

ANNUAL REPORT 2019-20





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Vision

We aim to be a well-known speciality school in the heart of Kyoto city, recognised locally and internationally for providing an exemplary international education.

Mission

To be a fun and collaborative community that inspires and challenges, enabling students to thrive and take responsibility anywhere in the world.

Inspiring Active Learners, Developing Global Citizens

Message from the Head of School

When we think back to our 2019-20 year as a school, what will you take away? For me it was an incredibly inspiring experience. We started the year with our hopes and aspirations for the year ahead. Who amongst us could have envisioned what was in the future of KIS, let alone the world. The academic year should not be defined as the year of COVID-19. It should rather be identified as a year the entire school made huge leaps in our expectations and delivery of teaching and learning. It was a year the community re-defined the the home school teaching environment. It was a year our community became better at utilising educational technology for effective learning outcomes. It was a year we thought 'outside the box' with online Parent-Teacher Conferences; live stream challenge days to keep our House Competition meaningful; but most of all creative, authentic learning experiences that meant this year counted and we were not waiting to return to 'normal'.



Most pleasing was as a community, we made the most of the challenges that were laid out in front of us. As a community, we were able to have students return to campus at the earliest and safest possible date. As a community we embraced a growth mindset and as a consequence KIS heads into the next school year once more with our hope and aspirations intact.

The next academic year is a significant one for KIS. The school will go through IB authorisation, WASC accreditation and develop a new Strategic Plan to take the school forward. Truly exciting times.

Well done KIS community, from our dedicated staff, to our inspirational students, and our ever supportive parents. Take a bow, this year has all been on you and everyone did not disappoint.

Best
Michael Taylor



The year of COVID-19

It is impossible not to reference the effect of COVID-19 on the school year in the Annual Report. KIS performed extremely well over the course of approximately four months when the school was working from Distance Learning. It is important to recognise what played out and the ongoing effects of the pandemic.

As Japan closed the borders this had multiple impacts. Students, parents and staff were all affected. KIS students from neighbouring countries could no longer come and go to Japan; parents working both here and abroad were restricted in their movements; and two staff members returned to their home countries to be with family, for varying reasons.

Further to this was the financial impact across the community and indeed the globe. Kyoto witnessed a massive reduction in tourism and visiting scholars to universities, that also impacted on the school.

From a teaching and learning perspective, moving to Distance Learning, gave new unseen scope and innovation across the classrooms. Teachers, students and parents combined to provide genuine and authentic learning. Whilst goals were reorientated, and outcomes adjusted the evidence of learning continued to be strong.

As we look to the future with the support of the Japanese Council of International Schools (JCIS) and the ongoing medical consultancy work of Dr Lomax, KIS continues to manage the educational environment based on research and data. This has allowed the school to minimise the impact of the pandemic on teaching and learning. Whilst face to face cannot replace the authenticity of interactions in a classroom, the impact has been minimised.

The new academic year continues to feel the ongoing impact of the pandemic. Student numbers, whilst solid are still down; staffing has been reduced by 2 full time staff; and we are still on protocols that reinforce student health and safety.

Through these unique and challenging times, the dedication of the entire community cannot be underestimated. Well done to the entire KIS community



Strategic Goals

Teaching and Learning: This year has been about creating consistency and longevity in our curriculum from EL1 - G8. Working towards an articulated curriculum optimises teaching and learning.

Increasing enrollment: This year our numbers remained stable and we are anticipating between 120 - 125 students for next year. In 2020-21 KIS will expand to include G9

Parent Teacher Association (PTA): Published their first constitution to establish the PTA as a key element in KIS. Offered numerous parent activities during the year.

Middle School Program (MSP): Increased alignment to becoming an MYP accredited school. Teachers begun Making the MYP Happen.

Managebac (MB): the school began the transition to MB as the school moves to IB accreditation for the Middle Years Programme (MYP). This will be the online curriculum platform and reporting in the future.

Library: The library has been revitalised and re-designed into a user friendly space that is at the centre of information literacy. Multiple programmes were introduced through the library including Library Ambassadors, Love your Library and Families and Books (FAB).

Financial Stability: KIS has been in the black for the last 5 years running. We are running a surplus, saving funds in a capital account, and are financially well maintained.

Service as Action (SA): The school embraced a more comprehensive SA approach through the lens of the Sustainable Development Goals (SDG). Established strong links with Foodbank Kyoto to this end.

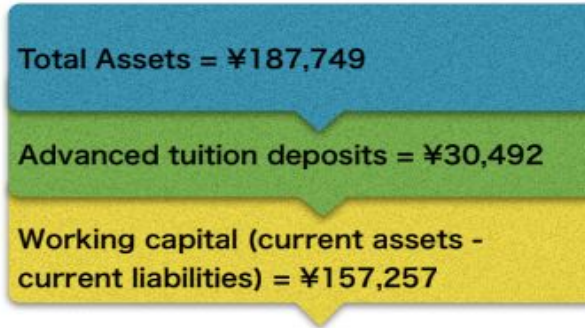
Educational Technology: The introduction of employing a Director of ICT/Marketing (Nick McQuilin) has allowed us to update the website and to streamline processes. We have implemented our online system called Open Apply, ManageBac and SchoolsBuddy. These systems all allow the school to be more efficient across areas such as admissions, three way conferences and after school activities..

English as an Additional Language (EAL): Introduced the internationally recognised WIDA framework to guide the EAL programme. A clear system that starts in the admissions process and continues to monitor student's progress throughout the year with explicit feedback built in.

Financial Report

Balance Sheet (as at March 31, 2020)

(Unit ¥1,000)

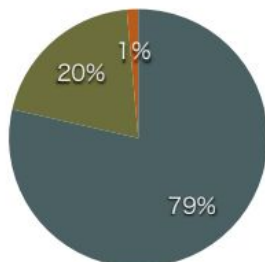


School Operations



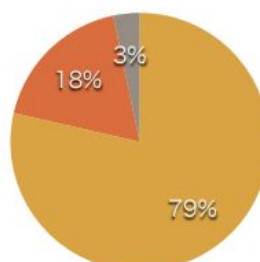
2019-2020 Operating Revenue

- Tuition & Fees
- Sundry income
- Donations
- Prefecture Subsidy



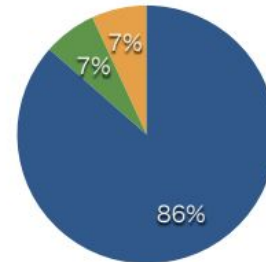
2019-2020 Expenses

- Salaries & Benefits
- Programs & Operating
- Facilities & Depreciation



Endowment

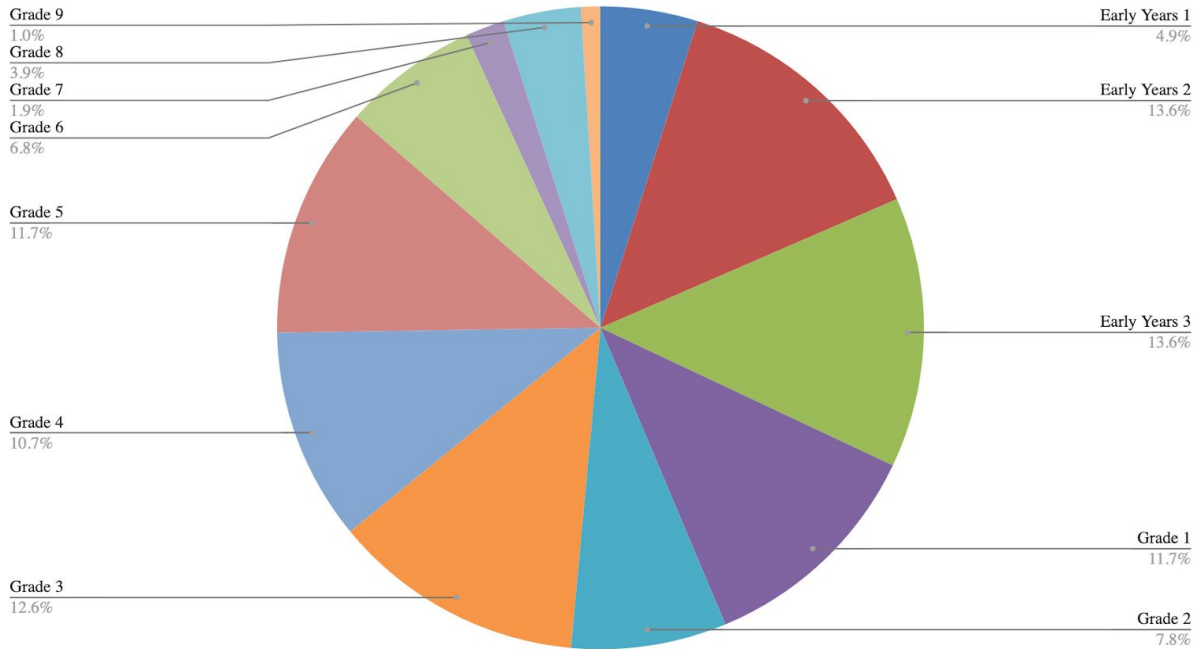
- Cash and deposits
- Capital assets
- Restricted Emergency fund





School Demographics

Enrolment Summary 2020 2020-2021 Academic Year

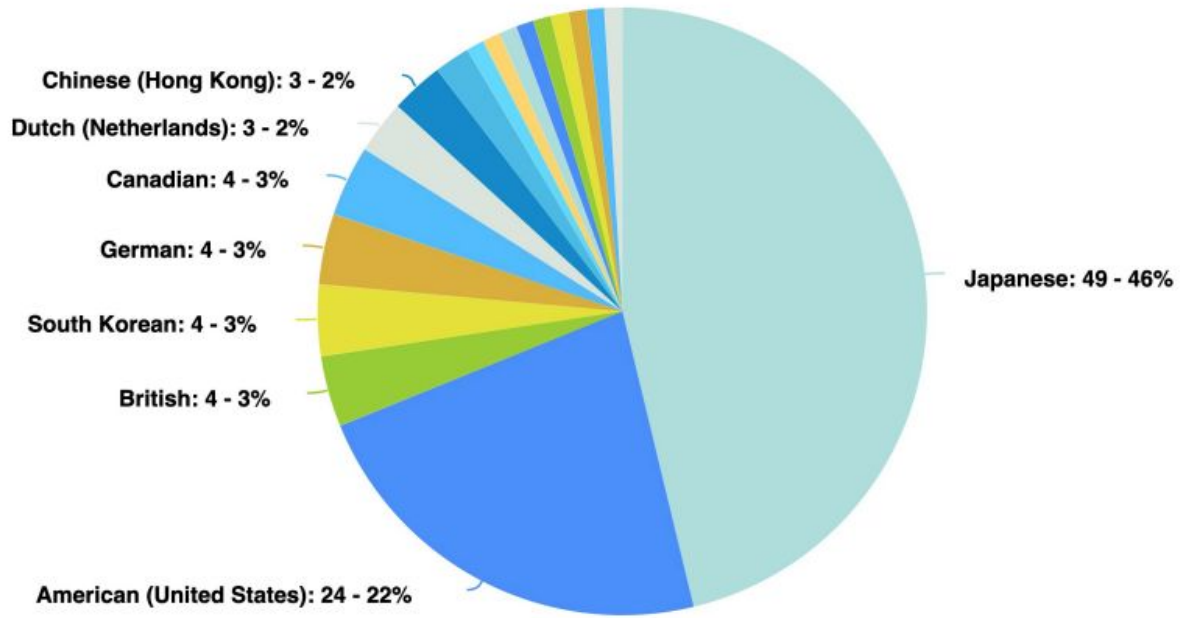


Enrolment had been steadily increasing over the last few years. The school was on a KIS high enrolment in 2019-20. Due to the impact of COVID-19 there has been a decrease of student numbers. The school was reduced to 80 students at the peak of the first wave. Following a resumption to on campus these continue to rebuild once again. The school opened the new academic year with 92 students and is moving towards projected budget numbers.



Nationality Report

Kyoto International School - All Academic Years

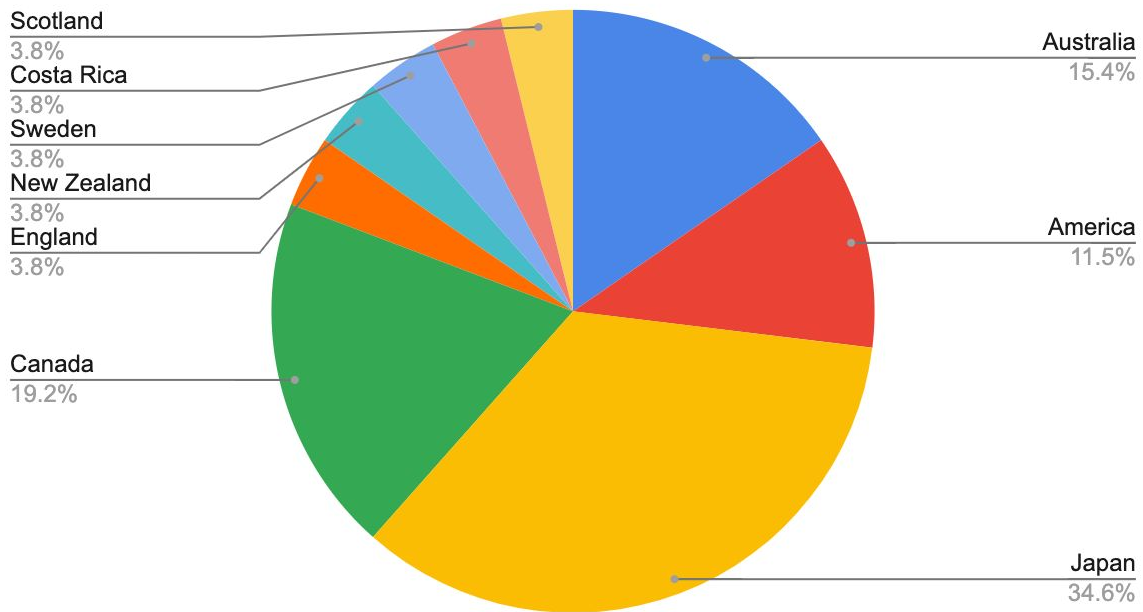




Staffing

The school continues to cater for a rich diversity of nationalities and languages across the staff. Currently employing breakdown is as follows:

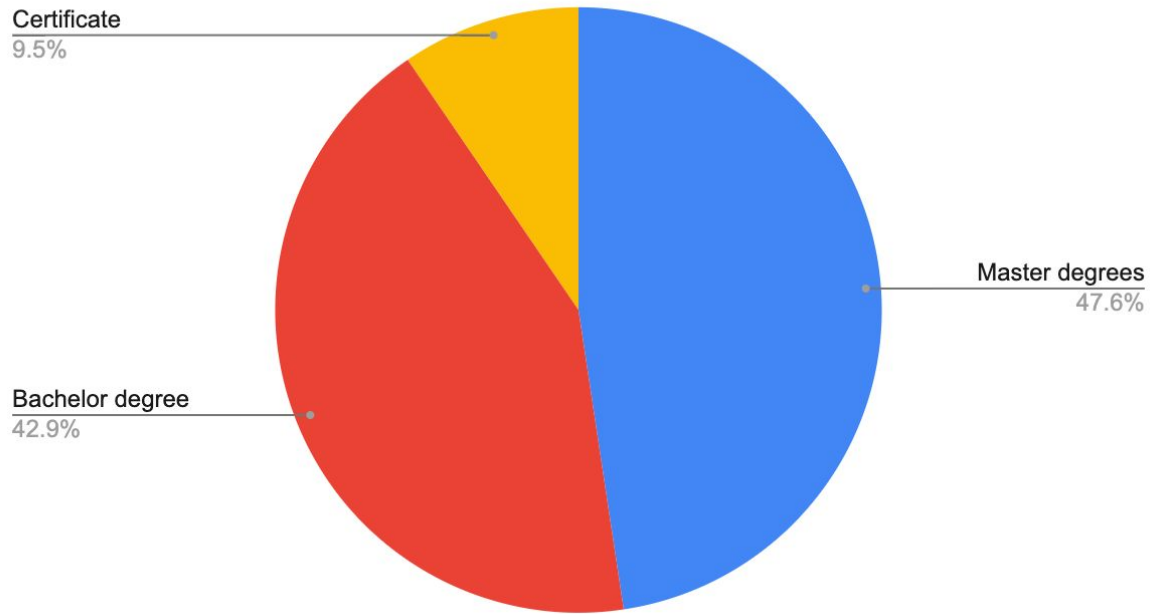
Staff by nationality 2019-20



47% of the academic staff has obtained a postgraduate degree.



All staff qualifications





Teaching and Learning

Over the course of 2019-20 the teaching and learning has evolved at KIS due to the unique circumstances, the school found itself in. During the first part of the year, one theme that was developing aligned with understanding what it is to be a global citizen. The Grade 5 students began the outdoor classroom, to better understand the needs and wants of students in other parts of the world.

The important role the United Nations Sustainable Development Goals and the impact they can have in our world, was evident across all grades. Students were exploring different goals and developing strategies to support such areas as Zero Hunger (Goal#2); Quality Education (Goal#4); and Good Health and Wellbeing (Goal#3).

When the school moved to Distance Learning (DL) staff, students and parents needed to re-orientate our goals for the year. Why the change of goals? As an inquiry based school, some key aspects in the inquiry process are data gathering and collaboration. The nature of these elements becomes different when students are online, as opposed to face-to-face.

G5 Exhibition

This year's PYP Exhibition focused on taking action towards achieving the United Nations Sustainable Development Goals. Students started in February, and adapted their actions to reflect the current learning climate as well as their transdisciplinary theme of *Where we are in place and time*.

As such, the goal of the virtual Exhibition (due to COVID-19) was to educate all of the people in the hope that we can each make small changes that will together make a big difference.

The students posted introductions prior to their exhibition, that you can view at [introduction to the PYPx](#).

Assessment

KIS assesses learning in many varied ways to ensure a complete picture of each and every student is created. These are broadly categorised as either summative or formative assessment.

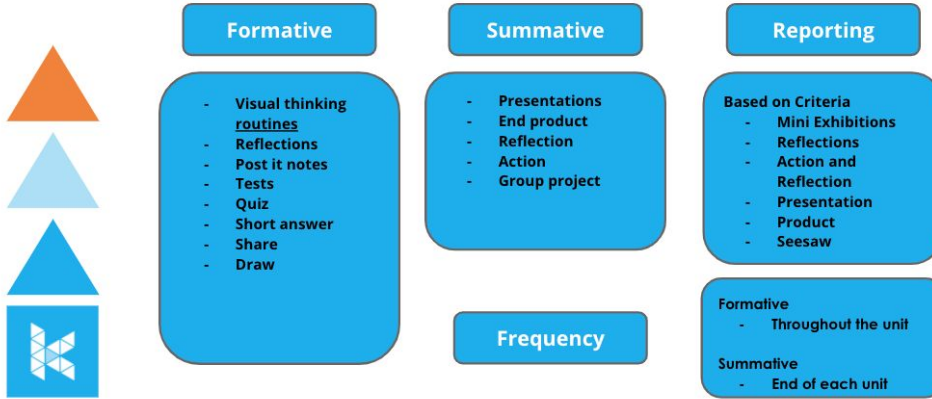
Some examples of the assessment tools KIS uses are:

- Words Their Way
- PM Benchmarks
- Probe
- Observations through Seesaw



Assessing and Reporting on UOIs

Assessment allows us to understand our learners and for our learners to understand themselves.



Inspiring Active Learners, Developing Global Citizens



External assessment

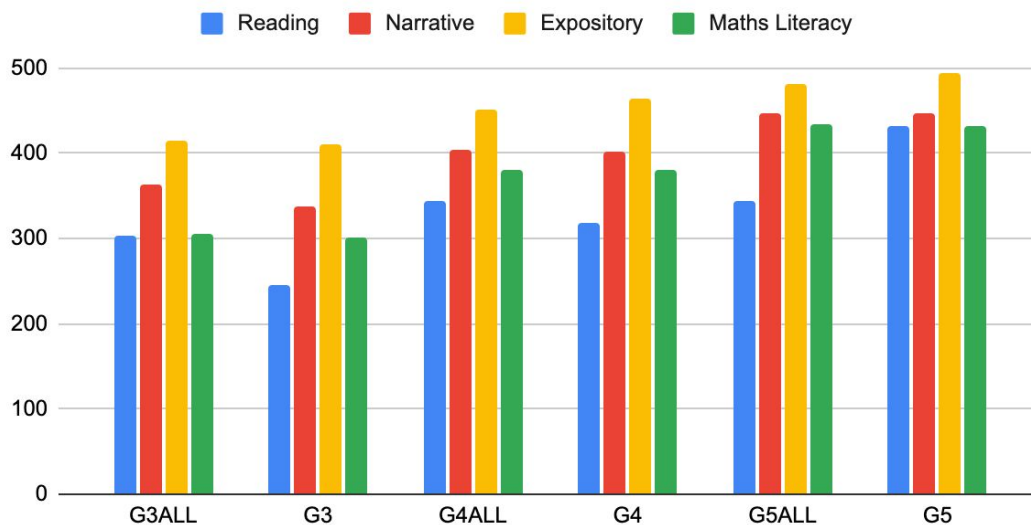
Each year in February, KIS grade 3-8 students complete the International School Assessment (ISA). The ISA is one of many data points the school utilises to assess learning in the classroom. Grade 3-5 completed a paper version and Grade 6-8 the online version.

Key: **G3ALL** All school schools who undertook the ISA across the world.

G3 - KIS Grade Three

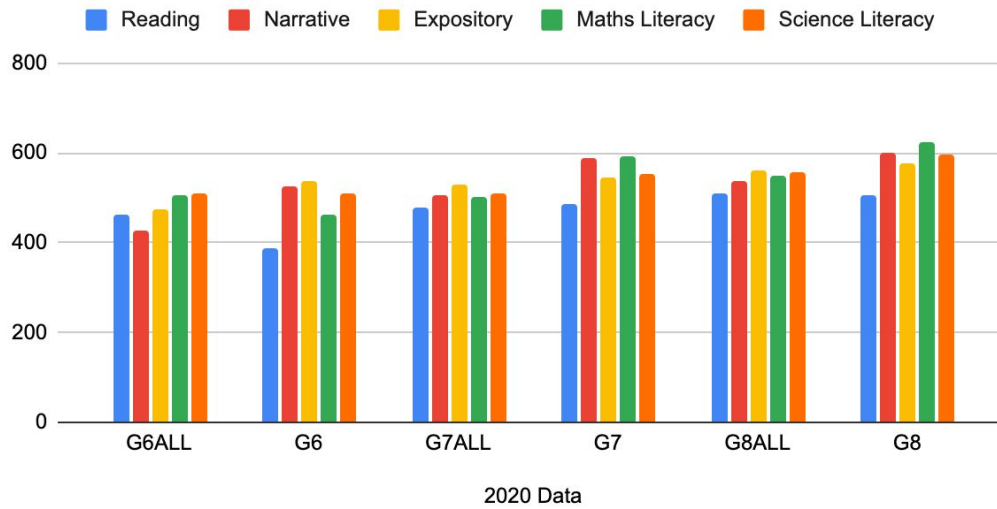
This format applies across all grades from G3-8.

Reading, Narrative, Expository, Maths Literacy and Science Literacy





Reading, Narrative, Expository, Maths Literacy and Science Literacy





Looking ahead to 2020-21

Incoming staff

New Head of Learning

KIS welcomed a new member to the leadership team, MS Sharyn Skrtic, Head of Learning (Deputy Principal). Ms Skrtic has recently been the Deputy Principal/ PYP Coordinator for Helsinki International School. She has many years experience in the IB as a teacher, coordinator, principal, workshop leader and authorization team member.

We also have several new staff members joining the team from next year. We are excited to welcome these people aboard the KIS team:

Chris Corrigan (returning sabbatical leave) - Science/ PHE/ Learning Support
Colin Gallagher - Design/ Library services
Natalia Langtree - Grade 1

Leaving staff

As always, we are saying goodbye to several staff members who are leaving us this year. We will be sad to say goodbye, but wish them the best of luck with their future plans:

- Taylor Boyd
- Kate Boyd
- Josh Robinson
- Jung Sook
- Emiko Nishino
- Stacey Hutchinson (maternity leave)
- Shoko Iijima (maternity leave)
- Danielle Cote (sabbatical leave)