

中期計画 Medium-term plan (2019~2024)	大阪インターナショナルスクール 責任者名: 大阪インターナショナル スクール校長	各学校での承認 年 月 日 会議体名

【3年間の運営方針】3 year operational objectives	【2024年度のありたい状態】 Desired state in FY2024
<p>1. 人材育成、教育の方針 Human resource development, educational objectives</p> <p>KG school motto as it relates to OIS school mission. “Mastery for Service” as it relates to “Informed, caring creative individuals contributing to a global community”</p> <p>OIS will deliver a high quality K-12 education based upon the curricular framework of the three IB (PYP, MYP, DP) programmes.</p> <p>IB mission statement</p> <p>The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p>	<p><2024年度のありたい状態> Desired state in FY2024</p> <ol style="list-style-type: none"> 1. Modify the roles of the principals to enable a K-12 responsibility for each of them. 1) Student Life Principal (2) Student Learning Principal 2. Faculty to continually develop higher level skills in supporting students with diverse learning needs.
<p>2. 児童・生徒獲得の方針 Objectives for Student Acquisition</p> <ul style="list-style-type: none"> ● To promote the kindergarten (KA/KB) and the strength of the early learning programme at OIS. ● To promote entry in Grade 11 and the strength of our IB Diploma programme. ● To promote the re-opening of our boarding programme opening from April 2023. 	<p><2024年度のありたい状態> Desired state in FY2024</p> <ol style="list-style-type: none"> 1. Maintain enrollment above the 10 year average from 2010 to 2020. 2. Make adaptations as necessary to accommodate siblings whenever possible.
<p>3. 中期的な課題 Medium term topics</p> <p><Phase 2(2022~2024)></p> <ol style="list-style-type: none"> 1. Improving classroom appearance. 2. Ensuring all faculty understand resource and budget procedures. 3. Systematically collecting learning data in all subjects. 4. Ensuring appropriate levels of support for students with learning needs. 5. Collaboration to agree consistent approaches to teaching and learning. 6. Accept Grade 5 students during the winter and spring trimesters. 7. Raising understanding of how to use the IB Approaches to Learning skills to improve learning. 	

<p>【重点施策】 中期的な課題を解決するための重点施策を箇条書きしてください。「中期総合経営計画」の実施計画がある場合は、第1順位にしてください。(優先順位の高いものから5つ程度) 【Priority measures】 Please itemize the priority measures to be taken to solve the medium-term issues. If you have plans to implement the Medium-Term Management Plan, please rank them first. (About five in order of priority)</p>	<p>【中期総合経営計画実施計画】として取り組むものに○ ・Please enter a "○" for the items to be addressed as part of the "Kwansei Grand Challenge 2039".</p>
<p>1 Visibility of Kwansei Gakuin as an integrated educational organization along with permeation of the Kwansei Gakuin identity</p> <p>OIS to become visibly aligned with the Kansai Gakuin identity in terms of providing education based on the principles of Christianity, promoting <u>Mastery for Service</u>, and the KG Global Competencies</p>	<p>○</p>
<p>2 Facility improvement Senri Campus facility improvement plan</p>	<p>○</p>
<p>3 Enrollment: Advertising targeting local community Advertising and recruitment targeting overseas students (GFP) Clear goal for 2019 incoming head of school</p>	
<p>4 Assessment & Learning Support Commitment to systems for monitoring and managing assessment (MAP, ManageBac) system to support assessment practice. Professional development for all components.</p>	
<p>5 Personnel and professional development Expand professional development opportunities. Consider terms of employment within the context of Japanese international schools as well as further afield in Asia and beyond.</p>	<p>Discontinue</p>
<p>Meet or exceed external accreditation criteria (WASC and International Baccalaureate) for child protection.</p>	<p>New measures</p>

【3年間の取り組み状況(中期計画)を測る指標】

Indicators for measuring the status of three-year initiatives (the medium-term plan)

1. KG alignment
2. Annual surveys to parents, teachers and students. A range of questions about campus facilities.
3. Maintain high enrollment.
4. Data driven dialogues based on standardized test data (MAP) used to set targets.
5. All full time faculty, leadership and governance team members take part in annual professional learning.

【目標や実績を踏まえたフェーズⅡ(2022~2024)に向けた展望(2022年3月時点)】

Outlook for the next year

Comment (March 2022)

<1. フェーズⅡの中期計画の取り組みにより明らかになった課題>

<Issues identified through the efforts of the Phase I mid-term plan>

Visibility of Kwansai Gakuin as an integrated educational organization along with permeation of the Kwansai Gakuin identity:

- OIS has been focusing on service as a way to understand our connection to the KG ethos. For the OIS community to understand the nature of KG identity, then some discussion between KG and OIS is needed. Clarification about the KG end goals of this process will be helpful. If OIS knows exactly what KG wants the OIS community to understand, three to five years from now, then it will be easier to communicate it effectively to stakeholders.

Enrollment:

- Continued impact of the pandemic prevents some families from relocating to Japan. This makes it more challenging to meet our enrollment goals.
- Many local English language kindergartens are much cheaper than OIS, which makes it quite difficult for OIS to compete.

<2. 学校評価を踏まえた取り組み課題>

<Issues to be addressed based on school evaluation>

- Review of WASC-IB accreditation criteria shows that in two critical areas the school does not meet the minimum expectations: (1) governance (2) child protection.
- The parent survey indicated that many parents are satisfied with the service, but a significant number have concerns. For example, a common area of concern is about student wellbeing.

<3. 実績を踏まえたフェーズⅡ(2022-2024)に向けた展望>

<Prospects for Phase II (2022-2024) based on actual results>

- KG identity:
The prospects for deeper permeation of KG identity are good if current practice is continued **and** if the issue highlighted above can be addressed.
- Facility development: Senri Campus Improvement Plan:
Prospects for continued improvement very good indeed due to planned improvements for summer 2022 and beyond.
- Enrollment:
Very good prospect of high enrollment continuing at above 90% of capacity. Evidence of the past year shows continued popularity of the school and new applications come in every month.

- **Assessment:**
Prospects very good. Highly likely to continue to produce high levels of academic achievement based on analysis of current and previous years of data.

Outlook for the next year

Comment (Fall 2021)

Accreditation:

OIS has begun preparing for its next full accreditation visit from WASC and the International Baccalaureate. In preparation for that the Self Study process will last one year, beginning in January 2022. A WASC Steering Committee of three faculty members has been appointed and they will be guiding the faculty through the self study. All faculty members have been assigned groups in which to

Learning Support:

At present the school is receiving consultancy support from the Kento Center in Kobe. The outcome of this process will enable the school to finalise and confirm the policies, procedures and practices that will be used for the coming years. Any resource or professional development requirements will also be confirmed following the completion of the consultancy process.

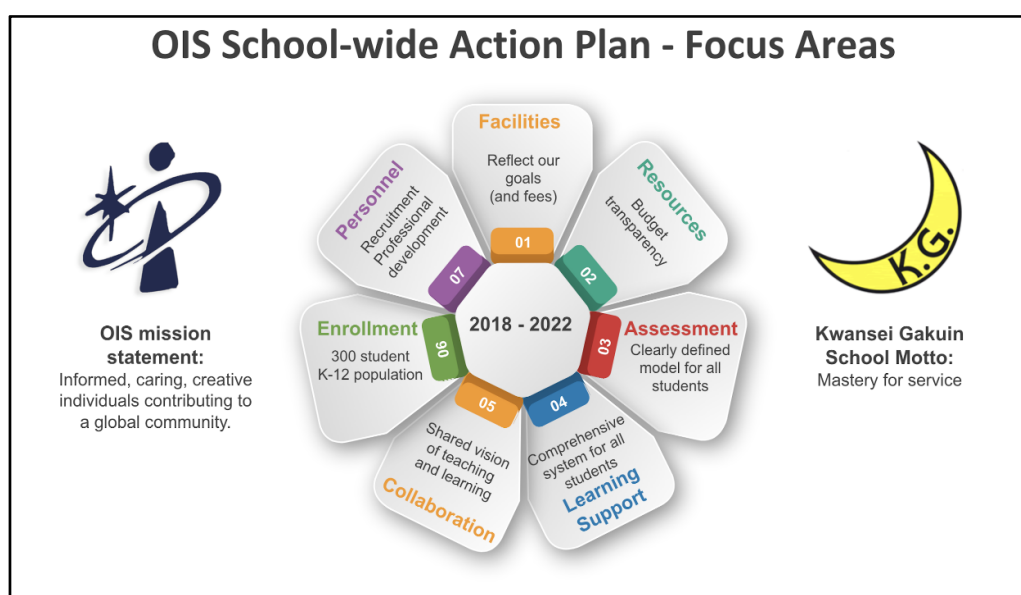
Child protection:

OIS is working with the SIS team to create child protection policies in line with the requirements for international schools. A Child Protection Team (CPT) has been established and will meet regularly to oversee the development of whole campus policies and procedures.

Facilities:

Phase 1 of the campus redevelopment project (Library and Genkan) was completed very successfully in the summer of 2021. Phase 2 will follow in 2022 and it will be focused on renovation of classrooms and corridors.

取り組みの全体像(イメージ) Overview of plan (image)



Link to OIS Action Plan: [Pre-corona OIS Action Plan](#). Last update Feb 2020

以上