



The Japanese School of Melbourne

Annual Report 2025

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I. Our Vision

The Japanese School of Melbourne celebrated its 40th anniversary in 2025. 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 roughly 40 students, but we hope to increase enrolment in the near future so that each grade level will have around 10 students. 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 in April 2024, 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 by renewing our website, Instagram, and Information Booklet. We also actively disseminated information through the Ministry of Education, Culture, Sports, Science and Technology and the Japan Overseas Educational Services. 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, a "Space Science Class" by JAXA, and a "Soccer Clinic" and "Tennis Clinic" led by local professional athletes. 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 visit to the Scienceworks Museum for Grade 4, the Yakult Factory tour for Grade 5, a visit to the state parliament for Grade 6, and a vocational experience at the Softbank 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, 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. Next academic year, we will introduce a four-term system. We aim to further enhance the appeal of our school and continue implementing initiatives that will make it a school chosen by even more families. 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	15	3	0
Full-time Equivalent	14.2	2.7	0

Teacher Qualifications

Type of licence or qualification	No. of teachers
PhD	0
Masters Degree	3
Bachelor	12
Diploma	0
Certificate IV	0
Certificate III	0
No qualifications	0

Teaching staff attendance rate 98.9%

All staff retention rate 72.2%

*Includes 1 teacher return to Japan

Professional Learning

Number of days 16 days

1) Thematic training

This year's research project theme was "Developing Students Who Can Thrive in the International Community". With this in mind, we explored what kinds of initiatives could be implemented in Melbourne – a city where people of diverse cultures and ethnicities live together – to nurture children who will navigate the global society of the future. Each grade level and subject area proposed creative lesson practices, allowing us to engage in meaningful and in-depth professional learning.

For children to grow into true global citizens in the future, it is essential that they learn to acknowledge differences, respect one another, and develop the ability to live and work collaboratively with anyone. Building on this foundation, if they cultivate a strong sense of personal values and acquire broad communication skills, we believe they will become individuals capable of contributing to the international community. Our students are surrounded by countless opportunities that can serve as starting points for developing such qualities. This year, we were able to design and deliver a variety of creative lessons aligned with our research

theme, tailored to students with diverse backgrounds and unique personalities. This represents a significant achievement of our professional learning for the year, and we hope to continue these efforts into the next academic year.

With the aim of improving teachers' instructional skills, we conducted 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
- The staff shared their perspectives on the school's future challenges, strategies, and ways to further enhance its appeal, and discussed the direction we should take for the coming year.

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	92.7%
G1	93.9%
G2	86.9%
G3	97.5%
G4	93.0%
G5	89.1%
G6	96.9%
G7	94.7%
G8	83.3%
G9	52.7%
Overall average attendance	89.8%

VI. NAPLAN testing Results

1) Test Contents:

NAPLAN is a national assessment program in Australian primary and secondary schools. It assesses students' literacy and numeracy skills. All test questions and responses are conducted in English. (Online format)

2) Test Subjects: Reading, Writing, Conversations of Language (Spelling, Grammar, Punctuation), Numeracy

3) Test Date: Mid-March (once a year, over two days)

4) Test Results:

2025

- Prior to the NAPLAN test, students received instruction and preparation through English and EAL classes, enabling them to understand the test instructions.
- Students performed above the national average in Numeracy, with Reading and Spelling identified as areas for further development.

2024

- Students became increasingly familiar with the online assessment format. However, the test results revealed several challenges, primarily due to the assessments being conducted in English.
- Efforts were made to minimize the burden on students in preparation for NAPLAN. Instruction and pre-test preparation were conducted in close collaboration with EAL staff.

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-----
75.0%	25.0%	0.0%	0.0%	0.0%

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

5-----	4-----	3-----	2-----	1-----
58.3%	33.3%	0.0%	0.0%	8.4%

My child learned to speak and greet others politely.

5-----	4-----	3-----	2-----	1-----
58.3%	33.3%	8.4%	0.0%	0.0%

My child is cooperating well with friends at school.

5-----	4-----	3-----	2-----	1-----
87.5%	12.5%	0.0%	5.0%	0.0%

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

5-----	4-----	3-----	2-----	1-----
41.7%	45.8%	8.3%	4.2%	0.0%

About the school

The school clearly outlines its educational principles.

5-----	4-----	3-----	2-----	1-----
60.0%	40.0%	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-----
70.0%	30.0%	0.0%	0.0%	0.0%

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

5-----	4-----	3-----	2-----	1-----
70.0%	25.0%	0.0%	0.0%	5.0%

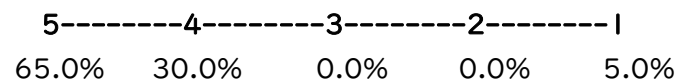
The school is nurturing students who persevere to achieve their goals.

5-----	4-----	3-----	2-----	1-----
60.0%	40.0%	0.0%	0.0%	0.0%

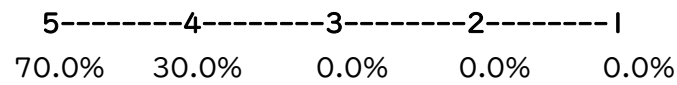
The school is aiming to develop the environment of the library to improve reading activity.

5-----	4-----	3-----	2-----	1-----
75.0%	20.0%	0.0%	0.0%	5.0%

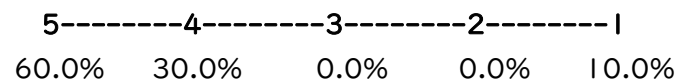
The school provides a unique educational experience through English classes and international exchange studies.



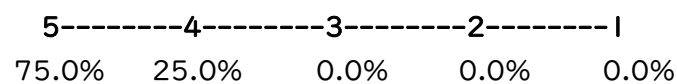
The teachers communicate educational programs and activities effectively through parent-teacher interviews and other forms of correspondence.



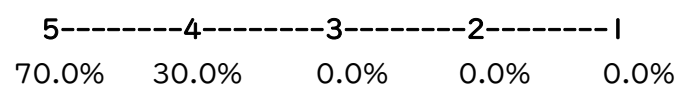
The teachers are attentive to the skills and efforts of their students.



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



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



Financial Performance and Position

Operation Statement for the year end 31 December 2025

<u>Expenses</u>	<u>2025</u>	<u>2024</u>
Employee benefits expenses	720,407	718,508
Insurance expenses	50,348	52,173
Office expenses	29,118	28,050
Professional expenses	19,388	33,434
Repair & maintenance expenses	25,333	26,768
School activities expense	26,995	26,009
Student expenses	46,254	38,679
Sundry expenses	11,942	19,983
Depreciation expenses	127,518	143,691
Loss	0	0
Total Operating Expenditure	1,057,303	1,087,295

Revenue

	<u>2025</u>	<u>2024</u>
Tuition fees	285,901	309,774
Receipts for Activities	265	603
Enrolment fees	12,800	12,000
Subsidy – Japanese Govn't	61,895	83,344
Subsidy – Zaidan	7,042	3,312
Interest	107,183	115,127
Other Income	7,718	4,059
Grants from State Govn't	40,859	47,568
Grants from Aust Govn't	386,633	406,395
Other State Govn't Subsidy	1,518	1,523
Total Operating Revenue	911,814	983,705
	-145,489	-103,590

Statement of Financial Position as at 31 December, 2025

<u>Current Assets</u>	<u>2025</u>	<u>2024</u>
Petty Cash/General Account	164,120	137,637
Term Deposit	2,268,529	2,367,494
Prepayments	66,050	73,603
Interest and other receivable	42,611	72,432
Total Current Assets	2,541,310	2,651,166

Non-Current Assets

Building at cost	1,365,776	1,417,427
Additions	45,725	40,869
Loss of disposal	0	0
Less Acc depreciation	-93,451	-92,520
	1,318,050	1,365,776

Furniture & fittings at cost	67,043	80,392
Additions	42,464	5,258
Disposal	0	0
Less Acc depreciation	-16,707	-18,607
	92,800	67,043

Educational equipment at cost	37,084	51,505
Additions	0	11,887
Disposal	0	0
Less Acc depreciation	-10,988	-26,308
	26,096	37,084

Library books at cost	19,486	18,811
Additions	773	4,002
Disposal	0	0
Less Acc depreciation	-3,443	-3,327
	16,816	19,486

Freehold land at cost	376,215	376,215
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Right of use assets	14,646	14,646
Less Acc depreciation	-6,835	-3,906
	7,811	10,740

Total Non-Current Assets	1,837,788	1,876,344
Total	4,379,098	4,527,510

Current Liabilities

	<u>2025</u>	<u>2024</u>
Accrued expenses	72,081	76,760
School Bonds	17,500	20,000
Prov for Long Svc Leave	108,331	97,411
Payment in Advance	4,008	13,929
GST Payable	499	0
Lease Liability	2,968	2,741
Total Current Liabilities	205,387	210,841

Non-Current Liabilities

Prov for Long Svc Leave	14,428	8,928
Lease Liability	5,507	8,476
Total Non-Current Liabilities	19,935	17,404
Total Liabilities	225,322	228,245

Net Assets

Accumulated surplus	4,299,265	4,402,855
Operating surplus	-145,489	-103,590
Total	4,153,776	4,299,265