



# The Japanese School of Melbourne Annual Reports 2013

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## **I. Address from the Principal**

This is the 29<sup>th</sup> year since the Japanese School of Melbourne opened. Its predecessor was a part time Saturday school established in September 1972. The Japanese School of Melbourne started full time operation at the present location (6 Ellington Street, Caulfield South) with 96 students in May 1986. The number of students peaked at more than 150. There are currently 5 prep students, 44 primary students and 19 secondary students, 68 in total and they are always happy to come school to learn. The Japanese Chamber of Commerce and Industries of Melbourne is a body of the foundation of the school, and together with support from the school board and parents, the Australian and Victorian Governments, The Japanese Government and Japan Overseas Educational Services, they helped establish the foundation of our school as it is now.

Our focus has been always to encourage our students to embrace their Japanese identity while nurturing tolerance and understanding within the international community and striving for academic achievement in the highest standards of Japanese education under the guidance of the Japanese School Education Laws in Japan. The school also strives to nurture the traits of kindness, patience and tolerance towards others through interactive participation in our local community.

This year the school's focus is to encourage the students to improve their communication and English (ESL) skills. At the same time all staff are committed to improving not only their English skills but also their skills in other subjects, through interactive discussions aimed at developing better communication skills.

Taking advantage of having a small group of students we plan for and create a safe and secure learning environment where our students can express their own opinions freely and understand each other's views through discussion. We have experienced ESL (English as a Second Language) teachers to ensure the students achieve their best. We are also focusing on exchange programs with Australian schools. As a result improvement of English language is strongly encouraged in our school.

Also, with small classes, the school is able to provide and create a delicate learning environment. The experienced teachers sent by the Ministry of Education, Science, Sports and Culture and Technology are striving to achieve high quality education.

As a result, two Year 9 graduates in 2013 year were able to fulfil their dreams and enrol at their first priority senior high schools in Japan and Australia.

I am also pleased that our school maintained a high standard of education and nurtured those individuals, which was the key to the realization of their achievement.

In the year of 2009, The Japanese School of Melbourne was admitted as a specified Purpose School by the Australian Education Department who have acknowledged that our school follows the Japanese curriculum without any interruptions.

We are participating in the NAPLAN test to monitor our students' progress in English comprehension even though the Japanese curriculum is taught in Japanese and the results do not constitute an accurate comparison with other Australian schools, or reflect students' performance and abilities.

## **II. Educational Objectives**

The Japanese School of Melbourne is an Australian school providing Japanese-language education to Japanese children who are either residents in the Melbourne area or who are planning to return to Japan to enter the Japanese education system. The curriculum and educational activities of the School are based on the curriculum guidelines of the Japanese government and comply fully with the basic principles of the Constitution of Japan, the Fundamental Law of Education and the School Education Law.

Encouraging our children to embrace their Japanese identity while nurturing tolerance and understanding within the international community  
— Cultivate the capacity for self-directed learning  
in the highest standards of Japanese education —

### **1. Objectives for the School**

With dedication and passion, to tackle dreams and challenges and share the feelings together with the children and create a better school.

#### **Main Goals**

- ① To pursue the objective of progress and achievement
  - To nurture a child with the willingness to learn
  - To make the motto "Knew, Done, Glad to try" as the school's culture
- ② To establish genial relationships and demonstrate independence
  - To nurture a child who is kind and open minded
  - To emphasis human rights (life education) and establish them in the school environment
- ③ To set objectives and establish a positive learning environment
  - To nurture a child with great resolution
  - To maintain "Ambition, eagerness and perseverance" as the school tradition

## **2. Background to educational objectives**

Both parents and local residents have considerable interest in and expectations of the School. The School strives to be accessible to the local community, and events such as the annual Japanese School of Melbourne Open Day are always well attended.

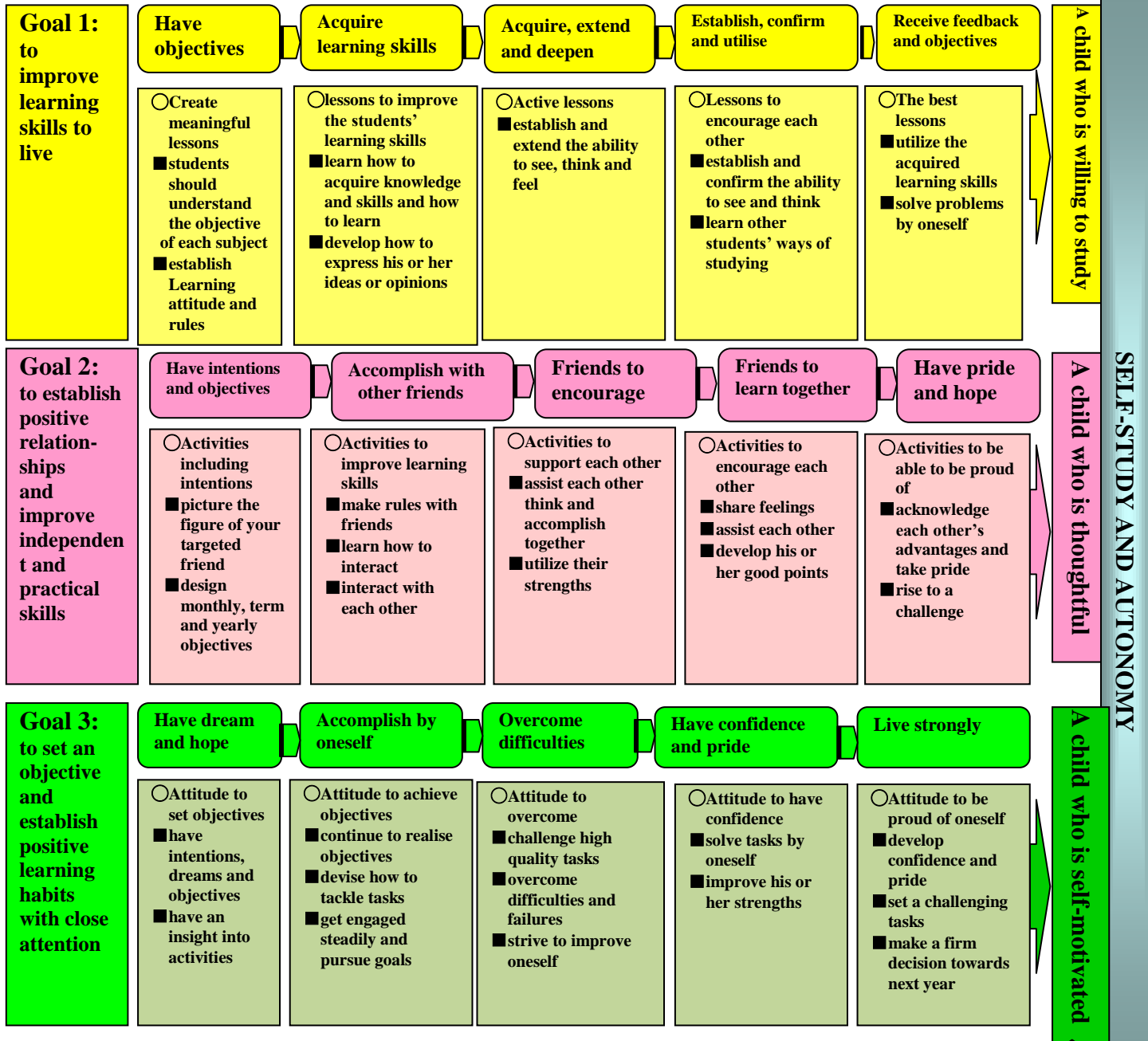
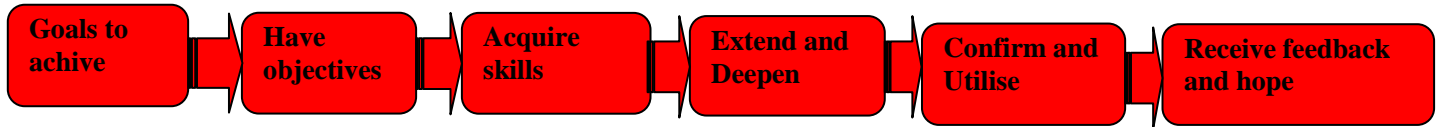
The educational objectives of the Japanese School of Melbourne are predicated on the overarching principle of understanding and awareness of other cultures, which is broken down into smaller topics at each year level. The School aims to equip students with the skills to identify and address issues independently and to establish their roles in society. In addition, the School strives to nurture the traits of kindness, patience and tolerance towards others and the capacity to function as active members of the international community.

### Key objectives

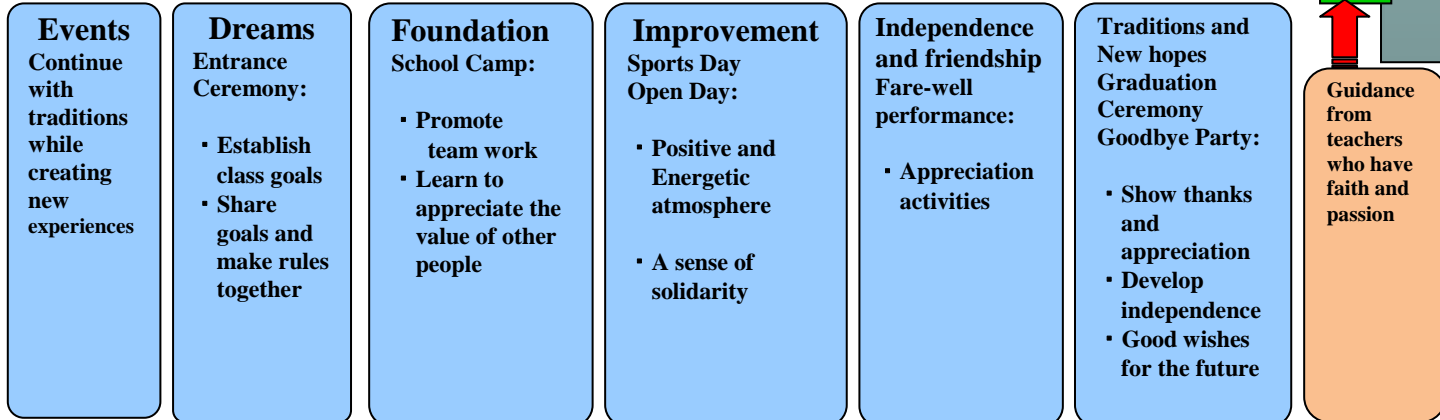
- Pursuing educational policies designed to make the school more accessible to the community
- Pursuing training and professional development programs designed to further enhance the quality of our teachers
- Promoting learning through a variety of experiences in a variety of locations, including English language education
- Nurturing the individual in small sized classes; designing classes to encourage incremental learning
- Striving to maintain student numbers in the face of a worldwide trend away from Japanese schools in English-speaking countries, fuelled by the Japanese thirst for English language education
- Placing a strong emphasis on physical education and physical activities in a foreign environment where opportunities for outdoor play and exercise are limited, in order to promote the development of a healthy mind and body

**SELF-STUDY AND AUTONOMY**

A child who is willing to study    A child who is thoughtful    A child who is self-motivated



SELF-STUDY AND AUTONOMY



### **III. Major events**

#### **Major events through the year**

##### **(1) Welcome Ceremony for Teachers, Welcome Ceremony for Students and Start of School Year Ceremony**

The enrolment and the commencement ceremonies were carried out with guests, the Consul General of Japan, Mr. Sobashima and the managing director, Mr. Ueno on April 15, 2013. There were 53 students at the start of the school year.

##### **(2) Japan Festival**

The annual Japan Festival was held on Sunday, May 19 at the regular venue, the Box Hill Town Hall. This year the Japanese School of Melbourne contributed performances of *Nanchu Soran* (Japanese traditional dance) by junior high school students and *Mikagura* by primary school students. All of our students started practicing dancing in April and performed extremely well. Audiences were highly impressed with the fine and uniformed performances which boosted the reputation of our school.

##### **(3) Students AGM and Welcome ceremony for Grade 1 pupils**

Students organized and conducted the student's general meeting on May 3 and the welcome ceremony for new Grade 1 pupils on May 1.

##### **(4) Primary & Junior high school camp**

The total students of 30 from the primary, Grade 4 to 6 and junior high school went on a three-day trip to Philip Island from May 22 to 24. The students participated in many activities in an environment of natural beauty on Philip Island. The camp provided a valuable opportunity for students to learn about caring for other people and to be responsible for their own actions.

##### **(5) Japanese School of Melbourne Open Day**

'*Melko Day*' , one of the major activities for the school, was held on Sunday, September 8. All students participated in the Music Festival. Each grade presented a wonderful chorus and ensemble to end the event. The junior high school students formed into groups and made presentations on the Japanese food in the various districts of Japan during the afternoon session of Wattle Time. Their aim was to broaden people's understanding of Japan. The primary students also formed into groups and introduced "Calligraphy, "Japanese Traditional Games" and displayed jumping on the mounting boxes and skipping ropes. They demonstrated how fun these games were.

## **(6) 28th School Sports Day**

The School Sports Day on October 27 was held on a fine day under blue skies. The students made the slogan "Union" and displayed their full strength in the competitions and performances. All primary students from Prep to Grade 6 performed a beautiful dance, "Hanagasa Ondo" and "Victory" in a uniform way. The secondary students danced '*Nanchu Soran*'. I felt that every time I saw the dance, it became more and more powerful and astonishing. They also demonstrated the original dance. Their expressions and technique were excellent and it was spectacular to watch.

## **(7) Junior High Students exchange programs**

On October 11, junior high students had exchange programs with Wesley College. All of our students took initiative when explaining about Japanese culture and how to play games in English. By lunch time everyone seemed to mingle well and enjoyed each other's company as they ate lunch together.

## **(8) Primary Students exchange programs**

On November 15 and December 5, students from Glamorgan School visited the Japanese School. They interacted well in both languages they are learning and enjoyed the conversation and games.

## **(9) Primary school year excursion**

On December 5, Prep, Grade 1 to 3 students went strawberry picking in Rye on the Mornington Peninsula. They picked many strawberries, which they also ate and had a wonderful time. The grade three children as leaders of the group gained confidence, and the experience of the outings made them become closer.

## **(10) Open class**

The Open class was held over seven days from January 14 to 22 and had 14 participants. The students from Australian schools studied with our students in the same learning environment, and they spent a fruitful time together. There were four consecutive hot days over 40°C and the students went home after morning classes on two days.

## **(11) Swimming class**

The swimming classes were held over 3 days on January 30, February 6 and 13 at the Waves Leisure Centre. The students were divided into four levels of groups, called Hop, Step, Jump and Challenge. Each group followed their teacher's instructions, and I think that they extended their swimming abilities.

## **(12) Primary school year excursion and outdoor education**

The excursions for the primary school students were held over 3 days on January 23 and 24, and February 4. The Grade 6 students went to the Victorian Parliament House and the War Memorial. It was a good opportunity for them to extend their studies in politics and make comparisons between two countries. The Prep, Grade 1 and 2 students went to the aquarium. Observing many sea creatures with their classmates around, they had a memorable day out. The Grade 3 students went to the Melbourne Museum and reflected on their observations in their Social Studies classes and they made the most out of the experience.

## **(13) Parents observation day, Parents/Teacher Interview, Parents General Meeting**

Saturday, February 8 was parent's day during which many parents came to the school to observe their children in class and to have interviews and general meetings. The primary students showed parents their study in each class level and as a whole. In each class level, the junior high showed their parents English, Japanese and Mathematics. At the general meeting, I explained the results of the parent's questionnaire and spoke about the outlook of the new school year.

## **(14) Graduation ceremony**

The 28<sup>th</sup> graduation ceremony was held on March 13. This year's graduates were six students from the primary school and two from the junior high school. I handed the graduation certificates to each student and realized that the bond and friendship nurtured between us would never fade. I also talked about three key words written on the graduation certificates. "Try to be better oneself and contribute to the society." We farewelled the students leaving for Japan.



## IV. List of Staff

P(Prep) PS(Primary School) JH(Junior High School ) H(High School)

Category	Name	License	Gender	Subject Responsible	Prefecture	Yr
Principal	Hisao Miyazoe	PS/JH	M		Gifu	2012
Teacher	Shinnji Yoshimura	PS/JH	M	G8/9 Maths	Fukuoka	2011
Teacher	Takahiko Shirota	PS/JH	M	G3 Physical Education	Miyagi	2011
Teacher	Jin Ito	PS/JH	M	G6	Osaka	2011
Teacher	Misato Inagaki	P/PS/JH	F	G2 Music	Ibaraki	2011
Teacher	Takako Nagamori	PS/JH	F	G4 Home-eco	Kanagawa	2012
Teacher	Hisakazu Tanaka	PS/JH	M	G5	Aichi	2012
Teacher	Katsuhiko Imai	JH	M	G7	Kumamoto	2012
Teacher	Shyuichi Motoki	JH	M	G1 First-Aid	Fukushima	2012
Teacher	Atsuko Fujita	English	F	English First-Aid		2007
Teacher	Angela Nicolazzo	ESL	F	ESL		2012
Teacher	Robyn Canfield	ESL	F	ESL		2012
Teacher	Aoi Watanabe	PS	F	Prep First-Aid		2011
Admin Manager	Hideko Kasai		F			1986
Clerk	Noriyuki Imai		M			2012
Caretaker	Donald Lim		M			2009

### Qualification/Teachers' licenses

Primary School	5
Secondary Schools (Japanese)	1
Secondary Schools (Social Study)	2
Secondary Schools (Mathematics)	1
Secondary Schools (Science)	1
Secondary Schools (English)	2
Secondary Schools (Physical Education)	2
Secondary Schools (Home-economics)	1
Master of Education (Science)	1
Graduate Diploma in Secondary Education (ESL/LOTE)	1
Master of TESOL (ESL)	1
Diploma of Education (ESL/English)	1
Master of Arts (Applied Linguistics)	1
Bachelor of Multimedia	1
Graduate Diploma of Education (Primary)	1
Postgraduate Diploma of Education (TESOL)	1

## V. Staff attendance

### 1. Total number of Staff

16 staff - Full time 13 Part Time 3 (1=3.65 days, 2=2.35 days)

## **2. Total attendance days**

3004days (Total Attendance Days)

$205\text{days} \times 13\text{staff} + 205\text{days} \times 3.65/5 \times 1\text{staff} + 203\text{days} \times 2.35/5 \times 2\text{staff}$

## **3. Sick & Private leaves**

14 days

## **4. Attendance rate**

$1 - (14\text{days} \div 3004\text{days}) = 0.99533 = 99.5\%$

# **VI. Staff Personal Development**

## **1. Total number of days**

14 days

## **2. Date**

12/4, 6/5, 4/6, 4/7, 7~9/8, 1/9, 23~25/10, 21/11, 28/11, 20/12,

## **3. Professional development and training**

### **(1) In-school PD using the open classroom model**

- Open classes in each year level ensure that the tuition provided by the School complies with the curriculum guidelines set out by the Japanese government.

### **(2) PD outside the School**

- Teachers and admin staff took part in a visit to Itoen Australia to observe the cultivation of tea plants and process of tea manufacturing and learned about the sales market. The visit provided a valuable opportunity to further enrich our teaching staff by viewing a cultural aspect of Australia.
- An English teacher attended a workshop in order to develop the curriculum and improve the students' writing and the materials and work sheets were fully utilized in the class.

## **4. Professional development and training expenses**

- Professional development and training expenses in year 2013 were AUD \$711.

## VII. Total Student Attendance

	P	G1	G2	G3	G4	G5	G6	G7	G8	G9	Total No	School days	Total days	Absent
Apr	3	3	10	7	4	6	3	9	5	3	53	11	583	3
May	3	3	10	7	4	6	3	9	5	3	53	22	1,166	13
Jun	3	3	10	7	4	6	3	8	4	2	50	19	950	22
Jul	3	3	10	7	4	7	4	8	4	2	52	20	1,040	19
Aug	3	4	10	8	5	11	4	9	4	2	60	15	900	85
Sep	3	4	11	8	5	11	5	9	4	2	62	16	992	34
Oct	3	4	11	8	5	11	5	9	4	2	62	23	1,426	21
Nov	3	4	11	8	5	11	5	8	4	2	61	20	1,220	46
Dec	3	4	11	8	5	11	5	8	4	2	61	14	854	19
Jan	6	4	11	5	4	11	7	9	4	2	63	14	882	24
Feb	8	4	11	4	4	11	7	9	4	2	64	20	1,280	34
Mar	9	4	11	4	4	11	7	9	4	2	65	9	585	27
												203	11,878	347

Attendance rate  $1 - (347 \div 11,878) = 0.971$  97.1%

## VIII. NAPLAN results

### 1. Average scores on Reading, Writing, Spelling, Numeracy and Grammar & Punctuation are discussed below.

#### (1) About the test

- NAPLAN tests are conducted in Years 3, 5, 7 and 9 annually in May. Given that the NAPLAN test questions are written in English and differed in most respects from tuition at the School (which is based on the Japanese government curriculum guidelines), the NAPLAN test results taken in isolation do not provide a true indication of the academic abilities of our students. Nevertheless, the test results indicate a number of general trends.

#### (2) About the test results

- The Japanese School of Melbourne returned lower average scores than local schools on the basic English language skills of reading, writing, spelling, grammar and punctuation. English language skills are taught as English in local schools but as ESL (English as a Second Language) at our school. On the other hand, as we emphasize the students from Grade 5 to learn the mainstream English in the Japanese curriculum, our students have excellent English language skills compared to their counterparts as illustrated by their high Eiken (STEP test) pass rates. This is the result of excellent instruction from ESL and English teachers.

- Our students did not perform satisfactorily on writing but they did quite well on grammar and punctuation which was just below the average score. This can be attributed to the success of the ESL and English classes. But the reviewing of the writing lessons is necessary in order to lift the students' skills.

### (3) Changes in average scores since previous year

Given the exceptional circumstances of our school with respect to the high rate of student turnover, the average data does not lend itself to year-on-year comparison. If we examine the results of students who also sat the previous NAPLAN test, however, we see an improvement in individual NAPLAN scores. This is mainly attributed to the guidance of NAPLAN and lessons in English/ESL classes.

## Entrance to High Schools/Secondary Schools

### ① Japan

Pu (Public) Pr (Private) 1986 – 2013 (Heisei 25)

Prefecture		School Name	~ 01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	T
Yamagata	Pu	Sakata Commercial HS	1															1
	Pr	Seirei Women's Junior College HS	1															1
Fukushima	Pu	Fukushima Technical HS	1															1
Ibaraki	Pu	SHS at Otsuka, Uni of Tsukuba	2															2
	Pr	Tsuchiura-Nichidai HS						1										1
Saitama	Pu	Kasukabe HS	1															1
	Pr	Musashino Academia Musicae HS							1									1
	Pu	Hannou HS	1															1
	Pu	Kawagoe HS	1															1
	Pr	Seibu Gakuen Bunri SHS	1															1
	Pr	Waseda Uni Honjo SHS	4															4
	Pr	Keio Shiki SHS	1															1
	Pr	Johoku Saitama HS	1															1
Chiba	Pu	Yakuendai HS	1											1				2
	Pr	Reitaku HS	1												1			2
	Pr	Hinode Gakuen HS	1															1
	Pr	Gyosei International SHS	1															1
	Pr	Senshu Uni Matsudo SHS	1															1
Tokyo	Pu	Tokyo Gakugei Uni SHS Oizumi	3															3
	Pu	Tokyo Gakugei Uni SHS	1															1
	Pu	Tokyo Metropolitan Kokusai HS	2															2
	Pu	Tokyo Metropolitan Takehaya SHS	2															2
	Pu	Tokyo Metropolitan Minamitama HS	1															1
	Pr	Waseda Uni SHS	3	1														4
	Pr	Chuo Uni SHS		1														1
	Pr	Aoyama Gakuin SHS	1															1
	Pr	Chuo Uni Suginami SHS	1												1			2





## X. School Evaluation

**1. Results of parent survey**      ※ 5 = very good      1 = very poor

- |      |  |                          |  |
|------|--|--------------------------|--|
| (1)  | The School clearly enunciates its educational principles.  | <b>5---4---3---2---1</b> |  |
|      |  | 58 34 6 2 0              |  |
| (2)  | The School provides a unique educational experience.   | <b>5---4---3---2---1</b> |  |
|      |  | 70 28 2 0 0              |  |
| (3)  | The teachers are attentive to the skills and efforts of their students.  | <b>5---4---3---2---1</b> |  |
|      |  | 58 42 0 0 0              |  |
| (4)  | The teachers make an effort to talk to and understand their students.  | <b>5---4---3---2---1</b> |  |
|      |  | 64 36 0 0 0              |  |
| (5)  | The teachers communicate educational programs and activities effectively through parent-teacher discussions and other forms of correspondence. | <b>5---4---3---2---1</b> |  |
|      |  | 64 34 2 0 0              |  |
| (6)  | When I visit the School, it has a nice friendly environment and the children appear happy and active.  | <b>5---4---3---2---1</b> |  |
|      |  | 68 26 6 0 0              |  |
| (7)  | The School overall is approachable and accessible, and is committed to listening to the parents.   | <b>5---4---3---2---1</b> |  |
|      |  | 58 28 9 5 0              |  |
| (8)  | My child says that his/her classes are easy to follow and enjoyable.   | <b>5---4---3---2---1</b> |  |
|      |  | 72 26 0 2 0              |  |
| (9)  | My child likes his/her year level and enjoys being with his/her friends.   | <b>5---4---3---2---1</b> |  |
|      |  | 75 21 2 2 0              |  |
| (10) | My child likes going to school.  | <b>5---4---3---2---1</b> |  |
|      |  | 73 21 4 2 0              |  |

Average ratings in each category were as follows:

- (1) Student satisfaction with the School = 96%
- (2) Parent satisfaction with the School = 92.5%
- (3) Parent satisfaction with the teachers = 99.3%

Financial Performance and Position

**Operating Statement Summary for the year end 31 December 2013**

<b>Expenses</b>	<u>2013 year</u>	<u>2012 year</u>
Wages	329,906	337,707
Other Staff Related Expenses	3,251	3,101
Superannuation	32,906	30,844
Prov for Long Service Leave	7,529	10,947
Other Operating Expenses	97,857	100,234
Buildings & Grounds	24,494	23,066
Depreciation	73,019	72,035
<b>Total Operating Expenditure</b>	<b>568,962</b>	<b>577,934</b>

<b>Revenue</b>	<u>2013 year</u>	<u>2012 year</u>
Tuition fees	391,787	333,124
Receipts for Activities	2,325	2,339
Enrolment fees	7,300	8,600
Subsidy – Japanese Govn't	45,655	50,264
Subsidy – Zaidan	2,668	4,259
Interest	43,501	46,390
Donations & Contributions	50	2,750
Other Income	20	1,982
Grants from State Govn't	38,493	33,690
Grants from Aust Govn't	124,069	115,770
Other Aust Govn't Subsidy	10,701	7,450
<b>Total Operating Revenue</b>	<b>666,549</b>	<b>606,618</b>

Capital Receipt from Jap Govn't	6,845	
Capital Receipt from Aust Govn't	0	5,180
<b>Total Revenue</b>	<b>673,414</b>	<b>611,798</b>
<b>Net Profit</b>	<b>104,452</b>	<b>33,864</b>

**Statement of Financial Position as at 31 December, 2013**

<b>Current Assets</b>	<u>2013 year</u>	<u>2012 year</u>
Petty Cash/General Account	275,996	219,577
Term Deposit	1,052,632	943,504
Prepayments	20,122	25,531
Interest receivable	17,139	18,156
Government Grant Receivable	10,679	3,705
<b>Total Current Assets</b>	<b>1,376,568</b>	<b>1,210,473</b>

**Non-Current Assets**

Building at cost	2,397,747	2,396,311
Additions	8,375	1,436
Loss of disposal	0	0
Less Acc depreciation	(1,163,883)	(1,103,366)
	<b>1,242,239</b>	<b>1,294,381</b>

Furniture & fittings at cost	154,590	150,736
Additions	12,426	3,854
Less Acc depreciation	(128,244)	(120,845)
	<b>38,772</b>	<b>33,745</b>

Educational equipment at cost	310,795	326,879
Additions	2,954	833
Loss for disposal	0	0
Less Acc depreciation	(294,278)	(306,999)
	<b>19,471</b>	<b>20,713</b>

Library books at cost	78,616	77,648
Additions	1,459	968
Less Acc depreciation	(74,018)	(73,111)
	<b>6,057</b>	<b>5,505</b>

Freehold land at cost	376,215	376,215
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<b>Total Non-Current Assets</b>	<b>1,682,754</b>	<b>1,730,559</b>
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<b>Total</b>	<b>3,059,322</b>	<b>2,941,032</b>
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<b>Current Liabilities</b>	<u>2013 year</u>	<u>2012 year</u>
Accrued expenses	24,358	19,549
School Bonds	28,000	26,500
Provisions for Long Svc Leave	35,781	32,460
Revenue received in advance	0	0
	<b>88,139</b>	<b>78,509</b>

**Non Current Liabilities**

Provisions for Long Svc Leave	13,810	9,602
<b>Total Liabilities</b>	<b>101,949</b>	<b>88,111</b>

**Net Assets**

Accumulated surplus	2,852,921	2,819,057
Operating surplus	104,452	33,864
<b>Total Member's Funds</b>	<b>2,957,373</b>	<b>2,852,921</b>

<b>Total</b>	<b>3,059,322</b>	<b>2,941,032</b>
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