MIS Community Survey (Gakko Hyoka)

Innovative Bilingual Education for an Ever-Changing World

Online Community Survey

Survey offered as an online questionnaire in April 2025.

In English and Japanese.

301 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, 96.5%:3.5%. In this way we can identify opinion which is skewed either towards Agreement/Satisfaction or Disagreement/Dissatisfaction.

MIS Community Survey – April 2025		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
D1; C1	My child finds their lessons interesting.	35.1%	61.4%	3.5%	0.0%	0.0%

4

Purpose and Direction - Parents

A1; B4	I understand the mission, vision, and values of my child's school.	96%
A1	The mission, vision, and values of my child's school guide the school in its decision-making.	94.4%
A3; C3	My child is effectively learning how to interact with people of different backgrounds and cultures.	92.1%
A6; D2	Upon admission, and beyond, the school ensures that there is a match between my child's needs and the programme offered.	92.8%
A3; D3	The school has helped me understand how it is developing my child as a global citizen.	91.2%

Overall, Results were Extremely 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.	95.3%
A1	The guiding statements (mission, vision, values, & strategic intent) guide the school in its decision-making.	95.3%
A3; C3	Students are effectively learning how to interact with people of different backgrounds and cultures.	88.3%
A3; D3	The school puts into action its contextual definition of global citizenship.	93.1%
A4	The school's guiding statements and their ethical basis influence how the school operates	88.4%

Overall, Results were Positive and Higher than Previous Years:

– The faculty felt that the school's Vision, Mission and Aims are appropriate and guide the school's decision-making and operations.

– Faculty felt that students have the opportunity to learn about different cultures and develop as global citizens.

Governance & Leadership - Parents

B5	The head of school and leadership team have the intercultural skills needed within the school's cultural context.	93.3%
B3	As appropriate, the school's plans are effectively communicated to parents.	90%
B3	I believe the school operates in a financially responsible manner.	92.5%
B2	The head of school, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being.	91.7%
B1	The governing body/board and the head of school work together establishing positive relationships with parents.	94.1%

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

B6	The head of school and leadership team have the intercultural skills needed within the school's cultural context.	78.6%
B1	The school's governing body/board and leadership act legally and ethically.	86.1%
B2	The head of school, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being.	81.4%
B3	The school's programmes are appropriately funded.	97.7%
B2	The head of school, as the educational leader, shows ultimate responsibility and accountability for the students' education and well-being.	81.4%

Overall, Results were Positive and Constructive:

– Faculty generally have faith in the board, leadership, and practices supporting learning in the school.

– Faculty strongly feel that the school financial supports quality teaching and learning.

Curriculum - Parents

C1	My child is supported socially and emotionally.	95.8%
C3; D6	The school helps my child to use information technology (IT) and social media in a responsible way.	91.4%
C6	School activities offered outside of classes match my child's interests.	93.2%
C3; D3	The school's curriculum provides my child with opportunities to learn about their own background and culture.	95.7%
C2	The curriculum meets my child's learning needs.	89.7%

Overall, responses were extremely positive:

– Parents feel strongly that their children are supported socially and emotionally, that IT is integrated into their children's learning, that the curriculum meets their children's learning needs, and that after school activities match their children's interest.

Curriculum - Faculty

C1; A1	The school's curricular programmes are aligned with the school's guiding statements.	92.5%
C6	The school offers a breadth of programmes and activities to meet students' needs.	92.1%
C3; D3	The school's curriculum provides children with opportunities to learn about their own ethnic/cultural heritage.	80%
C3	The formal curriculum effectively promotes the development of digital citizenship.	90%
C3; D6	Most students use information technology (IT) and social media in a responsible way.	90%

Overall, Results were Positive:

– Nearly all faculty responses were above the 80% satisfaction rate, many demonstrating over 90% satisfaction.

– The faculty felt that the school's curriculum and programmes (both in and out of the classroom) meet students' needs and develop digital citizenship.

Teaching and Assessing for Learning - Parents

MAKUHARI INTERNATIONAL SCHOOL MIS

D6; C3	The school effectively uses information technology (IT) to enhance my child's learning.	93%
D1; C1	My child finds their lessons interesting.	96.5%
D1; C1	My child's lessons/classes challenge them to learn and improve.	92.1%
D3; C3	Local places and culture(s) are used to effectively enrich my child's learning.	93%
D3; G5	The school effectively teaches my child about the impact people can have on the environment.	93%

Overall, Results were Extremely Positive:

– Parents share that their children find their lessons interesting and that they are challenged to learn and improve.

– Parents feel the school uses IT as well as local places and culture(s) to enrich their child's learning and learn about their impact on the environment.

Teaching and Assessing for Learning - Faculty

MAKUHARI INTERNATIONAL SCHOOL ◀ MIS

D7	Teachers use assessment data to inform teaching and assessment strategies	97.3%
D6	Teaching and learning resources enable the curriculum to be taught effectively.	97.3%
D6; C1	The use of media and information technology is integrated into teaching and assessment in order to enhance students' learning.	100%
D1	The students are engaged in their learning.	97.3%
D3; G5	Students are effectively taught about the impact people can have on the environment.	94.6%

Overall, Results were Extremely Positive:

– 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 students are engaged in their learning, that they understand the impact they have on their environment, and that IT is integrated effectively.

Well-Being - Parents

E2	I understand the school's expectations for my child's behaviour.	98.3%
E3	The school provides good health care when my child is unwell.	94.7%
E2; G2	I have confidence in the school's ability to keep my child safe in school.	91.2%
E1	The school has a supportive environment for students' well-being	91.1%
E4	I have confidence in the school's ability to keep my child safe on a school trip.	91.2%

Overall, Results were Extremely Positive:

– Parents have a high confidence in the school to provide a safe, healthy, and supportive environment for their children in and out of school.

– Parents feel that the school has clear expectations for student behavior.

Well-Being - Faculty

E3; G2	I understand and am able to carry out my responsibilities regarding the school' policies and practices related to health, safety, and security.	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%
E4	When planning trips, faculty are required to follow formal procedures, including risk assessment, to ensure the health and safety of students.	100%
E1	The school has a supportive environment for students' well-being.	100%

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 the school provides a supportive environment and that students are safe on trips.

Staffing - Parents

F1	I have confidence that my child's teachers have the necessary skills and competencies to teach the curriculum.	96.5%
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	85.7%

Overall, Results were Positive:

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

–Parents feel confident in the school's teacher recruitment.

Staffing - Faculty

F6	I am satisfied with the clarity of my employment contract with the school.	94.6%
F3	There is a defined process for allocation of professional development.	94.6%
F2; I4	The school has carried out a rigorous vetting process on me, which included police checks and employment references.	97.2%
F4	I understand the school's written performance evaluation policy and procedures.	94.6%
F5	I understand the school's code of conduct for staff.	100%

Overall, Results were Extremely Positive:

– Nearly all faculty responses were above the 90% satisfaction rate.

– Staff feel qualified, properly vetted, understand the school's code of conduct, and also feel that the school has a clear process for professional development.

Premises, Facilities, Technology Systems & Auxiliary - Parents

G2	The school provides a secure environment for all members of the school community.	100%
G1	The classroom and other teaching spaces at my child's school are suitable for learning	99.2%
G2	The school premises are both clean and well maintained.	98.2%
G2	I have confidence in the school's emergency procedures for critical incidents such as a fire, earthquake, or intruders.	94.6%
G3	The school's technology systems for parents enhance my understanding of my child's education.	96.4%

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.	97.3%
G1	School premises and equipment reflect the school's guiding statements and support the learning programmes.	100%
G2	Evacuation and lockdown procedures are effective and practiced regularly.	100%
G2	The school provides a secure environment for all members of the school community.	97.3%
G3; D6	The school's technology systems enable effective teaching and learning to take place.	97.3%

Overall, Results were Extremely Positive:

– Faculty feel prepared for emergencies involving evacuation or lockdown.

– Faculty feel that the school is safe, secure, 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.	94.6%
H1	I am involved in the life of the school in ways which benefit my child's learning.	90.2%
H1	The school effectively manages parent relationships.	89.3%
H1	When necessary, the school includes me in decisions about my child's education.	86.6%

Overall, Results were Very Positive:

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

– A small number of parents felt that they would like to be even more involved in decisions about their child's education.

Community and Home Partnerships - Faculty

H1	The school effectively manages parent relationships.	94.6%
H1	Communications between school and home enhance the students' education.	100%
H2; E1	Partnerships external to the school are effective at enhancing students' learning.	97.3%
H2; E1; G5	Environmental stewardship is an area of focus for developing students' leadership and agency.	83.8%
H2; E1	Service learning is an area of focus for developing students' leadership and agency	83.8%

Overall, Results were Very Positive:

– Faculty felt that the communications and relationships between home and school effectively support the students' education.

– Faculty felt that external partnerships, service learning and environmental stewardship are areas where we have made significant improvements, with a Global Citizenship Curriculum Leader and Team fostering these.

MEXT-Designated Exceptional School - Parents

The school inspires children to become responsible global citizens.	92.8%
The school nurtures international mindedness in its children.	93.6%
The school offers an international curriculum based on the objectives of the Japanese national curriculum.	94.6%
The school emphasizes the importance of learning English and Japanese in support of children's bilingualism.	97.3%

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.	97.2%
The school nurtures international mindedness in its children.	100%
The school emphasizes the importance of learning English and Japanese in support of children's bilingualism.	100%

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

"Thank you for creating such a fun environment for children to learn and grow. My child's time at MIS has been wonderful, with valuable experiences and learning that only an international school can provide. Thank you so much!"

"My children are thriving at MIS. They are truly bilingual. They are appropriately challenged and supported. The clubs, activities, trips and events the school offers are so enriching to my children's lives. Thank you, MIS!"

Conclusion

- The overall tone of the survey responses was very positive, The faculty gave a similar level of positive results to last year's survey. Parents responses were actually even more positive than last year.

- There are areas that as our Leadership Group and Senior Management Team should look into deeper to determine what the survey results indicate for school improvement, such as items with lower satisfaction ratings.

- As each item is linked with the CIS Accreditation Standards, this will help us with our continuous school improvement process.