



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

# ANNUAL REPORT 2025

SYDNEY JAPANESE INTERNATIONAL SCHOOL ABN: 30 000 734 921

 112 Booralie Rd Terrey Hills NSW 2084  02 9450 1833  [sjis.nsw.edu.au](http://sjis.nsw.edu.au)

# TABLE OF CONTENTS

<b>MESSAGE FROM KEY SCHOOL BODIES.....</b>	<b>3</b>
<b>Message from the Principal.....</b>	<b>3</b>
<b>Message from the Deputy Principal International Division.....</b>	<b>4</b>
Strategic Direction.....	5
Curriculum and Teaching Reform.....	5
Whole-School Focus: The Primary Writing Project.....	6
Streamlining of Processes.....	6
Student Wellbeing and Values.....	7
Takehashi (The Bridge of Friendship).....	7
Looking Ahead to 2026.....	8
Academic Achievement.....	8
<b>Message from the Parent Teacher Association.....</b>	<b>9</b>
<b>CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS.....</b>	<b>10</b>
History.....	10
Our Mission.....	11
Characteristics of the student body.....	13
<b>ACADEMIC PERFORMANCE.....</b>	<b>15</b>
NAPLAN Results 2025.....	15
<b>TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS.....</b>	<b>21</b>
Teacher Professional Learning.....	21
Teacher Accreditation.....	23
Teacher Qualifications.....	23
Workforce Composition.....	23
<b>STUDENT ATTENDANCE AND RETENTION RATES.....</b>	<b>24</b>
Student attendance rates for the International Division.....	24
Non-attendance.....	24
<b>ENROLMENT POLICIES.....</b>	<b>25</b>
Enrolment Policy.....	25
Enrolment Procedure.....	26
Transfer Policy.....	27
<b>OTHER SCHOOL POLICIES – updates.....</b>	<b>28</b>
<b>SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT.....</b>	<b>30</b>
<b>INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY.....</b>	<b>32</b>
Cultivating Values Through Whole-School Assemblies.....	32
Prayers for Peace: The Senbazuru Project.....	32
Inspiring Through Music: Clarinet Parfait.....	32
Meaningful Action: The Cowra Sakura Avenue Charity Drive.....	33
Building Leaders for a Better World.....	33
<b>PARENT, STUDENT AND TEACHER SATISFACTION.....</b>	<b>34</b>
<b>FINANCIAL STATEMENTS.....</b>	<b>37</b>
<b>PUBLICATION REQUIREMENTS.....</b>	<b>38</b>

# 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.”*

It is my privilege to present the 2025 Annual Report for the Sydney Japanese International School (SJIS). Nestled within the stunning natural environment of the Northern Beaches, SJIS provides a tranquil and unique educational setting where students truly thrive.

Authorised by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and registered by NESA, our school proudly offers two curricula that exceed standard requirements. The Japanese Division delivers the standard Japanese curriculum for Year 1 to 9, enhanced by daily English lessons, while the International Division follows the NSW curriculum from Kindergarten to Year 6, enriched by daily Japanese lessons.

A defining feature of SJIS is our “Mixed Lessons,” where students from both divisions learn together bilingually in Visual Arts, Music, PE, and Coding. This year, these collaborative lessons and our vibrant cross-cultural events—such as Sports Day, the School Concert, and traditional ceremonies—continued to foster mutual respect, teamwork, and a profound understanding of diverse values among our students.

None of this would be possible without the ongoing support of our dedicated staff, engaged parents, and the wider community. We warmly welcome students of all backgrounds to join us, as SJIS remains committed to providing an inclusive, culturally rich environment where every student can build the foundation for a global future.



**Ms Yoshiko Miyata**  
**Principal**



# Message from the Deputy Principal International Division



**Mrs Cheryl Vermeulen**  
**Deputy Principal**  
**International Division**



It is with great pride and excitement that I present the 2025 School Annual Report for the International Division at Sydney Japanese International School (SJIS). Having had the privilege of teaching across all stages at SJIS over the past four years, and previously serving as both the K–2 Coordinator and the 3–6 Coordinator, I am incredibly honoured to step into the role of Deputy of the International Division. This deep history with our vibrant community has given me a comprehensive understanding of our students' journeys from their very first years in primary school through to their graduation.

I am thrilled to be collaborating closely with such a dedicated and visionary school leadership team. Together, our focus remains firmly on empowering our amazing staff, ensuring they continue to cultivate an environment of academic excellence and holistic support for every student. This year has been defined by strategic growth, rich professional collaboration, and a unified commitment to advancing our educational standards.

***“2025 has been a year of strategic consolidation, collaboration, and high-impact curriculum innovation, keeping student success at the heart of all we do.”***

## Strategic Direction

In alignment with our School Strategic Plan 2023–2027, we remained firmly focused on our established core pillars during this third year of implementation. These key priorities guide our operational choices and keep us accountable to our long-term vision:

- **Excellence in Teaching and Learning:** Driven by evidence-based teaching methodologies, systemic curriculum updates, and targeted professional development.
- **Wellbeing and Belonging:** Fostering an inclusive environment that values every student’s unique cultural background and developmental path.
- **School Leadership, Collaboration, and Community Engagement:** Cultivating strong leadership capacities in staff and building rich partnerships with parents and carers.
- **Improving the School Environment:** Constant improvement of school facilities to create optimal learning spaces that enhance engagement and safety.

*“Moving into the third year of our 5-year Strategic Plan, our focus has shifted from initial implementation to deep alignment and measurable growth across the whole school.”*



## Curriculum and Teaching Reform

Following the successful integration of the English and Mathematics syllabuses, the primary academic highlight of 2025 was our targeted focus on the new NSW curriculum reform for **Human Society and Its Environment (HSIE)** and **Creative Arts**. We dedicated substantial planning resources and professional development infrastructure to ensure our teachers are fully equipped to design and deliver these updated frameworks effectively.

This curriculum evolution was actively supported through structured initiatives:

- **Targeted Teacher Training & PD Days:** We re-engineered our Professional Development days to give teachers dedicated, collaborative blocks of time. This allowed staff to unpack the new syllabus outcomes and collaboratively author comprehensive programs.

- **Program Creation and Sequencing:** Teaching teams mapped out rich learning sequences that leverage our school's unique international context, driving deeper engagement in the arts and social sciences.

## Whole-School Focus: The Primary Writing Project

A cornerstone of our academic agenda in 2025 was the implementation of a rigorous, whole-school approach focused on raising writing standards across all stages. To achieve this, all instructional staff underwent intensive training in the **Primary Writing Project**.

The Primary Writing Project is a highly structured, research-backed pedagogical framework designed to make the writing process visible, accessible, and cumulative for students. It benefits student development by shifting writing instruction from isolated tasks into a cohesive process of internalizing language structures. By focusing on imitation (learning mentor texts), innovation (co-creating variations), and independent application, it equips students with a diverse vocabulary and clear grammatical toolkits. This systemic framework has given our teachers shared terminology and consistent assessment strategies, resulting in rapid development of student writing stamina, creative expression, and technical precision across all year levels.

## Streamlining of Processes

In 2025, we continued our focused efforts on streamlining administrative and operational school processes, specifically aiming to reduce cognitive load on our staff and increase clarity for our community:

- **Enhancing Digital Workflows:** Optimising internal planning and reporting systems to reduce administrative burdens, freeing up our educators to focus more intensely on classroom delivery.
- **Simplifying Communication Channels:** Consolidating our digital communication platforms to provide parents and carers with a transparent, responsive, and unified portal for school updates and student insights.



*“Continuous optimisation of our internal processes ensures our staff can dedicate their best energy and time directly to high-quality teaching and learning.”*

## Student Wellbeing and Values

Our school continues to nurture a deep culture of respect, responsibility, and resilience. The continuous integration of regular Whole School Values Assemblies remains a vital mechanism for cultural cohesion. These gatherings allow us to celebrate diverse student achievements, reinforce positive behaviour choices, and instil a deep sense of collective pride and mutual belonging. Supporting our students' holistic development via integrated values-based education remains central to our mission.

### Kakehashi (The Bridge of Friendship)

The Kakehashi initiative between Japan and Australia is beautifully embodied at Sydney Japanese International School. As a unique institution offering both Japanese and Australian curricula, SJIS fosters deep intercultural understanding, empathy, and lasting friendship. Our school serves as a living bridge where students from both nations interact daily, engaging in bilingual education, cultural exchange, and mutual respect.

Through these shared learning experiences, students gain fluency not only in language but also in the rich values and traditions of both countries. Signature events, including Japanese cultural festivals, sports days, and reciprocal exchange programs, highlight the vibrant connection between our communities. SJIS stands as a powerful symbol of the evolving relationship between Japan and Australia, nurturing global citizens who appreciate diversity and are uniquely equipped to contribute to an interconnected world.

***“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 to 2026

As we look forward to the upcoming year, the International Division will maintain its momentum regarding innovation, inclusion, and academic excellence. Our core focuses for 2026 will include:

- **High-Impact Staff Training:** Implementing targeted professional development centered on **Visible Learning** and evidence-based "**What Works Best**" high-impact teaching strategies to ensure student progress is explicit and measurable.
- **Next-Phase Curriculum Reform:** Initiating teacher training, professional development, and collaborative programming sessions for the newly released NSW **Science** and **PDHPE** (Personal Development, Health and Physical Education) syllabuses.
- **Syllabus Refinement:** Continued evaluation, refinement, and classroom embedding of our newly authored HSIE and Creative Arts programs to ensure they are seamlessly integrated.
- **Technology & Community:** Further integration of technology to dynamically support differentiated learning, alongside deepening community partnerships through parent curriculum workshops.

## Academic Achievement

Our students achieved excellent results in the ACARA NAPLAN assessments in 2025. This performance stands as a testament to the hard work of our students and the impact of our staff's collaborative professional focus. Detailed breakdowns of these achievements are available in the dedicated NAPLAN Results section of this School Annual Report.



# Message from the Parent Teacher Association

*The SJIS PTA, in our second year since merging the Japanese and International Division PTAs into a unified community, has continued to mature.”*

Serving on the 2025 PTA Steering Committee has been a deeply meaningful experience. It reaffirmed how essential it is for the PTA and the School to work closely together to create a welcoming, inclusive, and healthy environment for our children.

The SJIS PTA, in our second year since merging the Japanese and International Division PTAs into a unified Community has continued to mature. Families across both divisions share a common commitment to making SJIS a better place for all students. Increased communication — including the school survey, which incorporated input from the PTA — has helped us better understand areas for growth and identify where the PTA can meaningfully contribute.

As in previous years, Family Fun Day remained a highlight. This year’s event reached a new level with more music, activities, and energy. With the opportunity to welcome not just current students and families but also friends and alumni, the event has become an important opportunity to connect beyond the school. We look forward to continuing this trajectory to showcase cultural connections between Australia and Japan that are nurtured at this wonderful school.

Our activities would not be possible without the dedication of our families, especially those who volunteered as class representatives and helpers. We were also pleased to support the school by funding new equipment for the upgraded art classroom. We look forward to seeing students express their creativity through these new resources and to continuing our collaborative efforts with the school.

Together with the school and our families, we remain committed to fostering a supportive, inclusive, and vibrant environment for every student.



**Mr Naoki James Kuroda**

**PTA President 2025**

# 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.

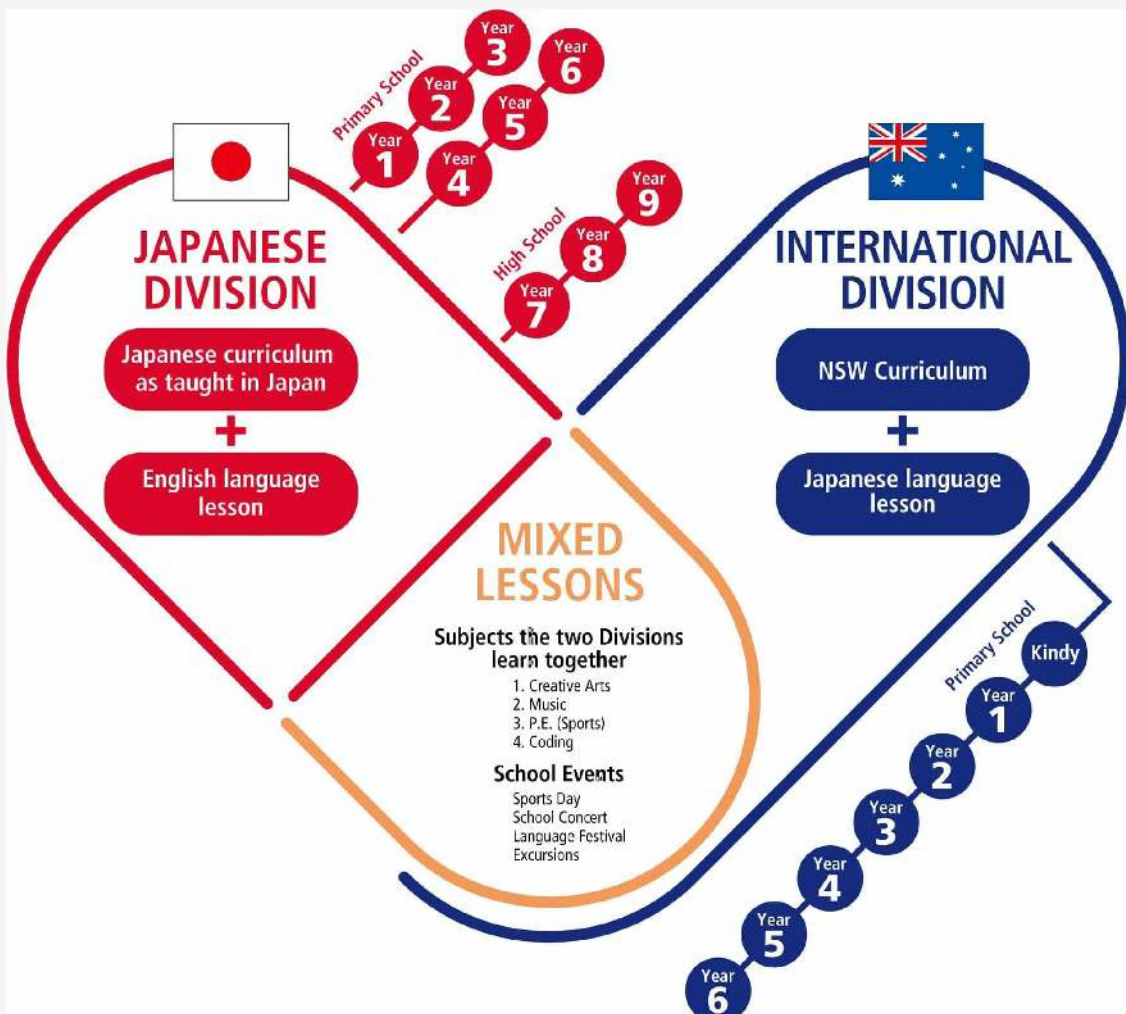


## Our Mission



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). 38 percent of enrolments are in this Division.

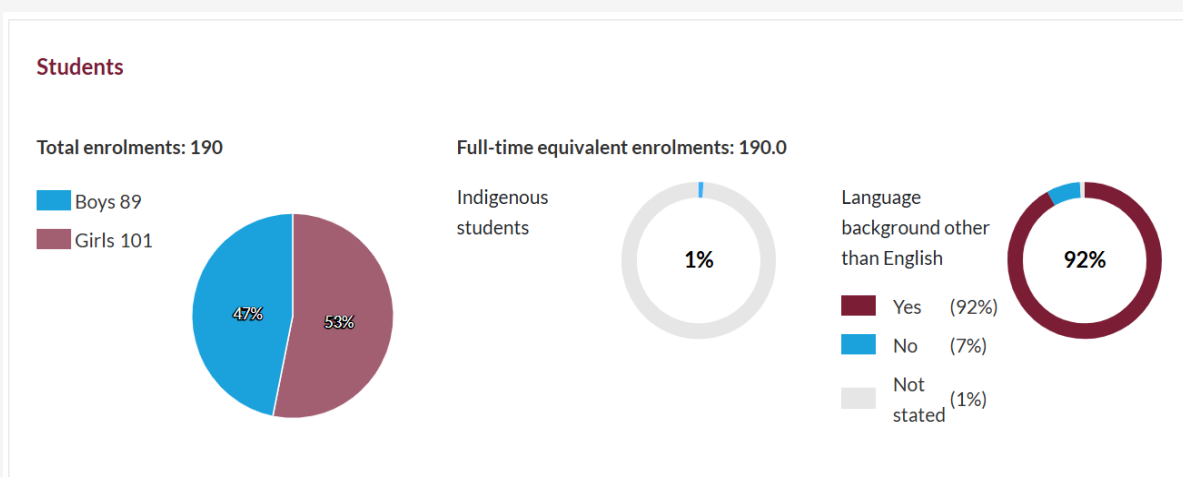
In 2025 the population of the International Division was 117 students. The gender split was 48% boys and 52% girls. Approximately 41% of these students came from a household where both parents are Japanese, another 23% had no Japanese background, and 36% of the students have one parent or grandparent from Japanese backgrounds.

In 2025 the population of the Japanese Division was 72 students. The gender split was 46% boys and 54% girls. 68% of students were children of expats from Japan and 32% 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 Wattle	9	4	13
Kindergarten Banksia	7	8	15
Year 1 – International	9	8	17
Year 1 - Japanese	10	4	14
Year 2 – International	5	9	14
Year 2 - Japanese	4	3	7
Year 3 – International	5	6	11
Year 3 - Japanese	5	5	10
Year 4 – International	9	6	15
Year 4 - Japanese	3	10	13
Year 5 – International	8	6	14
Year 5 - Japanese	4	8	12
Year 6 – International	4	14	18
Year 6 - Japanese	2	3	5
Year 7 - Japanese	1	4	5
Year 7 - Japanese	3	1	4
Year 7 - Japanese	1	1	2
<b>Total</b>	<b>89</b>	<b>100</b>	<b>189</b>

High School Destinations
Ravenswood School for Girls
Reddam House North Shore
Willoughby Girls High School
Balgowlah Boys Northern Beaches Secondary College
Pittwater High School
Ku-ring-gai High School
German International School Sydney
Shosei Girls School (Japan)
Brigidine College
Redlands
St Pius X College
Hornsby High School
Chatswood High School
Mercy Catholic College
Reddam House North Shore
Queenwood





# ACADEMIC PERFORMANCE

## NAPLAN Results 2025

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.

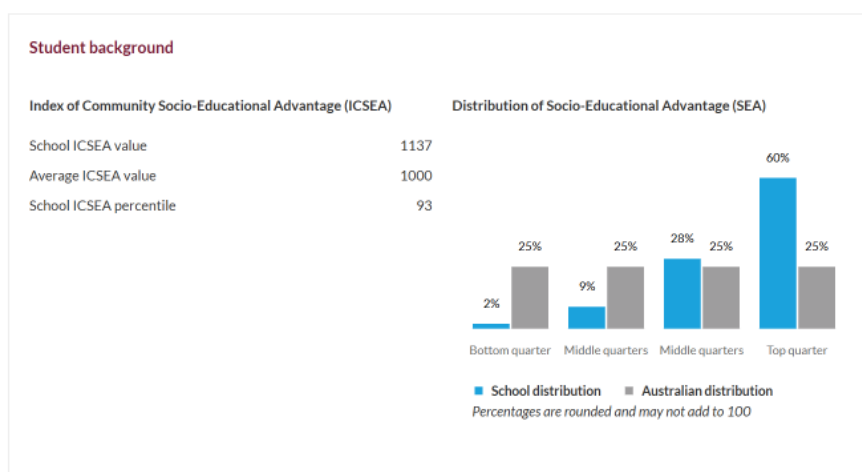
NAPLAN data provide parents, schools, governments and the non-government school sectors with important information about whether young Australians are reaching important educational goals. NAPLAN tests are the only Australian assessments that provide nationally comparable data on the performance of students 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:

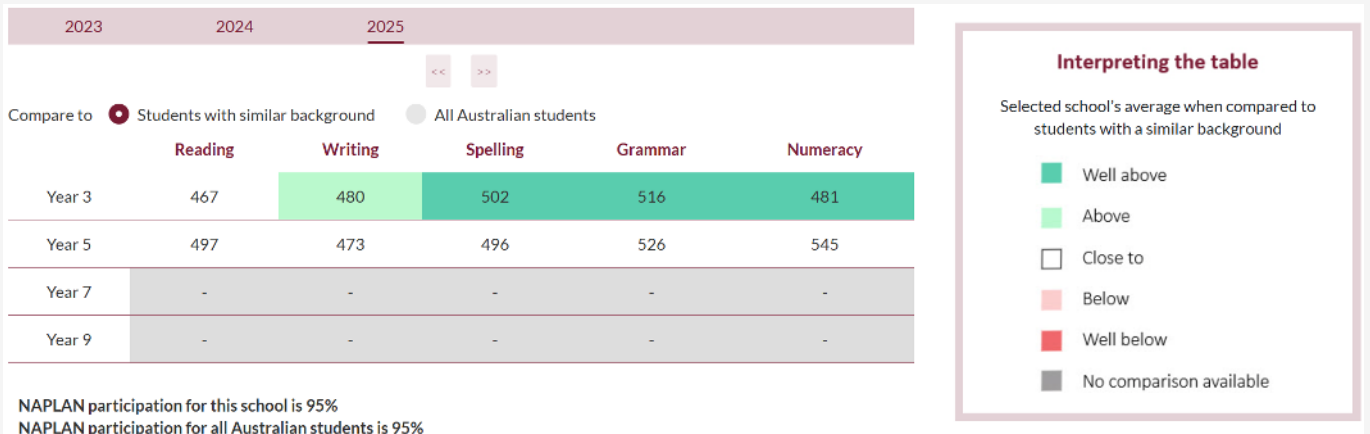
- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **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.

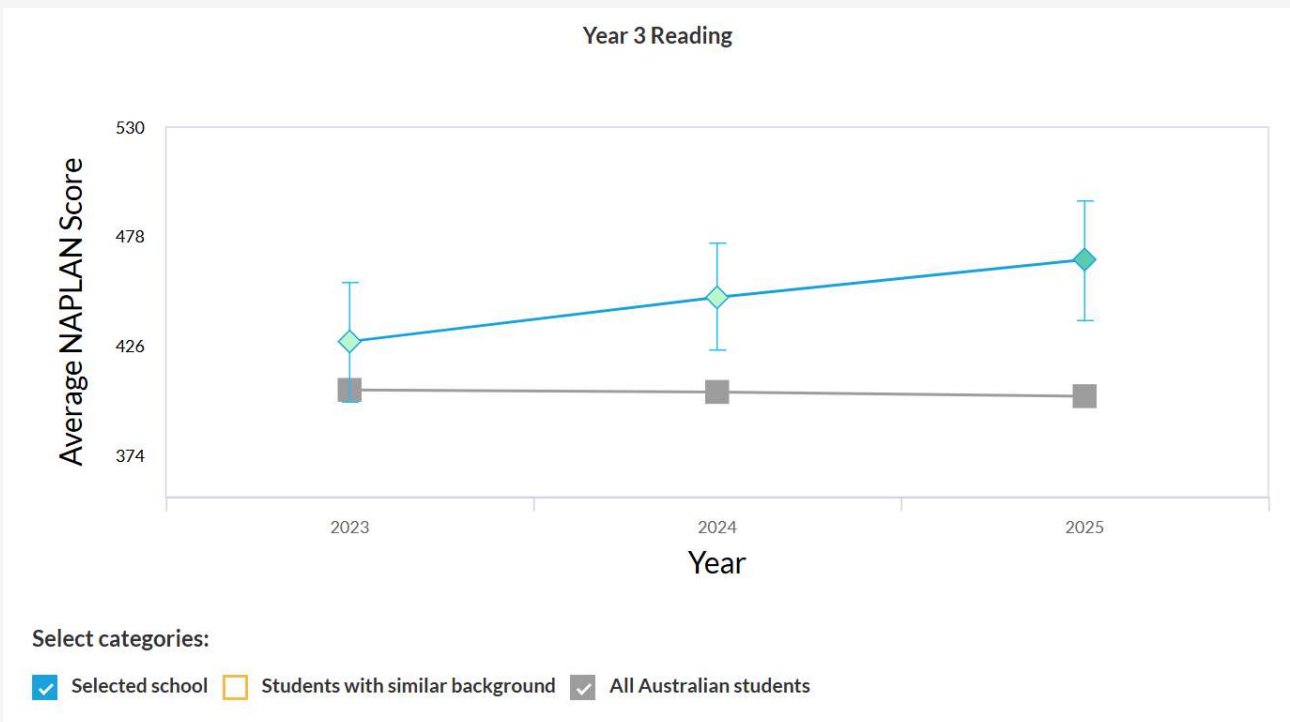


Students in the Japanese Division who are eligible to sit NAPLAN join the International Division cohort to complete NAPLAN.

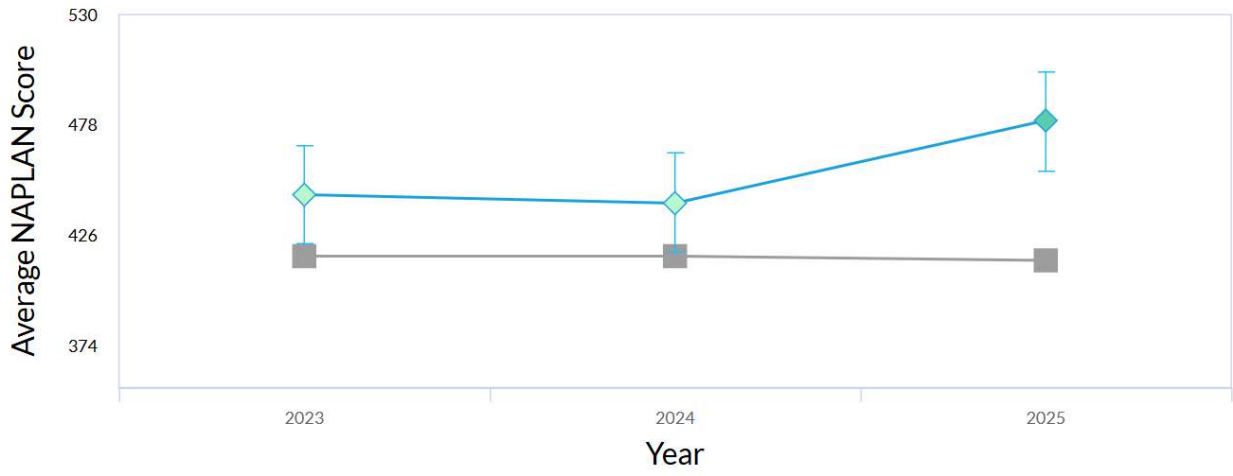
The full NAPLAN performance of SJIS can be viewed through the MySchool website, via the following link: <https://myschool.edu.au/school/44002/naplan/results>



**Below is a breakdown of the Year 3's outstanding progress.**



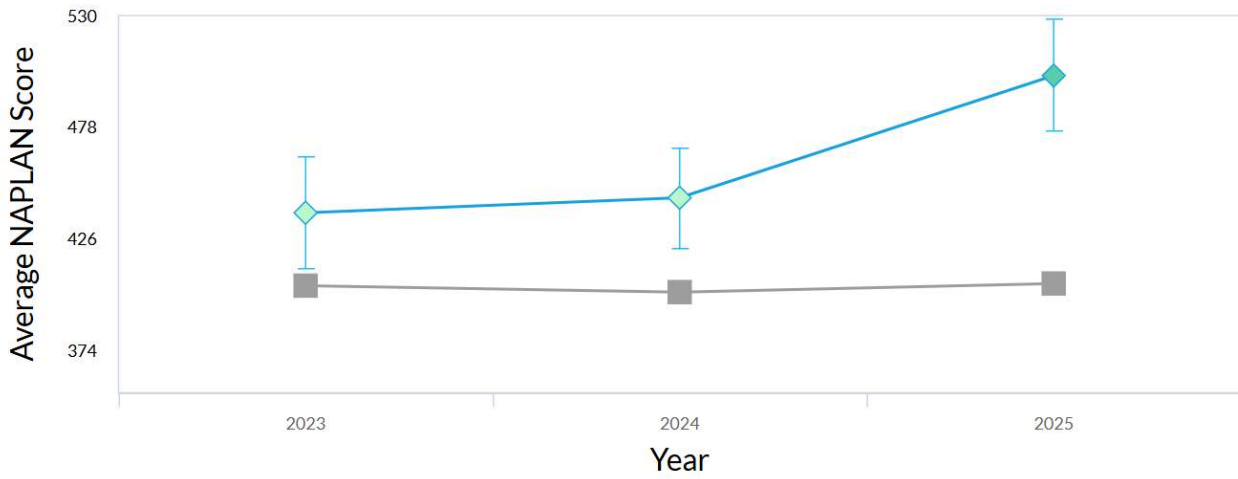
### Year 3 Writing



Select categories:

- Selected school  Students with similar background  All Australian students

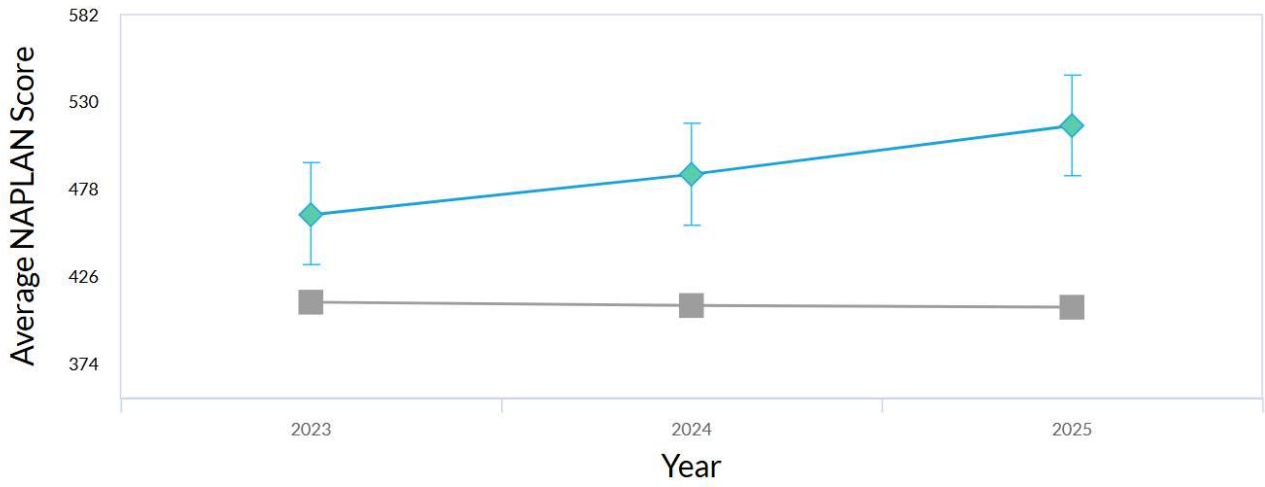
### Year 3 Spelling



Select categories:

- Selected school  Students with similar background  All Australian students

### Year 3 Grammar and Punctuation



Select categories:

- Selected school  Students with similar background  All Australian students

Year 3

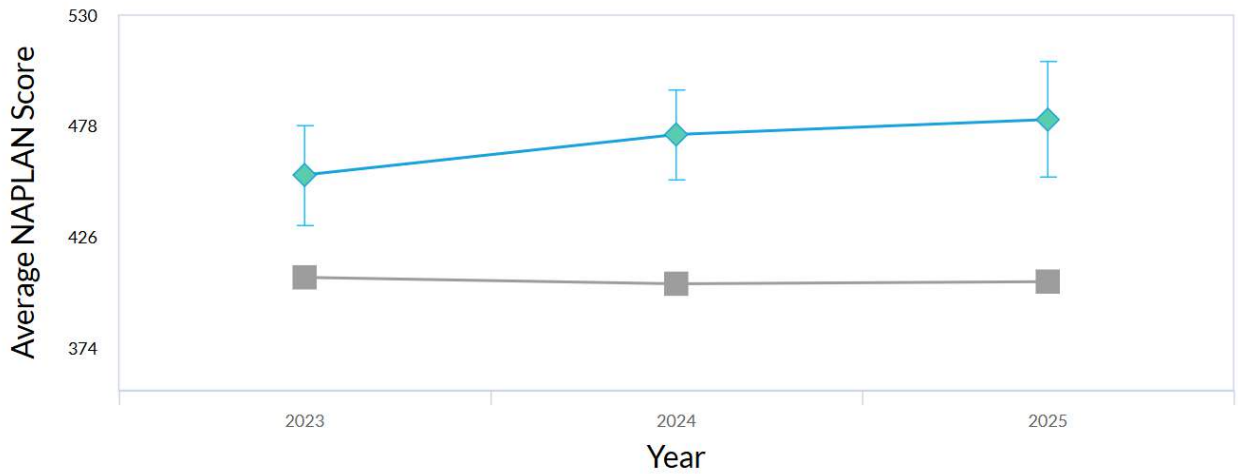


Numeracy



Submit

### Year 3 Numeracy

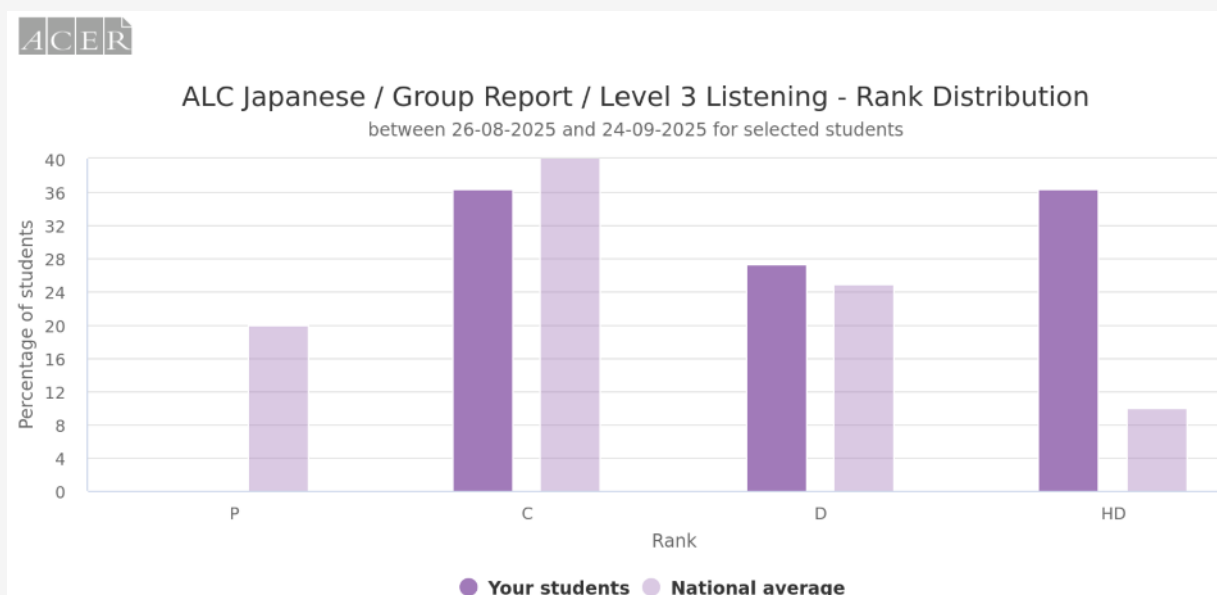
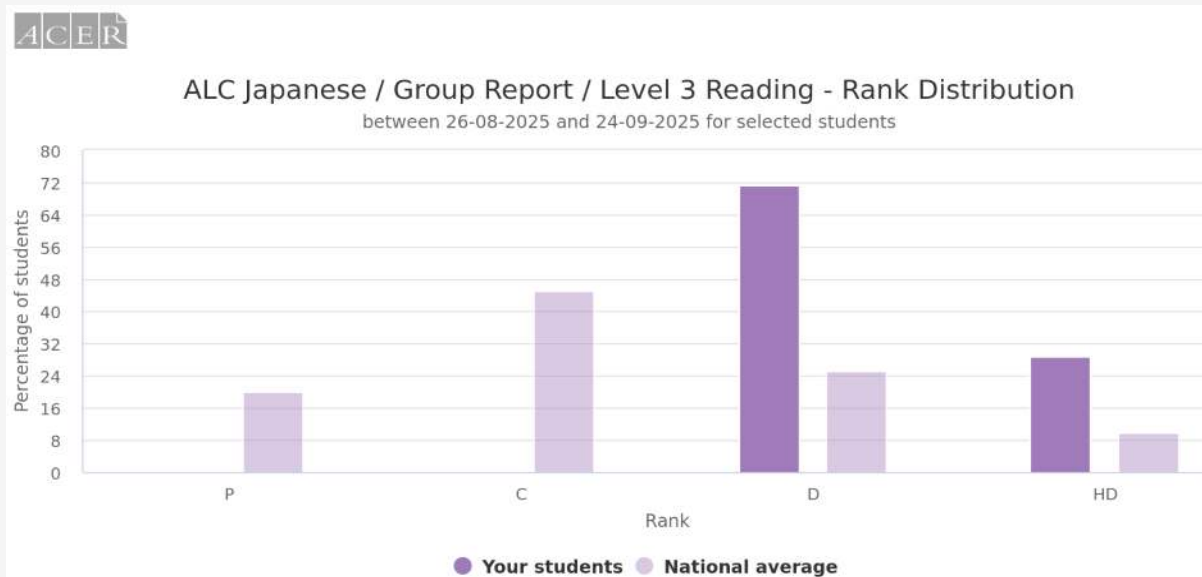
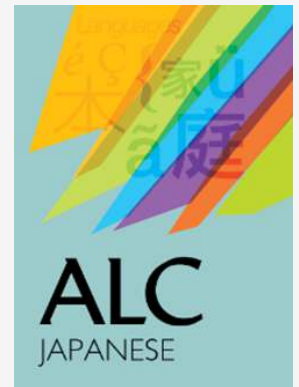


Select categories:

- Selected school  Students with similar background  All Australian students

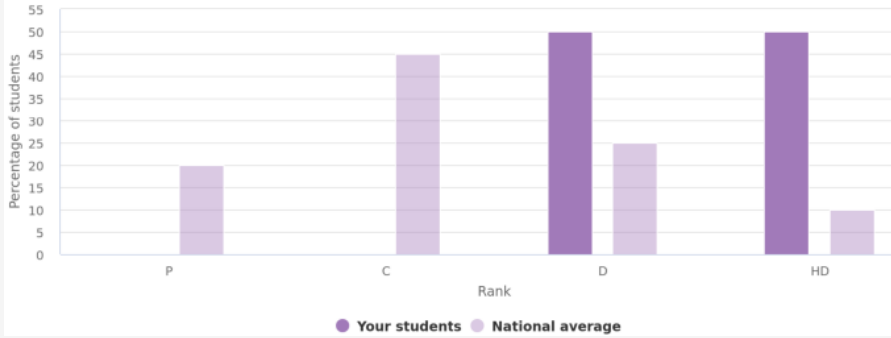
## Assessment of Language Competence (ALC) – Years 5 & 6

The Assessment of Language 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. 14 Students in Year 5 and 6 completed the ALC Japanese Assessments in 2025, 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 results of our language learning students within the International Division.



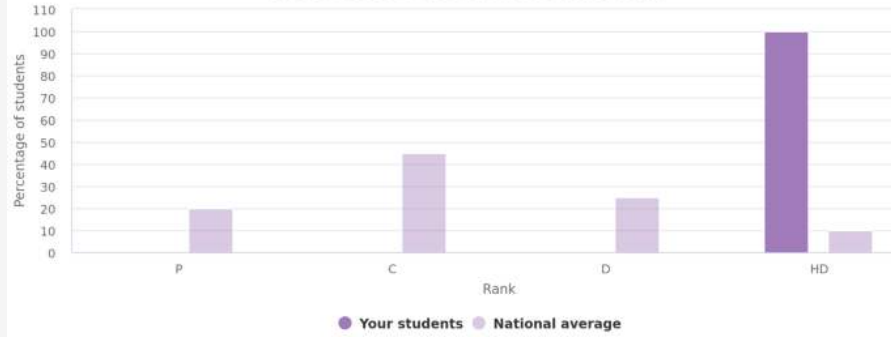
### ALC Japanese / Group Report / Level 2 Reading - Rank Distribution

between 26-08-2025 and 24-09-2025 for selected students



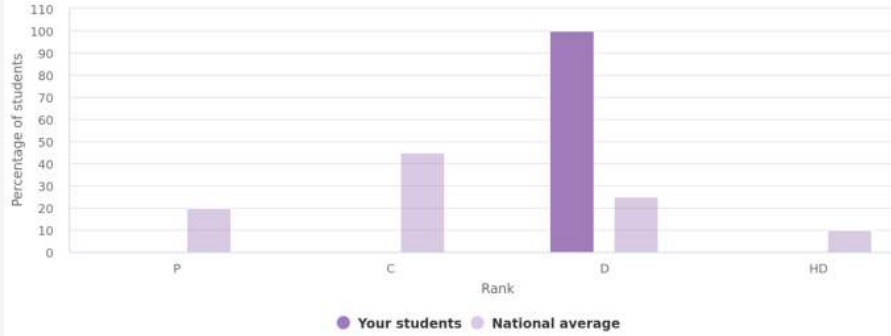
### ALC Japanese / Group Report / Level 2 Listening - Rank Distribution

between 26-08-2025 and 24-09-2025 for selected students



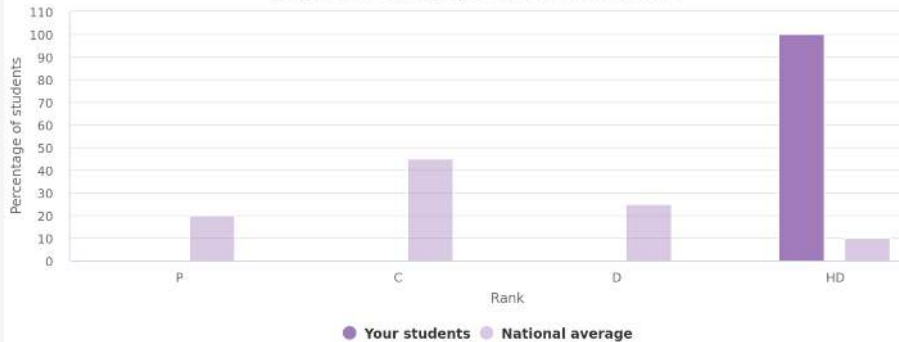
### ALC Japanese / Group Report / Level 1 Reading - Rank Distribution

between 26-08-2025 and 24-09-2025 for selected students



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

between 26-08-2025 and 24-09-2025 for selected students



# TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

## Teacher Professional Learning

In 2025 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 2025

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
International division staff	Primary Writing project- Online modules 1-5	5 hours	online
International division staff	Primary Writing project- Online modules 1-5	5 hours	Face to face
International division staff	Resilience Project- Teacher Wellbeing	1 hour	Face to face
2	Accomplished teacher accreditation	Hours varied	
1	Working towards Experienced teacher course	5 hours	Face to face
2	Planning for the new HSIE syllabus (AISNSW course)	5 Hours	Face to Face

Number of Staff Members	Description of Professional Learning	Time (duration/frequency)	Online or face to face
International Division	HSIE training and programing	5 Hours	Face to face
1	Planning for the new Creative Arts Syllabus	5 Hours	Online
1	Assessment in English	5 Hours	Face to face
1	Threads of Learning: AI use in school	5 Hours	Face to face
1	The Accidental Counsellor Training	6 Hours	Face to Face
1	Resilience Project (Wellbeing)	3 Hours	Face to face
1	Reading Essentials 3-6	5 Hours	Face to Face
1	EIKEN (Test in Practical English Proficiency) Training Modules	2 Hours	Online
1	Teacher Clarity (PETAA)	4 Hours	Face to Face
2	Annual Community Language Teachers Conference and Professional Development Training Day 2025	5.5 hours	Face to Face
1	Using AI to generate resources with guided activities (IPSHA)	1.5 Hours	Face to Face
1	Using Gen AI to create multimodal resources with AI (IPSHA)	1.5 Hours	Face to Face
1	Vocabulary Instruction for EALD learners - AIS	4 Hours	Online
1	Supporting EAL/D Learners in the K-6 Classroom	4 Hours	Online
1	Disability Standards for Education for education assistants	3.5 Hours	Online
1	Autism Spectrum: Universal Supports	1 Hour	online

## Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	14
Accomplished Teacher (AIS voluntary accreditation)	4
Total number teachers (NB: not including the Japanese Division)	18

## Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from higher education institution within Australia	15
As recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines	3
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	30
Full-time equivalent teaching staff	25
Non-teaching staff	19
Full-time equivalent non-teaching staff	12.6
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	95.71%
Year 1	92.85%	Year 5	91.44%
Year 2	94.93%	Year 6	96.38%
Year 3	93.68%	Whole School	94.17%

### 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 Deputies of the Divisions 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 Independent Schools NSW.



# 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

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 2025
<b>Discipline Policy and School Uniform Policy - Rationale</b>	
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 school management team reviewed the Discipline Policy in 2025. This policy encompasses both the school rules and the uniform policy, which encourage students to wear their uniforms correctly and take pride in representing SJIS. Additionally, the policy was updated to include new visual examples and photography.
<b>Assessment and Reporting Policy - Rationale</b>	
This policy outlines the principles and practices of assessment and reporting at Sydney Japanese International School (SJIS) International Division The policy is about fair, consistent, and educationally sound assessment in a bilingual/bicultural setting.	The management team created the Assessment and Reporting policy in 2025.
<b>Inclusive policy and procedure - Rationale</b>	
Sydney Japanese International School is committed to maintaining an inclusive, supportive, and equitable learning environment that guarantees high-quality educational access for all students, including individuals with disabilities and specific learning needs.	The management team created the Inclusive policy and procedure in 2025 to support SJIS students in an equitable learning environment.
<b>Cyber Safety Policy - Rationale</b>	
Cyber safety refers to the safe and responsible use of information and communication technologies. This includes privacy and information protection, respectful communication and knowing how to get help to deal with online issues.	The school management team reviewed the Cyber Safety Policy in 2025. To ensure protecting the personal data and privacy of our students, staff and families, the Data Protection and Privacy Measures section was added.
<b>WHS Policy - Rationale</b>	
The health, safety, and well-being of all staff, students, parents, contractors, and visitors at Sydney Japanese International School (SJIS) are of the highest priority.	The school management team reviewed and updated the Discipline Policy in 2025 to foster and facilitate a culture of safety across the school community.
<b>Other Updated Policies in 2025</b>	
WWCC policy • Homework Policy Privacy Policy • Toileting and Hygiene Policy	Minor changes made to the policies

# OTHER SCHOOL POLICIES

School Policies available on the school website:
<a href="#">Enrolment/Enrolment Terms and Conditions</a>
<a href="#">Transfer</a>
<a href="#">Discipline</a>
<a href="#">Anti-bullying</a>
<a href="#">Complaints and Grievances</a>
<a href="#">WWCC</a>
<a href="#">Privacy</a>
<a href="#">Attendance</a>
<a href="#">Toileting and Hygiene</a>
<a href="#">Work, Health and Safety</a>
<a href="#">Staff Code of Conduct</a>
<a href="#">Parent Code of Conduct</a>
<a href="#">Homework Policy</a>

School Policies available from the school:
<a href="#">School Uniform</a>
Sun Protection
Medication Administration
Nut Free
<a href="#">Experience Day Guideline</a>



# SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

School Area	Ongoing Priorities
School Environment	<ul style="list-style-type: none"> <li>● Upgrade classroom facilities</li> <li>● Implement mandatory compliance policies (including CPR and Anaphylaxis training) and continue for the next 3 years</li> <li>● Planning of sporting facilities on the vacant lan</li> <li>● Rewrite Acknowledgement of Country</li> <li>● Finalise Whistle Blower Policy</li> <li>● Plan reduced programming workload for classroom teachers</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>● Implementation of the new HSIE and Creative Arts Syllabus</li> <li>● Assessment schedules in line with the new syllabus</li> <li>● Training and implementation of the Primary Writing Project</li> <li>● Planning for Aboriginal education and sustainability education</li> <li>● NAPLAN - Focus on improving the Year 5 Naplan results. A whole school approach to developing the students' writing standard.</li> <li>● Textbook changes for primary - Japanese Division</li> <li>● Implementation of the Modern Languages syllabus for JLD</li> </ul>
Student Wellbeing	<ul style="list-style-type: none"> <li>● Whole School Values assembly for both divisions each term</li> <li>● Raise school counsellor profile</li> <li>● Introduction of IPSHA pathways in visual arts, debating, cross country and athletics</li> <li>● Focus on the NSW syllabus for capabilities and priorities - student wellbeing, Aboriginal Education and sustainability</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>● Planning for more leadership opportunities for students</li> <li>● Encourage teachers to complete their Accomplished teacher accreditation (voluntary)</li> <li>● AIS courses for coordinators to implement and train teachers in the new syllabus'</li> <li>● IPSHA Biennial conference on leadership Head of International Division</li> </ul>
Community	<ul style="list-style-type: none"> <li>● PTA - Family Fun Day or fundraising events - determine how raised funds can support the whole school</li> <li>● Parent bus guidance</li> <li>● Webinar - how we teach reading at SJIS</li> <li>● Parent seminar - how we assess and report at SJIS</li> </ul>
Facilities, Infrastructure and Security	<ul style="list-style-type: none"> <li>● Renovation of staffroom toilets on ground floor</li> <li>● Conversion of the PC room into a classroom</li> <li>● Installation of security cameras at the bus gate</li> <li>● Overhaul of pump in the assembly hall</li> <li>● Architect design of the old school building site</li> <li>● Replacement of air conditioner in the tearoom</li> </ul>



# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At the Sydney Japanese International School (SJIS), the values of respect and responsibility are central to our mission and community culture. These core principles are embedded in daily classroom interactions and actively promoted through whole-school initiatives, assemblies, and student-led projects designed to cultivate empathy, social awareness, and a strong sense of global citizenship.

## Cultivating Values Through Whole-School Assemblies



The SJIS Values Program is at the heart of this mission. Building on the regular values assemblies introduced in 2025, the school focuses deeply on its seven core values: **courtesy, honesty, justice, generosity, perseverance, respect, and responsibility.** Each assembly brings these principles to life through student-focused stories, fostering unity across both the Japanese and International divisions. These gatherings provide a shared moral framework for all students, while also serving as an opportunity to recognise individuals who demonstrate these values in their daily

lives—reinforcing positive behaviour and respectful relationships.

## Prayers for Peace: The Senbazuru Project

Demonstrating these values in action, the entire school community recently collaborated to fold over 2,000 paper cranes (*Senbazuru*). Imbued with prayers for peace, these cranes were sent to Hiroshima atomic bomb survivor Ms. Keiko Ogura, who previously visited SJIS to share her powerful story.

Ms. Ogura's moving presentation encouraged students to reflect deeply on the importance of peace and conflict resolution. She has since dedicated the school's cranes at the Children's Peace Monument in Hiroshima, providing our students with a profound, real-world connection to global harmony.



## Inspiring Through Music: Clarinet Parfait



In addition to historical reflection, cultural appreciation plays a vital role in our community. Students were recently treated to a performance by *Clarinet Parfait*, a unique ensemble formed 32 years ago by graduates of the Kyoto City University of Arts.

Having performed under the baton of Maestro Asahina, the group also connects with communities through smaller ensembles known as "Mini Parfait." By expanding the musical possibilities of the clarinet, their performance greatly inspired and moved our student body.

### Meaningful Action: The Cowra Sakura Avenue Charity Drive

To conclude these initiatives, the student-led Charity Committee hosted a special assembly to raise funds for planting a new cherry blossom tree on Sakura Avenue in Cowra.

#### The Significance of Sakura Avenue

In 1988, as a Bicentennial project, the Cowra Shire Council planted 1,988 cherry blossom trees between the Cowra War Cemetery, the former Prisoner of War (POW) camp, and the Japanese Gardens. This avenue stands as a powerful symbol of peace and reconciliation between Australia and Japan. Today, each tree is sponsored by Japanese businesses, citizens, and Australian school children.

Through the funds raised by our students, SJIS is proud to contribute to this living monument of friendship and history by adding to the brilliant spring blossoms that link these historic sites.



### Building Leaders for a Better World

Collectively, these initiatives do far more than build character—they develop vital leadership and organisational skills. By participating in values-based assemblies, cultural exchanges, and fundraising drives, SJIS students become active contributors to the wider world.

They learn that **respect** means recognizing the inherent dignity of all people, and that **responsibility** means taking meaningful action to create a better future. At SJIS, we empower students to live these values every day, turning ideals into 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 2025:

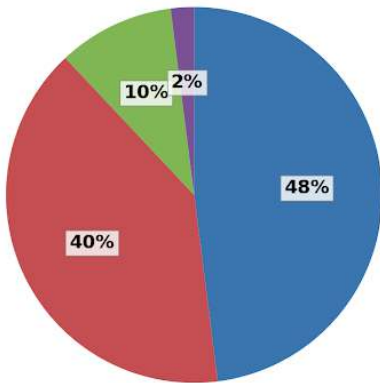
	Very Satisfied	Satisfied	As expected	Dissatisfied	Very Dissatisfied
Core Curriculum	24	20	5	1	0
Japanese Language Program for INT Div.	18	11	5	0	0
English Language Program for JPN Div.	22	16	6	0	0
Academic Achievement	20	24	6	0	0
Teachers' Guidance	28	17	5	0	0
Communication between SJIS and Parents	24	18	6	2	0
School Fees	6	17	25	2	0
PTA Activities	6	16	26	2	0
School Events	16	24	10	0	0
School Bus Commute	10	15	23	0	1
Facilities and Equipment	16	20	12	2	0
Student Wellbeing	33	13	4	0	0
Total	223	211	133	9	1

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.

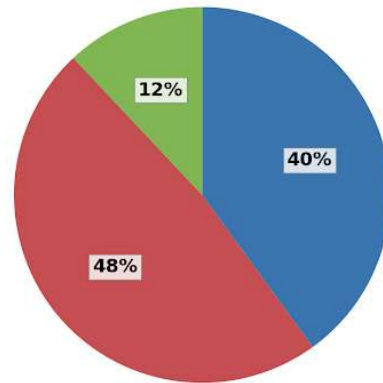
Many parents appreciated the dual-language framework and the high-quality bilingual education, which strongly supports heritage language retention for bicultural children. The dedication of the teaching staff was widely praised; departures of highly valued faculty members were deeply felt, with parents noting the deep impact these educators had on their children's memorable school journeys. Families also commended the supportive environment that accommodated both short-term expat transitions and long-term bicultural tracks, helping children build lasting connections with peers.

We pay particular attention to:

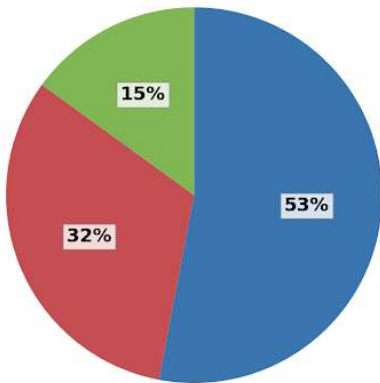
**Core Curriculum**



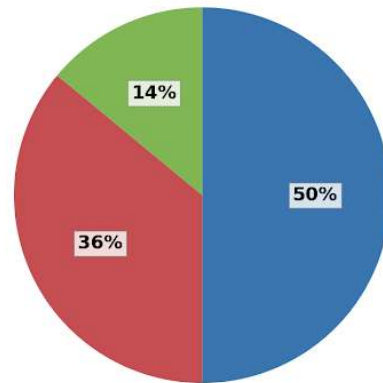
**Academic Achievement**



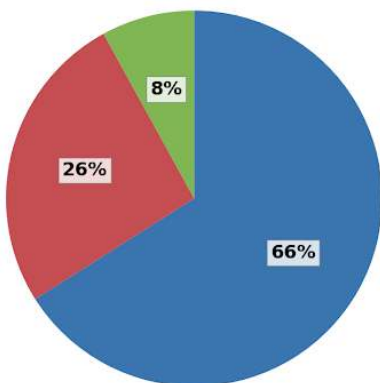
**Japanese Language Program for INT Div.**



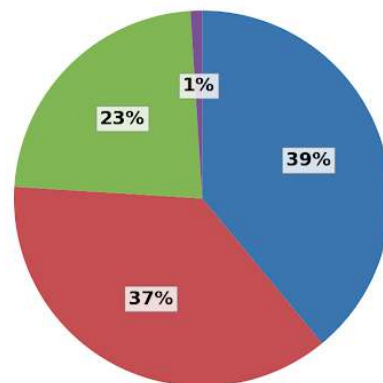
**English Language Program for JPN Div.**



**Student Wellbeing**



**Total**



From survey results, areas for further consideration include:

**Operational Transparency & Communication:** Clearer, more proactive updates regarding bus delays, facility maintenance, and timely notification when staff members transition out of the school.

**PTA Structure & Flexibility:** Reviewing the workloads and expectations for the PTA committee to better support working parents and lower barriers to involvement.

**Curriculum Offerings:** Addressing specific parent requests regarding subject balance, such as preserving specialised music electives and ensuring broad access to a variety of musical instruments.

**Fee Adjustments & Value Tracking:** Providing clear communication regarding how levy structures and fee increases directly fund ongoing student enrichments, camp expenses, and facility improvements.

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.



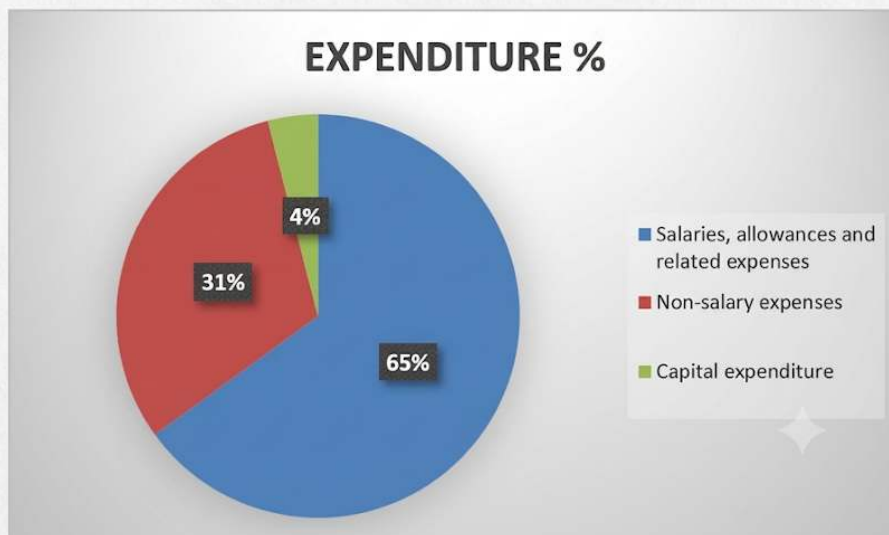
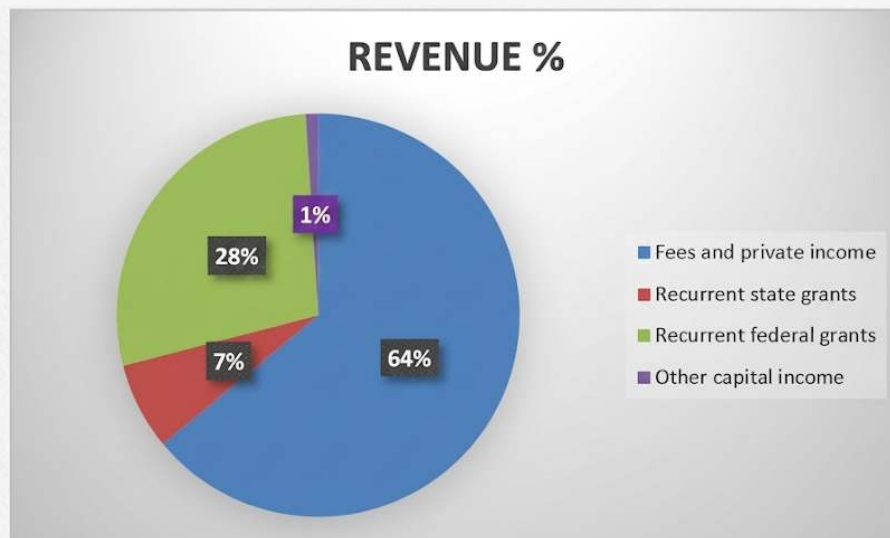
# FINANCIAL STATEMENTS

## Revenue

Item	%
Fees and private income	64%
Recurrent state grants	7%
Recurrent federal grants	28%
Other capital income	1%
Total	100%

## Expenditure

Item	%
Salaries, allowances related expences	65%
Non-Salaries expenses	31%
Capital expenditure	4%
Total	100%



# PUBLICATION REQUIREMENTS

The 2025 Annual Report was published by 30 June 2026 and has been made available to the New South Wales Education Authority.

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

