

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

# 2021 Annual Report



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# MESSAGE FROM KEY SCHOOL BODIES

## Message from the Principal

Welcome to the Sydney Japanese International School. We are one school offering two curriculums, situated half an hour from Sydney city in a serene environment surrounded by the natural beauty of the Northern Beaches. Authorised by the Japanese Ministry of Education, Culture, Sports, Science and Technology, and registered as an independent school 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.

SJIS offers two divisions, each with a separate curriculum: the Japanese Division, teaching the curriculum as currently taught in Japan from Year 1 to Year 9 with daily English lessons and the International Division, teaching the NSW curriculum from Kindergarten to Year 6 with daily Japanese language lessons. The two divisions study side-by-side and participate in mixed bilingual lessons in Visual Arts, Music, PE and coding. This mixed lesson environment provides the opportunity for students to utilise their language skills and promote cross-cultural learning.

SJIS is dedicated to nurturing the individual learning needs of our students. We provide an enriched learning environment that empowers young people to succeed. We welcome families from all nationalities and backgrounds to participate in our unique education rich in Japanese and Australian culture and virtues.

**Shinichiro Sumida**

**Principal**



## Message from the Head of International Division

“Our Values 私たちが大切にしていること

Through our values, we reflect a school community that everyone—students,

teachers, and families—can be proud to be part of. These values help build our common culture. They guide us in our decisions, our day-to-day conduct and they form the basis of our school spirit.

私たちが大切にしている価値観を通じ、児童・生徒、教職員、保護者がこの学校の一員であることに誇りに思うことができる学校でありたいと思っています。これらの価値観により、国境を越えたひとつの文化を築くことができます。そしてこの価値観が、私たちの決断や日々の行動を導き、学校の精神の基礎を築くのです”



The aim of school management in 2021 was to promote the SJIS School Values through the ongoing discussion about what each of the 7 values means, and how we can showcase them throughout each school day. As it states above, “These values help build our common culture”. A simple gesture of creating banners so the school values could be represented during school events, create a talking point and help to refocus our students and staff to strive for a continuation of our positive school spirit.

Students experienced our school values of **courtesy, honesty, responsibility, justice, generosity, perseverance and respect** through student action. The charity event, “Light Up Vanuatu” encouraged all students to donate money through a colourful casual clothes day, which raised funds for Stage 3 students to build portable solar lights for students in Vanuatu. The whole school Christmas toy donation helped raise awareness of sick children in need of support during the festive season. The student buddy system enabled older students in Y6-3 to assist the Kindergarten students during recess and lunch. These are just some of the numerous occasions during 2021 that showcased our school values in action.

Our school spirit was dealt a blow when it was announced that SJIS would join the rest of New South Wales in the second 2nd extended Covid-19 lockdown. Little did we know that the few weeks of lockdown in 2020 that we experienced were just the tip of the iceberg, with the students not being able to return until midway through Term Four. Students, teachers and parents showed great perseverance throughout the 14 weeks of remote learning.

## Message from the Head of International Division

Many examples of keeping school spirit alive were seen throughout lockdown, such as Friday Fun Days, organised by Stage Two. Students were encouraged to spend the day dressed up as their favourite anime characters, wear a crazy hat or design their own crazy hair. These days made learning from home a little less stressful and encouraged all students to spend some quality time detoxing from the never-ending online lessons. The virtual disco held during lockdown was enjoyed by all students, especially those in Stage One, who encouraged their family members to also join in the activities.

A personal highlight to the 2021 school year was to see the Year 6 students take on the challenge that was set during the student Leadership Seminar in November 2020. When we collaboratively identified the many attributes of a good leader, students nominated areas to focus on throughout the school year. Charity, Library, Buddies, Environment, Sport and Special Events were areas that the Year 6 students focused on throughout the year and will continue to build on through the future.

We continue to thank; all parents for their support, the teachers and the support staff for the dynamic and engaging lessons created, and the students for their enthusiasm and academic achievements throughout 2021.

**Simon van Dinter**  
**Head of International Division**



## Message from Japanese Foreign Language Department

In 2021, the Japanese Foreign Language Department introduced the following new initiatives to empower our students with the love of learning Japanese.

### Collaborative Planning

Through collaborating with all teachers within the JFL department, the sharing and creation of teaching resources was the main initiative. We continued to highlight the Japanese traditional seasonal events through the development of Japanese language.



### Digitization of lessons and teaching materials

We continued to create our teaching resources using Google Slides and SeeSaw, which made it easier to share the teaching material with the students during remote learning. These resources have been continued to be used to assist teachers in instantly modifying tasks that are suitable to the varying levels of Japanese language competence.

### Sharing Japanese Language learning

Through the Kakehashi (weekly newsletter), as well as online communication tools, we continued to share the variety of Japanese work tasks, the creative learning assignments, as well as the end of term language achievements.

### Tadoku (Extensive Reading)

We created “SJIS Tadoku library” with the students creating, publishing and sharing their own written work. A reading corner was also set up in the library so that children could read books that suit their level on their own.



**Masayo Hanaoka**

**Head of Japanese Foreign Language**

## Message from the Parent-Teacher Association (PTA)

Despite 2021 being a challenge to society due to COVID-19, Sydney Japanese International School (SJIS) PTA, fortunately, managed various activities for students, families, the school, and the community.

Lunch box for the Sports Day and tea towel & apron sales were the annual fruitful fundraising events for the school. The exciting Sports Day was held on 29<sup>th</sup> May, inviting all families, many of whom requested the lunch. Together with all students' face-designed tea towels and apron sales, PTA raised over \$2000 thanks to the parents and teachers. Our students had great fun at the Halloween costume party on 29<sup>th</sup> October with fantastic support from parents and amazing-looking teachers.

In collaboration with the school, we organised the online event: "Post SJIS Graduation and Continuation of Studying Japanese during High School". The Japanese version was held in August with 58 families and teachers in attendance. The English session occurred in November with 27 participants. Both received enthusiastic responses and questions. The replies to the questions were also delivered in written form as per the request of many parents. The senior volunteer parents from the Japanese community who raised their multi-lingual children kindly contributed to their heartfelt answers.

The Christmas charity gifts collection for the Children's Hospital at Westmead was a highlight towards the end of the year. The disease impact of the COVID-19 was minimal on children; however, many families have financial difficulties due to it, especially around Sydney West. The hospital foundation officer explained that "everybody" who stays in the hospital would get a present over Christmas; thus, all our donated gifts are indeed appreciated.



Lastly, I would like to express my gratitude to the committee members who organised numerous clerical works behind the scenes. They not only planned and proceeded with the events but also rationalised and digitalised decades of previous paper-based information. In addition, SJIS PTA now has a beautiful little logo with the design of Origami Kangaroo with cherry blossoms.

SJIS PTA will continue to extend our activities for students, families, the school, and the community with our voluntary spirits. Our school PTA welcomes the participation and suggestions of families and teachers. Please contact [pta.sjisinter@gmail.com](mailto:pta.sjisinter@gmail.com) (English) or [sjsnichigaku@gmail.com](mailto:sjsnichigaku@gmail.com) (Japanese) at any time.

**Chiaki Kojima**  
**President**  
**Parent-Teacher Association**

# CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERICS OF THE STUDENT BODY

## History

In May 1969, the Japanese Society of Sydney realised the need for a Japanese Primary education for those children of Japanese expatriates. This was the start of the Sydney Japanese School, which was located on a church site in Lindfield and consisted of just one classroom of 33 students. It was the first overseas Japanese school in a developed country.

In 1971, the school relocated to its current site in Terrey Hills to accommodate the rapidly growing number of enrolments.

Up until 1975, SJIS offered one stream of education for students in Year 1 to Year 9, which was the Japanese Government Curriculum, predominately catering for Japanese families. In 1975, the school recognised a growing need for a culturally-based private primary school in Sydney's Northern Beaches. As a result, SJIS established a second stream of education, the International Division, which followed the Australian curriculum for students in Kindergarten through to Year 6.

In 1984, the school purchased its neighbouring 5 acres of land for further expansion. Since then, further developments have continued to take place. A 200 metre running track was completed in 1993. Three years later, a new double storey building complex was built for administration and additional classrooms. The school continues to grow and prosper to this day as it accepts more enrolments from families looking for a world-class, bilingual education for their children.

## Celebrating over 50 years of bilingual education.

In 2019, SJIS celebrated 50 years of providing world-class bilingual education to all nationalities. Our education is not limited to academic excellence, but includes an enriched education alive with the Japanese arts and culture. Children immerse themselves in a global classroom and playground, giving them the opportunity to embrace a global mindset, equipped to thrive in an ever-changing and inter-connected world. We pride ourselves on nurturing the traditional cultural roots of the Japanese tradition, combined with a desire to lead the way in quality, innovative education.



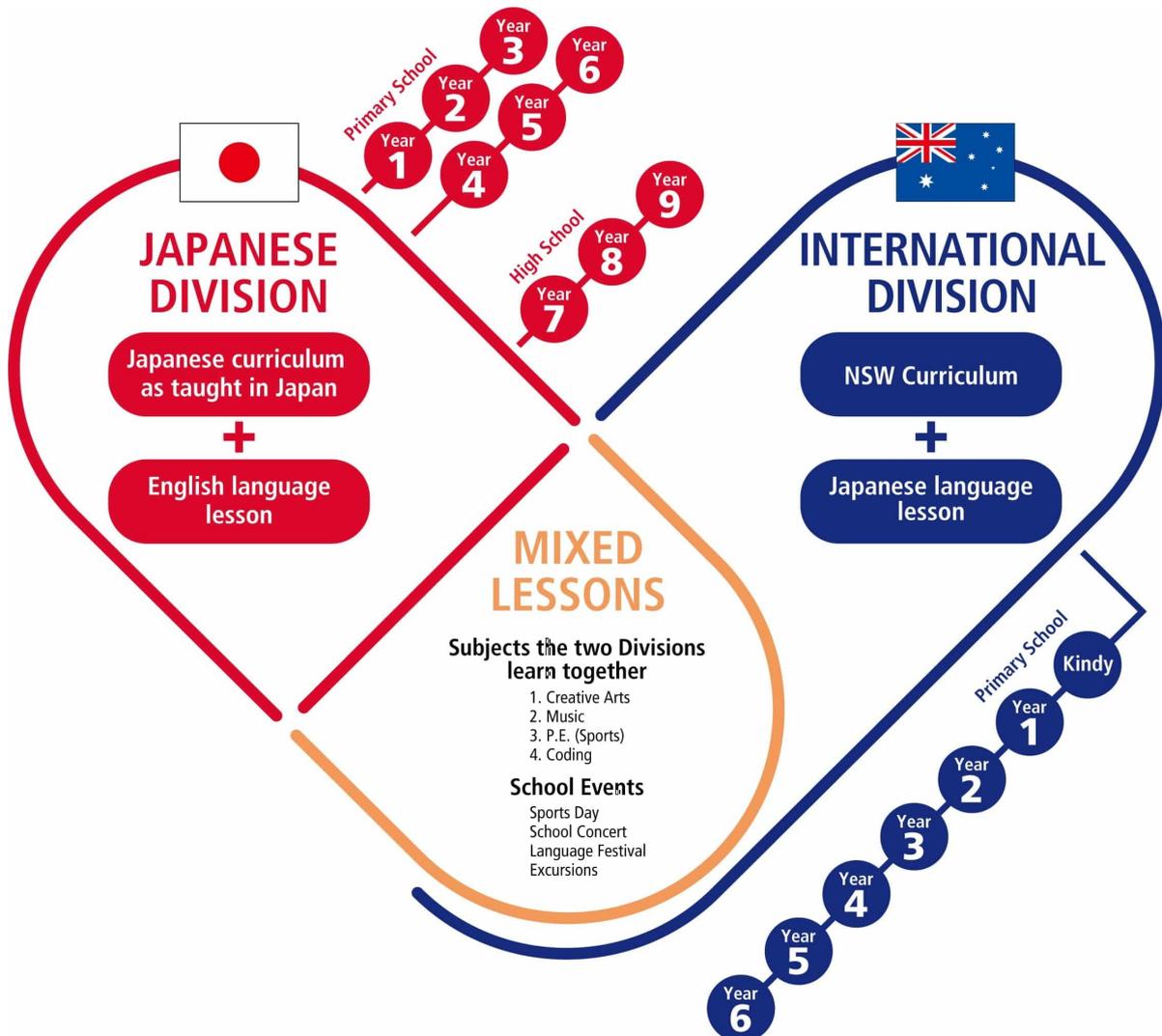
# CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERICS OF THE STUDENT BODY

## Our Mission

Sydney Japanese International School (SJIS) is one school offering two curriculums: Japanese and Australian. Authorised by the Japanese Ministry of Education, Culture, Sports, Science and Technology, and registered by the New South Wales Education Standards Authority, SJIS provides a unique education which exceeds the regular Japanese and Australian curriculums.

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

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



## Courtesy

Act in a courteous manner  
towards others

### 礼儀正しさ

礼儀正しく接すること

## Honesty

Be truthful and sincere  
in all your relations with others

### 誠実さ

誰にでも常に誠実に接すること

## Our Values 私たちが大切にしていること

Through our values, we reflect a school community that everyone—students, teachers, and families—can be proud to be part of. These values help build our common culture. They guide us in our decisions, our day-to-day conduct and they form the basis of our school spirit.

私たちが大切にしている価値観を通じ、児童・生徒、教職員、保護者がこの学校の一員であることに誇りに思うことができる学校でありたいと思っています。これらの価値観により、国境を越えたひとつの文化を築くことができます。そしてこの価値観が、私たちの決断や日々の行動を導き、学校の精神の基礎を築くのです。

## Responsibility

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

### 責任感

自分の役目、行動や持ち物に責任を持つこと  
時間厳守を心がけ、本校児童・生徒であることに誇りを持つこと

## Justice

Seek the fairest and most just way for all

### 正義感

皆にとって、もっとも公平で正当であることを求めること

## Generosity

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

### 寛大さ

日々他人を思いやり、寛大な心と言葉と行動を持つこと

## Perseverance

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

### 忍耐力

困難な状況を受け入れ、  
時には我慢することを覚え、努力を続けること

## Respect

Be respectful of others, yourself  
and your environment

### 敬意

他の人、自分そして環境に対して、敬意を示すこと

# Characteristics of the Student Body

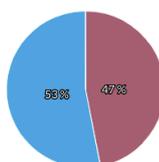
Sydney Japanese International School has two Divisions registered by the New South Wales Government. The International Division is for Kindergarten to Year Six. The Japanese Division is a school of a prescribed kind for foreign nationals or children of foreign nationals from Years One to Junior High School (Year 9). 41 percent of enrolments are in this Division.

In 2021 the population of the **International Division** was 135 students. The gender split was 50% boys and 50% girls. Approximately 38% of these students came from a household where both parents are Japanese, another 28% had no Japanese background, and 33% of the students have one parent or grandparent from Japanese backgrounds.

## Students

Total enrolments: 229

Boys 122  
Girls 107



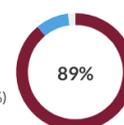
Full-time equivalent enrolments: 229.0

Indigenous students



Language background other than English

Yes (89%)  
No (9%)  
Not stated (2%)



In 2021 the Population of the **Japanese Division** was 93 students. The gender split was 54% boys and 46% girls. 60% of students were children of expats from Japan and 40% 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*).

2021 Class Sizes	Boys	Girls	Total
Kindergarten Koala	9	9	18
Kindergarten Wallaby	9	8	17
Year 1- International	8	4	12
Year 1- Japanese	8	10	18
Year 2- International	6	12	18
Year 2- Japanese	11	6	17
Year 3- International	8	9	17
Year 3- Japanese	6	6	12
Year 4- International	10	4	14
Year 4- Japanese	10	4	14
Year 5- International	11	7	18
Year 5- Japanese	1	3	4
Year 6- International	7	14	21
Year 6- Japanese	4	5	9
Year 7- Japanese	5	3	8
Year 8- Japanese	3	5	8
Year 9- Japanese	2	2	4
<b>Total</b>	<b>118</b>	<b>111</b>	<b>229</b>

Senior School Destinations
Killarney Heights High School
Killara High School
Brigidine College
McKellar Girls High School
Chatswood High School
St Ives High School
Pennant Hills High School
Roseville College
Cammeraygal High School
North Sydney Boys High School

# EDUCATIONAL PERFORMANCE

## NAPLAN YEAR 3, 5 - 2021

In 2021, the NAPLAN results were compared to the 2019 NAPLAN results as testing did not take place in 2020. On balance, SJIS students' results show, when compared to students with a similar background or against all Australian students, are working at, or above their cohorts in Writing, Spelling, Grammar and Numeracy. Eligible students from the Japanese Division also take part in NAPLAN.

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	476	488	498	529	485
Year 5	540	491	520	549	564
Year 7	-	-	-	-	-
Year 9	-	-	-	-	-

Compare to  Students with similar background  All Australian students

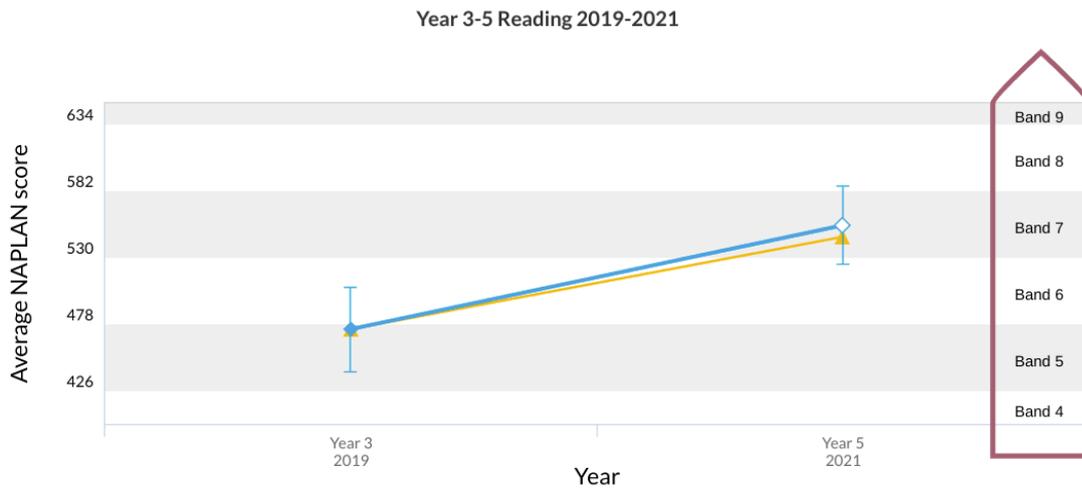
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	476	488	498	529	485
Year 5	540	491	520	549	564
Year 7	-	-	-	-	-
Year 9	-	-	-	-	-

### Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

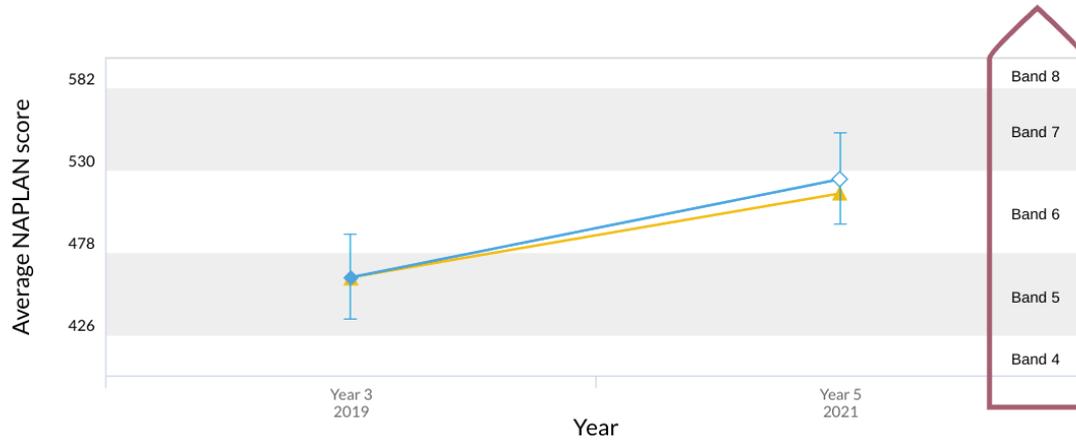
We are also able to compare student progress from 2019 to 2021 of the Year 5 students, who have shown to be working at or just above students with the same starting score and from a similar background.



Select categories:

- Selected school
  Students with the same starting score and similar background (i)
  All Australian students

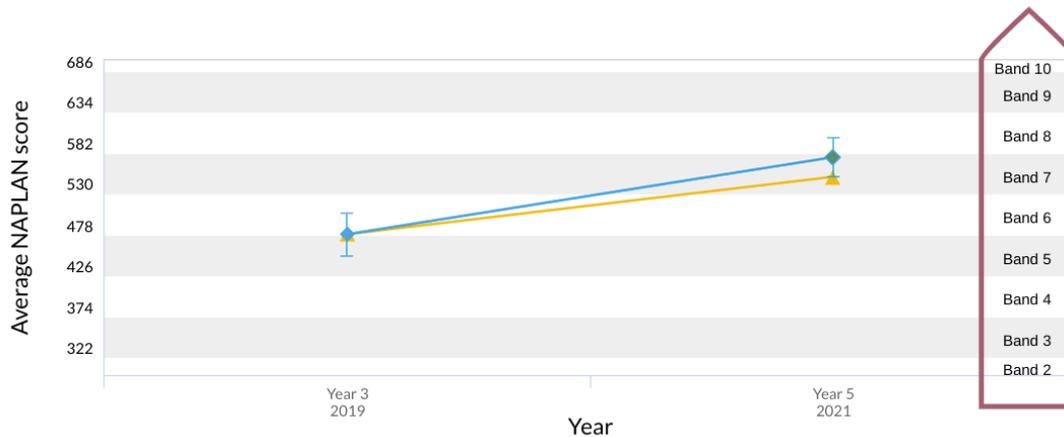
### Year 3-5 Writing 2019-2021



Select categories:

- Selected school
  Students with the same starting score and similar background (i)
  All Australian students

### Year 3-5 Numeracy 2019-2021



Select categories:

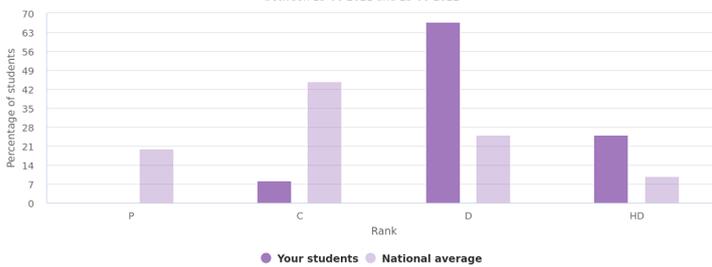
- Selected school
  Students with the same starting score and similar background (i)
  All Australian students

# EDUCATIONAL PERFORMANCE

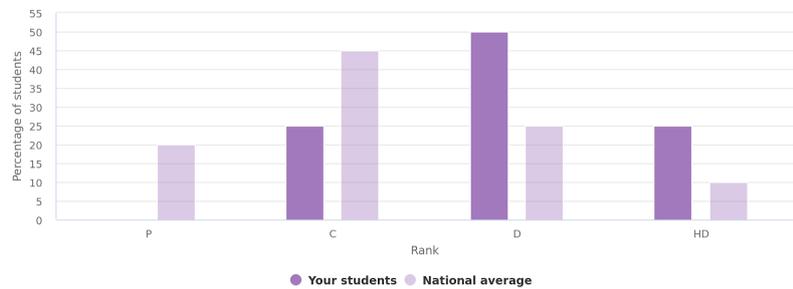
## Assessment of Languages Competence (ALC) - Years 4, 5 and 6

The Assessment of Languages Competence (ALC) is a set of tests designed to assess and evaluate language competence. ALC assessments are engaging for the learner and highly accurate, providing reliable insight into students' progress. 36 Students in Year 4, 5 and 6 completed the ALC Japanese Assessments in 2021, and when **compared to Australian High School students** performed at or well above other Japanese Language students. We are always extremely proud of our Japanese Foreign Language students within the International Division.

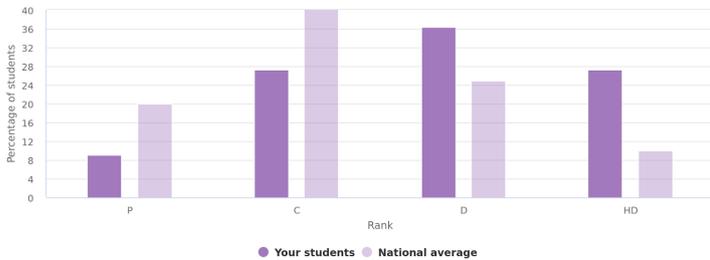
ALC Japanese / Group Report / Level 3 Reading - Rank Distribution  
between 13-06-2021 and 13-06-2022



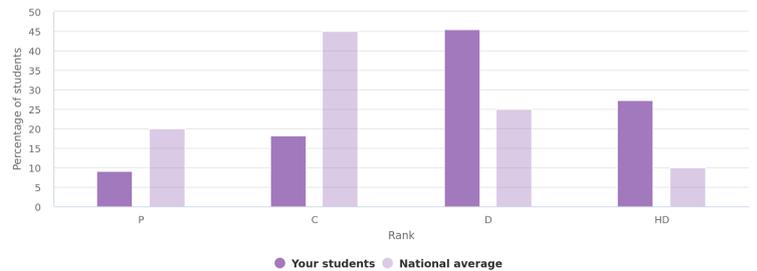
ALC Japanese / Group Report / Level 3 Listening - Rank Distribution  
between 13-06-2021 and 13-06-2022



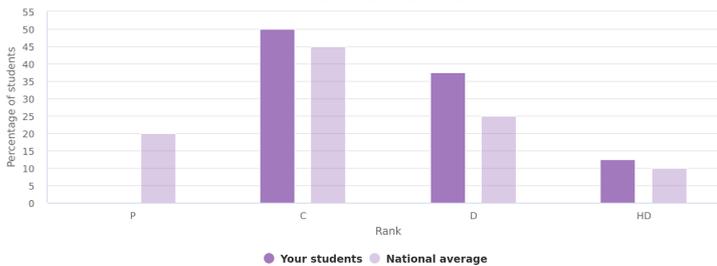
ALC Japanese / Group Report / Level 2 Reading - Rank Distribution  
between 13-06-2021 and 13-06-2022



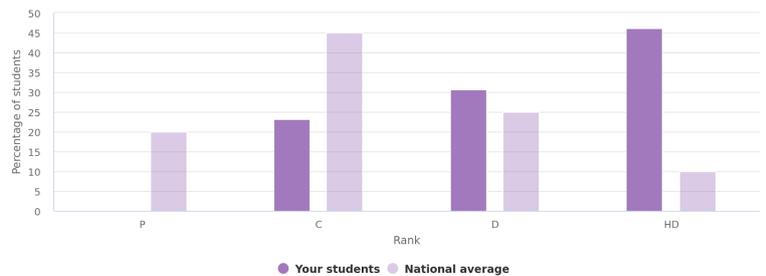
ALC Japanese / Group Report / Level 2 Listening - Rank Distribution  
between 13-06-2021 and 13-06-2022



ALC Japanese / Group Report / Level 1 Reading - Rank Distribution  
between 13-06-2021 and 13-06-2022



ALC Japanese / Group Report / Level 1 Listening - Rank Distribution  
between 13-06-2021 and 13-06-2022





# Teacher Professional Learning, Accreditation and Qualifications

## Professional Learning

As the 2021 school year commenced, International Division teaching staff joined together to discuss their personalised goals. WORK LIFE BALANCE was discussed and plans were put in place to try to improve the ongoing stresses of the teaching profession. Little did we imagine just how significant this goal would prove to be throughout the year which was waiting for us!

A focus of professional learning for our staff in 2021 was professional development in terms of digital learning platforms, and the application of these platforms to teaching and learning when the COVID-19 pandemic forced learning to go off campus. Staff became proficient in the use of software and programs such as Zoom, SeeSaw and the Google Suite; participating in both formal and informal training sessions to facilitate their knowledge of the capacity of these programs to enhance learning for our students.

Description of the Professional Learning Activity	Number of staff participating
AISNSW Principals workshop and training	2
First Aid and CPR Training	21
Child Protection Policy and Procedures workshop	21
The Resilience Project - program overview	8
Workshop on collecting evidence for accreditation	2
Workshop on supporting teachers through accreditation	2
AISNSW Cyber Safety for schools Conference	2
AISNSW Covid school safety	2
Webinar - Conceptual Understanding within units	6
Japanese Language after SJIS webinar	5
Whole School review - Discipline Policy	21
Whole School review - Child Protection Policy	21
Emergency Management Plan - Lockdown Procedures, Bush fire safety, Fire safety	21
NAPLAN 2022 online - whole day Coordinator training	1
NAPLAN 2022 online - teacher training	2
ASD in the classroom	3
Sentral (School Management) update training	2
Inquisitive Professional Learning	6
Mathletics / Reading Eggs / Math Seeds training	6
Introduction to writing a Tadoku book	5
JLTAV annual conference	5
AISNSW Principals conference - Changes to school registration	1
IPSHA conference - School Registration	1

## Teacher Accreditaion

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	19
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers (NB: not including the Japanese Division)	21

## 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	21
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

## Workforce Composition

	Number of Teachers
Teaching Staff	38
Full-time equivalent teaching staff	32.8
Non-teaching staff	15
Full-time equivalent non-teaching staff	9.7
We are not specifically aware of the backgrounds of staff nor the employment of Indigenous staff.	

# Student Attendance

## Attendance Rates for the International Division

Class	%	Class	%
Kindergarten	97.77%	Year 4	98.05%
Year 1	98.02%	Year 5	97.29%
Year 2	98.25%	Year 6	98.17%
Year 3	98.66%	Whole School	98.04%

## 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
- 5.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.
- 6.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

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## 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 school service

### 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
  3. The School will meet with parent/carer(s) and conduct an assessment of the student before offering a place.
  4. 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.
  5. 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 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@sjis.nsw.edu.au](mailto: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.

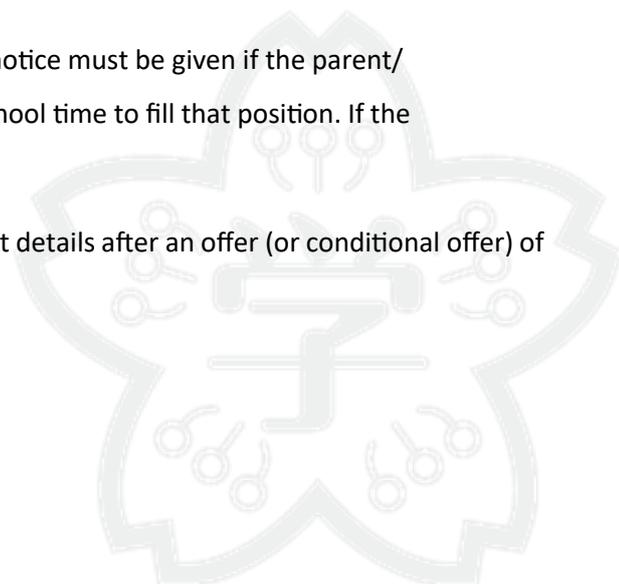
When the Application is received, the Principal and the Deputy Principal of International Division at the school will consider it based on the school's enrolment policy criteria and:

- 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.



# Transfer Policy for Transfer of Students from Division to Division

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## Transfer Policy

### Procedure

Parents at Sydney Japanese International School can apply for a transfer from one Division to another. The School has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to approve the transfer.

Applications for Transfer must be

- on the School's official application form.
- signed by the parent/carer(s).
- submitted to the School .

When the application is received, it will be considered based on the School's transfer policy criteria and the School will:

- advise the parent/carer(s) that the student must attend an assessment and that the parent/carer(s) must attend an interview.
- advise whether the application will be approved.
- or
- advise the parent/carer(s) that the student's application will not be approved at that time.

### Criteria

The School will base the decision in regard to approval of a transfer on:

A Student's:

- Nationality – Students enrolling in the Japanese Division must be a Japanese national or a child of a Japanese national. If a student holds citizenship from another country (other than Australia) and has been enrolled in the Japanese education system in Japan, they may also be eligible to transfer to the Japanese Division. This is on a per case basis and the student will need to meet certain entry requirements.
- Language ability – The student must have adequate language ability to access the curriculum, with support provided if necessary.
- Academic achievement – The student must demonstrate academic ability to learn the curriculum.
- Willingness to learn – The student must demonstrate a willingness to engage in learning to work towards the learning outcomes.
- Year of entry – The student must be of an appropriate age for the year level.

## Transfer Policy

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### The School:

- Student numbers – If a class is full, the application will be considered when a space becomes available.
- Diversity – The school will take into consideration the availability of resources required to meet the diverse needs of all learners in the class.
- Timing – Transfers are recommended to take place at the beginning of the prospective Division's school year, January (International Division) or April (Japanese Division).
- Japanese or English language classes – English (ED) or Japanese (JFL) language lessons in the alternate Division may be available to the student.
- English as an Additional Language/Dialect (EAL/D) tuition or support may be available to the student.

Student progress will be reviewed every term by the class teacher, language teacher, parent/carer(s) and student. Recommendations for additional support or return to the prior Division may be made. Special consideration may be given to students who transfer with additional support and/or adjustments being put in place.

### Procedure:

1. Request an application for transfer into the division.
2. Complete the application form.
3. Submit the application to the School (no later than the end of Week 6 of the term prior to the requested transfer).
4. Attend an interview with the Deputy Principal/Head of the Division requesting to transfer.
5. The Principal will make the final decision and notification of the result of the application will be made in writing by the Principal.
6. Conditions set by the School are to be followed in the interest of a successful transfer.
7. Students approved for transfer may not transfer back for a period of one year, unless the circumstances are accepted by the Principal.
8. If an application to transfer is approved, not less than two months' notice must be given if the parent/carer(s) decide not to proceed with the transfer to give the School time to fill that position. If the required notice is not given, fees may be applicable.
9. If a parent wishes to appeal the Principal's decision they may ask for an explanation of the result. Reapplication may be made no less than three months from the date of the initial interview.

# Other School Policies

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A summary of policies for student welfare, anti-bullying, discipline and complaints and grievances is provided here. The full text of policies can be accessed on the school website. Policies are also stored on the school server for all staff usage, as well as the Staff Handbook issued to new staff. 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

#### Ratoinale

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.

# Other School Policies

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## 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.

# Other School Policies

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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.



# Other School Policies

## 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 class-

room 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.



## Other Supporting Policies are available from the school:

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

# School Determined Priority Areas for Improvement

## Ongoing Priorities

### School Environment

Language Policy development

Sustainability Policy development and implementation

Emergency Management Plans updated

Masterplan for classrooms, library, toilets, sports field

### Teaching and Learning

Language Policy

Mixed lessons— NESA and MEXT curriculum development for Physical Education, Visual Arts and Music

English and Mathematics Scope and Sequence reviewed

Curriculum Overviews for all Key Learning Areas—updated ready for 2022 Registration

### Student Wellbeing

The Resilience Project implementation—Kindergarten to Year 6

Celebration and promotion of all Australian and Japanese special events

Aboriginal Education program

School Counsellor

Guidance for Opportunity class, Selective schools and Japanese Language studies after SJIS

### Leadership

Upgrading Deputy Principal to Head of International Division

Review and implementation of Kindergarten to Year 2 Coordinator

Collaborative planning for all year levels and specialist subject areas

### Community

Aiming to re-establish all school events after COVID-19 school restrictions

# School Determined Priority Areas for Improvement

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## Facilities, Infrastructure and Security

In 2021, there were a number of facility upgrade projects for the buildings and premises.

**Renovations** - Our renovations were ongoing in 2021 which included;

- Perimeter fence with motorised security gates
- Total overhaul of car park and bus lane
- Sound absorption ceiling and recessed led lights in 12 classrooms
- Landscaping along the new car park area
- New shed construction
- EAL/D and Literacy support room construction
- 18 new TV –type smartboards



# Initiatives Promoting Respect and Responsibility

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

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

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

# Parent, Student and Teacher Satisfaction

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.

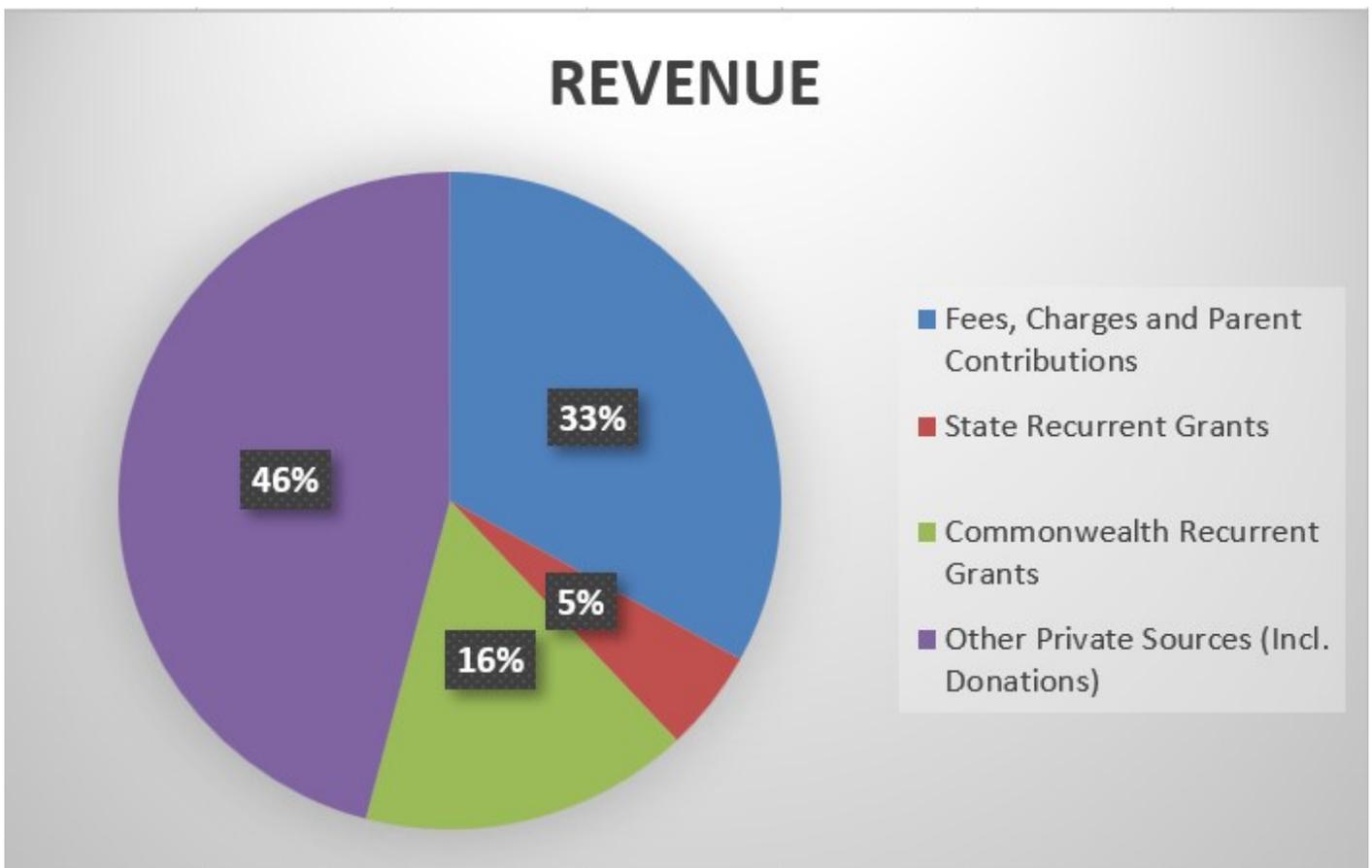
	Very Satisfied	Satisfied	As expected	Dissatisfied	Very Dissatisfied
Core Curriculum	40%	60%			
Japanese Language Program	60%	30%	10%		
Academic Achievement	35%	35%	30%		
Teacher's Guidance	70%	30%			
Communication between SJIS and Parents	35%	40%	15%	10%	
School Fees	50%	40%	10%		
PTA Activities	30%	10%	50%		10%
School Events	50%	25%	25%		
School Bus	60%	30%	10%		
Facilities and Equipment	40%	60%			
Student Wellbeing	75%	25%			



# Summary of Financial Information

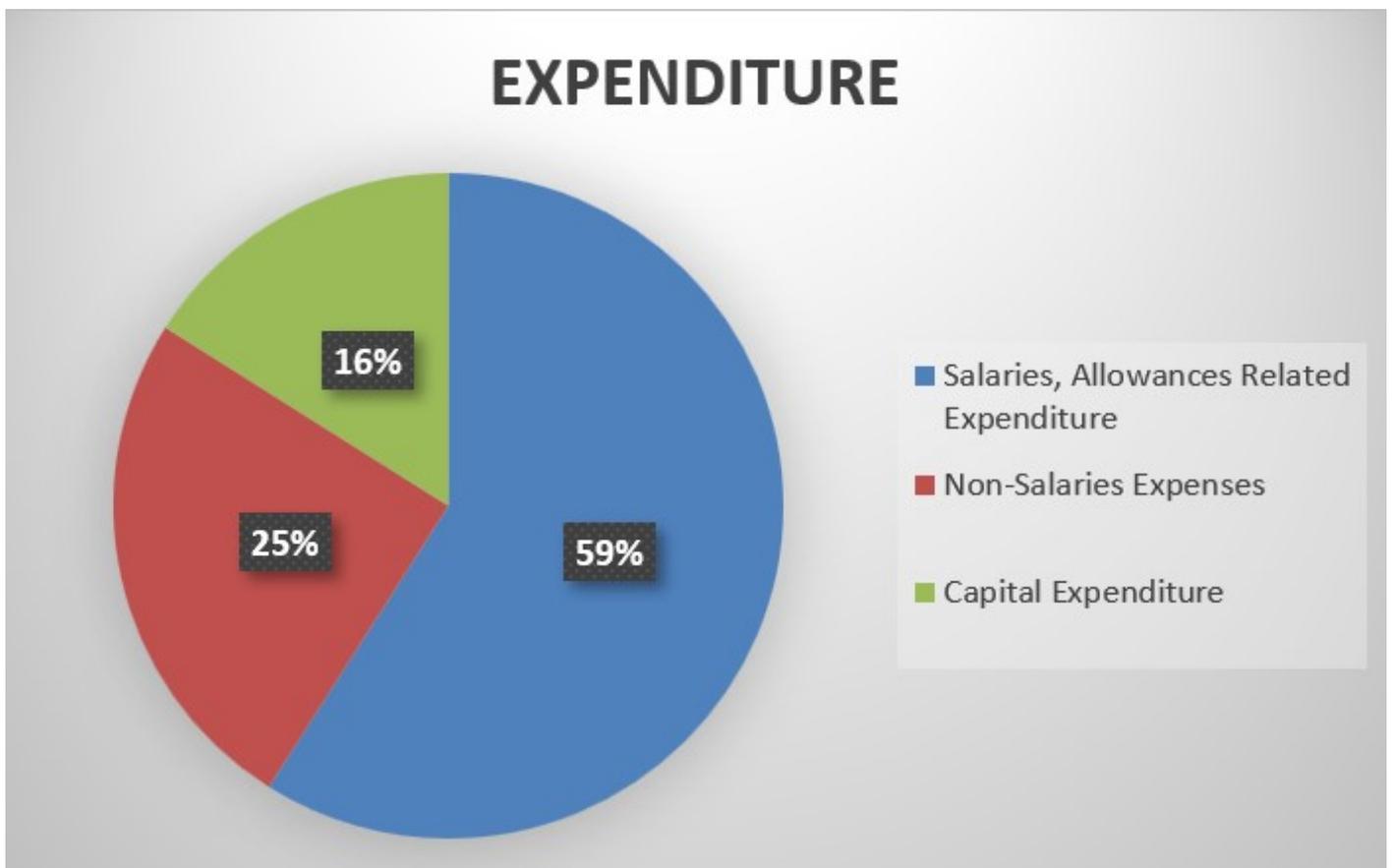
## Revenue

Item	%	Amount
Fees, Charges and Parent Contributions	33%	\$2,928,823
State Recurrent Grants	5%	\$443,675
Commonwealth Recurrent Grants	16%	\$1,457,458
Other Private Sources (incl. Donations)	46%	\$4,074,686
<b>Total</b>	<b>100%</b>	<b>\$8,922,642</b>



## Expenditure

Item	%	Amount
Salaries, Allowances related expenditure	59%	\$3,842,412
Non-Salaries expenses	25%	\$1,861,984
Capital Expenditure	16%	\$1,095,410
<b>Total</b>	<b>100%</b>	<b>\$6,799,806</b>



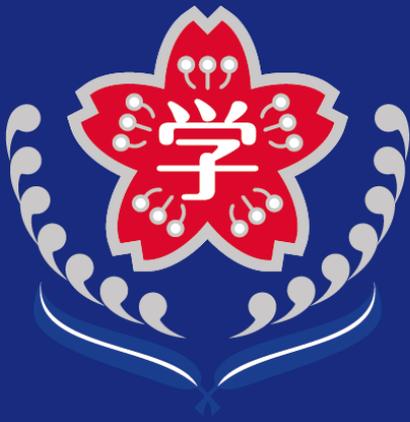
# Publication Requirements

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The 2021 Annual Report was published by 30 June 2022 and has been made available to the New South Wales Education Authority.

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





SYDNEY JAPANESE  
INTERNATIONAL  
SCHOOL

シドニー日本人国際学校