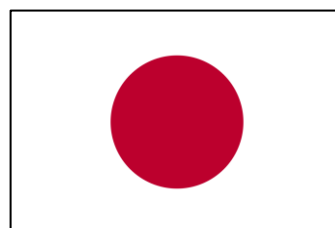




KUNIMOTO ALBERTA INTERNATIONAL SCHOOL



Annual Education Results Report

Three-Year Education Plan 2023-2026

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Introduction to Kunimoto Alberta International School

Kunimoto Alberta International School (KAIS) is an overseas school accredited by the Ministry of Education of Alberta. Alberta, Canada is an advanced education region with a high performance in the world, ranking first in Canada by PISA (Program for International Student Assessment). In 2020, the Ministry of Education of Alberta partnered with Kunimoto Gakuen as a part of its Alberta Accredited International School program. Currently, there are 14 Alberta Accredited Schools in the world including: China, Mexico, the United Arab Emirates, and Cambodia among others. KAIS is unique as it is the only accredited school offering a double diploma program and the only Alberta Accredited School operating in Japan. In this unique Double Diploma course students are not only students of Kunimoto Girls' Junior and Senior High School, but also students of KAIS. By taking classes at our two schools for six years, they aim to graduate with both a Japanese and Canadian high school diploma.

KAIS students will receive the benefits of both the Japanese national curriculum as well as Canada's excellent education system. There is a focus on creating and sustaining an education built on the ideas of appropriate scaffolding, an emphasis on English language literacy and numeracy as a foundation for all learning, the development of fair and consistent assessment practices, the integration of technology and the use of certified teachers in the development of curriculum at all levels ensures that Alberta has one of the best education systems in the world. In our double diploma program students learn English as a means of communication and expression. It is a dual language program. We follow a scaffolded approach with grade 7 students taking English Language Arts classes and the rest of their instruction being in Japanese. In grade 8 students are exposed to social studies, science, and math in English as well as their full English



Language Arts class. In grade 9 students have all their core classes in English with physical education and option classes also led by qualified Alberta teachers. The goal is for our students to progressively build English proficiency to a level that prepares them to take the full Alberta program of Studies. These classes will further support students in learning the important skills of critical and creative thinking, social literacy, numeracy, and last but not least physical literacy. The goal of this program is for students to foster teamwork and collaboration, enhance self-esteem and problem-solving skills, and to deepen their understanding of living in a connected and globalized world.

Kunimoto Alberta International School is located in a quiet residential area of Setagaya, Tokyo. The school shares its campus with a Kindergarten and elementary program. Facilities include the Ariki Memorial Hall and gymnasium, a modern computer lab, welcome lounge, kitchen, lacrosse field, tennis court, library, and tea ceremony room. We are a modern school rooted in tradition.

Morning assembly

It is time to listen to lectures based on school lessons, thinking about the founding spirit of Haruki Ariki, the founder. We sing songs that wish for the growth of a rich heart, and we hold it once a week with the hope that we will grow into a woman who survives strongly and flexibly.



Sporting Excellence

The Kunimoto girls basketball teams is ranked top 8 in all of Tokyo. Our girls show commitment, excellence and sportsmanship in all that they do.



Focus on Arts and Music

The brass band club, open to all Kunimoto students has performed to great acclaim at Tokyo Disney and Disney Sea. Every year parents and staff are treated to a farewell concert.



tea ceremony

The spirit of "Wakei Seijaku" and the knowledge of the tea ceremony that Sen no Rikyu preached, "Four rules and seven rules." The tea ceremony shows a feeling of cherishing people. Through the tea ceremony, which is a traditional Japanese culture, we will nurture a rich emotion.



flower arrangement

By touching the flowers of the four seasons, you can feel the changing seasons and express the beauty of the flowers in the space. Through flower arrangement, which is a traditional Japanese culture, we will nurture an honest and sensitive heart.



Accountability Statement

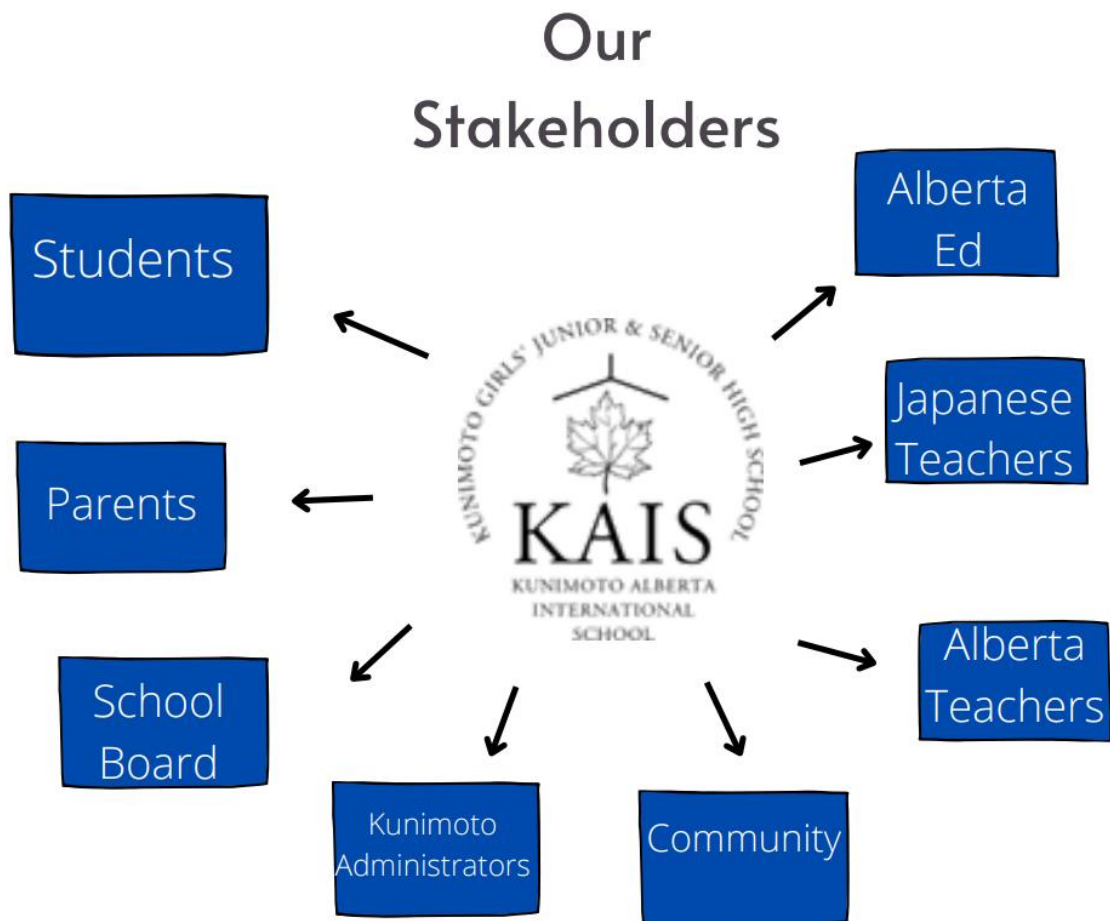
The Annual Education Results Report for Kunimoto Alberta International School for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act* and the *Handbook for Alberta Accredited International Schools*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Board approved the Education Plan for 2023-2026 and Results Report for 2022 on October 1st, 2022.

Sakura Tsuji
School Owner

Our stakeholders:

We are dedicated to our students and believe that meaningfully engaging the global community is a necessity for human development. Our goal is to challenge our girls to develop their unique strengths and abilities which will allow them to thrive in a vastly different world than we grew up in. We are preparing children for an uncertain future, and we know we are not alone in the process of their growth. We are committed to a culture of collaboration, transparency and equity and will work hard to engage with members on all levels. An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system. We endeavor to consider the insights of all our stakeholders, including:



Vision Statement

In the past, many girls' schools in Japan advocated that students become good wives and mothers. However, the times have changed. In a globalized world, there is a growing demand for human resources with strong numeracy, literacy and ICT skills, which have become the common infrastructure of the world, regardless of gender.

The founder, Haruki Ariki, focused on human education to nurture emotions, and at the same time, one of the educational principles was to foster women who can contribute to the global society. Under these founding principles, we aim to educate girls in a new era by combining the education of emotional literacy, and individualism cultural practices and the rich inquiry based education program of Alberta. We want to provide a rigorous education rooted in the traditions of Japanese culture but focused on problem solving and critical thinking.

Summary of Accomplishments

- Our school was officially granted Tier 2 Accreditation status as of July 4th, 2022.
- We have hired 3 Alberta Certified Teachers (with one acting as an Administrator)
- Weekly meetings are held between KAIS teachers
- All of our students received iPads, keyboards, and have access to our modern i-Room computer lab.
- Teachers have been trained in distance education and online distribution models.
- Staff and students have access to G Suite and Google Classroom.
- We have added science, math, and social studies in English to our grade 8 students' timetables and our Grade 9's have equal instruction time in their Japanese classes AND their English counterpart.
- An integrated studies program has been added in which students will listen to guest speakers and participate in various activities including: Writing Haikus, Japanese linguistics, Yoga, making natural dyes from plants, learning about women's health, studying issues surrounding the gender gap among other topics and activities.

Accountability Pillar Summary

Kunimoto Gakuen has an 80 year history and the Canadian program was added in the spring of 2020 with Tier 2 accreditation being awarded in July of 2022. As a result, we do not currently have results from the accountability pillar survey. We have been in contact with Alberta Education regarding AEAM results. Surveys usually run January-February of each year then we will be able to gather the necessary data. We have set-up our system access and are preparing for the survey period. We have created local survey measures and means of data collection in the interim.

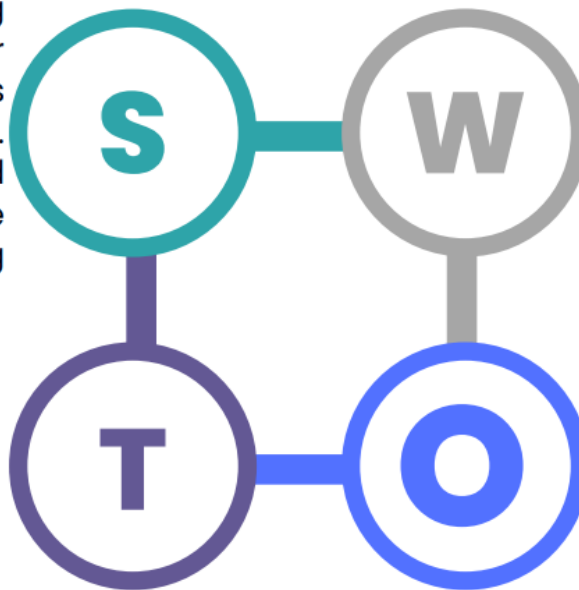
SWOT Analysis

STRENGTHS

We have a strong and committed teaching core who values rigor and encourages students to achieve. We have motivated students and are aligned with a strong and supportive school

THREATS

Barriers to the cohesion of cultures of individuals but also cohesion of two schools .
Scheduling difficulties to meet instructional hours



WEAKNESSES

Acquisition rate of disciplinary literacy
Recruitment issues given government imposed restrictions
Vision articulation

OPPORTUNITIES

All areas of weakness provide and opportunity for collaboration as they are not specific to one grade or subject area



STRENGTHS

We have a strong and committed teaching core who values rigor and encourages students to achieve.

We have motivated students and are aligned with a strong and supportive school

Supporting Data

- Teaching and leading from feeder school has solid results and a rich history (Kunimoto Elementary is well renowned as a leader in academic excellence)
- The KAIS teachers and regular program teachers are able to communicate and identify curricular alignment, and share best practices.
- Timetabling has accommodated the requirements for the Alberta Ed program from grade 9-12



WEAKNESSES

Disciplinary Literacy
Recruitment issues
Vision articulation

Supporting Data

Disciplinary Literacy:

- All students in the program are ESL with a large variation in english language skills.
- Although many similar concepts are found in Japanese curriculum, much of the terminology is extremely subject specific and not yet in their vocabulary. The challenge is to not turn it into an ESL class focussing on only vocabulary aquisition

Recruitment:

- Our first year working towards accreditation was when Covid hit. We are now looking at a much different plan for recruitment as in person activities resume.

Vision articulation:

- There were some misunderstanding with the feeder school regarding what the program goals were. This caused some issues around programming.



Opportunities

Both areas of weakness provide an opportunity for collaboration as they are not specific to one grade or subject area

There is commonality for disciplinary literacy which would allow for the establishment of multi-subject and multi grade PCL's to assist in the process of further aligning the two staff.

Communication with all stakeholders will be the key to success moving forward and if done properly will result in a cohesive network of professionals with a common definition of success.

Restrictions are easing so the opportunity for increased recruitment efforts are in progress.



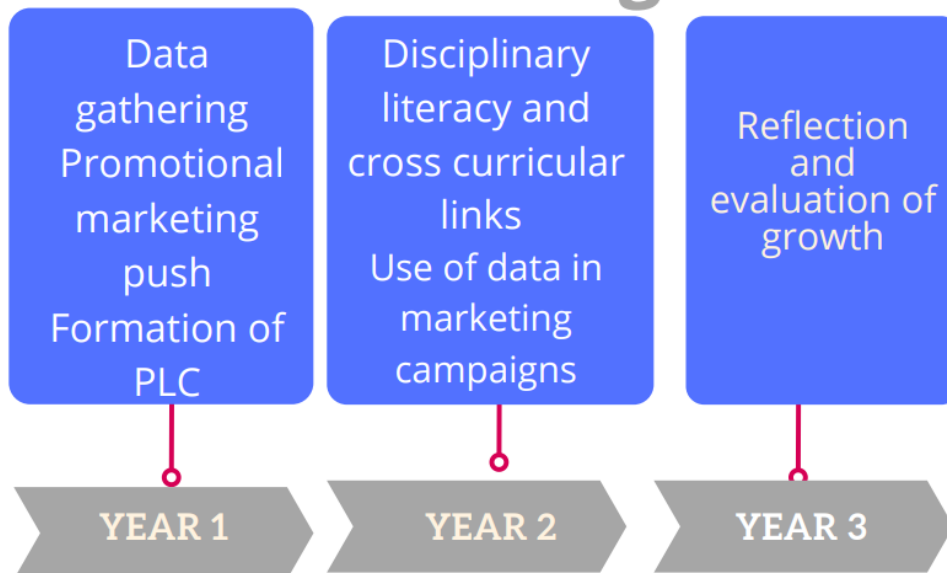
Threats

Barriers to the cohesion of cultures of individuals but also cohesion of two schools as we join
Acquisition rate of subject specific language literacy

For this plan to be successful we are relying on collective efficacy. The entire staff needs to be working towards the same goal and in turn, the students need to buy in to the idea that we are providing a valuable service worth the extra work. We will make sure that PLC's are multi subject and multi grade level to assist in sharing historical understandings and facilitate the weaving together of communities.

Our plan for education:

Timeline Diagram



Outcome: Student Growth and Achievement: KAIS Students are Successful in all English Language Courses taught with Alberta pedagogical principals.

Students demonstrate success in prescribed provincial learning outcomes and, further, demonstrate positive, personal characteristics that contribute to success and resilience.

- Students are encouraged to take calculated risks with their learning; mistake making and failure become a part of the learning process and are normalized since success is not always achieved on the first attempt.

Students demonstrate academic growth with a focus on literacy and numeracy.

- Students increase their fluency in English language especially disciplinary literacy by taking progressively more core courses in English and eventually leading to a whole course load in English.
- Staff continues to focus on creating and sustaining an education built on the ideas of appropriate scaffolding, an emphasis on English language literacy and numeracy as a

foundation for all learning, the development of fair and consistent assessment practices, the integration of technology and the promotion of inquiry-based learning.

Measures: Increasing English literacy rates remains the foundational piece of our program. Prior to April 2020, students completed an entrance examination when entering our program. Unfortunately these results are not available. Students had their individual reading levels assessed qualitatively and individualized student plans were created to target their literacy levels. Graduated online reading programs were used and students could work their way through levels. This year, to gather data quantitatively, we have used their AIKEN test levels and matched them with the Alberta literacy benchmarks we want to use at the end of the year to assess levels. As time progresses, we aim for literacy and fluency rates to be even higher. Currently students are using common lit and we attend to lexile scores when choosing our content, slowly getting students closer to grade level. The inclusion of technology has been important as students can reinforce their learning at home although we are cognizant that culturally, this is not always feasible from a time availability standpoint. Students also have support from a Japanese Teacher of English (JTE) in some of their classes and we work closely with their ESL teachers who agree to incorporate subject literacy into their lessons. Students in grade 9 will take provincial achievement tests (PATs) to evaluate their grade-level standards. In Grade 12 these students will then write provincial exams to obtain their Alberta high school diploma.

Outcome: KAIS's Education System is Well Governed and Managed

There is a need to address effective ways of bridging perceived 'gaps' in communication or involvement from extended stakeholders through meaningful engagement. Our stakeholders need to feel a sense of ownership over the planning process.

We will establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement.

- Our teachers instruct in their core curricular areas and include differentiated planning for our students.

- KAIS teachers meet regularly with Japanese subject counterparts to look at common themes or topics in the curriculum and try to find ways to support each other. We communicate goals and guidelines to each other to deepen understanding.
- The KAIS team now meets regularly once a week to discuss trends, challenges, and accomplishments.
- KAIS admin will continue to make timetabling adjustments to meet provincial guidelines

We will employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.

- We continue to improve our communication plan and methods by reaching out to community experts on promotions as well as utilizing staff who are highly skilled in the area.
- Our school continues to have a strong marketing campaign in our local ward of Setagaya in order to communicate with our local stakeholders.
 - This has included promotional print materials, posters in train stations, media advertisements, interviews in local newspapers, information sessions in-person and virtually, and experiential classes.

We will promote positive community relationships within our school and engage with parents and Alberta Ed in a timely, frank and constructive manner.

- We continue to use social media (Twitter) as well as monthly newsletters to communicate with parents.
- We have agreed upon a single format report card so students and parent understand their progression in learning.
- Our school board and administration continues to analyze trends, challenges, and accomplishments at Kunimoto and communicates with our KAIS team.
- We will continue to work with the Alberta Education International Schools Program to improve the education of all our students.
- We hold community outreach events and open houses for parents and community members to engage with our program.

Guiding Documents:

Ministerial Report on Student Learning

<https://www.alberta.ca/ministerial-order-on-student-learning.aspx>

Education Act

<https://www.alberta.ca/education-guide-education-act.aspx>

Program of Studies

<https://www.alberta.ca/programs-of-study.aspx>

Funding Manual for School Authorities

<https://www.alberta.ca/k-12-education-funding-framework.aspx>

Alberta Accredited International Schools

<https://www.alberta.ca/alberta-accredited-international-schools.aspx>

Handbook for Alberta Accredited International Schools

<https://open.alberta.ca/dataset/0a0c313b-c795-48d5-9fc9-5d57731ba89c/resource/16d6af79-e4fb-4a02-a55d-9efb281b8703/download/edc-handbook-alberta-accredited-international-schools-2020.pdf>

