

MIS Community Survey

April 2021



*Innovative Bilingual
Education for an
Ever-Changing World*

Online Community Survey

Survey offered as an online questionnaire in April 2021.

In English and Japanese.

386 respondents across 5 stakeholder groups:

- Parents
- Faculty
- Support Staff
- Students
- Board

This presentation summarizes the
Parent and Faculty Surveys.

(all detailed survey results are available upon request)

Areas Covered by Survey

Respondents were asked whether they 'agree' or 'disagree' with statements in each of 9 sections:

- Purpose and Direction
- Governance & Leadership
- Curriculum
- Teaching and Assessing for Learning
- Well-Being
- Staffing
- Premises, Facilities, Technology Systems & Auxiliary
- Community and Home Partnerships
- MEXT-Designated Exceptional School

Aligned to the CIS International Accreditation Standards.

Patterns in Responses

A simple way of gauging the strength of feeling for individual questions is to add Strongly Agree/Agree results and compare them to Strongly Disagree/Disagree results.

For example in the survey item below, this becomes, 92%:4.3%. In this way we can identify opinion which is skewed either towards Agreement/Satisfaction or Disagreement/Dissatisfaction.

MIS Community Survey – April 2021		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
D1; C1	My child finds their lessons interesting.	29.7%	62.3%	3.6%	0.7%	3.6%

Purpose and Direction - Parents

A1; B4	I understand the mission, vision, and values of my child's school.	95.4%
A1	The mission, vision, and values of my child's school guide the school in its decision-making.	90%
A3; C3	My child is effectively learning how to interact with people of different backgrounds and cultures.	88.1%
A6; D2	Upon admission, and beyond, the school ensures that there is a match between my child's needs and the programme offered.	85.5%
A3; D3	The school has helped me understand how it is developing my child as a global citizen.	84.1%

Overall, Results were Very Positive:

- Parents feel our school's actions match our guiding statements.
- Parents feel that we are matching their child's needs to the programmes we provide as well as developing their children as global citizens.

Purpose and Direction - Faculty

A1	The school's guiding statements (mission, vision, values, & strategic intent) are appropriate for this school.	100%
A1	The guiding statements (mission, vision, values, & strategic intent) guide the school in its decision-making.	95.2%
A3; C3	Students are effectively learning how to interact with people of different backgrounds and cultures.	95.2%
A5	Data (qualitative and/or quantitative) informs the evaluation and review of the guiding statements.	78.6%
A5	Staff members have been effectively involved in the review and revision process of the school's guiding statement.	73.5%

Overall, Results were Extremely Positive and Constructive:

- Nearly all faculty responses were above the 90% satisfaction rate.
- Fewer faculty members felt that they had been involved in the review of the guiding statements or that data informed the evaluation or review of the guiding statements. This is an opportunity to further survey staff regarding this.

Governance & Leadership

- Parents

B5	The head of school and leadership team have the intercultural skills needed within the school's cultural context.	89.6%
B3	As appropriate, the school's plans are effectively communicated to parents.	88.9%
B3	I believe the school operates in a financially responsible manner.	88.3%
B2	The head of school, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being.	87.6%
B1	The governing body/board and the head of school work together establishing positive relationships with parents.	86.9%

Overall, Results were Very Positive:

- Parents have great faith in the school's board, leadership, plans, finances, beliefs, and actions.
- Parents feel that the board and head of school work effectively together.

Governance & Leadership

- Faculty

B1	The roles and responsibilities of governance, leadership, and management are reflected in practice.	97.5%
B1	The school's governing body/board and leadership act legally and ethically.	97.5%
B2	The head of school, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being.	97.5%
B3	The school's programmes are appropriately funded.	95%
B3	The school's educational plans are effectively communicated to staff.	92.5%

Overall, Results were Extremely Positive:

-Faculty have great faith in the board, leadership, and practices supporting learning in the school.

-Faculty feel that the board and head of school work effectively together.

Curriculum - Parents

C1	My child is supported socially and emotionally.	94.4%
C3; D6	The school helps my child to use information technology (IT) and social media in a responsible way.	90.8%
C3; D3	The school's curriculum provides my child with opportunities to learn about their own background and culture.	85.1%
C3	The school appropriately provides for the development of multilingual learning.	83%
C2	The curriculum meets my child's learning needs.	77.4%

Overall, Results were Very Positive and Constructive:

- Parents strongly feel that their children are supported socially and emotionally, and that IT is integrated into their children's learning.
- Fewer parents felt that the curriculum met their child's learning needs.

Curriculum - Faculty

C3	The formal curriculum effectively promotes the development of digital citizenship	100%
C1; A1	The school's curricular programmes are aligned with the school's guiding statements	97.4%
C4; C5	Systematic review of the school's curriculum ensures appropriate continuity and progression.	94.9%
C5	The school encourages innovation of teaching strategies and assessment techniques.	92.3%
A5	The curriculum provides for the full range of learning needs of students at the school.	92.3%

Overall, Results were Extremely Positive:

- Nearly all faculty responses were above the 90% satisfaction rate.
- Far more faculty than parents feel that the curriculum meets the learning needs of the students. This is an area to investigate further.

Teaching and Assessing for Learning - Parents

D6; C3	The school effectively uses information technology (IT) to enhance my child's learning	97.1%
D1; C1	My child finds their lessons interesting.	92%
D1; C1	My child's lessons/classes challenge them to learn and improve.	89.8%
D7	The school provides sufficient information on the achievement and progress of my child	76.8%
D7	The school continuously provides my child with feedback on how to improve.	68.1%

Overall, Results were Very Positive as well as Constructive:

- Parents share that their children find their lessons interesting and that they are challenged to learn and improve.
- Parents feel the school can provide more feedback to students and parents on achievement, progress, and how to improve.

Teaching and Assessing for Learning - Faculty

D7	The school has systematic means for assessing, analysing, recording, and reporting on individual students' performance.	100%
D6	Teaching and learning resources enable the curriculum to be taught effectively.	100%
D1	The students are engaged in their learning.	97.4%
D5	Students who need specialised language support to access the curriculum are provided with effective programmes taught by qualified teachers.	97.4%
D7	Teachers use assessment data to inform teaching and assessment strategies.	97.3%

Overall, Results were Extremely Positive as well as Constructive:

- Faculty feel that they have the resources they need to effectively teach and that teaching, learning and assessment practices are highly effective.
- Faculty feel that they would like to learn more about their students' gifts and talents as well as professional development on how to meet gifted students' needs.

Well-Being - Parents

E2	I understand the school's expectations for my child's behaviour.	93.4%
E3	The school provides good health care when my child is unwell.	93.4%
E2; G2	I have confidence in the school's ability to keep my child safe in school.	91.8%
E1	The school has a supportive environment for students' well-being	88.2%
E4	I have confidence in the school's ability to keep my child safe on a school trip.	85.2%

Overall, Results were Extremely Positive:

- Parents have a high confidence in the school to provide a safe, healthy, and supportive environment for their children.
- Parents felt that the school has clear expectations for student behavior.

Well-Being - Faculty

E1	The school has a supportive environment for students' well-being.	100%
E2	I understand and am able to carry out my responsibilities related to the school's child protection policies.	100%
E2	I understand and am able to carry out my responsibilities regarding the school's policies and practices related to students' behaviour.	100%
E3	I am informed if any of my students have health conditions that might affect their performance in my classes.	100%
E4	When planning trips, faculty are required to follow formal procedures, including risk assessment, to ensure the health and safety of students.	94.6%

Overall, Results were Extremely Positive:

-Faculty strongly feel that they are able to carry out their responsibilities in relation to child protection, behavior, and health and safety.

-Faculty strongly feel that they understand the health conditions of children in their class.

Staffing - Parents

F1	I have confidence that my child's teachers have the necessary skills and competencies to teach the curriculum.	88%
F2; I4	I understand and have confidence in the way that the school selects and screens its staff and volunteers to make sure that they are suitable to work with children	79%

Overall, Results were Positive:

-Parents largely feel that their child's teachers are qualified to teach the curriculum

-Parents largely feel confident in the school's teacher recruitment. (notable that over 8% of parents selected 'not applicable' for the second question)

Staffing - Faculty

F6	Staff understand what is expected of them in their roles at the school.	100%
F1	Faculty have undertaken training specific to the curriculum and related pedagogical methods.	97.3%
F3	The school provides professional development appropriate for the range of students' needs in the school.	97.3%
F4	Appraisals of my performance are conducted fairly.	94.6%
F5	The school has a professional and trusting working environment.	91.9%

Overall, Results were Extremely Positive:

- Nearly all faculty responses were above the 90% satisfaction rate.
- Staff feel qualified, appreciate the professional development offered, feel the appraisal system is fair, and appreciate the professional, trusting environment.

Premises, Facilities, Technology Systems & Auxiliary - Parents

G2	The school provides a secure environment for all members of the school community.	99.3%
G1	The classroom and other teaching spaces at my child's school are suitable for learning	97.8%
G2	The school premises are both clean and well maintained.	97%
G2	I have confidence in the school's emergency procedures for critical incidents such as a fire, earthquake, or intruders.	96.3%
G3	The school's technology systems for parents enhance my understanding of my child's education.	94%

Overall, Results were Extremely Positive:

- Parents appreciate the school's campus, learning spaces, security, cleanliness, and safety.
- Parents feel that Seesaw enhances their understanding of their children's learning.

Premises, Facilities, Technology Systems & Auxiliary - Faculty

G2	The school's practices make sure that the buildings and facilities are safe for children and that any unsafe or isolated areas are identified and made safer.	100%
G1	School premises and equipment reflect the school's guiding statements and support the learning programmes.	97.3%
G2	Evacuation procedures are effective and practiced regularly.	97.2%
G2	The school is a clean and hygienic environment.	94.6%
G3; D6	The school's technology systems enable effective teaching and learning to take place.	91.9%

Overall, Results were Extremely Positive:

- Faculty feel prepared for emergencies involving evacuation or lockdown.
- Faculty feel that the school is safe, clean, suits their teaching and learning needs, and has effective technology.

Community and Home Partnerships - Parents

H1	Communications between school and home help me to understand my child's education.	94.7%
H1	I am involved in the life of the school in ways which benefit my child's learning.	92.4%
H1	The school effectively manages parent relationships.	89.4%
H1	When necessary, the school includes me in decisions about my child's education.	78.9%

Overall, Results were Very Positive:

–Parents appreciate the communication, involvement, and relationships between the school and home.

–Some parents felt that they would like to be more involved in decisions about their child's education. (notable that 13.5% marked 'not applicable' for this statement)

Community and Home Partnerships - Faculty

H1	The school effectively manages parent relationships.	100%
H1	Communications between school and home enhance the students' education.	100%
H2; E1	Partnerships external to the school are effective at enhancing students' learning.	89.2%
H2; E1; G5	Environmental stewardship is an area of focus for developing students' leadership and agency.	81.1%
H2; E1	Service learning is an area of focus for developing students' leadership and agency	73%

Overall, Results were Very Positive:

- Faculty felt that the communications and relationships between home and school effectively support the students' education.
- Faculty felt that service learning opportunities have been limited due to COVID-19.

MEXT-Designated Exceptional School - Parents

The school inspires children to become responsible global citizens.	94.7%
The school nurtures international mindedness in its children.	93.2%
The school offers an international curriculum based on the objectives of the Japanese national curriculum.	93.1%
The school emphasizes the importance of learning English and Japanese in support of children's bilingualism.	93.1%

Overall, Results were Extremely Positive:

- Parents feel the school fosters global citizenship and international mindedness.
- Parents feel that the school effectively offers an international curriculum based on the Japanese national curriculum and emphasizes bilingual learning.

MEXT-Designated Exceptional School - Faculty

The school offers an international curriculum based on the objectives of the Japanese national curriculum.	100%
The school inspires children to become responsible global citizens.	100%
The school nurtures international mindedness in its children.	97.3%
The school emphasizes the importance of learning English and Japanese in support of children's bilingualism.	97.3%

Overall, Results were Extremely Positive:

- Faculty feel the school fosters global citizenship and international mindedness.
- Faculty feel that the school effectively offers an international curriculum based on the Japanese national curriculum and emphasizes bilingual learning.

Comments from Parents

Overall, Comments were Very Positive and Constructive:

“I sincerely appreciate the improvements that have been made in the past year to connect parents and the school using Seesaw as a way to see how and what our children are learning as well as a means to communicate with our children's teachers. Thank you for this, MIS!”

“The school environment is wonderful and I am especially proud of the library.”

“I cannot thank your teachers enough. I thank them for closely and carefully guiding our children every day.”

“My children love school and look forward to going to school every morning. Though the school was closed due to COVID-19, I was very impressed that you provided a distance learning environment right away. Though we are living through challenging times, I hope that the teachers will do their best to ensure that the children can learn safely and securely.”

Conclusion

- The overall tone of the survey responses was very positive.
- There are areas that as our Leadership Group and Senior Management Team should look deeper into to determine what the survey results indicate for school improvement.
- As each item is linked with the CIS Accreditation Standards, this will help us with our continuous school improvement process leading up to our upcoming re-accreditation with CIS.