



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

ANNUAL REPORT 2024

SYDNEY JAPANESE INTERNATIONAL SCHOOL

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TABLE OF CONTENTS

MESSAGE FROM KEY SCHOOL BODIES _____	3
Message from the Principal _____	3
Message from the Head of International Division _____	4
Message from the Parent Teacher Association (PTA) _____	7
CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS _____	8
History _____	8
Our Mission _____	9
Characteristics of the student body _____	11
Academic PERFORMANCE _____	13
NAPLAN Results 2024 _____	13
Assessment of Language Competence (ALC) - Years 4, 5 & 6 _____	15
TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS _____	18
Teacher Professional Learning _____	18
Teacher Accreditation _____	20
Teacher Qualifications _____	20
Workforce Composition _____	20
STUDENT ATTENDANCE AND RETENTION RATES _____	21
ENROLMENT POLICIES _____	22
Enrolment Policy _____	22
Enrolment Procedure _____	23
Transfer Policy _____	24
OTHER SCHOOL POLICIES - updates _____	25
OTHER SCHOOL POLICIES _____	26
SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT _____	27
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY _____	29
PARENT, STUDENT AND TEACHER SATISFACTION _____	30
FINANCIAL STATEMENTS _____	32
PUBLICATION REQUIREMENTS _____	33

MESSAGE FROM KEY SCHOOL BODIES

Message from the Principal

“We welcome students of all nationalities and backgrounds to participate in this educational community rich with the culture and values of Australia and Japan.”

Located in the Northern Beaches, the Sydney Japanese International School campus is surrounded by natural beauty. SJIS is authorised by the Japanese Ministry of Education, Culture, Sports and Technology (MEXT) and registered as an independent school by the New South Wales Education Standards Authority (NESA). Our school offers two curricula, both of which exceed the standards required by MEXT and NESA. The Japanese Division teaches the curriculum that is currently taught in Japan from Year 1 to Year 9 but exceeds MEXT requirements by adding daily English lessons. The International Division teaches the NSW curriculum but adds daily Japanese lessons. Furthermore, the students of both divisions work together in bilingual lessons studying Visual Arts, Music, PE and coding. These bilingual lessons are known as “mixed lessons” and are an important part of that which makes SJIS unique. Not only do students at SJIS develop their language skills through these classes, they also participate in cross-culturally significant school events such as Sports Day, Cross Country running event, School Concert, school excursions and the Entrance Ceremony for new Kindergarten and Year 1 students as well as the opening and closing ceremonies held for each term. We welcome students of all nationalities and backgrounds to participate in this educational community rich with the culture and values of Australia and Japan.



Yoshiko Miyata
Principal



Message from the Head of International Division



Head of International Division

It is with great pride that I present the 2024 School Annual Report for Sydney Japanese International School. This year has been one of progress, collaboration, and innovation, reflecting our ongoing commitment to delivering high-quality education and fostering a nurturing learning environment. We have continued to build on our school's strengths, guided by our newly created Strategic Plan 2023–2027, which places student growth, staff excellence, and community partnerships at the heart of everything we do.

“2024 has been a year of progress, collaboration, and innovation”

Strategic Direction

In alignment with our **School Strategic Plan 2023–2027**, we remained focused on three key priorities of:

1. **Improving the school environment**
2. **Excellence in Teaching and Learning**
3. **Wellbeing and Belonging**
4. **School Leadership**
5. **Collaboration and Community Engagement**
6. **Constant improvement of the school facilities**

Throughout 2024, our staff and leadership team worked collaboratively to implement actions across these strategic pillars, ensuring consistency and accountability in achieving our goals.

“Newly created 5 year Strategic plan was implemented in 2024 to guide future growth of the school”

Curriculum and Teaching

A major highlight this year was the **successful implementation of the new Years 3–6 syllabuses**, part of the NSW curriculum reform. This transition has been supported through:

- Extensive **professional development and staff training**, equipping teachers with the knowledge and skills to deliver the new curriculum effectively.
- Collaborative programming sessions and curriculum planning days, fostering a shared understanding and consistent practice across teaching teams.



These efforts have resulted in greater curriculum alignment, improved learning sequences, and enhanced student engagement in classrooms.

“2024 Saw all new English and mathematics syllabuses implemented all the classes in the International Div. K-6”

Streamlining of Processes

In 2024, we continued our work on **streamlining school processes**, with a focus on:

- Enhancing digital workflows to reduce administrative burden on staff.
- Simplifying communication channels with parents and carers through a consolidated digital platform.
- Improving internal planning and reporting systems to support more agile and responsive decision-making.

These improvements have allowed staff to dedicate more time to teaching and learning while enhancing operational efficiency across the school.

“Improvements in processes have allowed staff more time to dedicate to teaching and learning”

Student Wellbeing and Values

Our school continues to nurture a culture of respect, responsibility, and resilience through the introduction of regular **Whole School Values Assemblies**. These assemblies provide opportunities to:

- Celebrate student achievements and positive behaviours.
- Reinforce school-wide expectations and shared values.
- Build a sense of pride and belonging among all students.

The integration of wellbeing programs and values-based education remains central to our approach, supporting students’ holistic development.

Kakehashi

The Kakehashi (bridge-building) initiative between Japan and Australia is beautifully embodied at the Sydney Japanese International School (SJIS). As a unique institution offering both Japanese and Australian curricula, SJIS fosters deep intercultural understanding and friendship. The school serves as a bridge where students from both nations engage in bilingual education, cultural exchange, and mutual respect.

Through shared learning experiences, students gain fluency not only in language but in the values and traditions of both countries. Events such as Japanese cultural festivals, sports days, and exchange programs highlight the rich connections between the two nations. These activities create opportunities for Australian and Japanese students to collaborate, communicate, and form lasting friendships.



SJIS stands as a symbol of the strong and evolving relationship between Japan and Australia. It nurtures global citizens who appreciate diversity and are equipped to contribute to an interconnected world. By promoting cross-cultural understanding from a young age, the school plays a vital role in strengthening diplomatic, educational, and social ties.

“SJIS is more than just a school - it is a living example of the Kakehashi spirit, bridging Japan and Australia through education, empathy and shared values.”

Looking Ahead

As we move into the second year of our strategic plan, we remain committed to innovation, improvement, and inclusion. Our focus for 2025 will include:

- Further integration of technology to support learning.
- Deepening community partnerships and parent engagement.
- Continued evaluation and refinement of curriculum practices.

We are proud of the progress made in 2024 and look forward to another year of growth and achievement.

Academic Achievement

Our students achieved excellent results in the ACARA NAPLAN assessments in 2024. Please see more information on the school results in the NAPLAN results section of the School Annual Report.



Message from the Parent Teacher Association (PTA)

“in 2024, the SJIS PTA transitioned to a unified structure, bringing together families from both the Japanese and International Divisions to work as one community.”

Starting in 2024, the SJIS PTA transitioned to a unified structure, bringing together families from both the Japanese and International Divisions to work as one community. Under this renewed sense of unity, we carried out various initiatives throughout the year.

One of the most memorable events was the annual Family Fun Day, eagerly anticipated by students each year. This year’s event featured an expanded offering, including an inflatable obstacle course brought in from outside the school and a variety of Japanese food stalls. With beautiful weather, the day became a joyful and lasting memory for families.

We would like to express our sincere thanks to all the class representatives and volunteers who generously supported our activities throughout the year.

Additionally, thanks to generous donations collected through PTA activities, we were able to present the school with a GPS satellite clock and signage representing the school's core values — the Seven Values. These contributions were made possible through the ongoing support of our PTA members.

We look forward to continuing our collaboration between school and families, working together through the PTA to support the growth of our children as future global citizens and bridges between Japan and Australia.

Chiharu Fornieles

PTA Steering Committee 2024



CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS

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.



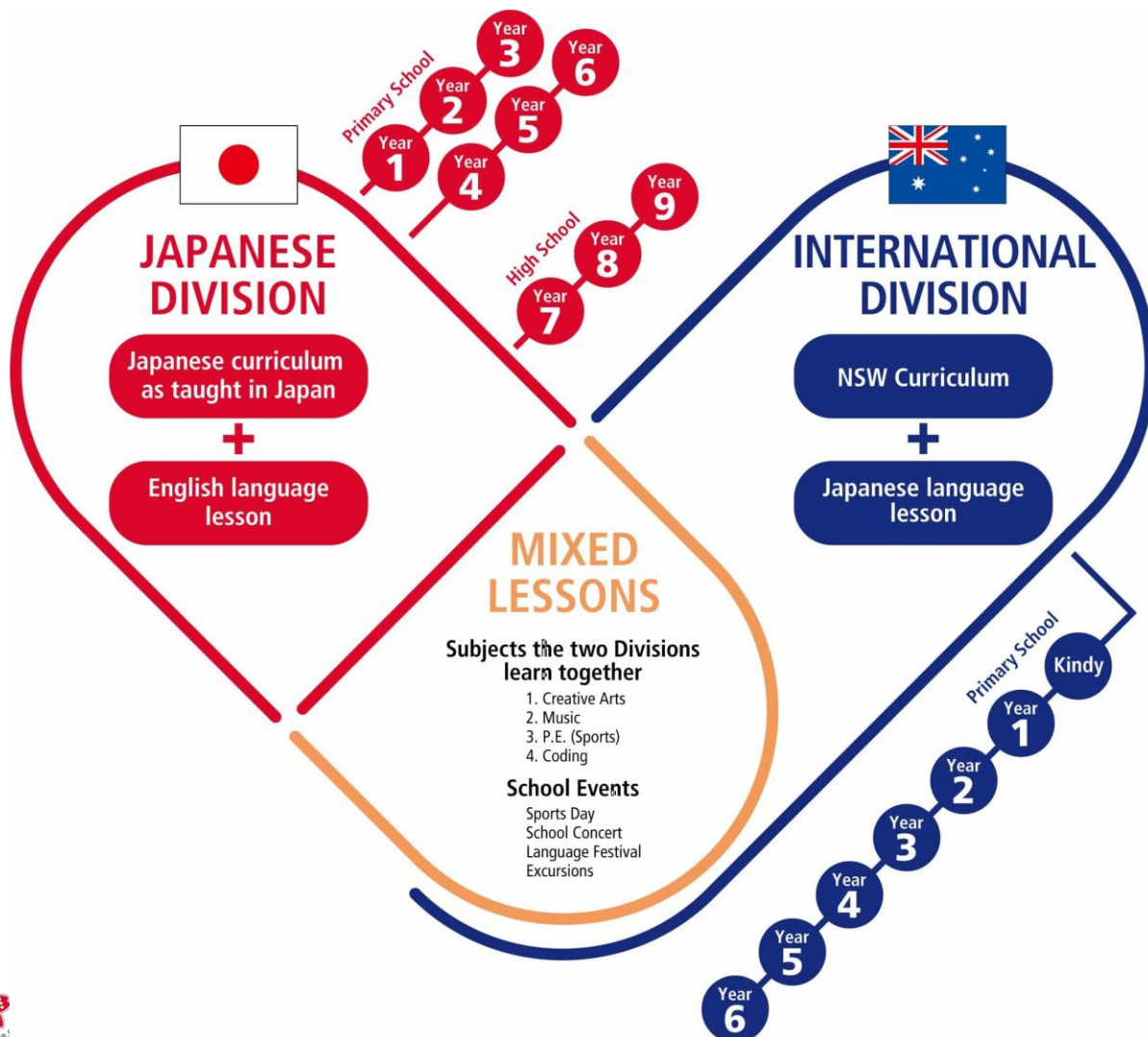
Our Mission



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). 47 percent of enrolments are in this Division.

In 2024 the population of the International Division was 129 students. The gender split was 53% boys and 47% girls. Approximately 40% of these students came from a household where both parents are Japanese, another 24% had no Japanese background, and 36% of the students have one parent or grandparent from Japanese backgrounds.

In 2024 the Population of the Japanese Division was 94 students. The gender split was 47% boys and 53% girls. 64% of students were children of expats from Japan and 36% 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).

2024 Class Sizes	Boys	Girls	Total
Kindergarten Koala	10	6	16
Kindergarten Wallaby	9	7	16
Year 1 – International	9	11	20
Year 1 - Japanese	5	3	8
Year 2 – International	13	5	18
Year 2 - Japanese	8	4	12
Year 3 – International	10	7	17
Year 3 - Japanese	7	10	17
Year 4 – International	7	4	11
Year 4 - Japanese	7	7	14
Year 5 – International	4	11	15
Year 5 - Japanese	7	8	15
Year 6 – International	7	9	16
Year 6 - Japanese	4	8	12
Year 7 - Japanese	2	4	6
Year 7 - Japanese	3	3	6
Year 7 - Japanese	1	3	4
Total	113	110	223

High School Destinations
Killarney Heights High School
Hornsby Girls High School
SCEGGS Darlinghurst
<u>Cammeraygal</u> High School
Killara High School
St Ives High School
Sydney Girls High School
Roseville College
Asquith Boys High School
International School in Malaysia
Home School





ACADEMIC PERFORMANCE

NAPLAN Results 2024

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.

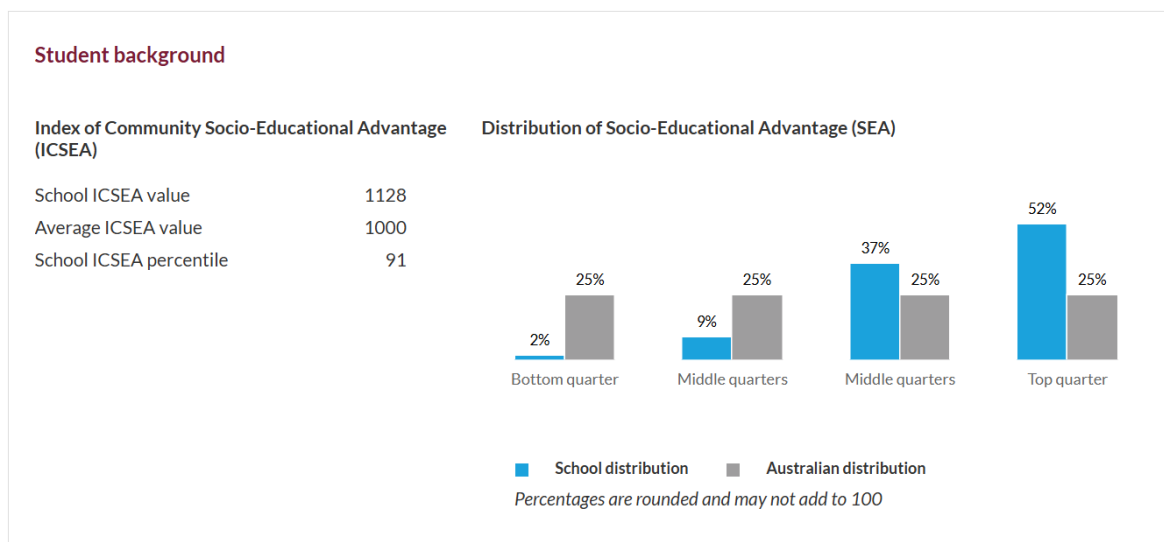
NAPLAN tests are the only Australian assessments that provide nationally comparable data on the performance of students in the vital areas of literacy and numeracy. This gives NAPLAN a unique role in providing robust data to inform and support improvements to teaching and learning practices in Australian schools.

Proficiency standards

NAPLAN proficiency standards changed to include 4 proficiency levels for each assessment area at each year level:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling. The results for Sydney Japanese International School for 2024 were outstanding:



	2023	2024			
Compare to	<input type="radio"/> Students with similar background	<input checked="" type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	449	441	445	487	474
Year 5	546	561	524	575	541
Year 7	-	-	-	-	-
Year 9	-	-	-	-	-

NAPLAN participation for this school is 98%
 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

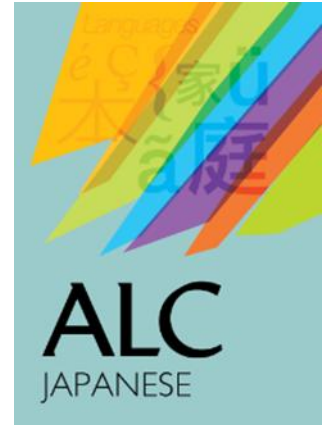
Students in the Japanese Division who are eligible to sit NAPLAN join the International Division cohort to complete NAPLAN.

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>



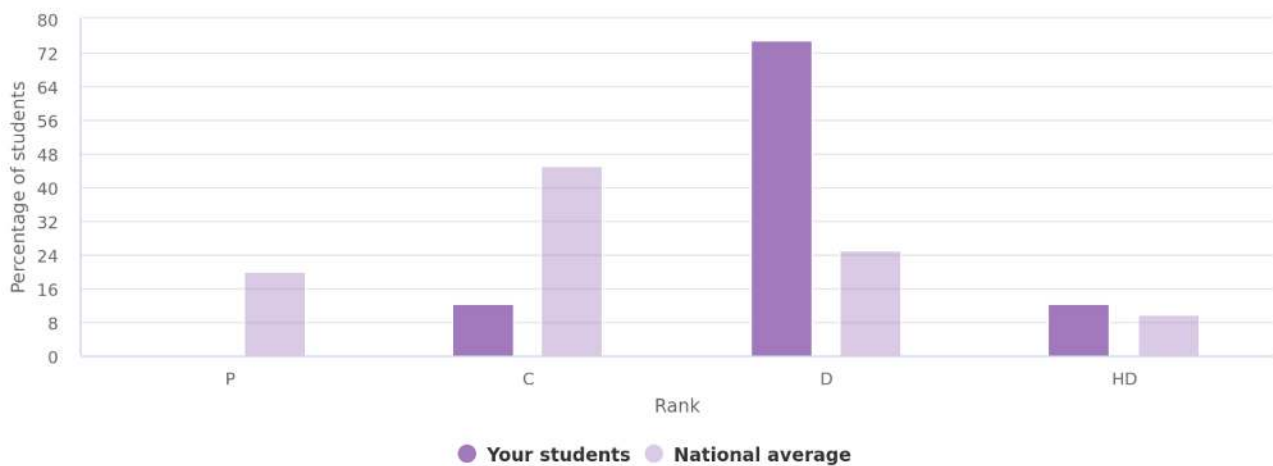
Assessment of Language Competence (ALC) – Years 4, 5 & 6

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. 34 Students in Year 4, 5 and 6 completed the ALC Japanese Assessments in 2024, and when compared to Australian High School students performed at or well above other Japanese Language Learning students. We are always extremely proud of the result of our language learning students within the International Division.



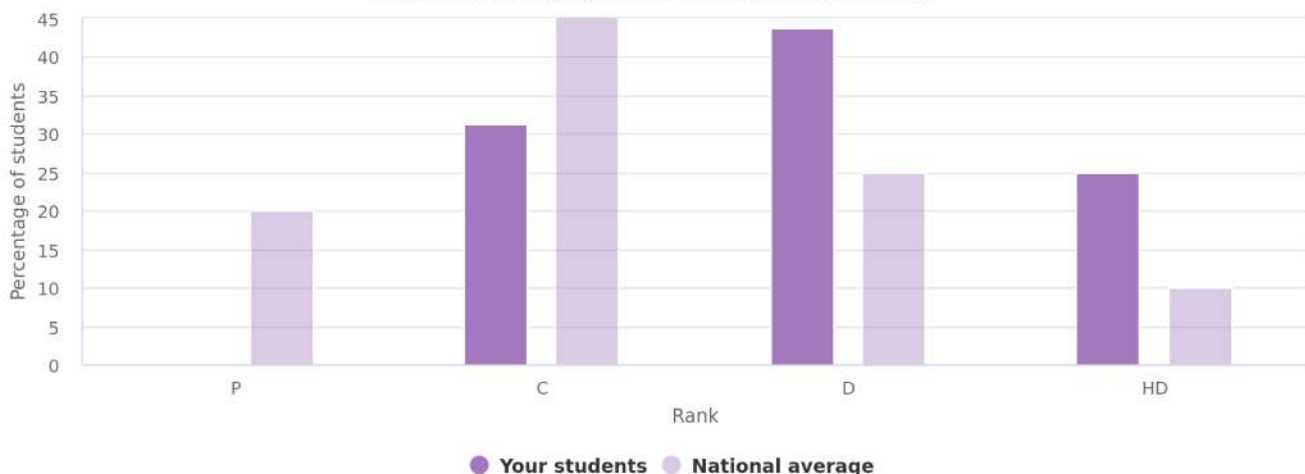
ALC Japanese / Group Report / Level 3 Reading - Rank Distribution

between 23-08-2024 and 29-08-2024 for selected students



ALC Japanese / Group Report / Level 3 Listening - Rank Distribution

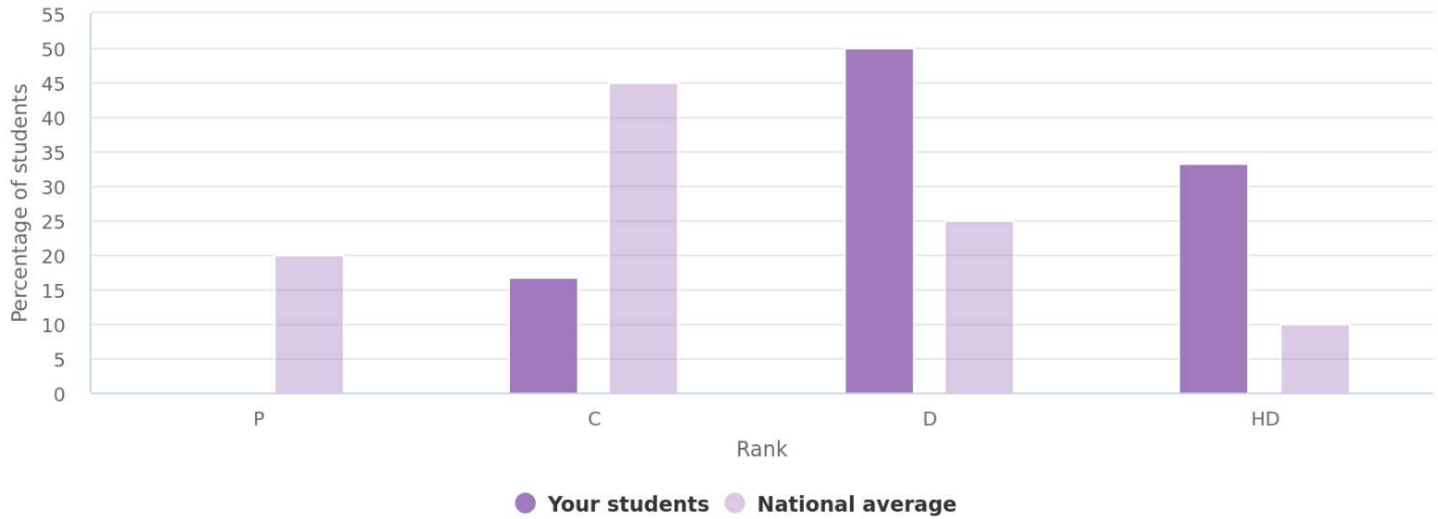
between 23-08-2024 and 29-08-2024 for selected students





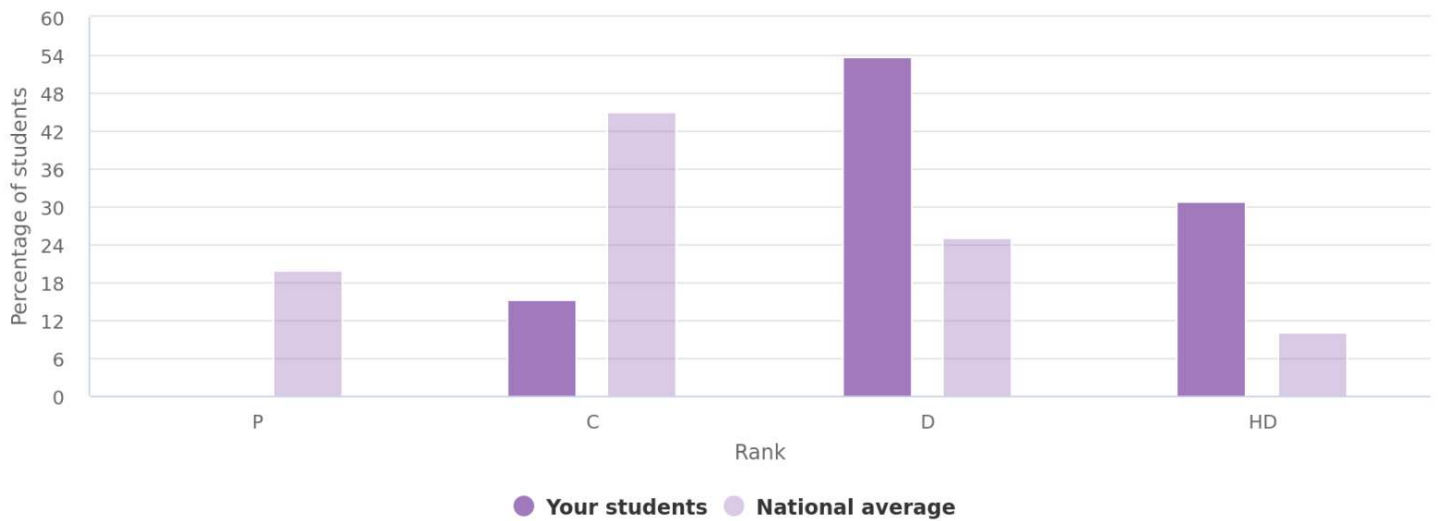
ALC Japanese / Group Report / Level 2 Reading - Rank Distribution

between 28-08-2024 and 29-08-2024 for selected students



ALC Japanese / Group Report / Level 2 Listening - Rank Distribution

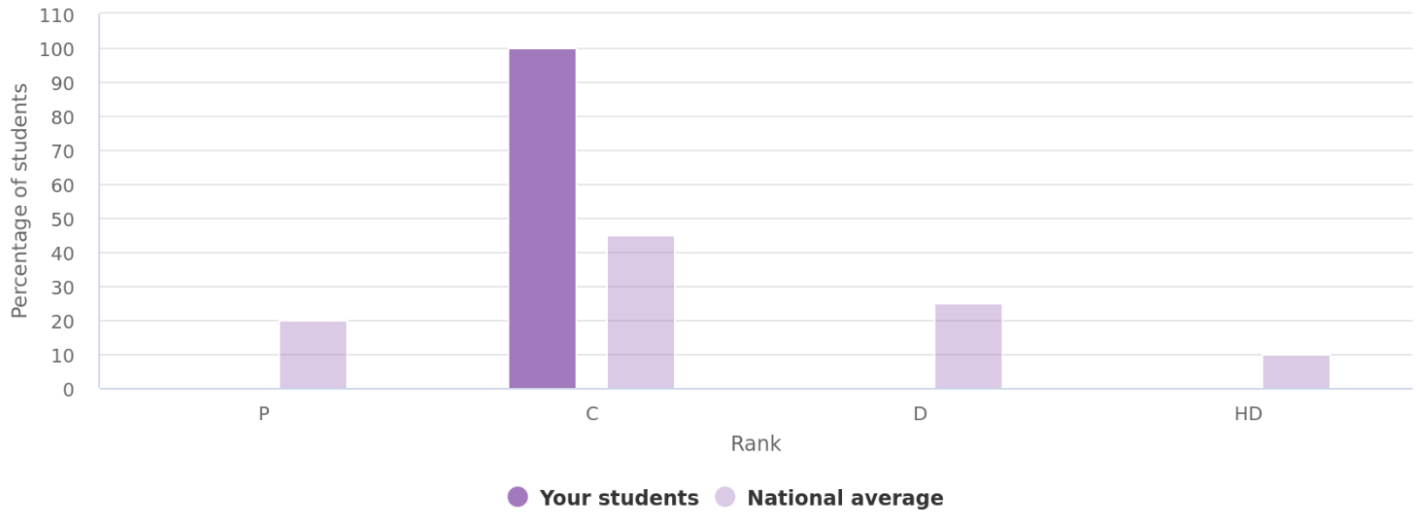
between 20-08-2024 and 29-08-2024 for selected students





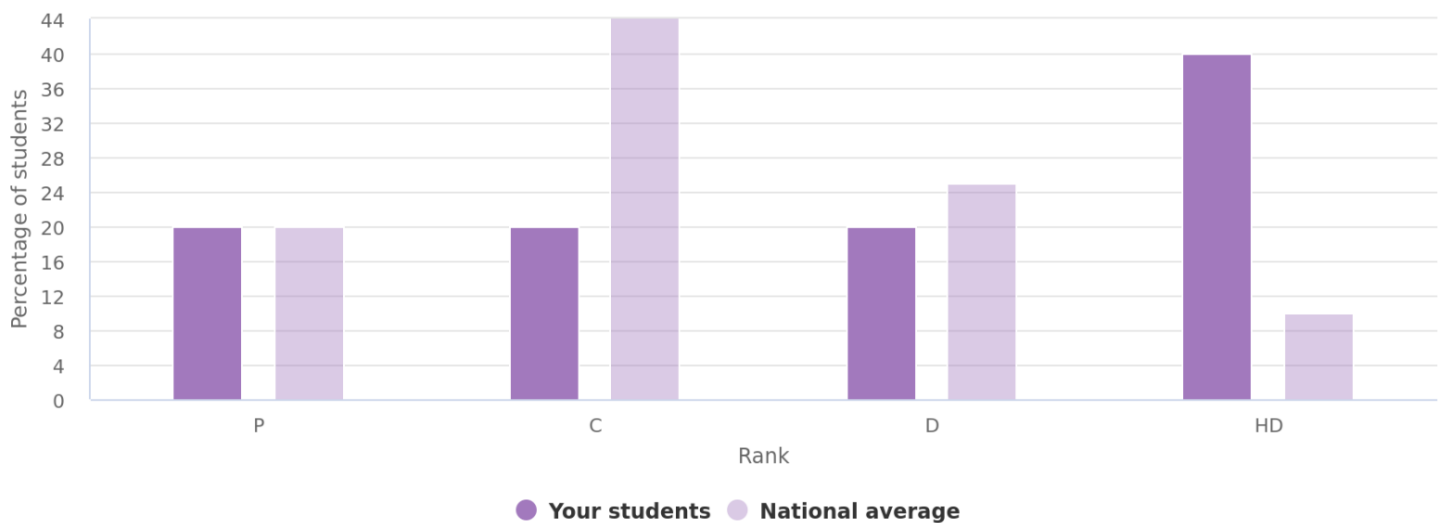
ALC Japanese / Group Report / Level 1 Reading - Rank Distribution

between 20-08-2024 and 29-08-2024 for selected students



ALC Japanese / Group Report / Level 1 Listening - Rank Distribution

between 20-08-2024 and 28-08-2024 for selected students



TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher Professional Learning

In 2024 professional learning across the school focused on ensuring all mandatory training was in place for all staff members. We all completed mandatory annual CPR and first aid training and 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 and staff Performance and Development Plans (PDP) to enhance the learning at SJIS.

Staff networked with others in the industry to encourage professional conversations.

Professional Learning 2024

Number of Staff Members	Description of Professional Learning	Time (duration/frequency)	Online or face to face
Whole school	First Aid and CPR	6 hours	Online and face to face
Whole school	SJIS Code of Conduct	1hour	Face to face
Whole school	SJIS Child Protection	2 hours	Face to face
Whole School	Discipline Policy	1 hour	Face to face
Whole school	ICT policy	1 hour	Face to face
1	Bringing Aboriginal Perspectives into the classroom	2.5 hour	online
3	Annual State Community Language Teachers Conference and Professional Development Training Day	5 hours	Face to Face
3	National Symposium on Japanese Language Education	5 hours	Face to Face
2	Considering kanji skills and kanji education in the digital age.	3.5 hours	online
1	IPSHA Language group Umbrella meeting	5 hours	Face to face



Number of Staff Members	Description of Professional Learning	Time (duration/ frequency)	Online or face to face
1	MiniLit Sage	6 hours	Online
1	CLIL Teacher Training	3 hours	Online
2	Various AIS Writing and Reading Professional Learning	20 hours	Face to Face
1	EALD Professional Learning	5 hours	Online
1	Planning and Programming with the new English 3-6 Syllabus - Self-Paced Learning Experience.	6 hours	Self paced
1	Information of different apps and online tools to be used as a resource to enhance student's learning	3 hours	Online
1	Literacy intervention	3 hour	Online
1	Implementing differentiation in K-6 Mathematics for the new NSW Syllabus	1 hour	Online
1	UNSW Mini-COGE Course	16 hours	Online
1	PDHPE new Syllabus	4 hours	Webinar
1	5 from 5 LAN conference	1 hour 5 hours	Webinar Face to face
International Classes staff	Visible Learning (face to face, walk throughs, zoom sessions, inter and stage meetings - a yearly focus)	(over various sessions and meetings) overall 10 hrs	Face to face



Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	19
Experienced Teacher (AIS voluntary accreditation)	2
Total number 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	21
As recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines	0
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	34
Full-time equivalent teaching staff	29.2
Non-teaching staff	19
Full-time equivalent non-teaching staff	13.2
We are not specifically aware of the backgrounds of staff nor the employment of Indigenous staff.	



STUDENT ATTENDANCE AND RETENTION RATES

Student attendance rates for the International Division

Class	%	Class	%
Kindergarten	94.50%	Year 4	92.13%
Year 1	93.64%	Year 5	95.44%
Year 2	92.30%	Year 6	95.93%
Year 3	94.77%	Whole School	94.13%

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 9:30am, an automated Sentral SMS will be sent to the parents. If there is no response by 10:00am, 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 student 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 POLICIES

Enrolment Policy

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

Family relationship with the school

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

The student:

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

Enrolment Procedure

Before applying for enrolment, parents/carers should read the following documents, all of which are available on the School's website or from the School office:

- The Enrolment section of the School website
- The Enrolment Policy
- The Current Fees Schedule



Application Requirements

To apply for enrolment, parents/carers must:

- Complete and submit the School's official online application form
- Ensure the application form is signed by the parent(s)/carer(s)

Application Process

Once the School receives the application, the Principal and the Deputy Principal of the International Division will review it based on the criteria set out in the School's Enrolment Policy. Following this review, the School will:

- Advise the parent/carer that the student is required to attend an assessment, and that the parent/carer must attend an interview
- Advise whether an offer of enrolment will be made, or
- Advise that the student's name will be placed on a waiting list and an offer made if a place becomes available

Enrolment Offer

If an offer of enrolment is made, the parent/carer must pay an enrolment fee and a refundable school bond.

Enrolment is dependent on the School receiving the first term's fees in the year of entry by the first day of attendance. If the fees are not received by the due date the enrolment will lapse.

Changes to Contact Information

Parents/carers must inform the School of any changes to their address or contact details after an offer (or conditional offer) of enrolment has been made.



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.



OTHER SCHOOL POLICIES – UPDATES

A summary of policies for Child protection/Student Welfare and Code of conduct is provided here. The full text of policies can be accessed on the school website. Policies are also stored on the school's online filing systems dropbox and google drive as well as the Staff Handbook. Any updates are shared with the SJIS school community.

Summary of Policy	Changes in 2024	Access to full text
Discipline Policy and School Uniform Policy - Rationale		
The Sydney Japanese International School perceives discipline as an integral part of education rather than a separate entity. Good discipline is achieved through the co-operative efforts of the entire school community	The Discipline Policy was thoroughly reviewed in 2024 by the school management team and changes were made that were more in line with the values of the school. The policy reflects a partnership between students and staff to teach and promote socially responsible behaviour. The School rules were also reviewed and staff were informed of the changes. The school uniform policy was also reviewed and school uniform expectation photos were updated.	The full text of the school's Discipline Policy and School Uniform Policy can be accessed from the school website, online filing systems, on request and Staff handbook.
Parent Code of Conduct - Rationale		
This Parent Code of Conduct Policy has been developed so that parents and those with parental responsibilities are aware of and meet the School's expectations with regard to their interaction with the School, its teachers, staff, other parents and students. Adherence to this Code is important to promote positive and productive relationships within the School community.	In 2024 the management team of SJIS worked together to create a Parent Code of Conduct policy. The policy reflects the school's seven values; courtesy, honesty, responsibility, justice, generosity, perseverance and respect. The policy explains the procedure for complaints and the general expectations of behaving respectfully towards members of the school community.	The full text of the Parent's Code of Conduct policy can be found on the school's website, online filing systems, on request and Staff Handbook.
Inclement Weather Policy - Rationale		
Children's safety is of the utmost importance. Our procedures will ensure that all community members are aware of correct protocols for managing extreme weather conditions during the school day. This policy will provide guidelines that ensure a safe and comfortable school environment is maintained during times of extreme weather. Extreme weather includes extreme heat, lightning, thunder, dangerous storms including hail, fog/smog, pollen or air pollution and intense wind.	The management team created the Inclement Weather policy in 2024. It was created in response to the unpredictable weather that can happen in Sydney.	The full text of the Inclement Weather policy can be found on the school's website, online filing systems, on request and Staff Handbook.
Whistle Blower Policy - Rationale		
This policy applies to the Sydney Japanese International School to ensure individuals who disclose wrongdoing in relation to the school can do so safely, securely and with confidence that they will be protected and supported.	The Whistle Blower Policy is a mandatory policy for all schools to have published on their website in 2024. This policy is related to: <ul style="list-style-type: none"> Complaints and Grievances Policy Student Welfare/Child Protection Policy Anti-bullying Policy 	The full text of the Whistle Blower Policy can be found on the school's website, online filing systems, on request and Staff Handbook.



OTHER SCHOOL POLICIES

School Policies available on the school website:
Homework
Enrolment
Transfer
Discipline
Anti-bullying
Complaints and Grievances
WWCC
Privacy

School Policies available from the school:
School Uniform
Sun Protection
Medication Administration
Nut free
Work, Health and Safety



SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

School Area	Ongoing Priorities
School Environment	<ul style="list-style-type: none"> • Upgrade classroom facilities • Implement mandatory compliance policies (including CPR and Anaphylaxis training) and continue for the next 3 years • Planning of sporting facilities on the vacant lan • Rewrite Acknowledgement of Country • Finalise Whistle Blower Policy • Plan reduced programming workload for classroom teachers
Teaching and Learning	<ul style="list-style-type: none"> • Implementation of the new Year 3-6 syllabus in maths and English • Assessment schedules in line with the new syllabus • Visible Learning Professional Development • Planning for Aboriginal education and sustainability education • NAPLAN - increasing Reading from 16% in Exceeding to 18% Writing from 13% in Exceeding to 15% Numeracy from 45% in Exceeding to 47% • Textbook changes for primary - Japanese Division • Implementation of the Modern Languages syllabus for JLD
Student Wellbeing	<ul style="list-style-type: none"> • Whole School Values assembly for both divisions each term • Raise school counsellor profile • Introduction of IPSHA pathways in visual arts, debating, cross country and athletics • Focus on the NSW syllabus for capabilities and priorities - student wellbeing, Aboriginal Education and sustainability
Leadership	<ul style="list-style-type: none"> • Planning for more leadership opportunities for students • Request for additional Japanese Division special education teacher • AIS Leadership conference - Head of International Division and coordinators • IPSHA Biennial conference on leadership Head of International Division
Community	<ul style="list-style-type: none"> • Changes to the PTA structure - create one PTA not determined on divisions • PTA - FFD or fundraising events - determine how raised funds can support the whole school • Parent bus guidance • Webinar - how we teach reading at SJIS • Parent seminar - how we assess and report at SJIS
Facilities, Infrastructure and Security	<ul style="list-style-type: none"> • Refurbish classroom front wall • Refurbish AH change rooms • Renovation of staffroom kitchen and lounge room • Install GPS clocks in classrooms



- Tree lopping around car park
- Overhaul of pump shed
- Repair air purification system in music and multifunction rooms
- Commence investigation into the use of the old school building site
- 7 values signage (PTA funded)
- Removal of basketball hoop in AH



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At the Sydney Japanese International School (SJIS), the values of respect and responsibility are central to the school's mission and community culture. These core values are not only embedded in classroom expectations and daily interactions but are also actively promoted through a variety of whole-school initiatives, assemblies, and student-led projects that develop empathy, social awareness, and a strong sense of global citizenship.

The SJIS values program is central to this work. In 2024 the school introduced regular values assemblies that focus on the school's seven values of courtesy, honesty, justice, generosity, perseverance, respect, and responsibility. Each assembly is designed to reinforce these principles through student stories that bring the values to life. These gatherings foster a sense of unity across both the Japanese and International divisions of the school, ensuring that all students feel included in a shared moral framework. The assemblies are also opportunities for recognising students who have demonstrated these values in their daily school life, thereby encouraging positive behaviour and affirming respectful relationships.

Charitable initiatives are another important way SJIS instils responsibility and compassion in students. Throughout the year, students are actively involved in campaigns and projects that support local and global communities. One initiative in 2024 was the school's support for **WIRES**, the Australian Wildlife Rescue Organisation. Students took part in a fundraising drive and awareness campaign for WIRES. These activities help students understand their responsibility to the environment and native wildlife, encouraging stewardship and ecological awareness.

Another significant initiative in 2024 was a student-led fundraising effort in response to the **Ishikawa earthquake** in Japan. Students organised posters and a donation drive to raise funds and show solidarity with the affected communities. This initiative not only helped those in need but also allowed students to connect more deeply with their Japanese heritage and to act on the value of global responsibility. It was an outstanding example of the SJIS community coming together in a compassionate and meaningful way.

During the Christmas season, SJIS participated in the **Anglicare Toys and Tucker appeal**, collecting food and gifts for families in need. Students are encouraged to bring donations and to reflect on the importance of giving, especially during times of celebration. The initiative is accompanied by classroom discussions about social justice and the impact of poverty. These experiences allow students to practice empathy and understand the positive impact their actions can have on others.

Collectively, these initiatives not only build character but also help develop students' leadership and organisational skills. Through participation in values-based assemblies, charity drives, and fundraising events, SJIS students become active contributors to their communities. They learn that respect is not only about how we treat others but also about recognising the dignity of all people, and that responsibility means taking meaningful action to make the world a better place.

In every aspect of school life, SJIS empowers students to live by its values, making respect and responsibility not just ideals, but daily practice.



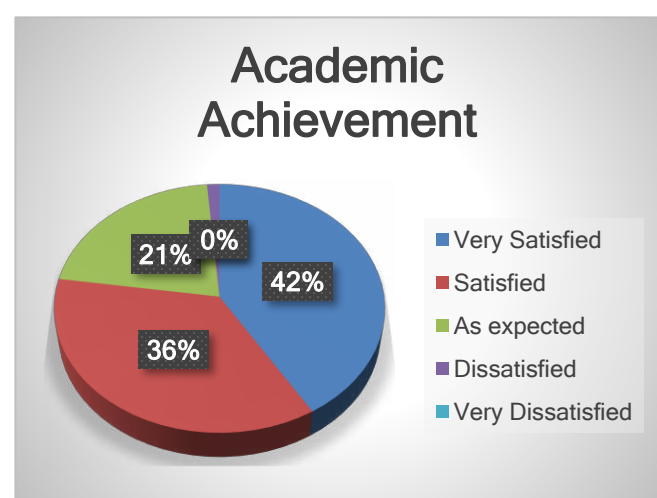
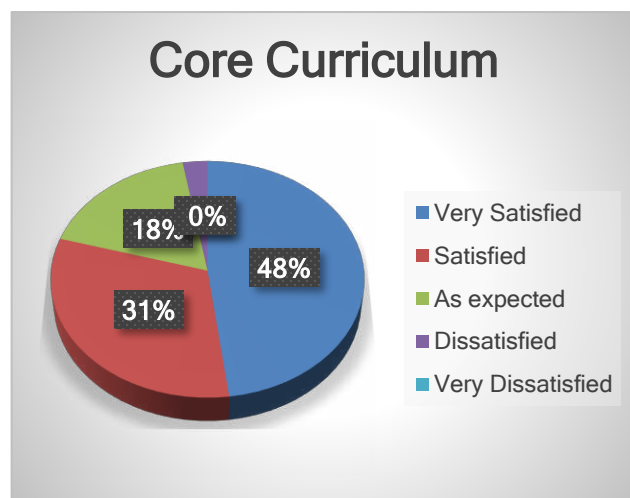
PARENT, STUDENT AND TEACHER SATISFACTION

Sydney Japanese International School has a very transient student population. This means our enrolment numbers fluctuate throughout the year. This is the very nature of being an international school along with having Japanese expat students. As students leave the school, we ask parents to complete an exit survey to assist the management team with future decisions.

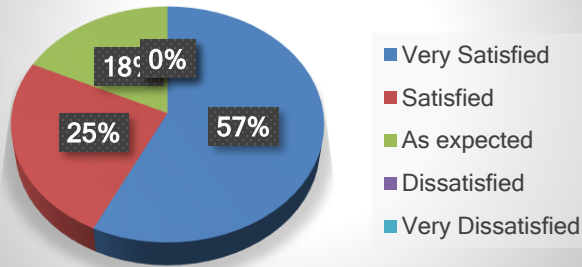
Below is a table representing the areas surveyed and the results in 2024:

Column1	Very Satisfied	Satisfied	As expected	Dissatisfied	Very Dissatisfied
Core Curriculum	35	23	13	2	0
Japanese Language Program for INT Div.	32	14	10	0	0
English Language Program for JPN Div.	31	21	12	0	0
Academic Achievement	31	27	16	1	0
Teachers' Guidance	41	18	13	1	1
Communication between SJIS and Parents	38	17	16	2	1
School Fees	20	19	30	3	0
PTA Activities	17	23	26	5	2
School Events	35	28	9	1	1
School Bus Commute	28	19	16	8	0
Facilities and Equipment	30	32	9	2	0
Student Wellbeing	47	15	9	2	1
Total	385	256	179	27	6

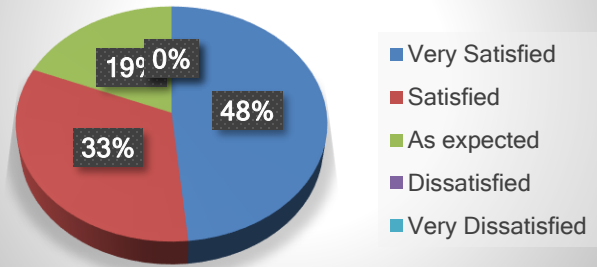
We pay particular attention to:



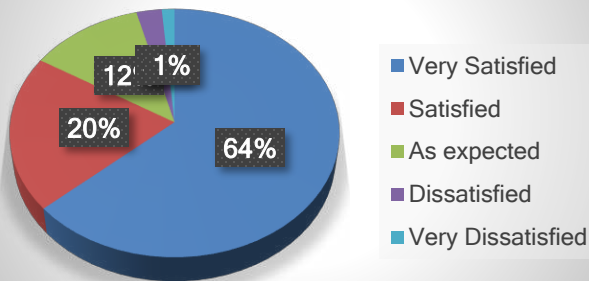
Japanese Language Program for INT Div.



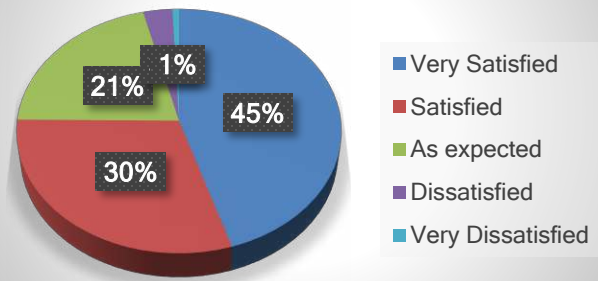
English Language Program for JPN Div.



Student Wellbeing



Total



Exit survey responses from SJIS families offered thoughtful reflections on their experiences at SJIS, recognising the school's strengths while highlighting areas for continued improvement.

Many parents appreciated the bilingual environment and the unique opportunities SJIS provides. The small class sizes and warm, inclusive community were frequently mentioned as positives, with some families noting that their children benefited greatly from the supportive relationships with teachers and peers. The High School Division in particular received praise for its nurturing atmosphere, with staff described as approachable and genuinely invested in student wellbeing and success.

From survey results, areas for further consideration include:

- stronger English instruction particularly in writing
- More personalised academic feedback
- Cost of schooling is a potential strain on families
- Bus safety

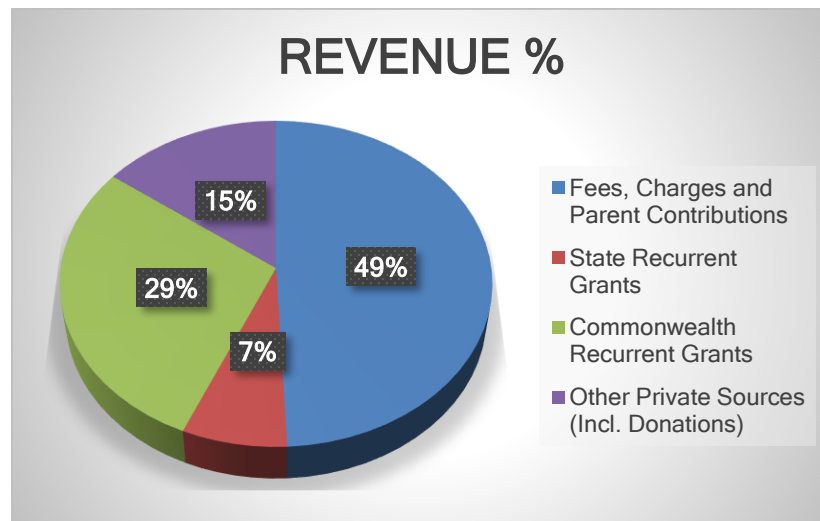
Overall, families expressed a strong sense of appreciation for the caring and multicultural environment SJIS fosters. The feedback reflects a shared desire to maintain high standards of teaching and learning, while continuing to build on the school's strengths in nurturing globally-minded, bilingual students.



FINANCIAL STATEMENTS

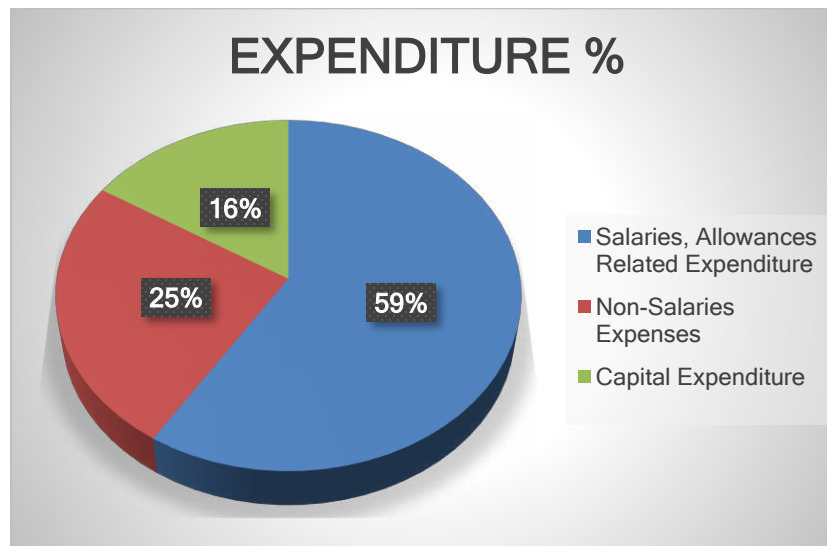
Revenue

Item	%	Amount
Fees, Charges and Parent Contributions	49%	3,466,544
State Recurrent Grants	7%	501,188
Commonwealth Recurrent Grants	29%	2,004,753
Other Private Sources (Incl. Donations)	15%	1,028,403
Total	100%	7,000,888



Expenditure

Item	%	Amount
Salaries, Allowances Related Expenditure	59%	4,551,040
Non-Salaries Expenses	25%	2,358,110
Capital Expenditure	16%	381,136
Total	100%	7,290,286



PUBLICATION REQUIREMENTS

The 2024 Annual Report was published by 30 June 2025 and has been made available to the New South Wales Education Authority.

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

