

中期計画
(2022～2027)

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

【PhaseIII : 3 year operational objectives】	【PhaseIII : Desired state in FY2027】
<u>1 Safe environments for all</u> A. Ensure that new child protection policies are implemented and understood by all community members through education and training. B. Create and implement a diversity, equity and inclusion policy.	Desired state in FY2027 1. All faculty and staff have been trained and understand child protection, all faculty hired from 2024 have had background checks, and a culture of child protection permeates the school. 2. We have a robust DEI/J policy that is supported by training so that everyone in the community understands and follows creating a culture of understanding and respect. By 2027, this will have been in place long enough to be refined and strengthened.
<u>2 Learning Environment</u> A. Evaluate and modify the school's learning support structures to ensure the school is meeting the diverse learning needs of all its students. B. Develop a systemic process of utilizing data to make decisions about learning support systems. C. Improve the teaching of the school wide learner outcomes, ATL skills, and social emotional learning into the regular classroom lessons.	Desired state in FY2027 1. Teachers have received training on Universal Design for Learning (UDL) and Response to Intervention (RTI) tiers and have begun incorporating them into their planning and teaching. The learning support team works with the teachers to support learning of all students in a way that is clear to all community members 2. We have a clear system for collecting, presenting, and analyzing data so that it can be used to support learning and decision making. 3. Regular classes incorporate these attributes into lessons in a systematic way so that we can assess when they are taught and how well they are learned.
<u>3. Community and collaboration</u> A. Increase collaboration amongst teachers to meet instructional planning goals. B. Increase community understanding of educational programs, the school's values and mission, and OIS's relationships with its sister school and foundation. On the latter point, OIS will:	Desired state in FY2027 1. Teacher feedback and planning demonstrates that we have a high level of cooperation between the teachers in supporting each other and the students.

1. Increase the visibility of Kwansei Gakuin as an integrated educational organization along with permeation of the Kwansei Gakuin identity onto our campus. 2. become visibly aligned with the Kansai Gakuin identity in terms of providing education based on the principles of Christianity, promoting Mastery for Service, and the KG Global Competencies. C. Create more opportunities for parents and other stakeholders to become involved through committees, community events, and classroom support.	2. Survey data and conversations demonstrate that there is a deep understanding of the relationship between OIS, SIS and Kwansei Gakuin. 3. Community members are regularly involved in campus activities and learning in a positive and supportive way and this is clearly documented.
<u>4. Systems and Sustainability</u> A. School administration develops and implements a Performance and Evaluation Model for administration and faculty. B. School administration and leadership implements a data-driven, schoolwide approach to professional development to support the implementation of strategic priorities such as learning support for all students. C. School administration develops and implements comprehensive and systematic procedures for data collection and analysis to inform school decisions for innovation and transformation. D. School administration develops and implements a policy review and revision cycle. Implicit in this is to develop and implement systems to train staff to implement all policies for the entire school community. Focus areas include the Learning Support Policy, Inclusion Policy, Child Protection Policy, and Diversity, Equity and Inclusion Policy. E. School administration clarifies and communicates the roles and responsibilities of the new leadership structure. F. School administration clarifies and communicates the roles of non-admin faculty positions of responsibility with the school structure. G. The school administration and the foundation consider employment terms and conditions to ensure that they support hiring and retention of faculty and staff suited to the educational goals of the school.	Desired state in FY2027 1. We have an evaluation model that supports teachers and administrators in developing and becoming stronger professionals. 2. Data is organized and presented in a way that makes it readily available to inform decision making. Leadership roles will be clear to all stakeholders and the leadership team will have coalesced into a highly functioning team. 3. We have an improved package so that we are attracting and retaining the best teachers available.
<u>5. Facilities</u> A. The school continues with its plan to renovate facilities. This includes the refurbishment of SIS classrooms, the faculty and staff working environment, and the OIS / SIS shared educational spaces such as the music and art rooms and the science labs. B. The school develops a plan to renovate vital learning infrastructure which has become outdated. This includes equipment and technology to support teaching and learning in music, art, science, and digital media productions.	Desired state in FY2027 Our campus is fully remodeled and includes state of the art learning technology that is equal to or better than the top international schools.

【Priority measures】

テーマ1 : Fully implement the child protection policy so that it is ingrained our culture	
Theme Type: <u>New</u> · Work reduction	
Please explain the details of the specific measures.	This is to ensure that our campus meets international expectations for child protection. We are doing this by conducting training for our faculty using Childsafeguarding.com (https://childsafeguarding.com/) and conducting background checks with Avvanz (https://www.avvanz.com/)
Please explain the details of the expected outcome.	Everyone (faculty, staff, contractors, students, etc.) on campus will have training that is appropriate to their age and role so that there is a shared understanding of child protection policies and expectations. All teachers from 2025 will have had full background checks. Child safeguarding training is valid for two years, then people must be retrained.
テーマ2 : Facility improvement: Senri Campus facility improvement plan	
Theme Type: <u>New</u> · Work reduction	
Please explain the details of the specific measures.	We have been improving our campus for the last several years in phases to ensure it meets international standards for an international school. We began with the genkan and library and continued with classrooms and other areas. It is important that we continue this process. Our major competitors in Kansai, Canadian Academy, Kyoto International School, Marist Brothers International School, and Osaka YMCA International School are all also doing campus upgrades or expansions.
Please explain the details of the expected outcome.	We have an entire campus that is modernized to international standards and compares favorably with our peers in Kansai
テーマ3 : Data & Learning Support: Commitment to systems for monitoring and managing student data to ensure that we are meeting the needs of all students.	
Theme Type: <u>New</u> · Work reduction	
Please explain the details of the specific measures.	Many of the systems that OIS already uses, such as ManageBac, are already part of our regular budget or are being created “in-house” with Google Apps and Looker Studio. However, as a campus, there is a need for a student management system that works across OIS and SIS. Currently, there are several different systems which make managing student data and information across our campus challenging. Going forward, we would like an evaluation of issues in the current system by external experts with the cooperation of the Organizations for Information Strategies.
Please explain the details of the expected outcome.	There is a coherent system across our campus and two schools that works bilingually and facilitates the management of student data. This is likely a budgetary consideration for 2026 and more work needs to be done to develop an estimate of cost. Specifically, with the support of the Organization for information Strategies, we will be introduced to companies to clarify the situation.

テーマ4: Increase community understanding of educational programs, the school's values and mission, and OIS's relationships with its sister school and Kwansei Gakuin.	
Theme Type: <u>New</u> · Work reduction	
Please explain the details of the specific measures.	Ensure that community members understand the relationship with KG and our sister school SIS and how our education is integrated.
Please explain the details of the expected outcome.	Surveys indicate a clear understanding in our community
テーマ5: Increase collaboration amongst faculty and with the larger community	
Theme Type: <u>New</u> · Work reduction	
Please explain the details of the specific measures.	This goal was set in the context of emerging from the pandemic when interactions were severely limited. We have continued to work on this in the years since by planning events and setting aside time for meetings.
Please explain the details of the expected outcome.	We have regularly occurring community events that are focused on understanding our school and the KG foundation. Meetings amongst faculty are focused on developing school goals.
テーマ6: Develop systems to sustain our quality education	
Theme Type: <u>New</u> · Work reduction	
Please explain the details of the specific measures.	This goal is related to the fact that, as an international school, teachers move to other schools every few years. When faculty leave, OIS loses institutional knowledge. Having systems in place to sustain this knowledge will ensure that we continue to be a top level international school.
Please explain the details of the expected outcome.	Policies are written and other procedures are in place so that transitions between faculty members so not disrupt learning.

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

- ① Safe environments for all
- ② Learning Environment
- ③ Community and collaboration
- ④ Systems and sustainability
- ⑤ Facilities

【Progress and Review of Plans Based on Results Up to FY 2024】

1 Safe environments for all

1. We have continued with training faculty on child protection and all of the new teachers will have completed training before they arrive. We have yet to implement background checks through an agency but we have asked for support for this.
2. A DEI/J committee has been meeting and progress was made in developing a plan to develop a policy. However, the principal leading this initiative may no longer be performing the role which may slow the progress we are able to make by the end of the year.

2 Learning Environment

1. We are scheduled to have a training session with an outside facilitator on September 16 and 17. She will work on training our teachers, which will put them in a strong position for the second part of the goal, incorporating this into their planning and teaching.
2. We are still in the discussion phase of this goal with each of the teams (Data and Support) but should be on track to make decisions by the end of the fiscal year.
3. Now that the OIS school year is complete, we should be able to run reports that will tell us when the skills are being taught.

3. Community and collaboration

1. We have had grade level meetings and we are planning them for the upcoming trimesters.
2. In the 2024 survey 57.5% of the parents said they understood the relationship with KG and 62% said the relationship with SIS was important so we are making good progress in this area. We have also included information on KG in our Educator newsletter to help increase understanding of OIS as a part of the KG foundation.
3. We have had a lot more involvement from parent volunteers and others during the year. This includes PTA events, classroom events and things like helping with graduation. We expect this trend to continue in the upcoming school year.

4. Systems and Sustainability

1. We have completed a school year using the current system and will seek feedback from teachers to plan the next steps in the fall.
2. The data committee created a site for housing student data. The next step is to make this accessible to others to help inform decisions.
3. We have had some turnover in these positions. One of the principals will step down and the MYP coordinator is being replaced. This might make it more challenging to reach our desired state.
4. This has been presented to the board chairman and to other leaders at the foundation. It is still something that will need further discussion in light of recent economic news.

5.Facilities

1. Phase 4 is in progress this summer and is on track to be completed by the end of August.

6.OIS's activities in the last year and OIS's plans for the next year regard to Kwansei Gakuin's integrated education and school-to-school cooperation.

1. Activities and results in FY 2024

Chaplain Doi has continued to increase his presence on the campus. He conducted a session to both OIS and SIS faculties during the orientation period at the start of the OIS school year to explain his role and how our school fits into the structure at KG. He ultimately did not play a significant role in our service-learning program (CAS), however, we hope to increase this in the future.

We have continued to feature KG news in our newsletters and our grade 10 students once again visited KGU to kick off their college application process, which highlights the fact that we are a part of the foundation.

There was not significant change in our parent survey question on the role of KG in our school. Both last year and this year about 57% of parents state they understand the role. However, fewer parents stated they did not understand the role as more noted that they were “neutral” on this question.

We continue to have plenty of opportunities for school to school cooperation with SIS through our shared classes, camps, activities, etc. The language barrier has made school to school cooperation with other campuses more difficult. However, we have continued to share opportunities that do come up such as advertising the KG All Star Camp to our students.

2. Planned activities for FY 2025

We plan to continue with the activities in this area that we conducted in 2024 while continuing to look for more opportunities for integration and cooperation that fit with the needs of our community. For example, I have raised the issue several times about the university making it more clear to our students what opportunities are available to them at KGU. Recently, Ono Yoshinari has been in contact to arrange an information session so that our students understand how the KGU School of International Studies can help them reach their future goals. Families choose OIS because they want an international education that will lead to study in internationally focused universities both in Japan and abroad. Other local universities have successfully explained to our students how they fit with this goal. My hope is that KGU's SIS will be able to do this, too.