

Hiroshima International School

Annual Report 2017/2018

Our Vision

HIS will provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet.

HISのビジョン：誠実性、卓越性、異文化への感受性を育み、生涯にわたり平和で持続可能な地球への責任を果たす国際的な教育を行います。

Our Mission

HIS will cultivate young people who are prepared for lifelong learning, meeting challenges and outstanding citizenship anywhere in the world.

HISの使命：生涯を通じて学び挑戦をし続け、世界の一員として貢献する若者を育成します。

Outline

The Annual Report provides a brief overview of the year, focused mainly on financial performance and updates on our School Improvement Plan. Details of our graduating class and any accreditation news is also included. For a more detailed account of the day-to-day operations of HIS, please refer to the weekly Crane newsletter on the HIS website.

Boards of Directors & Trustees

We thank the members of the Board of Directors and Board of Trustees for their contributions over 2017/2018.

2017/2018 Board of Directors	2017/2018 Board of Trustees
<ol style="list-style-type: none"> 1. Susan Meiki (Director General) 2. Guy Hird (Treasurer - Welcomed in 2016/2017) 3. Roger Reinoos 4. Eric Grant 5. Takao Kamibeppu 6. Fuyuko Takita 7. Masato Otsu 8. Peter Goldsbury (Chair, Board of Trustees) 9. Damian Rentoule 10. Peter Skaer 	<ol style="list-style-type: none"> 1. Peter Goldsbury (Chair until June 2018) 2. Shinichiro Yoneda 3. Roger Reinoos (Chair from June 2018) 4. Berin McKenzie 5. Hiroshi Yoshikawa 6. Tadatoshi Akiba 7. Takako Tokunaga 8. Mika Kiriake 9. Yukiko Erikson 10. Fuyuko Takita 11. Takao Kamibeppu 12. Jenny Yamamoto 13. Katsumi Shiji 14. Akiko Yonemata 15. Annie Levasseur 16. Jamie Edwards 17. Matthew Jungblut 18. Peter Skaer 19. Kimiyoshi Nishimura (Welcomed in April 2018) 20. Kelly Rose (Welcomed in June 2018) 21. Gerardo Gambirasio (Welcomed in June 2018)
<p>2017/2018 Auditors (Appointed by Director General of Board of Directors with prior concurrence of Board of Trustees)</p> <ol style="list-style-type: none"> 1. Eisuke Tsuyama (Financial) 2. Ron Klein (Facilities) 	

The Parent/Teacher Association (PTA)

The Parent/Teacher Association has continued to support HIS with a range of successful community-based activities during 2017/2018. We would like to thank, in particular, the organizing committee.

2017/2018 Parent Teacher Association Committee
Reiko Mikyu Yasuko Yamashiro: Tomoko Watanabe: Matt Jungblut Marina Clark Brooke Amidei

Annual Giving Campaign

We would like to express our sincere gratitude to these four major donors who kindly supported learning at HIS with the following donations. As a school funded almost entirely from tuition revenue, these generous financial contributions allow us to make direct impacts on our educational program and the day-to-day experiences of our students.

- Dr Susan Meiki - Yen 20,000
- The Li Family - Yen 100,000
- Anonymous - Yen 100,000
- The Tomita Family - Yen 3,000,000

Total of **Yen 3,220,000**

Our Teachers and Staff

Thank you to all of our teachers and staff who supported the learning at HIS during 2017/2018;

We farewell:

- Bryan Mejia (EC Teaching Assistant)
- Ritchelle Valdez (Grade 4/5 Teacher)

- Wayne Bartelink (Grade 4/5 Teacher)
- Jay Valdez (MYP Science Support and Volleyball Coaching Volunteer)
- Edward Hardisty (MYP/DP Science)
- Mary Ferris (KG/Gr1 Teacher)
- Jessica Pechhold (DP TOK Teacher, DP Coordinator, Secondary Vice Principal)
- Clare Barnfather (PYP teacher, PYP Coordinator, Primary Vice Principal)

We would also like to congratulate the following teachers who have continued to support the International Baccalaureate (IB) in their various roles with the IB Educator Network:

- Takako Tokunaga – DP Workshop Leader
- Mika Kiriake – DP Workshop Leader
- Ayako Kurokawa – DP Workshop Leader, DP Examiner, DP School Visit Team Member, DP Visual Arts and CAS Guide Translation Moderator
- Nigel Barker – DP Senior Examiner
- Annie Levasseur – DP Examiner
- Damian Rentoule – MYP/Continuum Workshop Leader, MYP/DP Program Field Representative

Curriculum Evaluation and School Accreditation

At the end of 2017/2018, an IB Primary Years Program re-evaluation visit took place and HIS received a further 5 year authorization from the International Baccalaureate to implement the Primary Years Program.

In 2017/2018 preparations also took place for the IB Middle Years Program validation visit scheduled for early 2018/2019 as well as the combined Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC) preliminary re-accreditation visit. Preparation for these visits take the form of a one-year self-study where we use a set of standards to evaluate our school with supporting evidence for each standard. This is followed by a visit by a team from the respective agency who verify our assessment and provide us with feedback.

Farewell to the Class of 2018

We are all very proud of the Class of 2018 who have modeled the Learner Profile attributes throughout their schooling and will surely make a positive contribution to a more peaceful and sustainable world. The Class of 2018 received acceptances from a wide range of universities, which you can see below. All students had a great selection of opportunities open to them and were able to find paths that matched their own hopes. With the independence that they developed through their hard work during the IB Diploma Program we are very

confident that they will be successful, not only at university, but all the challenges that await beyond. Congratulations to the class of 2018 who have been such great role models for the HIS community.



University Acceptances: Class of 2017

United States

Northeastern University (USA)

Clark University (USA)

University of Rochester (USA)

Clark Atlanta University (USA)

George Washington University (USA)

Japan

Asia Pacific University (Japan)

Hosei University (Japan)

Tokyo University (Japan)

Waseda University (Japan)

Osaka University - Human Sciences (Japan)

Tsukuba University (Japan)

Keio University (Japan)

International Christian University (Japan)

United Kingdom

King's College London (UK)
 University College London (UK)
 London School of Economics (UK)

School Finances

A Successful Year - Please find below, the audited financial statements for 2017/2018. We are audited by both an internal auditor and an external auditor in line with the requirements of our Act of Endowment. One of the most important numbers in the statements is the Net Income/Loss and we were very pleased that we made an overall surplus/profit of 9,827,956 yen, which can be seen in the shaded box below and will help us boost our reserves which had been depleted during some years of deficit/loss over the past decade. For more information on our recent financial history, please refer to the 2016/2017 HIS Annual Report.

Supporting the Day School through the English and Japanese Language Programs - One important point to remember is that we run our Day School (our regular school), but also an English Language Program and a Japanese Language Program. In order to keep Day School tuition as low as possible, the Day School actually runs at a deficit/loss and the English Language Program generates up to approximately 12,000,000 yen in income each year to boost the Day School.

Tuition Levels - Enrolments have remained relatively strong, which is good news, and we feel that we are going in the right direction, financially. Part of this direction involved a tuition increase of five percent, required to offset the decrease in revenue from a reduction in the number of students in the Corporate category which has a higher tuition rate than the Private tuition category. In short, as less students pay the Corporate tuition rate, the Private tuition rate needs to increase to cover the shortfall in subsidy. The good news is that we are not as dependent on Corporate tuition as we have been in the past making us less vulnerable to fluctuations in the makeup of student numbers. This leads to a more stable long-term financial environment for all of us here at HIS.

2017/2018 Profit & Loss Statement

REVENUE

Section	Budget	Actual	Actual vs. Budget	Actual / Budget
5100 - Income - Corporate	59,133,680	43,101,314	(16,032,366)	73%
5200 - Income - Private	188,632,950	197,610,942	8,977,992	105%
5300 - Day school - Bus / Camp	25,504,904	22,879,218	(2,625,686)	90%
5400 - Misc Income	6,237,000	11,022,715	4,785,715	177%
5700 - English Language Program	19,663,000	17,254,540	(2,408,460)	88%

5800 - Japanese Language Program	720,000	1,082,160	362,160	150%
Total	299,891,534	292,950,889	(6,940,645)	98%

EXPENSE

Section	Budget	Actual	Actual vs. Budget	Forecast / Budget
6000 - DAY Staff Expenses	199,874,600	198,242,041	1,632,559	99%
7000 - DAY Administration Expenses	69,621,259	66,448,290	3,172,969	95%
8000 - DAY Instructional Expenses	9,685,000	9,678,683	6,317	100%
6700 - ELP Staff Expenses	7,916,000	7,286,158	629,842	92%
7700 - ELP Administration Expenses	1,128,000	820,681	307,319	73%
8700 - ELP Instructional Expenses	265,000	133,489	131,511	50%
6800 - JLP Staff Expenses	325,368	473,513	(148,145)	146%
7800 - JLP Administration Expenses	26,665	40,078	(13,413)	150%
8800 - JLP Instructional Expenses	0	0	0	-
Total	288,841,892	283,122,933	5,718,959	98%

NET INCOME(LOSS)

Section	Budget	Actual	Actual vs. Budget	Actual / Budget
Total income	299,891,534	292,950,889	(6,940,645)	98%
Total expenses	288,841,892	283,122,933	5,718,959	98%

Total	11,049,642	9,827,956	(1,221,686)	-
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2017/2018 Balance Sheet

	Beginning Balance	Debit	Credit	Ending Balance
	1st August 2017	+	-	31st July 2018
Total: Cash & Bank Account	221,534,573	343,028,891	316,179,305	248,384,159
Total: Receivables	354,840	268,996,408	269,138,748	212,500
Total: Other Current Assets	10,895,508	25,654,616	24,611,191	11,938,933
Total: Current Assets	232,784,921	637,679,915	609,929,244	260,535,592
Total: Tangible Fixed Assets	645,726,744	5,540,514	13,959,892	637,307,366
Total: Intangible Fixed Assets	635,208	0	0	635,208
Total: Investment	3,207,000	747,000	1,060,000	2,894,000
Total: Fixed Assets	649,568,952	6,287,514	15,019,892	640,836,574
Total: Assets	882,353,873	643,967,429	624,949,136	901,372,166
	Beginning Balance	Debit	Credit	Ending Balance
	1st August 2017	-	+	31st July 2018
Total: Current Liabilities	64,115,589	317,293,951	327,940,288	74,761,926
Total: Fixed Liabilities	29,648,000	2,496,000	1,040,000	28,192,000
Total: Liabilities	93,763,589	319,789,951	328,980,288	102,953,926
Total: Capital	788,590,284	0	9,827,956	798,418,240
Total: Liabilities & Capital	882,353,873	319,789,951	338,808,244	901,372,166

Looking toward 2017/2018

Annual Giving Campaign

Through the Annual Giving Campaign, the community is encouraged to support our educational program with gifts of time, gifts-in-kind or monetary donations. A page on our website provides details regarding ways of giving as a 'Friend of HIS' and we will also be seeking some corporate support during this yearly campaign.

The Board of Directors and Board of Trustees will continue to work to ensure the financial stability of HIS as we provide a high quality education for all of our students and build a strong presence in the Hiroshima community and beyond.

HIS School Development Plan

The following six strategic intents have been identified at HIS with sets of objectives. Please find below, some notes regarding progress and future direction on each specific objective.

Strategic Intent 1 - Learning

HIS will establish an articulated program of learning for ages 3 to 18 that prepares students for life in the 21st century.

1.1 Establish a common understanding of 21st century learning at HIS

As part of our ongoing review of our curriculum in line with the HIS mission, we have continued to align our teaching and learning practices at HIS with the IB standards and practices, which form the basis of our common understanding of 21st century teaching and learning. Initial feedback from the Council of International Schools and the IB from preparatory visits have indicated that HIS may need to look at further examining what our common understanding of learning is beyond the IB standards and practices. From this point we will examine our unique context and what teaching and learning can look like in the future at HIS.

1.2 Develop a system of benchmarking for all HIS learning.

HIS is continuing to utilize external assessments such as the WIDA test and International School Assessment (ISA) that helps us to track the development of student learning against external benchmarks. HIS is moving to the online version of ISA which provides instant feedback for us and starting this in 2018/2019.

1.3 Regularly evaluate all learning programs.

2017/2018 saw preparation for the upcoming accreditation and authorization visits by the Council of International Schools (CIS), New England Association of Schools and Colleges (NEASC) and the IB. The results of the self study and feedback from the visits help us to modify this School Improvement Plan.

1.4 Curriculum planning and review, both horizontal and vertical:

As part of preparations for the Middle Years Program (MYP) authorization visit, the secondary units of inquiry from Grades 6-10 were the focus of the vertical alignment. When we say 'vertical alignment', we mean that we want the content taught in each grade to line up with the content taught in the next grade. Horizontal alignment refers to content being taught in a similar way within a grade level. At HIS, with only one class per grade level, this is relatively simple to do. The primary undergo regular reviews of their units of inquiry throughout the year, with reflections on each unit an important part of the collaborative planning process.

1.5 Create teaching and learning policies

In 2017/2018 the teachers built on the work previously completed on the Language Policy, the Learning Diversity and Inclusion Policy, and the Assessment Policy by starting to draft our Child Protection Policy. Work is continuing in 2018/2019. The bulk of this collaborative policy work occurs during the whole staff meetings that we hold on Thursday afternoons.

1.6 Analysing and using student assessment data to inform teaching:

We have continued to look at the ways that we can use assessment data and are moving our standardized testing through International Schools Assessment (ISA) to an online version in order to receive instant feedback, which will increase the effectiveness of our use of the data.

1.7 Ensure Professional Development is available for all staff who require it:

HIS has continued to pursue teacher professional development through IB workshops (both online and face-to-face), to ensure that HIS is fully compliant with all IB training requirements. Teachers also participated in a range of non-IB professional development and the need for this increases in years where we have higher teacher turnover.

1.8 Strengthen links with local community and resources to support learning and PD opportunities

HIS teachers have participated in a range of work-related sharing opportunities that we call a job-a-like. People in the same role gather and share ideas and experiences. These have included IB-related sessions and also sessions with local teachers in Hiroshima.

1.9 Refine teacher appraisal system

The teacher appraisal system has been reviewed to provide a stronger focus on sharing learning to reframe teacher appraisal within the larger context of professional growth. All staff work on professional growth goals throughout the year which forms a focus of the teacher appraisal and professional development systems.

1.10 Access to learning

The recently completed Learning Diversity and Inclusion Policy is being used to facilitate access to learning in the classrooms and also guide decisions in the admissions process.

1.11 Review policies and procedures for school-wide student pastoral care

A primary and secondary Student Representative Council structure is continuing to function in both primary and secondary.

Strategic Intent 2 - Technology

HIS will develop and implement an approach to technology that both supports and enhances student learning and facilitates school effectiveness.

2.1 Broad-based technology plan

Technology plans are related to the provision of access to technology when required and in 2017/2018, the sets of laptops available as class sets were increased significantly.

2.2 Dedicated financial planning for meeting technology needs

This item remains the same as 2016/2017. With the use of Chromebook sets which are inexpensive and low maintenance, as well as the increasing use of online software such as the Google Suite, both hardware and software (applications) costs have been reduced considerably.

2.3 School support and office services technologically efficient.

This item remains the same as 2016/2017. Increased use of Google Suite in Office related functions have helped the sharing of information across the school. The PTA have also been using Google Docs, Forms and Sheets which align with Office usage enabling collaboration and sharing of information.

2.4 Create a Technology Plan that supports student learning and responsible use:

We have identified a need to create a more detailed policy related to online responsible usage and privacy although this is still an area that needs attention.

2.5 IT development plan for upgrading/streamlining school support systems

This item remains the same as 2016/2017. Related to points 2.1 and 2.2 above, the financial burden of our technology needs is shifting. Currently, the wider usage of the Google Suite of applications has streamlined enabled a number of processes to be streamlined.

Strategic Intent 3 - Community & Marketing

HIS will establish a pre-eminent position both in the local education market and as a school of repute internationally.

3.1. Increased recognition within the local market

Monthly open campus events continue to be successful with the flexibility of the dates, particularly when we hold the event on a Japanese public holiday, as well as the school tours with smaller groups on a normal school day.

3.2 Increased recognition within the international schools community globally.

HIS continues to have a strong presence within the IB community with a number of teachers attending events within the Asia Pacific region as IBEN representatives. After initial research, HIS is not planning to move ahead with a boarding component due to the lack of suitable facilities in the nearby areas. This remains a possibility for future consideration if a suitable premises were to be identified.

Strategic Intent 4 - Finance & Operations

HIS will create the financial, legal and operational conditions to secure the long-term future of the school.

4.1 Establish operational conditions for sustainability

A full review of the HIS policy document was undertaken by the Board of Directors during the course of the year.

4.2 Establish financial conditions for sustainability

With a reduction in teacher numbers, an increase in tuition and healthy enrolments, the financial situation at HIS is stable.

4.3 Establish legal conditions for sustainability

Work continued to ensure HIS is in compliance with changing labor laws in Japan. HIS continues to be audited by Hiroshima Prefecture and an internal auditor in compliance with our Act of Endowment.

Strategic Intent 5 - Facilities

HIS will develop a comprehensive facility based on the learning needs of the student body.

5.1 Creation of on-going Facility Plan

The need for a replacement for the Annex has been identified and planning for this will continue. A covering of artificial turf for the field has also been discussed.

5.2 Facilities maintenance and development budget

A relatively large maintenance item, the sealing of the gym floor, was completed during the summer of 2017/2018. Waterproofing of the gutter around the gym roof was also completed. Larger maintenance items such as further waterproofing of areas of the roof on our main building have been prioritized and will be addressed in order over the coming years.

Strategic Intent 6 - Leadership & Governance

HIS will sustain superior Boards of Trustees and Directors that support the school's mission through their engagement, leadership and long-term strategic planning.

6.1. Critical skill sets are recruited and retained on the Boards.

A number of positions were filled on the Board of Directors and Board of Trustees.

6.2. Boards follow independent school governance best practices.

Board of Directors and Board of Trustees to continue self-evaluation processes in 2018/2019.

6.3 Ongoing engagement of Boards in strategic thinking via an identified strategy-making framework.

The School Improvement Plan was looked at with the aim of re-drafting the document in 2018/2019 using feedback from the various evaluation and accreditation visits.

6.4. (A) Ensure Guiding Statements are consciously used to guide decisions, planning etc.

This remains the same as 2016/2017. HIS Mission and Vision statements have been used as part of the community feedback process and appear in all classrooms and HIS publications. Maintain focus on HIS Mission and Vision as School Development Plan is reviewed.

6.5 Training and orientation for Board members

This remains the same as 2016/2017. Two full-day Board of Directors retreats were held in 2016/2017. Board Training as part of regular meetings to be continued in 2017/2018.

6.6 Review, update and streamline all manuals pertaining to operating policies of the Boards

This remains the same as 2016/2017. Board Policy documents to be reviewed in 2017/2018.

6.7 Increase transparency of Board operations

Board Meeting dates have been placed on HIS Calendar. Financial information has been presented in the HIS Annual Report.

6.8 Develop the understanding of the Board of Directors (BoD) in regard to the implementation and development of the Primary Years Program, Middle Years Program and Diploma Program.

IB reports and general curriculum updates have been a part of Board of Directors meetings. In the recent Council of International Schools and IB Middle Years Program visits, one of the commendations for HIS was how familiar the HIS Boards are of the curriculum program and how supportive they are of student learning.