



The Japanese School of Melbourne

Annual Report 2024

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I. Our Vision

The Japanese School of Melbourne celebrated its 39th anniversary in 2024. Its predecessor was The Japanese Saturday College of Melbourne Inc. established in September 1968. In April 1986, the school was registered by the Victorian Department of Education as a “specific purpose school” which allows teaching in accordance with a Japanese curriculum without being required to comply with Australian educational content. In May 1986, the school opened in its current location (6 Ellington Street Caulfield South VIC 3162) with a total of 96 students.

The school has continued to this day thanks to the Japanese Chamber of Commerce which founded the school, the School Board and the Parents’ Committee as well as the governments of Australian and Victoria, the government of Japan and Japan Overseas Educational Services. The school has always conducted learning activities aimed towards children who live in an international society. They focus on the awareness and pride which children should hold as Japanese. It offers an educational program based on Japanese curriculum guidelines and endeavours to cultivate “solid academic capabilities” through the “Japanese-style school education in the Reiwa period” and “a richness of spirit” through activities that take advantage of its location in Australia.

Based on its characteristics as the only school in Melbourne offering a Japanese education of the same level as in Japan, and leveraging the local environment, all staff are fully committed to fostering children with a balance of knowledge, morals and physical health.

The Japanese School of Melbourne is a small school with 41 students, but we hope to increase the number of students in the near future to surpass the 96 students who were enrolled at the time of the school’s establishment. We also look forward to seeing alumni further deepening the friendship between Japan and Australia as a bridge between the two countries.

II. Educational Objectives

The Japanese School of Melbourne is an Australian school with Japanese as the primary language of instruction for the bulk of the curriculum. It provides education for 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 follow 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.

<Objectives for the School>

Aiming to nurture students with fundamental skills of “Knowledge” “Virtue” and “Strength” , and to have respect for human rights, and understanding the importance of an individual’ s requirement. Seeking to improve daily classes and encourage a focus on the individual child. The school fulfils its role as an overseas educational facility with to develop global citizens. We also aim to establish trust with the parents and the local school community.

<Our educational goal >

“Encouraging our children to develop their autonomy and enrich their mind”

~Enhancing our children to embrace their Japanese identity and to raise a global awareness~

<Our ideal student outcome>

A child who is:

- Self-motivated
- Considerate
- Successful

<Teaching focus>

Guidance in school courses: Teaching “Solid Knowledge”

We aim to:

- take advantage of small class numbers to provide tailored guidance to individual students, and through creative utilisation of ICT, teaching materials and tools, learning activities and asking questions, create classes where students experience the joy of understanding and enjoyment of learning
- carry on the class which embrace “the learning task and goal”
- Improve lessons from the perspective of proactive, dialogic and deep learning
- alter and improve educational guidance towards more fulfilling language activities that foster “Thinking” , “Judgement” and “Expression” skills
- guide to create learning rules, learning groups and practice learning strategies, staged according to the grade

English education: Developing a high standard of communication skills, taking advantage of the English environment

We aim to:

- nurture fundamental English ability with EAL supplementary lessons and distinctive English activities in the middle grades of primary school
- develop 4 skills “Listening” , “Speaking” , “Reading” , “Writing” and a sequential curriculum to build a cohesive program from upper primary to secondary school
- follow education guidelines and develop contents which make the best use of the English environment
- develop English skills to enable students to process 4 skills spontaneously by dividing students into two levels within EAL
- provide opportunities for grade 5 and 6 students to study English as a foreign language in Integrated Studies class
- develop communication skills and broaden students’ international horizons through exchange programs with local schools

Moral education: Developing the mind, assessing themselves and learning mutual consideration

We aim to:

- provide diverse educational guidance in moral education classes according to developmental stage, type of guidance and the nature of the teaching materials
- make moral goals clear and highlight how activities relate to moral guidance
- develop skills in greeting, time management, speaking politely and mutual consideration

Reading activities: developing heightened sensibility

We aim to:

- adopt barcode control of library books in the library and additionally conduct morning reading activities throughout the year to enhance students' reading motivation
- develop heightened sensibility through reading activities that promote interest in language and both broaden and deepen the way students view things, think and feel

Integrated studies: Developing problem-solving skills through researching

We aim to:

- build a clear understanding of each subject and primary and secondary education amongst staff and plan an education program that includes problem-solving
- plan practical and linguistic activities which make use of living overseas, and require real research

Special activities: Encourage “Peer support and understanding” and “Motivation to create a better life”

We aim to:

- advise on how to manage social situations and relate with friends step by step
- develop a clear vision and shared goals for each team students form and involve students in setting and managing this throughout the year
- do hands-on activities, communication activities for improving life and group activities across age levels to enhance the development of social skills and build strong relationships

Information-related education: Develop knowledge and skill in Information Technology according to students' developmental stage

We aim to:

- develop the skills of utilise the information such as searching, gathering, selecting, publishing, transmitting information in a variety of modes
- develop awareness of the risks in the use of technology and understanding of correct information management and utilisation

Career guidance: Develop skills and behaviour that allow students to think about a way of life and select a career path independently

We aim to:

- plan an education program according to students' developmental stages with cooperation between primary and secondary school staff
- devise practical activities to develop a desirable attitude to work, working values and conduct prior and follow up support

- provide information that helps independent career selection to achieve hopes and career goals with consideration for their each students' ability

Student counselling: Devotion to understand empathetically and develop resilience

We aim to:

- provide educational counselling from the perspective of valuing life and human rights, and to recognize the changes in the condition and feelings of the students
- provide a chance for each student to realize a sense of self-esteem and develop the ability to build resilience
- model manners and morals with a consistent attitude and system

Japanese culture and local culture: Cultivate Japanese people who can thrive in a global context

We aim to:

- foster pride and attachment to Japan and the country in which they live, discover and understand the highlights of Japanese and Australian tradition and culture
- develop awareness and pride as Japanese people live in global society, behaviour and nature that respects multicultural society
- conduct local interaction utilising the educational facility in overseas (Exchange program, outdoor study, excursion, school trip)

Well-being education: Develop an orientation of well-being

We aim to:

- plan an education program which considers students' lifestyles and state of health, their current levels of safety consciousness and students' developmental stages
- improve physical strength appropriate for individual facts by doing New Physical Strength Test
- explicitly teach regarding healthy and safe lifestyles and provide efficient guidance utilizing each subject' s speciality and mode of instruction
- equip students with the capability to protect themselves and ensure their own safety by their developmental stage
- receive training in well-being, safety in Australia and make every possible effort to prevent accidents with strict management and guidance

Special needs education: Forming a foundation according to each person' s needs to participate in social activity independently

We aim to:

- create a system in which all school staff members, centred on the special need education coordinator, lead to provide guidance
- adopt a 'Universal Design' approach to classes
- carry out systematic in-school training on how to provide individualized support with consideration for the different nature of each individual

- Reinforce solidarity with families to develop awareness together and create a collaborative support system

Human rights education: Creating an atmosphere which respects human rights and individual needs

We aim to:

- create a school built upon a spirit of respect for human rights through all educational activities including subject teaching, student counselling and classroom management
- implement learning activities that develop desirable human relationships between students and build up an awareness of human rights in theory and practice

Open school: Promote an open school by cooperating with parents

We aim to:

- work for mutual understanding with parents and collaborate between the school and family
- proactively communicate the school's fundamental philosophy and educational activities through its website, Instagram, school newsletter and departmental and grade newsletters
- promote the "Japanese-style school education in the Reiwa Period" as practiced at our school, as well as the unique educational activities of a Japanese school by utilising opportunities to showcase them to external parties through class visits, Melko Day and the Japan Festival

III. Annual Report from the school principal

Since my appointment this academic year, I have identified three major challenges for our school: "securing student enrolment," "facilitating smooth communication between the school and parents," and "further advancing the unique educational practices only possible at the Japanese School of Melbourne." We have undertaken a variety of initiatives aiming to create a school that everyone involved—students, parents, and staff alike— can feel was "a place worth attending" or "a place worth sending their children to".

First, to share the appeal of our school with a wider audience, we focused on strengthening our outreach through our website and Instagram. The website was updated almost daily, with regular posts highlighting the day-to-day lives of our students.

We also worked closely with parents, particularly through the School Council, to ensure smooth daily communication. Thanks to their support, we were able to implement initiatives such as the parent booth at Melko Day, the Sports Day, and monthly parent-led storytime sessions.

During compulsory education, children acquire a variety of skills that will support their futures. One of the essential roles of school education is to help students develop dreams for the future and create opportunities or lay the groundwork for realizing them. At our school, we provided unique opportunities only possible at a Japanese school, incorporating numerous career education programs utilizing external experts in order to create opportunities for the students to reflect and start to embrace goals for the future. These included a "Life Skills Seminar" by the Chairperson of the School Board, an "Aviation Workshop" and "Airport Tour" by JAL, an "Automobile Workshop" by Toyota, a "Programming Workshop" by SoftBank, a

“Soccer Class” by a local professional soccer player, and a “Peace Workshop” by a former high school peace ambassador. These experiences, where students could hear from and interact with professionals from a range of fields, offered them valuable insights and broadened their future possibilities.

In addition, we made the most of our location in Australia by enhancing English education and international understanding programs, with the aim of nurturing individuals who can succeed in the global community. Through EAL classes by native speakers and English lessons by Japanese teachers, students developed their English communication skills. Collaborative programs with local schools enabled students to teach each other about their respective cultures and use the English that they learnt at our school in real-life settings, offering them authentic communication experiences.

We also conducted hands-on learning experiences such as a farm visit for Prep to Grade 3, a water facility tour for Grades 3 and 4, a visit to the state parliament for Grade 6, and a vocational experience at the Consulate-General for junior high school students. These activities helped students deepen their understanding of their local environment. In our school camp for Grade 4 and above, held in the midst of Australia’s vast natural landscapes, students participated in various activities and enjoyed a campfire, which strengthened the bonds of friendship among them.

Major school events such as Melko Day and the Sports Day also served as important opportunities for students to learn the value of collaboration and build strong connections with one another.

Looking ahead to the next academic year, we plan to revamp our website and brochures to communicate the strengths of our school more effectively. It is our sincere hope that more families will choose our school and come to feel that it was truly a place “worth attending” and “worth sending their children to.”

IV. Our Staff

Employment Composition

	Teaching Staff	Non-Teaching Staff	Indigenous Teaching Staff
Head Count	16	3	0
Full-time Equivalent	15.2	2.7	0

Teacher Qualifications

Type of licence or qualification	No. of teachers
PhD	0
Masters Degree	2
Bachelor	14
Diploma	0

Certificate IV	0
Certificate III	0
No qualifications	0

Teaching staff attendance rate 98.5%

All staff retention rate 90.0%

*Includes 1 teacher return to Japan

Professional Learning

Number of days 14 days

1) Thematic training

This year's research project was to both nurture children to achieve deep learning, proactively and dialogically, as well as devising methods of acquiring that deep learning.

Specifically, through discussion activities, and while acquiring competence in basic discussion techniques, the children learnt to actively express their own opinions and then put them into practice in each subject. We researched and taught strategies that would enable the students to both respect the opinions of others, but also be able to lead others to better ideas. As a priority issue, we have been conducting research on how to draw out three important abilities: how to express the children's independence; how to promote and conduct debate, and methods to deepen their thinking. The focus of the research included the improvement of teaching to achieve proactive, dialogic and authentic learning, and the ideal way to adapt ICT in class teaching to achieve our educational goals. With the aim of improving teachers' instructional skills, we conducted school-wide teaching improvement sessions, group-based teaching improvement sessions (for lower, middle, upper elementary, and junior-high divisions), as well as a "One Teacher, One Class" initiative. This year, we also invited two nearby supplementary schools to participate in our teaching improvement sessions, fostering exchange and collaboration in teaching practice.

2) Professional development

- We continue to enable immediate action in emergencies by providing annual training course in anaphylaxis and first aid for the staff
- We implemented the SchoolStream training to facilitate smooth communication between teachers and parents
- In order to deepen and strengthen special needs education, we conducted training on special needs education on campus
- At the beginning of the school year, school policy training was held for school personnel to ensure a thorough understanding of the policies

V. Student Attendance

Daily attendance is monitored twice per day. Absences are followed up by teachers and administration via phone calls. Reasons for absence are registered.

Prep	94.0%
G1	90.1%
G2	95.1%
G3	91.5%
G4	91.2%
G5	92.4%
G6	90.2%
G7	70.6%
G8	72.7%
G9	91.8%
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Overall average attendance	89.6%

VI. NAPLAN testing Results

The NAPLAN is an academic achievement test that all primary and junior high school students in Australia must take to assess their English reading, writing and numeracy skills, and the questions are given in English(Online test).

- 1) Test Contents: Reading/ Writing/ Language conversations (spelling, grammar, punctuation)/ Numeracy
- 2) Year Level: Year 3, 5, 7, 9
- 3) Frequency: Once a year in mid-March
- 4) Test Results:

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- Students are progressively becoming familiar with the online format of the assessments. Nevertheless, the test results revealed several challenges, primarily because the questions were presented in English. In preparation for NAPLAN, efforts will be made to implement strategies that minimize the burden on students. Instructional planning and pre-test preparation will be conducted in close coordination with EAL staff.

2023

- As more than half of the students who took the test had local school experience, some of them were well above average in all subjects. Numeracy (math) results are above average, and Grammar and punctuation are also generally good. Spelling and Reading are still an area of focus. Individualized instruction will be continued in English and EAL classes.

VII. School Evaluation

Results of parent survey

※ 5 = very good 2 = very poor 1 = do not know

About children

My child likes going to school.

5-----	4-----	3-----	2-----	1
90.0%	5.0%	0.0%	5.0%	0.0%

My child says that his/her classes are easy to follow and enjoyable.

5-----	4-----	3-----	2-----	1
80.0%	20.0%	0.0%	0.0%	0.0%

My child learned to speak and greet others politely.

5-----	4-----	3-----	2-----	1
65.0%	30.0%	5.0%	0.0%	0.0%

My child is cooperating well with friends at school.

5-----	4-----	3-----	2-----	1
80.0%	15.0%	0.0%	5.0%	0.0%

My child has become accustomed to studying every day at home.

5-----	4-----	3-----	2-----	1
45.0%	55.0%	0.0%	0.0%	0.0%

About the school

The school clearly outlines its educational principles.

5-----	4-----	3-----	2-----	1
84.0%	16.0%	0.0%	0.0%	0.0%

The school considers foundation skills are important and is teaching students to study independently.

5-----	4-----	3-----	2-----	1
100.0%	0.0%	0.0%	0.0%	0.0%

The school is nurturing students who are considerate and warm hearted.

5-----	4-----	3-----	2-----	1
89.0%	11.0%	0.0%	0.0%	0.0%

The school is nurturing students who persevere to achieve their goals.

5-----	4-----	3-----	2-----	1
74.0%	26.0%	0.0%	0.0%	0.0%

The school is aiming to develop the environment of the library to improve reading activity.

5-----	4-----	3-----	2-----	1
95.0%	5.0%	0.0%	0.0%	0.0%

The school provides a unique educational experience through English classes and international exchange studies.

5-----	4-----	3-----	2-----	1
84.0%	16.0%	0.0%	0.0%	0.0%

The teachers communicate educational programs and activities effectively through parent-teacher interviews and other forms of correspondence.

5-----	4-----	3-----	2-----	1
95.0%	5.0%	0.0%	0.0%	0.0%

The teachers are attentive to the skills and efforts of their students.

5-----	4-----	3-----	2-----	1
79.0%	21.0%	0.0%	0.0%	0.0%

The teachers make an effort to talk to and understand their students.

5-----	4-----	3-----	2-----	1
61.0%	39.0%	0.0%	0.0%	0.0%

The teachers plan their classes considering the needs of every student.

5-----	4-----	3-----	2-----	1
79.0%	21.0%	0.0%	0.0%	0.0%

Financial Performance and Position

Operation Statement for the year end 31 December 2024

<u>Expenses</u>	<u>2024</u>	<u>2023</u>
Employee benefits expenses	718,508	714,863
Insurance expenses	52,173	45,774
Office expenses	28,050	27,917
Professional expenses	33,434	32,702
Repair & maintenance expenses	26,768	26,072
School activities expense	26,009	17,203
Students expenses	38,679	33,744
Sundry expenses	19,983	23,026
Depreciation expenses	143,691	159,118
Loss	0	0
Total Operating Expenditure	1,087,295	1,080,419

<u>Revenue</u>	<u>2024</u>	<u>2023</u>
Tuition fees	309,774	336,888
Receipts for Activities	603	1,025
Enrolment fees	12,000	22,400
Subsidy – Japanese Govn't	83,344	83,222
Subsidy – Zaidan	3,312	4,211
Interest	115,127	83,371
Other Income	4,059	1,820
Grants from State Govn't	47,568	59,602
Grants from Aust Govn't	406,395	465,799
Other State Govn't Subsidy	1,523	9,243
Total Operating Revenue	983,705	1,067,581
	-103,590	-12,838

Statement of Financial Position as at 31 December, 2024

<u>Current Assets</u>	<u>2024</u>	<u>2023</u>
Petty Cash/General Account	137,637	314,387
Term Deposit	2,367,494	2,255,448
Prepayments	73,603	51,311
Interest and other receivable	72,432	67,571
Total Current Assets	2,651,166	2,688,717

Non-Current Assets

Building at cost	1,417,427	1,361,664
Additions	40,869	146,627
Loss of disposal	0	0
Less Acc depreciation	-92,520	-90,864
	1,365,776	1,417,427

Furniture & fittings at cost	80,392	100,844
Additions	5,258	1,654
Disposal	0	0
Less Acc depreciation	-18,607	-22,106
	67,043	80,392

Educational equipment at cost	51,505	88,564
Additions	11,887	2,287
Disposal	0	0
Less Acc depreciation	-26,308	-39,346
	37,084	51,505

Library books at cost	18,811	17,929
Additions	4,002	4,001
Disposal	0	0
Less Acc depreciation	-3,327	-3,119
	19,486	18,811

Freehold land at cost	376,215	376,215
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Right of use assets	14,646	14,646
Less Acc depreciation	-3,906	-976
	10,740	13,670

Total Non-Current Assets	1,876,344	1,958,020
Total	4,527,510	4,646,737

<u>Current Liabilities</u>	<u>2024</u>	<u>2023</u>
Accrued expenses	76,760	92,525
School Bonds	20,000	23,500
Prov for Long Svc Leave	97,411	107,083
Payment in Advance	13,929	0
Lease Liability	2,741	2,531
Total Current Liabilities	210,841	225,639

Non-Current Liabilities

Prov for Long Svc Leave	8,928	7,025
Lease Liability	8,476	11,218
Total Non-Current Liabilities	17,404	18,243
Total Liabilities	228,245	243,882

Net Assets

Accumulated surplus	4,402,855	4,415,693
Operating surplus	-103,590	-12,838
Total	4,299,265	4,402,855