



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

2022 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 very unique mixed-lesson environment, with English and Japanese flying around the classroom, provides students with opportunities to utilise their language skills and promotes 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 KEY SCHOOL BODIES

Message from the Head of International Division

“The research is clear; the more positive emotion you experience, the more resilient you will be.” <https://theresilienceproject.com.au>

This year saw the International Division partner with The Resilience Project to deliver a wellbeing program for our students from Kindergarten to Year Six. The Resilience Project schools program has been designed by teachers for teachers, has been evaluated by the University of Melbourne and is delivered to over 1500 schools across Australia. Through presentations, student curriculum, teacher resources and digital content, The Resilience Project’s Education Programs support mental health in the classroom, staffroom and family home. We have focused on three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM), with Emotional Literacy being a foundational skill to practise these strategies. Being able to work with all the students throughout the International Division has been a privilege, witnessing the development of social, emotional and language skills during each Personal Development and Health lesson.



An important part of our NSW NESA School Registration for SJIS is our compliance with providing a safe and supporting environment for our students to learn in. With this in mind, we reviewed and made amendments to our Student Welfare / Child Protection Policy to further explain our Working With Children procedures, as well as the procedures for handling allegations of staff misconduct and reportable conduct. The updated Student Welfare / Child Protection Policy is available at <https://sjis.nsw.edu.au/about-us/school-policies/>, as well as the Working With Children Policy and Procedures and the Handling Allegations of Staff Misconduct and Reportable Conduct Procedures.

In June this year we finally were able to hold the annual Sports Day. Even though the day was cloudy and cold after postponing twice owing to bad weather, the day was a huge success. We enjoyed seeing parents participate in the Radio Taiso warm up with the students and the annual Big Ball Race was very close. The Students were in awe of the High School students as they performed with flags in time to the music. The many sprints, long-distance race and relays were keenly followed by all attending. Once again, the students from Years One to Three successfully performed Soran-Sorykokobu before the students from Years Four to Six enjoyed showing their coordination skills performing the Soran dance.

MESSAGE FROM KEY SCHOOL BODIES

As always, I am impressed with the enthusiasm shown by all our students. In July SJIS welcomed students from German International School, Chinese International School, Alexander School and Galstaun College. We were so lucky to have the weather that we did compared to the day before, although it was still very cold in the wind. The students from all schools enjoyed that chance to integrate with each other in the various teams, displaying teamwork and respect for each other throughout all the races, trackwork, dances and games.

We also witnessed 20 students from Years Four, Five, Six and High School volunteer their valuable weekend time to guide potential new families around our school during the annual SJIS Open Day. It was so impressive to see how our students from both Divisions confidently spoke about SJIS with adults in both English and Japanese. The selling point of our school is not what the academic staff spoke about in the presentation, but how our students shared their knowledge and insight with all who attended in such a professional manner.

Simon van Dinter

Head of International Division



MESSAGE FROM KEY SCHOOL BODIES

Message from the Parent-Teacher Association (PTA)

Sydney Japanese International School (SJIS) PTA had a flourishing year with many events celebrating post-COVID society. I wish to acknowledge and thank all the parents, teachers, and staff of SJIS for the successful activities in 2022.

The PTA Steering Committee 2022 improved our system technologically. We have continued to hold Zoom and face-to-face hybrid systems for our committee meetings. Google Docs was used for our minutes-taking, which allows simultaneous editing amongst the members. Google Forms were fully utilised for the questionnaires to parents, availing quick data synthesis and analysis. DeepL (AI translator) has been introduced for the basic translation between Japanese and English. The PTA bank transactions are now entirely based online. These technological developments have supported the tremendously increased workloads of this year's committee members. We recommenced various activities for students, families, the school, and the community.

PTA activities started with the Committee BBQ party inviting previous years' PTA Steering Committee Members (SCM). The event was organised by volunteers of the new SCM and held on a beautiful day under the sun. Sports Day lunch box orders were also organised mainly by the volunteer parents. Despite the rain of the original sports day, almost all parents came to pick the lunch box up at school. However, this will be cancelled in 2023 as it has gained less popularity.

Family Fun Day (formerly Fun Fair) was brought back and was held on Saturday, 22nd October. It is the biggest PTA event and is a long-awaited festival especially by senior-years students and families. Many shops, demonstrations and amusement were set up for this special day. Each class held a stall such as kids café, snack bar, blender bar, mini-games, haunted house etc. Japanese Language Teachers served a curry shop. The school Deputy Principal from the Japanese Division screened films. All SJIS clubs had demonstrations. There were other food stalls, 7D cinema and individual parents' stalls. The Family Fun Day 2022 focused on the enjoyment of the SJIS family, and parents who stepped forward organised class shops and cafes. Volunteer based plan was well received by parents. All the participants had a great time and enjoyed this revitalised spring event.

The school disco, organised by the International Division PTA committee with volunteer parents, had a big success attended by many children. They enjoyed sausage sizzle, ice blocks, disco and special permission to remain on the school ground to play till late.

MESSAGE FROM KEY SCHOOL BODIES

As for the event for parents and teachers, two ZOOM seminars on Sexuality and Gender education were arranged, inviting Mrs Yuko Sakurai, midwife and sexology educator from Japan. The first session was entitled "Diversity, Human Body, Sexuality and Reproduction", and the second session was focused on "Pregnancy, Contraception and Sexually Transmitted Diseases". There were 36 registrants for session one and 32 for session two. A number of favourable comments were successively received after the seminars.

The hallmark of the PTA organised events in 2022 was their emphasis on a volunteer-based plan. Previously, many events were prepared with massive committee members' efforts with work allocation to parents. The PTA Steering Committee of the year 2022 had their choice of amount to contribute, recruited volunteer parents and managed the events with the available members. The parents were very happy with the shift to volunteer-based PTA events planning. I hope these volunteer-based activities will be succeeded as part of SJIS PTA core value. Our school PTA welcomes the participation and suggestions of families and teachers.

Please get in touch with pta.sjisinter@gmail.com (English) or sjisnichigaku@gmail.com (Japanese) anytime.

Behind the scenes of many events, PTA Steering Committee 2022 discussed numerous topics and issues throughout the year. Again, I would like to express my sincere gratitude to these active, good-willed committee members and school executives who contributed significant time and effort to the meetings and activities.

Chiaki Kojima

President of the Parent-Teacher Association 2022



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 mind-set, 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.



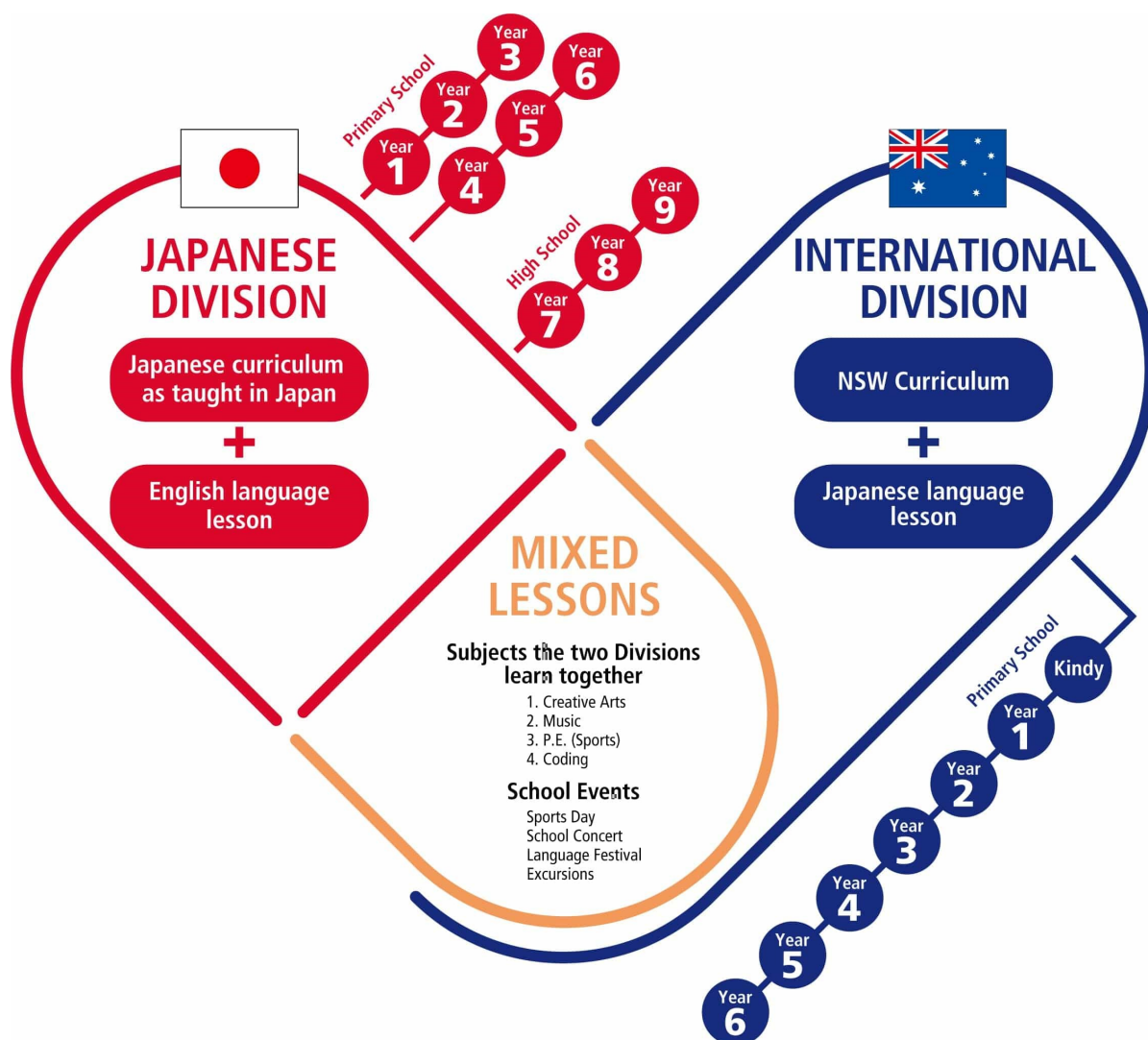
CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERICS OF THE STUDENT BODY

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

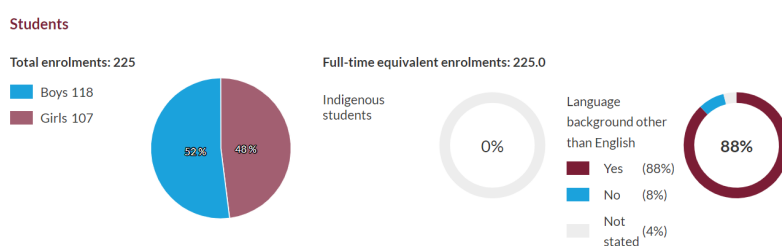
他の人、自分そして環境に対して、敬意を示すこと

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERICS OF THE STUDENT BODY

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). 47 percent of enrolments are in this Division.

In 2022 the population of the **International Division** was 128 students. The gender split was 52% boys and 48% girls. Approximately 44% of these students came from a household where both parents are Japanese, another 25% had no Japanese background, and 31% of the students have one parent or grandparent from Japanese backgrounds.



In 2022 the Population of the **Japanese Division** was 113 students. The gender split was 47% boys and 53% girls. 65% of students were children of expats from Japan and 35% 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*).

2022 Class Sizes	Boys	Girls	Total
Kindergarten Koala	9	6	15
Kindergarten Wallaby	9	7	16
Year 1- International	9	7	16
Year 1- Japanese	9	12	21
Year 2- International	9	6	15
Year 2- Japanese	9	12	21
Year 3- International	6	11	17
Year 3- Japanese	9	9	18
Year 4- International	7	9	15
Year 4- Japanese	6	8	14
Year 5- International	9	6	15
Year 5- Japanese	5	3	8
Year 6- International	9	9	18
Year 6- Japanese	3	2	5
Year 7- Japanese	3	6	9
Year 8- Japanese	6	4	10
Year 9- Japanese	3	4	7
Total	120	121	241

High School Destinations
Killarney Heights High School
Killara High School
Chatswood High School
St Ives High School
North Sydney Girls High School
NBSC Manly Campus
Marist College Eastwood
Turramurra High School
Ku-ring-gai High School
Balgowlah Boys Campus
Willoughby Girls High School
Narrabeen Sports High School

EDUCATIONAL PERFORMANCE

NAPLAN YEAR 3, 5 - 2022



The National Assessment Program — Literacy and Numeracy (NAPLAN) tests are conducted for all students across Australia in Years 3, 5, 7 and 9. Each year, over one million students nationally sit the NAPLAN tests. The students are assessed in the domains of reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy. NAPLAN data provide parents, schools, governments and the non-government school sectors with important information about whether young Australians are reaching important educational goals. NAPLAN tests are the only Australian assessments that provide nationally comparable data on the performance of students in the vital areas of literacy and numeracy. This gives NAPLAN a unique role in providing robust data to inform and support improvements to teaching and learning practices in Australian schools. <https://www.nap.edu.au/>

Students in the Japanese Division who are eligible to sit NAPLAN join the International Division cohort to complete NAPLAN. The results for Sydney Japanese International School for 2022 were outstanding, with all Assessments showing continued improvements.

The full NAPLAN performance of SJIS can be viewed through the MySchool website, via the following link:

<https://myschool.edu.au/school/44002/NAPLAN/results>

	2017	2018	2019	2020	2021	2022
	<< >>					
Compare to	<input type="radio"/> Students with similar background <input checked="" type="radio"/> All Australian students					
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	490	465	480	523	452	
Year 5	559	524	542	582	553	
Year 7	-	-	-	-	-	
Year 9	591	537	597	614	663	

NAPLAN participation for this school is 100%
NAPLAN participation for all Australian students is 95%

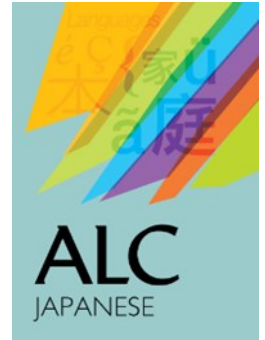
Interpreting the table

Selected school's average when compared to all Australian students

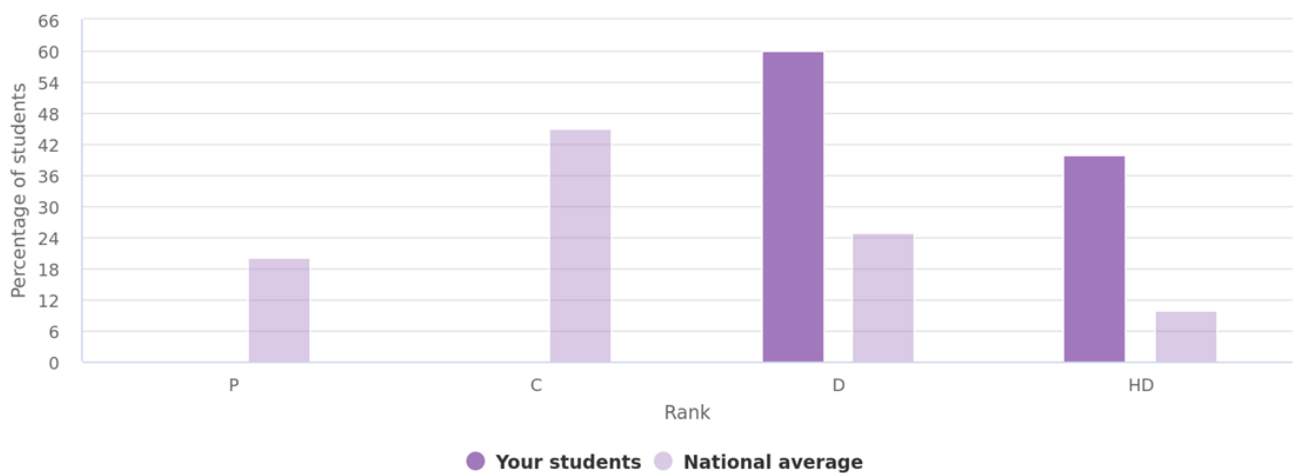
- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

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

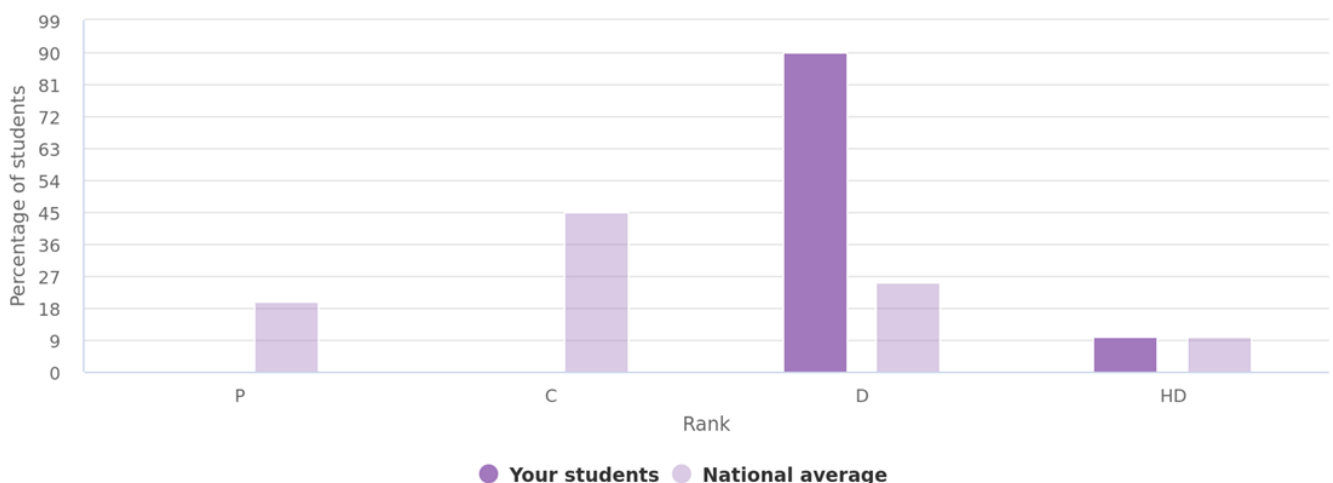
The Assessment of Languages Competence (ALC) is a set of tests designed to assess and evaluate language competence. ALC assessments are engaging for the learner and highly accurate, providing reliable insight into students' progress. 35 Students in Year 4, 5 and 6 completed the ALC Japanese Assessments in 2022, 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 27-03-2022 and 27-03-2023



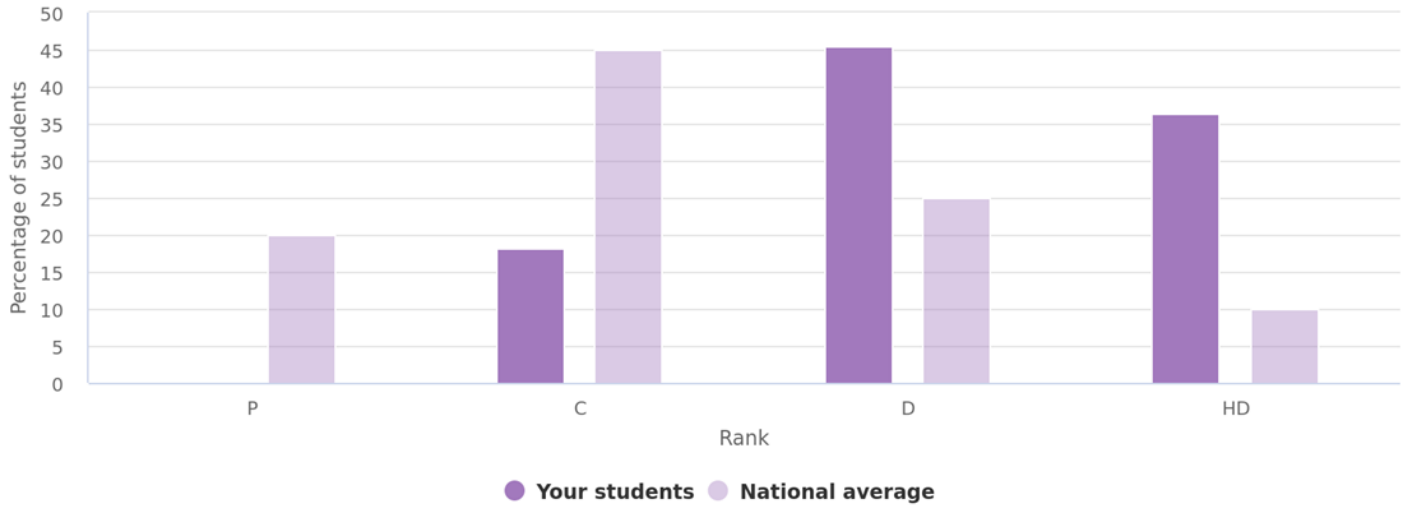
ALC Japanese / Group Report / Level 3 Listening - Rank Distribution
between 27-03-2022 and 27-03-2023



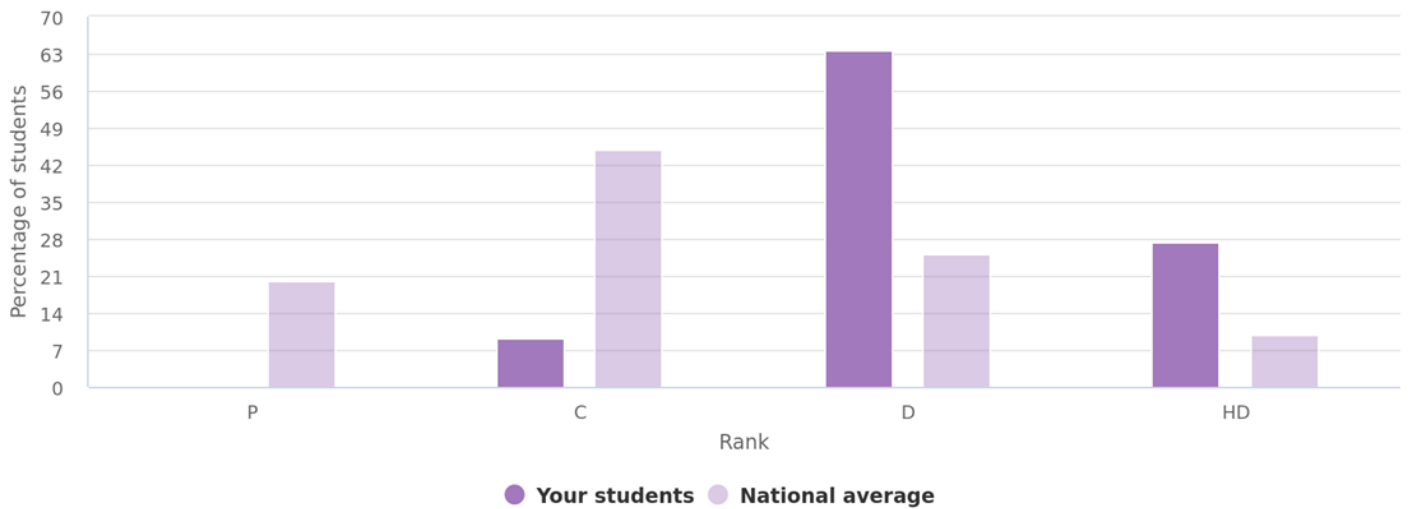
EDUCATIONAL PERFORMANCE



ALC Japanese / Group Report / Level 2 Reading - Rank Distribution
between 27-03-2022 and 27-03-2023



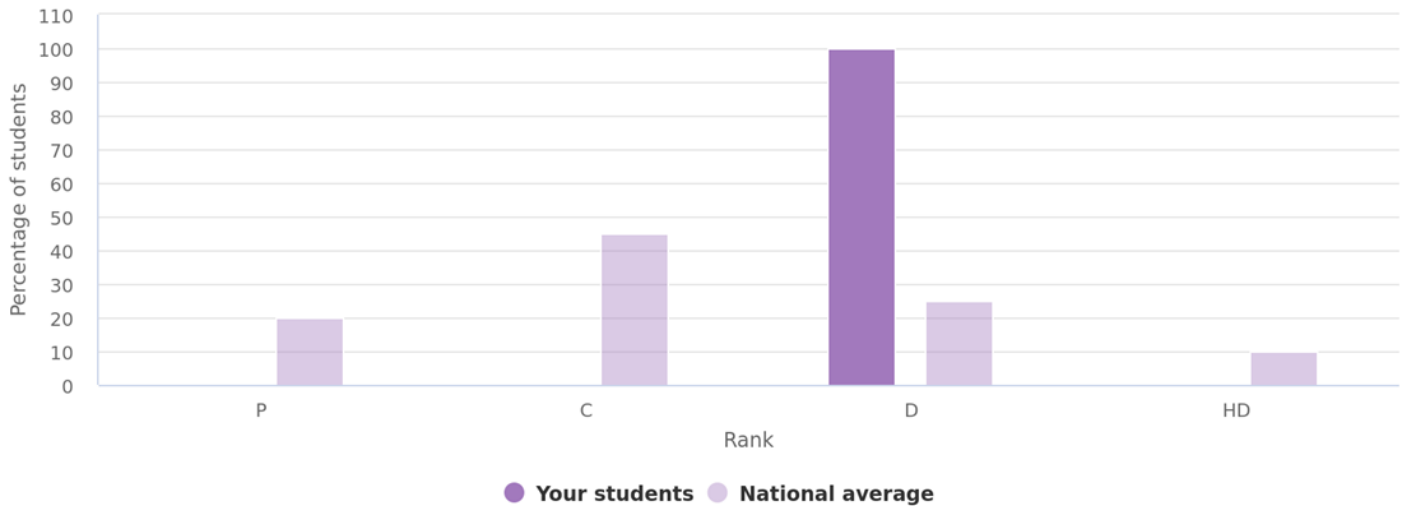
ALC Japanese / Group Report / Level 2 Listening - Rank Distribution
between 27-03-2022 and 27-03-2023



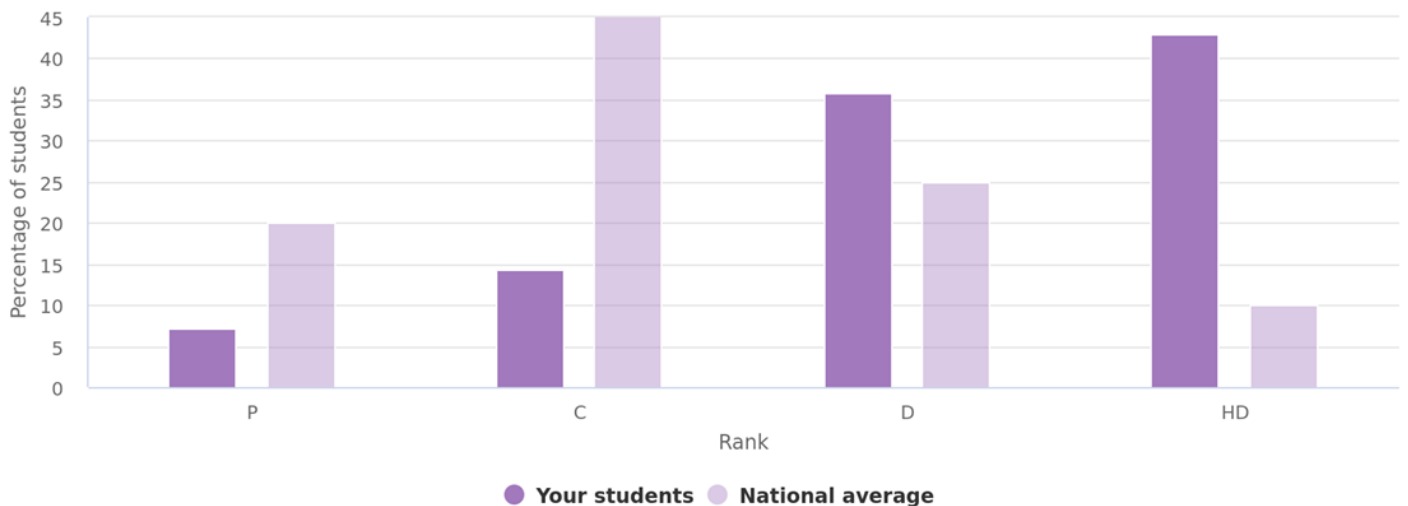
EDUCATIONAL PERFORMANCE



ALC Japanese / Group Report / Level 1 Reading - Rank Distribution
between 27-03-2022 and 27-03-2023



ALC Japanese / Group Report / Level 1 Listening - Rank Distribution
between 27-03-2022 and 27-03-2023



Teacher Professional Learning, Accreditation and Qualifications

Professional Learning

In 2022 the focus for the professional learning across the school was to ensure all mandatory training was in place for all staff members. We all completed mandatory annual CPR and first aid training along with mandatory training in the SJIS Code of Conduct and Child Protection policies.

Many staff completed a range of other important professional development modules to ensure our staff is kept up to date with changes in the syllabus and in line with evidence based programs to enhance the learning at SJIS.

Professional learning continues to be online as well as face to face as we started to see Covid restrictions reduced. This meant many staff could once again begin to network with others in the industry to encourage professional conversations.

Number of participating staff	Description of Professional Learning	Time (duration/ frequency)	Online or face to face
17	Supporting EAL/D Students in our Classrooms Part 1 Program planning to support EAL/D student	4 hours	
4	Introducing the new NSW Primary Curriculum	7 hours	Online
1	Leading the Implementation of the New English K-2 Syllabus	5 hours	Face to face
1	Middle Leaders	8 hours over 2 days	Online
1	IPSHA Language Umbrella Group Meeting	6 hours	Face to face
1	Rethinking Japanese language education for children	1.5 hours	Online
4	Perspective from an Autistic Student	1 hour	On line
4	Child protection learning by SJIS	1 hour	Face to face
4	the Annual State Community Language Teachers Conference	7 hours	Face to face
1	New Syllabus Consultation Zoom Meeting by Japanese Teachers Association of NSW	1.5 hour	On line
4	Japanese teachers conference 2022 by NSW Department of Education	7 hours	Face to face
4	JTAN Mini-Conference & AGM	5 hours	On line
	Introduction of Concept-Based Curriculum and Instruction		
1	Discrimination, Harassment and Bullying	45 minutes	On line
1	Beyond Activities: Bringing Concept Based Inquiry to Life in Your Classroom K-8	1.5 hours	On line
1	Using Quality Literature to Inspire Young Readers and Writers K-6 (AIS)	5 hrs	online
1	2022 Cognitive Load Theory Instructional Strategies	2 hrs	Online
2	Raising students who have background in language at community based language	2	Online
Whole School	Child Protection Policy	2 hours	Face to face
Whole school	First Aid and CPR	6 hours	Online and face to face
Whole School	SJIS Code of Conduct	1 hour	Face to face

Teacher Professional Learning, Accreditation and Qualifications

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	18
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	20
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	0

Workforce Composition

	Number of Teachers
Teaching Staff	33
Full-time equivalent teaching staff	29.1
International teachers—Full time equivalent	13.79
Japanese teachers—Full time equivalent	15.31
Non-teaching staff	18
Full-time equivalent non-teaching staff	12.2
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	94.88%	Year 4	97.5%
Year 1	93.45%	Year 5	96.68%
Year 2	94.72%	Year 6	96.36%
Year 3	97.03%	Whole School	95.52%

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 9:00am.
- 2.If a child is absent from school, a parent or carer is expected to send an app notice or email by 8:00am to the class teacher/school.
- 3.If SJIS has not received notification of an absence by 10:00, the office staff rings parents to confirm the absence. The office staff 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 of the Division 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

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 Policy

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 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

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

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

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.

Summary of Policy	Changes in 2022	Access to full text
Student Welfare - Rationale		
<p>Sydney Japanese International School aims to provide a safe and supportive environment for its students to learn in. 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</p>	<p>In 2022 SJIS strengthened its procedure for validating WWCC documentation for all staff working at the school including casual teachers.</p>	<p>The full text of the school's Student Welfare/Child Protection Policy can be accessed from the school website, on request, school server and Staff handbook.</p>
Anti-bullying - Rationale		
<p>Sydney Japanese International School is 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. SJIS 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.</p>	<p>NIL</p>	<p>The full text of the Anti-bullying policy and procedure can be found on the school's website, on request, school server and Staff Handbook.</p>

Other School Policies

Summary of Policy	Changes in 2022	Access to full text
Discipline - Rationale		
<p>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.</p>	NIL	<p>The full text of the school's discipline policy can be accessed from the school website, on request, school server and Staff handbook.</p>
Complaints and Grievances - Rationale		
<p>Sydney Japanese International 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 high priority on:</p> <ul style="list-style-type: none"> • Maintaining a safe and caring environment for students and staff • Improving the education and services provided for the school community 	<p>In 2022 the executive staff strengthened the Complaints and Grievances policy by setting out clearer procedures where necessary. SJIS made clearer who the person to address is within the school if a complaint needs to be raised.</p>	<p>The full text of the school's complaints and grievances policy can be accessed from the school website, on request, school server and Staff handbook.</p>

Other School Policies

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	<p>Language Policy - Japanese Language Dept, English Language Dept (ongoing)</p> <p>EAL/D Policy (ongoing)</p> <p>Purchased classroom furniture</p> <p>Updated Code of Conduct Policy</p>
Teaching and Learning	<p>Focus on new K-2 syllabus</p> <p>Identified need for a bilingual EAL/D assistant</p> <p>Identified need for additional teacher's aide in the International and Japanese Divisions</p> <p>Academic report delivered to parents online through Sentral database</p>
Student Wellbeing	<p>Updated Child Protection Policy</p> <p>Resilience Program (ongoing)</p>
Leadership	<p>Identified need for an International Division Y3-6 coordinator and Mixed Lesson coordinator</p>
Community	<p>Improved communication to parents and community via Sentral</p> <p>Building awareness of the school's academic achievements and enrolment process</p>
Facilities, Infrastructure and Security	<p>In 2022, there were a number of upgrade for the buildings, infrastructure and security.</p> <ul style="list-style-type: none"> •Renovation of 8 toilets in the two storey classroom buildings •Installation of large school sign boards •Wi-Fi upgrade doubling the access points •Security camera upgraded to digital •Online applications both in English and Japanese

Initiatives Promoting Respect and Responsibility

SJIS key values of Respect, Responsibility, Courtesy, Honesty, Justice, Generosity and Perseverance are embedded in all teaching and learning programs across the school and are modelled, taught and learned through daily school experiences. The international classes also embarked on a new program, The Resilience Project which revolves around the three key pillars proven to cultivate positive emotions: gratitude, empathy and mindfulness.

In 2022 the students were involved in raising funds for flood relief for Living School in Lismore and providing Christmas gifts for children in Westmead Hospital. Awareness was raised about the impact plastic in our oceans is having on the sealife. Through these charitable acts, students have developed a stronger sense of generosity, respect and a responsibility to help and support those in need.

Our mixed lessons in music, physical education, visual arts and coding continue to be a valuable way of bringing students from both divisions together. Together with special days such as Sports Day, school concert performances, language festivals and ceremonies our students develop friendships and an appreciation of cultures and beliefs of children from other countries.

In 2022 our assemblies focussed on our key values and our learning from The Resilience Project. Awards are given to students based on their proven effort in displaying or encouraging our key values or the key pillars from The Resilience Project.



Parent, Student and Teacher Satisfaction

Perspective Survey 'Your School in Focus'

In April 2022 Sydney Japanese International School commissioned AISNSW to run a review of the of student, teachers and parents' perspective 'Your School in Focus' across five key domains:

- School Environment
- Teaching and Learning
- Student Wellbeing
- Leadership
- Community

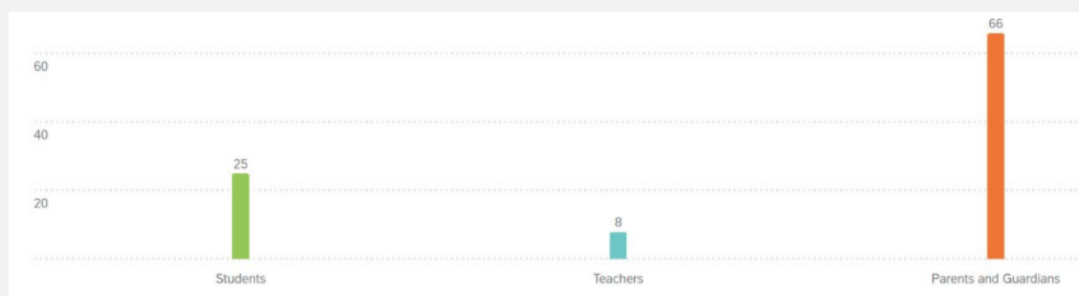
The robust and relevant data provided by the Perspectives survey provides useful insights from our school community that is leveraged for strategy development, innovation and change. The rich feedback data from students, staff and parents informs our school's strategic direction and improvement plans.



Sydney Japanese International School

What can you learn from your demographics?

Total respondents: 99



There were 99 respondents - 66 parents, 25 students (52% Year 6 and 48% Year 5) and 8 teachers.

Parent, Student and Teacher Satisfaction

Areas of current strength:

School Environment

Vision, mission and values

Sense of safety

Physical environment

Teaching and Learning

Designing learning

Quality pedagogical practices

Inclusive learning

Student Wellbeing

Respectful relationships

Inclusivity and Equity

Leadership

Leadership practices

Community

Reputation

Communication



School Environment

Teaching and Learning

Student Wellbeing

Leadership

Community



Parent, Student and Teacher Satisfaction

Areas of future opportunity:



Areas of opportunity – Students (25 respondents)

School Environment

- Explore consistency around rules.
- Review cleanliness of specific school areas.

Teaching and Learning

- Engage with students about their lives and interests.
- Refresh teaching practices to build engagement, variety and motivation.

Student Wellbeing

- Support students in developing goals and monitoring their progress.
- Explore opportunities to support students in actively seeking help.

Community

- Explore capacity to expand student voice.
- Review co-curricular, sport and community service engagement.



Areas of opportunity – Parents (66 respondents)

Student Wellbeing

- Support students in developing goals and monitoring their progress.

Community

- Review two-way communication practices.
- Explore opportunities for parent / teacher interactions.
- Review community service offerings.



Areas of opportunity – Teachers (8 respondents)

School Environment

- Explore common understanding and focus on vision and mission.
- Revisit clarity of school rules.
- Identify areas of school needing maintenance.

Teaching and Learning

- Explore the students' perspectives around teaching and learning.
- Review approaches to professional learning.

Student Wellbeing

- Support students in goal setting and monitoring their progress.

Leadership

- Explore opportunities to grow leaders.
- Review practices around change and community partnerships.

Parent, Student and Teacher Satisfaction

According to the survey, questions the school to further investigate include:



Questions for further exploration and focus

School Environment

- How can we identify and address specific concerns around our grounds and buildings?

Teaching and Learning

- How might we explore the different responses of students and teachers around pedagogical practices?

Student Wellbeing

- In what ways could students' social and emotional learning, especially around goal setting and self-monitoring, be further enhanced?

Leadership

- What review of leadership practices could strengthen already effective practices?

Community

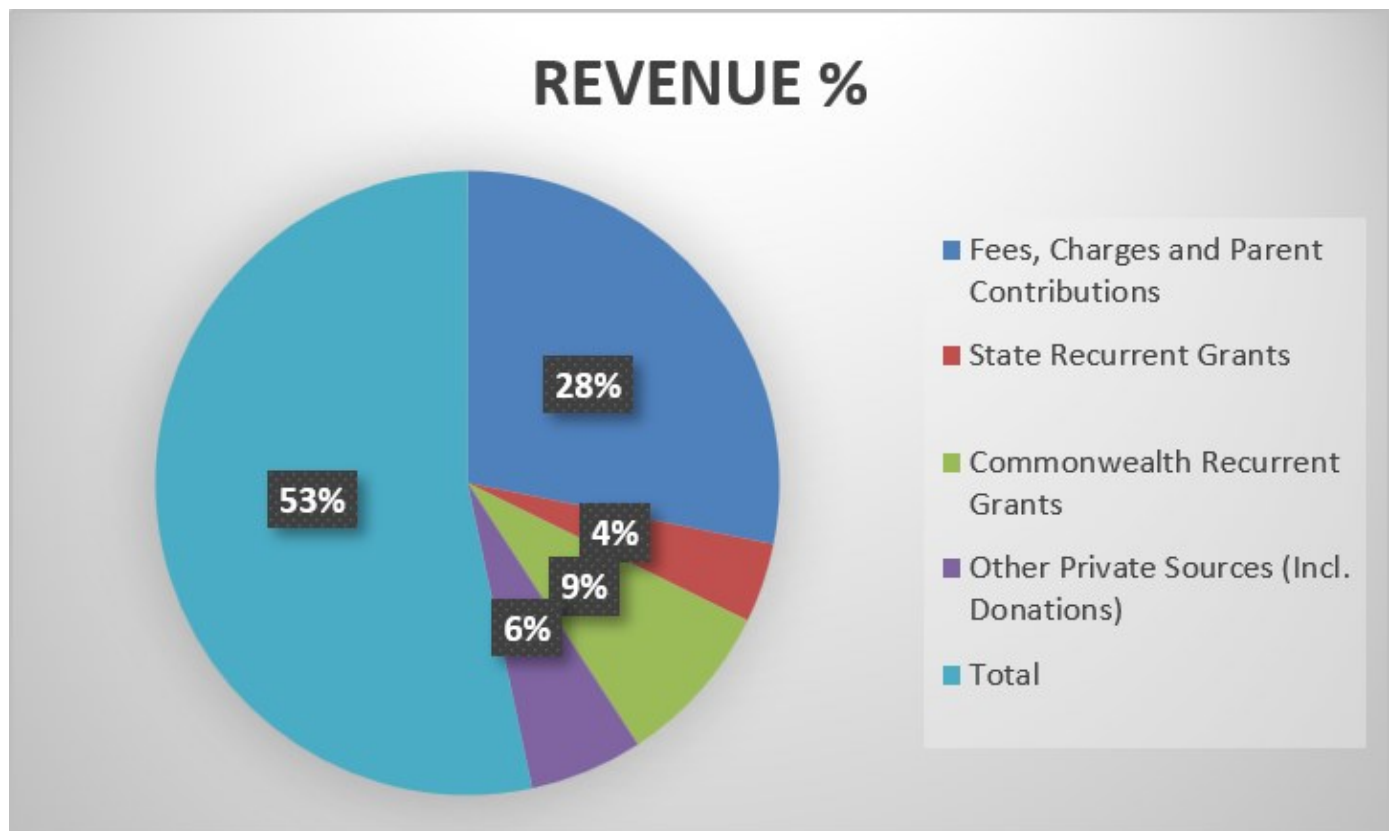
- How might we respond to the opportunities suggested around student community engagement?



Summary of Financial Information

Revenue

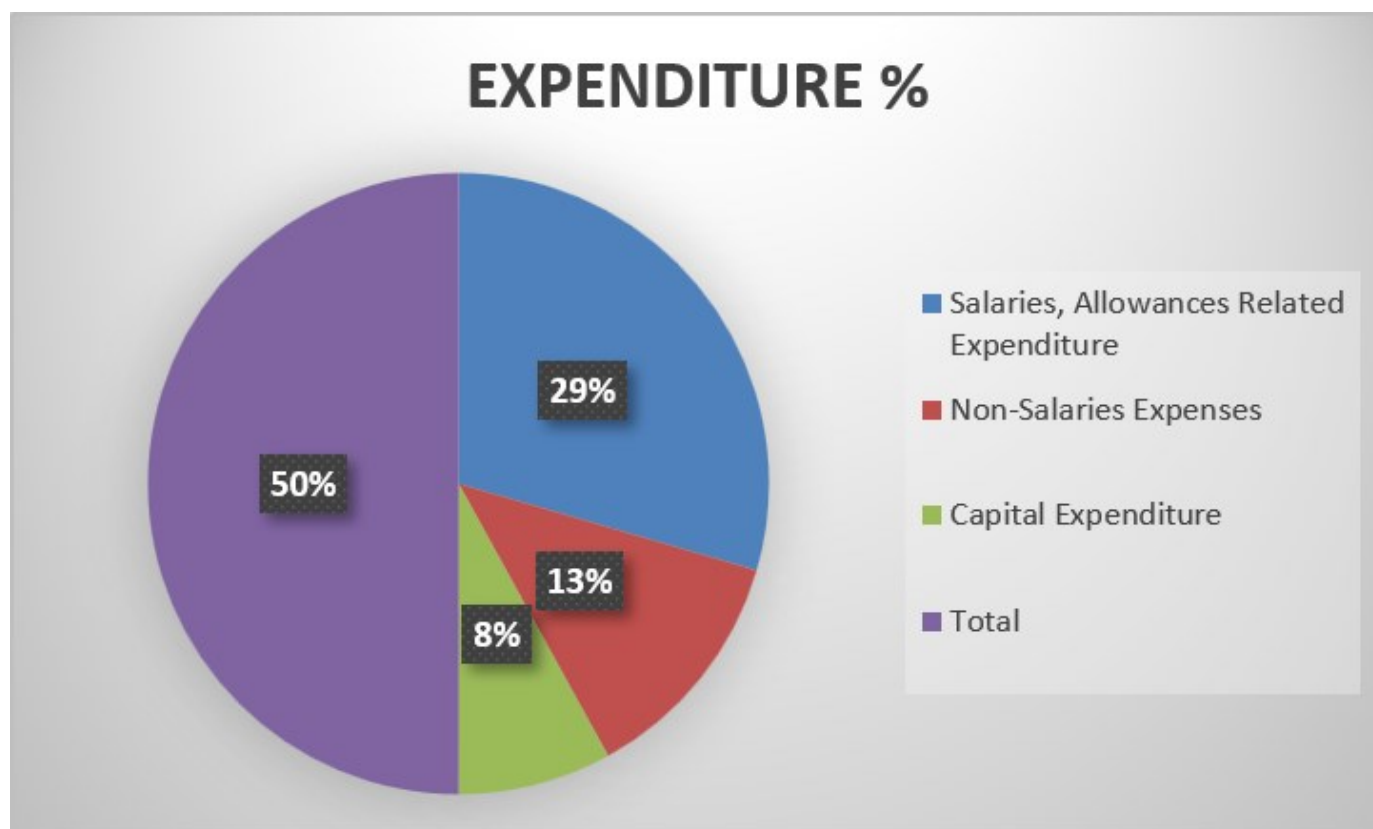
Item	%	Amount
Fees, Charges and Parent Contributions	53%	\$3,249,409
State Recurrent Grants	8%	\$475,717
Commonwealth Recurrent Grants	16%	\$1,752,114
Other Private Sources (incl. Donations)	11%	\$678,636
Total	100%	\$6,155,876



Summary of Financial Information

Expenditure

Item	%	Amount
Salaries, Allowances related expenditure	59%	\$3,934,858
Non-Salaries expenses	25%	\$1,976,125
Capital Expenditure	16%	\$771,433
Total	100%	\$6,682,416



Publication Requirements

The 2022 Annual Report was published by 30 June 2023 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





SYDNEY JAPANESE
INTERNATIONAL
SCHOOL

シドニー日本人国際学校