to 2017 is predominantly upward, reflecting ongoing School growth in literacy and numeracy.

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

Student outcomes in Japanese Assessment of Language Competence tests



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 2017, 25 SJIS students from Y4-6 participated in this assessment, and once again, outstanding results were achieved at all levels. At the beginning of this year students undertook online tests. The new level, *Primary* was added. In all there are four levels.

	High Distinction	Distinction	Credit	Participation
Primary				
SJIS	50%	50%	0%	0%
Certificate 1- Listening				
SJIS	100%	0%	0%	0%
Certificate 1 - Reading				
SJIS	0%	100%	0%	0%
Certificate 2 - Listening				
SJIS	75%	12.5%	12.5%	0%
Certificate 2 - Reading				
SJIS	75%	25%	0%	0%
Certificate 3 - Listening				
SJIS	50%	12.5%	37.5%	0%
Certificate 3 - Reading				
SJIS	25%	12.5%	62.5%	0%

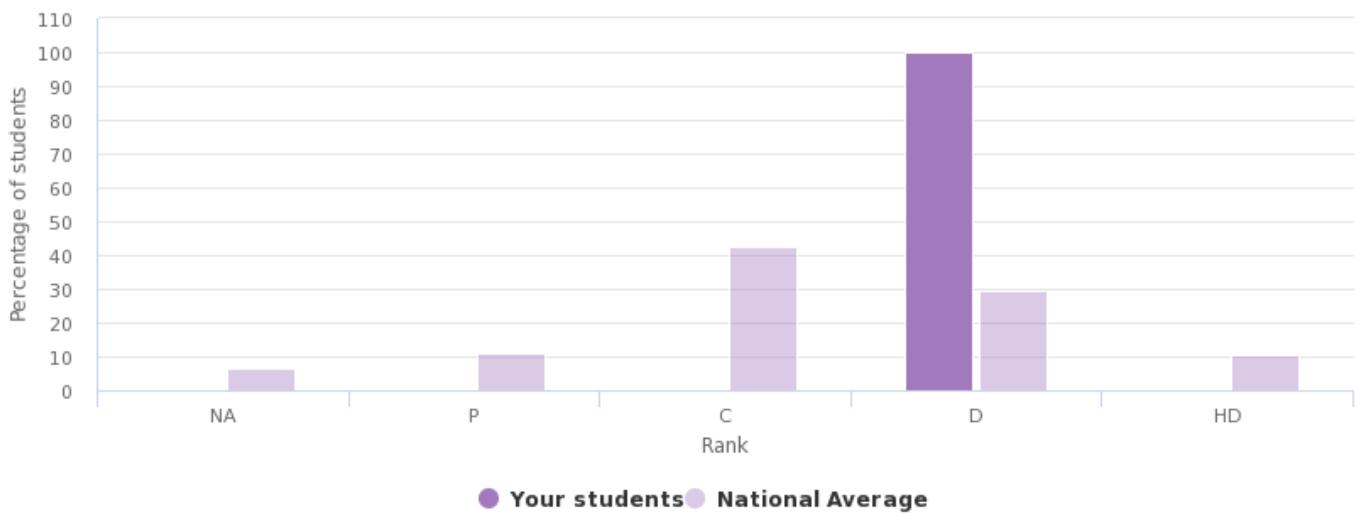
ALC 2017 Results



ACER

ALC 2017 / Group Report / Japanese Certificate 1 - Rank Distribution Reading

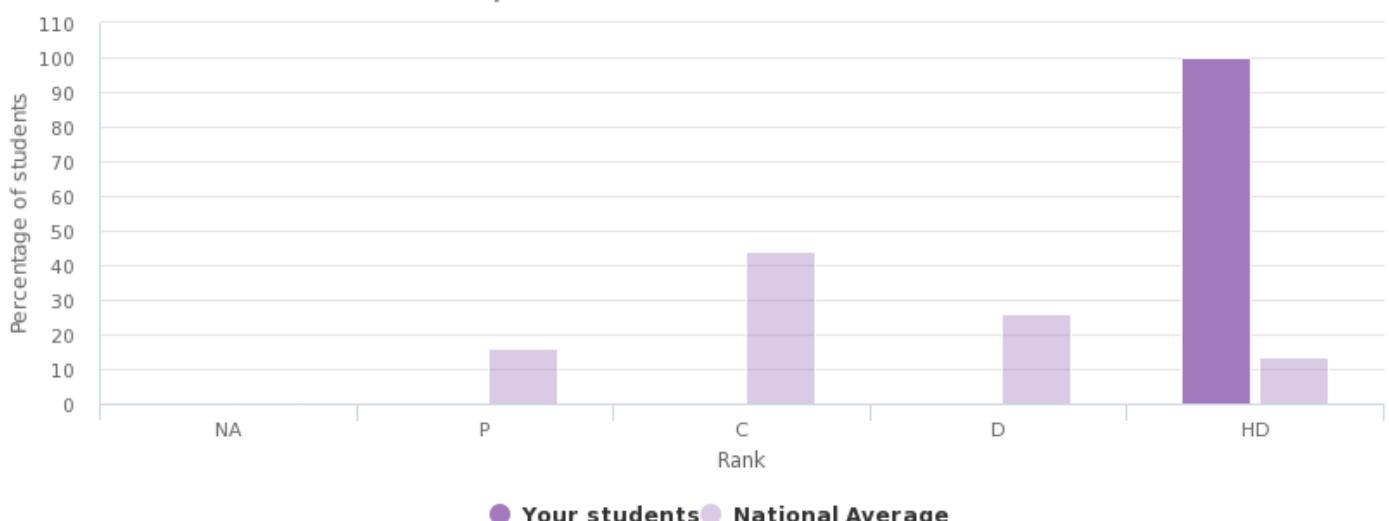
for students with year level Year 4 between 12-04-2017 and 12-04-2018



ACER

ALC 2017 / Group Report / Japanese Certificate 1 - Rank Distribution Listening

for students with year level Year 4 between 12-04-2017 and 12-04-2018



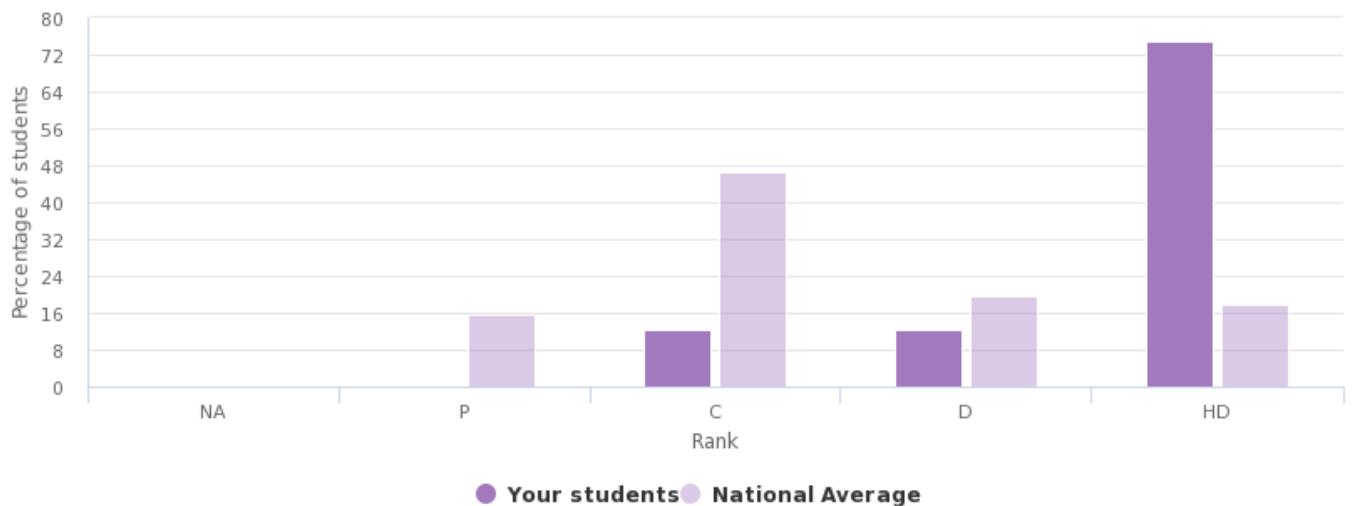


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ALC 2017 / Group Report / Japanese Certificate 2 - Rank Distribution Listening

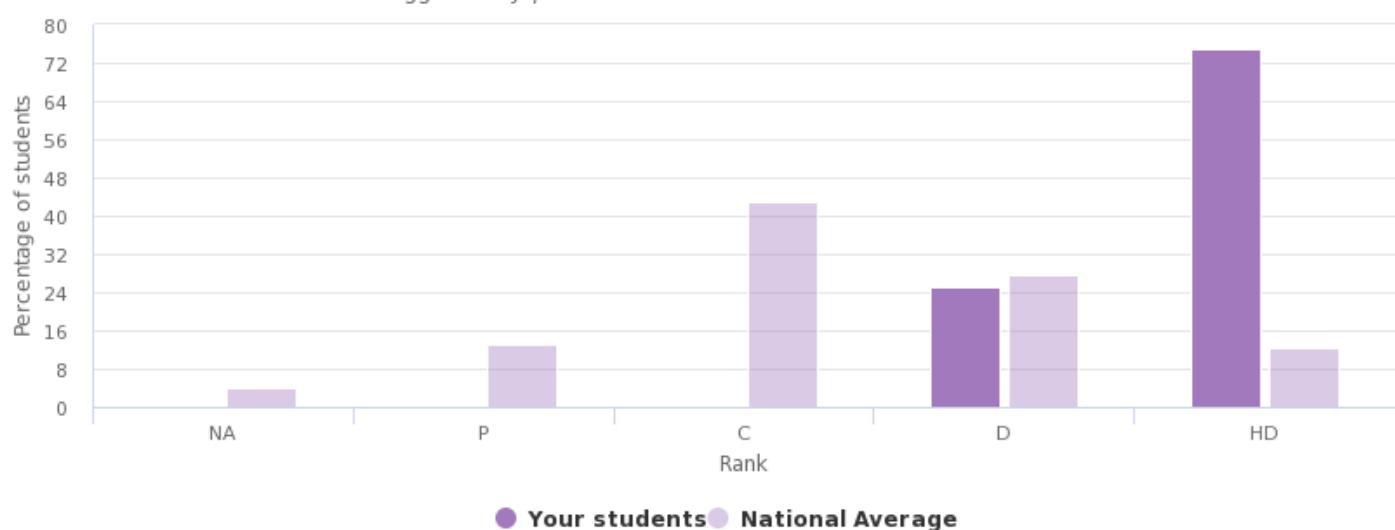
for students tagged with *Japanese Certificate 2* between 12-04-2017 and 12-04-2018



ACER

ALC 2017 / Group Report / Japanese Certificate 2 - Rank Distribution Reading

for students tagged with *Japanese Certificate 2* between 12-04-2017 and 12-04-2018

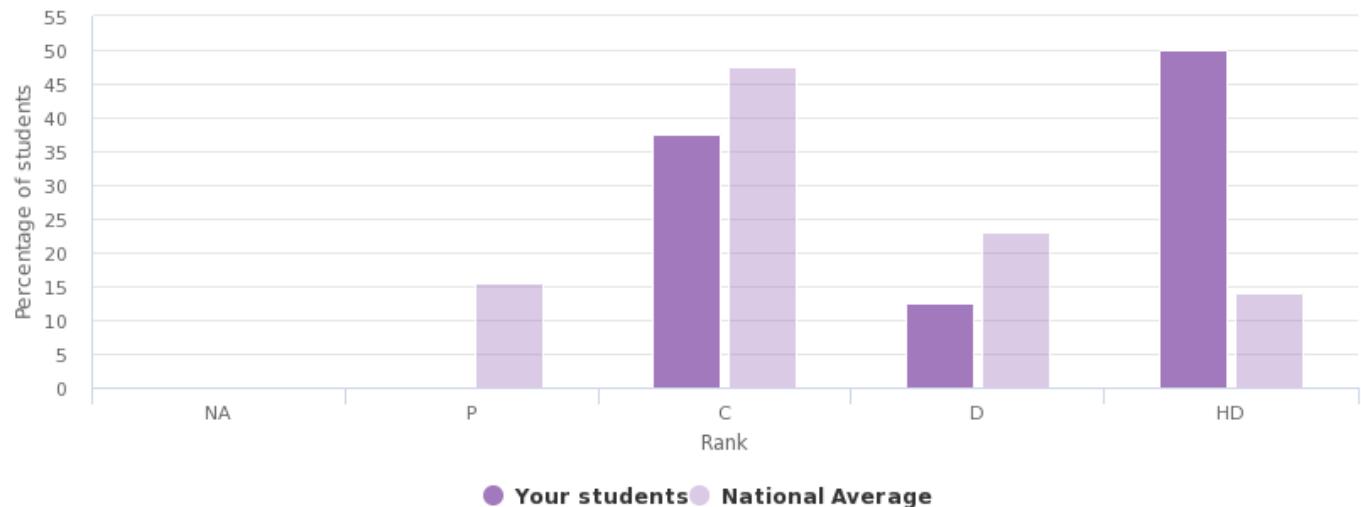




ACER

ALC 2017 / Group Report / Japanese Certificate 3 - Rank Distribution Listening

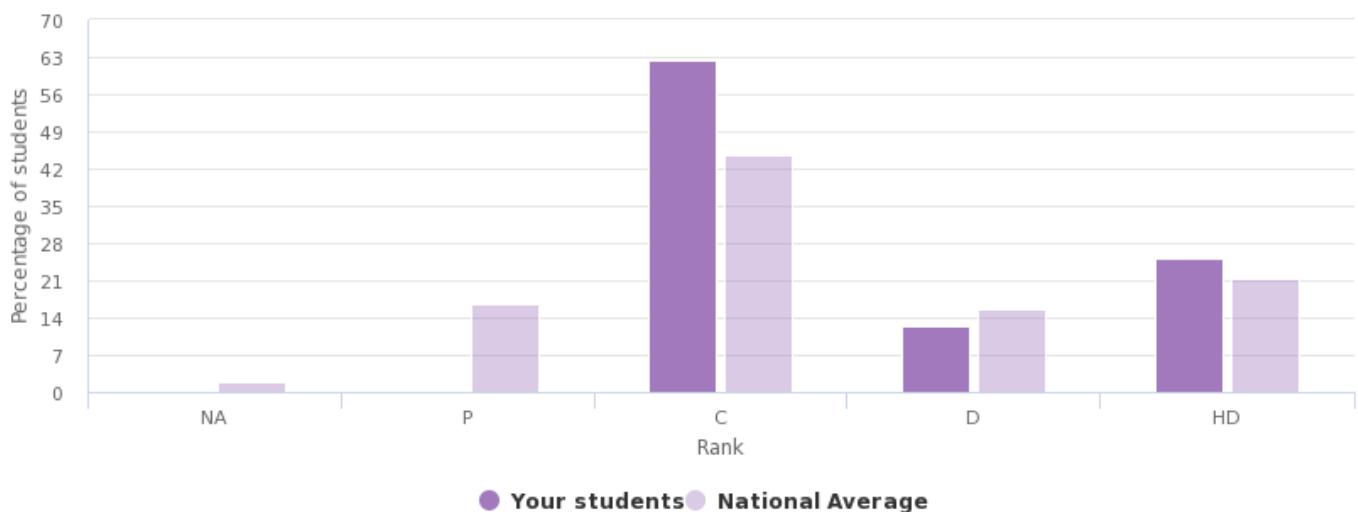
for students tagged with *Japanese Certificate 3* between 12-04-2017 and 12-04-2018



ACER

ALC 2017 / Group Report / Japanese Certificate 3 - Rank Distribution Reading

for students tagged with *Japanese Certificate 3* between 12-04-2017 and 12-04-2018



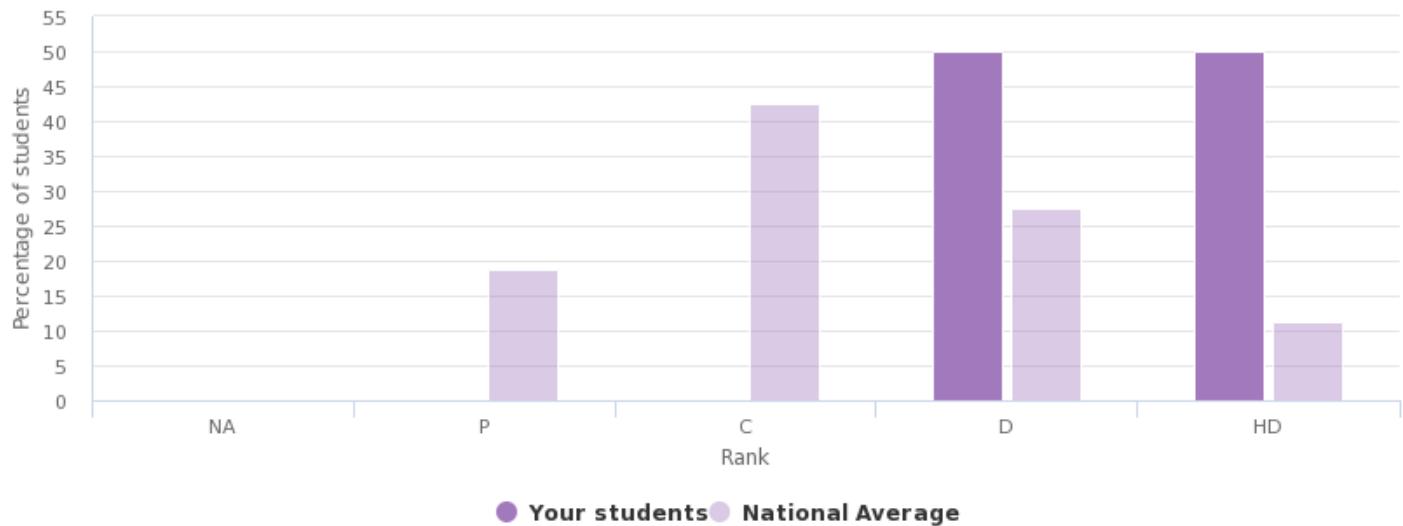


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ACER

ALC 2017 / Group Report / Japanese Primary - Rank Distribution

for students with year level Year 4, and tagged with *Japanese Primary*, between 12-04-2017 and 12-04-2018





Theme 4: Teacher professional learning, accreditation and qualifications



Professional Learning

The International Division teachers and English as a Foreign Language (EFL) teachers focused their professional learning on Supporting English as an Additional Language/Dialect (EAL/D) in the mainstream classroom. All teaching staff participated in this AISNSW workshop to understand the diversity of students in their classes and how to most effectively assess and educate them.

The School administrative and teaching staff 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 2017:

Description of the Professional Activity	Number of staff participating
Japanese – school observations of language lessons; Japanese Education Symposium; AIS Languages Conference; Differentiating the Japanese classroom & unpacking the new K-10 syllabus; Raising Children Bilingual; Bilingual and bicultural education in Sydney; Content and Language Integrated Learning in the K-6 classroom	4
ICT – AIS Digistem Conference & Microsoft Excel for Educators	2
English – Teaching Writing K-6; Lighting the Literacy Fire; Seven Steps to Writing Success	3
Music – NSW Orff Conference; school musical observation	1
Teacher Accreditation	1
Special Education – Managing ADHD in the Classroom ; MacqLit	1
Visual Arts – Beginners clay workshop	1



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Teacher Accreditation

Level of Accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	10
Conditional	0
Provisional	0
Proficient Teacher	9
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers (NB: not including the Japanese Division)	19

Teacher Qualifications

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 higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.....18
- 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

Theme 5: Workforce composition



Teaching staff	33
Full time equivalent teaching staff	28.02
Non-teaching staff	13
Full time equivalent non-teaching staff	9.23

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





Theme 6: Student attendance

Attendance Rates

Class	%	Class	%
Kindergarten	94.6	Year 4	94.8
Year 1	92.8	Year 5	95.8
Year 2	91.2	Year 6	93.2
Year 3	90.5	Whole School	93.3%

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 8:30-9:00.
2. If a child is absent from school, a parent or carer is expected to telephone the office between 8:30 and 9:45am or email.
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).

Theme 7: Enrolment policies



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



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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 an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the 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



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

- the Prospectus
- 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@sjis.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

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 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.



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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 complaints 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 or the Principal. Parents may express concerns directly to the School in person, in writing, 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 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.



Other supporting policies are available from the school for:

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

Theme 9: School determined priority areas for improvement



The Sydney Japanese International School has planned priority areas for improvement. We have selected improvement in the areas of facilities, security, communication and marketing strategies, professional development as well as teaching and learning programs.

Facilities, Infrastructure and Security

In 2017, there were a range of improvements made to the facilities including a new Reception area, a uniform shop and visitor toilets. Most of the old desks and chairs were replaced in the classrooms.

Fibre-optic cabling was installed to the premises to achieve an internet speed of 100 mbps, along with a Wi-Fi network, in preparation for the introduction of Chromebooks in Stage Three classrooms in 2018.

Additional motion sensors were installed in all class rooms to monitor suspicious activity. A security tag system was also introduced for entry into the Administration building.

In 2018, the biggest budget over the last 20 years has been allocated for further facility upgrades. These include relocation of the Tuck shop and Japanese room; much needed renovation and re-purposing of the AV room and landscaping. In addition, work will commence on new fencing, driveway and car park improvements

Communication and Marketing

In the past year the Marketing/ Enrolments team has delivered an increase in the number of Marketing initiatives, particularly in the area of Digital Marketing. The numerous Open Days held throughout the year in the week and on the weekend, has provided multiple opportunities for prospective families to hear about 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 enrolments in Kindergarten 2018 to 2020 and beyond.

In 2017, the School continued expanding in the area of digital and social media marketing. In 2017 the preparation for the launch of a new website was the focus, coupled with undertaking Facebook, AdWords and print campaigns. The school had editorial opportunities in both Japanese and English print media and continues to expand its presence out into the local community offering opportunities for those families outside of the school to participate in school events such as Sports Day and language festivals.



NESA Registration

The school's priority was compliance with the New South Wales Education Standards Authority (NESA) requirements for registration. This provided the opportunity to develop our programs according to the NSW syllabus. We made significant changes to our educational programming in all Key Learning Areas to reflect quality teaching, assessment and academic reporting practices at the school. As a result, the International was successfully granted registration under Part 7 of the Education Act 1990 for Kindergarten to Year 6 for the maximum five year period until 31 December 2022 . Similarly, the Japanese Division was granted registration as a school of a prescribed kind for foreign national for children of foreign nationals to 31 December 2022.

The NESA inspection of our school affirmed the high quality and the commitment of the School leadership and teachers. It showcased their strengths in programming, teaching, collaboration, persistence and respect for the School and one another. The teachers' expertise and professionalism were recognised by the governing authority (NESA) and celebrated by the school and our affiliates (AIS).

The high quality of the teachers adds considerable value to an SJIS International Division education. The teachers are committed to nurturing every child to reach their potential in all areas – academic, cultural, language, extra-curricular and social. They are proactive and work in partnership with School leadership, colleagues and parents to achieve strong outcomes.

Professional Development

In 2017, teacher professional development was prioritised to continually develop their expertise. Weekly International Division meetings were scheduled as well as a School Development Day. The focuses were on supporting all students to learn in the mainstream classroom, particularly students with English as an Additional Language or Dialect. Information was gleaned about students' abilities and needs from the analysis of external and internal assessments, including NAPLAN and our annual School Evaluation. Exploring issues, as well as the maintenance of teacher accreditation and the integration of digital technologies, will be explored in depth through 5 School Development days in 2018.

Theme 10: Initiatives promoting respect and responsibility



Sydney Japanese International School is founded on a set of seven core values, which form our Code of Conduct. Respect and responsibility are fundamental to these beliefs and are promoted amongst our students, staff and parents.

Our Seven Core 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. Be punctual and wear the school uniform proudly.

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

Generosity: Be generous and giving to others.

Perseverance: Try your best in all endeavours.

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 your environment.

At the heart of our school is the importance of cross-cultural understanding, collaboration and learning. Students come to Sydney Japanese International School from different countries, reflecting their diverse backgrounds, cultures, religions and more. Ingrained in our school is acceptance and appreciation of one another's nationalities, beliefs, perspectives and languages.



Nurturing Excellence

Sydney Japanese International School is a nurturing environment that encourages a strong moral attitude, parent partnerships and genuine care for students. Specific measures taken to develop and sustain respect and responsibility at Sydney Japanese International School are:

- Personal Development Health and Physical Education programs and lessons
- You Can Do It! Wellbeing program and awards for Getting Along, Confidence, Resilience, Persistence and Organisation
- ‘Mixed lessons’ with International and Japanese Divisions in Physical Education, Music and Visual Arts
- Principal’s and Deputy Principal’s newsletters (Kakehashi & Terrey Hills), reports to staff and PTA meetings, messages to students in ceremonies and assemblies
- School captains’ and students’ presentations in assemblies and ceremonies
- Interschool Sports Day, Soccer Tournament, Special Performances and debating
- Charity assemblies and events to raise awareness, understanding, advocacy and action for national and international organisations
- Bus buddies

Through these actions Sydney Japanese International School recognises students as active citizens and community members with a range of rights and responsibilities. We encourage students to be responsible, respectful and have a positive sense of self-worth. We create opportunities for students to explore, reflect on and develop their personal values and wellbeing.



Theme 11: Parent, student and teacher satisfaction



At Sydney Japanese International School, we encourage and welcome our communities' feedback and involvement in school events.

Parents interact with the school in many and various ways. Most notably, parents join the Parents and Teachers Association (PTA) which comprises three committees – the Steering Committee, the Bus Committee and the International PTA Committee which includes Class Representatives from every class. These committees have regular meetings with the Deputy Principal, Principal and General Manager. The PTA Vice President sets the agenda, in collaboration with the Deputy Principal, and meeting minutes are emailed to all families and teachers in the International Division. Additionally, parents are able to express their satisfaction with the school in questionnaires, parent teacher interviews, 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, carnivals and weekly assembly.

Student satisfaction of learning activities, school events and special performances is gathered throughout the year. This takes the form of planned and impromptu group and individual discussions and written feedback. Student satisfaction is often reflected in their effort and progress in Key Learning Areas and actions in the classroom and playground. These are particularly evident in individual's learning assessments and school behaviours. Records are kept by the teachers and reported to the Deputy Principal and students' parents. Students are encouraged to speak to their teachers, Deputy Principal and playground duty teachers with any concerns, questions and feedback.

For **teachers**, regular meetings are conducted to share information and provide feedback. These include the daily morning meetings, weekly faculty meetings, monthly whole school staff meetings and participation in specific committees. Teachers are also involved in a variety of committees, including Events, Curriculum, School General Affairs, General Affairs, Public Relations, Life, Professional Learning, Daily Life, Health and Safety and Bus. These groups review and revise school procedures and practices to organise upcoming events and school operations.

Additionally, teachers provide comprehensive feedback to a wide range of descriptors in the annual School Evaluation Survey. In general, constructive feedback was given 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.

Accordingly, measures of parent, student and teacher satisfaction were recorded by the level of community involvement and attendance at school events; surveys; retention of student enrolments; student attendance rates; staff retention rates; anecdotal feedback; written reflections; discipline records and academic assessments. School improvements and changes have been planned for 2018 in response to these measures of satisfaction. In 2017, these indicators demonstrated that parent, student and teacher satisfaction with the school is extremely positive.



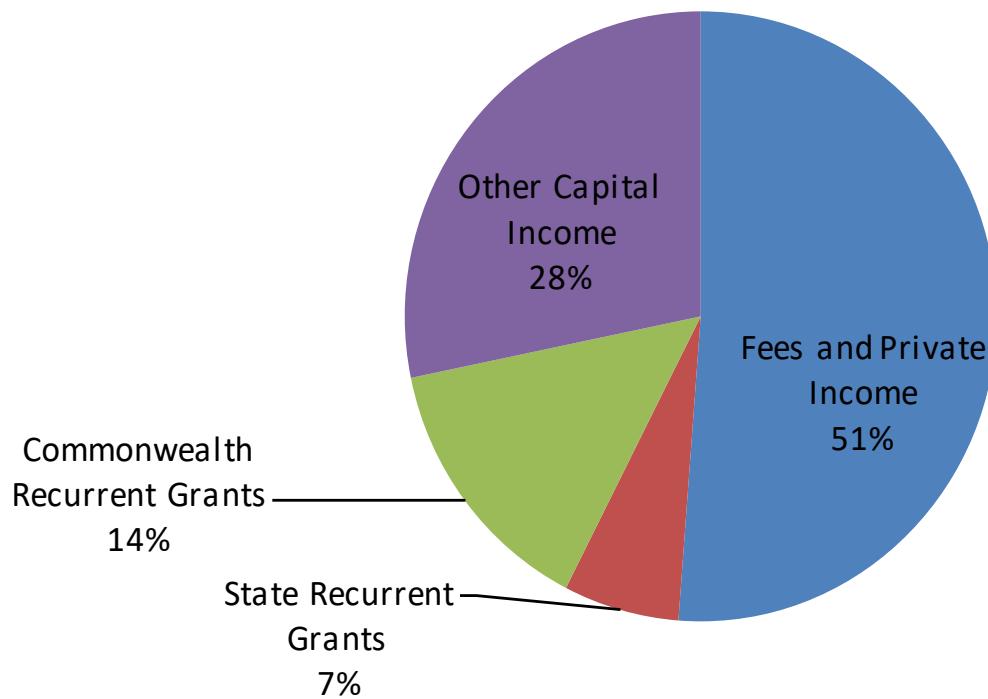
Theme 12: Summary of financial information



Capital Income

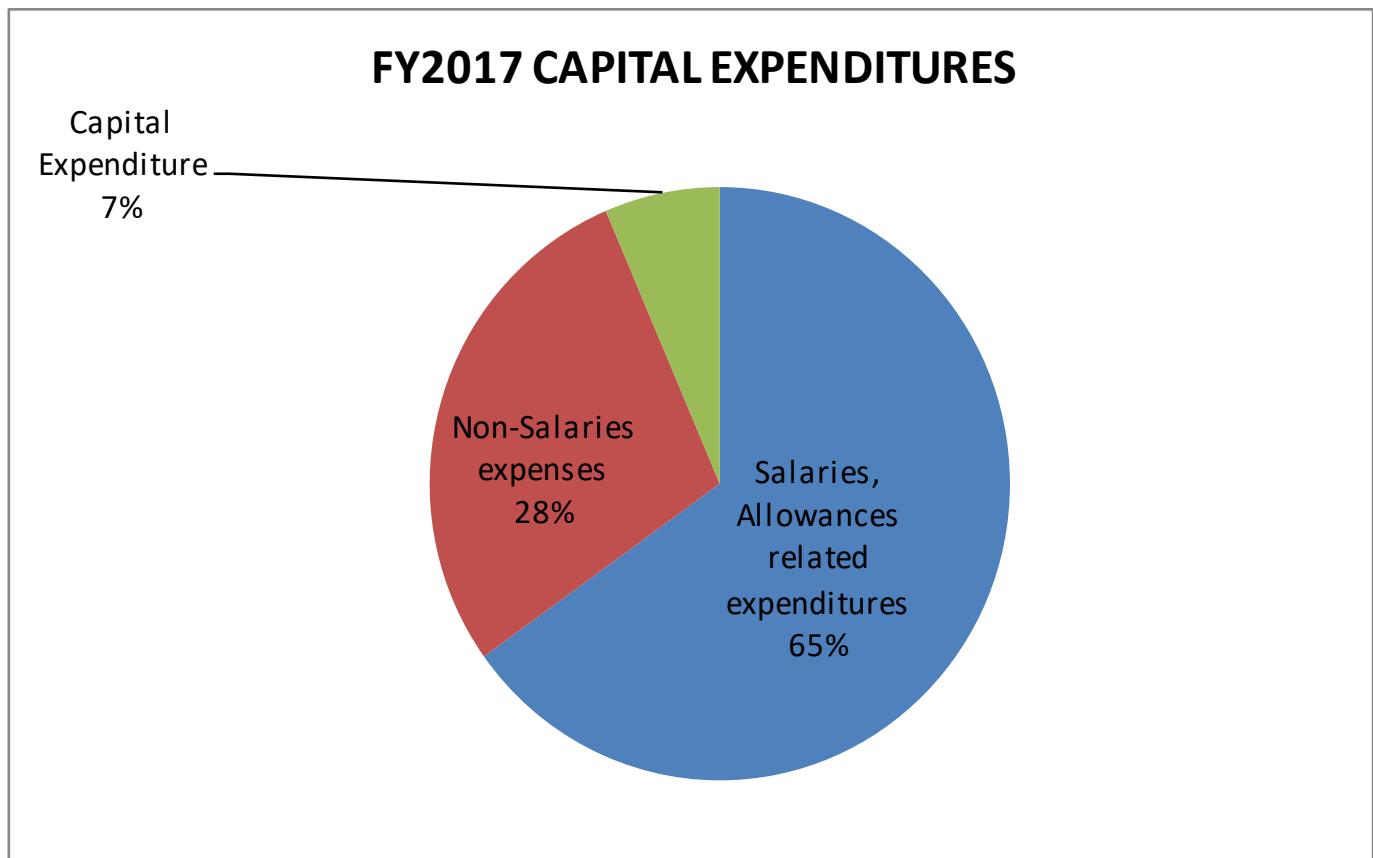
Item	%	Amount
Fees and Private Income	51%	2,555,543
State Recurrent Grants	7%	315,576
Commonwealth Recurrent Grants	14%	710,692
Other Capital Income (inc Building Fund)	28%	1,409,185
Total	100%	4,990,996

FY2017 CAPITAL INCOME



Capital Expenditure

Item	%	Amount
Salaries, Allowances related expenses	65%	3,236,918
Non-Salaries expenses	28%	1,415,335
Capital Expenditure	7%	319,518
Total	100%	4,971,771



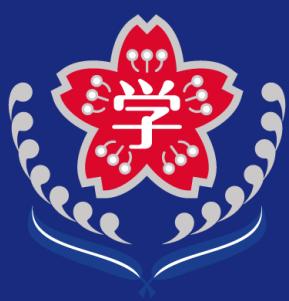


Theme 13: Publication requirements

The 2017 Annual Report was published by 30 June 2018 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





SYDNEY JAPANESE
INTERNATIONAL
SCHOOL