



SYDNEY JAPANESE
INTERNATIONAL
SCHOOL
シドニー日本人国際学校

2020 Annual Report





Nurturing Excellence

Table of Contents

Theme 1: A message from key school bodies	3
Theme 2: Contextual information about the school and characteristics of the student body	7
Theme 3: Student outcomes in standardised national literacy and numeracy testing.....	12
Student outcomes in Japanese Assessment of Languages Competence tests.....	14
Theme 4: Senior Secondary outcomes (not applicable)	
Theme 5: Teacher professional learning, accreditation and qualifications	16
Theme 6: Workforce composition.....	18
Theme 7: Student attendance and retention rates	19
Theme 8: Enrolment policies.....	21
Theme 9: Other school policies.....	24
Theme 10: School determined priority areas for improvement	29
Theme 11: Initiatives promoting respect and responsibility.....	32
Theme 12: Parent, student and teacher satisfaction.....	33
Theme 13: Summary financial information.....	35
Theme 14: Publication requirements.....	37

Theme 1: A message from key school bodies



Nurturing Excellence

A message from the Principal

Konnichiwa!

For more than half-a-century, the Sydney Japanese International School has made an important contribution to bilingual education in Australia.

Our aim is to inspire our students to be a *Kakehashi*, a strong bridge connecting communities and cultures, both locally and globally.

SJIS encourages students to learn about their own, as well as other countries, in order to deepen their understanding of their cultures and history. By doing so, they will learn open-mindedness and how to effectively communicate with others while respecting the thoughts and values of people of different backgrounds.

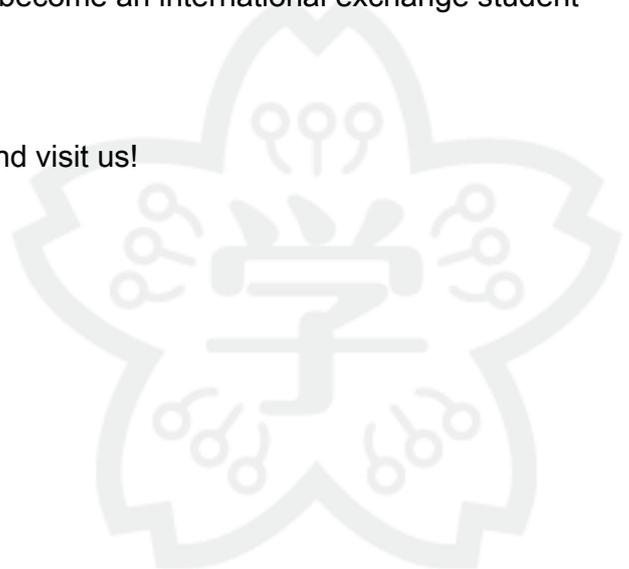
We have grown immensely since our humble beginnings in 1969 of just 33 students at a church site in Lindfield. Now, we boast two curriculums (the Japanese and NSW curriculums), under and 216 students on a 5.3 hectare campus. With further improvements underway we are confident we will continue to grow and prosper well into the future.

We believe at no other school in Australia can children become an international exchange student without leaving their classroom.

We invite you to come and visit us!



Shinya Ikawa
School Principal





Nurturing Excellence

A message from the Deputy Principal

2020 was a year that has tested everyone's resilience. We faced natural disasters at the start of the year with the Sydney bushfires, endless weeks of smoke haze that blanketed the school and then freak summer storms that left wide-spread damage around Terrey Hills. The students and staff were prepared for all the weather events that Sydney has to offer, with the school taking extra precautions when the weather was too hot or when the smoke haze was too dangerous for the students to attend school.

Just as we were getting back into the rhythm of school life, Covid-19 hit, with this being classified as a world-wide pandemic. Once again, students, staff and parents faced this challenge head on with great resilience. Closing the school to full-time teaching for a number of weeks and adopting the online learning platforms meant students could still access their favourite lessons through Zoom lessons and Google classroom activities. The students were thrilled to see their fellow classmates (and teachers) each day. We were all grateful that 2020 could offer us the technology that could assist us to keep our school open virtually. The support from parents during this difficult time was very much appreciated.

The success that students within the International Division have achieved this year, even during a global pandemic, has been an absolute thrill to see. Highlights have included:

- 3 Cross Country records broken during our annual Cross Country
- Y5-3 students organising and running lunchtime "SJIS' Got Talent" for all students from Kindergarten to Yr 9,
- Charity events including Jump Rope for Heart, Jelly Bean Guessing Competition, Crazy Hair Day, Smile2U Wishing Tree and Halloween Dress Up Day.
- 5 High Distinctions and 24 Distinctions awarded in ICAS Spelling, English, Science and Maths.
- Assessment of Languages Competence (ALC) awarded 9 High Distinctions and 16 Distinctions for Listening; 8 High Distinctions and 11 Distinctions for Reading for Years 4 to 6 students.
- Leadership seminar for Year 5-3 with over 10 students nominating themselves for School Captain 2021.
- Creative assemblies that included "A Day in the life of a Kindergarten student" video, Wombat Stew play, History and Geography work display and weekly merit and You Can Do It awards.
- Outstanding academic achievements in Spelling, Math, Vocabulary and Comprehension shown through the PAT assessments.
- Music lessons adapted so to follow Covid-safe protocols.
- Kindergarten Orientation and "Next Year's class" experience morning.
- Coding lessons throughout Term 3.
- Swimming lessons throughout Term 4.
- School garden producing some wonderful vegetables for students to take home.
- Anti-bullying assembly and poster design.
- Ceramics in Term 4.
- Year 6 Book Week Roadshow
 - Excursions (that were banned in Terms 2 and 3) were able to recommence in Term 4.
 - Japanese Language Festival and the English Language Festival.

And of course the annual Sports Day that once again highlighted the sportsmanship and encouragement that makes SJIS such a wonderful school.

It has been an honour to be a part of the educational journey of the students within the International Division and SJIS.



Simon van Dinter
Deputy Principal, International Division





Nurturing Excellence

A message from the PTA

Looking back over 2020, it goes without saying that due to the effects of COVID-19 the style of the usual PTA organized events needed to be changed to accommodate the new restrictions. Some events such as our Annual Sports Day and language festivals could still go ahead but without parents being on campus. To this, professional filming was organised for each of these events so parents could still feel part of campus activity.

The children were able to continue their school life during the lockdown period without any confusion or delay by utilising online resources such as Zoom accessed by school bought iPad's. I was very impressed how quickly the School responded with these online resources and in-home learning.

We also still continued with our PTA meetings throughout the year which were brought online. This ensured communication was kept open and ongoing.

Mr Ryota Maki

2020 President of SJIS PTA



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



Nurturing Excellence

Our Mission

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

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

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

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

Our Vision

Two curriculums, one school.

Our school seeks to inspire our students to become like *Kakehashi*; strong bridges connecting communities and cultures, locally and internationally, by virtue of their exceptional bilingual abilities and cross-cultural understanding.





Nurturing Excellence

Our Values

Courtesy

Act in a courteous manner towards others.

Honesty

Be truthful and sincere in all your relations with others.

Responsibility

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

Justice

Seek the fairest and most just way for all.

Generosity

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

Perseverance

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

Respect

Be respectful of others, yourself and your environment.





Nurturing Excellence

Characteristics of the student body

Sydney Japanese International School has two Divisions registered by the New South Wales Government. The International Division is for Kindergarten to Year Six. The Japanese Division is a school of a prescribed kind for foreign nationals or children of foreign nationals from Years One to Junior High School (Year 9).

Thirty nine percent of enrolments are in this Division.

In 2020 the population of the **International Division** was 131 students. The gender split was 48% boys and 52% girls. Approximately 34% of these students came from a household where both parents are Japanese, another 25% had no Japanese background, and 37% of the students have one parent or grandparent from Japanese backgrounds.

In 2020 the Population of the **Japanese Division** was 85 students. The gender split was 53% boys and 47% girls. 72% of students were children of expats from Japan and 28% had dual citizenship or held Australian permanent residency status.

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



Class Sizes 2020

Class	Boys	Girls	Total
Kindergarten Koala	8	5	13
Kindergarten Wallaby	6	6	12
Year 1- International	9	14	23
Year 1- Japanese	8	4	12
Year 2- International	9	10	19
Year 2- Japanese	8	4	12
Year 3- International	9	6	15
Year 3- Japanese	12	10	22
Year 4- International	10	8	18
Year 4- Japanese	2	4	6
Year 5- International	8	16	24
Year 5- Japanese	7	5	12
Year 6- International	4	6	10
Year 6- Japanese	3	3	6
Year 7- Japanese	3	3	6
Year 8- Japanese	1	2	3
Year 9- Japanese	2	1	3
Total	109	107	216



Nurturing Excellence

Senior school destinations

The graduating Year Six students of 2020 went on to study at the following high schools:

- Kuringah High School
- Barker College
- Willoughby Girls High School
- Riverside Girls High School
- Abbotsleigh
- Covenant Christian School
- Kellyville High School



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



Nurturing Excellence

National Assessment Program - Literacy and Numeracy (NAPLAN) summary 2020

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarized below and available on My School (<http://www.myschool.edu.au>).

National Assessment Program - Literacy and Numeracy (NAPLAN) summary 2019

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	460	455	473	503	473
Year 5	490	510	553	547	574
Year 7	-	-	-	-	-
Year 9	-	-	-	-	-

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	460	455	473	503	473
Year 5	490	510	553	547	574
Year 7	-	-	-	-	-
Year 9	-	-	-	-	-

NAPLAN participation for this school is 97%
 NAPLAN participation for all Australian students is 95%

From 2019, the method of determining which colour should be used to indicate a school's comparative performance changed. Previously, a school's performance was compared to that of up to 60 schools that had students with a similar background.

From 2019 on, the school's performance is compared to the performance of all students with a similar background across the country. This provides a fairer basis for comparison.

Interpreting the table

Selected school's average when compared to all Australian students

■ Well above

■ Above

Close to

■ Below

■ Well below

■ No comparison available



Student outcomes in Japanese Assessment of Language Competence tests



Nurturing Excellence

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 2020, 29 SJIS students from Years Four to Six participated in this assessment, and once again, outstanding results were achieved in all three levels.

	High Distinction	Distinction	Credit	Participation
Certificate 1- Listening				
SJIS	33%	44%	22%	0%
Certificate 1 - Reading				
SJIS	29%	29%	42%	0%
Certificate 2 - Listening				
SJIS	50%	50%	0%	0%
Certificate 2 - Reading				
SJIS	20%	50%	30%	0%
Certificate 3 - Listening				
SJIS	10%	70%	20%	0%
Certificate 3 - Reading				
SJIS	40%	50%	10%	0%



Theme 5: Teacher professional learning, accreditation and qualifications



Nurturing Excellence

Professional Learning

Due to COVID-19 restrictions, most of the professional learning throughout 2020 was either held within school staff meetings, staff days or conducted online through educational webinars.

Digital Technology was a focus for teachers throughout 2020, with teachers undertaking training with the use of SMART boards, Google Education Suite, Zoom and SeeSaw.

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

In addition the following professional learning activities were undertaken by staff during 2020:

Description of the Professional Activity	Number of staff participating
Child Protection Legislation workshop	20
Google Education Suite	20
SMART board—introductory sessions	20
SeeSaw introduction	20
SMART spelling workshop	3
Independent Primary Schools Heads Association (IPSHA) umbrella groups - exploring technology with art, wellbeing programs, digital technology, language teaching, PDHPE syllabus—webinars	10
JTAN Mini-Conference 2020	3
SMART webinar—Curriculum On-Demand Flipped Learning and At-home Instruction for Upper Primary	3
Graduate Certificate in Primary Mathematics	1
Music workshop	1
Raising students who have background in language webinar	3
Remote teaching and assessment webinar	3
Reporting and Assessment workshop	5
Community Language Teaching Program—Advanced	3

Teacher Accreditation

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

Teacher Qualifications

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





Nurturing Excellence

Theme 6: Workforce composition

Teaching staff 32

Full time equivalent teaching staff 26.9

Non-teaching staff 20

Full time equivalent non-teaching staff 13.2

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



Theme 7: Student attendance



Nurturing Excellence

Attendance Rates for the International Division

Class	%	Class	%
Kindergarten	98.19%	Year 4	95.46%
Year 1	96.07%	Year 5	97.76%
Year 2	97.33%	Year 6	98.59%
Year 3	96.52%	Whole School	97.02%

Non-attendance

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

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

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

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





Enrolment Policy

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

Family relationship with the school

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

The student:

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

Continued on next page

The school

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

Other considerations

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



Enrolment procedure



Nurturing Excellence

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

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

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

All applications for Enrolment must be

- on the school's official application form
- signed by the parent/carer(s)
- sent to the enrolment officer email registrar@sjs.nsw.edu.au 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 9: 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. Updates to the student welfare, anti-bullying, discipline and complaints and grievances were shared with the SJIS school community.

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.



Nurturing Excellence

Child Protection Policy

Rationale

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

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

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

Discipline Policy

Rationale

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

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

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

Goals and Objectives

The school aims to promote and implement at all levels:

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

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

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



Complaints and Grievances Policy



Rationale

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

The school places a very high priority on its efforts:

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

Aim

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

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

Expressing a complaint or grievance

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

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

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



Nurturing Excellence

Other supporting policies are available from the school for:

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



Theme 10: School determined priority areas for improvement



Nurturing Excellence

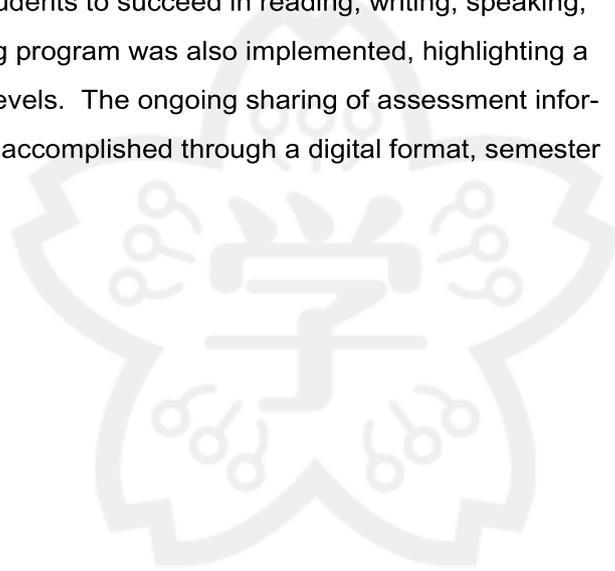
After celebrating our 50th anniversary in 2019, 2020 was a year of continued reflection, as we examined the school's history and envisioned the future. The priority areas for improvement were centered on our School's foundations, facilities and marketing. Our continued purpose is to offer a world-class education in an environment which nurtures excellence.

School Foundations

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

Teaching and Learning

The school is committed to continually developing expert teachers and achieving excellence in the students' performance. For teachers this involved employing high-quality teaching staff, optimizing professional learning and attaining proficient teacher accreditation for all teachers. For students, the focus was on continuing to provide differentiation strategies to cater for all students. Teachers explored innovative practices and integrated digital technologies into their programs. 2020 saw the continued implementation of a structured, evidence-based program to increase the chances for all Kindergarten to Year 2 students to succeed in reading, writing, speaking, listening and comprehending English. A Stage 2 and 3 spelling program was also implemented, highlighting a common approach to teaching spelling within the upper year levels. The ongoing sharing of assessment information with parents was also an aim for all teachers, that was accomplished through a digital format, semester academic reports and student portfolios.



Facilities, Infrastructure and Security

In 2020, there were a number of facility upgrade projects for the buildings and premises.

These included:

Renovations - Our renovations were ongoing in 2020 which included;

- Internal fence with security gates
- Further upgrades to the Assembly Hall inclusive of sound system upgrade, large projector
- Amalgamation of computer rooms
- Landscaping in front of the administration building
- Public address system overhaul
- Waste & water treatment plant overhaul
- iPads and Chromebooks for each student for use in the classroom

Communication and Marketing

2020 was an interesting year for Marketing as the world moved immediately onto the online space. Campus Open Days were replaced with monthly Zoom information sessions, and private tours were replaced by a virtual tour video. Bus back campaigns were launched and digital marketing efforts were ramped up in an effort to capture this new online audience. Enrolments remained steady, despite border closures as the local community continued to find value in a bilingual education.





Theme 11: Initiatives promoting respect and responsibility



Nurturing Excellence

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

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

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



Theme 12: Parent, student and teacher satisfaction



Nurturing Excellence

Parents', students' and teachers' feedback has been instrumental in the leadership and management of the school.

Exit surveys are conducted for each student that leaves SJIS.

	Very Satisfied	Satisfied	As expected	Dissatisfied
Core Curriculum	70%	25%	5%	
Japanese Language Program	60%	25%	10%	5%
Academic Achievement	50%	40%	10%	
Teacher's Guidance	75%	25%		
Communication between SJIS and Parents	40%	50%	5%	5%
School Fees	50%	40%	10%	
PTA Activities	50%	40%	10%	
School Events	40%	60%		
School Bus	40%	40%	20%	
Facilities and Equipment	60%	30%	30%	
Student Wellbeing	75%	25%		

Parents' satisfaction is also normally gauged through their involvement in school activities, which was difficult in 2020 owing to the COVID-19 restrictions in place at SJIS.

All families are members of the Parents and Teachers Association (PTA). Some volunteer to be Class Representatives and members of the Steering Committee, Bus Committee, Japanese Division Committee and International Committee. They meet regularly with the School leadership team. Discussions raised this year included the: assessment and reporting procedures within the International Division, school facilities, bus organisation and school events. Further feedback was also raised about specific students through emails to the school, phone calls, scheduled interviews, meetings by request as well as the exit survey.

Students also provided specific feedback about their satisfaction in class. Responses included:

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

My teacher teaches me useful things;

My teacher makes class fun;

My teacher cares about me;

I feel safe in my teacher's class;

My teacher helps me be the best I can be;

My teacher tells me when I do something well;

My teacher gives me regular feedback on my work;

My teacher treats me with respect

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

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

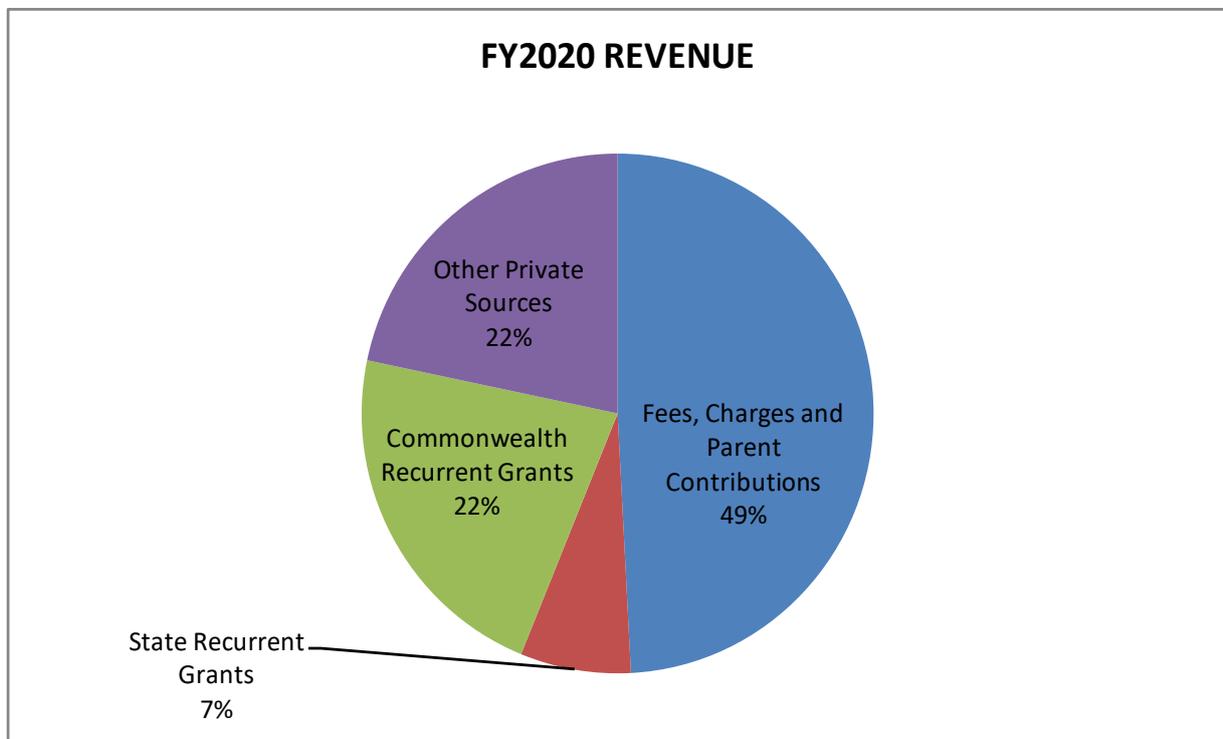
Theme 13: Summary of financial information



Nurturing Excellence

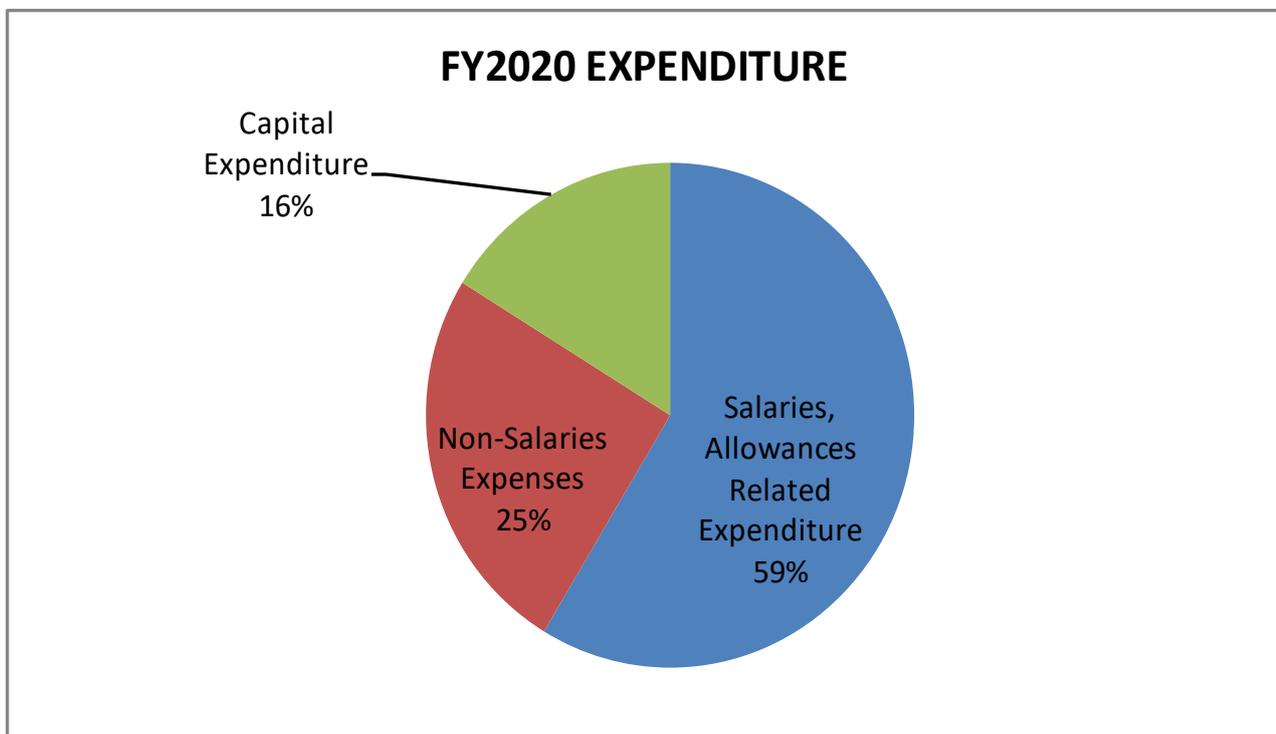
Revenue

Item	%	Amount
Fees, Charges and Parent Contributions	49%	2,707,911
State Recurrent Grants	7%	384,805
Commonwealth Recurrent Grants	22%	1,218,740
Other Private Sources (incl. Donations)	22%	1,195,902
Total	100%	5,507,358



Expenditure

Item	%	Amount
Salaries, Allowances related expenditure	59%	3,672,311
Non-Salaries expenses	25%	1,575,758
Capital Expenditure	16%	952,453
Total	100%	6,200,522



Theme 14: Publication requirements

The 2020 Annual Report was published by 30 June 2021 and has been made available to the New South Wales Education Authority.

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





SYDNEY JAPANESE
INTERNATIONAL
SCHOOL