1 Address from the Principal

This year marks the 36th year since the Japanese School in Perth has opened. The institution started as a part time Saturday school but by effort and demand, a full time Japanese school was established in 1978. After moving location three times, it is now in City Beach. Since 1998, we have four school terms as do the local schools, but the educational content has been structured around the Japanese schooling curriculum. Therefore, the children attending the school from Japan should not feel out of place. Moreover, there are unique advantages for children learning in a school abroad.

Firstly, by having small classes, precise guidance and attention can be provided by the teachers. Even the larger classes exceed little more than ten students so the program can be carefully adapted to further each student’s ability and progress to ensure solid academic ability. In addition, the school provides guidance and advice for students who are to return to Japan.

Secondly, we provide English classes and understanding of local culture. In Japan, foreign language education has recently been introduced to elementary schools. However our school has long integrated English education, where English studies start from grade one. At present, elementary students have English classes three times a week and junior high school students have English seven times a week. English education is taught by native English lecturers and guided by Japanese English teachers. Students are provided classes to suit their level of proficiency. We use TOEIC BRIDGE as a guide to measure the students’ English proficiency. For those who wish to have extra English classes, we provide an optional English afterschool service.

Thirdly, the Japanese School in Perth participates in local school activities. We have established and maintained a friendship with Scarborough Primary School for 19 years. Even after moving to our current premises, we still have interactions with the school by holding our sport carnivals together. We also hold activities with Japanese classes at local high schools. We are willing to maintain and expand our relationships with the schools in various ways.

Fourthly, the school mixes different year grades together in vertical divisions for daily activities. The students participate in these groups for daily activities such as cleaning and recreational activities but also for school camps (year 3 and above). The senior students are taught to look after the junior years as leaders and learn how to cooperate and have consideration for others as well as being aware of their responsibilities as senior students.

Please feel free to visit our school. We are confident that if you catch a glimpse of our school by viewing our classes, you are sure it will be worth your while. If you have any questions regarding The Japanese School in Perth, please feel free to contact us.
2 Educational Objectives

(1) School Management Summary

What The Japanese School in Perth Strives Towards

The greatest mission of the Japanese School in Perth is to provide the students with an equal or better education than could be provided in Japan. A well-established primary and secondary school education is a life asset for the students. It is said that your first language is established before you are ten years old and for them it is necessary to consolidate cognition with their mother tongue such as Japanese or English. Our school aims to educate the students’ native language level on par with Japan’s level so that upon returning to Japan, the students have no troubles. Furthermore, we want the students to absorb other language skills and cultural knowledge. We provide educational initiatives that cannot be experienced in Japan by providing a high standard of compulsory education, including cultural experiences and English classes. To understand international education, we establish links with local schools and do culture exchanges. We’d like to keep developing educational activities to reflect current demand as well as keeping our traditions. In these modern times of globalisation, the world is getting smaller with an increasingly fast flow of information and goods, and the migration of people. In such a situation, we want our students to not simply be influenced by information and the behaviours of others, but to have the ability to make their own decisions and be proud of oneself, and, at the same time, live together in cooperation and respect others opinions. Our deepest hope is that the students make the most of their experiences to cooperate with the people all over the world and can contribute to world peace.

(2) Heisei 25rd: The Japanese School in Perth’s Management Policy

Educational Objectives

The school respects its traditions, with aims for further development and enhancement. We are always willing to improve teaching methods and educational content. In the past, the school had pursued how to exist from a “superficial understanding of others” to a “sympathetic understanding of others” by undergoing research in “seeking a symbiosis of education”. This is indeed, none other than a way of polishing ones sensibilities. As a base, the school nurture’s the spirit of coexisting with people, culture and nature as well as having a deep understanding of one’s position to foster an attitude and practice of living together. In addition, the school enhances educational activities by taking advantage of the unique position of being overseas, and further promotes the sense of internationalism which is based on rich experiences and wider vision. For that, the staff members are committed to self-study, furthering their abilities and expanding educational activities. Under our motto “A school that is open”, we deepen mutual understanding and trust by responding to the needs of parents and relevant agencies.
1 Educational Aims
The school’s aim is to nurture healthy and strong students with the ability to think for themselves and others.

Our ideal children are:
“children who can think”  “children who are kind”  “children who are active”

2 Important Management Points:
Our school has an unbroken spirit when it comes to educational activities. That is an immutable mission for our school.

(1) Making a school with solid academic abilities:
① Establish the fundamentals and the basics.
② Equip the students with the ability to learn and think for themselves.
③ Cultivate each student’s individuality.
④ Allow the students to experience the joy of learning, to increase motivation towards study.
⑤ Make learning a habit.

These points are the base for the educational activities for our school. Although the school is based overseas, we aim for the students to have an educational level that is the same or above Japan. Furthermore, we develop utilisation of their acquired knowledge and skills.

(2) Making an enjoyable school environment
As there are a small number of students in each class, the students have less opportunity to compete with one—another. Naturally, they have more time to reflect on themselves. Therefore, we practice these following measures to attain true joy and happiness toward study.

(A) For the students to achieve their goals, devise activities to measure their level of achievement.
(B) To provide an environment for the students to realise the value of their own existence.
(C) To promote the development of trust and cooperative attitudes between students.
(D) To ensure the safety of the students (by efficient use of facilities and equipment, to provide a comfortable physical and mental environment).
(E) To have established trust that members of staff and faculty have a mutual understanding on instructing students.

(3) Creating a school with character
Building the schools’ characteristics together with the students will help nurture each student’s pride and awareness. The school wants to promote educational activities to be memorable, in particular for the students enrolled for a short period.

(A) Utilising the characteristics of schooling overseas, the school adapts ‘in the case of Perth’ educational activities.
(B) To learn about the Japanese culture share their experience to the locals.
(C) To actively increase the usage of computers to gather information.
(D) To take advantage as a small school to advance creativity and skills.
(4) Allowing teachers the flexibility to create

Smooth promotion of educational activities in a small school is affected by the level of conscious participation of all employees. Employees will actively promote the creative educational activities that will stem from the rich experience of the staff, to create a school of fun. By promoting the study aims for our educational goals, practices and creative educational activities, we strive to earn the trust of students, parents and related organisations.

(5) Cooperation with guardians and related organisations

The school wishes nothing more than a good response such as when the students say “I want to go” and the parents say “I want them to go”. In promoting educational activities, while keeping in mind the educational objectives of the school, the school must achieve harmony with the expectations of the students and parents. As well as transmitting our aims and plans of specific measures to the guardians and related educational organisations, we listen closely to their opinions in order to seek common understanding and a high sense of accomplishment.

3 Events

(1) Main Events of 2013

1) The 36th Entrance Ceremony: conducted on the 16th of April

This year we welcomed five new students and welcomed three middle school students. We conducted the ceremony in our newly constructed assembly hall which was completed last year and we were honoured to have many visitors participate.

2) Year 6 School Trip: May 5th - 7th (Sunday - Tuesday)

This was the first time in 20 years that the Japanese School year 6 students participated in a school trip. The students were able to experience what they had studied throughout year 5.

3) Marathon competition: May 13th (Friday)

The students fully achieved what they had practiced throughout the month in P.E. class.

4) Sunday Class, Parents and children recreation: 9th June (Sunday)

In the morning, there was an open day. Parents and students had lunch together and after had recreational activities. The PTA helped with this event. They had a wonderful day doing activities such as the ‘changing clothes relay’ and dancing.

5) Cleaning Karrakatta Cemetery: August 4th

Every year, we voluntarily participate in cleaning Karrakatta cemetery. This year we had our best turnout of 40 participants which included 22 students and 28 parents. In about an hour, the cemetery and the surrounding areas were cleaned.

6) Wild Flower Study Group - 20th August (Tuesday)
This event was carried out as a part of understanding local education. The year 1 and 2 students deepened their knowledge about the descriptions of native flowers around the school which was guided by the teachers from the school. We invited Mr. Oakley as a lecturer to talk about WA’s unique wildflowers for the students above year 3.

7) **Sports Carnival**: 30th August (Friday)

Having “interaction” as a theme, we split the students into three teams for our sports carnival. Despite the program being cut short, we were able to complete events such as the star relay that could only be seen in Australia and a Japanese favourite “rolling the big ball”. Both schools had a rewarding experience.

8) **Cello Recital**: September 10th (Tuesday)

The school invited the celloist Mr. Komatsu Shigeru from the WA orchestra to play so that the students could enjoy the sound of the cello. In the afternoon he performed and talked about the theme ‘the cello and me’ to the PTA.

9) **The School Recital**: November 3rd, Sunday

The School Recital was held in the International School’s gymnasium. The day was shared with many V.I.P guests. The morning session saw each year display their talents and achievements on stage. In the afternoon there were English performances that included songs, plays and a quizzes.

10) **Participating in the World of Food Festival**: November 17th (Sunday)

Organized by the Japanese consulate of Perth, The Perth consulate requested JSP to perform ‘Nanchu Soran Dance’ at the opening ceremony. 49 of our students voluntarily participated.

11) **Yr 1, 2 excursion**: November 19 (Tuesday)

13 year 1 and 2 students went on an excursion to the zoo. As a part of local education, they concentrated on learning about Australian native animals and they made a poster.

12) **Shirase Excursion**: November 24th (Sunday)

We visited the Antarctic Observation Ship Shirase, where we viewed the inside of the ship and also interviewed the staff of the ship. Students deepened their knowledge about the structure of the ship and also about natural phenomenon of Antarctica. After, we had a send-off party for the observatory members and the ship’s crew. We enjoyed our traditional sticky rice cakes making. Lastly, we held a ceremony to send off the ship.

13) **TOEIC BRIDGE implementation**: December 10th (Tuesday)

As the school promotes English learning with a focus on communication, to measure the students understanding of lessons, we conducted this test that benefits all students. Average score of the students that were subject to inspection this year was 127.18.
14) **School Camp:** December 18th - 20th (Friday)

25 students from year 3s to year 5s and junior high school went on a three day camp to Woodman Point. On the first day, the students studied about how to grow tomatoes at Momoko tomato farm. At the camp they had activities such as surf life-saving, archery and orienteering.

15) **External Students’ School Trail:** January 13-17th (Friday)

4 students attended a trial at our school this year. During the trial, we conducted interviews, consultations and enrolment guidance for prospective candidates.

16) **Emergency Drills (measures in the case of suspicious people):** August 21st Wednesday and January 22nd Tuesday

The security consular representative from the Consulate General of Japan conducted evacuation drills. After training in evacuation of students we had the guidance of consular Mr. Hosoda of the crisis management system in general.

17) **Kanji Examination:** January 24th (Friday)

Each grade attempted this examination to achieve higher averages than their grade.

18) **Standard Academic Achievement Test (CRT – Absolute evaluation):** January 29th Wednesday – 30th Thursday

Primary students did tests in Japanese and maths; junior high school students did tests in Japanese, maths and English. We aim for the students to have a class average that surpasses the national average.
4 Teacher’s Qualifications

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>Licence holders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Kindergarten Teacher’s Licence</td>
<td>1</td>
</tr>
<tr>
<td>Class 2 Kindergarten Teacher’s Licence</td>
<td>1</td>
</tr>
<tr>
<td>Class 1 Elementary School Teacher’s Licence</td>
<td>5</td>
</tr>
<tr>
<td>Class 2 Elementary School Teacher’s Licence</td>
<td>2</td>
</tr>
<tr>
<td>Ordinary Class 1 Junior High School Teacher’s Licence (Japanese)</td>
<td>1</td>
</tr>
<tr>
<td>Ordinary Class 1 Junior High School Teacher’s Licence (Mathematics)</td>
<td>1</td>
</tr>
<tr>
<td>Ordinary Class 1 Junior High School Teacher’s Licence (Social Studies)</td>
<td>2</td>
</tr>
<tr>
<td>Ordinary Class 1 Junior High School Teacher’s Licence (Science)</td>
<td>2</td>
</tr>
<tr>
<td>Ordinary Class 1 Junior High School Teacher’s Licence (English)</td>
<td>2</td>
</tr>
<tr>
<td>Ordinary Class 1 Junior High School Teacher’s Licence (Music)</td>
<td>1</td>
</tr>
<tr>
<td>Class 1 Senior High School Teacher’s Licence (Maths)</td>
<td>1</td>
</tr>
<tr>
<td>Class 2 Senior High School Teacher’s Licence (Social Studies)</td>
<td>1</td>
</tr>
<tr>
<td>Class 2 Senior High School Teacher’s Licence (Science)</td>
<td>2</td>
</tr>
<tr>
<td>Class 1 Senior High School Teacher’s Licence (English)</td>
<td>1</td>
</tr>
<tr>
<td>Class 1 Senior High School Teacher’s Licence (Music)</td>
<td>1</td>
</tr>
<tr>
<td>Vocational school diploma (Japanese)</td>
<td>1</td>
</tr>
<tr>
<td>TESOL</td>
<td>1</td>
</tr>
<tr>
<td>BEd (Bachelor of education degree)</td>
<td>1</td>
</tr>
</tbody>
</table>

6 Professional Development and Training of Teachers

1 number of training days: 22
3 Contents

(1) Training for understanding local education
   ① We have lectures by the Education Bureau for the teachers to learn about the state of children studying abroad and the reality of Japanese language education in Western Australia.
   ② Visiting local schools such as local primary schools, the international school and Steiner School.

(2) Training for understanding children
   ① All staff members exchanged information about each student.
   ② To improve classroom management, all staff exchanged information about what happens in the classroom and did a questionnaire on “a happy school life”.


(3) Mandatory Reporting of Child Sexual Abuse:
Learning about reporting requirements toward sexual abuse of children in Western Australia.

(4) Training involved in the management of health of students
- The invited lecturers from the Department of Health, for Asthma, Anaphylaxis, and taught how to respond at the school, there was one training per subject.

(5) Training measures towards suspicious people
The school invited security personnel of the Consulate to lecture the students and staff on emergency drills, the mindset of suspicious people and provided drills for self-defense.

7 Student Attendance Rate

<table>
<thead>
<tr>
<th></th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Y7</th>
<th>Y8</th>
<th>Total</th>
<th>School days</th>
<th>Total days</th>
<th>Number of absentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>5</td>
<td>11</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>56</td>
<td>10</td>
<td>560</td>
<td>7</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
<td>11</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>56</td>
<td>23</td>
<td>1288</td>
<td>18</td>
</tr>
<tr>
<td>June</td>
<td>5</td>
<td>11</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>56</td>
<td>19</td>
<td>1064</td>
<td>9</td>
</tr>
<tr>
<td>July</td>
<td>5</td>
<td>11</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>57</td>
<td>13</td>
<td>741</td>
<td>8</td>
</tr>
<tr>
<td>Aug</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>53</td>
<td>22</td>
<td>1166</td>
<td>23</td>
</tr>
<tr>
<td>Sept</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>53</td>
<td>15</td>
<td>795</td>
<td>7</td>
</tr>
<tr>
<td>Oct</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>53</td>
<td>19</td>
<td>1007</td>
<td>8</td>
</tr>
<tr>
<td>Nov</td>
<td>5</td>
<td>8</td>
<td>14</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>21</td>
<td>1134</td>
<td>18</td>
</tr>
<tr>
<td>Dec</td>
<td>5</td>
<td>8</td>
<td>14</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>54</td>
<td>15</td>
<td>810</td>
<td>17</td>
</tr>
<tr>
<td>Jan</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>52</td>
<td></td>
<td>17</td>
<td>884</td>
<td>7</td>
</tr>
<tr>
<td>Feb</td>
<td>7</td>
<td>8</td>
<td>14</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>50</td>
<td>19</td>
<td>950</td>
<td>13</td>
</tr>
<tr>
<td>Mar</td>
<td>7</td>
<td>8</td>
<td>13</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>49</td>
<td>12</td>
<td>588</td>
<td>6</td>
</tr>
</tbody>
</table>

Attendance Rate  \(1 - (141 ÷ 10987) = 0.0981667\)  98.7%

8 NAPLAN Results

(1) About the exam
This exam is compulsory for our school and those applicable are students the same age as local students in Y3, Y5 and Y7. As there were no Y9 students enrolled in the school this year, we did not carry out Y9 NAPLAN tests. The exam is carried out once a year in May. The exams are all written in English and its contents do not follow the curriculum of the Japanese Ministry of Education, but follows that of the Australian curriculum. For that reason, we believe it is difficult to judge the students level of English and educational achievements by these exam results. Note that the students who have lived in Australia less than a year do not have to sit this exam.

(2) About the results
As the school only has a small amount of candidates - around 19 altogether, some years only have one student taking the exam, thus we cannot determine an average score. Therefore, we will show
the average of each student as seen in the graph below.

Comparison of National Average
Yr 3: Large discrepancy between average and school
Yr 5: Writing, spelling, grammar’s gap between the national average has shrunk considerably
Yr 5: Mathematics: above national average

Comparison of last year’s results:
Yr 3: Achieved better results overall
Yr 5: Achieved better results overall

10 School Evaluation (Results of parent survey)

A Very satisfied ~ D Unsatisfied (results are in %)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school clearly demonstrates its educational principals.</td>
<td>50.0</td>
<td>34.0</td>
<td>10.0</td>
</tr>
<tr>
<td>2</td>
<td>The school places emphasis on the basics/fundamentals, and provides each student with educational activities.</td>
<td>60.0</td>
<td>32.0</td>
<td>6.0</td>
</tr>
<tr>
<td>3</td>
<td>The school encourages students to learn and think for themselves.</td>
<td>52.0</td>
<td>42.0</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>The school provides a unique educational experience, one that can only be provided in JSP.</td>
<td>70.0</td>
<td>26.0</td>
<td>0.0</td>
</tr>
<tr>
<td>5</td>
<td>The school overall is approachable and accessible, and is committed to listening to the parents.</td>
<td>52.0</td>
<td>28.0</td>
<td>8.0</td>
</tr>
<tr>
<td>6</td>
<td>The school cooperates with PTA activities.</td>
<td>74.0</td>
<td>20.0</td>
<td>6.0</td>
</tr>
<tr>
<td>7</td>
<td>The teachers are attentive to the skills and efforts of their students.</td>
<td>76.0</td>
<td>24.0</td>
<td>0.0</td>
</tr>
<tr>
<td>8</td>
<td>The teachers make an effort to talk to and understand their students.</td>
<td>60.0</td>
<td>36.0</td>
<td>4.0</td>
</tr>
<tr>
<td>9</td>
<td>The teachers provide reading activities in order for the children to enjoy and involve themselves in reading books.</td>
<td>46.0</td>
<td>42.0</td>
<td>10.0</td>
</tr>
<tr>
<td>10</td>
<td>The teachers communicate educational programs and activities effectively.</td>
<td>76.0</td>
<td>24.0</td>
<td>0.0</td>
</tr>
<tr>
<td>11</td>
<td>My child likes going to school.</td>
<td>80.0</td>
<td>16.0</td>
<td>2.0</td>
</tr>
<tr>
<td>12</td>
<td>My child says that his/her classes are easy to follow and are enjoyable.</td>
<td>74.0</td>
<td>22.0</td>
<td>4.0</td>
</tr>
<tr>
<td>13</td>
<td>My child feels like he/she gets along with his/her year level and other year levels.</td>
<td>80.0</td>
<td>14.0</td>
<td>4.0</td>
</tr>
<tr>
<td>14</td>
<td>My child learnt good manners and speaks appropriately.</td>
<td>56.0</td>
<td>40.0</td>
<td>2.0</td>
</tr>
<tr>
<td>15</td>
<td>The contents of the schools English lessons are appropriate.</td>
<td>62.0</td>
<td>30.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>
11. School income broken down by funding source

- Japanese Government Grant
- WA Government Grant
- Commonwealth Government Grant
- School Fee Earned